




Examining the Influence of Writing Anxiety and Writing Efficacy on English Writing Skills among Senior High School Students: Basis for a Writing Intervention Program

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ABSTRACT

Filipinos are globally known for their excellent use of English due to its rooted bilingualism. However, Filipino students often encounter challenges in developing their writing skills in English, and factors such as high writing expectations, reluctance to use English, and inadequate writing practice pose a significant influence. Hence, this study sought to determine the level of Writing Anxiety, Writing Efficacy, and English Writing Skills (EWS) among 365 Senior High School respondents from a Private Institution in the Philippines. At the same time, this study also uncovered the influence of Writing Anxiety and Efficacy towards EWS using a Correlational Research Design. Data Gathered from adapted questionnaires were processed and computed using Median, Interquartile Range, and Ordinal Regression Analysis through Jamovi Software. Results show that SHS students have a moderate level of Writing Anxiety, Writing Efficacy, and EWS (all with a Median of 3). The regression analysis revealed the influence of writing anxiety on EWS with a 0.650 P-value (>0.05) and an estimate of -0.0467, which denotes an absence of a relationship between the variables. Subsequently, the influence of Writing Efficacy on EWS is statistically significant, with a <0.001 P-value (<0.05) and an estimate of 1.9559, which implied a significant relationship. Hence, Writing Anxiety suggests that its presence among learners does not hinder writing performance while Writing Efficacy emerged as a critical determinant of writing proficiency. Based on these pertinent results, interventions that enhance writing efficacy are highly recommended. These programs may include structured feedback formulation, goal-setting strategies, and confidence-building exercises aligned with writing activities.

RESUMO

Filipinos são mundialmente conhecidos por seu excelente uso do inglês devido ao seu bilinguismo enraizado. No entanto, estudantes filipinos frequentemente encontram desafios no desenvolvimento de suas habilidades de escrita em inglês, e fatores como altas expectativas de escrita, relutância em usar o inglês e prática inadequada de escrita exercem uma influência significativa. Portanto, este estudo buscou determinar o nível de ansiedade de escrita, eficácia de escrita e habilidades de escrita em inglês (EWS) entre 365 respondentes do ensino médio de uma instituição privada nas Filipinas. Ao mesmo tempo, este estudo também descobriu a influência da ansiedade de escrita e eficácia em relação ao EWS usando um design de pesquisa correlacional. Os dados coletados de questionários adaptados foram processados e computados usando mediana, intervalo interquartil e análise de regressão ordinal através do software Jamovi. Os resultados mostram que os alunos do SHS têm um nível moderado de ansiedade de escrita, eficácia de escrita e EWS (todos com uma mediana de 3). A análise de regressão revelou a influência da ansiedade de escrita no EWS com um valor de P de 0,650 ($> 0,05$) e uma estimativa de -0,0467, o que denota uma ausência de relação entre as variáveis. Posteriormente, a influência da Eficácia da Escrita no EWS é estatisticamente significativa, com um valor de $P < 0,001$ ($< 0,05$) e uma estimativa de 1,9559, o que implica uma relação significativa. Portanto, a Ansiedade da Escrita sugere que sua presença entre os alunos não prejudica o desempenho da escrita, enquanto a Eficácia da Escrita emergiu como um determinante crítico da proficiência na escrita. Com base nesses resultados pertinentes, intervenções que melhorem a eficácia da escrita são altamente recomendadas. Esses programas podem incluir formulação de feedback estruturado, estratégias de definição de metas e exercícios de construção de confiança alinhados com atividades de escrita.

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Introduction

English Language Skills (ELS) encompass a range of abilities necessary for effective communication in English, consisting primarily of four interconnected macro skills: speaking, listening, reading, and writing. Proficiency in these macro skills is crucial for academic success and professional competence, contributing significantly to an individual's overall communicative ability. De Leon and Singca (2024) emphasized that these skills should not be taught in isolation but rather through integrated instructional methods that reflect real-world communication scenarios, fostering a more holistic development of language proficiency. Such approaches underscore the need to explore various instructional contexts that enhance learners' active engagement with the language, ultimately promoting greater linguistic competence.

