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The Correlation between preparatory School Students' EFL Writing Performance and their Writing Self- efficacy: An Analytical Study

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Abstract

The current study investigated the correlation between preparatory school students' EFL writing performance and their writing self- efficacy. The participants of the study included 88 second-year preparatory EFL students enrolled at Osama Bin Zaid prep school in Sohag City, Egypt. Two instruments were used in assessing the writing performance and writing self-efficacy, including a writing test and a self-efficacy scale. Both were prepared by the researcher. The results of the study indicated strong and positive relationship between the Students' Writing Performance in English and their Writing Self-efficacy. According to these results; the current study included recommendations for language teachers, foreign language instruction and curriculum designers are provided along with suggestions for further research.

Keywords: Writing Skill, Self-Efficacy and Writing Self-Efficacy.

العلاقة بين الأداء الكتابي في اللغة الإنجليزية وكفاءة الذات الكتابية لدى طلاب المرحلة الإعدادية

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المستخلص

استهدفت الدراسة الحالية التعرف على العلاقة بين الأداء الكتابي في اللغة الإنجليزية وكفاءة الذات الكتابية لدى طلاب المرحلة الإعدادية ولقد اشتملت عينة البحث على ٨٨ طالبة من طلاب الصف الثاني الإعدادي بمدرسة أسامة بن زيد الإعدادية بسوهاج. وقد قامت الباحثة باستخدام اثنين من الأدوات لتقييم كلٍّ من الأداء الكتابي وكفاءة الذات الكتابية لدى الطلاب وهما اختبار الكتابة ومقياس كفاءة الذات الكتابية وكان كلاهما من إعداد الباحثة. ولقد أشارت نتائج الدراسة إلى وجود علاقة ارتباطية قوية و ذات دلالة احصائية بين مجموع درجات طلاب العينة ف اختبار الأداء الكتابي ومجموع درجاتهم ف مقياس كفاءة الذات الكتابية ، وبناء على هذه النتائج يتضمن الدراسة توصيات لكل من معلمي اللغة الإنجليزية ومصممي مناهج اللغة الإنجليزية بالإضافة إلى مقترحات لمزيد من الأبحاث.

1. I. Introduction & Background of the Problem:

Writing is a crucial skill in learning English language. It is an English language skill that the students must learn because writing activity can improve their thinking skills and help them develop other language skills. Writing has an essential role in fostering language acquisition. As a productive language skill, writing involves some aspects of language such as words, sentences, and large chunks of writing to communicate. In other words; writing is an expressive activity that the students can express their ideas and knowledge by putting them into written form. Perhaps, the students can express their ideas effectively, convey their thoughts into good sentences, and put them in a writing form. Furthermore; the students can improve their thinking skills and thoughts through writing, so writing is one of the activities used by the writer to communicate with the reader. When the students have ideas or knowledge in their minds, they can use writing to express their ideas.

Writing represents one of the basic skills; it has a vital role in English as a foreign language (EFL), because it is needed in supporting the students' academic success (Aliyu, 2020). Despite its importance; the students suffer from many problems in writing, such as grammatical problems, vocabulary, organization and conventions. EFL learners should work hard to develop and improve their writing abilities. Writing skill has a power to improve students' academic success, because writing enables to reinforce the grammatical structure, enhance students' vocabulary, shape the scientific structure of human life either verbally or in writing form, and help other language skills, such as listening, speaking and reading (Javed, & Nazli, 2013; Nodoushan, 2014).

A number of studies such as Abu Rass (2015); Shaath (2014); Gaml (2014); Huwari & Al-Khasawneh (2013), (Robson, 2013), (Brown, 2001), Simons & Charles, (2018), (Boghani, July 2012) (Lee, 2008), and others concluded that writing performance of Arab students is unsatisfactory, where they face enormous difficulties in terms of fluency, content organization and accuracy using the acceptable grammatical patterns and mechanics of writing. Also they need to learn how to use their background knowledge and experiences to produce good writing (Ontario, 2005). Baştuğ (2015) pointed out that despite efforts to elevate the students' performance in English; many students continue facing difficulties, especially in writing simple grammatical sentences. After years of studying English language from primary to secondary education, students still tend to make repeated mistakes in dealing with the subject and verb agreement patterns in writing their sentences, owing to a lack of interest and exposure in using the language (Nurjanah, 2017).

