

# Writing Performance of Alternative Learning System-Senior High School (ALS-SHS) Learners

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**Abstract**— This study examined the ALS-SHS students' mechanics and paragraph writing skills. It also identified student writing performance characteristics. The study recommended video lessons to improve students' writing. The study utilized eight senior high school students from one big national high school in southern part of Luzon in Sorsogon province that offers Alternative Learning System (ALS) using qualitative descriptive research and case-study methods. The analytic scoring rubrics for mechanics and paragraph development were used to assess writing performance. Unstructured interviews were used to enhance the analysis and confirm the results based on informants' accounts. The demographic multiple-choice question was also used to acquire detailed information on the informants for in-depth case research. The results showed that age, sex at birth, civil status, work status, and socioeconomic status affected students' writing proficiency. The Boomers and Zen generation needed to improve their spelling, whereas Millennials had few errors. Unemployed informants always used capitalization correctly and produced error-free output. However, employed informants made over 10 capitalization errors in their writing. Married informants punctuated well while single and widowed struggled. Female informants wrote well-structured sentences with engaging introductions, elaborate body sections, and strong conclusions in their journals, essays, position papers, and application letters. Male informants made unsuitable primary assertions and underdeveloped points. These findings suggested that profiles may affect student writing. Additionally, the data highlighted numerous writing characteristics that affect students' writing proficiency. Employment position, socioeconomic status, motivation, vocabulary, grammar, writing environment, and teacher assistance and feedback are among them. Thus, the researcher suggested an interactive video lessons to help the students improve their writing.

**Keywords**—Writing Performance, Alternative Learning System (ALS), Senior High School Learners, Philippines.

## I. INTRODUCTION

Students can excel both within and outside of the classroom by developing their writing performance. Writing is an essential communication tool for students to express ideas and opinions, describe concepts, events, and evaluate data. It is also a crucial part of learners' literacy development. Writing is, in fact, a lifetime ability that is essential to success in higher education in both academic and practical fields (Olson and Wulsin, 2016).

Writing skills do not just include the physical act of writing (Kaplan, 2023). These also include outlining, editing, revising, spelling, grammar, organization, content, vocabulary, language use and mechanics. Effective written communication has become increasingly important for success in both personal and professional contexts as the world becomes more digital. In the

increasingly competitive job market of today, it is more crucial than ever for ALS students to develop strong professional writing skills to succeed in the workplace and in further education.

Writing skills are crucial in any profession, as it serves as the main form of communication in various fields. It is particularly important for learners in the Alternative Learning System (ALS) Senior High School (SHS) program to develop their writing performance as it can improve their chances of entering college or getting a job.

There are numerous reasons why many Filipinos are unable to complete their formal basic education including communication issues. According to Republic Act No. 9155, all Filipinos are entitled to free basic education. The government founded ALS to give every Filipino, the opportunity to obtain and finish their basic education in a way that best suits their individual circumstances and needs. This was launched by DepEd in the Philippines in 2004. It serves out-of-school youth, adults, indigenous peoples, and persons with disabilities.

Senior high school students in the Alternative Learning System, which functions as a parallel to regular senior high school, have access to the same options as regular students. The introduction of Senior High School level in the ALS Program, which corresponds to Grades 11 and 12 in the formal education system, was mandated by DepEd Order 13, series 2019 (Policy Guidelines on the Implementation of Enhanced Alternative Learning System 2.0 in 2019). All ALS students are guaranteed to possess the abilities needed for work, entrepreneurship, middle-level skills, and postsecondary study.

With the theme '*Sa ALS 2.0, Kalidad ng Edukasyon lalong Patatagin sa Gitna ng Pandemya*', this National High School in Southern tip of Luzon, Philippines, completed its pilot implementation of the ALS-SHS program and successfully launched the program on September 9, 2021 under the approval of Schools Division Superintendent and through the supportive direction of two ALS Education Specialists in the Division of Sorsogon province. This seeks to prepare students for higher education or career by giving them the knowledge and abilities they need, including excellent writing abilities. The researcher believed that it is essential to assess the writing performance of the Alternative Learning System- Senior High School (ALS-SHS), to give teachers a clearer picture of the students' strengths and weaknesses and to help them customize their instruction to meet the needs of each student.

