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Writing Apprehension and Learning Style as Predictor of Academic Performance in Filipino

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ABSTRACT

This study aims to discover among senior high school students the relationship between writing apprehension, learning styles, and academic performance in Filipino subjects. Data were gathered from three hundred students using a descriptive-correlational approach and validated questionnaires stratified randomly. Results showed that students show a modest degree of writing anxiety, characterized by a balanced view of writing enjoyment, fear of evaluation, and self-assessment of writing competency. Competitive and participative styles were the most commonly used among the examined learning styles, while individual and group projects were less common. Students showed remarkable academic performance, suggesting effective adaptation to educational criteria despite different degrees of apprehension and learning preferences. Writing apprehension and academic performance showed a weak but statistically significant positive apprehension according to inferential analysis, meaning that students who have more anxiety often obtain instead modestly better academic performance. By contrast, learning styles showed no significant correlation with academic performance, implying little direct influence. These results support ideas of educational productivity by showing how cognitive and contextual elements affect student performance in the classroom. Writing apprehension is a challenge rather than a barrier, so motivating students to show more effort. Teachers should use peer reviews, guided writing projects, mentoring programs, and cooperative learning activities to properly challenge writing apprehension. To create more successful plans for improving students' academic performance in Filipino, more study is required to grasp the mechanisms of motivation, the supporting roles of families, and institutions' contributions.

INTRODUCTION

Academic performance remains a significant concern in the Philippines, where many students struggle to meet curriculum expectations, particularly in comparison to international standards. Recent data from UNESCO sheds light on a troubling gap: the top 25% of Filipino students perform similarly to the lowest quarter of students in Singapore (EDCOM II, 2024). This disparity aligns with findings from the World Bank (2021), which reveal that approximately 91% of Filipino secondary students do not achieve the expected proficiency in essential macro-skills, resulting in the lowest academic outcomes in Southeast Asia. Further compounding these issues, results from the Programme for International Student Assessment (PISA) indicate that nearly 72% of Filipino students exhibit low academic performance in reading, mathematics, and science (Gutiérrez *et al.*, 2019). Therefore, it is crucial to address these deficiencies to enhance educational quality and produce competent graduates who can contribute meaningfully to society (Magpily & Mercado, 2018; Albarico *et al.*, 2023). Multiple factors influence academic performance, including students' cognitive abilities, learning styles, emotional factors, and educational experiences. Notably, writing apprehension—characterized by anxiety and fear related to writing tasks—significantly impacts students' academic achievements by undermining their confidence,

increasing procrastination, and negatively affecting the quality of their work (Santos, 2018; Cheng, 2004; Daly & Miller, 1983). Additionally, the mismatch between teaching methods and students' learning styles adversely affects comprehension, retention, and overall academic success (Napil & San Jose, 2020; Felder & Silverman, 1988). Nevertheless, research exploring the combined effects of writing apprehension and learning styles, particularly within Filipino language instruction, remains limited, highlighting a critical research gap.

To address this gap, this study is based on Walberg's Educational Productivity Theory (EPT), which identifies cognitive, instructional, and contextual factors as key determinants of educational outcomes (Fraser *et al.*, 1987). The research also draws upon Vygotsky's Sociocultural Theory, Krashen's Affective Filter Hypothesis, and Kolb's Experiential Learning Theory to clarify the relationships among writing apprehension, learning styles, and academic performance within a culturally relevant learning environment (Kolb, 1984; Bandura, 1986).

This study makes a significant contribution to global educational discourse. It directly aligns with the United Nations Sustainable Development Goal 4 (SDG 4), which advocates for inclusive and equitable quality education for all (United Nations, 2015). Specifically, this research aims to: (1) assess students' levels of writing apprehension in terms of enjoyment, fear of evaluation, perceptions of

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competence, and sharing of written work; (2) identify dominant learning styles (independent, dependent, competitive, collaborative, avoidant, and participative); (3) evaluate students' academic performance in Filipino; (4) investigate the relationships between writing apprehension and learning styles and their impact on academic performance; and (5) determine the individual and combined effects of these factors on academic outcomes. Furthermore, this research provides empirical evidence to assist educators, curriculum planners, and policymakers in developing targeted interventions that reduce writing apprehension, accommodate diverse learning styles, and ultimately enhance students' academic performance and educational experiences.