These difficulties in writing affect their academic achievement in general and their writing self-efficacy, in particular. They also affect not only students' overall performance in other subjects, but also affect their beliefs about their

own efficacy and worth. When students have negative beliefs about their abilities to learn and perform, they feel helpless and stop striving. These beliefs about their worth are called their self-efficacy, which is viewed here as the amount of effort and persistence that an individual will invest in accomplishing any given task. Self-efficacy is defined as an individual's confidence in his or her ability to perform certain actions (Bandura, 2006).

1.2 Question of the study

"What is the nature of the correlation between writing skills and writing self-efficacy among preparatory school students?"

1.3 Hypothesis of the study

"There is a statistically significant correlation between the scores of preparatory school students in the writing skills test and their scores of the writing self-efficacy scale"

1.4 Purpose of the study

- The current study aimed to investigate the correlation between writing skills and writing self-efficacy among preparatory school students.

1.5 The study Instruments

The following instruments were prepared in the study:

- An EFL Writing test.
- An EFL writing self-efficacy scale (prepared by the researcher).

1.6 Variables of the study

- Writing performance of the preparatory students.
- Writing self-efficacy of the preparatory students.

1.7 Delimitations of the study

The study was delimited to:

- A sample of 2nd year prep. Students, (88 students) as the researcher observed, suffered from a clear weakness in their writing performance.
- The writing skills embodied in the content of the preparatory second year students' book, which are (content, organization of ideas, overall format and choice of vocabulary, grammar and conventions), because students suffer from clear weakness.
- The writing self-efficacy dimensions and their relationship with the students' writing performance.

- The study was conducted at Osama Bin Zaid preparatory school where the researcher worked.

1.8 Procedures of the study

The procedures of the study were as follows:

- Reviewing the relevant literature on writing skills and students' writing self-efficacy.
- Preparing the instruments of the study.
- Administering the writing test and writing self-efficacy scale on the sample of the study.
- Treating the results of the study statistically to investigate the correlation between writing skills and writing self-efficacy among second-year preparatory students.
- Interpreting the results of the study.
- Providing some recommendations and suggestions.

1.9 Definitions of terms

The current study adopted the following definitions of the terms:

- **Writing skill**

Amin (2016) defines writing skill as "a production of EFL students' written essay with clear organization of paragraphs' ideas; adequate, sufficient, relevant development of topic, content and correct conventions (i.e. sentence structure, word usage and mechanics"(p-8).

- **Self-Efficacy**

Richards and Schmidt (2010) defined Self-efficacy as "a person's beliefs in their own capabilities and ability to attain specific goals. The learners' sense of efficacy affects their motivation to learn, the goals they set, the effort they devote to attaining these goals and their willingness to persist in facing difficulty"(p-22).

- **Writing self-efficacy**

Woody et al, (2014) defined writing self-efficacy as "Learners' beliefs about their writing abilities"(p-144).

II) Review of Literature and Related Studies

2.1 Literature Review of Writing

2.1.1 The Nature of writing

According to Sumbawa (2016) & Babu (2010), writing is actually a skill that grows as a result of constant practice. It is regarded as a tool for the creation of ideas and the integration of the linguistic system. One of the biggest problems in teaching writing is that the students should have facts and ideas to write. Also, they need to master the necessary grammatical rules that link the words together to form meaningful sentences (Oscarson 2009). Al-Ashri (2015) confirms that writing speaks for the writer; it presents his thinking. So, if he does not think in a clear and organized manner, he will not write selectively. If he does not know enough about his subject, his writing will show his ignorance. Accordingly, writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. So, writing is an essential skill; it is more than just putting words on paper; it is a process of communication and interactions that plays an important role in the students' life both in and out of the classroom. (El-Sayed, et al., 2020)

2.1.2 The Writing Processes

According to Gentry and Mcneel (2014) there are 5 steps in full writing process:

1. **Pre-writing** (planning). Prewriting identifies everything you need to do, before you start your draft. In pre-writing, you should find the idea, build on the idea and make the plan and the structure of writing your idea.
2. **Writing**. Now students have their plan and they are ready to start writing. They write their draft with some kind of direction and rules. Identify the best time and location to write and eliminate potential distractions.
3. **Revising** (organizing), when revising the work, many students naturally add for additional scenes and any additional details, rearrange, consider the flow pacing and sequencing of a story. Remove: students eliminate passages that don't quite fit. Replace: students try to look different resources and if there is something better for draft, students will rewrite it and replace it.
4. **Editing** (making sure that sentences themselves are sentences, the words used are the right words, the spelling and punctuation are correct. Check for repetition, clarity, grammar, spelling and punctuation.
5. **Proofing** (making sure that no little mistakes are left). Using these 5 steps doesn't mean to write 5 drafts. Students write one draft, leaving space for correction, working on the existing draft, and copying the finished product on a paper. The researcher assumes that these steps of writing have to be concerned in teaching writing. It makes the students easy to understand how to make a good writing.

