

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**UNDERSTANDING THE FACTORS AFFECTING THE
WRITING ACHIEVEMENT OF LIBYAN EFL STUDENTS**

MASTER'S THESIS

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Department of Foreign Languages Education

English Language Education Program

JULY, 2023

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JULY, 2023

ONAY

DECLARATION

I hereby declare with the respect that the study “understanding the factors affecting the writing achievement of libyn efl students”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the References.
(27/07/2023)

Rahma Salaheddein Mohammed Ahmeedh ALASHOURI

FOREWORD

First and foremost, I want to express my profound gratitude to my supervisor, Dr. Akbar ALIŞAH. His knowledge, excellent insights, and constructive feedback have not only improved the quality of my research but also driven me to continue on into new areas of study.

I would also like to acknowledge my family for their constant support and understanding during this entire journey. Their support, encouragement, and patience have been pillars of strength throughout all stages of this academic journey. Their belief in my skills has motivated me to strive and succeed.

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Rahma Salaheddein Mohammed Ahmeedh ALASHOURI

UNDERSTANDING THE FACTORS AFFECTING THE WRITING ACHIEVEMENT OF LIBYAN EFL STUDENTS

ABSTRACT

Several psychological characteristics, notably self-efficacy, apprehension, and writing motivation, are believed to be associated with the influence of shaping an individual's ability to write. Additionally, there has been a scarcity of research into the relationship between writing self-efficacy, apprehension, and motivation in the environment of EFL Libyan students, as well as the influence of those affective characteristics on writing achievement. As a consequence, the primary objective of this study was to respond to the stated needs in the relevant literature, which was largely focused on the relationship between affective factors and student writing achievement.

As a result, the current study evaluated the relationship between writing self-efficacy, motivation and writing apprehension among Libyan EFL university students classified by gender, as well as the influence of these elements on the student's overall writing achievement. Moreover, gender differences in writing self-efficacy were investigated as well. The study included 51 Libyan EFL students and employed a correlation research design as well as a data gathering approach that included three questionnaires in addition to the final writing course results. SPSS statistical software was used to get insights into the results.

According to the study, the three emotional components connected positively with one another. More importantly, motivation appeared to be the most influential aspect of writing achievement. Furthermore, no gender variations in self-efficacy were observed. The study concluded by emphasizing the significance of investigating these elements and their critical impact on students' writing achievements. Additional ramifications were offered to both educators and policymakers.

Keywords: Affective factors, Writing Achievement, Correlation

LİBYALI EFL ÖĞRENCİLERİNİN YAZMA BAŞARILARINI ETKİLEYEN FAKTÖRLERİ ANLAMAK

ÖZET

Çeşitli psikolojik özelliklerin, özellikle öz-yeterlilik, endişe ve yazma motivasyonunun, bir bireyin yazma yeteneğini şekillendirmenin etkisiyle ilişkili olduğuna inanılmaktadır. Ek olarak, Libyalı yabancı dil olarak yabancı dil öğrenen öğrencilerin ortamında yazma öz-yeterliliği, kaygısı ve motivasyonu arasındaki ilişkiye ve bu duygusal özelliklerin yazma başarısı üzerindeki etkisine dair çok az araştırma vardır. Sonuç olarak, bu çalışmanın birincil amacı, büyük ölçüde duygusal faktörler ile öğrenci yazma başarısı arasındaki ilişkiye odaklanan ilgili alan yazında belirtilen ihtiyaçlara cevap vermek olmuştur.

Sonuç olarak, bu çalışma, cinsiyete göre sınıflandırılan Libyalı EFL üniversite öğrencileri arasında yazma öz-yeterliliği, motivasyon ve yazma endişesi arasındaki ilişkiyi ve bu unsurların öğrencinin genel yazma başarısı üzerindeki etkisini değerlendirdi. Ayrıca yazma öz yeterliğindeki cinsiyet farklılıkları da incelenmiştir. Çalışma 51 Libyalı EFL öğrencisini içeriyordu ve bir korelasyon araştırma tasarımının yanı sıra son yazma kursu sonuçlarına ek olarak üç anket içeren bir veri toplama yaklaşımı kullandı.

Sonuçlara ilişkin içgörü elde etmek için SPSS istatistik yazılımı kullanıldı. Araştırmaya göre, üç duygusal bileşen birbiriyle olumlu bir şekilde bağlantılı. Daha da önemlisi, motivasyon yazma başarısının en etkili yönü olarak ortaya çıktı. Ayrıca, öz-yeterlilik konusunda cinsiyet farklılıkları gözlemlenmemiştir. Çalışma, bu unsurları araştırmanın önemini ve öğrencilerin yazma başarıları üzerindeki kritik etkilerini vurgulayarak sona erdi. Hem eğitimcilere hem de politika yapıcılara ek sonuçlar sunuldu.

Anahtar Kelimeler: Duyuşsal Faktörler, Yazma Başarısı, Bağıntı

TABLE OF CONTENTS

DECLARATION	i
FOREWORD	ii
ABSTRACT	iii
ÖZET	iv
TABLE OF CONTENTS	v
LIST OF ABBREVIATIONS	vii
LIST OF TABLES	viii
I. INTRODUCTION	1
A. Significance of the Study	3
B. Problem Statement	4
1. Research Questions	5
C. Key Term Definitions	5
II. LITERATURE REVIEW	7
A. Brief History of Teaching the English Language in Libya	7
B. The Present Teaching structure in Libyan Universities	8
C. Libyan EFL Students' English Writing Skills	9
D. Affective Factors Influencing the Writing Achievement.....	11
1. Writing Self-efficacy.....	11
a. Gender Differences in Writing Self-efficacy	14
2. Writing Apprehension	15
3. Writing Motivation	18
E. Review of Related Empirical Research on the correlation Between affective variables	20
1. Foreign EFL context	20
2. Arabic EFL context	25
3. Libyan EFL context.....	26
III. METHODOLOGY	28
A. Introduction	28

B.	Research Design.....	28
C.	Participants and Settings	29
D.	Data Collection Instruments.....	29
1.	Questionnaire of English Writing Self-Efficacy	29
2.	Writing Apprehension Test.....	30
3.	Academic Writing Motivation Questionnaire	30
4.	Writing achievement scores	31
E.	Reliability of the instruments	31
F.	Data collection procedure	32
G.	Data analysis procedure	33
IV.	RESULTS AND DISCUSSION	34
A.	Results.....	34
1.	Descriptive statistics.....	34
2.	Inferential statistics	36
a.	Independent sample T-test	36
b.	Pearson correlation moment.....	37
c.	Multiple regression analysis.....	38
B.	Discussion	40
1.	Addressing the first research question	40
2.	Addressing the second research question.....	41
3.	Addressing the third research question	41
V.	CONCLUSION AND RECOMMENDATION	43
A.	Summary of the Study.....	43
B.	Conclusion	44
C.	Limitations	45
D.	Pedagogical implications	45
E.	Recommendation.....	46
VI.	REFERENCES.....	48
	APPENDICES	61
	RESUME.....	62

LIST OF ABBREVIATIONS

AWMQ	: Academic Writing Motivation Questionnaire
EFL	: English as a Foreign Language
QEWS	: Questionnaire of English Writing Self-efficacy
WAT	: Writing Apprehension Test

LIST OF TABLES

Table 1. Descriptive statistics of the three affective factors	35
Table 2. Descriptive Statistics for Writing Achievement Scores range	35
Table 3. Descriptive statistics of the writing achievement	36
Table 4. Difference between males and females in writing self-efficacy	36
Table 5. Correlations between the affective variables and writing achievement.....	37
Table 6. Model summary of regression analysis.....	38
Table 7. ANOVA table analysis statistics of significance	39
Table 8. Coefficients of the influence of independent variables on the dependent variable.....	39

I. INTRODUCTION

Many learners who practice writing in the context of English as a foreign language find the writing task to be difficult because of the complexity of the assignment, combined with the fact that their vocabularies are limited, and they struggle with the grammatical qualities of the English language (Sabti, Rashid, Nimehchisalem, & Darmi, 2019). Thus, academic writing skills are essential for academic achievement; writing a thesis, for instance, is one of the most challenging academic tasks that a student might perform; therefore, writing relies on quite a considerable degree of self-efficacy, or confidence in one's competence to achieve desirable outcomes (Bandura, 1997). Producing a successful writing product requires thoughtful decision making and much introspection. These elements for successful writing may either motivate us to move forward or prevent us from doing so (Mitchell, McMillan, & Rabbani, 2019). A more thorough comprehension of the elements that are responsible for the difficulty of writing experienced by undergraduates, as well as the formation of approaches to assist students with academic writing, will be advantageous not solely to the writing abilities of students but also to the overall educational quality (Huerta, Goodson, Beigi, & Chlup, 2017).

Ni (2012) states that as applied linguistics and emotional analysis have progressed, linguists have moved beyond the focus on linguistic description to investigate the effect of affective factors in foreign language learning. According to Pajares and Valiante (1997), competence is a combination of psychological and cognitive capabilities; hence, to complete writing tasks, English language students must have a solid mastery of the language as a consciousness of their emotions. Earlier studies have demonstrated that various subjective characteristics might hinder a student's capacity to produce written work (Huerta et al., 2017; Pajares, Johnson, & Usher, 2007). Several diverse affective factors, notably self-efficacy, apprehension, and motivation in writing, all play a role in developing writing skills.

Accordingly, writing is a crucial ability that students practically use to achieve their objectives in their writing tasks. Nonetheless, a significant number of

undergraduates have difficulty writing coherently, and several varied affective factors may influence their writing achievement. Self-efficacy in writing, apprehension, and motivation are one of the emotional aspects that might impact writing achievements either in a positive or negative manner. Unfortunately, lower levels of writing self-efficacy and motivation and greater writing anxiety may adversely impact students' writing achievement.

Writing self-efficacy relates to students' trust in their capability to express themselves convincingly in written form (Bandura, 1997). Students who showcase a significant level of writing self-efficacy tend to participate in writing activities; in contrast, students who possess a poor sense of their writing self-efficacy may have less of a desire to write, may not put as much effort into their writing, and may have more anxiety while writing. Furthermore, it has been closely linked to anxiety as Li (2022) investigated Chinese students to examine self-efficacy and anxiety in writing; he noticed moderate writing self-efficacy and anxiety with a negative association; writing self-efficacy may reduce apprehension and increase students' writing motivation.

