

Factors Influencing Writing Proficiency among Students Transitioning to Junior High School: A Basis for Remediation Program

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Abstract

This study explored the various factors that influence the writing proficiency of students during their critical transition to junior high school at Little People's School Inc. for the school year 2024–2025. Employing a descriptive-correlational research design, the study examined how socio-economic, pedagogical, and linguistic factors impact the learners' ability to write effectively. Participants were selected based on identified writing difficulties and were assessed using written tests, rubrics, and survey questionnaires to determine their performance level and the challenges they encountered. Findings revealed that a significant portion of the students, nearly half of the sample, performed at the novice level, indicating that additional academic support and intervention are necessary. The results further indicated a significant negative relationship between socio-economic status and writing proficiency, suggesting that students who experience economic challenges tend to perform at lower writing levels. On the other hand, pedagogical and linguistic factors did not show a strong correlation with writing performance. The study highlights the importance of addressing socio-economic barriers to improve students' writing outcomes. Recommendations include the implementation of remediation programs, differentiated instruction, and strong school-community partnerships. Future research is encouraged to involve a larger number of participants to provide deeper and broader insights.

Keywords: Writing proficiency, Grade 6 students, transition to junior high, pedagogical factors, socio-economic factors, linguistic factors, writing difficulties, remediation programs.

1. Introduction

The study aimed to identify key factors that influenced students' writing proficiency during the transition to junior high school. The goal of the study was to provide parents and teachers with evidence-based insights that

could inform the development of targeted strategies to support students' ongoing writing development and academic growth.

1.1. Background of the Study

Writing proficiency is a fundamental skill that significantly influences students' academic performance and future opportunities. As students transition from primary to high school, they often face increasing demands in writing, such as coherence, grammar, organization, and vocabulary development. Beyond academics, writing also fosters critical thinking, creativity, and personal expression. Hence, writing proficiency enables them to communicate their thoughts clearly. This skill supports their academic journey, which is why it is globally emphasized by educators. According to Tang and Van Hell (2024), proficient writers demonstrate a greater ability to organize and express their ideas clearly. According to Parents (2024), in the United States, schools are reported where the content of books and learning materials is being reduced in favor of shorter passages to teach main ideas. This shift has hindered students' ability to grasp complex concepts, affecting their writing proficiency due to a limited vocabulary and weakened critical thinking skills.

In the Philippine context, students and teachers commonly face challenges related to limited vocabulary and improper grammar usage. This is supported by Ramos (2022), who emphasized the need for effective strategies and interventions to develop students' writing proficiency after finding that 308 Filipino Grade 7 students exhibited low levels of proficiency. Limited vocabulary hindered students from organizing and expressing their ideas clearly in writing. As a result, students who face writing challenges in elementary school often continue to struggle in junior high school, leading to inconsistent flow and confusing patterns in their written outputs.

Additionally, socioeconomic factors—such as the financial situation of the students' families, access to resources, and social support systems—can also have a great impact on the development of students' writing ability. These resources are an advantage in students' writing proficiency; however, those who lack resources are limited in reaching their full potential. This is why parental support and involvement are crucial factors for students' learning, because parents create a stimulating learning environment at home, guiding them to be proficient in writing. With this, students are more likely to foster development in their writing skills.

Although some families can sustain the academic support of their child, there are those with lower income who can't, resulting in students enrolling in underfunded schools or those lacking well-trained teachers. This leads to fewer opportunities for personalized instruction and enrichment programs for students' writing. Pedagogical factors—such as the quality of writing instruction, consistency and alignment of the curriculum, teaching strategies, and the effectiveness of teacher feedback—therefore played a vital role in the development of students' writing ability. Teachers may also experience difficulties with large class sizes, limited teaching tools, and struggles in focusing on and catering to each student's needs, particularly in terms of writing. If this need is not addressed, it can hinder students' development in producing more structured and effective written output.

Thus, the aim of this study was to determine whether there is a relationship between pedagogical, socio-economic, and linguistic factors and the writing proficiency of students transitioning to junior high school.

1.2. Objectives of the Study

This study aimed to identify the factors influencing the writing proficiency among the students transitioning to junior high school. Specifically, it sought to:

1. Determine the level of writing proficiency of students transitioning to junior high school in terms of the following:
 - 1.1. Novice
 - 1.2. Intermediate
 - 1.3. Advanced
 - 1.4. Superior
2. Identify the levels of influence of the predetermined factors in the writing proficiency among students in terms of:
 - 2.1. Pedagogical aspect,
 - 2.2. Linguistic aspect, and
 - 2.3. Socio-economic aspect.
3. Analyze the relationship between pedagogical, linguistic, and socio-economic factors and students writing proficiency.
4. Propose a remediation program that could help improve the writing proficiency among transitioning students to junior high school based on the findings of the study.

1.3. Objectives of the Study

This research held a significant value for a wide range of stakeholders that were involved in the educational development of students transitioning to junior high school:

Policy: The results of this study could help in creation and improvement of writing curriculum standards that matched the actual needs of the students transitioning from elementary to junior high school. It could also guide the formulation and implementation policies that supported writing instruction based on effective and evidenced-based strategies. This included the implementation of proposed remediation programs that focused on helping students who were struggling with writing to catch up and eventually improve.

Practice: This study provided teachers with evidence-based insights that they could use to create practical and helpful methods for enhancing their writing instruction. It addressed the factors that students often faced during this transitional stage. A key component was the proposed remediation program, which included extra writing classes, small group sessions, one-on-one feedback, and other structured forms of support to help students build writing confidence and competence.

Social Action: This study emphasized the students' need for equitable access to school resources and writing support programs. It advocated for the establishment of school environments where all students, regardless of background, had the tools and assistance they needed to succeed in writing.

1.4. Hypothesis

Based on the research objectives and relevant literature, the study proposed the following hypothesis:

Null Hypothesis (H₀): There was no significant relationship between pedagogical, socio-economic, and linguistic factors and the writing proficiency of students transitioning to junior high school.

1.5. Scope and Limitations

Scope: This study was focused specifically on students transitioning from elementary to junior high school at Little People's School Inc. during the academic year 2024–2025. It examined writing proficiency across various dimensions, including grammatical accuracy, vocabulary usage, organizational coherence, and genre adaptation. The research considered three primary influencing factors: pedagogical, socioeconomic, and linguistic.

Limitations: This study was limited to students enrolled at Little People's School Inc. during the academic year 2024–2025, which might affect the generalizability of the findings. It relied on teacher assessments and self-reported data, which might introduce bias or subjectivity. Additionally, while it considered pedagogical, socioeconomic, and linguistic factors, other potential influences—such as cognitive development, motivation, and prior exposure to writing—were not deeply explored. The study also did not measure long-term writing development beyond the transition period.

1.6. Definition of Terms

To provide clarity and ensure consistency throughout the study, the following key terms were defined based on their usage in this research:

- **Linguistic Factors** – These referred to language-related variables affecting students' writing proficiency, including vocabulary knowledge, grammar usage, sentence construction, and the influence of first language on English writing.
- **Pedagogical Factors** – These included aspects related to writing instruction, such as teaching methods, curriculum content, classroom strategies, teacher feedback, and access to writing materials, which were believed to influence students' writing outcomes.
- **Socio-Economic Factors** – These involved students' home and financial backgrounds, particularly parental education, income levels, access to learning materials at home, and family support, all of which were examined for their potential impact on writing proficiency.
- **Writing Proficiency** – This was the students' demonstrated ability to express ideas in written form, measured through grammar accuracy, vocabulary use, organization of ideas, clarity, and coherence in their writing test outputs.
- **Transitioning Students** – These were Grade 6 students enrolled at Little People's School Inc. during the school year 2024–2025, who were in the process of moving from elementary to junior high school.
- **Remediation Program** – This referred to a proposed set of targeted academic support activities designed to address the specific writing deficiencies identified among transitioning students, including interventions such as individualized instruction and supplemental writing sessions. 13
- **Significant Relationship** – This denoted a statistically meaningful correlation between one or more independent variables (pedagogical, socio-economic, and linguistic factors) and the dependent variable (writing proficiency), as determined by inferential analysis.
- **Socio-Economic Factors:** Students' financial and social backgrounds, including family income, parents' education levels, the availability of learning materials at home, and overall home support for education.
- **Transitioning Students:** Grade 6 learners from Little People's School Inc. preparing to enter junior high school in SY 2024–2025.