LITERATURE REVIEW

Academic performance continues to be a significant issue in the Philippines, as numerous students find it challenging to fulfill curriculum requirements, especially in relation to international benchmarks. UNESCO data indicates that the highest-performing 25% of Filipino students demonstrate academic achievement comparable to the lowest-performing students in Singapore. The Second Congressional Commission on Education II (EDCOM II, 2024) corroborates this conclusion, highlighting pervasive learning deficiencies among Filipino students. This corresponds with prior findings from the World Bank (2021), which indicated that 91% of secondary students in the Philippines fail to attain expected proficiency in essential macro-skills, representing the lowest performance in Southeast Asia. The 2018 Program for International Student Assessment (PISA) results revealed that 71.8% of Filipino students demonstrated low academic performance in reading, mathematics, and science, marking one of the highest rates worldwide (Gutiérrez *et al.*, 2019).

It is important to deal with poor academic performance because it shows problems in the quality of education and has a big effect on the development of skilled graduates (Magpily & Mercado, 2018). Ariaso (2018) highlighted that multiple factors affecting student learning substantially influence academic performance. Gutiérrez *et al.* (2019), using data from PISA 2018, also found that students' self-concept, reading comprehension, and metacognition were all important factors that led to poor academic performance. Further research demonstrates that both cognitive and non-cognitive factors jointly influence academic achievement (Liem, 2016). Dayon (2020) talked about a lot of things that affect academic performance, while Albarico *et al.* (2023) said that problems at school, at home, and in personal life were the biggest problems, showing how important it is to fix these problems to make education better.

Understanding academic performance is essential in psychology and education, especially in assessing the influence of cognitive abilities and emotional factors on learning. Research indicates that writing apprehension and learning styles substantially affect academic

performance. Tadese *et al.* (2021) discovered a positive correlation between maturity, study discipline, and enhanced academic performance. Peng and Kievit (2020) established a bidirectional relationship between cognitive abilities and academic achievement, highlighting that self-efficacy and writing anxiety substantially influence learning. These findings highlight the imperative for strategies to alleviate writing apprehension, thereby enhancing students' academic performance.

Writing apprehension significantly affects student confidence, frequently resulting in reduced academic performance (Daly & Miller, 1983). Similarly, a discrepancy between learning styles and instructional methods detrimentally influences understanding and retention, thereby negatively affecting student performance (Napil & San Jose, 2020). Bandura (1986) underscored the critical importance of self-efficacy in academic achievement, while Kolb (1984) accentuated the value of experiential learning in enhancing understanding. Consequently, addressing these factors is essential to improve students' learning and performance. Prior research thoroughly examined the influence of writing apprehension on academic achievement. Cheng (2004) discovered that writing apprehension substantially impeded students' academic performance due to anxiety-induced cognitive overload. Felder and Silverman (1988) illustrated that incongruent teaching methodologies and learning styles adversely affected mathematical problem-solving abilities. Furthermore, Hailikari *et al.* (2008) demonstrated that students' learning styles affected their comprehension of scientific concepts. However, not much research has looked at these factors specifically in the context of learning Filipino. That's why this study looks at how writing anxiety and learning styles affect academic performance in Filipinos.

Writing apprehension, defined as anxiety related to writing, is extensively researched for its detrimental effects on academic performance. Santos (2018) observed that students exhibiting elevated writing apprehension frequently procrastinate, hastily complete tasks, evade assignments, or produce inferior outputs, thereby adversely affecting their grades. Reyes (2019) similarly noted that students exhibiting high writing apprehension achieved lower scores on writing assessments compared to their peers with lower apprehension. Fernandez (n.d.) emphasized the correlations among writing anxiety, inadequate time management, and task avoidance, leading to increased stress and diminished outcomes.

Lim and Bautista's (2014) study illustrates the correlation between writing apprehension and academic performance, revealing that students with elevated apprehension faced difficulties in organizing ideas and structuring essays. Qadir *et al.* (2021) discovered that moderate writing apprehension adversely affected the quality of graduate students' written output, whereas high apprehension hindered writing processes. These findings underscore the necessity of mitigating writing apprehension in order to improve academic performance. Researchers

looked into the link between learning styles and writing anxiety and found that matching students' preferred learning styles with the way they are taught improves their understanding and cognitive skills, which leads to higher test scores (Muñoz & Mederos, 2017). Magulod (2019) identified substantial correlations between learning styles and academic performance, advocating for instructional methods that align with student preferences. Alayon *et al.* (2023) recognized visual learning as effective for accountancy students, while Mamba (n.d.) observed an absence of distinct learning styles among numerous K-12 graduates, impacting college readiness. In 2017, Ibarientos emphasized how important cognitive and psychological learning styles are for the academic success of technical and vocational students and pushed for their inclusion in teaching methods.