2.1.3 Aspects of effective writing

Agustini, I., & Sianipar (2020) added that writing skill includes various aspects that contribute to effective written communication. Here are some essential characteristics of effective writing:

1- Clarity and focus

Clarity is how easily and accurately readers can understand purpose and the supporting features of any piece of writing. It begins with the assumption that the students want to express their ideas as clearly and directly as they can. As a general rule, clarity should be their prime objective.

2-Urity:

Unity refers to whether every segment of the piece at the word-level, sentence-level, paragraph-level and section-level all relate to one another and emphasizes or supports the purpose.

3-Organization

A well-organized piece of writing is not only clear; but also it is presented in a logical way and proper language.

4-Coherence: A coherent piece is one that is well-organized on every level, where the ideas expressed in the piece are related and each segment leads the reader to the next one.

5- Grammar, punctuation and spelling skills

Grammar, punctuation and spelling form the foundation of effective writing. Proficient use of grammar ensures that sentences are correctly structured and able to convey the intended meaning. Proper punctuation enhances the clarity and coherence of written communication. While accurate spelling is essential for conveying ideas accurately and professionally.

6- Ideas and themes

Effective writing includes relevant topic, so any a piece of writing to be considered as a well-crafted, it has to contain clearly identifiable ideas and themes.

2.2 Self-efficacy

2.2.1 Literature Review of Self- efficacy

The construct of self-efficacy stems from Bandura's social cognitive theory 1977 that views individuals as proactive, self-reflective and self-regulating beings (Mills, 2014). This theory suggests that an individual's self-belief system allows the individual to exert control over his/her thoughts, feelings and actions. The theory also postulates a reciprocal relationship

between self-belief system and the social environment. That is, through self-reflection one may alter his/her own thinking, as a result may change subsequent behaviors. Within this frame, although behaviors, personal traits, abilities and living conditions combine together and determine the extent of a person's achievement in fulfilling a specific task, perceptions of self-efficacy have been claimed to be "the most central mechanism of self-reflection". Simply, self-efficacy refers to an individual's inner beliefs in his capabilities to be successful in fulfilling a given task. (Mills, 2014)

2.2.2 Definition of Self-efficacy

Honicke and Broadbent (2016) define self-efficacy as a belief in the ability to organize and perform the actions needed to produce certain skills. According to Bandura (2016), students are more likely to engage in certain behaviors, when they believe that they will be able to carry out the tasks successfully. Utami (2017) revealed that academic self-efficacy is an individual's belief that they can successfully reach a predetermined level by completing academic task, or achieving specific academic goals. Bandura (2015) stated that academic self-efficacy can be defined as the belief that a person has about his or her ability, or competence to direct motivation, cognitive abilities and take the necessary actions to do assignments, achieve goals and overcome academic challenges.

Aliegro (2006) defined self-efficacy as the belief that it is when a person can complete a specific learning task effectively. The beliefs that learners have about their abilities to learn can be described as self-regulating, which can regulate the ways in which the students can perform the learning task as well as how they respond in classroom settings. [Murdoch &Kang \(2019\)](#) defined the concept of self-efficacy as the individual's confidence and belief in his or her ability to complete a task. In 1986 [Bandura](#) went further and pointed out that self-efficacy is not only a judgment of one's own ability, but also includes expectations of one's own ability. Combining self-efficacy with English writing gives rise to the concept of English writing self-efficacy. English writing self-efficacy refers to the confidence of learners in their ability to perform a particular English writing task ([Mitchell et al., 2017](#)). Researches on English writing self-efficacy pointed out that English writing self-efficacy can improve an individual's English writing ability and writing achievement.

