

JIMMA UNIVERSITY



COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**THE RELATIONSHIP AMONG EFL STUDENTS' WRITING SELF-EFFICACY,
GENDER, AND WRITING STRATEGY USE: THE CASE OF GRADE 11 STUDENTS
IN SELECTED SECONDARY SCHOOLS IN JIMMA TOWN**

BY

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Gender, and Writing Strategy Use: The Case of Grade 11 Students
in Selected Secondary Schools in Jimma Town**

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DECLARATION

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Abstract

The aim of the present study was to explore the relationship among EFL students' writing self-efficacy, gender and writing strategy use of grade 11 students of Jiren and Geda secondary schools in Jimma town (N=403). The study first investigated the relationship between gender and writing strategy use, then examined the relationship between writing self-efficacy and writing strategy use, whereas to find out the correlation among sources of writing self-efficacy varies as a function of gender was examined. Systematic random sampling techniques was used to select students from the sample secondary schools, and the data was analyzed quantitatively. Data were gathered by means of a writing self-efficacy and a writing strategy use questionnaire. In the statistical tools such as (descriptive analysis, correlation coefficient, independent sample t-test and multiple regression analysis) were employed. The results of Pearson correlation analysis showed that there was significant and strong positive relationship between writing self-efficacy and writing strategy use. The correlation coefficient indicated that there was positive, but non-significant relationships, between gender and writing strategy use. However, the finding of this result revealed that, female students surpassed male students in their writing strategy use. Besides, the revising strategy was most frequently used whereas the pre and while writing strategies were least used regards with both male and female students. So, both male and female students displayed approximately similar frequency use of writing strategies. Therefore, there was no significant relationship between gender and writing strategy use. On the other hand, the descriptive analyses and independent t-test for the full sample indicate that writing self-efficacy sources collectively predicted students' writing self-efficacy and writing strategy use. It was, however, only mastery experience, vicarious experience and social persuasion, while physiological state was controlled, which could statistically significant, predict writing self-efficacy and writing strategy use. Others, except for physiological state for writing self-efficacy, also, though non-significant, could modestly influence students' writing self-efficacy and writing strategy use. In the other phase of the investigation, mastery experience and social persuasion, among the four sources, accounted for the greatest proportion of the variance in writing self-efficacy and writing strategy use for male and female students.

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Acronym

CAC: Center Academic Committee

CGS: Council of Graduate Studies

MT: Multivariate Test

EFL: English as a Foreign Language

ERC: Ethics Review Committee.

SILL: Strategy Inventory for Language Learning

SPSS: Statistical Package for Social Sciences

TEFL: Teaching English as a Foreign Language

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Writing skill is an essential skill which includes all knowledge and abilities to express one's ideas through the written characters in learning English as a foreign Language. Some researchers believed that “learners’ success is related to their writing ability” (Lerstorm, 1990). Lipstein and Renninger (2007) on their part stated that successful learners develop a better understanding of writing skill, set writing goals, and use different writing strategies.

English as a foreign language writing is complicated and time-consuming and demands considerable concentration, effort, and perseverance. According to Hayes (2000), the cognitive process theory of writing is a communicative and generative endeavor to which both cognitive and affective factors contribute.

On the other hand, Hayland (2008) explained that “the writing objective of writing skill in English is to enable students to produce an accurate and appropriate English written text”. In order to attain good writing skills, students can use appropriate writing strategies to help them to become successful writers. According to Woodrow (2011) & Zhang (2018), many EFL students have little confidence on their writing ability which may negatively affect their writing strategy use.

Learning to use writing strategies effectively is essential for constructing meaning in students' writing and as a trial to change students' passive attitudes towards writing into a positive one. Many EFL students find writing the most difficult area of language. In the meantime, teachers also find it hard to assist students in producing pieces of quality academic writing (Abdel-Hack, 2002).The underlying reason can be drawn from several factors, for instance, the inherent complexity of writing skill, students’ limited knowledge of the topic, insufficient practice and inadequate feedback (Anwar, 2000).

More specifically, writing strategy is defined as “the sequence in which a writer engages in planning, composing, revising and other writing related activities” (Torrance et al., 2000, p. 182). According to Ibraimi (2016), writing strategy is “a tool or plan of action the learner

develops to achieve his or her goals and objectives in a writing class. Writing strategies are used effectively to help learners to write and to achieve better result as well as helping them to accomplish the goals of writing”. Consequently, self-efficacy and using writing strategies are assumed to play an important role in the writing process.