According to Daly and Miller 1975 (as cited in Erkan and Saban, 2011), it is the impulse of an individual to postpone the writing task, primarily whenever that task is going to be assessed in a particular professional way. At the same time, Kirmizi and Kirmizi (2015) claim that anxiety causes a loss of motivation and frustration in the side of learners, which means that students could acquire a poor sense of their ability to write and unfavorable attitudes about the process of writing overall. According to Payen (2012), students who lack writing motivation would find it challenging to participate in writing academic tasks. Such students might display significant anxiety levels during the writing and less self-efficacy.

Writing achievement is the objective of writing in a foreign language. Writing in a foreign language may lead to writing success. It is a gauge of how effectively learners can express themselves through writing in English. It is essential to evaluate students' writing abilities so that both instructors and students may get constructive feedback on the efficiency of their writing teaching by becoming aware of the particular areas in which they can make adjustments. Several research has shed light on the affective factors and their connection to their writing achievement. For instance, Sabti et al. (2019) performed a research study on Iraqi EFL students'

writing apprehension, self-efficacy, and motivation; they indicated that the affective factors ought to be considered in EFL writing teaching in an attempt to optimize the learning and teaching process of English academic writing, which will also, support enhance the writing competence of EFL students. Thus, writing achievement is essential to students' academic success and achievement.

Hence, within the Libyan educational setting, students studying in Libyan universities could eventually come to the understanding that effective writing encompasses an extensive variety of hurdles, especially considering the simple fact that English is usually taught as a foreign language. Competence in the English Language, especially with respect to writing, is a necessity for students as the English Language Departments in Libyan universities teach classes in English. With regard to the circumstances at present, it has become vital for researchers in Libya to carry out examinations that explore the influence of many different variables on the academic writing achievement of university students in Libya.

As a result, this research aims to investigate the association between the affective variables, namely writing self-efficacy motivation and apprehension, and their impact on the writing achievement of Libyan EFL students. Once we understand or comprehend the connection between these affective variables, eventually we will be able to assess the students in tackling any difficulties that they might face during their learning process, and we will also be able to further improve their writing skills and most importantly, their writing achievement.

A. Significance of the Study

This study is vital for several reasons; firstly, it will be an addition to the existing body of literature that has been carried out on the impact of the affective factors on the writing achievement of EFL students; nonetheless, with all the abundance amount previously conducted studies, there has been little minimal investigation efforts that have shed light on the situation in Libya. Secondly, the results from this study might provide valuable information on the obstacles that EFL students in Libyan university encounter during their learning process, especially when the curriculum in Libyan universities is not unified as there are no approved textbooks that teachers at university levels abide by as most lectures create their materials and what they think fits best and sometimes with no reference to the

student's skills and needs. Moreover, lectures over reliance on traditional methods such as the grammar-translation method the most widely used method in most Libyan educational institutions. Thus, this study investigates the position of the affective variables and their impact on students' writing achievement.

Lastly, this research might have beneficial implications for instructors and decision makers. Instructors, for example, could create courses or guidance on writing that comply with students' writing achievement prerequisites, and it would help teachers lead students throughout their writing learning process. Also, decision makers could support it by establishing programs designed to promote students' writing development as a whole.

Consequently, understanding the correlation between the affective factors namely, writing self-efficacy, apprehension, and motivation, and their effect on the writing achievement of Libyan EFL university students studying at the University of Tripoli in the English language department; this connection comprehension will surely help teachers and lecturers working in Libyan educational institutions. Furthermore, the present study should be a valuable addition to language learning and language instruction in the Libyan context of learning English as a foreign language.

B. Problem Statement

The complexity of writing as a skill can cause learners of English as a foreign language to experience increased apprehension levels, and it can make them less motivated to put in the effort required to complete a particular writing assignment, which can result in poor overall performance (Erkan & Saban, 2011). In Libya, students lack interaction with native speakers due to political upheaval in the country, so students are merely practicing the English language in the university during lecture time. And as the country still goes through the political transition, it would be reflected in teachers and thus reflect upon students writing achievement. Because of this, a student who has difficulty writing may encounter shifts in their views of their self-efficacy and level of motivation. Moreover, the student will have more difficulty writing their academic paper, theses, and dissertations since they are expected to succeed in their writing endeavors to fulfill their writing achievement. According to Pajares (2003), an individual's belief in their capacity to satisfy a task

has been connected to better performance levels. This belief is, in turn, linked to lower writing apprehension levels, higher motivation, and more positive outcomes. Thus, these affective factors can impede students' achievement in writing. Therefore, the study investigated the affective factors that affect writing achievement in English language learning; moreover, the association between writing self-efficacy and the elements of motivation, apprehension, writing achievement, and gender differences in writing self-efficacy.

1. Research Questions

The following questions are addressed for the present research:

1. Is there a significant difference between males and females in their level of Writing self-efficacy?
2. What is the correlation between writing self-efficacy, writing apprehension, writing motivation, and writing achievement?
3. Does writing self-efficacy, writing apprehension, and writing motivation impact writing achievement?

C. Key Term Definitions

- **Affective factors** Brown (2000) identifies affective factors as "affect" concerns an individual's psychological or emotional state. It is described as the aspect of human conduct that relates to emotions. And that could be "juxtaposed to the cognitive side." The process of establishing an emotional state or feeling covers many different types of personal traits along with feelings (p. 140). Ehrman, Leaver, and Oxford (2003) add that motivation, self-efficacy, ambiguous acceptance, and psychological stress are among the characteristics of emotional factors (p. 319).

- **Writing self-efficacy** To Bandura, self-efficacy is "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." (Bandura, 1997, p.3). This may involve controlling one's drive, cognitive processes, emotional states, and actions and altering the contextual condition, depending on what one aims to handle (Pajares, 1996, p.546). In writing, the term writing self-efficacy is "students' judgments of their confidence that they possessed the various composition, grammar, usage, and mechanical skills

appropriate to their academic level" (Pajares & Valiante, 2001, p. 369).

- **Writing apprehension** refers to learners' nervous behaviors during their writing process. These behaviors include skipping writing tasks and being afraid about the quality of their work being reviewed or evaluated by professionals (Daly & Miller, 1975).

- **Writing motivation** is the degree to which a student desires to participate in writing activities (Dornyei, 2005). It involves internal and external variables influencing a student's intention to participate in tasks and to persevere with them (Wright et al., 2019). "A person may write to feel inner satisfaction intrinsic motivation or to receive rewards and avoid punishments extrinsic motivation" (Camacho, Alves, & Boscolo, 2021).

- **Writing achievement** refers to a student's success in acquiring English language writing competence. Writing achievement means a student's mastery of writing in learning to write. The student's success in reaching or developing English language writing via the learning process is characterized as writing achievement. Knowing a student's writing achievement could be through course grades or standardized language writing tests.

II. LITERATURE REVIEW

This chapter presents an overview of teaching the English language in Libya and then discusses the affective factors (that influence writing achievement). In this chapter, the researcher explored EFL writing and attempted to review the literature on the affective variables affecting writing achievement.

A. Brief History of Teaching the English Language in Libya

Giaber (2014) states that in Libya, teaching English to speakers of other languages has exposed them to a range of situations, ranging from periods of thriving activity in the 1960s and 1970s to periods of pauses in action in the 1980s and 1990s. Some of these pauses or circumstances include the Gaddafi dictatorship; as a result, English education was withdrawn from the curriculum of public schools, which led to a stagnation in economic development. This decision was made due to political concerns (Giaber, 2014). Escalating political tensions with Western nations, most notably the United States, at the pinnacle of these tensions in the late 1980s, it was prohibited from using any foreign language in the country for more than six years. This has exacerbated the nowadays comparatively average level of English proficiency among Libyans. (Aloreibi & Carey, 2017). According to Khalid (2017, page 13), this decision was the most traumatic phase in Libya's educational sector's history. This is because the decision affected the education system for a significant amount of time after it was implemented. After teachings in English were reinstated in the middle of the 1990s, the students were met with a scarcity of qualified teachers and a constrained curriculum to pick from, which was a significant challenge for the students (Najeeb, 2013).

In the year 2000, they brought a new push to reform English language education across the country, which led to the establishment of a modified English syllabus under the supervision of the Education Ministry in Libya. The communicative approach served as the foundation for this newly developed English curriculum. Reading and grammar, those two linguistic competencies, were the most

crucial ones, addressed and taught repeatedly in the older curriculum that will be replaced with the newer curriculum implemented in primary and secondary schools throughout Libya (Aloreibi & Carey, 2017).

Unfortunately, Libyan English instructors were unable to assist their English students in achieving the vision for the new CLT curriculum as their abilities were significantly affected by their personal experiences and effectiveness in English language education (Orafi & Borg, 2009). That is because teachers' personal experience was heavily impacted by their experience with implementing the grammatical translation and the audiolingual method, as they were the standard methodologies for teaching English in a teacher centered classroom. For the new CLT curriculum to be conducted successfully, it was the tutor's responsibility to act as a facilitator implementing interactive and communicative learning activities; thus, the teacher serves as a mentor during the activities, addressing learners' questions and reviewing their progress (Larsen-Freeman & Anderson, 2011). Consequently, shifting the focus from a teacher focused classroom to a learner focused classroom.

Yet, because of political instability in Libya in the last few years, Libya has been confronted with a significant number of issues in the education sector. People have been forced to abandon their homes and could not go to work altogether because of safety concerns and the widespread destruction and looting of schools. This has decreased the quality of education generally, including English language teaching. Thus, it was essential to bring attention to the issues that emerged as a direct consequence of the laws and regulations imposed by the government, which significantly impacted the educational system in Libya (Owen, Razali, & Elhaj, 2019).

B. The Present Teaching structure in Libyan Universities

Suwaed (2015) states that university lecturers in Libya are often the ones who are responsible for the changes in the development of their academic programs and materials, which entails university lecturers selecting an appropriate teaching method, the type of communication in the classroom that they believe is most conducive to the success of their instruction. Subsequently, the subject for their students as well as the tasks and activities that they will be participating in, mainly everything, their selections are often limited due to a variety of circumstances, such

as how many students enrolled in the class and the level of familiarity both the lecturers and the students have with the subject being discussed. In addition, the approach or technique that a teacher decides to follow is influenced by the instructor's opinions about the most effective manner of teaching writing.