2.2.3 Dimensions of self-efficacy

Bruning, Dempsey, Kauffman, McKim, and Zumbrunn (2013) proposed three dimensions of writing self-efficacy which are:

Self-efficacy for writing ideation

Firstly, writing ideational processes focus on generating the concepts, principles and reasoning upon which writing depends.

▪ **Conventions**

Secondly, writing conventions concentrates on students' usage of linguistic skills, such as choosing from among a language's words, syntactic forms and discourse structures in expressing their ideas. This dimension is strongly related to the students' positive beliefs of their writing self-efficacy; concerning using writing convention skills. It refers to students' ability to write with correct spelling, punctuate sentences correctly, write simple sentence with grammatical structure, write authentic sentences, use grammatical rules in the class easily and correctly, produce sentences using correct word order, write verbs in different tenses correctly, write compound and complex sentences with grammatical rule, revise my composition to make it better organized.

▪ **Self- regulation**

This dimension was prepared by the researcher to reflect students' positive beliefs about their writing self-efficacy concerning their abilities to think of the purpose of the writing task before writing, plan writing task before starting to write, realize their goals to improve writing, and finally evaluate whether they achieve their goals in writing or not and arrange ideas before starting to write.

▪ **Magnitude**

First, magnitude describes the level of task difficulty. It refers to:

- Optimism in doing lessons and Assignments.
- Making a plan to complete the task.
- Feeling confident that you can do and complete tasks.

▪ **Strength**

This dimension refers to:

- Commitment in completing the assigned tasks.
- Persistence in completing tasks.
- Having a good self-motivation for self-development.

• **Generality**

Generality describes the degree to which the expectation is generalized across situations. **This dimension refers to:**

- Responding well to different situations and think positively.
- Making life experience a way to achieve success.
- Ability to handle all situations effectively.

That means students who have high self-efficacy tend to choose tasks that are appropriate to level difficulty (level). Self-efficacy is the basis for students' ability to make a strong effort, even when encountering obstacles (strength) and students who have a high self-efficacy will be able to master several fields at once to complete a task, while students who have a low self-efficacy will earn probably only a few of the areas required to complete a task (generality).

2.3 Multidimensional structure of writing self-efficacy and writing performance

- **Linguistic self-efficacy:** Linguistic self-efficacy evaluates students' judgments of their capability to execute various lexical, syntactical, rhetorical, discourse and mechanical skills required to write an effective essay appropriate to their academic levels. This dimension investigated how self-efficacy beliefs worked throughout the whole composing process (e.g. Idea generation, the utility of linguistic and rhetorical knowledge and the revision of written products).

- **Self-regulatory efficacy:** Self-regulatory efficacy investigates learners' capability to execute metacognitive control with goal orientation in the learning-to-write process (i.e., planning, monitoring, and goal setting). (Zimmerman & Risemberg, 1997, pp.73–74). This means that learners' writing performance is under the influence of evaluating their own capability.

- **Performance self-efficacy:** performance self-efficacy assessed students' judgments of their capability to complete the course tasks or understand the course knowledge. The inclusion of this dimension resonated with Bandura's (2006) argument that evaluating writing self-efficacy should "be linked to the behavioral factors over which people can exercise some control in a specific learning context "(p. 310).

2.4 Previous Related Studies about the Effect of Self-Efficacy on Writing Performance

There are many studies that investigated the relationship between English writing, and self-efficacy. They are as follows:

Pajares and Valiante (2001) investigated on 218 fifth grade students. They wanted to know the influence of writing self-efficacy, writing ability, perceived usefulness of writing and writing apprehension on the essay-writing performance. They found that self-efficacy beliefs made an independent constituent to the expectation of performance despite the expected strong outcome of writing ability. Other researchers investigated the relationship between writing self-efficacy and writing achievement in L2 English writing (Woodrow, 2011; Zhang & Guo, 2012; Sun & Wang, 2020). Most findings showed a positive correlation between writing self-efficacy and writing

achievement. Self-efficacy was found to have a significant effect on language students' performance in general (Huang et al., 2015) and on their writing achievement in particular (Bruning et al., 2013). Students with a higher level of self-efficacy were found to perform better, have lower anxiety and score higher grades (Pajares et al., 2000; Woodrow, 2011; Prat-Sala & Redford, 2012; Zhang & Guo, 2012).

