

# The Correlation Between Language Attitude Towards College Students' Writing Self-Efficacy

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## ABSTRACT

This study examined the relationship between language attitudes and writing self-efficacy among first-year and second-year Bachelor of Secondary Education students at a local community college in Mindanao, Philippines, during the 2024–2025 academic year. Drawing on the Tripartite Model of Attitude and Bandura's Social Cognitive Theory, the study was guided by the hypothesis that the cognitive, affective, and behavioral components of language attitude significantly correlate with writing self-efficacy in terms of ideation, conventions, and self-regulation. Previous literature emphasized the impact of attitudes and self-belief on writing performance, yet limited studies explored their interplay among college students of English majors. A correlational research design was employed. Data were collected from 102 students using a validated 4-point Likert scale questionnaire. Descriptive statistics summarized the levels of language attitude and writing self-efficacy, while Pearson's correlation coefficient tested the relationship between the variables. Findings revealed that students generally held positive language attitudes, particularly in the affective component, and reported moderate to high levels of writing self-efficacy. Significant correlations were found between cognitive attitudes and grammatical confidence, and between affective attitudes and motivation in writing tasks. The study underscored the importance of nurturing favorable language attitudes to enhance students' writing confidence and performance. Results may inform teacher training programs and curriculum development focused on writing instruction in multilingual contexts.

## INTRODUCTION

Writing is a cornerstone of academic success, yet it poses significant challenges for many college students. It involves not only arranging words coherently but also expressing ideas clearly and adhering to linguistic rules. Writing has been described as a "multifaceted literacy skill," combining creativity with technical proficiency (Philippakos et al., 2019). In higher education, writing serves as a primary tool for assessing students' knowledge through essays, research papers, and exams (Casanave, 2017). Thus, the quality of students' writing plays a critical role in shaping their academic outcomes. Beyond linguistic proficiency, students' attitudes toward language and their belief in their ability to write effectively—referred to as writing self-efficacy—are vital factors influencing their writing performance. Writing is a demanding, multi-step process that requires time, effort, and sustained motivation. Students' attitudes toward language significantly affect how they approach these steps. Language attitudes encompass cognitive, emotional, and behavioral dimensions, shaping how students perceive and engage with writing tasks. According to the Tripartite Model of Attitude, these attitudes influence not only perception but also active language use (Li & Wei, 2022). For example, a positive

attitude can boost motivation and effort in improving writing, while negative attitudes may lead to anxiety and avoidance behaviors.

Recent research highlights the critical role of language attitudes in writing success. Burgoon and Miller (2018) found that students with positive attitudes toward language produced clearer and more compelling persuasive writing. Such attitudes are active influences on writing performance, rather than passive background factors. Students who value language are more likely to invest effort in refining their writing, reinforcing their writing self-efficacy in the process.

Writing self-efficacy, defined as students' belief in their ability to succeed in writing tasks, plays a pivotal role in learning behaviors and outcomes. Drawing from Bandura's (1977) self-efficacy theory, students who perceive themselves as capable writers are more likely to persist in challenging tasks, engage deeply in writing activities, and improve their skills. For example, Limpo and Alves (2018) demonstrated that students with higher writing self-efficacy produced better-quality writing and were more motivated to undertake writing assignments.

Despite these findings, gaps remain in understanding how language attitudes shape writing self-efficacy, particularly among college students from diverse backgrounds. While studies indicate that language attitudes influence writing outcomes, limited research addresses how these attitudes directly interact with self-efficacy beliefs. For instance, Thi and Nang (2020) explored writing self-efficacy but did not investigate how preferences for informal versus academic language forms impact these beliefs. This gap underscores the need to examine how students' attitudes toward various language forms shape their writing self-efficacy. This study seeks to address these gaps by exploring the relationship between language attitudes and writing self-efficacy among college students.

By doing so, it aims to contribute to the development of targeted strategies for enhancing writing instruction and support. Understanding the interplay between language attitudes and writing self-efficacy offers valuable insights into the factors that shape writing performance. Addressing these research gaps can help educators foster not only linguistic proficiency but also positive attitudes and confidence in students' writing abilities, enabling them to overcome writing challenges and succeed academically.

## **MATERIALS AND METHODS**

This study employed a quantitative research design and a prescriptive correlational research approach to investigate the correlation of language attitude on college students' writing self-efficacy among Bachelor of Secondary Education (BSEd) major in English students at Opol Community College during the first semester of the school year 2024–2025. This diverse group helped the researchers understand how language attitude and writing self-efficacy affected in writing skills at different stages of their education. By examining the interplay between these constructions, the research aimed to provide insights into how language attitudes could have enhanced writing self-efficacy, ultimately leading to improved writing performance among college students. The participants consisted of first-year and second-year Bachelor of Secondary Education major (BSEd) major in English students from sections A and B. Using Cochran's formula (1977) with a 95% confidence level and a 5% margin of error, a sample of 102 students was determined. The data was collected through validated surveys that measured students' language attitudes and self-efficacy in writing.