Despite the Philippines' historical bilingualism and renowned proficiency in English, Filipino students often encounter particular challenges in mastering English writing skills. Several factors impede their writing development, including limited vocabulary, grammatical errors, struggles in organizing ideas, and affective concerns such as anxiety and low self-efficacy in writing. Almazan and Aragon (2024) observed that Filipino students frequently face difficulties with formal grammar structures, although they experience relatively fewer issues with vocabulary and sentence construction. Furthermore, affective factors like writing anxiety and self-efficacy profoundly impact students' written communication abilities. According to Göncü and Mede (2022), students exhibiting higher levels of writing self-efficacy experience reduced anxiety levels, highlighting that confidence significantly mitigates apprehension during writing tasks. This interplay between emotional states and writing skills underscores the necessity of investigating factors influencing learners' anxiety and efficacy perceptions to develop targeted instructional strategies that improve writing proficiency among Filipino students.

Senior High School students are expected to possess a level of English language skills to navigate their academic endeavors effectively. Students on this level are expected to master about 1500 vocabulary words before progressing to the next level of education (Setiawan & Wiedarti, 2020). However, students at this level must be guided to reduce negative transfer errors rooted from their native language to the target language (Xaioling, 2024). Relatively, there is a need in focusing on enhancing such skills to enable a learner to become language proficient. Subsequently, English writing skills are important for academic success and professional achievement. Excellent writing skills enhance one's critical thinking, analytical

capabilities, self-assurance, and broaden a person's writing repertoire that enable them to be distinguished in educational and professional settings.

Moreover, Writing anxiety can have a significant effect on ELS. Writing Anxiety is a psychological phenomenon characterized by behaviors that hinder an individual's capacity to initiate, work, or accomplish a particular task (Rasool et al., 2023). Factors that lead to writing anxiety include self-confidence in writing, linguistic difficulties, insufficient writing practice, fear of writing tests, and negative feedback (Kirmizi & Kirmizi, 2015). In connection, Writing Anxiety can have a significant impact on ELS of SHS students. Solangi et al. (2021) discussed that anxiety can negatively affect student English Writing skills due to several factors. Pressure and inadequate self-perception can contribute to heightened levels of anxiety that influence how learners express themselves in writing.

Researchers have highlighted that anxiety in academic writing can be influenced by factors such as students' lack of confidence in their proficiency in the use of English (Male, 2018). It is imperative for educators to be aware of this issue and its relationship to language learning and to rely on relevant teaching approaches to manage and eventually overcome this type of anxiety to enhance learners' English Writing proficiency.

On the other hand, Writing Self Efficacy pertains to an individual's ability to perform writing tasks at a given level successfully. It is an assessment to one's writing competence which includes various aspects of writing such as composition, usage of words, and mechanical skills (Lena, et al., 2019). Chen & Lin (2009) emphasized the role of Writing Self Efficacy in predicting possible outcomes for writing performance. This variable poses a significant role in student success in writing. Bai (2022) argued that English writing self-efficacy has a positive effect on students' English Writing proficiency since it reduces anxiety levels and enhances motivation. Moments where students have motivation and confidence in their capacity, they tend to engage with writing tasks that lead them to improved language proficiency.

While previous studies have extensively explored the relationship between writing anxiety, self-efficacy, and writing proficiency, most have focused on university students or learners from diverse linguistic backgrounds, leaving a gap in understanding how these psychological factors influence Senior High School students in the Philippines (Mills, et al., 2025; Zhou et al., 2022). Research highlights that writing anxiety negatively impacts students' writing performance, while self-efficacy serves as a mediating factor that can alleviate anxiety and improve proficiency (Tabari & Goetze, 2024; Choi & Kang, 2024). However, these findings primarily stem from Western or non-Filipino contexts, making it essential to examine these variables within the Philippine educational setting, where English proficiency is both an academic necessity and a pathway to broader opportunities. Additionally, study have indicated that writing self-efficacy and anxiety fluctuate depending on task complexity and students' perceived linguistic competence, reinforcing the need for localized investigations (Demirkol & Demiroz, 2022; Busse et al., 2023).