Abu Steit (2011) explored the effectiveness of a suggested self-efficacy based program in developing EFL writing skills with its four components (content, organization, language and mechanics) and reducing writing apprehension among preparatory school students. The participants of the study were 42 female students who were enrolled at the second year of preparatory stage. They were enrolled in one intact class: one way group. Instruments were developed: a writing test and a writing apprehension scale. These instruments were used as pre-posttests. A program based on self-efficacy was also developed by (Abu Steit, 2011). This program consisted of sixteen sessions. The subjects were pretested before the experiment. Then, they were taught the suggested program that lasted for two months at a rate of two sessions a week.

The findings of the study showed that the students were largely not self-efficacious with respect to English writing although they had a relatively high motivation for English writing. The results indicated that English writing motivation, self-efficacy and English writing proficiency are significantly correlated with each,. Moreover, there were significant differences between the two groups in terms of English writing proficiency, English writing self-efficacy and intrinsic motivation.

Hashemnejad, Zoghi and Amini (2014) examined the relationship between the learners' self-efficacy and their writing performance across genders. Specifically, this study investigated the self-efficacy and writing performance of Makoo and Marand EFL students majoring in Teaching English as a Foreign Language (TEFL). One hundred twenty learners were selected. Their ages ranged from twenty to twenty-nine years old. Two instruments were designed and used for collecting data. At three different points in time, the participants were given writing assessments and were asked to respond to the questionnaires on self-efficacy. Pearson's correlation statistic and independent-samples t-test were used for data analysis. Results revealed that there was no significant relationship between male and female EFL students' self-efficacy and writing performance. In addition, there was a significant positive relationship in self-efficacy between female and male EFL students. This study sheds the light on the relation of the students' self-efficacy and their writing performance.

Ramadani (2014) mentioned that students at high school level in Indonesia do not have enough exposure to writing. Writing is limited to producing loose sentences while the skill to develop ideas is not developed. This may hamper students' writing achievement. There are several reasons why writing skill is rarely taught to learners. First, it is difficult to plan and teach this skill. Second, writing skill is not tested in semester or final examination. Third, the teacher is more often preoccupied with explaining the parts (generic structure) of a text than by applying it in the student's writing

Zimmerman and Martinez-Pons, as cited in Kitikanan and Sasimonton (2017) stated that "Students with high self-efficacy tend to learn and achieve more than those with low ones". In other words, when someone has high self-efficacy, his/her effort to do writing tasks will be better and it is assumed that their writing achievement will be better as well. Some studies related to the use of Roundtable technique as one of cooperative learning model have been conducted. In addition, Chea and Shumow (2014) studied the correlation between self-efficacy and students' writing achievement at students. The study revealed that there was a positive correlation between self-efficacy and students' writing achievement. In other words, self-efficacy influences students' writing achievement.

Bulut (2017) studied that writing self-efficacy and writing attitude are significantly correlated with the quality of summary writing toward 4th grade elementary student. Through doing an interpersonal survey model toward 335 participants for each of research variables, the result was that writing self-efficacy significantly affects students summary writing quality (Bulut, 2017). Correlating a same variables with Bulut (writing self-efficacy and summary writing) but different level of participants, is what has been studied by Golparvar & Khafi in 2021. In the level of undergraduate students, 119 participants are taken to do an integrated writing task, and fill out a questionnaire related to the term of self-efficacy beliefs and summary writing strategy.

Daniels et al. (2019) conduct a comparison study of writing self-efficacy within classroom intervention context by evaluating the effectiveness of a writing intervention combined with strategy instruction and CBT (SI-CBT) on improving the students' writing performance in secondary level including measur their writing self-efficacy, writing apprehension and writing skill. The result shows that it improved words production and let students' self-efficacy increased (Daniels et al., 2019).

Grenner et al (2020) conducted a research comparing between girls' and boys' writing self-efficacy before and after intervention toward their narrative writing skill. After conducting an observational class intervention in five lessons meeting, 55 fifth grade students directed to fill out an 18-items of

self-efficacy questionnaire, later their writing performance correlated toward self-efficacy data itself. Their research brought a positive result which is "both of boys and girls experience strong comparable self-efficacy, but writing quality after intervention reached by the girls is higher than boys, while the correlation between self-efficacy and writing quality is significantly linked in moderate level (Grenner et al., 2020).