*Objectives*

This study determined the writing performance of Alternative Learning System- Senior High School (ALS-SHS) in one big school in the province of Sorsogon, Philippines for the school year 2022-2023. Specifically, it identified the writing performance of ALS-SHS learners in terms of mechanics and paragraph development; enumerated and described the factors affecting the writing skills of the learners; and proposed video lessons as interventions based on the findings.

## II. METHODOLOGY

This paper employed the descriptive qualitative approach to find a thorough and detailed explanation, and in-depth analysis of data which focused on the writing performance of the students and the factors influencing their performance. Additionally, this design gave a thorough account of and comprehension of the learners' experiences, attitudes toward, and perspectives on writing. On the other hand, the case study approach was suitable for this study because it allowed the exploration of whether the cases of each informant are related to their writing. In this study, each case of the informants was thoroughly examined, starting from their life status, employment status, age, gender, civil status, and even their family income. Unstructured interviews and content analysis were also used in this study. Content analysis was applied to understand, evaluate, and recommend relevant actions based on the informants' compiled written outputs such as journals, essays, position papers, and application letters. Meanwhile, unstructured interviews were carried out to determine the elements influencing the students' writing performance.

The informants in this study were purposively selected and comprised of 8 ALS-SHS grade 11 learners for the school year 2022-2023. The sample was determined based on the provided criteria: (1) must be an ALS grade 11 student enrolled for S.Y. 2022-2023; and (2) must have specific profiles (single, married, widow, employed, unemployed, millennials, males, and females). The group consisted of 3 males and 5 females. Among the informants, 3 were aged between 20-26 (Zen Generation), 3 were aged between 27 and 35 years, (millennials) 1 informant fell within the age range of 43-50, and 1 informant ranged from 51-65 years old (Baby Boomers). Regarding their civil status, 3 informants were single, 2 were married, 2 was a single mother with live in partner, and 1 was a widow. In terms of their occupations, one informant held the position of Barangay Kagawad, one was a Barangay Health Worker, one worked as a waiter, one was a vegetable vendor in the morning and a lady security guard in the evening, one informant was able construction worker with harelip/cleft lip, and the remaining participants were housewives, simply unemployed. All in all, there were five informants who were employed and three unemployed.

As to paper confidentiality, they were informed that their real names would not be revealed in the paper, and pseudonyms were used instead to protect their privacy. The participants were coded with the following pseudonyms: ALS-SHS 1: Alyanna; ALS-SHS 2: Lorna; ALS-SHS 3: Sharon; ALS-SHS 4: Mina; ALS-SHS 5: Piolo; ALS-SHS 6: Cardo; ALS-SHS 7: Totoy; and ALS-SHS 8: Maria.

This study's eight purposively selected participants' writing performance was assessed utilizing content analysis and scoring rubrics. Journals, articles, position papers, and application letters were written. The goal was to assess pupils' written communication skills and composition abilities.

The writing outputs were chosen because they were good for testing students' capitalization, punctuation, spelling, and paragraph building. Dreams, daily routines, employment, family, and K-12 programs dominate the selected writings. Position papers discussed their views on k-12 programs and cellphones in the classroom, while essays discussed their life and objectives. Application letters were brief and followed a framework for employment, while journals covered their hectic lives. A researcher used a scoring analytic rubric on mechanics and paragraph development to evaluate students' writing in addition to journals, essays, application letters, and position papers. A grading rubric helped evaluate student work using predetermined criteria.

In this study, the scoring rubric aligned with writing mechanics including spelling, capitalization, and punctuation and paragraph development. This systematic and regulated grading criterion allowed the researcher to objectively evaluate students' writing performance. Unstructured interview schedules were also used to investigate what influenced students' writing. These instruments kept the interview private and focused on participants' writing experiences and thoughts.

## III. RESULTS AND DISCUSSIONS

### 1. *The writing performance of ALS-SHS learners in terms of mechanics, and paragraph development.*

This analysis and interpretation of the data gathered from the informants of the study are presented using content analysis. The presentation and analysis of the data are the following: 1. the writing performance of ALS-SHS learners in terms of mechanics, and paragraph development; 2. the factors affecting the writing skills of the learners; and 3. the proposed video lessons as interventions to improve the writing skills of the learners.