Given these gaps, this student aims to examine the relationship between writing anxiety, self-efficacy and English writing skills among Filipino SHS students. While foreign literature has provided insights into how anxiety and self-efficacy influence writing performance, there remains limited research exploring the extent of these effects in the Philippine context (Jin 2023; Li, 2023). Furthermore, this study hypothesizes that writing anxiety and self-efficacy have no significant relationship with students' English writing skills. Understanding these psychological factors in a localized setting will enable educators to develop targeted interventions that mitigate writing anxiety, and enhance student self-efficacy, ultimately improving their writing proficiency (Tabari & Goetze, 2024; Choi & Kang, 2024). In addition, this research sought to fill the gap in knowledge on how these psychological factors influence language learning among SHS students. Specifically, this study sought to;

1. Determine the level of Writing Anxiety, Writing Efficacy, and English Language Skills of the respondents; and
2. Identify the relationship of Writing anxiety and Writing Efficacy on English Writing Skills among Senior High School Students.

Methodology

Correlational research design was used to examine the connection of Writing Anxiety and Writing Efficacy to English Writing Skills among Senior High School students in a private institution. This type of design enables the researchers to determine the relationship between the variables. Meanwhile, the respondents of the study are composed of 365 respondents from Grades 11 and 12 computed from a population total of 2162 using the Yamane's Formula.

The researcher obtained approval from the schools' management to conduct the data gathering process of this research. An adapted ESLP 82 Questionnaire: Self-Assessment of English Writing Skills of Marquette (2008), Writing Anxiety Questionnaire used in the research of Cheng Y.S (2004), and Writing Efficacy Scale from the study of Erkan & Saban (n.d) was utilized in this study.

These instruments were adapted by modifying specific items to align with the linguistic and academic context of Senior High School students in the Philippines. The questionnaires maintained their original constructs but were refined to ensure clarity and contextual relevance. The researchers distributed the survey via Google Forms by sharing the link in each class's messenger group chat, allowing respondents to access and complete the questionnaire freely. The following questionnaires are in a five-point Likert Scale form where the following range is interpreted as follows

Frame 1.

The five-point Likert Scale form where the following range is interpreted

Value	Writing Anxiety Questionnaire	Writing Efficacy Scale	Self-Assessment of English Writing Skills
1	Never	Strongly Disagree	Never or almost never true to me
2	Rarely	Disagree	Usually not true of me
3	Sometimes	No Strong Feeling Either Way	Somewhat true of me
4	Often	Agree	Usually true of me
5	Most Often	Strongly Agree	Always or almost always true to me

Data gathered was analyzed using Jamovi statistical analysis software. Descriptive statistics, specifically the median and Inter-Quartile Range, were used to summarize the data. Additionally, to examine the relationships between writing anxiety, writing efficacy, and English Writing Skills, Ordinal regression was employed.

Appropriate ethical considerations were implemented in the study to safeguard the responders. Informed consent was obtained from each respondent before participation, ensuring they fully understood the study's objectives, procedures, and their rights, including the right to withdraw at any time without repercussions. To maintain confidentiality, no personally identifiable information was collected. Responses were anonymized to prevent tracing back to individuals. All collected data were securely stored, with access limited solely to the researcher, ensuring that the information provided was used exclusively for academic purposes. Additionally, measures were taken to protect digital data, including encrypted storage and password-protected access. By adhering to these ethical standards, the study ensured the integrity and security of respondent information throughout the research process. This ensures that the information provided by respondents was used solely for the purpose of the study.

Results and Discussion

This section discusses the pertinent results of the study about the levels and linear relationship between Writing Anxiety, Writing Efficacy, and English Writing Skills.

Table 1
Writing Anxiety Levels of Senior High School Students

Indicator	Median	IQR	Interpretation
While writing in English, I'm not nervous at all. *	3	3	Sometimes
I feel my heart pounding when I write English compositions under time constraint.	4	4	Often
While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	4	4	Often