Data were gathered through a validated survey questionnaires and 4-point Likert-scale divided into two main sections. The instrument achieved Cronbach's alpha coefficient of 0.953, surpassing the generally accepted threshold of 0.70. This result confirmed that the tool was highly reliable and consistent in measuring the constructs across its item. The first section of the questionnaire measured language attitude in terms of cognitive, affective, and behavioral aspects, with items adapted from

Weerathai (2019), McCroskey (1996), and Baker (1992). The second section assessed writing self-efficacy, focusing on ideation, conventions, and self-regulation, adapted from Bruning et al. (2012). The data collected were analyzed using both descriptive and inferential statistics. The mean and standard deviation were computed to determine the participants' levels of language attitude and writing self-efficacy. To examine the relationship between these two variables, the Pearson Product-Moment Correlation Coefficient was used.

## RESULTS AND DISCUSSION

### 1. What is the level of language attitudes employed by college students of Bachelor of Secondary Education in the school year 2024-2025 at Opol Community College in terms of Cognitive, Affective, and Behavioral Components?

*Table 1.1. Participants' Level of the Cognitive Component of Language Attitudes.*

Range	Description	Frequency	Percentage
3.28 – 4.00	Strong Positive Attitude	23	22.55
2.52 – 3.27	Generally Positive Attitude	73	71.57
1.76 – 2.51	Generally Negative Attitude	6	5.88
≤0.75	Strong Negative Attitude	0	0

The Data showed that the majority of students, 73 out of 102 (71.57%), exhibit a Generally Positive Attitude toward the cognitive aspects of language. This suggests that these students have a solid understanding of fundamental language elements such as grammar, vocabulary, and structure, although opportunities remain for deeper mastery of more complex sentence constructions. For instance, Soreño and Valle (2024) explored the influence of cognitive attitudes on oral communication and found that students who maintain generally positive cognitive perceptions are better able to use linguistic elements effectively, aligning with our study's findings. Additionally, 23 students (22.55%) were categorized as having a strong positive attitude. These students exhibit a robust cognitive grasp of language, showing a high level of confidence and proficiency in applying language rules and concepts.

Alharthy and Alsoudi (2024) emphasized that non-native learners with strong positive cognitive attitudes tend to achieve higher academic success due to their belief in the value of language learning. Conversely, 6 students (5.88%) demonstrate a Generally Negative Attitude, indicating limited understanding or application of linguistic concepts. These students may struggle with foundational grammar or vocabulary, which can hinder their confidence and engagement with language learning. Abun, Magallanes, and Incarnacion (2019) emphasized that negative cognitive attitudes can lower academic engagement, which corresponds with the challenges observed in this group of students in our study. Overall, these results revealed that most students at Opol Community College exhibit a positive cognitive attitude toward language use, with only a small fraction showing indications of challenges.

Items	Mean	SD	Interpretation
I find English grammar easy to remember when writing.	3.18	0.50	Generally Positive Attitude
I know the importance of organization in writing in English.	3.12	0.49	Generally Positive Attitude
I find English vocabulary easy to remember when writing.	3.05	0.55	Generally Positive Attitude
I know the importance of structure in writing in English.	3.13	0.54	Generally Positive Attitude
I believe that writing skills in English is valuable in personal setting.	3.38	0.56	Strong Positive Attitude
I am confident in my ability to use complex sentence structures in English.	2.72	0.59	Generally Positive Attitude
<b>Overall Mean</b>	<b>3.09</b>	<b>0.54</b>	<b>Generally Positive Attitude</b>

Data showed that item 5 has the highest mean of 3.38, which states that “I believe that writing skills in English are valuable in a personal setting,” with an interpretation of Strong Positive Attitude. This item scored the highest, reflecting students’ strong agreement with the utility of English writing in personal contexts. This suggests they understand how writing impacts personal communication, goal setting, and self-expression. This finding aligns with Hyland’s (2019) assertion that writing in a second language, such as English, significantly contributes to the development of self-identity.

Item number 1 served as the second highest with a mean of 3.18, with a statement, “I find English grammar easy to remember when writing.” With an interpretation of Generally Positive Attitude. This suggests that students feel relatively confident about recalling grammar rules, indicating a positive foundation in their cognitive attitude towards English writing. Ellis (2016) highlighted that context-based grammar instruction significantly enhances learners' ability to retain and comprehend grammatical rules, particularly when applied in meaningful writing activities.

On the other hand, Item number 6, “I am confident in my ability to use complex sentence structure in English.” has the lowest mean of 2.72 compared to the other items in the cognitive component section, which all have relatively higher means. With an interpretation of Generally Positive Attitude. This suggests that students may have less confidence in their ability to use complex sentences in English compared to other aspects of writing, such as grammar or organization. Nguyen and Doan (2021) provide compelling evidence that students' frequent reliance on simpler sentence structures in academic writing stems from a lack of syntactic confidence, leading to writing that is repetitive and lacks depth. This over-reliance on simple sentences is rooted in students' limited understanding of complex grammatical forms and their fear of making errors, which discourages them from experimenting with more intricate sentence structures necessary for clarity and sophistication in academic texts. Similarly, Zhang (2023) examined secondary school students' attitudes toward English writing, revealing that while students generally held a positive attitude, their confidence in using complex sentences was significantly lower compared to other aspects of writing.