Writing Proficiency: Students' ability to effectively communicate ideas in written form, evaluated based on grammar, vocabulary, organization, and the ability to adapt to different types of writing.

2. Review of Related Literature

This chapter provided an overview of the literature that informed the research on factors influencing writing proficiency among students transitioning to junior high school at Little People's School Inc. It synthesized findings from both foreign and local studies that had significant implications for understanding the variables involved in this research.

2.1. Pedagogical Factors in Writing Instruction

Different pedagogical approaches were a huge contributor to students' development in their learning, specifically focusing on the writing proficiency that had been in demand to be a necessity in the 21st century. Moreover, pedagogical factors were considered a central part of development as it improves the writing proficiency of the learners that supports their development to think critically.

Belarmino (2023) examined the relationship between writing proficiency and academic achievement grades 7 at Father Julian C. Rago Memorial National High School. Based on the theories of Krashen, Skinner, and Chomsky, it was found that there was a significant correlation between students' English writing abilities and their performance in core subjects such as English, Science, and Math. It is notable that although gender and family income appeared to be influential in writing and academic performance, parental educational attainment was less so. Most importantly, the study called for well-designed modules that deal with specific weaknesses in writing, especially for students who had demonstrated at most basic proficiency.

Graham et al. (2025) widened the effectiveness of writing instruction with a complete meta-analysis. The study drew data from over 22,000 students and showed that direct teaching of writing-involving pre-writing activities, peer collaboration, and feedback from a teacher or fellow students, greatly enhances student writing outcomes. One evidence-based practice that 15 proved especially powerful was Self-Regulated Strategy Development (SRSD) because students came to exercise considerable control over their writing. This kind of mostly teacher-led but somewhat student-centered instruction emerged as a potent combination, underscoring the validity of treating writing as a dynamic process.

Performance assessments play an important role in developing students' writing skills. Suastra and Menggo (2020) investigated the influence of performance assessment on not only writing skills but also affective learning aspects. Their study, conducted among university students in Indonesia, found that writing performance, self-esteem, and motivation improved when learners were provided with clear rubrics and meaningful feedback. Thus, the assessments gave students a better sense of what to do and took ownership of their learning, which was reflected in their outcomes and engagement in writing tasks.

Moreover, numerous studies strongly emphasize the importance of feedback to the learners' writing approach as it tackles the profound relatedness of feedback to the performance assessment of the students. With clear and meaningful feedback, learners have the reason to hold onto it, which results in being introspective and being cautious of their performance. For instance, (TI Interview, November, 2021) feedback facilitates peer communication as they feel more confident knowing that in writing classes, they are given an opportunity to interact with their peers. In a classroom setting where different approaches and strategies were implemented, students are more engaged when the atmosphere the facilitator is giving is not heavy, resulting in a new innovation that provides new perspective and opportunities for students. TE, in an interview conducted in November 2021, emphasizes that an environment where students are free from blunt criticism in their writing is more effective when it focuses on positive and meaningful feedback to help them improve.

In addition, in the study of Ochoa et. al (2025) examines the impact of targeted academic writing instruction on high school students' writing proficiency, measured via the Cambridge FCE exam. The findings reveal that structured instruction focusing on process writing, peer 16 feedback, and self-assessment leads to significant improvements in coherence, grammar, and argumentative skills. For students transitioning to junior high, these results underscore the value of process-oriented pedagogical approaches that foster iterative

writing and critical thinking. The study's evidence supports integrating explicit writing instruction into curricula to enhance students' academic writing capabilities during critical educational transitions.

Wang and Troia (2023), discusses motivation itself in writing, the focus of their inquiry is directed at the interaction between the types of motivation internalized by learners and the types of instruction that their teachers impart. The authors' study of upper elementary-level students and their instructors made findings to the effect that some students who were more motivated to write tended to do better; however, they found out that too much negative discipline or very strict management styles would counteract the development of writing. On the contrary, classrooms in which teachers varied their teaching styles from being more prescriptive to more responsive and adaptable to their students' needs were more effective in promoting writing development. An interesting finding was that differences also appeared across student demographics; in general, girls and fifth graders were found to outperform their fellow students in writing tasks.

Furthermore, Kim and Park (2022) explore how collaborative writing activities influence both writing proficiency and motivation among junior high students. Their study finds that group-based writing tasks not only improve students' ability to organize ideas and use language effectively but also increase their engagement and confidence in writing. This dual impact is particularly important during the junior high transition, a period when students often face heightened academic challenges and self-doubt. The authors suggest that incorporating collaborative pedagogies can create supportive learning environments that foster both skill development and positive attitudes toward writing, making this approach highly relevant for educators aiming to boost writing proficiency during this critical stage.

Significantly, the study by Amalia, Abdullah, and Fatimah (2021) delves into the multifaceted challenges encountered by English teachers instructing junior high school students 17 in Indonesia. Through semi-structured interviews with three educators, the research identifies seven primary obstacles: students' limited grammatical competence, difficulty in idea development, inadequate vocabulary, lack of motivation, time constraints, scarce teaching materials, and insufficient teaching facilities. To address these issues, the teachers implemented strategies such as explicit vocabulary instruction, collaborative writing activities, and targeted writing exercises. This study is pertinent to understanding the pedagogical factors influencing writing proficiency among students transitioning to junior high school. It underscores the importance of tailored instructional approaches that consider both the cognitive and environmental challenges students face, thereby informing the development of effective remediation programs aimed at enhancing writing skills during this critical educational transition.

Overall, these findings testify that writing ability does not develop in isolation. It is affected by a host of factors: the teaching methods used, the nature of assessment tools, the motivation of students, and the atmosphere of learning. Entry into junior high school is a very critical time in a student's educational development; such support, encouragement, and practice will greatly enhance their writing development. Literature stresses that writing instruction must meet students at their particular development; this will help students not only master writing skills but also empower them with clarity and confidence to express themselves.

2.2. *Socio-Economic Factors in Writing Instruction*

Effective understanding of the writing achievement of students involves going beyond instruction in class. Writing entails not only a cognitive process but mainly that which is social-cum-economic background, family support, and what kind of tools and methods are even being used in instruction. Several studies have recently established and given insight into how those variables interact and add up to the formation of students into their literacy activists.

One of the most enduring issues that plague writing instruction is the achievement gap connected with socioeconomic status. In a meta-analysis of 44 studies, Castillo (2024) found that students from lower-income backgrounds consistently performed worse on writing tasks compared to their more advantaged peers. Aside

from this, interestingly, the way in which writing is assessed is a significant factor in the inequity. While holistic scoring rubrics are a convenient way of scoring students, they disadvantage students who have had less formal exposure to mechanics of writing like grammar and structure. In addition, writing tasks which made an audience or purpose specification widened the performance gap, perhaps because students from higher SES backgrounds were more accustomed to adapting their writing for different contexts. These findings imply that what is often considered a skills gap may become rather a reflection of inequitable educational opportunities.

In addition to such ideas is a study conducted by Nadeem et al. (2021), which devoted research to the relationship between income and literacy levels in Bahawalpur, Pakistan. The study has made it known how children's education participation is restricted by economic limitations. Because many of these children have to work to support their families, they have little time and energy left for school. Few literacy skills limit their options for employment as adults, thus putting them on a poverty cycle. Literacy is not just an individual skill but a social asset that is not equitably distributed and is usually hereditary through economic status.