I often choose to write down my thoughts in English.*	2	2	Rarely
While writing in English, I often worry that I would use expressions and sentence patterns improperly.	4	4	Often
I usually do my best to avoid writing English compositions.	3	3	Sometimes
My mind often goes blank when I start to work on an English composition.	4	4	Often
I don't worry that my English compositions are a lot worse than others'. *	3	3	Sometimes
I tremble or perspire when I write English compositions under time pressure.	4	4	Often
If my English composition is to be evaluated, I would worry about getting a very poor grade.	4	4	Often
When I write in English, my ideas and words usually flow smoothly. *	3	3	Sometimes
I do my best to avoid situations in which I have to write in English.	3	3	Sometimes
My thoughts become jumbled when I write English compositions under time constraint.	4	4	Often
Unless I have no choice, I would not use English to write compositions.	3	3	Sometimes
I often feel panic when I write English compositions under time constraint.	3	3	Sometimes
While writing in English, I often worry that the ways I express and organize my ideas do not conform to the norm of English writing.	4	4	Often
I'm afraid that the other students would deride my English composition if they read it.	4	4	Often
I freeze up when unexpectedly asked to write English compositions.	3	3	Sometimes
I would do my best to excuse myself if asked to write English compositions	2	2	Rarely
When I write in English, my mind is usually very clear. *	3	3	Sometimes
I don't worry at all about what other people would think of my English compositions. *	3	3	Sometimes
I usually seek every possible chance to write English compositions outside of class. *	3	3	Sometimes
I usually feel my whole body rigid and tense when I write English compositions.	3	3	Sometimes
I'm afraid of my English composition being chosen as a sample for discussion in class.	3	3	Sometimes
I usually feel comfortable and at ease when writing in English. *	2	2	Rarely
I'm not afraid at all that my English compositions would be rated as very poor.*	3	3	Sometimes
Overall	3		Sometimes

Note: *items that are scored in reverse.

Writing anxiety, characterized by the avoidance of writing stemming from dread of assessment and possible failure, can substantially diminish students' performance and self-assurance in their writing skills, especially in high-stakes contexts. The findings in a self-assessed Writing Anxiety questionnaire indicate a moderate degree of writing anxiety among

students, as demonstrated by an overall median of 3, signifying that the majority of respondents "Sometimes" encounter worry when writing in English. High scores were observed in items related to situational pressures, such as "I feel my heart pounding when I write English compositions under time constraints" and "If my English composition is to be evaluated, I would worry about getting a very poor grade," both with a median of 4 ("Often"). The findings indicate that evaluative contexts and deadlines exacerbate anxiety, potentially undermining students' performance and confidence in English writing. MAKINDE (2023), Huerta et al. (2016), and Pham (2004) emphasized that students often experienced significant stress levels in the timely submission of assignments which often led to heightened anxiety levels and production of lower quality writing output.

Moreover, lower anxiety levels were recorded for items such as "I often choose to write down my thoughts in English" and "I would do my best to excuse myself if asked to write English compositions," both with a median of 2 ("Rarely"), demonstrating a readiness to participate in writing activities in the absence of external pressure. Furthermore, the disparity between high and low results emphasizes the role of external factors on students writing anxiety. While many learners exhibit general willingness to write in English under normal circumstances, high pressure situations poses significant level of stress. The item "My mind often goes blank when I start to work on an English composition," which scored a median of 4, highlights the influence of anxiety on student's ability to initiate the writing process. This result imply that writing anxiety is context-dependent and intensified when stakes are perceived to be higher. This result is similar to the findings of Wahyuni et al. (2019) and Rabadi & Rabadi, (2020) where students experienced moderate to high levels of writing anxiety with external factors such as topic choice and linguistic difficulties are prominent sources of stress. The cumulative evidence indicates that, despite the fact that students may have the inclination to write, the presence of external pressures significantly impacts their anxiety levels and, consequently, their writing performance.

Table 2 presents the self-efficacy ratings of the respondents in various writing skills. The questions cover writing competencies, including generating ideas, the use of appropriate styles, spelling, punctuation, and time management. The results shows a moderate degree of Writing Efficacy as assessed by the respondents with an overall Median Score of 3 that reflects a neutral stance or "No Strong Feelings Either Way" on most indicators. Areas with the highest ratings include spelling, punctuation, and editing for grammar structure with a Median of 4 (Agree). These results implied that students are confident in their ability to manage technical aspects of writing including accuracy in structure and proper mechanics. On the other hand, indicators with lower ratings such as justifying ideas in compositions, linking ideas effectively, and using complex language highlight challenges of the respondents in higher-order writing

skills which connoted a gap between basic writing proficiency and the ability to produce sophisticated compositions.