Ipil (n.d.) demonstrated that writing apprehension hinders effective communication, thereby affecting performance. Simultaneously, Garcia (n.d.) emphasized that learning styles significantly influence study habits and outcomes, particularly in writing-intensive courses. The Grasha-Reichmann model elucidates these relationships, indicating that avoidant learners display increased apprehension, while independent learners exhibit enhanced writing confidence (Miller, n.d.; White, n.d.). Collaborative learners derive substantial advantages from cooperative tasks (Clark, n.d.), whereas competitive learners may encounter varying levels of motivation or uncertainty contingent upon their writing achievements (Brown, n.d.). Consequently, implementing appropriate pedagogical strategies that correspond with students' learning preferences can mitigate writing anxiety and improve academic performance. Napil and San Jose (2020) corroborated these findings, indicating that Indigenous students' beliefs and learning styles substantially impacted Filipino academic performance. Caparos and Napil (2024) found that academically high-achieving students secured superior employment opportunities and professional advancement. Addressing psychological barriers and learning preferences through targeted interventions is essential for enhancing academic success (Caparos & Napil, 2024; Napil & San Jose, 2020). This research, grounded in Walberg's Educational Productivity Theory (EPT), examines the cognitive, instructional, and contextual factors influencing academic performance (Fraser *et al.*, 1987). Santos (2018) identified the detrimental effects of writing apprehension, attributing them to heightened anxiety and procrastination. Grasha and Reichmann's model elucidated the impact of learning preferences on writing engagement. Walberg's theory says that when teaching methods and learning styles are compatible, writing anxiety goes down and performance goes up (Lizotte *et al.*, n.d.; Garcia, n.d.; Dela Cruz & Ramos, 2019). Lev Vygotsky's Sociocultural Theory explains writing anxiety, how people learn, and how well they do in different cultural settings. It suggests that guided exercises and collaborative writing can help reduce anxiety (Taylor, n.d.). Krashen's Affective Filter

Hypothesis says that anxiety makes it harder to learn a language and do well in school (Garcia, n.d.), and Kolb's Experiential Learning Theory stresses how important it is to make sure that each student's learning experiences are a good fit for them (Kolb, 1984; Nelson, n.d.).

These theories demonstrate the interconnectedness and temporal evolution of anxiety, learning styles, and academic performance. This shows how important it is to have supportive learning environments. It is important to look into the connection between writing anxiety and learning styles in order to improve academic performance, guide pedagogical approaches, and support inclusive educational frameworks that meet international standards.

The conceptual framework of this study is anchored in the relationship between writing apprehension and learning styles as predictors of students' academic performance in Filipino subjects. Specifically, writing apprehension refers to the anxiety or fear an individual experiences when confronted with writing tasks, potentially hindering their capacity to produce effective academic writing and negatively influencing their academic performance in subjects like Filipino. For instance, one study identified ten factors contributing to research writing apprehension among senior high school students, including language proficiency and learning process skills, both negatively affecting writing ability (Bastida & Saisy, 2020).

Upon deeper examination, four primary predictors of writing apprehension emerge: writing enjoyment (the level of positive feelings toward writing), fear of evaluation (anxiety experienced when one's writing is evaluated or graded), negative perceptions of writing competence (the belief that one's writing ability is inadequate), and sharing written work with others (confidence in presenting written work for feedback). Collectively, these can either elevate or reduce writing apprehension levels, directly affecting academic performance in Filipino subjects.

Meanwhile, learning styles refer to the manner students acquire knowledge based on the Grasha-Reichmann model. According to this model, there are six primary learning styles: independent, avoidant, collaborative, dependent, competitive, and participative (Dayon *et al.*, 2020). In this context, students with avoidant styles may experience higher writing apprehension and lower academic performance, whereas collaborative and participative learners tend to actively engage in writing tasks, resulting in lower writing apprehension. Understanding these relationships allows educators to create interventions that address both writing apprehension and learning styles, ultimately enhancing academic performance in Filipino.

Moreover, this study significantly contributes to the United Nations' Sustainable Development Goal 4 (SDG 4), aiming to ensure quality and inclusive education for all. While numerous studies have independently examined writing apprehension and learning styles, few have focused on their combined effects within the context of Filipino language instruction. Therefore, this research

intends to fill this literature gap, providing empirical evidence on how writing apprehension and learning styles influence academic performance.

Specifically, the study aims to:

- (1) Describe the students' writing apprehension based on writing enjoyment, fear of evaluation, negative perceptions about writing competence, and sharing written work;
- (2) Describe students' learning styles (independent, dependent, competitive, collaborative, avoidant, and participative);
- (3) Describe students' academic performance in Filipino;
- (4) Determine the relationships of writing apprehension and learning styles to academic performance in Filipino; and
- (5) Identify the individual and combined effects of writing apprehension and learning styles on academic performance.