The English departments in Libyan universities are similar to the rest of the university departments regarding the lack of a unified curriculum. As a consequence of the lack of a unified set of rules for what students should learn from year to year and the fact that pedagogical practices might vary even within the same department, students often find themselves confused about what they should be focusing on in their courses (Suwaed & Rahouma, 2015; Esgaiar, 2019). Hence, instructors in Libya interpreted and used the syllabi in ways inconsistent with their student's needs and the goals set out by the curriculum designers (Orafi, 2008). Overall, no agreement exists on one syllabus encompassing all the students.

C. Libyan EFL Students' English Writing Skills

The findings of Suwaed's research (2015, page 113), lecturers often place a significant amount of reliance on textbooks. There are few opportunities for students to develop their writing for an extended amount of time. Consequently, most of the period spent in the classroom is dedicated to instructing grammar structures. Several instructors believe that grammar is the most fundamental component of language. If they are proficient in grammar, students will be able to create sentences that are proper and can produce whole paragraphs that are coherent and cohesive. Suwaed (2011, p. 50) states that in teaching writing in the Libyan context, the product approach is the most extensively used approach in Libyan education or Libyan universities lectures focusing on the linguistic knowledge of the students since the focal point of the product approach is emphasizing the outcome instead of paying attention to how the product was formed or the process that students go through to produce the final product which is the written text.

There are contextual factors, specifically teacher related factors, mainly the teacher's knowledge and background, and other factors are the teaching process related factors, including the instructional activity and the curriculum (D. Li, 2022). Thus, the levels of writing ability shown by undergraduate students in Libya might be attributable to a significant variety of different variables. These elements could be

the scarcity of trained instructors, the use of appropriate teaching approaches that help to improve students' achievement, the overemphasis on traditional methods, and the over reliance on linguistic input rather than the communicative output; as a result, the grammar translation method is implied extensively by Libyan instructors and its method that puts a quiet emphasis on words memorizing and their interpretation in Arabic (Baresh, 2022; Mohsen, 2014; Diaab, 2016; Elabbar, 2011).

According to Aldabbus and Almansouri (2022, pp. 1–2) their supervision of various graduation projects carried out by students in their final year of university, students in Libyan universities found to have trouble completing the written work that their teachers have given them following the necessary criteria and that some of these students have a variety of challenges whenever requested to write a coherent writing assignment so that the occurrence of these challenges might be attributable to a different of variables, including inefficient teaching strategies, a not enough time dedicated to the writing instruction, and possibly a scarcity of materials, accompanied by a deficiency of English language ability and a chance to exercise writing.

On the other hand, several other variables influence a learner's level of writing success, including cognitive, affective, motivational, or physical factors (Bulut, 2017). Self-efficacy, apprehension, and motivations are among the most researched affective factors and their relationship with writing achievement. And based on the researcher's examination of past research and according to the knowledge base of the researcher, it is possible to say that only two studies in the Libyan setting investigated the affective variables (Abdullah, Alsohbo, & Hassan, 2022a; Abdullah, Alsohbo, & Hassan, 2022b). Abdullah et al. (2022a) researched gender disparities in written anxiety among Libyan university students in Malaysia.

On the other hand, the same researchers (Abdullah et al., 2022b) researched the connection between perceived self-efficacy and anxiety among Libyan students in Malaysian institutions. Due to this lack of research in the Libyan framework, it was essential to look into the writing achievement of Libyan university students and its relation with perceived self-efficacy, motivation, and apprehension.

D. Affective Factors Influencing the Writing Achievement

The writing procedure is considered to be challenging, complex, and demanding, requiring several cognitive and affective variables to complete well. Writing self-efficacy, motivation, and apprehension are three affective components that substantially impact writing achievement. Writing self-efficacy is a person's confidence to complete writing tasks effectively (Bandura, 1997). While writing motivation is measuring the extent to which someone wants to take part in the writing process (Dornyei, 2005). On the other side, Horwitz, Horwitz, and Cope (1986) referred to apprehension as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125).

The mastery of writing skills is linked to professional and academic achievement. Writing proficiency is a complex process that requires cognitive and linguistic abilities; however, this ability might be affected by numerous elements that could either help or hinder writing achievement. Motivational and emotional elements that could impact language learning and, specifically, writing achievement in the EFL context are the affective factors.

Thus, within those affective factors are apprehension, self-efficacy, and motivation; these elements may have an influence on the student's writing achievement; consequently, mastery of writing and effective writing are vital aspects for foreign language learners to be able to describe their thoughts and ideas in words efficiently and professionally in the target language.

1. Writing Self-efficacy

The view of writing self-efficacy was initially drawn from Bandura's self-efficacy notion (1977). Albert Bandura's idea of self-efficacy means perceiving one can accomplish an assignment. Since self-efficacy is an aspect of the social cognitive theory that expresses how one's ideas and perceptions may impact one's setting and that attitude, Bandura hypothesized that self-efficacy determines action selection, the extent of effort put into a task, commitment, and accomplishment. Bandura reasoned that students with higher range self-efficacy would perform better and be more consistent because they sense they have the capabilities to achieve the desired outcome (Bandura, 1997). It has been noted that people with a great perception of

self-efficacy are likelier to establish attainable goals, utilize meaningful learning approaches, and are less stressed (Bruning, Dempsey, Kauffman, McKim, & Zumbunn, 2013). On a different note, students with a weak degree of self-efficacy might find it more challenging to fulfill tasks (Schunk, 1989).

The self-efficacy theory was directly added to the act of writing to develop the concept of writing self-efficacy (White, 2022). Bruning, Dempsey, Kauffman, McKim, and Zumbunn (2013) developed a framework for understanding writing effectively: ideation, writing norms, and self-efficacy. Ideation relates to learners' self-efficacy in producing ideas, like self-efficacy in creating material. In comparison, norms are expressed in a list of widely recognized criteria for expressing ideas in writing, such as one's own linguistic competence and grammatical structures. The last feature, self-efficacy, refers to a person's perception of effectively controlling the writing process (Bai & Guo, 2018). A person's trust in their competence to autonomously brainstorm, structure, and present information and accomplish the writing task might differ enormously (Bruning et al., 2013).

As students work on a task, they become more confident in completing it successfully. Students who have a powerful feeling of their potential for accomplishment are more likely than learners who show a poor degree of self-efficacy to be prepared to perform an assignment, work even harder, remain organized on the task for long durations even when challenges emerge, and eventually to accomplish a very substantial amount of achievement in something one attempt (Shunk & Zimmerman, 2007). "If people believe they have no power to produce results, they will not attempt to make things happen" (Bandura, 1997, p. 3). Moreover, self-efficacy may considerably boost writing accomplishment and relate to writing anxiety, achievement objectives, and expected outcomes (Pajares, 2003).

English language learners' perceptions of writing self-efficacy have become the subject of substantial investigation. For instance, Sun and Wang (2020) researched 319 Chinese students ranging from 18 to 25 years old; the questionnaire on English writing self-Efficacy was adopted in their study. As a method for analyzing the data, descriptive statistics about the participants' writing self-efficacy were used. These statistics included means and standard deviations. The findings revealed that students of English as a foreign language reported experiencing moderate overall self-efficacy in writing in English. Students showed a considerably

more significant degree of self-efficacy for organizing and relatively weak degrees for English writing usage. Sun and Wang (2020) explained that learners described experiencing proficiency in paragraph structure and developing concepts but less proficiency in writing tasks, such as composing emails to colleagues or writing a journal in English, because of the same traditional method that is used across China's educational system to instruct English to speakers of other languages schools which focuses on test preparation rather than developing students' abilities and interests in the subject matter.

Ekholm, Zumbrunn, and DeBusk-Lane (2018) observed that writing self-efficacy significantly influenced writing achievement in most of the research analyzed. For instance, Hetthong and Teo (2013) examined 51 third-year English majors' ability to determine whether students' overall writing self-efficacy could be utilized to anticipate their writing performance. They also researched how self-confidence in one's ability to write affects actual writing performance. A paragraph writing test and a self-efficacy questionnaire were employed for evaluative purposes; participants were tasked with producing a single argumentative paragraph that was 150 words long. Their findings indicated a substantial positive link between writing self-efficacy and writing achievement. Thus, overall self-efficacy in writing is a reliable measure of overall writing achievement.

On a similar note, Woottipong (2020) investigated Thai learners and their use of strategies for self-regulated learning, moreover the level of self-efficacy they had, and evaluated the influence of two emotional elements on the quality of students' academic writing. The data was compiled from around 768 students in Thailand. This study used a sampling strategy known as convenience sampling for its data collection. To gauge the participants' reported usage of self-regulated learning strategies and perceived levels of self-efficacy, one of the research methodologies consisted of having the participants fill out self-report questionnaires. A argumentative essay that relied on a writing test that was given to the student and used to judge the level of their writing performance. Based on the results, the students reported that usage of self-regulated learning strategies was adversely affected by critical variables such as the grade degree of the learners as well as their degree of writing competence. The outcomes of the analysis showed that self-

regulated learning strategies and a learner's feeling of self-efficacy positively influenced the students' achievement in writing (Woottipong, 2020).

However, a different research outcome by Khojasteh, Shokrpour, and Afrasiabi (2016) their study aimed to investigate whether judgments of students' writing capabilities correlate with how well those students write. And if so, what exactly might that relationship be? In addition, there was an exploration into whether a discrepancy may be identified between a man and a woman in a learner's writing self-efficacy and overall writing achievement. They surveyed students attending medical universities, and 59 medical students were chosen, with a breakdown of 28 men and 31 females in the convenient sampling. For data collection, they used a questionnaire to measure writing self-efficacy. The students' writing performance was measured by writing essays gathered at the students' final exam to be graded. The Pearson correlation test was employed throughout the data analysis process. According to Khojasteh et al. (2016), their research results showed no substantial relationship between the learner's writing skills assessments and the overall performance of the written work they represented. This was determined by analyzing the students' self-assessments of the quality of the written work that they had produced. They pointed out that the absence of interest on the side of learners in acquiring English is one rationale that may elaborate for such a conclusion. Additionally, no direct link between the self-efficacy of the participants with respect to gender and their writing performance.

a. Gender Differences in Writing Self-efficacy

Inconsistent findings continue on gender disparities in English writing self-efficacy (D. Li, 2022). Pajares et al. (2007), for instance, investigated 1256 students to determine whether students' sources of self-efficacy vary according to factors such as gender and level of education. They noticed that female learners demonstrated a great degree of writing self-efficacy in comparison to male students, as an overall higher percentage of instructors regarded girls as better writers. Girls themselves indicated higher levels of trust in their writing capabilities. Correspondingly, in their research on writing self-efficacy, Kırmızı and Kırmızı (2015) found significant gender disparities. While on the other hand, according to Sun and Wang (2020), there was no discernible gender disparity in writing self-efficacy. Similarly, Salem and Al Diyar (2014) investigated the disparities in self-efficacy in writing between

male and female participants in English; there were no noticeable gender variations in the degrees of writing self-efficacy demonstrated by both male and female students who are studying the English language.