Table 2
Writing Efficacy of Senior High School Students

Indicators	Median	IQR	Interpretation
I can write interesting and appropriate response to a given topic.	4	1	Agree
I can easily cover all the information that should be dealt within a given topic.	3	1	No Strong Feelings Either Way
I can use appropriate style to the task.	4	1	Agree No Strong Feelings
I can easily match style with topic.	3	1	Either Way No Strong Feelings
I can generate ideas to write about easily.	3	1	Either Way No Strong Feelings
I can think of ideas rapidly when given a topic to write about.	3	1	Either Way No Strong Feelings
I can write on an assigned topic without difficulty.	3	2	Either Way No Strong Feelings
I can easily find examples to support my ideas.	3	1	Either Way No Strong Feelings
I can justify my ideas in my compositions.	3	1	Either Way No Strong Feelings
I can write grammatically correct sentences in my compositions.	3	2	Either Way No Strong Feelings
I can use complex language in writing without difficulty	3	2	Either Way No Strong Feelings
I can produce error free structures.	3	2	Either Way
I can spell very well.	4	1	Agree
I can use the punctuation correctly.	4	1	Agree
I can edit my compositions for mistakes such as punctuation, capitalization, paragraphing.	4	1	Agree
I can easily use structures I have learned in my class accurately.	4	1	Agree
I can link ideas together easily.	4	1	Agree No Strong Feelings
I can use transition words correctly to make my compositions a better one.	3	1	Either Way
I can use connectors correctly to make my composition a better one.	4	1	Agree No Strong Feelings
I can use a wide range of vocabulary in my compositions.	3	1	Either Way
I can use synonyms in a composition rather than repeating the same words over and over again.	4	1	Agree No Strong Feelings
I can write a brief and informative overview of a given topic.	3	1	Either Way No Strong Feelings
I can manage my time efficiently to meet a deadline on a piece of writing.	3	1	Either Way
I can rewrite my wordy or confusing sentences to make them clearer.	4	1	Agree

I can extend the topic to fit in a given word limit.	3	1	No Strong Feelings Either Way
I can choose and defend a point of view.	3	1	No Strong Feelings Either Way
I can make long and complex sentences.	3	1	No Strong Feelings Either Way
I can fulfill a writing task without difficulty within a given time limit.	3	2	No Strong Feelings Either Way
Overall	3		No Strong Feelings Either Way

Moreover, the gap between high and low results highlights students' skills towards essential writing skills while uncovering weaknesses in generating, organizing, and expressing complex ideas. This result implies that while students are equipped to produce technically correct work, they may struggle with tasks requiring creativity, critical thinking, and conceptual integration. In line with this, Academic writing competence is significantly influenced by their critical thinking skills and cognitive development which is critical in producing quality output (Beh & Ganapathy, 2021). However, students often encounter challenges in organizing and expressing their ideas, which are often related to the lack of motivation and engagement in the process of writing Saddhono et al. (2018) noted that students' motivation plays a crucial role in their writing performance while low motivation can lead to difficulties in producing quality written work. This motivation is intertwined with teachers role in the process of providing feedback. Oliva (2020) and Amhar et al. (2022) both emphasized the role of feedback in improving overall writing dkilld of students emphasizing tharat students who receive enough guidance tends to perform bettwe in writing tasks that requires deep cognitive engagement.

Table 3
English Writing Skills of Senior High School Students

Indicators	Median	IQR	Interpretation
I can write a good academic paragraph	3	1	Somewhat true of me
I can write a clear topic sentence that identifies the topic and controlling idea of a paragraph.	3	1	Somewhat true of me
I can logically organize my ideas when I write a paragraph.	3	1	Somewhat true of me
I can logically support and develop my main point when I write a paragraph.	3	1	Somewhat true of me
I can write using an academic style and tone.	3	1	Somewhat true of me
I can use appropriate vocabulary and word forms to effectively communicate with the reader.	3	1	Somewhat true of me
I can use a variety of sentence structures.	3	1	Somewhat true of me
I can use appropriate spelling, capitalization, and punctuation.	4	1	Usually true of me
I can write an accurate summary of information that I have read in English.	3	1	Somewhat true of me