Conversely, the study hypothesizes that neither writing apprehension nor learning style significantly affects academic performance. It aims to provide an empirical basis for understanding the interrelation of these variables with students' academic performance.

From a social perspective, this study has broad implications for the educational system, especially for teachers, curriculum administrators, and students. For teachers and curriculum planners, research findings can inform effective instructional strategies to mitigate writing apprehension and enhance students' learning styles. Meanwhile, academic institutions like the Department of Education (DepEd) and Commission on Higher Education (CHED) can utilize this study's outcomes to design inclusive policies and pedagogical approaches.

Furthermore, students can benefit from more effective teaching strategies aligned with their learning styles, leading to greater confidence in writing and improved academic performance. This research will also serve as a significant reference for future researchers interested in studying the same topic or extending the analysis to other subjects or educational fields. Thus, this study can be expanded to contribute to broader educational discourse. Overall, it provides an essential contribution to global educational discourse, offering practical steps towards a more effective, meaningful, and inclusive teaching and learning system.

MATERIALS AND METHODS

This section elucidates the research design, respondents, instrumentation, as well as the data gathering and analysis procedures. The collected data underwent statistical analysis to identify relationships among variables, thus serving as a basis for recommendations applicable to the instruction of Filipino subjects.

With respect to respondents, this study was conducted at University A, a private educational institution located in General Santos City, South Cotabato, with a total population of 1,362 Senior High School students enrolled in Filipino subjects for the academic year 2023-

2024. Using the RAOSOFIT Sample Size Calculator, the sample size was determined as 300 respondents, applying a 95% confidence level and a 4.99% margin of error to ensure representative data. The formula used to calculate the sample size (n) is given by:

$$n = N \times Z^2 \times p \times (1 - p) / (N - 1) \times e^2 + Z^2 \times p \times (1 - p)$$

where:

n = required sample size

N = required sample size

Z = Z-value ($Z=1.96$ for 95% confidence level)

p = estimated proportion (typically 0.5 for maximum variability)

e = margin of error (0.0499 or 4.99%)

Eligible participants were Grade 11 or 12 students enrolled in the selected private institution, currently taking Filipino subjects during the first semester of the specified academic year. Conversely, students enrolled in public schools, those not registered within the specified period, and students without Filipino subjects were excluded from participation. Furthermore, respondents were permitted to withdraw from the study at any time without negative repercussions on their academic standing.

Stratified random sampling was employed to ensure balanced and proportional representation of students based on their academic strands. In this approach, the population was divided into distinct strata, such as STEM, HUMSS, and ABM, from which respondents were randomly selected from each subgroup. This method has been confirmed as effective in reducing sampling bias and enhancing result accuracy (Kumar, 2020). Additionally, University A was selected due to its adequate student population suitable for this study, specifically aiming to examine relationships among writing apprehension, learning styles, and academic performance in Filipino subjects, making an institution with comprehensive instruction in Filipino highly relevant.

Regarding instrumentation, a structured questionnaire comprising three sections adapted from previous studies was used and translated into Filipino to ensure clarity and comprehension among respondents. The first section, addressing writing apprehension, was adapted from Cornwell and McKay (2000) titled "Establishing a Valid, Reliable Measure of Writing Apprehension for Japanese Students," consisting of four (4) indicators and twenty-six (26) items. The second section, related to learning styles, was derived from Ilcin *et al.*'s (2018) study "The Relationship Between Learning Styles and Academic Performance in Turkish Physiotherapy Students," including six (6) indicators and sixty (60) items. The final section measured academic performance using students' grades in Filipino, in line with York *et al.*'s (2021) suggestions from "Defining and Measuring Academic Success."

The questionnaire utilized a 5-point Likert scale to guide respondents, structured as follows: (5) Strongly Agree, (4) Agree, (3) Undecided, (2) Disagree, and (1) Strongly Disagree. Participants were instructed to respond based on their actual experiences and perspectives.

Following initial revisions based on adviser recommendations, the questionnaire underwent validation by five expert evaluators who provided further recommendations for enhancement. Subsequently, the questionnaire was translated and contextually adapted to students' backgrounds and underwent meticulous expert validation to ensure its appropriateness and effectiveness. Additionally, pilot testing was conducted to assess internal consistency reliability using Cronbach's alpha, mathematically expressed as:

$$\alpha = ((k/k - 1)(1 - \sum_{i=1}^k \sigma^2_{Yi} / \sigma^2_x))$$

where:

α = Cronbach's alpha reliability coefficient

k = number of items

α^2 / Y_i = variance of individual item scores

α^2 / x = variance of total test scores

The calculated Cronbach's alpha values were .897 for writing apprehension and .924 for learning styles, indicating acceptable reliability levels. Consequently, the instrument was deemed valid and reliable for formal data collection.