However, income is not the only determinant of literacy; parental engagement also resounds in one's literacy output. This is evidenced in a study carried out at the Aura Sukma Insani Bilingual Kindergarten in Bali, where programs such as parent teacher conferences, interviews, final reports, and eco-enzyme activities have been carried out to engage parents in their children's English literacy development. According to Epstein's (2002) six types of parental involvement, the aforementioned programs include parenting, learning at home, decision-making, and communication. However, the study reported various challenges in implementation, especially in terms of decision-making and community collaboration. Issues such as poor internet connectivity during online learning sessions, miscommunication through WhatsApp, as well as difficulty managing student attention were mentioned. Still, the researchers underlined that the development of successful literacy rests in acknowledging that schools and families have a shared responsibility, which requires mutual understanding and effort.

Technology has begun to play a growing role in supporting literacy in terms of seeing the teaching strategies. A. H. Z. (2023) studied the use of digital storytelling as an instructional approach to improving students' writing. Using a quasi-experimental design of control and experimental groups, the study revealed that by using the digital storytelling method, the writing performance of students has significantly improved. When pre-test and post-test comparisons were made, there was a marked improvement, and statistical analysis confirmed the significance underlying these results. Beyond the numbers, digital storytelling appears to offer a more engaging and personalized way for students to express ideas, which may be especially helpful for learners who struggle with traditional writing formats.

Home literacy practices significantly influenced students' writing competency especially at transition periods to junior high schools. Wu (2020) has shown that the exposure of such home literacy activities such as independent reading and writing plus parental writing assignment assistance strongly relates with higher academic achievement in reading and writing. Self-regulation skills and setting literacy expectations are very crucial parental roles that affect high-level academic performance even more than outright provision of resource access. Subsequently, that research attached to the home environment gave discounts to effective independent practice, as seen by findings from the National Center for Education Statistics that reading and having home discussions regarding school work are significant in literacy proficiency. Such findings generally advocate for active parental involvement in creating an enriching home literacy environment to hone students' writing abilities while most particularly in transition. It also mentions the significant impact home literacy practices and parental involvement have on students' writing capabilities, especially during such transitional moments of schooling, change to junior high school. Wu (2020) indeed demonstrated home literacy activity participation, independent reading and writing, parental aid with writing assignments, as some of the most contributors to high reading and writing achievement. Major parental roles are self-regulation skills fostered, and literacy expectations created that play a more major role in determining an academic success than resource provision per se. Moreover, it has been brought to light by research that there is a need for a good home for independent practice; National Center for Education Statistics findings serve as evidence that quite

some reading at home, together with discussion about schoolwork, can statistically be associated with literacy proficiency. Overall, such studies accentuate the need for active parental involvement in creating a rich home literacy environment that will boost writer ties at critical transitions.

In addition, the article from Nadeem, Akhtar, and Ahmad (2021) titled *A Study of the Relationship Between Family Income and Literacy Level* sheds light on how a family's economic situation can significantly shape a learner's literacy development. Conducted in the District of Bahawalpur using survey tools adapted from the Lao National Literacy Survey 2001, the study revealed a clear link between low income and poor literacy skills, emphasizing how poverty often traps individuals in a cycle of limited education and limited opportunities. By examining household information and basic literacy competencies, such as reading, writing, numeracy, and visual skills, the researchers found that children from higher-income families typically performed better in literacy tasks. This finding resonates with the present study on writing proficiency among students transitioning to junior high school, as it highlights how external factors like family income can directly impact students' ability to perform academically. Although the current study focuses specifically on writing, it cannot ignore that writing proficiency is built on the broader foundation of literacy, which is often weakened by socioeconomic hardship. The article, therefore, reinforces the importance of considering economic background when designing interventions or remediation programs aimed at improving students' writing skills.

Furthermore, the study by Hamdani and Muzaffar (2023) underscores the significant role of parental involvement in enhancing students' academic performance. Through a quantitative study involving students aged 5 to 16, the researchers identified various parental behaviors, such as monitoring homework, regulating screen time, supporting school discipline, and maintaining communication with teachers, that positively influence children's academic outcomes. The study found that a majority of parents engaged in these activities, suggesting that active parental participation creates a conducive educational environment. This finding is particularly pertinent to research on writing proficiency among students transitioning to junior high school. As students face increased academic demands, the support and encouragement provided by parents can be crucial in developing writing skills. Therefore, incorporating strategies to foster parental involvement could be an effective component of remediation programs aimed at improving writing proficiency during this critical educational transition.

Moreover, the meta-analysis conducted by Erdem and Kaya (2020) synthesizes findings from 55 studies to assess the impact of parental involvement on students' academic achievement across preschool, elementary, and secondary education levels. The analysis reveals a small but positive overall effect of parental involvement, with parental expectations exerting the most significant influence. Notably, the study highlights that while school-based involvement has a positive effect, home-based involvement, particularly parental control, can have a negative impact on academic achievement. These insights are pertinent to the study as they underscore the importance of fostering supportive parental expectations and involvement while being mindful of the potential drawbacks of overly controlling behaviors. Incorporating strategies that encourage constructive parental engagement could enhance writing skills development during this critical educational transition.

Importantly, the study by Salas and Pascual (2023) sheds light on how the socioeconomic status of a school can shape students' literacy development. Their research, conducted with young children in Catalonia, Spain, found that those attending schools in lower-income areas struggled more with complex literacy skills like writing quality and reading comprehension compared to peers in more affluent schools. Interestingly, even when accounting for the students' family backgrounds, these differences remained, emphasizing the strong influence of the school environment itself. However, the study also revealed that individual cognitive and language abilities played a crucial role in literacy success, sometimes even outweighing the impact of the school's socioeconomic status. These insights are especially relevant to understanding writing proficiency among students moving into junior high school, a time when academic demands increase. Recognizing the interplay between school conditions and individual skills can help educators design better remediation

programs that support both the environment and the learner, ultimately helping students overcome barriers and improve their writing skills during this important transition.

2.3. *Linguistic Factors in Writing Instruction*

Writing proficiency is crucial for academic success, most importantly when students are transitioning from elementary grade level to junior high school level. At this time, students need to improve their writing, going from beginner to advanced levels. Knowing the main factors that affect this progress is important to create helpful teaching methods that meet the students' needs. Wang and Troia's (2023) study gives us a clear and thoughtful look at what really shapes how well students write. They discovered that a student's motivation to write plays a huge role in their success. But motivation isn't something that just appears out of nowhere—it's influenced by the environment around the student, especially the kind of writing instruction they get and the personal and professional qualities of their teachers. The study involved 346 fourth and the fifth graders from 41 different classrooms. Using careful statistical analysis, the researchers examined how motivation, teacher characteristics, and teaching methods all interact to affect the students' writing skills.

One of the key findings of Wang and Troia's (2023) was that motivation is always predicted better for writing outcomes, both at the individual level and across the entire classroom. Certain groups, like the girls, fifth graders, and students who typically perform well tend to do better in writing. Things like the teacher's confidence, and the ongoing training, or their own writing knowledge didn't directly influence the student's success. On the other hand, strict classroom management during the writing time actually seemed to hold the students back, limiting their ability to express themselves fully. Wang and Troia's (2023) also found that when instruction focused too heavily on the writing process or relied too much on specific materials, students' motivation tended to drop. But classrooms where the teachers used a variety of flexible, adaptable strategies saw the better results. Overall, the research highlights how important it is for teachers to be responsive and open in their approach to help students grow as writers.

Quines' (2023) study used a descriptive-correlational research method to find out if there is a connection between students' vocabulary size and how well they do in reading and writing. A Vocabulary Level Test, based on Nation, was used to check the students' vocabulary size, while their final grades in reading and writing were used to measure their performance. The results showed an important connection between vocabulary level and how well students do in reading and writing. Students with an average vocabulary level also got average results in reading and writing tasks. The study ended by saying that the vocabulary size is a good and trustworthy sign of writing performance, showing that language ability is an important part of writing skills. Quines' (2023) study's results are closely connected to the current research, which aims to find the reasons behind the writing skill. In particular, it supports looking into the language side of the writing, pointing out that vocabulary is an important part of students' success in writing. This supports the idea that better vocabulary teaching can help improve students' writing skills, especially for those moving into junior high school.