I can write an accurate paraphrase of information that I have read in English.	3	1	Somewhat true of me
I can write accurate quotations in English.	3	1	Somewhat true of me
I can write a good academic research paper.	3	2	Somewhat true of me
I can write a good introduction for an English essay.	3	1	Somewhat true of me
I can choose an appropriate academic research topic	3	1	Somewhat true of me
I can choose an appropriate research question to help guide my research process.	3	1	Somewhat true of me
I can write a clear thesis statement that identifies the topic and controlling idea of an essay.	3	1	Somewhat true of me
I can write using various patterns of organization (e.g. process, comparison, cause, effect).	3	1	Somewhat true of me
I can use a logical arrangement of paragraphs to support and develop my thesis statement.	3	1	Somewhat true of me
I can logically support and develop my thesis with my own experiences and reasoning.	3	1	Somewhat true of me
I can logically support and develop my thesis with paraphrases, summaries, and quotations.	3	1	Somewhat true of me
I can use accurate in-text citations using APA.	3	2	Somewhat true of me
I can write an accurate Works Cited sheet for sources using APA.	3	1	Somewhat true of me
I can successfully conduct library research to locate information to support my ideas.	3	2	Somewhat true of me
I can successfully use internet search engines to locate information to support my ideas.	4	1	Usually true of me
I can write a good conclusion for an English essay.	3	1	Somewhat true of me
I can use a word processing program to type and format my essays in English.	3	1	Somewhat true of me
I can effectively brainstorm to gather ideas before writing.	3	1	Somewhat true of me
I can take good notes on readings and then use them to help support my ideas in my writing.	4	1	Usually true of me
I can write an outline to logically organize my ideas before writing.	3	1	Somewhat true of me
I can revise my own writing to improve the development and organization.	4	1	Usually true of me
I can edit my writing to improve the wording, grammar, punctuation, and spelling.	4	1	Usually true of me
I can effectively write under time constraints.	3	2	Somewhat true of me
I can write quickly in English.	3	2	Somewhat true of me
I can identify problems in my writing and see what should be improved.	3	1	Somewhat true of me
I can use appropriate strategies to fix problems with my writing.	3	1	Somewhat true of me
I can use my own independent thinking in my writing.	3	1	Somewhat true of me
Overall	3		Somewhat true of me

The table presents the self-assessment of Senior High School Students regarding their English Writing Skills. The findings indicate that respondents consistently self-assess their academic writing abilities as moderate, with the majority of indicators being rated as "Somewhat true of me" (Median = 3, IQR = 1). The capacity of students to use appropriate capitalization, spelling, and punctuation, including successfully locating information through the internet through search engines was slightly stronger with a median score of 4 or "Usually true of me". This suggests that while students are confident with the technical aspects of writing and research, they still perceive gaps in more complex or creative components such as developing ideas or refining drafts. The consistency across indicators shows a balanced but moderate degree of self-efficacy in writing and research processes when seen through an interpretive perspective. Respondents express difficulties in areas requiring higher-order thinking, such as logical development of key arguments and independent critical thinking, even while they show a respectable level of competency in basic tasks like accurately citing sources within the text and summarizing material. Despite bilingualism in the Philippines, Challenges such as limited vocabulary, grammar issues, and style usage in writing hinder the development of strong English writing skills (Amalia et al., 2021). It is also observed how the deterioration of English writing Proficiency among Filipino learners has been recorded even before the pandemic (Oducado et al, 2020). Furthermore, Santiago & David (2019) said that the choice of language to be used as a medium of instruction can significantly affect students proficiency in writing.

These findings imply that there is a pressing need for instructional strategies that go beyond the surface-level proficiency of students in academic writing. Meanwhile, the identified strengths in technical skills provide a solid foundation upon which educators can build more advanced competencies, ensuring students are better equipped for academic challenges.

Table 4

The Connection of Writing Anxiety and Writing Efficacy to English Writing Skills of Senior High School Students

Predictor	Estimates	SE	Z	p	Interpretation
<i>Writing Anxiety</i>	-0.0467	0.103	-0.454	0.650	Failed to reject H ₀
<i>Writing Efficacy</i>	1.9559	0.155	12.629	<.001	Reject H ₀