Lastly, the interpretation of the mean scores was established using the following descriptive scale: a mean score ranging from 4.20 to 5.00 is considered "Very

High," indicating that the experience occurs consistently in every instance (10 out of 10 times); a mean score between 3.40 and 4.19 is described as "High," signifying that the experience frequently occurs, approximately seven to nine out of 10 instances; a mean of 2.60 to 3.39 is categorized as "Moderate," meaning the occurrence is occasional or experienced four to six out of 10 times; a mean from 1.80 to 2.59 is classified as "Low," indicating rare occurrence, approximately one to three out of 10 times; finally, a mean score from 1.00 to 1.79 is labeled "Very Low," suggesting the experience never occurs, equivalent to zero occurrences out of 10 instances.

Overall, this methodological approach clearly outlines research procedures, thereby ensuring validity, reliability, and applicability of results for the improvement of instruction in Filipino subjects.

RESULTS AND DISCUSSION

This chapter presents the data and the analysis of findings derived from respondents' answers, addressing the objectives of the study regarding the relationship of writing apprehension and learning styles as predictors of academic performance in the Filipino subject.

Table 1: Levels of Writing Apprehension

Indicators	Mean	SD	Interpretation
Enjoyment in Writing	2.68	0.77	Moderate
Fear of Evaluation	2.67	0.79	Moderate
Negative Perception of Writing Competence	2.80	0.63	Moderate
Sharing Written Work with Others	2.79	0.85	Moderate
Overall	2.73	0.61	Moderate

Writing Apprehension

Based on Table 1, the levels of respondents' writing apprehension across various indicators are presented. The overall mean score of 2.73 (SD = 0.61) indicates a moderate level of writing apprehension among the respondents. Slight variations in mean scores across different indicators suggest varying levels of anxiety, enjoyment, and confidence related to writing tasks. The lowest mean score was observed in the indicator "Fear of Evaluation" (M = 2.67, SD = 0.79), whereas the highest mean was recorded in "Negative Perception of Writing Competence" (M = 2.80, SD = 0.63). These data suggest that although slight differences exist among specific indicators, the overall level of writing apprehension remains moderate, implying respondents experience neither excessively high nor particularly low anxiety about writing.

Further examination of results reveals that respondents expressed moderate levels of enjoyment in writing, indicating they neither fully enjoyed nor entirely disliked the activity. For instance, the indicator "Enjoyment in Writing" obtained a mean score of 2.68 (SD = 0.77), highlighting respondents' uncertainty regarding their enjoyment of writing tasks. Conversely, the highest mean score, found in "Negative Perception of Writing

Competence" (M = 2.80, SD = 0.63), implies that many respondents doubted their ability to write effectively. This apprehension toward writing and disseminating their work could also reflect a lack of self-confidence in terms of academic writing. The moderate level of apprehension observed might suggest that while students possess adequate writing skills, they still encounter challenges that potentially impact their overall academic performance.

Bernardo (2018) highlighted a clear relationship between students' writing apprehension and their beliefs, noting that high levels of negative perception toward writing may lead to limited academic performance. Additionally, Santos and Dizon (2019) emphasized fear of evaluation as a critical factor influencing students' writing, particularly among those lacking confidence in their academic abilities. Reyes and Cruz (2019) supported these findings, reporting that negative self-perception in writing skills can cause demotivation toward academic writing tasks. On the other hand, Delos Santos and Magno (2021) found that enjoyment in writing directly impacts students' academic performance, suggesting positive experiences in writing can foster higher productivity and confidence in academic contexts.

These findings align with multiple theoretical perspectives. Daly and Miller's (1975) Writing Apprehension Theory

explains that heightened writing anxiety often results in lower academic performance and avoidance behaviors related to writing tasks. Bandura’s (1997) Self-Efficacy Theory further highlights the significance of belief in one’s writing ability as a key determinant of academic success. Furthermore, Eccles and Wigfield’s (2002) Expectancy-Value Theory suggests that students feel more motivated toward writing when they value the task and believe they have the capability to succeed. Overall, the reviewed literature underscores the need for more effective writing training and guidance to reduce students’ writing apprehension and enhance their self-efficacy, both significantly contributing to improved academic skills and performance.