Sun, Wang, Lambert & Liu (2021) investigated the effect size of the relationship between writing self-efficacy and writing achievement for first-language and second-language writers in English. Results showed a medium effect size ($r = .29$) with both L1 and L2 writers. Moreover, writing English as an L1/L2 was found to moderate the relationship between writing self-efficacy and writing achievement. The effect size estimated with L2 learners was ($r = .44$) compared to L1 learners ($r = .23$), which is highly significant.

Zhang and Guo (2013) explored the relationships between English writing and domain-specific motivation and self-efficacy of Chinese EFL learners. The participants of the study were sixty-six English major students who were asked to complete a writing task and two self-designed questionnaires on English writing motivation and self-efficacy. The finding of the study showed that the students were largely not self-efficacious with respect to English writing although they had a relatively high motivation for English writing. The results indicated that English writing motivation, self-efficacy and English writing proficiency are significantly correlated with each other for English major freshmen, but not for sophomores.

III) Method

3.1 Study participants

Participants of the study (88 students) were selected from the preparatory stage students in Sohag. Their ages ranged from 12 to 14 years old. They were females.

3.2 Instruments of The Study

3.2.1 An EFL Writing Test

▪ Test description

The test was developed by the researcher and it consisted of 5 questions each of them measures some dimensions of the writing skill such as (content, ideas organization of ideas, choice of vocabulary, grammar and conventions). The 5 questions aimed at covering important parts of the school textbook that relate to the writing forms, which are (how to write a paragraph, how to write an email, how to make a reply to an online message, how to write a review and how to write a blog).

▪ Writing Test Rubric

The writing test consisted of 5 questions, each of them measured six criteria which are ((content, ideas organization of ideas, choice of vocabulary, grammar and conventions), one mark for each.

▪ Test duration

The test consisted of 5 questions; it was administered during the formal time of the periods. The average of the time of the test was found to be 90 minutes.

3.2.2 The writing Self-Efficacy Scale

▪ Scale description

After reviewing the previous studies and related literature (e.g. Teng, Peigian, and Xu (2018), the researcher developed a writing self-efficacy scale. It consists of three dimensions; these are self- confidence (6 items), persistence in accomplishing writing tasks (8 items) and self-regulatory efficacy (6 items)

IV) Results of the study

Students' scores of the writing test and their self-efficacy beliefs were statistically analyzed to provide answer to the question of the research as follows:

4.1 Answering the question of the research

The question of the study was set to decide on the correlation coefficient between students' scores in the administration of writing test and the scores in the writing self-efficacy scale among second-year preparatory students. To answer this question, it was hypothesized that "There is a statistically significant correlation between the scores of preparatory School students in the writing skills test and their scores on the writing self-efficacy scale"

4.2 Verifying the hypothesis

To answer the question of the research and test the validity of hypothesis, the Pearson correlation coefficient was calculated .Results are shown in the following table:

Table (1) The correlation coefficient between students' scores in the administration of writing skills and writing self-efficacy among second-year preparatory students

N	Correlation	R	Sig	type
88	writing skills ×writing self-efficacy	0.832	0.01	Positive

The above table showed that there is a positive relationship between scores of the students in the writing skills test and their scores in the writing self-efficacy scale. The value of Pearson correlation coefficient was (0.832) and it is significant at the level (0.01). This means the acceptance of the hypothesis of the research that states "There is a statistically significant correlation between the scores of second-year preparatory students in the writing skills test and their scores in the writing self-efficacy scale"

Table (2) Pearson Correlation Coefficients between the students' writing performance and their writing self-efficacy beliefs

Writing Self-Efficacy Dimension	Correlation with Overall Writing Performance (R)	Sig	type
Self-Confidence	0.701	0.01	Positive
Persistence in Accomplishing Tasks	0.664	0.01	Positive
Self-Regulatory Efficacy	0.735	0.01	Positive

The data represented in the above table showed the correlation values between the students' writing performance scores and their scores in writing self-efficacy scale. All values indicated strong and positive relationship between the students' writing performance scores and their scores in writing self-efficacy scale, supporting the hypothesis of the research which states. "There is a statistically significant correlation between the scores of second-year preparatory students in the writing skills test and their scores on the writing self-efficacy scale."

The interpretation for each dimension is as follows:

- Self-Confidence (R = 0.701):

A strong positive correlation indicated that students who have high beliefs in their writing abilities tend to achieve higher overall performance. Confidence appears to be a key driver of good writing quality.