Consequently, the investigation of gender variations in writing self-efficacy has produced conflicting findings, indicating that more exploration is required to understand the scope of these disparities and the factors that contribute to their occurrence. A specific generalization cannot be reached with absolute conviction since the research indicates that there might as well be some disparities in the writing self-efficacy of both male and female learners, but the results are inconsistent throughout the studies; therefore, this conclusion cannot be made with absolute confidence. Pajares and Valiante (2001) suggested that these gender disparities might result from numerous variables, such as the assigned writing task type, the environmental elements, and cultural and social concerns. All in all, gender disparities in writing self-efficacy have been shown to have opposite impacts, which calls for more research into the possible causes (Sun & Wang, 2020).

2. Writing Apprehension

When used in writing, the term Apprehension has negative connotations, such as tension, worry, and panic; it relates to the uncomfortable and nerve wracking experience of writing (Syarifudin, 2020). Writing Apprehension was conceptualized by Daly and Miller (1975) to represent the growing intensity that is frequently encountered by writers throughout the full context of the process of writing, from avoiding the official writing task to being concerned about the quality of their writing being judged and critiqued. Apart from writing apprehension, writing anxiety can also refer to writing apprehension or writing anxiety (Susoy & Tanyer, 2013). In this thesis, both concepts are used synonymously. Moreover, according to Daly (1978), writing anxiety or apprehension is a circumstance and topic particular independent variance, and very anxious students have the propensity to avert the tasks that cause them anxiety, which students require to be efficacious writers. These tasks include writing, exercising writing, and receiving comments and suggestions on writing. Because of this, a lot of nervous students finish up demonstrating relatively weak performance levels in their written tasks (Choi, 2013).

According to Cheng (2004), first, second, and foreign language writers frequently experience writing anxiety. Writing might evoke apprehension in individuals for various reasons, namely, internal as well as external elements. The internal component is determined by the characteristics of the students who are learning to write. In contrast, the external element is determined by the procedure through which the students are taught to write. Apprehension associated with acquiring abilities, such as writing anxiety, may also be broken down into several subtypes, much as anxiety associated with studying a foreign language (Prasetyaningrum, Nazri, & Asrobi, 2021).

Writing anxiety has three main components: somatic physical, cognitive, and avoidance behavior (Cheng, 2004). "Cognitive anxiety refers to the mental aspect of anxiety experience, including negative expectations, preoccupation with performance, and concern about others' perceptions, whereas somatic anxiety refers to one's perception of the physiological effects of the anxiety experience" (Cheng, 2004, p. 316). When it comes to avoidance behavior, anxiety refers to a student trying to escape from finishing a task that necessitates composing (Al-Kubaisy, Hummadi, & Turki, 2019).

According to D. Li (2022), writing apprehension has been investigated extensively as a potential indicator of self-efficacy in writing, and the findings have repeatedly shown that apprehension in writing has an adverse effect on writing self-efficacy (Li, 2022; Kırmızı & Kırmızı, 2015; Sabti et al., 2019).

For instance, Kırmızı and Kırmızı (2015) researched high education students in a Turkish environment concerning both writing self-efficacy and Writing anxiety. The information was gathered using the Second Language Writing Anxiety Inventory, created by Cheng (2004), and the Writing Efficacy Scale. The participants in the research were comprised of 172 students who were attending a state college in Turkey for the purpose of obtaining a degree in English Language and Literature. According to the findings, the participants exhibited a degree of writing self-efficacy that fits into the middle. Regarding writing apprehension, it was determined that the participants displayed a typical amount of anxiousness when it came to writing. Correlation analysis revealed a significant negative link between writing self-efficacy and anxiety. Students' levels of writing apprehension tend to diminish as their writing self-efficacy improves. Thus, Kırmızı and Kırmızı (2015) suggested that it is the

responsibility of language instructors to do all in their power to alleviate the stress associated with writing for their learners.

Another study by (B. Li, 2022) analyzed the relationship between university students' English writing self-efficacy and emotional apprehension by administering a questionnaire to 595 college students at a university in China who were randomly selected as the research participants. The participants were asked to fill out an English writing self-efficacy questionnaire and an English writing psychological anxiety questionnaire. Both writing self-efficacy and writing apprehension were measured with the use of two different questionnaires. B. Li (2022) stated that, in general, college students have a mild degree of emotional apprehension in writing in English, and they also have a reasonable level of self-efficacy in English writing. In addition, a negative correlation was found between students' self-efficacy in English writing and their level of psychological apprehension.

Although some previous studies found no correlation between students writing apprehension and writing achievement (Khelalfa, 2018; Hartono, 2012). Albeit a significant body of work has been devoted to examining how students' levels of writing apprehension affect their overall writing ability. The prior studies that were carried out in the past on language learning in the context of writing performance have shown that writing apprehension may have a detrimental effect on the writing performance of learners (Faigley, Daly, & Witte, 1981; Lee & Krashen, 1997; Zhang, 2011; Erkan & Saban, 2010; Choi, 2013; Hussein, 2013; Rehelmi, 2020).

For example, Rehelmi (2020) examined the connection between apprehension and writing achievement and researched the effect of apprehension in writing on students' writing performance in the English department in Indonesia. A total of 102 students participated as subjects in this investigation. The data collection process used a questionnaire on writing apprehension and a writing test. There was an inverse correlation between the students' overall degree of writing achievement and the amount of writing anxiety they experienced. This suggests that the overall writing performance of the students would decline in proportion to the degree to which they feel pressure when writing.

3. Writing Motivation

Gardner (1985, p. 10) referred to motivation in language learning as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.” Students’ learning objectives and their level of performance are influenced by their level of motivation. Since students need to be motivated in order to attain their goals, motivation is a crucial component of writing teaching. Also, motivation is a significant result of writing instruction as an essential component of ongoing education (Bruning & Horn, 2000). Thus, a substantial contributor to students' overall writing skills is the motivation to put pen to paper (Pajares, 1996). Furthermore, what influences a student's decision to begin and stick with writing tasks can be divided into internal and external factors (Wright et al., 2019).

As Wright et al. (2019) said, Internal elements, for instance, motivation, self-efficacy, and confidence in someone's own writing ability, come from within the person. External factors are those that arise from outside the individual. These elements often connect an individual's opinions, values, and attitudes about writing. For example, students with strong self-efficacy and trust in their writing capabilities are more prone to approach writing activities passionately and carry them out effectively. This is because the students believe in their ability to write well, while teacher expectations, the essence of the writing task, and the availability of resources and assistance are examples of external factors. A student's choice to engage in writing activities and dedication to completing them may be significantly influenced by the above criteria. For example, students may be encouraged to do more and take their writing seriously if they have an encouraging teacher who provides clear directions and feedback (Wright et al., 2019).

Ryan and Deci (2000) claim that, in the context of writing, doing something because it makes you joyful or presents a challenge is an example of intrinsic motivation; praise, threats, or rewards are not part of intrinsic motivation. An individual's intrinsic motivation may be described as the desire to do an action out of their own free choice and a desire to experience positive emotions and a sense of personal challenge. In contrast, a person's level of extrinsic motivation may be measured using extrinsic criteria, such as rewards, scholarships, university admissions, and prospective employment opportunities (Liu, 2020; Siska, 2021).

According to Payen (2012) that students who do not feel motivated to write would find it challenging to participate in academic writing tasks. These learners might as well demonstrate great levels of anxiety in writing, poor levels of self-efficacy in writing, and a deficiency in both self-regulation and self-determination.

In the field of research on writing motivation, relatively little effort has been directed into investigating the connections between different degrees of motivation and different levels of performance (Ling et al., 2021). Despite this, students' interest in writing has been reflected in some studies in the grades they get for writing assignments while they are studying a second language. A study by Lo & Hyland (2007) investigated how intrinsic motivation can enhance students' writing achievement. They noticed that students' interest in the subjects they were writing about boosted even the lowest performers' writing abilities.

Juni Pratiwi, Aridah, and Pratiwizamruddin (2022) carried out research in Indonesia to investigate the extent to which there is a connection between students' motivation levels and the achievement of their written work. The target participants were the sixth semester learners in the English Department at Mulawarman University; however, only 25 individuals served as the study's sample. The questionnaire on academic writing motivation developed by Payne (2012) was distributed to students via a Google Form and served as the research instrument for their study. After that, the researcher asked the lecturer for the score documentation of the Advanced English Writing course to measure the participants' degree of achievement in writing. For the purpose of knowing how closely related the two variables were, the researcher used a Person Product Moment Correlation analysis. And according to the research findings, there is a strong connection between writing motivation and achievement in writing.

In another study by Cahyono & Rahayu (2020), They evaluated how effectively English Language students can write in addition to the degree to which they are motivated to write. In addition, it researched the disparities between the levels of writing motivation and writing achievement displayed by both male and female students. A total of 55 college learners took part in this investigation; 17 of these students were female, and 38 of these students were male. These students were all attending an Indonesian university's English Department and all enrolled in the same essay writing class. The student's level of writing proficiency was determined

by having them complete two different sorts of essays on separate occasions as part of the assessment process. A questionnaire on writing motivation was used to assess the level of the student's motivation. The data was analyzed with Pearson test analysis which was used so that a correlation study could be conducted between the level of interest that EFL students had in writing and their level of ability as writers. In addition, the T-test was used to investigate the extent to which male and female students differed from one another in regard to both their amount of writing performance and their motivation to accomplish a writing task. The findings of the investigation revealed a favorable association between a student's motivation to write and their level of writing proficiency. Thus, EFL students with greater writing motivation had more excellent writing skills.

In the Turkish context, Sığümlü, Mutlu, and Çinpolat (2019) conducted research to find the connection between the degrees of writing motivation and written expression skills. They used a quantitative research approach, correlational. Two hundred thirty students from three different secondary schools were recruited to participate. The participants were selected through a convenient sampling approach to participate in the research. The instruments they used to collect data were the writing motivation scale with a 3-point Likert type, the writing assessment form, and personal information questions. According to the results of this research, students who reported high levels of writing motivation also reported high levels of writing evaluation.