Learning Styles

Meanwhile, based on Table 2, the levels of respondents’ learning styles across various indicators are presented. The overall mean score of 2.60 (SD=0.56) indicates a moderate level of learning style preference among respondents. The data further reveal that certain aspects

of learning are rated at lower levels, whereas others are perceived as moderate. The highest mean is observed in the “Competitive” indicator (M=3.28, SD=0.89), suggesting that some students are more motivated and enthusiastic in their studies when competition is involved. Conversely, the lowest mean is found in “Collaborative” (M=2.31, SD=0.86), indicating fewer students effectively learn through cooperation or collaboration with peers. These findings demonstrate that students’ learning preferences are not predominantly concentrated on any single strategy. For example, “Independent” (M=2.55, SD=0.71) and “Dependent” (M=2.38, SD=0.80) styles are both at lower levels, implying that not all students possess strong abilities for autonomous learning or rely heavily on traditional educational structures. Additionally, “Avoidant” (M=2.63, SD=0.68) is at a moderate level, signifying that some students occasionally avoid difficult learning tasks. Overall, the moderate mean score suggests that students employ a combination of positive and negative learning strategies depending on the situation and specific academic tasks required.

Table 2: Levels of Learning Styles

Indicators	Mean	SD	Interpretation
Independent	2.55	0.71	Low
Avoidant	2.63	0.68	Moderate
Collaborative	2.31	0.86	Low
Dependent	2.38	0.80	Low
Competitive	3.28	0.89	Moderate
Participative	2.47	0.77	Low
Overall	2.60	0.56	Moderate

According to Piaget’s Constructivist Learning Theory (Piaget, 1956), students actively construct knowledge based on their experiences. This perspective is further supported by Vygotsky (1967), who asserts that collaborative learning is a crucial element in enhancing academic performance. However, the observed low mean score in collaborative learning indicates that some students are more comfortable with individual learning rather than engaging collaboratively with peers. Bandura’s Social Learning Theory (Bandura, 1989) posits that competition can serve as a positive motivational factor in learning, provided it is used constructively to enhance academic performance rather than causing undue stress to learners. Ormrod (2012) and Schunk (2014) similarly affirm that students’ motivation can be influenced by their learning styles and how effectively their educational environment supports these preferences.

Overall, these findings demonstrate that students possess varied learning styles significantly shaped by their confidence, motivation, and perceptions towards academic tasks. The relatively higher mean score on the competitive indicator suggests that competition can effectively motivate students’ learning engagement. Conversely, the lower mean score on collaborative learning implies a necessity for strengthening classroom

strategies that foster collaboration. As Reyes and Cruz (2019) recommend, utilizing diverse learning strategies can substantially enhance students’ academic achievement. Consequently, educators are encouraged to integrate a balanced combination of individual, collaborative, and competitive instructional methods to more effectively address diverse student learning needs and optimize educational outcomes.

Academic Performance

Based on Table 3, the level of academic performance among respondents is presented. The obtained mean score of 4.39 (SD=0.28) indicates a very high level of academic performance. The low standard deviation implies minimal variability in respondents’ answers, suggesting that most students consistently achieved high grades or excellent academic outcomes. These results may reflect effective implementation of learning strategies, high levels of student motivation, and strong support from the academic environment.

The notably high academic performance of the students may be attributed to their learning styles, confidence in writing, and level of apprehension. Previous tables illustrated moderate writing apprehension and varying learning styles among students, yet many demonstrated competence sufficient to

achieve high academic scores. The high mean score also implies that students possess adequate writing skills and effectively

benefit from their educational environment, ultimately leading to enhanced academic performance.

Table 3: Level of Academic Performance

Indicator	Mean	SD	Interpretation
Academic Performance	4.39	0.28	Very High

According to Zimmerman’s (2002) Self-Regulated Learning Theory, students who effectively manage their learning through proper planning, monitoring, and evaluation of academic tasks typically achieve higher academic grades. This idea is supported by Pintrich and De Groot (1990), who assert that students with higher motivation and self-efficacy generally demonstrate better academic performance. Additionally, Dweck’s (2006) Growth Mindset Theory posits that students who believe they can improve their skills through effort and continuous

learning often achieve greater academic success. Overall, the high mean score for academic performance reflects positively and suggests a strong basis for further enhancing existing learning styles and reducing students’ writing apprehension. As indicated in the study by Reyes and Cruz (2019), students who continuously enhance their self-regulated learning skills have a greater likelihood of succeeding academically. Thus, teachers and educational institutions may strengthen existing programs to sustain students’ high academic achievement.