Also, the study's use of correlation analysis to find links between language features and school performance gives a helpful method for studying other factors—like teaching style and family background—which are also looked at in the current research. The meaning of Quines' work supports adding vocabulary learning in any plan or program meant to help improve students' writing skills.

According to Tong et al. (2023), knowing many words and being able to use them well is very important for good writing. Their study with Chinese university students learning English showed that those who had a bigger and more detailed vocabulary, especially words they could actively use, wrote better. This supports the idea that good writing depends on choosing the right words for the situation.

Tong et al. (2023) also say that being able to quickly and smoothly use the words is the key to good writing. Even if the students know many different words, they may also struggle to write well even if they can't easily find and use those words when they are writing. This means that the teaching should focus not

just only on memorizing words, but also on practicing using them in writing. Being flexible and being confident with the vocabulary helps students improve their writing skills.

Besides vocabulary, grammar and sentence structure are also important, because good writing needs correct grammar and the use of different sentence types. Students who don't have strong grammar skills often write simple or broken sentences, making it hard for them to express complex ideas. This becomes a bigger problem in junior high when writing gets harder. Strong language skills are the foundation for good writing. Without the good vocabulary and grammar, the students may stay at a beginner level and struggle with the harder writing tasks. As writing gets more difficult, the difference between students with strong and weak language skills becomes clearer. This shows the need for focused language learning programs.

In short, Tong, Hasim, and Halim (2023) say that knowing and using vocabulary well, being fluent with words, and having good grammar are all essential for good writing. Understanding this helps teachers create better lessons to support the students as they improve in their writing. Motivation, supported by flexible and helpful teaching methods, is very important for writing success. At the same time, basic language skills—like vocabulary and grammar—are also needed for good writing. Students who know more words and can use them well usually do better in writing tasks. These studies show that teachers should use teaching methods that help students both emotionally and with their language skills. By understanding what affects writing, teachers can create better ways to help students become more confident and skilled writers.

Furthermore, according to Chicho (2022), many factors come together to shape students' writing skills, especially as they move into junior high school. Language-related challenges like grammar, vocabulary, and writing mechanics often make it hard for students to clearly express their ideas, which means they really benefit from focused lessons on these areas. Beyond language, students also struggle with organizing their thoughts and keeping their writing clear and connected, so teaching them how to plan and revise their work is just as important. On top of that, feelings like low motivation, lack of confidence, and anxiety about writing can hold students back, showing how important it is to create a supportive and encouraging classroom environment. The way writing is taught matters a lot too, structured lessons, plenty of practice, and regular feedback help students improve, though limited resources and time can sometimes get in the way. Chicho (2022) points out that all these factors are interconnected, which means teachers need to take a well-rounded and thoughtful approach to help students build strong writing skills during this critical transition.

Crossley (2020) provides a comprehensive overview of how various linguistic features contribute to writing quality and development, which is especially relevant for students transitioning to junior high school. The study highlights that writing proficiency is shaped by a range of factors, including vocabulary diversity, syntactic complexity, cohesion, and overall text structure. Crossley emphasizes that as students' progress, their writing tends to display greater lexical variety, more sophisticated sentence structures, and improved use of cohesive devices, all of which are key indicators of developing proficiency. The research also points out that instruction and feedback play a crucial role in fostering these linguistic features, suggesting that targeted teaching strategies can help students make significant gains in their writing skills during transitional periods. By focusing on both the micro-level (such as word choice and sentence construction) and macro-level (such as organization and coherence) aspects of writing, educators can better support students as they adapt to the increased academic demands of junior high school. This underscores the importance of a well-rounded approach to writing instruction that addresses both foundational language skills and higher-order organizational abilities, ultimately enhancing students' overall writing proficiency during this critical educational stage.

The study published in the World Journal of Advanced Research and Reviews (2023) explores how motivation and the classroom environment significantly impact students' writing proficiency, particularly during transitional educational stages like junior high school. The research emphasizes that students who feel motivated and supported by a positive, engaging classroom atmosphere tend to participate more actively in writing tasks and show greater improvement in their writing skills. Moreover, the study highlights the role of technology, such as automated grading systems, which provide immediate and specific feedback. This timely feedback allows students to recognize their errors and understand how to correct them, fostering self-regulated

learning and continuous improvement. The findings suggest that writing proficiency is not solely dependent on linguistic ability but is deeply influenced by affective and environmental factors. Therefore, educators should focus on creating motivating learning environments and integrating effective feedback mechanisms to support students as they develop their writing skills during the critical transition to junior high school.

Furthermore, the International Journal of Advanced Multidisciplinary Research and Studies (2024) investigates the linguistic and instructional barriers that junior high school students face in developing writing proficiency. The study identifies limited vocabulary, frequent grammatical errors, and difficulties with conjunctions and prepositions as major linguistic obstacles that prevent students from expressing their ideas clearly and cohesively. These challenges often lead to fragmented and unclear writing, which affects academic performance. Additionally, the research points to external factors such as unclear teacher instructions and insufficient engagement during lessons, which contribute to students' confusion and lack of motivation. This combination of linguistic and instructional challenges underscores the importance of clear, structured teaching methods that focus on both language mechanics and meaningful writing practice. The study advocates for targeted interventions that address specific language weaknesses while also enhancing teacher-student interaction to foster a more supportive learning environment for writing development.

Moreover, Tolchinsky et al. (2024) investigate the nuanced impact of linguistic factors, specifically students' monolingual or bilingual status, on writing proficiency across educational levels, including the transition to junior high school. Their study reveals that linguistic condition interacts significantly with school level and pedagogical input to shape various linguistic and structural features of students' analytical essays. Notably, bilingual students demonstrated greater lexical diversity, richer use of modal and structural discourse markers, and a stronger expository component in their writing, particularly after pedagogical scaffolding activities. These findings suggest that linguistic background plays a complex, conditional role in writing development rather than a straightforward one, emphasizing the importance of tailored instructional strategies that consider students' language profiles. This aligns closely with the focus of the current study, as it highlights linguistic factors, such as bilingualism. The article's emphasis on the interplay between linguistic condition and pedagogical support underscores the need for educators to integrate language-sensitive approaches to enhance writing skills effectively. Thus, this research provides valuable evidence that linguistic factors, when combined with appropriate instructional interventions, can significantly impact writing proficiency outcomes in transitional student populations.

In addition, Li's (2023) study sheds important light on how vocabulary knowledge shapes writing skills, especially for students learning English as a second language. The research highlights that it's not just about knowing a lot of words, but about how deeply and fluently students can use those words when writing. Interestingly, the study found that students who can actively and confidently use a wide range of vocabulary tend to write more effectively. What's more, the ability to retrieve and use vocabulary fluently acts like a bridge, helping students turn their vocabulary knowledge into clear, coherent writing. This insight is particularly valuable for educators working with students transitioning to junior high school, a time when writing demands become more complex. It suggests that teaching strategies should focus not only on expanding vocabulary but also on helping students practice using words smoothly and naturally in their writing. In this way, this research offers practical guidance on how to support young learners in developing stronger writing skills during this critical stage of their education.

2.4. *Theoretical Framework*

This study was anchored in theoretical perspectives that provided a comprehensive framework for understanding writing development during educational transitions:

2.4.1. *Social Cognitive Theory of Writing*

One of the primary theories that underpinned this study was the Social Cognitive Theory of Writing developed by Zimmerman and Risemberg (1997), with foundational insights from Flower and Hayes (1981). This theory viewed writing not merely as a mechanical or isolated activity, but as a dynamic process shaped by the interaction of personal, behavioral, and environmental factors. According to this perspective, writing proficiency was influenced not only by individual capabilities, such as language skills and prior knowledge, but also by the learner's environment, including teacher support, classroom strategies, and access to feedback. Furthermore, the internal thought processes of students—such as self-regulation, motivation, and attitudes toward writing—played a vital role in shaping writing outcomes. The theory supported the study's aim to identify and analyze the pedagogical, socio-economic, and linguistic factors that influenced the writing proficiency of students transitioning from elementary to junior high school, in order to develop a targeted remediation program that could address identified writing difficulties and support students' academic growth.