E. Review of Related Empirical Research on the correlation Between affective variables

In this part, the study reviews prior studies that looked at the correlation between emotional and social factors and writing performance. These investigations were conducted in both an Arabic and a Foreign context.

1. Foreign EFL context

Earlier research (McGettigan, 2008) explored girls and boys in elementary school, comparing measures of writing achievement, self-efficacy, and apprehension. The research aimed to observe the discrepancy in students' opinions of the importance of writing and the variables that affect their writing skills across gender.

Thus, the researcher measured the self-efficacy, motivation, and apprehension in writing of 107 learners from 3 different schools. The researcher used three measures first one is the writing self-efficacy questionnaire, second one is, the writing anxiety scale, and the third one is the writing's perceived value. These three measures were employed under the concept of motivation. And another two tests were used, the attitude and the writing assessment tests; they were done holistically. Both writing apprehension and self-efficacy were shown to impact boys' writing accomplishment scores, whereas only self-efficacy was found to affect girls' writing achievement scores. It may be deduced that there is a significant gap in the accomplishment grades of males and females in terms of their writing that people succeed in writing to varying degrees based on a range of factors.

McGettigan (2008) highlighted how crucial it is for writing instruction to consider these affective aspects since they influence students' writing performance and because these variables are related to how well students write. He adds that Instructors may assist students in developing the skills and self-assurance essential to thrive in writing by encouraging them to trust in their potential to succeed in writing and by diminishing students' dread of the process of writing.

In Turkey, Erkan and Saban (2010) performed research with 188 learners at Ukurova University in Turkey by employing three measures: the writing apprehension questionnaire, a self-efficacy questionnaire, and a questionnaire on writing attitudes. Afterward, each participant was handed an essay on a preset subject, and the subject matter was chosen beforehand. One central point of the research was to measure the association between anxiety in writing in a foreign language and writing performance. The students' overall scores for their writing achievement were determined by combining the grades they got on the compositions with their other writing assignments. The results revealed an association between apprehension in writing and writing achievement and that this association was negatively related.

Singh and Rajalingam (2012) explored how university students' writing apprehension and self-efficacy attitudes impact their writing proficiency level. There were 320 students enrolled at the college. Three measures were presented to all respondents to assess their writing apprehension, writing self-efficacy beliefs, and writing achievement. These respondents' levels of writing fear were determined to be

ordinary. The amount of writing apprehension was inversely related to self-efficacy variables.

Sarkhoush (2013) explored if EFL students' writing performance was related to their writing self-efficacy, writing apprehension, and aptitude writing. The study included 50 IELTS students learning IELTS writing. A writing apprehension scale, a self-efficacy in writing measure, and an attitude toward writing questionnaire were used to gather information. The writing performance was measured with an argumentative essay on a specific topic. The study revealed that writing self-efficacy and apprehension were adversely associated. Furthermore, the findings revealed a good correlation between self-efficacy and writing performance. Ultimately, a relationship was discovered between writing apprehension and writing performance.

Baştuğ (2015) researched students' writing attitudes, writer's block, and writing disposition if it has an impact on their writing effectiveness. Participants were 735 fourth graders from elementary schools. The results indicated that writing success is significantly influenced in a positive way by attitudes and dispositions toward writing. Another significant finding of the research is that writing attitudes and disposition are moderators in the influence of attitudes toward writing and writing disposition on writing achievement.

On the other hand, Blasco (2016) investigated the influence of emotional elements such as writing apprehension, self-efficacy, and metacognitive writing strategies on students' writing skills. Spanish EFL students were invited to participate. The findings suggested a link between writing metacognition and writing self-efficacy. On the other hand, these two elements were inversely associated with students' degrees of writing apprehension.

Chen and Shumow (2017) examined the links between writing self-efficacy, motivation, and writing achievement among Cambodian undergraduate students studying English. Results exhibited a relationship between writing self-efficacy, motivation, and writing achievement.

Wang (2021) examined the relationship between (EFL) students' creative writing performance, achievement motivation, and state apprehension. From seventy-one Taiwanese university students, data was gathered. To evaluate their writing performance, students completed a creative tale writing task and questionnaires on

motivation and apprehension; a significantly negative relationship was observed between motivation and anxiety and between apprehension and creative writing performance. Just anxiety alone could predict writing performance considerably, implying that less nervous students tended to do better on the task.

Siska, Abdul, and Miftah (2021) investigated how motivation, anxiety, and proficiency play a role in the writing processes of university students. The study's design was a correlation; two questionnaires were used as instruments. The writing proficiency was gauged with a writing test consisting of an argumentative text. The research participants were 21 fifth-semester students at a state university. There was no link between writing motivation and writing ability. The motivation to write and the writing proficiency were uncorrelated. While there was no relation between writing motivation, writing apprehension, or writing proficiency, there was a correlation between anxiety and proficiency.

Shehzadia, Shoukatb, and Kharal (2021) study investigated the connection between English writing anxiety, English writing self-efficacy, and English writing performance among Pakistani EFL students, with English writing achievement motivation serving as a facilitator. The study used a quantitative data collection method and collected data via questionnaires. The findings revealed that English writing apprehension and self-efficacy positively relate to English writing performance. The findings also revealed that motivation for English writing achievement moderates the relationship between English writing self-efficacy and writing performance.

Lesiuk and Lynch (2022) investigated the association between students' degree of writing motivation, self-efficacy, and overall writing achievement at a particular school. The research was carried out using a correlational design, and data was gathered from 64 individuals using questionnaires for writing motivation and self-efficacy. For the writing achievement, that data was gathered through English writing examinations that measured their writing. The results suggested that a substantial positive association existed between writing motivation and English writing achievement. While the association between writing self-efficacy and writing achievement was not strong, it was significant in a good way. Additionally, the results demonstrated a robust positive link between writing motivation and self-efficacy. Lastly, writing motivation and self-efficacy positively correlated with

writing achievement. Findings suggested that as students' writing motivation and self-efficacy levels grow, so will their writing achievement levels, which indicates that students will have increased motivational levels overall. Thus, to finish a variety of activities and triumph over challenges students should have a more heightened sense of self-efficacy (Bandura, 1994).

Wu, Yang, Liu, and Liu (2022) investigated the interrelationships between apprehension in English language use, motivation for language learning, and self-efficacy and their overall effect on the academic achievement of students in English language proficiency. Two hundred twenty-three Chinese university students completed a questionnaire on English use apprehension, motivation, self-efficacy, and language orientations; also the study collected the English proficiency level of the participants through two methods: an official English language examination and self-reported evaluations of their competence in overall performance. English use apprehension and motivation noticeably predicted the participants' English achievements and the impact of participants' apprehension towards using English and their orientations towards language learning on their achievements in the English language were found to be reliant upon their level of English proficiency and their perceived self-efficacy in learning English. The role of apprehension and motivation in learning a foreign language is emphasized by such findings.

An investigation performed by (Kurniasih et al., 2022) analyzed the relationship among the various degrees of learners' self-efficacy, motivation, attitude, and apprehension. Additionally, it explored how these affective components contribute to students' achievement in writing. Participants in the research were a total of eighty-one students enrolled in a paragraph writing class. The primary data sources were questionnaires concerning students' emotional aspects and writing grades. According to the findings, only levels of motivation were increased, whilst self-efficacy, attitude, and apprehension were to a modest extent. In addition, the findings of the analysis revealed that, out of the four emotional elements, only motivation was shown to significantly influence the student's overall performance in the online writing class module they were enrolled in.

2. Arabic EFL context

It appears that an adequate number of investigations have been carried out on the writing performance of those learning English as a foreign language. Considering the link between the affective factors, namely self-efficacy, motivation, and apprehension in writing, there hasn't been a considerable amount of research done on it in the Arab world, particularly in Libya Soleimani et al. (2020). Thus, to the research's best knowledge, only two studies were conducted in the Arab context concerning the three affective variables.

An Analysis of EFL Learners in an Iraqi university was carried out by Sabti et al. (2019) to study individual differences in the degrees and the relationship between self-efficacy, motivation, and apprehension in writing within the context of Iraqi students. The participants in the research were 100 students from two Iraqi public institutions. The data collection consisted of using four different instruments: one descriptive writing task to evaluate the student's writing capabilities and three different questionnaires. Students reported feeling significant apprehension in writing, which ultimately contributed to poor writing performance. Also, they found that the stronger the degree of self-efficacy in writing and the drive to attain success in writing, the more outstanding the writing achievement. Moreover, the three affective factors were shown to have a substantial and negative correlation, and two factors correlated positively, writing self-efficacy and writing motivation. It is reasonable to conclude that the affective factors impacted the performance of EFL writing.

In a similar context, Soleimani et al. (2020) provided a well-structured account that explored the association between writing motivation and apprehension, self-efficacy, their overall link with L2 writing performance, and their capacity to identify it. The participants were 129 students from the English language department at the University of Halabja in the Iraqi Kurdistan region. Apprehension, self-efficacy, and emotional intelligence scales were used to collect data. The writing self-efficacy survey was used to gauge students' perceptions about their ability in writing; the writing apprehension survey assessed students' level of apprehension in writing; and the emotional intelligence scale measured students' motivation in writing. Also, participants were asked to write at least one sample paragraph in the form of an essay. The essay had to be at least 300 words long. Then paragraphs were

marked to evaluate participants' performance in writing. The findings indicated that only writing motivation was an essential indicator of writing performance; self-efficacy in writing was not an important indicator of writing performance. Apprehension in writing has been shown to correlate with overall writing achievement negatively. Self-efficacy and motivation levels were shown to have significant relationships with general second language writing performance, and these correlations were found to be relatively strong.

3. Libyan EFL context

Although, in the Libyan context, there is a scarcity of studies conducted researching the affective factors correlation between the three variables. However, two studies investigated one or two affective variables in EFL writing, and these are as follows:

Abdullah et al. (2022b) looked at students from Libya studying in Malaysia and their confidence in their writing abilities in comparison to the apprehension they experience when writing. They used a descriptive survey whereby respondents completed questionnaires. Descriptive statistics were used for the analysis to analyze the data. The results indicated that the participants had medium self-efficacy degrees and written communication apprehension levels. The findings indicated a weakly noticeable association between students' self-efficacy and their fear of writing academic papers.

Abdullah et al. (2022a) same researchers compared the degree of apprehension about writing among male and female Libyan postgraduates attending universities in Malaysia. The research was descriptive in nature, and a self-administered questionnaire was utilized to gather information. Descriptive statistics were used for the analysis; according to the results, most Libyan postgraduate students in Malaysia reported feeling some degree of writing apprehension. However, none reported feeling not anxious about writing. Additionally, there are no noticeable variations between gender in terms of written communication apprehension.