Additionally, item number 3 served as the second lowest mean with a result of 3.05 and a statement of “I find English vocabulary easy to remember when writing” with the interpretation “Generally Positive Attitude.” This suggests that vocabulary is particularly easy to recall when writing, which suggests that written contexts provide a structured and deliberate environment where memory retrieval is more efficient. This could be attributed to the slower, more reflective nature of writing compared to spontaneous spoken communication. Schmitt (2020) underscores the significance of deep processing in vocabulary learning, particularly through activities like writing, which encourage learners to engage with words at a more profound level. Writing tasks demand that learners actively retrieve and apply vocabulary in meaningful contexts, leading to more robust memory consolidation and facilitating long-term retention.

*Table 1.2. Participants’ Level of the Affective Component of Language Attitudes*

Range	Description	Frequency	Percentage
3.28 – 4.00	Strong Positive Attitude	49	48.04
2.52 – 3.27	Generally Positive Attitude	53	51.96
1.76 – 2.51	Generally Negative Attitude	0	0.00
≤0.75	Strong Negative Attitude	0	0.00

Data showed that the majority of students, out of 102 students, 53 students (51.96%) exhibit a Generally Positive Attitude, while 49 students (48.04%) fall into the Strong Positive Attitude category. Interestingly, no students were classified under the negative attitude ranges, which signifies consistently positive emotional engagement with language learning among the participants.

To elaborate, out of 102 students, 53 or 51.96% demonstrating a Generally Positive Attitude toward the affective component indicates a moderate level of emotional confidence and engagement in their language learning journey. These students display positive emotions, such as satisfaction and enjoyment, though not to the extent seen in the Strong Positive Attitude group. As noted by Dewaele and MacIntyre (2020), emotions like pride and enjoyment play a crucial role in fostering favorable attitudes toward language learning.

On the other hand, 49 students (48.04%) in the Strong Positive Attitude category demonstrate a remarkable level of emotional attachment and enthusiasm for language learning. Their strong positive emotions, including pride and motivation, enable them to engage actively with language-related tasks and persevere in overcoming challenges. Mercer (2020) similarly pointed out that positive emotions, such as motivation and a sense of accomplishment, have a profound impact on students' engagement and learning success.

Notably, no students were categorized under the Generally Negative or Strong Negative Attitudes (0%), suggesting that all participants maintain at least some level of emotional engagement. This result supports the findings of Erdogdu (2019), who argued that emotional engagement fosters favorable attitudes and contributes to academic success.

*Table 1.2.1 Participants' Mean Distribution of the Affective Component of Language Attitudes*

Items	Mean	SD	Interpretation
I enjoy the process of writing in English.	3.25	0.48	Generally Positive Attitude
Writing in English makes me feel competent.	3.10	0.50	Generally Positive Attitude
I feel motivated to write better in English.	3.21	0.57	Generally Positive Attitude
I am excited about opportunities to showcase my writing in English.	2.98	0.58	Generally Positive Attitude
I feel proud when I study about writing strategies in English.	3.37	0.56	Strong Positive Attitude
I feel proud when I learn about writing strategies in English.	3.55	0.52	Strong Positive Attitude
<b>Overall Mean</b>	<b>3.24</b>	<b>0.53</b>	<b>Generally Positive Attitude</b>

The data revealed that item number 6 has the highest mean of 3.55, with a statement of “I feel proud when I learn about writing strategies in English” and an interpretation of Strong Positive Attitude. The highest mean reflects a strong emotional connection and pride among students when acquiring new writing strategies. This suggests that students view the learning of writing strategies as an achievement, fostering a sense of accomplishment. Li et al. (2018) further explored the connection between self-esteem and academic success.

Item number 5 has the second highest mean of 3.37, with the statement of “I feel proud when I study writing strategies in English” and its interpretation of “Strong Positive Attitude”. The second-highest score reveals that students derive pride not only from learning new strategies but also from actively engaging in the study of English writing. This indicates that the process of studying itself is a source of motivation and positive emotion, highlighting the intrinsic value students place on developing their writing competencies. A study by Alves-Wold et al. (2023), published in *Frontiers in Psychology*, investigates the relationships between student motivation, teacher traits, and writing achievement.

Meanwhile, item number 4 has the lowest mean of 2.98 with a statement of “I am excited about opportunities to showcase my writing in English” with its interpretation of “Generally Positive Attitude”. The lowest mean reflects that while students recognize the value of showcasing their work, their excitement may be tempered by feelings of anxiety or self-doubt about their writing skills. This finding may indicate a need for more supportive environments where students can confidently present their writing without fear of criticism. Jawas (2019) highlights that student often experience heightened anxiety when required to organize or present their writing, which leads to hesitation in showcasing their work.