The theory was highly relevant to this study as it supported the idea that writing development was not just about individual skills, but also the learning environment, teaching strategies, and students' internal thoughts and feelings toward writing. It helped explain how different elements—such as pedagogical approaches, socioeconomic background, linguistic context, and access to technology—can work together to either support or hinder students' growth as writers. By using this framework, the study emphasizes the need for a well-rounded approach to writing instruction that considers all these interconnected aspects.

2.4.2. *Sociocultural Theory of Learning*

In addition, this study drew upon Vygotsky's Sociocultural Theory of Learning (2020), which was further developed by Barrs (2021) and Tzuriel (2021). Although originally proposed by Zimmerman and Risemberg (1997) and Flower and Hayes (1981), recent studies (e.g., Barrs, 2021; Tzuriel, 2021) have expanded and reiterated the theory's relevance in contemporary writing contexts. This theory views writing not merely as a mechanical or isolated activity but as a dynamic process influenced by cognitive, behavioral, and environmental factors. Highlighting the essential role of social interaction and cultural context in learning, particularly in literacy development. It posited that writing was not developed in isolation, but rather through meaningful engagement with peers, family members, and educators. Language and literacy, including writing proficiency, were acquired through shared experiences, guided practice, and exposure to socially constructed knowledge. From this viewpoint, the literacy environment—at home, in school, and in the broader community—shaped the student's ability to write effectively. This theory reinforced the need to consider family literacy practices, classroom dynamics, and cultural attitudes toward writing when exploring the development of writing proficiency.

Together, these theories provided the framework to analyze how students' internal processes, teaching practices, and socio-environmental influences converged to affect writing outcomes. They also guided the formulation of a remediation program that would address the multifaceted challenges encountered by students in writing during the transition to junior high school.

2.5. Conceptual Framework

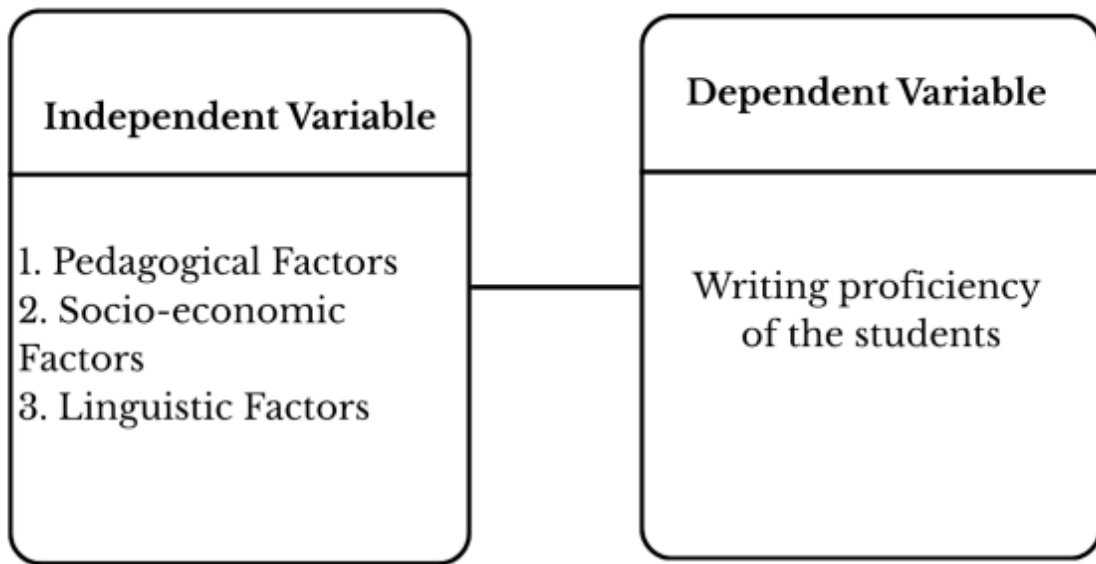


Figure 1. Conceptual Framework for the factors affecting students' writing proficiency

The conceptual framework of this study illustrated the relationship between the independent variables—namely pedagogical factors, socio-economic factors, and linguistic factors—and the dependent variable, which was the writing proficiency of students transitioning to junior high school.

In this model, pedagogical factors referred to the quality of instruction, feedback, teaching strategies, and curriculum alignment. Socio-economic factors involved the family's income level, parental education, and access to educational resources. Linguistic factors encompassed vocabulary range, grammar skills, and students' exposure to multiple languages.

Writing proficiency was operationally defined as the ability of students to clearly organize and express their ideas in writing, utilizing correct grammar, appropriate vocabulary, logical structure, and coherence. The conceptual model suggested that understanding how these independent variables influenced writing proficiency would be essential in crafting targeted interventions and developing an effective remediation program.

The framework served as the foundation for this study's design, guiding data collection, analysis, and the development of practical recommendations for improving writing instruction and support during academic transitions.

2.6. Synthesis

Several studies (Belarmino, 2023; Graham et al., 2025) emphasize the relevance of writing instruction to the development of students' capability to compose and write. Integration of such materials that will be beneficial to their growth in writing is highlighted numerous times in the study, which makes the writing

instruction crucial, as it is the leverage for students to be successful in writing. Additionally, well designed modules and peer interactions are also mentioned which led to the student-centered instructions as it emerged as a valid combination of strategies for students to be a better writer. In fact, performance assessment plays an important role in developing students' writing skills, as it helps them develop self-esteem and confidence to boost their proficiency in writing. In fact, performance assessment has a lot in common with feedback, (TI Interview November, 2021) as it facilitates peer communication as they feel more confident knowing that in writing classes, they are given an opportunity to interact with their peers. In a classroom setting where different approaches and strategies were implemented, students are more engaged when the atmosphere the facilitator is giving is not heavy, resulting in a new innovation that provides new perspective and opportunities for students. As result, in the study of Ochoa et. al (2025), The findings reveal that structured instruction focusing on process writing, peer feedback, and self-assessment leads to significant improvements in coherence, grammar, and argumentative skills. While other studies discussing the relevance of peer feedback and different assessments, Wang and Troia's (2023) compliments them by discussing that the students who have the motivation to write more are tended to do better; however, they found out that too much negative discipline or very strict management styles would counteract the development of writing. On the contrary, classrooms in which teachers varied their teaching styles from being more prescriptive to more responsive and adaptable to their students' needs were more effective in promoting writing development.

Looking back on the previous studies, Kim and Park (2022) study finds that group-based writing tasks not only improve students' ability to organize ideas and use language effectively but also increase their engagement and confidence in writing. This dual impact is particularly important during the junior high transition, a period when students often face heightened academic challenges and self-doubt. Because of that, the study by Amalia, Abdullah, and Fatimah (2021) supplements the idea that it is pertinent to understand the pedagogical factors influencing writing proficiency among students transitioning to junior high school, because it underscores the importance of tailored instructional approaches.

However, in a meta-analysis of 44 studies, Castillo (2024) found that students from lower-income backgrounds consistently performed worse on writing tasks compared to their more advantaged peers. On the other hand, A. H. Z. (2023) using a quasi-experimental design of control and experimental groups, the study revealed that by using the digital storytelling method, the writing performance of students has significantly improved. These studies, although contrasting, complement the fact that socioeconomics plays a vital role on students' writing proficiency. Also, home literacy practices significantly influenced students' writing competency especially at transition periods to junior high schools. Wu (2020) has shown that the exposure of such home literacy activities such as independent reading and writing plus parental writing assignment assistance strongly relates with higher academic achievement in reading and writing. Self-regulation skills and setting literacy expectations are very crucial parental roles that affect high-level academic performance even more than outright provision of resource access. This is why parental involvement plays a vital role in fostering students' writing, because assistance is necessary for child growth in writing development. For instance, the article from Nadeem, Akhtar, and Ahmad (2021) titled A Study of the Relationship Between Family Income and Literacy Level sheds light on how a family's economic situation shows that it can significantly shape a learner's literacy development. By examining household information and basic literacy competencies, such as reading, writing, numeracy, and visual skills, the researchers found that children from higher-income families typically performed better in literacy tasks. This finding resonates with the present study on writing proficiency among students transitioning to junior high school, as it highlights how external factors like family income can directly impact students' ability to perform academically.