#### A. *Mechanics*

In this study, mechanics encompassed the technical skills and proficiency required to effectively communicate through written language and involves mastery of punctuation, spelling, and capitalization usage to create a well-written output.

The determination of students' performance in writing essays, position papers, journals, and application letters focused on how well they used proper capitalization, punctuation, and spelling. An analytical scoring rubric was utilized to undertake a thorough investigation of the students' written outputs for the purpose of assessment and content analysis.

After careful examination, the students' writing performance produced insightful findings. The evaluation probed into the finer points of language mechanics in addition to the quality of their written works. Accurate spelling, proficient use of punctuation, and proper capitalization were found to be important components that enhanced the overall quality of their writings.

This assessment's output-based interpretation gave rise to a thorough knowledge of the students' writing performance. It

highlighted the value of linguistic accuracy in a variety of written communication contexts, from formal application letters to reflective journals and persuasive essays, and it illuminated their performance for successful written expression. Essentially, this procedure measured the quality of the students' writing performance as well as the importance of language skills in improving the overall impression and quality of the written works.

#### A.1 Spelling

Results showed that the profiles of the students can influence the writing performance of the students. The study revealed significant changes in the spelling performance of ALS-SHS learners across different generations. Millennials demonstrated a remarkable performance in spelling, with only one or two misspelled words in their outputs. The result showed that this was because they prioritized reading, and writing essays, and most millennials did not own cellphones at the time. On the contrary, the baby boomers and the Zen generation exhibited a clear need for improvement in spelling. Their outputs contained more than ten misspelled words, indicating a potential area for targeted interventions. On the other hand, this was because the Zen generation popularized shortcuts and jejeon words, and they were more exposed to gadgets, while one baby boomer shared that she had been left behind by the times.

For instance, Totoy as one of the Zens' generations were found to have a poor performance in spelling. To validate, Totoy said that:

*Ang mga Zen generation and nagpauso ng mga salitang shortcut gaya ng OMG at mga jejeon words. [The Zen generation popularized shortcut words like OMG and jejeon words.]*

Based on Totoy's narrative, the popularization of shortcuts and jejeon that Zen generations are always using are indicative of the way they write thus, affected their spelling skills. This result echoes that of Alhusban's (2016) notion that short cut message language is leaving its mark on students. Moreover, Linsangan et al. (2023) identified a major issue wherein traditional formal writing, essential in official emails, letters, speeches, and exams, were supplanted by language derived from short message or shortcuts words. This shift raised concerns about the erosion of formal language conventions in critical domains, potentially hindering effective communication in various professional and academic contexts. Thus, using shortcuts and short messages could greatly impact on students' writing performance particularly in spelling.

Meanwhile, Mina, another Zen generation informants had a different view, when she said:

*...mas marami ang oras sa gadgets kaysa pag-aaral. [...spend more time on gadgets than on studying.]*

Her shared thoughts concerned about the potential negative impact of excessive gadget exposure on the academic performance of learners in the current generation. Students who value their devices more than their education may find it difficult to focus, maintain discipline, or manage their time effectively which could affect their learning and academic development. While Alhafeez (2017) said that 'using and

incorporating some technology tools could inspire students to complete their writing assignments of traditional jobs in fresh and enticing ways' (p. 15), the negative effect of gadgets may be also taken into consideration for it's not a one-size-fits-all situation.

#### A.2. Capitalization

Unemployed informants consistently excelled in the proper use of capitalization, displaying free errors in their outputs. This group demonstrated a strong adherence to prescribed rules governing capitalization. This was because unemployed informants claim that since they have no other options except to learn and study, they have more time for it. However, employed informants struggled with capitalization, displaying over 10 errors in their written outputs. The study highlighted the challenges faced by employed individuals in balancing work, no proper sleep and, academic commitments, impacting their attention to writing.

more than ten words with uncapitalized first letters were identified. Based on the rubric used, the quality of his position paper was under the low category or with very poor performance. Words with errors in capitalizations include *Formal, ALS, Fits, Flexible, Learn, For, Accomplishing, Adult, Build, and Also*. Totoy consistently capitalized the first letters of these words, even though these words were not written at the beginning of the sentence/s. Pathan (2021) clarified that capitalization involves using an uppercase or capital letter at the beginning of a word, with the remaining letters in lowercase or if the word is proper noun, in which Totoy failed to consider in his paper.