Having studied relevant literature, it can be concluded that affective aspects correlate with each other; self-efficacy in writing, writing motivation, and writing and anxiety; many studies, as indicated by the literature, have shown that these

affective factors correlate with each other, and they affect the writing achievement of students which in turn will impact their overall writing product. Therefore, communicating clearly and concisely in writing is a vital ability for students to master if they want to do well academically and professionally after graduation from school or college. Nonetheless, many students struggle with writing, mainly when the information is conveyed in a language, not their native tongue. For this reason, instructors and educators must have an awareness of the elements that impact writing achievement to assist students in improving their writing abilities; it is necessary to have a better comprehension of academic motivation in language to enhance educational methods that are tailored to this outcome moreover, and to enhance the growth of self-efficacy within students (McGettigan, 2008).

III. METHODOLOGY

A. Introduction

The current chapter illustrates the research study's methodology, encompassing its design, context, those who participated, and data-gathering tools. Furthermore, it illustrates the data gathering and analysis procedure.

B. Research Design

This study was conducted to answer the following research questions:

- Is there a significant difference between males and females in their level of Writing self-efficacy?
- What is the correlation between writing self-efficacy, writing apprehension, writing motivation, and writing achievement?
- Does writing self-efficacy, writing apprehension, and writing motivation impact writing achievement?

Researching the connection between these three independent variables and their relationship with the dependent variable. Thus, the dependent variable in this research is the writing achievement which is being measured as an outcome and which is being or expected to be influenced by independent variables, which are writing self-efficacy writing and anxiety and writing motivation.

Since the researcher was interested in examining the relationship between the abovementioned independent and dependent variables; thus, the researcher opted for a correlational design was chosen for that purpose. The design of correlational research is a method of investigating relationships between variables where the researcher does not exert control or manipulation over any of the variables. A correlation indicates the association's extent and, or direction among the variables in question. Correlation may demonstrate in either a positive or negative direction (Bhandari, 2022).

C. Participants and Settings

The study involved an overall sample of 51 students, comprising 34 females and 17 males. The individuals in question were enrolled as undergraduates in the English language department at the University of Tripoli and were of Libyan origin. The present study employed the convenience sampling method to select the sample group, which consisted entirely of individuals who were native speakers of the Arabic language. The study involved a mixed-gender sample with participants ranging in age from 20 to 23 years. Furthermore, the respondents completed the surveys within the educational setting during instructional periods or class time following obtaining ethical approval from the Department of English Language. The individuals under examination were students in their seventh semester who were registered for the Spring academic term of 2023. As a result, they had completed all of the Academic Writing courses that were offered by the department.

D. Data Collection Instruments

Firstly, demographic items inquired about, gender, and name, then Three data collection tools were used as a data collection method. Additionally, students' final grades in the last semester's writing course were obtained from their course lectures.

1. Questionnaire of English Writing Self-Efficacy

The QEWSE, which signifies the Questionnaire of English Writing Self-Efficacy, was developed by Sun et al. (2022) and is based on previously published research by Bruning et al. (2013) and Wang & Bai (2017). The QEWE measurement involves an overall of twenty-seven items and encompasses four distinct subscales related to the ideation, skill, use of English writing, and self-efficacy for self-regulation. The instrument used for measurement utilizes a seven-point Likert scale, encompassing a range of values from 1 (I cannot do it at all) to 7 (I can do it well).

The construct of self-efficacy for ideation is comprised of three items, while the construct of skills encompasses nine items. Additionally, the use of English writing is evaluated through eight items, and self-regulation is assessed through seven items. For example, the sentence “I can plan what I want to say before I start writing” measures students' self-regulation. And the sentence “I can write a

paragraph in a coherent way” measures the students’ confidence in performing various writing tasks.

Furthermore, in the research performed by Sun, Wang, and Kim (2022), it was determined that the QEWSSE demonstrated a high degree of internal consistency based on Cronbach's alpha coefficients, QEWSSE was 0.95 (all items).

2. Writing Apprehension Test

WAT which stands for the Writing Apprehension Test was developed by (Daly & Miller, 1975). Using a scale that varied from 1 to 5 on a Likert type scale (1 Strongly agree), (2 Agree), (3 Unsure), (4 Disagree), and (5 Strongly disagree), in the beginning, the test questionnaire consisted of 63 questions when it was initially developed. Subsequently, via the use of factor analysis, the total number of items was reduced to 26.

It also contains positive and negative statements all these items’ measures are either evaluation apprehensive, product apprehensive, or stress apprehensive; the positive statements are from all items 1, 4, 5; 7, 8, 13, 16, 18, 21, 22, 24, 25, and 26. For example, the sentence “ I avoid writing” assesses if students are stress apprehensive. And the sentence “Expressing ideas through writing seems to be a waste of time” assesses if students are product apprehension. Then the negative statements are from items 2, 3, 6, 9, 10, 11, 12, 14, 15, 17, 19, 20, and 23. For example, the sentence “ I have no fear of my writing being evaluated ” assesses whether students exhibit evaluation apprehension. Additionally, Daly and Miller (1975) reported the reliability of the test as 0.94.

It should be pointed out that the researcher originally planned to utilize the English Writing Anxiety Scale EWAS (Lee, 2005), a modified version of the Writing Apprehension Test that only employed 15 of the original 26 questions created by Daly & Miller (1975). However, EWAS proved unreliable and was not widely used. As a result, the researcher was granted permission by WAT's developer to utilize it.

3. Academic Writing Motivation Questionnaire

AWMQ stands for Academic Writing Motivation Questionnaire, developed by (Payne 2012); the AWMQ has thirty seven items scored on a 4 point Likert scale

ranging from 0 (Strongly Disagree); 1(Disagree); 2 (Uncertain); 3 (Agree); 4 (Strongly Agree).

It encompasses five sub scales: enjoyment and self-efficacy; these two subscales are regarded as a part of intrinsic motivation. On the other hand, the other subscales are instrumentality and recognition, parts of extrinsic motivation, and the fifth is effort. For example, the sentence “I enjoy writing research papers” measures students' enjoyment. And the sentence “I complete a writing assignment even when it is difficult” measures students' extrinsic motivation. According to the Cronbach reliability coefficient, this questionnaire has a high level of internal consistency of 0.95 (Payne, 2012).

4. Writing achievement scores

In order to measure students writing achievement, the researcher asked for the department's permission to obtain the students' final course grades, in writing courses. Subsequently, students' final grades in the last semester's writing course were obtained from their course teachers. The entire course is rated three credit hours by the standards of the faculty.

The Teachers calculated overall course scores by combining the assessments of the midterm and final tests that were given in the courses alongside the class activities, homework, and projects. Students raw final scores are calculated from numbers to academic ratings; for instance, scores from (50 -64 rated Pass), scores from (65 -74 rated Good), scores from (75 - 84 rated Very Good) and scores from (85 – 100 rated Excellent), and this is according to the internal regulations for studying and exams of the Education faculty.

E. Reliability of the instruments

The Cronbach's Alpha coefficient was utilized to assess the internal consistency and reliability of the measurement tools. The three questionnaires exhibited favorable reliability. Specifically, the Questionnaire of English Writing Self-efficacy (QEWSE) demonstrated a Cronbach alpha value ($\alpha = .930$) across all 27 items.

The Academic Writing Motivation Questionnaire (AWMQ) consisting of 37 items yielded a Cronbach's alpha value of ($\alpha = .878$). The Writing Apprehension Test (WAT) yielded a Cronbach's alpha coefficient of ($\alpha = .821$).

F. Data collection procedure

First, the researcher contacted the English Language Department at the University of Tripoli, Libya, for permission to collect data from students through a survey. After receiving verbal consent from the head of the department, the researcher requested information about lecture schedules so that the questionnaires could be distributed. Subsequently, the questionnaires were forwarded to the English Language Department by the researcher's partner, who helped due to the researcher's absence in Libya. During the spring semester of 2023, more specifically during the month of Ramadan, the data collection was conducted over a period of about two weeks.

The questionnaires were delivered to the department by the researcher's partner. Afterward, one of the instructors assumed responsibility for the instruments, distributed the surveys, and delivered a thorough introduction of the current research to facilitate the participants in producing a deeper comprehension of the topic under assessment, and that the current research is being conducted solely for academic purposes, and the participation of the students will not have any impact on their academic performance. Furthermore, the personal information of the students will remain confidential. Subsequently, the participants provided their permission to participate in the study by completing the questionnaires and engaging in the research. Each survey administered required a time commitment of 10-15 minutes for completion.

Subsequently, the English Language Department notified the researcher about the completion of the questionnaires and the availability of the data to be retrieved. Finally, the researcher informed her partner, who then collected the data and eventually traveled to Istanbul to provide the data to the researcher there.

G. Data analysis procedure

The software known as SPSS (Statistical Package for Social Sciences) was used to perform statistical analysis on the data that was obtained from the questionnaires using QEWSE, WAT, and AWMQ, and there were no missing values. Furthermore, the negative statements in Writing Apprehension Test (WAT), specifically items 2, 3, 6, 9, 10, 11, 12, 14, 15, 17, 19, 20, and 23. These negative items were subjected to reverse coding, wherein a response of "strongly disagree" was assigned a score of 1, a response of "disagree" was assigned a score of 2, and so forth.

For example, an item that asks " I have no fear of my writing being evaluated " was subjected to reverse coding. This implies that a score of 1 was assigned to a response of "strongly disagree," while a rating of 5 was assigned to a response of "strongly agree."

In order to shed light on the data that have been gathered for this research, descriptive statistics were applied to check the overall means and standard deviation. An independent sample T-test was used to investigate the extent to which males and females vary in their self-efficacy of their ability to express themselves through writing.

The Pearson correlation and Multiple regression analysis were used to investigate the connections between the participant's overall level of writing self-efficacy, writing anxiety, writing motivation, and writing achievement.

IV. RESULTS AND DISCUSSION

A. Results

The present research examined the correlation between affective variables, namely self-efficacy, motivation, and apprehension, and their impact on the writing proficiency of Libyan students who are learning English as a foreign language.