- Persistence in Accomplishing Tasks (R = 0.664):

This strong relationship suggested that students who persist to meet and overcome the writing challenges are more likely to complete tasks successfully and demonstrate strong writing performance.

- **Self-Regulatory Efficacy ($R = 0.735$):**

The highest correlation among the three dimensions. It indicated that students who are able to plan, monitor, and revise their writing are capable of achieving high performance in overall writing tasks. Self-regulation plays a central role in effective writing development.

All correlations are strong and meaningful statistically, which supported the hypothesis of the research and focused on the importance of writing self-efficacy in developing students' overall writing performance.

4.3 Discussion of the Results

The current research revealed a strong correlation of the students' positive beliefs of their writing self-efficacy concerning using ideation and organization skills and their writing performance as a whole. Their positive beliefs were demonstrated in the students' strong beliefs in their ability to write many ideas, write a lot of original ideas, write ideas in a suitable place in writing, write examples to support ideas, write very-well-organized compositions, and write a good paragraph with topic sentence. In addition, the students' positive beliefs of their writing self-efficacy concerning using writing conventions skills were very clear. The students believed in their ability to write with correct spelling, punctuate sentences correctly, write authentic sentences, use grammatical rules in the class easily and correctly, produce sentences using correct word order, write verbs in different tenses correctly, write compound and complex sentences with grammatical rule, use transition words appropriately, and use conjunctions, pronoun referencing correctly, demonstratives and determiners correctly.

Consequently, the current research assured that students with low self-efficacy in learning can avoid many learning tasks, especially those that are challenging. Meanwhile, students with high self-efficacy face these learning tasks with great desire. Students with high self-efficacy are diligent in learning tasks compared to those with low self-efficacy. Therefore, it can be concluded that academic self-efficacy is a person's belief in his ability or competence in doing academic tasks to form relevant behavior.

Results of the research revealed that the students, with high writing self-efficacy, achieved more gains in their EFL writing skills with its six components and reduced their writing apprehension. The results indicated that English writing self-efficacy and English writing proficiency are significantly correlated with each other. Regarding the hypothesis of the research, the results of the current research showed that there was a statistically significant difference among the mean scores of the students in their writing self-efficacy scale as a whole and its sub-dimensions.

Finally, the current research proved that the students' positive beliefs of their writing self-efficacy concerning self-regulation skills were also obvious in

their writing skills. This was clear in the students' beliefs in their ability to think of their writing goals before writing, use the style that is appropriate to the task, start writing on a given topic easily without difficulty, manage their time efficiently to meet a deadline on a piece of writing, edit their compositions, correct mistakes in punctuation, capitalization, paragraph structure and grammatical errors. They could determine and use the suitable sources of information for any writing topic, cover all the information needed within a given topic easily, express and support their point of view, and write a brief and an informative overview of a given topic, in spite of making mistakes occasionally. They could generally write good compositions, use a wide range of vocabulary in the compositions such as using synonyms rather than repeating the same words many times, and they could use suitable words that explain what they want.

IV) Recommendations and Suggestions

In the light of the research results and discussion, the following recommendations could be presented:

5.1 Recommendations for The EFL teachers

- The EFL teachers should take into consideration the importance of the EFL students' writing self-efficacy and its great effect on learning English in general and writing performance in particular.
- The EFL teachers should help their students be highly motivated toward writing through developing their writing self-efficacy and positive attitudes toward writing, possessing purpose for their writing, encouraging them to display their writing, and developing their flow of writing.
- The EFL teachers should use collaborative writing activities for developing the EFL students' writing self-efficacy.
- The EFL teachers should provide their students with interesting material and enjoyable lessons that are suitable to their needs, their academic level and their individual differences and which attract their attention and motivate them to write.

5.2 Recommendations for Curricula designers

- Curricula designers should activate the role of students' self-efficacy in changing the student's role in the learning process to be an active participant. Furthermore; the teacher's role should be changed to be a guide and a facilitator of the learning process.

5.3 Suggestions for further research:

- Further studies can be conducted to determine the relationship between the students' writing performance and their writing self-efficacy beliefs.
- Further studies are needed to provide effective strategies for developing the EFL students' writing self-efficacy.
- Further studies are needed to design many training programs for pre- and in- service English language teachers aiming at improving their awareness of the EFL students' self-efficacy.
- Rehabilitation training is needed as remedial intervention to develop the EFL students' writing self-efficacy.

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