The informant's difficulty in capitalization was because he is working and at the same time studying. He specifically said, *...busy sa work, kaya kapagal maghimo individual activity [...but at work that is why it is so hard to do individual activity]*

His narrative illustrates his difficulty as a working student. He further said that it is so hard to focus on studies considering that his priority is his job for he is needed by his family. While it may seem that schooling is his second priority, it is interesting to note that he still shows his perseverance despite his hardship in coping with schoolwork such as paper works. While others who study while working perform well despite the challenges, the informant admitted that he had difficulty in managing time. Also, he added that he was busy working he could hardly concentrate on studying and learning.

This finding echo that of Casteren's (2023) notion that there is a negative relationship between the number of hours worked and academic performance, particularly for students whose major emphasis is toward job rather than academic involvement. This finding provides light on the complicated relationship between job commitments and educational outcomes, indicating that greater hours of employment could have unfavorable consequences on academic success, particularly for persons who prioritize work above their scholastic aspirations. Moreso, other studies (such as Hovdhaugen, 2015; Creed, French and Hood, 2015; Darolia, 2014) agreed that indeed studying and working at the same time can cause a damaging effect on the physical and mental health of students and eventually, it could create a negative impact on

academic performance. On the other side, Khan (2015) mentioned that students who can manage their time well despite the difficulty might lower their stress levels because they can plan ahead.

### A.3 Punctuation

Punctuating skills varied among relationship statuses, with married informants exhibiting excellence. This was because one married informant is guided by his spouse teacher, and another married informant mentioned that it's because my English teacher back then had patience in teaching. While the singles or widows' informants struggling with over 10 punctuation errors. Some of their reasons were tired and stress. This finding suggested a potential connection among academic success, positive relationships, and teacher factors emphasizing the need for support and companionship in the pursuit of educational goals.

Interestingly, Cardo as a married man, was able to manage such well written paragraph/s. During the interview, Cardo shared that behind his success in his written works, he said,

*Siguro dahil isa akong Brgy. Kagawad at ang asawa ko ay Guro...tinutulungan niya ako paminsan-minsan... [Perhaps because I am a Barangay Councilor, and my spouse is a teacher... she helps me sometimes].*

Two aspects were seen that have direct connections with the good ability of the informant in written works. One is when he mentioned that he is a barangay councilor who should have proper inclination in writing reports to address the needs of the people in barangay. In this case, when Cardo says that he is a councilor. It would mean that he has background knowledge in writing reports. Second, the notion that his wife, who is a teacher and helped her from time to time, also perhaps enhances more his ability to write properly. He further said that being with a very supportive wife motivated him to do more and perform well in his schooling and his job, as well. As Sadiku et al. (2019) said that family who fully support the well-being of the students have a great impact in their academic performance.

### B. Paragraph Development

Paragraph development refers to how well students construct or develop a clear and engaging introduction, a well-developed body with relevant details and with strong conclusion. A well-organized paragraph leads to a better understanding of the text and a proof of good performance of the learners in doing the task given which eventually be used in their future endeavors.

In terms of the paragraph development of their submitted outputs such as journals, essays, position papers and application letters, the findings indicated that females were more expressive, attentive in class, and capable of demonstrating and expressing their thoughts and feelings through writing. However, male informants displayed weaknesses, including inappropriate central statements and underdeveloped points. This was because males tend to be less talkative and are thought to be less committed to learning. These findings underscore the importance of targeted interventions to enhance paragraph development skills, particularly among male learners.

The gender status of the informants was considered as an element in carefully examining the written outputs. Out of the

eight informants, there were five females (Alyanna, Lorna, Maria, Mina, and Sharon) and three were males (Totoy, Cardo, and Piolo).

