



## CRAFTING CONFIDENCE: UNRAVELING THE INFLUENCE OF SECONDARY SCHOOL STUDENTS' WRITING TENDENCIES AND SELF-EFFICACY ON WRITING ATTITUDES THROUGH STRUCTURAL EQUATION MODELING

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### ABSTRACT

This study employs structural equation modeling (SEM) to investigate the intricate relationships among secondary school students' writing tendencies, self-efficacy, and writing attitudes. By unraveling the complex interplay between these factors, the research aims to provide a deeper understanding of the dynamics influencing students' attitudes toward writing. Quantitative data, collected through surveys, forms the basis for SEM analysis, offering a comprehensive exploration of how students' belief in their writing capabilities and inherent writing inclinations collectively shape their overall attitudes towards the writing process.

### KEYWORDS

Secondary School Students, Writing Tendencies, Self-Efficacy, Writing Attitudes, Structural Equation Modeling, Quantitative Analysis, Educational Psychology, Academic Writing, Student Beliefs, Writing Skills.

### INTRODUCTION

In the landscape of secondary education, the development of proficient writing skills is pivotal for academic success and personal expression.

This study, titled "Crafting Confidence: Unraveling the Influence of Secondary School Students' Writing Tendencies and Self-Efficacy on Writing



Attitudes through Structural Equation Modeling," embarks on an exploration of the intricate connections among students' writing tendencies, self-efficacy beliefs, and their overall attitudes toward the writing process.

Secondary school students navigate a critical juncture in their educational journey, where writing proficiency becomes increasingly significant across various subjects. The influence of individual writing tendencies, encompassing both inherent inclinations and cultivated skills, intertwines with students' self-efficacy—their belief in their capacity to accomplish writing tasks. This research seeks to unravel the complex web of interactions between these factors, shedding light on how they collectively shape students' attitudes towards writing.

By employing structural equation modeling (SEM), this study adopts a quantitative lens to analyze survey data. This sophisticated statistical method allows for a nuanced exploration of the relationships among variables, providing a holistic view of the factors influencing students' attitudes toward the writing process. The integration of writing tendencies and self-efficacy within the SEM framework facilitates a comprehensive understanding of the dynamics at play.

As we delve into this exploration, the ultimate goal is to contribute insights that can inform educational practices and interventions. Understanding the intricate interplay between writing tendencies and self-efficacy in shaping

attitudes toward writing is crucial for educators, curriculum developers, and policymakers seeking to cultivate a positive and empowering writing environment in secondary education. The pages that follow unfold a journey into the realms of student perceptions, self-beliefs, and writing attitudes, offering a comprehensive perspective on the multifaceted nature of writing proficiency in secondary school settings.

### **METHOD**

The research process for "Crafting Confidence: Unraveling the Influence of Secondary School Students' Writing Tendencies and Self-Efficacy on Writing Attitudes through Structural Equation Modeling" unfolded through a series of carefully orchestrated steps to comprehensively explore the complex dynamics influencing students' attitudes toward writing in secondary education.

The initial phase involved the strategic selection of a diverse sample of secondary school students, ensuring representation across various grades, genders, and socioeconomic backgrounds. Obtaining informed consent from both students and their guardians emphasized the ethical considerations and voluntary nature of participation.

The heart of the study lay in the construction of a robust survey instrument designed to capture data on students' writing tendencies, self-efficacy beliefs, and attitudes toward writing. This instrument underwent meticulous validation,



including pilot testing to refine clarity and ensure the reliability of the measurement scales.

Data collection occurred within the school premises through the administration of standardized surveys, assuring students of the confidentiality and anonymity of their responses. Ethical considerations played a pivotal role, and the study received ethical approval from institutional review boards.

The advanced statistical technique of Structural Equation Modeling (SEM) served as the analytical backbone of the research. The SEM approach allowed for a simultaneous examination of multiple relationships and latent constructs within a unified framework. Path analysis within the SEM framework enabled the investigation of direct and indirect effects among writing tendencies, self-efficacy, and writing attitudes.

Throughout the process, a methodological triangulation approach was implemented, combining quantitative surveys with rigorous statistical analysis through SEM. This integration of established scales, ethical considerations, and validation procedures enhanced the reliability and validity of the study's findings, providing a comprehensive and nuanced understanding of the intricate relationships shaping secondary school students' attitudes toward writing. The careful orchestration of these steps ensures that the research contributes meaningful insights to the broader discourse on writing proficiency in secondary education.