Followed by item number 2 with the mean of 3.10 with a statement of “Writing in English makes me competent” with its interpretation of “Generally Positive Attitude”. This result suggests that students recognize the role of writing in building their skills, although they may not yet fully internalize this sense of competence. This reflects an overall positive attitude toward writing in English, but it also highlights a need for more opportunities to refine their skills through practice and feedback. Suastra and Menggo (2020) demonstrated that integrating structured feedback mechanisms and clear evaluation criteria into English writing courses enhances students’ perceptions of their competence, as these tools guide learners in recognizing their strengths and areas for improvement.

*Table 1.3. Participants’ Level of the Behavioral Component of Language Attitudes*

Range	Description	Frequency	Percentage
3.28 – 4.00	Strong Positive Attitude	45	44.12
2.52 – 3.27	Generally Positive Attitude	50	49.02
1.76 – 2.51	Generally Negative Attitude	7	6.86
≤0.75	Strong Negative Attitude	0	0.00

Table 1.3 showed that item number 6 has the highest mean of 3.47, which states that “I seek peer feedback to help me improve my English essay writing skills”. With an interpretation of Strong Positive Attitude. This means that peer feedback plays a pivotal role in improving the writing skills of the students. In their examination of feedback literacy, Zhu and Charles (2018) emphasized the critical role of peer feedback in cultivating students’ capacity to assess and enhance their academic writing.

Item number 4 served as the second highest with the mean of 3.46, which states that “I usually revise my writing in English to enhance quality.” With an interpretation of Strong Positive Attitude. This means that college students prioritize self-assessment and improvement in their writing process. The implementation of Automated Writing Evaluation (AWE) systems has demonstrated its ability to aid the revision process, thereby improving students' writing abilities in English as a Foreign Language classes (Hung et al., 2024).

On the other hand, the lowest mean is item number 2 with a mean of 2.84, which states that “I am persistent in practicing different writing styles in English.” With an interpretation of a generally positive attitude. This means that students may encounter obstacles in consistently engaging with and implementing a range of writing styles. Although they may acknowledge the significance of variations in writing styles, sustained emphasis on this aspect may not constitute a primary focus or priority.

Similarly, Hyland (2019) examines the challenges that learners frequently encounter when attempting to assimilate various writing styles, which can be attributed to insufficient opportunities for practice and a deficiency in their understanding of genre-specific conventions. Item number 1 served as the second lowest with the mean of 2.84, which states that “I regularly practice writing in English outside of classwork.” With an interpretation of a generally positive attitude. This means that students partake in writing activities outside of class only to a small degree.

In conjunction with Alnasser (2022), many students indicate a deficiency of settings that support English practice outside the classroom, especially in areas where English isn't the main language. And item number 3 is also considered one of the lowest, with a mean of 2.99, which states that “I frequently draft my writing in English to enhance quality later on.” With an interpretation of a generally positive attitude. This means that students show only a moderate level of involvement in drafting during their writing process. Pilongo et al. (2024) demonstrate that insufficient experience frequently leads to decreased motivation to write, which might cause students to write less often.

**Table 1.31. Participants’ Mean Distribution of the Behavioral Component of Language Attitude**

Items	Mean	SD	Interpretation
I regularly practice writing in English outside of class works.	2.86	0.68	Generally Positive Attitude
I am persistent in practicing different writing styles in English.	2.84	0.63	Generally Positive Attitude
I frequently draft my writing in English to enhance quality later on.	2.99	0.62	Generally Positive Attitude
I usually revise my writing in English to enhance quality.	3.46	0.59	Strong Positive Attitude
I will use peer feedback strategy in my academic writing.	3.29	0.67	Strong Positive Attitude
I seek peer feedback to help me improve my English essay writing skills.	3.47	0.67	Strong Positive Attitude
<b>Overall Mean</b>	<b>3.15</b>	<b>0.64</b>	<b>Generally Positive Attitude</b>

**2. What is the level of writing self-efficacy among students of Bachelor of Secondary Education in the school year 2024-2025 at Opol Community College in terms of Writing Ideation, Convention, and Self-Regulation?**

**Table 2.1. Participants’ Level of Writing Self-Efficacy in Writing Ideation**

Range	Description	Frequency	Percentage
3.28 – 4.00	High Level of Confidence	23	22.55
2.52 – 3.27	Moderate Level of Confidence	59	57.84
1.76 – 2.51	Low Level of Confidence	20	19.61
≤0.75	Very Low Level of Confidence	0	0.00

Table 2.1 presents that the majority of the respondents (57.84%, or 59 students) exhibited a moderate level of confidence, indicating that while they generally believe in their ability to ideate and generate ideas for writing tasks, there is still room for improvement. This is supported by the mean score of 2.96 (SD = 0.48), which falls within the range of moderate confidence. Meanwhile, 22.55% of students (23 participants) reported a high level of confidence, suggesting that a smaller group feels highly capable in their writing ideation abilities. On the other hand, 19.61% (20 students) demonstrated a low level of confidence, highlighting a group of students who may struggle with writing ideation and need additional support or intervention. Notably, no participants reported a very low level of confidence, which is encouraging and suggests that all students possess at least a foundational level of writing self-efficacy.