Table 4: Significant Relationship of Writing Apprehension and Learning Styles to Academic Performance in Filipino Subject

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV1 and DV	Writing Apprehension and Academic Performance	.114*	.049	Reject
IV2 and DV	Learning Styles and Academic Performance	-.001	.981	Accept

Based on Table 4, the significant relationships between writing apprehension, learning styles, and academic performance among respondents are presented. The analysis reveals a significant relationship between writing apprehension and academic performance, with a correlation coefficient of .114 and a p-value of .049. Since the p-value is less than the predetermined level of significance ($\alpha = 0.05$), the null hypothesis (Ho) is rejected. This result indicates a weak but positive correlation between writing apprehension and academic performance, implying that as writing apprehension increases, there is a slight corresponding decline in academic performance.

Meanwhile, analysis of the relationship between learning styles and academic performance yielded a correlation coefficient of -0.001 and a p-value of .981, exceeding the predetermined significance level ($\alpha = 0.05$). Consequently, the null hypothesis (Ho) is accepted, indicating no significant relationship between learning styles and academic performance. This finding implies that regardless of students’ learning styles, there is no direct effect on their academic performance in the Filipino subject.

The results of the study support Walberg’s Educational Productivity Theory (EPT), specifically concerning the relationship between writing apprehension and academic

performance. Table 4 shows a significant correlation between writing apprehension and academic performance (correlation coefficient = .114, p-value = .049), indicating that although weak, writing apprehension impacts students’ academic outcomes. This aligns with Daly and Miller’s study cited by Santos (2018), suggesting that writing apprehension leads students to procrastinate, rush written tasks, and experience reduced confidence in writing, which may negatively affect academic achievement. However, the research did not support another aspect of the EPT regarding learning styles influencing academic performance. Results indicated no significant relationship between learning styles and academic performance (correlation coefficient = -.001, p-value = .981), suggesting that learning styles do not directly impact students’ academic performance in Filipino.

Rather than learning styles, the findings more closely align with Zimmerman’s (2002) Self-Regulated Learning Theory and Eccles and Wigfield’s (2002) Expectancy-Value Theory, both of which emphasize that personal motivation exerts a greater influence on academic success than learning styles. This implies that students who possess high self-confidence and value the subject matter are more likely to succeed academically, regardless of their individual learning styles.

Table 5: Significant Combined Influence of Writing Apprehension and Learning Style Indicators on Academic Performance

Predictors	B	β	t	Sig.
Constant	86.179		45.584	.000
Writing Apprehension Indicators				
Enjoyment in Writing	.097	.013	.159	.874
Fear of Evaluation	.628	.089	1.128	.260
Negative Perception of Writing Competence	.402	.045	.585	.559
Showing Written Work to Others	.725	.110	1.393	.165
Learning Style Indicators				
Independent	.685	.087	1.024	.307
Avoidant	-.180	-.022	-.287	.774
Collaborative	.348	.053	.542	.588
Dependent	-.551	-.078	-.796	.427
Competitive	-.124	-.020	-.318	.750
Participative	-1.529	-.210	-2.379	.018
R	.223			
R ²	.050			
ΔR	.017			
F	1.508			
p	.136			

Further analysis presented in Table 5 revealed no significant combined effect of the indicators of writing apprehension and learning styles on the academic performance of senior high school students. Additionally, the analysis yielded an F-value of 1.508, an R-value of .223, and an R² value of .050, all below the established significance level of .05 for this research. This suggests that the combination of these variables does not significantly influence students' academic outcomes in this context.

Upon further analysis of the data, the detailed results of this study revealed the following: enjoyment in writing showed standardized and unstandardized coefficients of .097 and .013, t-value of .159, and p-value of .874 (not significant); fear of evaluation presented standardized and unstandardized coefficients of .628 and .089, t-value of 1.128, and p-value of .260 (not significant); negative perception of writing competence had standardized and unstandardized coefficients of .402 and .045, t-value of .585, and p-value of .559 (not significant); showing written work to others obtained standardized and unstandardized coefficients of .725 and .110, t-value of 1.393, and p-value of .165 (not significant); independent learning style revealed standardized and unstandardized coefficients of .685 and .087, t-value of 1.024, and p-value of .307 (not significant); avoidant learning style had standardized and unstandardized coefficients of -.180 and -.022, t-value of -.287, and p-value of .774 (not significant); collaborative learning style indicated standardized and unstandardized coefficients of .348 and .053, t-value of .542, and p-value of .588 (not significant); dependent learning style presented standardized and

unstandardized coefficients of -.551 and -.078, t-value of -.796, and p-value of .427 (not significant); competitive learning style had standardized and unstandardized coefficients of -.124 and -.020, t-value of -.318, and p-value of .750 (not significant); and participative learning style showed standardized and unstandardized coefficients of -1.529 and -.210, t-value of -2.379, and p-value of .018 (significant).