Looking closely the outputs of the female informants, results indicated that they could create a well-written paragraph. They presented three or more points in the body section. Each point is well developed, explained, and supported. Lastly, their conclusion is effective and gives readers a sense of closure. Overall, this result may indicate that the female informants are very good in paragraph development. Though seem interesting but this result cannot be generalized considering that these informants are just representative sample of the females. This probably happened due to some factors that these female informants are into or contexts and personal upbringing.

Sharon's essay is an example of a very good paragraph organization. Her opening question to the reader, "What does a cellphone mean?" made her introduction seem to draw the attention of the reader. The body may be observed to be a well-written paragraph. In her conclusion, she gave her own point of view about the effect of cellphone in one's relationship.

When the informant was interviewed, she said that she wrote well because she read a lot and she wanted to express more of her thoughts through writing. Further, she mentioned that she is '*matiyaga*' [diligent] in her studies which perhaps she thought that it is one of the very good characteristics of a female. Her narrative seems to indicate that, her good writing performance is associated with the kind of usual characteristics of a woman, which she perhaps thought the men possessed less diligent than them.

Considering the results, this may be interesting since similar findings conducted by Bae et al. (2016) that girls are outperforming boys in both education and higher education in one context in U.S. Also, the result is associated with Morita et al. (2016) who found out that female students in Japan consistently exhibit high levels of academic performance and achievement in education and Mously (2013) who also showed that female students tend to outperform their male peers academically. These results were intriguing considering that sex/gender cannot be a mere justification or basis for the significant academic performance of male vs. female. Thus, factors for the different academic performance of female and male may be considered for these have significant implications in the result of this study.

The findings indicated that this may seem to show boundary between female and male. However, looking closely the factors shared by the informants, mental capability, personal motivation and choices, were seemed to be the common issue that affects their performance in class particularly in writing academic paper since this requires rigorous studies.

### 2. The factors affecting the writing skills of the learners.

Results revealed that there were factors influencing the writing performance of ALS-SHS learners, with a focus on application letters, journals, essays, and position papers. Two primary factors emerged as significant contributors: employment status and socio-economic status. The study also uncovered additional factors affecting writing performance, such as lack of motivation, limited vocabulary, grammar, and

style difficulty, writing environment, and the crucial role of feedback and guidance from teachers.

This section focused on factors that affect the writing skills of the learners such as socio-economic employment status.

**2.1. Employment Status.** In this study, employment status has three types such as employee, worker, and self-employed. This was often regarded as an intermediary classification between being an employee and being self-employed. Workers possessed a set of legal rights that are more limited than those of full-fledged employees but still encompass significant protections (Buxton, 2015).

As to employment status of the informants, there were four who were employed (Maria, Cardo, Piolo, and Totoy) and three were unemployed (Alyanna, Lorna, and Mina).

The three informants who were unemployed said that having no work did not affect their writing performance for they can focus more on their studies. Additionally, they said that being unemployed has drawn inspiration from their passions, experiences, or other sources to finish studying. They also asserted that instead of doing nothing with their free time, they use their time reading books and lessons, writing, and watching movies that may contribute to learning for them. Their opinions are somewhat in line with Cindy's (2019) claim that reading, watching, and listening are good ways to pick up new skills and interests.

The narratives of the informants suggested that having 'freedom' which is associated to being unemployed may be considered as another level of commitment or undivided focus. According to Pascoe's (2020), there is a direct link between high levels of stress and poor academic performance in secondary school and college students. Important new information on the complex relationship between stress and students' academic performance is provided by this study.

Meanwhile, based on the collected answers from the employed informants revealed that their work status had a detrimental impact on their ability to study. One of the employed informants shared that,

*...mahirap magtrabaho tapos nagkaklase pa...  
[...it is difficult to work while studying...]*

Cardo mostly works while she studies. He stopped because of his work and hectic schedule. His response hinted that students' performance, particularly in writing, might be impacted in some way by working while they learn. On the other hand, Abenoja 2019 refutes the notion that labor and financial necessity are obstacles if one aspires for the future (Abenoja, 2019). This notion suggests that no matter what the situation was, if you desire to finish education, nothing will hinder.