The predominance of students in the moderate confidence category aligns with Pajares (2015), who emphasized the importance of fostering writing self-efficacy, noting that students with higher confidence are more likely to approach writing tasks with a sense of resilience and motivation. Additionally, Klassen and Usher (2018) found that self-efficacy in writing is strongly correlated with students’ ability to set goals, plan their writing process, and persist through challenges, which underscores the importance of enhancing students’ confidence in this area.

The results also emphasize the need for targeted interventions for the 20 students (19.61%) who demonstrated low writing self-efficacy. Graham et al. (2017) highlighted that students with lower self-efficacy often avoid writing tasks, which negatively impacts their academic outcomes. To address this, strategies such as providing constructive feedback, offering scaffolded writing exercises, and exposing students to peer models can help improve their confidence levels. The finding that 22.55% of students have a high level of writing self-efficacy is encouraging and suggests that a portion of the cohort already possesses strong ideation skills, which can be leveraged to mentor or support their peers. Overall, the moderate level of confidence observed among the majority of participants highlights a need for continued efforts to enhance students' writing self-efficacy to ensure academic success and personal development.

Table 2.2. Students' Confidence in Academic Writing

Items	Mean	SD	Interpretation
I can confidently think of many ways to write my opinion about any issue.	3.07	0.58	Moderate Level of Confidence
I can confidently think of many examples to support my arguments in writing.	2.94	0.58	Moderate Level of Confidence
I can confidently think of many examples to support my reasoning.	2.99	0.61	Moderate Level of Confidence
I can positively think of a lot of authentic ideas for my opinion.	3.03	0.65	Moderate Level of Confidence
I can optimistically come up with different ways to approach a writing topic.	2.98	0.61	Moderate Level of Confidence
I can confidently brainstorm ideas quickly.	2.75	0.61	Moderate Level of Confidence
<b>Overall Mean</b>	<b>2.96</b>	<b>0.48</b>	<b>Moderate Level of Confidence</b>

Data showed that item 1 has the highest mean of 3.07, which states that “I can confidently think of many ways to write my opinion about any issue.” With an interpretation of Moderate Level of confidence. This result suggests that students feel most confident when asked to generate multiple approaches to express their opinions on various topics. According to Matulesy and Hikmah (2022), their study indicates that students exhibit moderate confidence in expressing opinions, particularly in generating multiple approaches.

Item number 4 served as the second highest with a mean of 3.03, with a statement “I can positively think of a lot of authentic ideas for my opinion.” With an interpretation of Moderate Level of Confidence. The term “authentic” indicates that these ideas are not merely generic but are rooted in their personal knowledge or unique perspectives. Bauer (2017) emphasizes that authenticity involves a continuous self-reflective process of self-authentication, where individuals express their unique personality and characteristics

On the other hand, the lowest mean is item 6, with a mean of 2.75, with the statement “I can confidently brainstorm ideas quickly.” With an interpretation of Moderate Level of Confidence. Highlighting a challenge in the speed and efficiency of idea generation. This indicates that students might need more practice in low-stakes, timed writing tasks that help them develop fluency and spontaneity in idea generation. Yee et al., (2013) indicates that the deadlock of ideas significantly contributes to difficulties in generating ideas among technical students.

Item 2 served as the second lowest mean of 2.94 and a statement of “I can confidently think of many examples to support my argument in writing.” With an interpretation of Moderate Level of Confidence. This skill is critical in academic writing, where examples substantiate claims and add depth to arguments. Moderate confidence here might suggest that while students recognize the importance of using examples, they may lack proficiency in selecting or organizing these examples effectively. As Prihandoko's research indicates, self-efficacy and metacognition are important factors in academic writing performance (Prihandoko, 2024).

To sum up, the analysis of students' Writing Self-Efficacy in Writing Ideation reveals a moderate level of confidence across all items, with variations in specific skills. Students demonstrate the highest confidence in generating diverse ways to express their opinions (mean 3.07) and authentic ideas (mean 3.03), suggesting prior exposure to opinion-based tasks and an appreciation for authenticity in writing. However, lower confidence scores in brainstorming quickly (mean 2.75) and generating examples to support arguments (mean 2.94) indicate challenges in rapid ideation and the effective use of examples. Research highlights the importance of strategies such as structured writing exercises, feedback, and creative thinking training to enhance these skills. Encouraging practices like opinionnaires, model text analysis, and multimodal feedback can build confidence, adaptability, and coherence in students' writing, addressing identified gaps and fostering improved performance in ideation tasks.

*Table 2.3. Participants' Level of Writing Self-Efficacy in Writing Convention*

Range	Description	Frequency	Percentage
3.28 – 4.00	High Level of Confidence	17	16.67
2.52 – 3.27	Moderate Level of Confidence	59	57.84
1.76 – 2.51	Low Level of Confidence	26	25.49
≤0.75	Very Low Level of Confidence	0	0.00

Table 2.2 showed that item 6 has the highest mean of 3.18, which states that “I can confidently catch my own spelling mistakes.” With an interpretation of Moderate Level of Confidence. This item reflects students' high level of attentiveness and accuracy in identifying spelling errors, suggesting consistent exposure to editing and proofreading tasks. Anastasiou and Michail (2013) explored the relationship between self-efficacy beliefs and writing performance among adult students with learning disabilities.