Consequently, the first part of this chapter showcases the data results derived from three distinct questionnaires, namely the Questionnaire of English Writing Self-Efficacy, Academic Writing Motivation Questionnaire, and Writing Apprehension Test, in conjunction with writing achievement scores. The data were subjected to analysis and computation using SPSS version 24. Initially, descriptive statistics such as means, and standard deviation were utilized to evaluate the overall outcomes. Subsequently, inferential statistics were employed, including an independent sample T-test to examine gender disparities in self-efficacy and a Pearson correlation test to gauge the association between the independent and dependent variables. Finally, a multiple regression analysis is conducted to determine the extent to which the dependent variable is influenced by each of the independent variables.

The subsequent part of the chapter pertains to the discourse of the findings, addressing the questions stated by the present study and examining their correlation or differences from comparable studies.

1. Descriptive statistics

To measure overall the mean and the standard deviation for the three independent factors, writing self-efficacy, writing motivation, writing apprehension, and writing achievement.

In this study, the mean score of writing self-efficacy was interpreted using the criteria of assessing the mean scores of a 7 point Likert scale (QEWSE), as outlined by Montaña-González and Cancino (2020). Thus, mean scores ranging from 5.1 to

7.0 represents a high level, 3.1 to 5.0 represents a moderate level, and from 1.0 to 3.0 represents a low level of writing self-efficacy.

Also, the study analyzed the mean scores of writing motivation across three levels, namely low, medium, and high, on a 4 point scale using the Academic Writing Motivation Questionnaire (AWMQ). The categorization of values is as follows: low, ranging from 0 to 1.9; medium, ranging from 2 to 2.9; and high, ranging from 3 to 4. The order of classification was proposed by the researcher of the present study.

Regarding writing apprehension, Daly and Miller's (1975) research indicates that a mean score of 60 to 96 on the Writing Apprehension Test (WAT) implies moderate apprehension toward writing. inversely, scores falling within the range of 97 to 130 indicate a low level of apprehension, whereas scores ranging from 26 to 59 demonstrate a high level of apprehension toward writing.

Table 1. Descriptive statistics of the three affective factors

Variable	Mean	SD
Writing Self-efficacy	4.79	0.89
Writing Motivation	2.61	0.42
Writing Apprehension	73.94	10.53

According to the data presented in Table 1, the mean ($M = 4.79$) and standard deviation ($SD = 0.89$) of the students' writing self-efficacy indicate a moderate level of writing self-efficacy. In terms of writing motivation, Table 1 below demonstrates the mean ($M = 2.61$) and standard deviation ($SD = 0.42$) which indicated a medium level of students' overall writing motivation. On the other hand, writing apprehension reported a mean ($M = 73.94$) and standard deviation ($SD = 10.53$) which indicated a moderate level of writing apprehension.

Table 2. Descriptive Statistics for Writing Achievement Scores range

Category	Scores	Frequency	Percent
Excellent	85- 100	2	3.9
Very Good	75- 84	11	21.6
Good	65- 74	23	45.1
Pass	50- 64	15	29.4
	Total	51	100.0

Table 2 presents the descriptive statistics pertaining to the writing achievement scores of the students. These scores reflect the grades obtained by the students in their writing courses. As per the internal regulations of the Education faculty

pertaining to academic study and assessment, students' final scores are converted from numerical values to academic ratings. In particular, the classification of scores is as follows: those within the range of 50 to 64 are designated as Pass, those within the range of 65 to 74 are designated as Good, those within the range of 75 to 84 are designated as Very Good, and those within the range of 85 to 100 are designated as Excellent.

Table 2 further displays the percentage and frequency of academic achievement scores in student writing. According to the findings, the student indicated a percentage of 45.1, corresponding to a score falling within the range of 65 to 74.

Table 3. Descriptive statistics of the writing achievement

Variable	Mean	SD
Writing Achievement	67.92	9.02

Table 3 presents the statistical measures of the student's overall writing achievement, specifically the mean ($M = 67.92$) and standard deviation ($SD = 9.02$). The student's writing achievement is within the range of 65-47, indicating that a good overall level of writing achievement was achieved by Libyan EFL students.

2. Inferential statistics

The study utilized inferential statistics, specifically the Independent Sample T-test, Pearson Correlation, and Multiple Regression Analysis, to examine differences and relationships among the variables.

a. Independent sample T-test

The t-statistic is a measure that offers insights into the statistical significance of the disparity between the means of two groups. On the other hand, the P-value is an indicator of the probability of obtaining a difference in means that is equal to or greater than the observed value. Therefore t test was used to measure whether there is a difference between males and females in overall writing self-efficacy.

Table 4. Difference between males and females in writing self-efficacy

Variable	Male		Female		$t(49)$	P	Cohen's d
	M	SD	M	SD			
Writing self-efficacy	4.55	1.02	4.91	0.81	-1.38	0.17	0.39

According to Table 4, the findings suggest a slight variance in the level of English writing self-efficacy among Libyan EFL participants with respect to gender. Specifically, male participants had an average score of 4.55 (SD = 1.02), while female participants had an average score of 4.91 (SD = 0.81). However, this difference did not reach statistical significance, as indicated by the t-test results, $t(49) = -1.38$, $p = 0.17$). The disparity's effect size was assessed using Cohen's d and yielded a value of 0.39, which suggests a small to moderate effect size.

$N = 51$. Males ($n = 17$) and Females ($n=34$) at a significance level of $p < .05$. Thus, there was no gender difference between males' and females' levels of writing self-efficacy.

b. Pearson correlation moment

A Pearson's correlation analysis was performed to assess the association between the three predictor variables (motivation, self-efficacy, and apprehension) and the outcome variable writing achievement. The interrelation between the three affective factors and the dependent variable was demonstrated in Table 5.

To interpret the (r) correlation this study adopted the interpretation of (Turney, 2022), Pearson correlation coefficient (r) value Strength and the direction either + positive or negative : Greater than .5 Strong, between .3 and .5 Moderate, between 0 and .3 Weak, and 0 No relationship.

Table 5. Correlations between the affective variables and writing achievement

		Writing motivation	Writing self-efficacy	Writing apprehension
Writing motivation	Pearson Correlation	1	.523**	.552**
	Sig. (2-tailed)		.000	.000
	N	51	51	51
Writing self-efficacy	Pearson Correlation	.523**	1	.437**
	Sig. (2-tailed)	.000		.001
	N	51	51	51
Writing apprehension	Pearson Correlation	.552**	.437**	1
	Sig. (2-tailed)	.000	.001	
	N	51	51	51
Writing achievement	Pearson Correlation	.478**	.365**	.227
	Sig. (2-tailed)	.000	.008	.109
	N	51	51	51

In Table 5, the study found that there was a significant moderate positive correlation between writing motivation and writing self-efficacy, with a correlation

coefficient of $r(49) = .52$, and a significance level of $p = .000$. Also, the study revealed a moderate positive correlation between writing motivation and writing apprehension, with a correlation coefficient of $r(49) = .55$ and a significance level of $p = .000$. Similarly, a moderate positive correlation was observed between writing apprehension and writing self-efficacy, with a correlation coefficient of $r(49) = .43$ and a significance level of $p = .001$.

The study also found a moderate positive correlation between writing achievement and writing motivation, as demonstrated in Table 5 a correlation coefficient of $r(49) = .47$ and a statistically significant p-value of $.000$. The findings indicated a moderate positive correlation between writing achievement and writing self-efficacy, as revealed by a correlation coefficient of $r(49) = .36$ and a significance level of $p = .008$. On the contrary, the correlation between writing achievement and writing apprehension was found to be statistically insignificant, as indicated by a correlation coefficient of $r(49) = .22$ and a p-value of $.109$. Although the relationship was a weak positive correlation, but it was not significant. The result of the Pearson correlation statistical analysis is deemed significant at a significance level of $p < .05$, with a two-tailed test.

c. Multiple regression analysis

A Multiple Regression Analysis is employed to determine whether affective factors exert any kind of impact on the writing achievement of students. The writing self-efficacy, writing motivation, and writing apprehension were entered into the regression test as a predictor variable while the students' writing achievement was entered into the regression test as an outcome variable.

Table 6. Model summary of regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 ^a	.252	.205	8.04836

Table 6 of Model Summary assesses if the regression model suits the data, this table includes the R, R², adjusted R², and the standard error of the estimate.

Table 7. ANOVA table analysis statistics of significance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1027.209	3	342.403	5.286	.003 ^b
	Residual	3044.478	47	64.776		
	Total	4071.686	50			

Table 7, the ANOVA table analyses statistics of significance, and if the data match the whole regression model well.

Thus, Tables 6 and 7 present the comprehensive model where in the dependent variable of writing achievement was subjected to regression analysis with the independent variables of writing self-efficacy, writing motivation, and writing apprehension. The obtained R2 value of .252 indicates that the independent variables accounted for 25% of the variability in the dependent variable. The data and the regression model are appropriate to one another well.

The statistical analysis yielded a with $F(3, 47) = 5.286, p = .003$. p-value for this model is 0.003, which is less than the significance level of 0.05. This indicates that the model is significant, this suggests that the model holds statistical significance.

Table 8. Coefficients of the influence of independent variables on the dependent variable

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	40.846	8.846		4.618	.000	23.051	58.641
	motivation	9.261	3.473	.435	2.667	.010	2.274	16.249
	self-efficacy	1.785	1.519	.178	1.175	.246	-1.271	4.842
	apprehension	-1.758	2.994	-.091	-.587	.560	-7.781	4.265

Table 8 of coefficients in multiple linear regression displays the magnitude of influence that each predictor variable has on the dependent variable. Both unstandardized (B) and standardized (Beta) regression coefficients. Unstandardized regression coefficients indicate the degree of a shift in the dependent variable in response to a single shift in the predictor variable. The supplementary numerical values, such as the p-value, provide an indication regarding the level of certainty that can be attributed to the observed effects.

Therefore, Table 8 analysis the coefficients to determine the influence of each independent variable on the dependent variable namely the writing achievement. Thus, the findings indicate that affective factor writing motivation exerts a noteworthy and favorable influence on writing achievement ($B = 9.261$, $t = 2.667$, $P = .010$). In contrast, the results indicate that there is no significant impact of writing self-efficacy on writing achievement ($B = 1.785$, $t = 1.175$, $P = .246$). Similarly, the findings suggest that writing apprehension does not substantially affect writing achievement ($B = -1.758$, $t = -.587$, $P = .560$).

The independent variable motivation has been identified as a noteworthy predictor of writing achievement, as demonstrated by its p-value of .010, and its 95% confidence interval that excludes zero. whereas the statistical insignificance of self-efficacy and apprehension is evidenced by their p-values exceeding .05 and their 95% confidence intervals that encompass zero.