According also to The Working Student (2016), Filipino students must balance meeting job performance standards to keep their jobs while maintaining their academic performance to avoid failing grades. This balance highlighted how employment status could significantly impact students' educational and writing experiences.

**2.2. Socio-economic status.** Socio-economic status refers to the social standing or class of an individual or a group (American Psychological Association (APA-2018). Also, these functions

as a latent variable for the academic performance of secondary education (Bofah and Hannula, 2017).

Socioeconomic status was identified as the second key factor that significantly influenced students' writing performance based on the answers of the informants. It addressed whether the eight informants' socioeconomic status had a significant impact on their writing performance. The interview revealed several common factors. Most of the informants highlighted the complexity of this issue and suggested that socio-economic status can influence writing in various ways, including shaping experiences, goals, and perspectives.

Most of the informants frequently stated that they had socioeconomic difficulties and that their socioeconomic status had some influence on their writing skills. In a related study by Pant (2020), the results of the relationship between parental socioeconomic status and student academic performance showed that most students with low socioeconomic status have poor academic performance.

Moreover, most informants said that limited economic resources are one of the greatest factors and hindrances in achieving good performance in the school outputs, in this case the writing activities. While for others perhaps it is not considered as a problem, for these informants, it is a big deal for them for lack of money affects the daily living of these people. Thus, one of the informants validated that he was not able to continue in regular school for such lack of financial capacity of her parents to send him to school. He further shared that since they live in a far-flung area, fares are quite expensive, thus, instead of going to school, the budget which is just enough for food was prioritized. Another issue is the increasing number of siblings in the family which is another factor that affects the economic resources of the family. In other words, the family gives more emphasis on food for the stomach rather than education. While Mwariri et al. (2017); Osei-Owusu et al. (2018); and Qasem (2018) emphasized that parental care, good home parental practices, adequate facilities at home, involvement in the education of students, and income can enhance students' academic achievement, in the case of these informants, socio economic situation prevents them from doing so for the parents need to set the most important priority for the family to fill in their empty stomach.

As Piolo, one of the informants also shared that finishing school is really tough because of his family financial circumstances. This may indicate that financial limitations may prevent some students from obtaining resources that are essential for the improvement of their academic performance. Aside from the immediate difficulties of paying school fees and educational supplies, he claims that those from lower socioeconomic origins may encounter more difficulties, such as limited access to safe learning places. Similar to these findings, Rivera (2021) found that in addition to their academic needs, students from low socioeconomic backgrounds face a variety of other difficulties, such as achieving academic excellence.

As for Sharon, their lack of financial capacity restricted her to access to resources for schooling due to costly living. She emphasized the difficulties in pursuing higher education because of one's socioeconomic standing and how this can

restrict access to her resources. She made the argument that her lack of training and specialized writing skills in essays, journals, and application letters may be related to her socioeconomic status. According to her response, academic performance may be impacted in some way by resource limitations. Therefore, this result indicated that all students would need to pay attention to socioeconomic position. Additionally, in the US, more than six million children are impoverished (Olszewski-Kubilius and Corwith, 2018). These learners don't have access to basic requirements, and their families are under stress from having to survive and result in having a very low performance in academics.

Another study that somehow supports the findings above was from McKenzie (2019) who asserted also that the primary global factor influencing academic achievement among students was poverty. Research has indicated a connection between low academic achievement and children living in poverty. Although there are many variables at play when it comes to learners' poor academic performance, poverty has the biggest impact. Over the course of a student's education, poverty has a significant impact on their academic performance (Kapur, 2018; McKenzie, 2019).

Socioeconomic status and employment status are not the only factors that influenced the students' writing performance. The informants added five other elements affected their academic performance, specifically in writing. Among these were lack of motivation, poor vocabulary, grammar and writing style, the writing environment, and teachers' feedback are among the most other factors.

**2.3. Lack of Motivation.** Sasson (2019) explained that a lack of motivation refers to having a deficient level of passion and enthusiasm in doing a job. Relative to this, the informants said that they have a lack of personal drive which has a big effect on how well students write. Specifically, Alyanna, Lorna, and Cardo admitted that they don't always get excited about writing, they considered the activity boring. As Dişlen (2013) posited that the feeling of boredom is associated with teaching strategies of teachers. Indeed, this is usually the common challenge, however, in the case of the informants of this study, their narratives point to personal choices or preference in life. There are learners who have passion for writing, others do not have. In this case, these informants may be seen to have less sense of passion for such writing activity.