Lastly, the study by Hamdani and Muzaffar (2023) suggests that active parental participation creates a conducive educational environment. In fact, it is elaborated by Erdem and Kaya (2020), that the analysis revealed a small but positive overall effect of parental involvement, with parental expectations exerting the most significant influence. Notably, the study highlights that while school-based involvement has a positive effect, home-based involvement, particularly parental control, can have a negative impact on academic achievement.

Furthermore, Wang and Troia's (2023) study gives us a clear and thoughtful look at what really shapes how well students write. They discovered that a student's motivation to write plays a huge role in their success. But motivation isn't something that just appears out of nowhere—it's influenced by the environment around the student, especially the kind of writing instruction they get and the personal and professional qualities of their teachers. However, they also mentioned that when an instruction is heavily too focused on the writing process or relies too much on specific materials, students' motivation tends to drop. However, other studies like Quines' (2023) stated that there is an important connection between vocabulary level and how well students do in reading and writing, a statement far from the previous one, stating the motivation is the factor on how well learners write. Hence, why this study supports the idea that better vocabulary teaching can help improve students' writing skills, especially for those moving into junior high school. Clearly, according to Tong et al. (2023), knowing many words and being able to use them well is very important for good writing. This suggests that those who had a bigger and more detailed vocabulary, especially words they could actively use, wrote better. This supports the idea that good writing depends on choosing the right words for the situation. With the addition of Tong, Hasim, and Halim (2023) research, knowing and using vocabulary well, being fluent with words, and having good grammar are all essential for good writing. Understanding this helps teachers create better lessons to support the students as they improve in their writing. While Crossley (2020) provides a comprehensive overview of how various linguistic features contribute to writing quality and development, which is especially relevant for students transitioning to junior high school. The International Journal of Advanced Multidisciplinary Research and Studies (2024) highlights the study identifies limited vocabulary, frequent grammatical errors, and difficulties with conjunctions and prepositions as major linguistic obstacles that prevent students from expressing their ideas clearly and cohesively. These challenges often lead to fragmented and unclear writing, which affects academic performance, which underscores the importance of clear, structured teaching methods that focus on both language mechanics and meaningful writing practice.

3. Methodology

This chapter outlined the research methodology used in this study. It included the research design, participants, sampling techniques, data collection methods, and data analysis procedures. The primary aim of this study was to identify and analyze the pedagogical, socio-economic, and linguistic factors that influenced the writing proficiency of students transitioning from elementary to junior high school, in order to develop a targeted remediation program that could address identified writing difficulties and support students' academic growth.

3.1. Research Design

The researcher used a descriptive-quantitative research design to examine the factors that affect students' writing proficiency. According to Creswell (2014), descriptive research is appropriate for studies that aim to describe the characteristics of a population or phenomenon systematically, while quantitative approaches focus on analyzing numerical data to explain relationships among variables. In this study, a descriptive-correlational design was also applied to identify possible relationships between the independent variables—such as pedagogical, socio-economic, and linguistic factors—and the dependent variable, which is the students' writing proficiency. As Gay, Mills, and Airasian (2012) point out, correlational research is suitable for exploring associations between variables without manipulating them. This design was deemed appropriate because it allowed the researcher to describe the current level of students' writing performance and examine potential connections between variables without introducing any intervention. During the planning stage, this design helped the researcher identify which variables to measure and also guided the

structure of the research instrument, which was divided into sections based on each factor and the writing proficiency of the students.

Descriptive statistics were used to summarize the students' writing performance, while correlational analysis was applied to determine the strength and direction of the relationships between the variables. These analyses helped the researcher understand how the identified factors may influence students' writing proficiency based on the data gathered from the study.

3.2. Research Locale

The study was conducted at Little People's School Inc., a private school located at 413 J. Tanalega St, Bay, Laguna/ Region 4-A Calabarzon/Laguna, Philippines, focusing on 12 Grade 6 students transitioning to junior high school. The school catered a diverse population, with students from various socioeconomic backgrounds, predominantly low to middle-income families. Situated in a rural area, it is easily accessible by both public and private transportation.

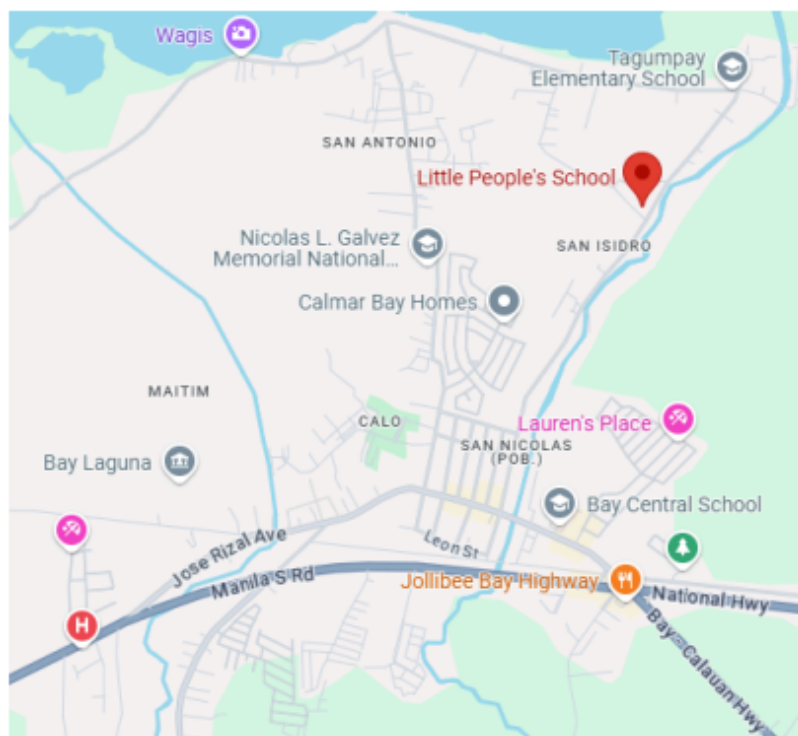


Figure 2. Google Map image showing the location of Little People's School Inc. in Bay, Laguna.

Note. Screenshot taken from Google Maps (2025). <https://www.google.com/maps>

The school prioritizes literacy development, although challenges remained in enhancing writing proficiency, particularly during the critical transition to junior high school. The faculty is composed of dedicated teachers who aim to improve students' academic skills despite limited resources in some areas, such as technology integration and resource allocation.

Little People's School Inc. environment provided a suitable setting for this research, offering insights into the factors affecting writing proficiency and the effectiveness of instructional methods aimed at improving student outcomes during the transition period.

3.3. *Population of the Study*

The study population consisted of twelve (12) Grade 6 students who were in the process of transitioning to junior high school. Purposive sampling was utilized to deliberately select students based on their academic standing and writing-related difficulties as observed by their teachers.

3.4. *Sampling Technique*

This sampling method ensured that the participants selected reflected common writing challenges such as weak sentence structure, limited vocabulary, grammatical errors, and disorganized ideas. These students were considered ideal subjects for exploring the influence of various factors on writing proficiency, with the goal of informing the design of a targeted remediation program.

3.5. *Research Instrument*

A pre-survey was conducted with the students' advisory teacher to collect initial perceptions about common writing issues. The survey contained 20 validated items on a 4-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." It helped identify instructional and behavioral patterns that could affect student writing performance. A customized writing rubric was employed to assess students' outputs in the areas of grammar, vocabulary, comprehension, organization, creativity, and clarity. Each criterion was rated on a 4-point scale, and descriptive indicators were used to ensure objectivity in scoring. A written diagnostic test was administered to assess students' foundational writing abilities, focusing on grammar use, sentence construction, idea development, and vocabulary richness. The test allowed for the evaluation of both technical and expressive aspects of writing. A 21-item questionnaire, also on a 4-point Likert scale, was distributed to students. It explored their self-reported experiences and perceptions of the pedagogical, linguistic, and socio-economic factors influencing their writing proficiency.