Additionally, Turner et al. (2017) conducted a study examining the effects of an error self-correction intervention on the spelling accuracy of fifth-grade students at risk for learning disabilities. The results indicated that students who engaged in self-correction significantly improved their spelling scores, with an average increase of 24% over baseline levels during the intervention phase. This suggests that fostering self-correction not only enhances spelling accuracy but also builds students' confidence in their ability to identify and rectify their mistakes, thereby improving their overall writing self-efficacy.

Item number 4 served as the second highest with a mean of 3.00 with a statement “I can confidently use punctuation to make my writing clear.” With an interpretation of Moderate Level of Confidence. This demonstrates students' understanding of punctuation's role in ensuring clarity and coherence. A study by Graham et al. (2019) highlighted the predictive power of writing self-efficacy on students' writing quality and length.

On the other hand, the lowest mean is item 3 with a mean 2.69 with a statement “I can optimistically use the correct verb tenses in my writing.” With an interpretation of Moderate Level of Confidence. Verb tense usage appears to be a challenging area for many students, likely due to the complexity of grammar rules and contextual nuances. This lower mean highlights the need for more explicit grammar instruction and contextualized practice. A study by Bitchener and Knoch (2018) examined the effectiveness of explicit grammar instruction on ESL students' writing accuracy, specifically focusing on verb tense usage.

Item 1 served as the second lowest mean of 2.68 and a statement of “I can confidently write complex sentences.” With an interpretation of Moderate Level of Confidence. This score suggests students are at the foundational stage of developing this skill. A study by Graham et al. (2019) examined the effectiveness of sentence combining exercises on students' writing quality and complexity. The researchers found that students who engaged in targeted sentence combining activities demonstrated significant improvements in their ability to write complex sentences

Data revealed that among the 102 Bachelor of Secondary Education students at Opol Community College during the 2024-2025 school year, the majority (59 students or 57.84%) exhibited a Moderate Level of Confidence in writing self-regulation, with a mean score of 2.85 and a standard deviation of 0.42. Additionally, 15 students (14.71%) demonstrated a High Level of Confidence, while 28 students (27.45%) had a Low Level of Confidence. Notably, no students fell under the Very Low Level of Confidence category, indicating that all students possess at least a foundational ability to regulate their writing effectively. These findings suggest a generally positive trend, with most students demonstrating a fair level of confidence, though there remains a significant proportion with lower confidence levels that need attention.

The moderate level of writing self-regulation observed can be attributed to various factors, including the students' previous educational experiences, exposure to structured writing activities, and access to resources or support systems. Students with higher confidence levels likely benefit from greater exposure to writing tasks and constructive feedback, while those with lower confidence may struggle with writing anxiety, limited experience, or lack of guidance. Addressing these challenges requires targeted interventions such as workshops, mentoring programs, and consistent instructor feedback to help students enhance their self-regulatory skills in writing.

*Table 2.3. Participant's Confidence in Writing Essays*

Items	Mean	SD	Interpretation
I can confidently write complex sentences.	2.68	0.53	Moderate Level of Confidence
I can confidently begin my paragraphs in the right spots.	2.77	0.56	Moderate Level of Confidence
I can optimistically use the correct verb tenses in my writing.	2.69	0.54	Moderate Level of Confidence
I can confidently use punctuation to make my writing clear.	3.00	0.61	Moderate Level of Confidence
I can write effectively in different formats in English.	2.76	0.58	Moderate Level of Confidence
I can confidently catch my own spelling mistakes.	3.18	0.60	Moderate Level of Confidence
<b>Overall Mean</b>	<b>2.85</b>	<b>0.41</b>	<b>Moderate Level of Confidence</b>

*Table 2.4. Participants' Level of Writing Self-Efficacy in Writing Self-Regulation*

Range	Description	Frequency	Percentage
3.28 – 4.00	High Level of Confidence	15	14.71
2.52 – 3.27	Moderate Level of Confidence	59	57.84
1.76 – 2.51	Low Level of Confidence	28	27.45
≤0.75	Very Low Level of Confidence	0	0.00

Table 2.3 presents the frequency, percentage, mean, standard deviation, description, and interpretation of participants' level of Writing Self-Efficacy in terms of Writing Self-Regulation.

*Table 2.5. Student's Level of Confidence in Writing Self-Regulation*

Items	Mean	SD	Interpretation
I can confidently avoid distractions while I write.	2.73	0.71	Moderate Level of Confidence
I can joyously start writing assignments quickly.	2.73	0.65	Moderate Level of Confidence
I can confidently think of my writing goals before I write.	3.09	0.49	Moderate Level of Confidence
I can optimistically keep writing even when it's difficult.	2.87	0.59	Moderate Level of Confidence
I am confidently skilled at editing my writing in English.	2.77	0.64	Moderate Level of Confidence
I can confidently adapt my writing style in English to suit different audiences.	2.91	0.68	Moderate Level of Confidence
<b>Overall Mean</b>	<b>2.85</b>	<b>0.42</b>	<b>Moderate Level of Confidence</b>

Data showed that item 3 has the highest mean of 3.09, which states that "I can confidently think of my writing goals before I write." The statement "I can confidently think of my writing goals before I write" suggests a high level of self-awareness and intentionality in the writing process. According to MacArthur et al. (2016), this means that the individual is able to plan and set clear objectives before beginning their writing, indicating a structured approach to writing rather than a spontaneous, unorganized one. Furthermore, pre-setting writing goals can also increase motivation and reduce anxiety, as the writer knows what they aim to achieve.