To validate this, one informant answered that she personally had a lack of confidence and had poor academic performance which were the factors that hinder her to perform well in the writing class. *Mahuya an input in lower years... [lack of inputs in lower years...]* as she shared. This may indicate that limited or poor academic background due to lack of help at home or at school, this particular learner had difficulty performing in the writing class.

These informants' narratives echoes that of Wright (2011) who claimed that being unable to perform the provided tasks, less confident in studying and having deficient relationship or communication with lecturers also cause students to have poor motivation.

Additionally, when *Totoy* was asked regarding his motivation skills when it comes to writing, he said that it depends on the

topic. *Totoy's* emphasized that his excitement depends on the topic if he liked it or not. According to Japari (2018) who also said that it occurs when a student is disinterested in learning since it is challenging to keep up with the lesson. It implied that the level of excitement is influenced by a person's connection to and interest in the issue.

**2.4. Lack of Vocabulary.** Vocabulary is also an essential skill for learning to read, speak, write, and listen. Without sufficient vocabulary, people cannot communicate and express their feelings both in spoken and written activities (Rohmatillah, 2014).

Lack of vocabulary is the second factor that affects students' writing performance. As Viera (2017) said that vocabulary knowledge is very important in developing well-constructed sentences and paragraphs. However, in today's generation, while learners are good at manipulating gadgets and browsing the world wide web, this also give negative effects to them. Shortened terms and shortcuts are the common issues as well as vocabulary and text distortion are the usual challenge of the learners which seems to affect their vocabulary development. When one of the informants said that he had difficulty understanding other complicated words, this seemed that lack of exposure and practice are the main reasons. As Fairbanks and Bromley (2017) affirmed that exposure to different words and practice reading and writing are the key factors that helped students to enhance their vocabulary skills.

Meanwhile, another informant had difficulty in translating Filipino to English text for he said that he is thinking in Filipino first and translating it in English language, that is why he find it very difficult. While others say that thinking directly in the target language such as English language may be very helpful, but in his case, he found it very challenging.

His narrative seemed to reflect that of Mustafa (2022) who indicated that lack of students' vocabulary affects their capacity to understand what they are reading and have difficulty in summarizing and paraphrasing the text.

Lorna, another informant, expressed her writing difficulty when encountering difficult words. She said that she could hardly understand thus she cannot express what she wanted to write. Her narrative indicated that when she does not have much English language vocabulary to explain clearly, she is limited on how she expressed her thoughts and ideas. Thus, despite the thoughts that she has in mind, there is a mismatch in her actual writing and affects her ability to effectively communicate. This finding is also consistent with Ampa and Quraisy's (2018) assertion that vocabulary is a necessary component of writing, thus it is crucial for academic writing.

**2.5. Grammar and style.** Grammar is said to be one of the building blocks of language. Grammar proficiency is essential to being able to communicate in any language, regardless of the language. A strong command of grammar is assumed to translate ideas more effectively (Sioco, 2018).

The third element that influenced how well students write was grammar and style. Most of the answers of the informants stressed the need for proper grammar and writing style for readability and comprehension. The result of this may therefore suggest that writing calls for a solid command of word choice and grammar (Kamlasi and Nokas, 2017).

One of the informants said that she was grappling with the rules of grammar, hence was not confident in writing. Her difficulty is associated with the problem with the language transition from Bikol or Filipino to English since the grammar and style in the local language is different from the target language- English. Thus, confusion is the common issue. Another informant mentioned that struggling to translate in English is his problem every time he writes any technical paper. His experience is common considering that English is considered a second language and when it comes to translation, what the usual procedure of the student is to translate word for word from Bikol/Filipino to English, hence errors are committed. These findings have great implication in the teaching strategies of the teachers specifically on the study of the structure of the language for every language has different sentence structures. As Chung and Pullum's (2019) asserted that a student who understands grammar is one who has mastered the rules and can use them to express themselves in a way that is appropriate for the language forms.