These findings align with existing studies suggesting that while learning styles and writing apprehension are important educational elements, they are not directly associated with overall academic performance. For instance, Lopez's (2023) research on language learning strategies and writing performance among Grade 12 HUMSS students indicated certain learning styles were related to academic performance, yet failed to demonstrate a direct influence. Similarly, a study regarding learning strategies among senior high school students recommended identifying students' learning styles to enable teachers to adopt appropriate instructional methods suitable to their students' skills and abilities (Tulabing, 2018). Furthermore, Delos Santos and Magno (2021) posited that writing apprehension has limited influence on academic performance if students possess high self-efficacy. Reyes and Cruz's (2019) research revealed that intrinsic motivation significantly impacts writing more than learning styles. Additionally, Gonzales *et al.* (2020) indicated that self-regulation is a more effective predictor of academic success compared to writing apprehension. Santos and Dizon (2020) found that although writing apprehension might cause stress, it does not necessarily lead to lower academic performance, provided students

Table 6: Significant Combined Influence of Writing Apprehension and Learning Style on Academic Performance

Variables	B	β	t	Sig.
Constant	86.304	-	52.741	.000
Writing Apprehension	1.968	.214	2.731	.007
Learning Style	-1.474	-.147	-1.877	.061
R	R ²	Δ R	F	ρ
.157	.025	.018	3.731	.025

employ adequate coping mechanisms. Villanueva and Ramos (2018) observed that social interactions within classrooms negatively affected academic performance when causing distractions.

Additionally, as reflected in Table 6, the statistical analysis concerning the combined significance of writing apprehension and learning styles suggests a low but statistically significant effect. The analysis reported an F-value of 3.731, an R-value of .157, and an R²-value of .025, which was below the study’s significance level threshold of .05. This implies that writing apprehension and learning styles are not the primary factors influencing academic performance. These findings suggest that while a statistically significant impact exists, other factors beyond writing apprehension and learning styles might have more substantial effects on the academic performance of senior high school students.

A more detailed analysis of the study results indicates that the variable writing apprehension has standardized and unstandardized coefficients of 1.968 and .214, respectively, with a t-value of 2.731 and a p-value of .007, signifying statistical significance. Conversely, the variable learning style has standardized and unstandardized coefficients of -1.474 and -.147, respectively, with a t-value of -1.877 and a p-value of .061, indicating no significant effect.

The statistical analysis presented in Table 5.4 reveals that while writing apprehension and learning style have a significant but minor impact on academic performance, the effect size remains relatively small, as evidenced by the F-value of 3.731, R-value of .157, and R² of .025. This suggests that although these factors contribute to academic outcomes, their overall influence is limited.

These findings align with previous research. For instance, Dayon (2018) found that avoidant and competitive learning styles were associated with academic performance, whereas other learning styles exhibited no significant relationship. Similarly, Tulabing (2018) reported that learning experiences correlated with academic performance; however, only certain learning styles, such as auditory and kinesthetic, showed significant associations with performance in specific subjects, such as MAPEH.

These studies indicate that while learning styles and related factors such as writing apprehension may influence academic performance, they are not the primary determinants. This highlights the multifaceted nature of academic success. In this context, Dayon (2020) emphasized that writing apprehension could

hinder students’ academic performance, but its influence remains limited when compared to other learning factors (Daly & Miller, 242–249; Cheng, 647–656; Erkan & Aydin, 379–384).

Overall, the findings suggest that while writing apprehension and learning styles play a role in academic performance, they are not the dominant factors, reinforcing the complex and multidimensional nature of academic achievement.

CONCLUSION

Senior high school students exhibit moderate writing apprehension, balancing enjoyment, fear of evaluation, and self-perceived abilities. Competitive and participative learning styles are dominant, while independent and collaborative styles are less common. Despite writing apprehension, students maintain high academic performance in Filipino.

A weak but significant positive correlation exists between writing apprehension and academic performance, implying that students with higher apprehension achieve slightly better results. However, learning styles do not significantly influence academic performance, and no mediating effects were observed.

These findings support Walberg’s Educational Productivity Theory, suggesting that cognitive and environmental factors shape academic performance. Writing apprehension, rather than being purely negative, may encourage perseverance, while the Learning Style Model by Grasha and Riechmann lacks strong support in this context.

Educators should integrate strategies like peer review, guided writing exercises, and mind mapping to reduce apprehension. Institutions should provide writing workshops, mentorships, and alternative evaluation methods to boost confidence. Encouraging collaborative learning and real-world applications can enhance motivation.

Future research should explore the impact of motivation, family support, and institutional interventions on writing apprehension and learning styles to develop more effective strategies for academic improvement.

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