Item number 6 is the second highest with a mean of 2.91, with the statement "I can confidently adapt my writing style in English to suit different audiences." The statement "I can confidently adapt my writing style in English to suit different audiences" suggests a high level of linguistic flexibility and awareness. According to Hyland (2017), this means that the individual can adjust their tone, language complexity, and writing style according to the specific needs and expectations of various readers.

On the other hand, the lowest mean is item 5 with a mean of 2.77 and the statement "I am confidently skilled at editing my writing in English." The statement "I am confidently skilled at editing my writing

in English" reflects a high level of competence in reviewing and refining one's own work. Editing involves critical thinking, where a writer must be able to separate the act of creation from the act of revision, a process supported by Graham and Perin (2017), who emphasize that self-editing is essential for proficient writers to enhance the quality of their work

Items 1 and 2 served as both the second lowest mean, with a mean of  $\leq 2.73$ , with the statement "I can confidently avoid distractions while I write" and "I can joyously start writing assignments quickly." The statements "I can confidently avoid distractions while I write" and "I can joyously start writing assignments quickly," both with a mean of 2.73, reflect a moderate level of self-confidence in managing writing tasks. While these statements indicate some level of ability to focus and begin writing, the lower mean suggests room for improvement in fully mastering these aspects. Avoiding distractions while writing requires strong self-regulation and focus, while starting assignments quickly demands a certain level of motivation and proactive behavior. The moderate ratings imply that these skills may not always come naturally, or they may be inconsistent, possibly depending on the individual's level of interest or the complexity of the writing task. Research supports this idea.

Zimmerman (2016) highlights the importance of self-regulation in writing, noting that the ability to focus and avoid distractions is crucial for writing success. Effective self-regulation allows writers to stay on task and manage distractions, which is key to maintaining productivity. In terms of starting assignments quickly, motivational theory (Ryan & Deci, 2017) suggests that intrinsic motivation—finding enjoyment or purpose in writing—can help writers engage with tasks more promptly. However, without strong motivation, writers may struggle to start quickly or procrastinate, as shown by the moderate confidence in these statements.

### 3. Is there a significant relationship between language attitude and writing self-efficacy towards college students of Bachelor of Secondary Education in the school year 2024-2025 at Opol Community College?

**Table 3. Test of Statistical Relationship Among Language Attitude and Writing Self-Efficacy Towards College Students of the Bachelor of Secondary Education in the School Year 2024-2025 at Opol Community College**

	Cognitive Component	Affective Component	Behavioral Component	Overall Measure for LA	Writing Ideation	Writing Convention	Writing Self-Regulation	Overall Measure for SWE
<b>Cognitive Component</b>		0.384***	0.293**	0.676***	0.420***	0.489***	0.275**	0.446***
<i>p-value:</i>		<.001	0.003	<.001	<.001	<.001	0.005	<.001
<b>Affective Component</b>	0.384***		0.518***	0.819***	0.486***	0.524***	0.527***	0.577***
<i>p-value:</i>	<.001		<.001	<.001	<.001	<.001	<.001	<.001
<b>Behavioral Component</b>	0.293**	0.518***		0.821***	0.592***	0.444***	0.365***	0.534***
<i>p-value:</i>	0.003	<.001		<.001	<.001	<.001	<.001	<.001
<b>Overall Measure for LA</b>	0.676***	0.819***	0.821***		0.653***	0.621***	0.504***	0.672***
<i>p-value</i>	<.001	<.001	<.001		<.001	<.001	<.001	<.001
<b>Writing Ideation</b>	0.420***	0.486***	0.592***	0.653***		0.694***	0.591***	0.872***
<i>p-value:</i>	<.001	<.001	<.001	<.001		<.001	<.001	<.001
<b>Writing Convention</b>	0.489***	0.524***	0.444***	0.621***	0.694***		0.751***	0.914***
<i>p-value:</i>	<.001	<.001	<.001	<.001	<.001		<.001	<.001
<b>Writing Self-Regulation</b>	0.275**	0.527***	0.365***	0.504***	0.591***	0.751***		0.873***
<i>p-value:</i>	0.005	<.001	<.001	<.001	<.001	<.001		<.001
<b>Overall Measure for SWE</b>	0.446***	0.577***	0.534***	0.672***	0.872***	0.914***	0.873***	
<i>p-value:</i>	<.001	<.001	<.001	<.001	<.001	<.001	<.001	

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*\*\*Correlation is significant at the 0.001 level (3-tailed).