3.6. *Data Gathering*

The researchers began by securing permission from the school administration and the advisory teacher. Consent forms were distributed to ensure that all stakeholders were informed of the study's objectives, procedures, and ethical safeguards. The data collection occurred in phases, beginning with the pre-survey for teachers, followed by the administration of student questionnaires, writing assessments, and rubric-based evaluations. All data was collected with the assurance of confidentiality and privacy.

3.7. *Statistical Treatment of Data*

To interpret the data accurately, both descriptive and inferential statistics were applied:

1. **Descriptive Statistics:** Descriptive statistics summarized the students' performance on the writing assessments. Measures such as mean, standard deviation, and frequency distribution were used to describe the data.

Mean (Average)

$$\text{Mean}(\mu) = \frac{\sum X}{N}$$

Where:

- $\sum X$ = Sum of all individual scores,
- N = Total number of observations (students).
- **Standard Deviation (SD)**
- The standard deviation measures how spread out the scores are around the mean. A higher standard deviation means more variability in the data.

$$SD = \sqrt{\frac{\sum (X_i - \mu)^2}{N}}$$

Where:

- X_i = Each individual score,
- μ = Mean of the scores,
- N = Total number of observations (students).
- **Frequency Distribution**
You will calculate how often each score (or score range) appears in your data, which gives your insight into the distribution of students' performance.

2. **Correlation Analysis:** Pearson correlation was used to test the relationships between the independent variables (Pedagogical Factors, Socio-Economic Factors, Linguistic Factors) and the dependent variable (writing proficiency). This helped in determining whether any of the independent variables are significantly correlated with writing proficiency.

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

- X = Scores on the independent variable (e.g., pedagogical factor),
- Y = Scores on the dependent variable (e.g., writing proficiency),
- N = Number of paired scores (students),
- $\sum X$ = Sum of the X scores,
- $\sum Y$ = Sum of the Y scores,
- $\sum XY$ = Sum of the product of X and Y,
- $\sum X^2$ = Sum of the squares of X,
- $\sum Y^2$ = Sum of the squares of Y.

The result, r , will range from -1 to 1:

- $r > 0$ indicates a positive correlation (as one variable increases, so does the other),
- $r < 0$ indicates a negative correlation (as one variable increases, the other decreases),

- $r=0$ or $r=0$ indicates no correlation.

3.8. Ethical Considerations

In conducting the study, the researchers prepared consent forms to obtain approval for the research questionnaire. The faculty were fully informed about the study's purpose, procedures. Throughout the research process, the confidentiality of all faculty members was maintained. No personal information was collected; however, data from the surveys and writing assessments were securely stored and not disclosed.

4. Presentation, Analysis and Interpretation of Data

This chapter consisted of the statistical analysis of the quantitative data gathered from the students transitioning to junior high school. The comprehensive interpretation of the research design was presented in Chapter 3, in which a descriptive correlational design was implemented to figure out the possible relationship among the independent variables and the dependent variable. Based on the goals of the researchers established at the outset of the study, this chapter illustrated the findings and statistical analysis of the quantitative data, consisting of the design of the questionnaire and the interpretation of the study's result. The result highlighted the factors that influenced the writing proficiency of the students transitioning to junior high school and assessed whether these factors had a significant impact on their performance. The findings of the study served as the basis for a proposed remediation program aimed at addressing the writing challenges identified among transitioning students and supporting their improvement before entering junior high school. Additionally, the study aimed to provide teachers with effective and practical strategies to enhance the teaching of writing.

This table indicated the distribution of levels of students' writing according to their scores in a pre-junior high school writing test.

Table 1. Level of Writing Proficiency of Students Transitioning to Junior High School

Score Range	Verbal Interpretation	f	%	Mean	VI
27-30	Superior	0	0.00		
23-26	Advanced	2	16.67		
15-22	Intermediate	4	33.33	12.92	Novice
0-14	Novice	6	50.00		
Total		12	100		

Table 1 showed the writing proficiency levels of students transitioning to junior high school. Based on the results, half of the students (50%) fall under the "Novice" level, with scores ranging from 0 to 14. About one-third (33.33%) are at the "Intermediate" level, scoring between 15 and 22. A smaller portion, 16.67%, reached the "Advanced" level, with scores from 23 to 26. No student achieved the "Superior" level (27–30). The overall mean score was 12.92, which also falls under the "Novice" category, indicating that most students were still developing their writing skills and may need further support to reach higher proficiency levels.

The results of this study indicated that most students entering junior high school were at the Novice level of writing proficiency. This suggested that the majority were still in the early stages of learning to write and required additional support to reach higher levels of proficiency. Similar findings have been reported in other

studies examining writing proficiency, where researchers consistently identified low writing competence as a persistent challenge. These previous studies revealed that students entering middle school often lack the

fundamental writing skills necessary for academic success, which becomes evident during their early experiences in the junior high school environment. For instance, Kim (2022) suggested a proper approach to students who have poor writing skills to enhance their composition in writing by relating reading to writing.

While approximately half of the students were classified as Novice, the remaining half were distributed across the Intermediate to Advanced levels, indicating that some students had begun to develop stronger writing skills. This heterogeneous distribution of writing abilities among transitioning students aligns with findings from previous research examining the wide range of writing competencies present during the elementary-to-middle school transition. Various investigations have consistently documented significant variability in writing proficiency levels among students at this critical juncture, which further emphasizes the need for differentiated instructional approaches that address the diverse learning needs of students during this stage.

This is why according to Kim (2022), the integration of the reading-writing approach is a necessary method to put into practice, because it is efficient to maximize the development of students' writing proficiency.

These findings emphasize how the transition period exposes existing gaps in foundational writing skills. The prevalence of novice-level writing proficiency has been a recurring theme across multiple investigations of student transitions, and the consistency of these observations reinforces the urgency of addressing this issue through targeted support programs and instructional reforms.

Furthermore, the results emphasized significant instructional gaps that have been corroborated by other research examining the quality of writing instruction in both elementary and junior high school settings. Various studies have identified insufficient writing practice opportunities and limited access to constructive, formative feedback as persistent problems in educational environments. These shortcomings in instructional design and implementation have contributed to poor writing outcomes among students and have been consistently linked to the writing proficiency challenges observed in transitioning student populations. Addressing these instructional deficiencies is essential for improving students' writing performance and ensuring that they are adequately prepared for the academic demands of junior high school and beyond.

This table presents the extent of influence that pedagogical, linguistic, and socio-economic factors have on students' writing proficiency, based on their corresponding mean scores and interpretations.

Table 2 Factors that Influence Students' Writing Proficiency

Aspects	Mean	SD	VI
Pedagogical	2.79	0.46	Strong Influence
Linguistic aspect	2.70	0.49	Strong Influence
Socio-economic	2.40	0.70	Moderate Influence

Note. 3.26-4.00 Very Strong Influence, 2.51-3.25 Strong Influence, 1.76-2.50 Moderate Influence, 1.00-1.75 Minimal Influence

Table 2 shows the factors that influence students' writing proficiency, where the three dimensions are pedagogical, linguistic, and socio-economic. Of these, the pedagogical dimension posted the highest mean of 2.79, which is a strong influence on writing ability. This indicates that the instructional design, learning materials, and teachers' competence have a strong influence on the writing ability of students. It implies that the instructional delivery mode, quality and appropriateness of materials taught in class, and the competence and commitment of teachers can facilitate or hinder students' writing development. These pedagogical factors are the basis upon which students establish their writing ability, where they learn from writing samples, undergo the process under supervision, and experience feedback mechanisms that are a critical factor in their

progress. On the other hand, the linguistic dimension posted a mean of 2.70, which is a strong factor on students' writing ability. This indicates the significance of language competencies such as grammar, vocabulary, and sentence structure in writing. It implies that proficiency in the language among students has a direct bearing on the quality of writing, particularly in academic and formal contexts. On the other hand, the socio-economic dimension posted a lower mean of 2.40, which is equivalent to a moderate influence on students' writing ability. This indicates that although the home and access to learning materials play a role, their influence is less than the pedagogical and linguistic determinants. It implies that students' economic status may influence their access to learning support outside school but does not necessarily imply better writing without effective and capable classroom instruction. In general, the research highlights classroom instruction and language proficiency of students as the main factors influencing writing development, and hence the central role of schools in serving students regardless of socio-economic background.