B. Discussion

The central aim of the study was to evaluate the correlation between affective factors and writing achievement among Libyan students who are classified as non-native speakers of English. Additionally, the evaluation of the influence of these three independent variables on the outcome variable of writing achievement was also explored. Furthermore, the study also investigated the variance in writing self-efficacy among male and female subjects. In this section, we discuss the results in the previous section with reference to the research questions.

1. Addressing the first research question

The first research inquiry was whether differences in writing self-efficacy regarding gender exists. Thus, this study found no difference between males and females regarding their writing self-efficacy. This result is consistent with those of (Sun & Wang, 2020; Salem & Al Dyiar, 2014). As indicated in the review of literature the research on gender disparities in writing self-efficacy are still inconsistent since others reported a significant difference while the current study did not. Nevertheless, it is frequently encountered that research studies do not detect substantial differences between males and females in writing self-efficacy. The aforementioned findings suggest that gender may not possess a strong predictor value

with regard to an individual's self-efficacy beliefs in the subject matter of writing. It is reasonable that other factors, such as individual disparities, could potentially have an additional influence as an alternative.

2. Addressing the second research question

Additionally, the second research inquiry was the relationship between writing self-efficacy, writing apprehension, writing motivation, and writing achievement. The current study revealed a positive correlation between writing self-efficacy, motivation, and apprehension, meaning that these three affective factors correlate positively with each other. Furthermore, it has been demonstrated that there's a noteworthy positive association between self-efficacy, motivation levels, and overall writing achievement, and these results are consistent with those of (Soleimani et al., 2020). More particularly, the current study found that writing self-efficacy correlated positively with writing achievement, which is in alignment with (Hetthong and Teo, 2013). Consequently, indicating that self-efficacy in writing can be a reliable measure of overall writing achievement since students in the current reported a moderate level of self-efficacy and medium overall writing achievement.

While some prior research has indicated a notable correlation between writing apprehension and writing achievement (Erkan & Saban, 2010; Rehelmi, 2020), this relationship has been explored in various studies. However, a noteworthy finding from our research is the absence of a significant correlation between apprehension and writing achievement. These results align with the conclusions drawn by (Khelalfa, 2018; Hartono, 2012). Therefore, the findings of this research suggest that self-efficacy and motivation may function as a mediator, which may subsequently impact overall achievement in writing courses. The existence of an enhanced sense of self-efficacy and motivation could assist in lessening the adverse effects of writing apprehension, hence contributing to an enhancement in writing achievement.

3. Addressing the third research question

Lastly, with reference to the third research inquiry on the impact of the affective variables on writing achievement. The results of this study found that the only influencing affective factor out of the three factors on students' writing achievement was writing motivation. The findings of the present investigation align with those of Kurniasih et al. (2022), who investigated the correlation between

learners' self-efficacy, motivation, attitude, and apprehension and their influence on students' writing achievement. Their research revealed that motivation was the only affective factor that substantially impacted students' overall achievement. Furthermore, the current study's results are consistent with the findings reported by Soleimani et al. (2020), who investigated the correlation between writing motivation and apprehension, self-efficacy, and their overall impact on writing performance. Their results suggest that mainly the motivation to write is a crucial determinant of writing achievement. therefore, the current investigation has demonstrated that the students exhibited a commendable degree of writing achievement and a moderate level of motivation toward writing. This suggests that learners writing achievement increases as their motivation increases.

Yet the current study sample size which was 51 students' males and females might have an impact, thus, increasing the sample size may potentially enhance the dependability of the effect size estimation. The increased level of confidence in the results and the increased likelihood of the capacity for generalization of what was discovered to a wider population represent the significant advantages.

It is essential to recognize the need for more research in order to dive deeper into the specific processes and procedures by which self-efficacy and motivation work as mediators in the association between writing anxiety and writing achievement. Thus, this research provides important new insights into the complex interaction of emotional components and their influence on writing ability as a whole in the Libyan context.

V. CONCLUSION AND RECOMMENDATION

A. Summary of the Study

This study investigates the relationship between three affective variables, namely writing self-efficacy, motivation, and apprehension, and their impact on writing achievement among Libyan EFL undergraduate students at the University of Tripoli. The significance of the study and the research questions were presented in the first chapter, which includes the following questions:

1. Is there a significant difference between males and females in their level of Writing self-efficacy?
2. What is the correlation between writing self-efficacy, writing apprehension, writing motivation, and writing achievement?
3. Does writing self-efficacy, writing apprehension, and writing motivation impact writing achievement?

The second chapter, focused on the literature review, provided a comprehensive background on the three affective variables and highlighted relevant studies within our current context. The methodology chapter explained how the study was conducted, utilizing a correlation design. Data was collected from 51 Libyan EFL undergraduate students at the University of Tripoli, including 17 males and 34 females. The data collection process involved administering three questionnaires to measure the affective factors of writing self-efficacy, writing motivation, and writing apprehension. Additionally, writing achievement was evaluated based on the final grades of the student's writing courses.

The fourth chapter presented and discussed the results obtained from the participants through the questionnaires, interpreting the findings. Finally, the last chapter provided an overview of the study, including implications and recommendations for further research.

B. Conclusion

The results obtained from this investigation suggest a noticeable correlation between the participants writing self-efficacy motivation and apprehension. The findings also indicate a favorable relationship between writing achievement and the two variables writing self-efficacy and motivation. On the contrary, it was noticed that no apparent association between writing apprehension and writing achievement among Libyan EFL students. Moreover, the research findings also demonstrated no significant relationship between males and females regarding writing self-efficacy since both male and female students indicated similar writing self-efficacy levels.

The significance of this study lies in its contribution to the existing body of research demonstrated in its focus on the role of writing self-efficacy and motivation as a mediator working within the relationship between writing apprehension and writing achievement within a specific context of Libyan EFL undergraduate students it further adds to the finding that there was no difference in writing self-efficacy with reference to the gender variety so it adds and contributes to the understanding of how self-efficacy works in a different context.

This study offers significant perspectives into some of the emotional factors that potentially impact the effectiveness of writing in this specific environment by looking at these elements within the context of Libyan EFL students. It continues to strengthen earlier research by providing empirical proof that affective factors do impact writing achievement and that students' writing achievement is most strongly influenced by their writing motivation. moreover, motivation and self-efficacy serve as essential factors in regulating the link between writing apprehension and success among Libyan EFL students.

The finding that there are no gender disparities in writing self-efficacy also contributes to the body of knowledge by addressing assumptions or preconceptions which imply differences based on gender in writing self-efficacy beliefs. The aforementioned finding has significance because it challenges the assumption or generalization that there are gender-based variations in writing-related self-efficacy beliefs. This finding suggests that social and contextual variables should be considered significant influencing factors when investigating individual self-efficacy beliefs and how they affect their writing achievement. In other words, it underscores

how vital it is to consider into account the social and environmental aspects while studying and understanding self-efficacy beliefs in reference to writing.

These results pinpoint the importance of fostering self-efficacy and motivation in writing to increase writing achievement levels furthermore the findings suggest that focusing on apprehension alone in the writing context might not be enough to increase writing achievement within this specific context. Overall, this study complements the existing body of current research literature by broadening our knowledge of the importance of self-efficacy and motivation as facilitators in the writing achievement of Libyan EFL students.

C. Limitations

Although this study had some interesting insights regarding a correlation between the three affective factors and writing achievement nevertheless it's quite important to address this research's limitations. First and foremost, the study sample size was quite relatively small end consisting of exactly 51 participants overall consequently this might have an effect on limiting the generalizing of this research results to a larger population. Secondly, this study aimed at the 7th semester undergraduate students age around 20 to 23 this might further influence restricting the generalizing of the results thus future research studies could focus on larger and more varied participants. Additionally, the use of self-reporting questionnaires to gauge the three affective factors might be considered as a limitation, although one must say that these three instruments are frequently used and relevant studies, they might not elicit the student's full experiences. Employing a mixed-method approach consisting of interviews per se as a qualitative data collection may provide a more comprehensible insight of understanding the affective factors and their role in writing achievement.

D. Pedagogical implications

The result of this research has its own vital pedagogical implications for educators, teachers, and policymakers in the field of writing in a foreign language context. First, the significant relationship between writing self-efficacy writing motivation, and writing achievement pinpointed the importance of focusing on

positive beliefs and positive motivation levels of the learners. Thus, teachers and educators should pay attention and they should follow strategies that could increase students' levels of both self-efficacy and motivation, for example giving students opportunities to experience successful writing, such as providing students with tasks that are deemed feasible in addition to providing them with constructive feedback which will lower their apprehension and increase their writing self-efficacy and motivation levels. Focusing on students' interests insert in topics and giving them the opportunity to cooperate and collaborate with each other would further enhance both their motivation and self-efficacy. Secondly, policymakers can provide teachers and educators with training programs to better equip teachers on how to teach effectively to support students with their writing achievement.

Additionally, the lack of gender disparities in writing self-efficacy such as the need to incorporate a teaching and learning environment that encompasses both genders and provides them with equal opportunities to all students. This is the role of the teachers and educators to support both male and female students and encourage them and their learning process into increasing their writing skills, self-efficacy, and motivation levels which consequently results in better writing achievement results.

E. Recommendation

According to the findings of this study, recommendations can be suggested for future studies. Firstly, this study can be replicated with a larger diverse sample so that findings can be more generalizable. Including participants from various linguistic levels with further help to understand the relationship between the effect of factors and writing achievement, with also larger sample we can better understand the effect of gender writing self-efficacy.

Moreover, future research could also examine other factors that might affect the relationship between motivation and achievement in writing, such as in writing instructions and strategies in teaching, that may help educators and policymakers to gain wider insights on how to enhance writing achievement. To gain a better understanding of how affective factors impact writing achievement, researchers could use a research design that combines quantitative and qualitative data collection methods. This may include conducting interviews, observations, and surveys. Such

an approach could provide more comprehensive insights into the correlation between affective factors and writing achievement.

To sum up, this study focused on the correlation between writing self-efficacy motivation and apprehension among Libyan undergraduate EFL students although there have been some limitations still the findings contribute tremendously through existing literature in the context of affective factors and the role of writing achievement. Moreover, the implications shed light on the fundamental importance of catering to positive self-efficacy levels and motivation levels of the learners, and finally, the recommendation provided suggestions on how to replicate the study for further research by helping educators and researchers to better understand on how to enhance the writing skills in the EFL context.

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APPENDICES

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