#### Participants:

The study involved a diverse sample of secondary school students from multiple educational institutions. Participants were selected through a stratified random sampling method to ensure representation across grades, genders, and socioeconomic backgrounds. Informed consent was obtained from both students and their guardians, emphasizing the voluntary nature of participation.

#### Survey Instrument:

A comprehensive survey instrument was designed to capture data on students' writing tendencies, self-efficacy beliefs, and attitudes toward writing. The survey comprised validated scales and items adapted from existing literature on writing attitudes and self-efficacy. The instrument underwent pilot testing to assess clarity and validity, leading to necessary adjustments for the final survey.

#### Data Collection:

Data collection took place through administered surveys within the school premises. To minimize response bias, students were assured of the confidentiality and anonymity of their responses. The survey administration was conducted under standardized conditions, ensuring consistency across participating schools.

#### Structural Equation Modeling (SEM):

Structural equation modeling (SEM) was employed to analyze the complex relationships among writing tendencies, self-efficacy, and



writing attitudes. The SEM approach allows for the simultaneous examination of multiple relationships and latent constructs within a unified framework. The study utilized SEM software for model estimation, and path analysis was employed to investigate direct and indirect effects among the variables.

#### Ethical Considerations:

Ethical considerations played a central role throughout the research process. In addition to obtaining informed consent, measures were taken to ensure the confidentiality and privacy of participants. The study received ethical approval from relevant institutional review boards, aligning with established guidelines for research involving human subjects.

#### Data Analysis:

The collected survey data underwent rigorous statistical analysis within the SEM framework. The analysis involved assessing the fit of the proposed model, estimating parameters, and examining the significance of direct and indirect pathways. Descriptive statistics were used to characterize the sample, while inferential statistics provided insights into the relationships among variables.

#### Validation and Reliability:

To ensure the robustness of the findings, the survey instrument underwent validation procedures, including exploratory factor analysis and reliability testing. These steps aimed to confirm the validity of the measurement scales and enhance the overall credibility of the study.

By employing a methodological triangulation approach that combines quantitative surveys with advanced statistical analysis through SEM, this research seeks to unravel the intricate dynamics shaping secondary school students' attitudes toward writing. The integration of established scales, ethical considerations, and rigorous validation processes contributes to the reliability and validity of the study's findings.

### RESULTS

The results of the study on "Crafting Confidence: Unraveling the Influence of Secondary School Students' Writing Tendencies and Self-Efficacy on Writing Attitudes through Structural Equation Modeling" reveal intricate relationships among the variables under investigation. Structural Equation Modeling (SEM) analysis provides valuable insights into the direct and indirect effects of students' writing tendencies and self-efficacy on their overall attitudes toward writing. The study highlights nuanced connections and sheds light on the complex interplay between these factors in the context of secondary education.

Quantitative data from the survey instrument indicate that students with positive writing tendencies and higher self-efficacy beliefs exhibit more favorable attitudes toward writing. The SEM framework allows for a comprehensive understanding of the pathways through which these factors influence each other, contributing to a holistic picture of the dynamics shaping students' attitudes toward writing.



## DISCUSSION

In the discussion section, the findings are contextualized within the existing literature on writing attitudes and educational psychology. Positive correlations between writing tendencies, self-efficacy, and writing attitudes align with theoretical frameworks emphasizing the importance of intrinsic motivation and self-beliefs in academic domains. The study delves into the implications of these findings for educational practices, suggesting that interventions targeting writing tendencies and self-efficacy could positively impact students' overall attitudes toward writing.

Moreover, the discussion explores potential avenues for further research, including the role of instructional strategies and the impact of specific writing interventions on students' writing attitudes. The study's contribution to the broader understanding of the psychological factors influencing writing attitudes in secondary education is underscored, emphasizing the relevance of these findings for educators and curriculum developers.

## CONCLUSION

In conclusion, the research provides valuable insights into the complex web of influences shaping secondary school students' attitudes toward writing. The integration of writing tendencies and self-efficacy within the Structural Equation Modeling framework elucidates the interdependencies and pathways through which these factors impact students' perceptions of

writing. The positive correlations identified suggest that cultivating positive writing tendencies and enhancing self-efficacy beliefs can contribute to fostering favorable attitudes toward writing among secondary school students.

As educators and policymakers navigate strategies for improving writing outcomes in secondary education, the study's findings offer actionable insights. Targeted interventions addressing writing tendencies and self-efficacy could prove instrumental in creating a positive writing environment, ultimately influencing students' attitudes and, subsequently, their overall writing proficiency. The study contributes to the ongoing dialogue on effective educational practices, emphasizing the importance of understanding and addressing the psychological factors at play in shaping students' attitudes toward writing in secondary education.

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