**2.6. Writing Environment.** Writing environment is a place of being comfortable with a combination of several factors such as temperature, lighting, and noise control (Murugan and Rajoo, 2013). As used in this study writing environment is also similarly linked to learning environment.

Writing environment is the fourth factor that affects students' writing. According to Balog (2018) writing environment is composed of people, teaching materials, technical tools, and learning resources, curriculum, training, and instruction, and physical environment/learning space.

As Maria shared her experience, she mentioned that lack of learning resources and materials such as chairs and tables affect her way of writing. Also, dilapidated equipment and materials and noisy environment were also experienced by Lorna hence, her mental focus is affected while doing her schoolwork. Another informant shared that at her home, her noisy siblings as well as lack of spaces for studying did not help me much in her study. She mentioned that it was difficult for her to work on her paper considering the disruptions and disturbances in her place.

The issue of unfavorable environmental conditions not only at school as experienced by the informants but also at home had greatly affected her way of writing and added that she is demotivated. Hence, as to the school environment, this has implication as to the budget allocation to be investigated by the Department of Education particularly in support of this ALS program.

**2.7. Feedback from the Teachers.** Feedback refers to a teacher's remarks to a student regarding how well the student performed on a learning assessment or assignment (Carless, 2015).

Result indicated that the last factor that was identified was the feedback which impacted students' writing performance was the issue of feedback and guidance of the teachers. As Harks, et al. (2014) said that feedback helps students correct mistakes and improve their performance. Thus, feedback of the teachers relative to the students' performance is a way to determine their (students) strength and weaknesses for either improvement or further enhancement.

The informants shared especially Totoy, Mina, and Piolo that they rarely received feedback from their teachers relative to their outputs, that is why, they concluded that they either did a good job or they did not perform well at all. As one informant said that she did not know where to continue her work considering that she was not able to hear or at least write the comments and suggestions of her teacher regarding her written output. As Carless (2015) stressed the importance of feedbacking so that students are aware of what part of their works that are needed to be improved, if any, or what part to be enhanced.

In summary, results indicated that there were seven factors that affect students' writing performance. These are employment status, socio-economic status, lack of motivation, lack of vocabulary, grammar and style difficulty, not so supportive writing environment, and lack of feedback from teachers.

### 3. *The proposed video lessons as interventions.*

The researcher proposed video lessons as intervention titled: *Flexible Intervention Plan: Mastering Mechanics and Paragraph Development through Video Lessons.*

## IV. CONCLUSIONS

Based on the findings of the study, the researcher arrived at the following conclusions: Millennials excel in spelling, while baby boomers and the Zen generation show clear spelling weaknesses, indicating a need for targeted interventions. Unemployed informants exhibit strong capitalization skills, while employed counterparts struggle, revealing challenges in balancing work and academic commitments affecting writing attention. Married informants excel in punctuation, while singles or widows' informants struggle, suggesting a potential link between positive relationships and academic success. Lastly, female informants excel in paragraph development, while male are not. Likewise, employment and socio-economic status significantly impact writing performance, with additional factors including motivation, vocabulary, grammar, writing environment, and teacher feedback. Finally, proposed video lessons were crafted for a targeted and adaptive approach to enhance overall writing performance of ALS-SHS learners.

## V. RECOMMENDATIONS

Based on the findings and conclusions, the following were recommended: It is recommended to develop an interactive online spelling application tailored to the diverse learning preferences of different generations within ALS-SHS, providing targeted spelling support with adaptive exercises. Also, workshops may be conducted focusing on time-management skills for employed learners, offering practical strategies to balance work and academic commitments effectively, thus improving attention to writing performance. Seminars or webinars may be organized to address trainings on punctuation and capitalization challenges specifically faced by singles, widows, and male informants providing practical tips and exercises to enhance their punctuation and capitalization skills, fostering a positive impact on their writing performance. Finally, engaging and interactive video lessons for the proposed

"Flexible Intervention Plan," may be adapted to ensure that learners can access targeted lessons on mechanics and paragraph development at their own pace, with opportunities for practice and feedback.

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