Table 3 explores the relationship between Language Attitude (cognitive, affective, and behavioral components) and Writing Efficacy (self-efficacy for writing ideation, writing conventions, writing self-regulation, and overall writing self-efficacy) among Bachelor of Secondary Education students at Opol Community College for the academic year 2024-2025. The study uses correlation coefficients ( $r$ ),  $p$ -values, and decisions on the null hypothesis ( $H_0$ ) to analyze the strength and significance of these relationships.

The findings reveal significant positive correlations between language attitude and writing self-efficacy, with the most notable correlation between the overall measures of language attitude (LA) and writing self-efficacy (SWE) ( $r = 0.672$ ,  $p < 0.001$ ). This suggests that students who hold more positive attitudes toward language are likely to have higher confidence in their writing abilities. The strong relationship between language attitude and writing self-efficacy can be attributed to the connection between how students value and perceive language and their ability to perform language-related tasks. Positive language attitudes enhance cognitive engagement, emotional motivation, and practical application, all of which are vital for developing writing confidence.

The cognitive component, reflecting students' beliefs about language, shows moderate to strong correlations with all measures of writing self-efficacy, particularly with writing conventions ( $r = 0.489$ ,  $p < 0.001$ ). Students who hold positive beliefs about language are more likely to adhere to writing rules and structures, fostering confidence in producing well-structured and coherent texts. Similarly, the affective component, which involves emotions toward language, is strongly correlated with writing self-regulation ( $r = 0.527$ ,  $p < 0.001$ ) and writing conventions. This suggests that students with positive emotional attitudes toward language are better at managing their writing processes, including planning, monitoring, and revising their work.

The behavioral component, which includes actions such as regular language practice, also shows significant correlations with writing self-efficacy. Its strongest correlation is with writing ideation ( $r = 0.592$ ,  $p < 0.001$ ), indicating that students who engage in regular language practice are more confident in generating ideas and expressing themselves in writing. This behavioral engagement also strengthens overall writing self-efficacy ( $r = 0.534$ ,  $p < 0.001$ ), demonstrating the importance of consistent language practice for enhancing writing skills.

Overall, the study highlights the integral role of a positive language attitude in shaping writing self-efficacy. The stronger the students' belief in the value and utility of language, the more motivated they are to improve their writing. These insights suggest that educators should foster positive language attitudes by creating a supportive and emotionally engaging learning environment, integrating cognitive, affective, and behavioral strategies to boost students' writing confidence and abilities. By doing so, students are more likely to overcome writing challenges and achieve academic success.

This study supports previous research, such as that by Skar et al. (2023), which found that higher writing self-efficacy leads to better text quality and lower writing anxiety, and Wang and Zhan (2024), who showed that a growth mindset toward language learning enhances self-efficacy and engagement. These findings collectively underline the importance of cultivating positive language attitudes in education to foster writing self-efficacy and improve overall academic performance.

## **CONCLUSION**

The study aimed to assess the influence of language attitude on college students' writing self-efficacy. Therefore, it is concluded that a significant positive relationship was established between language attitude and writing self-efficacy. This finding suggests that fostering positive language attitudes—especially in cognitive and affective aspects—can enhance students' confidence and overall writing performance. These conclusions emphasize the importance of targeted interventions to strengthen both

language attitude and writing self-efficacy. These findings bolster the Tripartite Model of Attitudes proposed by Rosenberg and Hovland, highlighting the interaction among cognitive, emotional, and behavioral elements. Positive emotional dispositions affect actions like seeking feedback and making revisions, whereas cognitive difficulties highlight areas for focused enhancement, including metacognitive activities and organized writing education. Tackling these interrelated elements can improve students' confidence in writing and their overall performance in English composition. The research shows that learners at Opol Community College display mostly favorable language attitudes toward English writing, as evidenced in the cognitive, affective, and behavioral aspects. The examination of students' writing self-efficacy in ideation, conventions, and self-regulation demonstrates a steady but moderate level of confidence, indicating potential for focused improvement. The results align with Albert Bandura's Social Cognitive Theory, which suggests that self-efficacy affects motivation and perseverance in difficult tasks (Bandura, 1986). Bandura asserts that mastery experiences, social modeling, and support are crucial in developing self-efficacy beliefs. For example, limited trust in norms and regulations suggests an absence of adequate mastery experiences or opportunities for vicarious learning, like watching peers succeed or obtaining thorough, constructive criticism. Additionally, difficulties with self-regulation highlight the theory's focus on the importance of emotional and cognitive self-assessment in attaining success.

Based on the assessment of 102 participants, the researchers recommend that administrators promote professional growth through training and workshops to enhance faculty understanding of effective teaching strategies that improve students' cognitive, affective, and behavioral engagement in language learning. Students are encouraged to actively participate in language-related activities, practice self-regulation, and engage in peer learning to strengthen their writing skills. The school should invest in learning resources such as language labs, books, and interactive tools, and establish feedback systems that support collaboration and holistic development. Future researchers are advised to conduct longitudinal and mixed-method studies that explore the lasting effects of language attitudes and include variables such as culture, socioeconomic background, and teaching approaches for a more comprehensive understanding of language learning.

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