This table illustrated the correlation between students' writing ability and their three main determining factors: pedagogical, socio-economic, and linguistic factors.

Table 3. Relationship Between Pedagogical, Socio-Economic, And Linguistic Factors and Student's Writing Proficiency

Students' Writing Proficiency	Aspects		
	Pedagogical	Socio-Economic	Linguistic
r	0.519	-0.653	0.104
Significance (2-Tailed)	0.084	0.021	0.748
N	12	12	12
Analysis	Not Significant	Significant	Not Significant

Note. 3.26-4.00 Very Strong Influence, 2.51-3.25 Strong Influence, 1.76-2.50 Moderate Influence, 1.00-1.75 Minimal Influence

Table 3 presented the relationship between students' writing proficiency and three key factors: pedagogical, socio-economic, and linguistic. Among the three, only the socio-economic factor showed a significant relationship with writing proficiency, as indicated by a correlation coefficient of -0.653 and a p-value of 0.021, which is below the 0.05 significance level. This negative correlation suggested that students facing greater socio-economic challenges tend to have lower writing proficiency. The pedagogical factor had a moderate positive correlation of 0.519, but the relationship was not statistically significant with a p-value of 0.084, meaning it cannot be confidently linked to writing performance in this sample. Lastly, the linguistic factor had a very weak positive correlation of 0.104 and a high p-value of 0.748, also indicating no significant relationship. Overall, the results highlight the impact of socio-economic conditions on students' writing abilities, while pedagogical and linguistic factors did not show statistically significant effects in this study.

The results indicated the need to address socio-economic challenges that could have impeded students, particularly their writing ability. Since this variable had shown a strong negative correlation with writing ability, interventions such as increasing access to learning materials, providing support programs, and enhancing teacher awareness of students' home conditions were recommended to help bridge the gap. For instance, a data result conducted by Rauch (2023) and Savarese (2022) in a college level context, it was suggested to have an immediate early intervention to students' writing to hone the mindset that will lead them to success. In socio economics, it has been widely acknowledged that there is a significant impact to students in terms of their writing development, from lower-income families often lacking access to resources that

support literacy development, including books, internet connectivity, study space, and other essential materials that facilitate practice and improvement of their writing.

Based on the conducted results, although it was found that the pedagogical and linguistic factors were not significant, this does not mean that these two do not affect students' writing proficiency. This occurs because the data gathered still suggests that the two other factors could have influenced the development of students' writing proficiency. This means that these factors are still considered important for future researchers to address in the planning of instructional strategies that focus on writing. Moreover, it is crucial to recognize that there are learners who come from diverse educational backgrounds, and their levels of language proficiency vary. As for future researchers, it is necessary to explore how these factors may contribute to or hinder the writing proficiency of students transitioning to junior high school.

5. Summary, Conclusion and Recommendations

5.1. Summary of Findings

This research was implemented in Little People's School Inc. Targeted to identify the factors influencing the writing skill of the students moving to junior high school, was aimed at identifying which of the factors are predominantly influencing students' writing. Zimmerman and Risemberg's Social Cognitive Theory of Writing and Vygotsky's Sociocultural Theory of Learning—identified the areas where the environment and instruction, and internal processes had played a role in developing academic skills like writing.

The researchers used a descriptive-correlational research design to analyze the relationships between the independent variables (pedagogical, socio-economic, and linguistic factors) and the dependent variable (students' writing proficiency). There are twelve (12) grade six (6) students who participated in this study, as they were selected through the implementation of purposive sampling, focusing on those who exhibited various levels of writing difficulties as observed by their teachers.

Researchers provided three main tools to gather data: a writing proficiency test that allowed respondents to express themselves through creative and expressive writing, which helped determine students' level of writing; a rubric-based assessment of students' written output, focused on specific criteria and applied to a certain number of participants; and a structured questionnaire designed to assess the influence of the three independent variables. These instruments provided both quantitative and descriptive insights into the students' abilities and the contextual factors affecting their performance.

The descriptive analysis presented that 50% of the students fall under the “Novice” level in writing proficiency, showed that half the number of participants lack the ability to compose proper grammar, sentence construction, vocabulary, and consistent organization of ideas. However, the result also revealed that the other half reached the intermediate and advanced levels and had begun to develop stronger writing skills. Yet, none of them were categorized as “Superior.” Therefore, the outcome suggested statistically relevant academic assistance among learners transitioning to junior high school.

To explore the statistical relationships between these variables and writing proficiency, Pearson correlation was used. The results indicated that only the socio-economic factor had a statistically significant correlation with writing proficiency ($r = -0.653$, $p = 0.021$), suggesting that students from lower-income backgrounds were more likely to struggle with writing. In contrast, the pedagogical ($p = 0.084$) and linguistic ($p = 0.748$) variables did not show statistically significant relationships with writing proficiency in this study.

5.2. Conclusion

Regarding what the study had found, the two independent variables—pedagogical and linguistic factors—did not show a statistically significant relationship with students' writing proficiency. Therefore, the

null hypothesis of this study for these two variables failed to be rejected. This means that there is no significant correlation between these factors and the writing performance of the participants.

On the other hand, the socio-economic factor showed a statistically significant negative correlation with writing proficiency. As a result, the null hypothesis was rejected for the socio-economic variable, suggesting that socio-economic conditions do have a meaningful impact on students' writing proficiency during their transition to junior high school.

5.3. Recommendations

Derived from the findings, based on the conclusions drawn by the researchers, the following were recommended that:

1. Students are urged to actively participate in remedial programs and language enrichment activities to nurture their proficiency and improve their fundamental writing skills. Practices and habits such as writing regularly and actively seeking constructive feedback are advantages they should take, as these are beneficial for enhancing their writing skills.
2. Teachers are encouraged to use various approaches that will motivate students to engage in activities. They are also advised to use interactive methods that address the students' writing needs, particularly those identified as novice writers. Additionally, the consistent application and integration of formative assessments and rubrics are recommended to meet students' need for timely feedback. Lastly, in line with Recommendation No. 1, teachers are encouraged to participate in extracurricular events such as webinars and seminars focused on effective writing instruction strategies and approaches that support students from diverse socio-economic backgrounds.
3. The school administrators should prioritize the establishment and implementation of targeted writing remediation programs to assist students transitioning to junior high school. It is recommended that the school provide necessary resources such as writing materials and access to after-school tutorials. Additionally, the school is encouraged to foster strong partnerships with parents and the community to support literacy initiatives and help address socio-economic challenges affecting student performance.
4. Future researchers are suggested to conduct studies with broader and comprehensive samples to further explore and validate these findings. Investigating additional factors such as student motivation, peer influence, and digital literacy tools is also advised. Utilizing qualitative research methods, including interviews and classroom observations, may provide deeper insights into the experiences of students and teachers related to writing instruction.

Acknowledgements

First and foremost, all praise and thanks to our Almighty God for His endless help in giving us the courage and strength to complete this study—especially during times when we had no sleep and didn't know where to draw the strength to keep going.

We would like to express our deepest gratitude to Ms. Jovelle R. Olivares, our thesis adviser and co-author, for her tireless guidance. Her patience reflects her passion for teaching and mentoring students in need—accommodating us even when we asked for her help at the very last minute.

Ms. Rose Nanette J. San Juan, our statistician, for supporting and helping us to navigate, compute and find the right results with proper arrangement of this study.

We also would like to thank Dr. Norayada M. Dimaculangan, our research teacher, for her dedication to teaching us the necessary skills to carry out this research..

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