The findings generated by the Ordinal Regression Analysis revealed a contrasting influences of Writing Anxiety and Writing Efficacy on the English Writing Skills of Senior High School Students. Writing Anxiety shows a negative estimate of -0.0467, Z-Test value of -0.454, and a p-value of 0.650 (>0.05) that indicates no significant relationship with Writing Skills. This result suggest that writing anxiety does not significantly hinder English Writing Skills. One possible explanation is that while anxiety may create discomfort, it might not always translate into reduced execution. The evidence aligns with the findings suggesting a minimal negative correlation between writing anxirty and writing skills, emphasizing the role of

contextual and individual factors in shaping this relationships. Kırmızı and Kırmızı (2015) highlights the importance of peer feedback and supportive environments that can mitigate the effects of writing anxiety. Similarly, Astrid et al. (2019) and Fan (2024) argued that writing anxiety does not always correlate with poor execution, as some students maintain adequate performance despite high anxiety. Li (2022) and Zhang (2019) further noted the complexity of this relationship, attributing its variability to factors such as the nature of anxiety (domain-general or skill-specific) and individual differences.

On the other hand, Writing Efficacy exhibits a strong positive influence with an estimate of 1.9559, a highly significant Z-value of 12.629, and a p-value less than 0.001 (<0.05). This result underscores the critical role of students' confidence in their writing abilities in shaping their performance. The high statistical significance indicates that writing efficacy is a strong predictor of English Writing Skills which implies that students who believe in their capacity to write effectively are more likely to exhibit better writing proficiency. This results aligns with Bulut (2017) that highlights that students with high self-efficacy beliefs achieve better writing outcomes due to their positive perception of writing. Similarly, Raoofi et al. (2017) demonstrate a strong link between writing proficiency and self-efficacy, underscoring the crucial importance of self-belief in achieving writing success.

Meanwhile, Sari and Setyowati (2021) underscore the combined impact of self-confidence and effective teaching strategies in boosting writing abilities. Additionally, Prat-Sala and Redford (2012) present evidence demonstrating that self-efficacy directly affects performance in writing activities, especially in essay composition. Mitchell et al. (2017) further emphasize the importance of discipline-specific environments that can enhance self-efficacy, subsequently improving proficiency among learners.

These findings suggest several educational implications. The weak and non-significant relationship between writing anxiety and writing skill suggests that interventions focusing solely on reducing anxiety may not substantially enhance writing outcomes. Instead, Educators should be prioritized to build writing efficacy using providing constructive feedback, setting attainable writing outcomes, and fostering a supportive environment that encourages skill development. Programs that aimed to boost students' confidence could yield substantial improvements in writing performance, thus equipping them with essential skills for academic and professional success.

Final Considerations and Conclusion

The analysis of the influence of Writing Anxiety and Writing Efficacy on English Writing Skills revealed pertinent results that shed light on this critical area in language learning. While Writing Anxiety exhibited no significant influence, suggesting that its presence

among learners does not necessarily hinder writing performance, Writing Efficacy emerged as a critical determinant of writing proficiency. These findings emphasized the importance of self-confidence and belief in one's writing abilities as key factors that drive academic writing success. This study adds to the growing body of evidence that supports the vital role of writing efficacy in fostering writing competence. It shows that fostering students' belief in themselves significantly improves their writing proficiency, regardless the presence of writing anxiety. This indicates that the variability in the association between these psychological traits and writing outcomes may be dependent upon broader contextual factors, including pedagogical strategies, feedback systems, and learning environments.

Furthermore, it is recommended that educational institutions implement targeted interventions that enhances writing efficacy. These programs may include structured and individualized feedback mechanisms that provide students with specific, actionable guidance on improving their writing. Additionally, incorporating goal-setting strategies, such as personalized writing improvement plans, could help students build confidence by allowing them to track their progress over time. Confidence-building exercises, such as peer review workshops and scaffold writing assignments, could be integrated into the curriculum to provide students with a supportive environment for developing their writing skills. Educators can also employ metacognitive strategies such as reflective journals, to help students become aware of their writing strenghts and areas for improvement.

Future researchers may explore the contextual and individual factors that mediate the relationship between Writing Anxiety, Writing Efficacy, and English Writing Skills. Specifically, studies could investigate how linguistic exposure and prior writing experience influence the development of writing efficacy. Additionally, examining the efficacy of various instructional strategies in fostering writing efficacy in different educational contexts, such as differentiated instruction, gamification, and technology-assisted writing intervention, would provide practical guidelines for improving teaching practices. Such initiatives can introduce evidence-based interventions that holistically address writing needs.

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