Self-efficacy is one of the best predictors of writing ability. Bandura (1986) pointed out that four main factors which are important to influence in learners' self-efficacy: Such as mastery experience prove particularly powerful when individuals overcome obstacles or succeed on challenging tasks, vicarious experience of observing others, social persuasion means encouragement from parents, teachers, and peers whom students trust can boost students' confidence in their academic capabilities, and emotional and physiological states such as anxiety, stress, fatigue, and mood. Thus, teachers need to be aware of students' different learning preferences and uses various writing strategies from which students can choose and that best suit their writing strategies (Berman, 1994).

Some cognitivists view self-efficacy as a person's beliefs about his/her abilities. A person with high self-efficacy beliefs is said to be able to persevere in the face of hardship in performing writing tasks. The idea of self-efficacy was articulated by Albert Bandura. According to him (1993), students perceived self-efficacy encompasses more than beliefs that effort determines performance. Judgments of one's knowledge, skills, strategies, and stress management also enter the formation of self-efficacy (Bandura, 1995: p. 205).

Bandura also said that self-efficacy affects a person's behavior, which further causes him/her to achieve a particular outcome. Self-efficacy affects behavior such that a person with high self-efficacy tends to expend considerable effort when writing tasks and preserves despite, difficulty, thereby achieving good results. On the other hand, students with low self-efficacy tends to expend less effort and give up easily when failing difficulty and consequently achieved less (Bandura, 1997).

According to Bandura (1997, p. 2)“writing self-efficacy is defined as students' ability to perform in writing tasks, and specifically in the context of EFL students' writing self-efficacy and writing strategy use, both male and female students able to write different tasks in English as a foreign language”.

Writing self-efficacy was established within the framework of social cognitive theory. Self-efficacy refers to individuals' perception of their abilities to carry out tasks at specified levels. These personal efficacy judgments can better predict task achievement in comparison with individuals' true abilities (Bandura, 1998).

Related to the theories above, the role of self-efficacy would influence in students' writing ability. In other words, students' self-efficacy also was influential to their writing outcomes in educational performance. Bandura (1995: p. 203) affirmed that, how efficacy affect motivation to learn, effective response to these efforts, and ultimate academic attainment. It is likely that, students who have high self-efficacy tend to anticipate success scenarios while those with deep self-efficacy tend to dwell on pitfalls and anticipate failure. Self-efficacy is domain-specific, and students can have high self-efficacy in some academic areas and low self-efficacy in others, which affects their achievement in these areas (Holmes, 2016: p. 6).

Gender differences are also particularly relevant with EFL students' writing self-efficacy and performance (Hansen, 2009). Previous studies of elementary and middle school children have shown that "girls report higher writing self-efficacy than boys even though boys tend to overestimate their writing ability"(Pajares, 2002). According to Pajares & Valiante et al. (2006) gender difference was associated with task orientation: That is, higher self-efficacy is related to the stereotypical view that writing is a female domain. When task orientation was controlled, gender differences in writing self-efficacy became nonsignificant.

Gender differences in students' writing self-efficacy are often reported, but they were not unanimous. The findings of Wigfield, Eccles and Pintrich (1996) show that during elementary level, boys and girls were equally confident in their writing abilities. However, by the time they were in high school, boys begin to rate themselves to be more efficacious than girls. Similarly, in areas related to arts and languages, female students tend to write tasks better, but the writing self-efficacy of the male students were equally high (ibid.)

Gender differences in EFL writing self-efficacy perception were not analyzed in most of the studies. Pajares and Johnson (1996) found significant differences between female and male students in their writing self-efficacy. Although neither of the studies significant

performance differences in writing composition, both studies found males rating their writing self-efficacy to complete the criteria task higher than the females. The other study by pajares and valiante (1999) found no significant EFL students' writing self-efficacy differences between boys and girls.

The previous research indicated that gender differences in EFL students' writing self-efficacy decline from elementary school to high school. Therefore, the present study would assess the relationship between EFL male and female students' writing self-efficacy and writing strategy use of grade 11 students in some selected secondary schools in Jimma town. The study would examine the contribution self-efficacy in writing skill across male and female students of 11th grade in EFL performance level of writing strategy use in selected secondary school found in Jimma town. Thus, this study aimed to investigate the relationship between EFL writing self-efficacy and writing strategy use with gender differences in Jimma town selected public secondary school.

1.2 Statement of the problem

One of the four language skills which more attention must be paid to is writing. Writing is the major tool by which learners show their knowledge in the target language (TL). According to Hyland (2004), mastery of writing ability has a key importance for all the students to successfully perform writing tasks. As it seems, EFL learners should work hard to develop and improve their writing abilities. Therefore, the main tasks of language learners are promoting their cognitive, behavioral, and motivational engagement through enhancing their self-efficacy. According to Bandura (1986) self-efficacy is learners' beliefs in their capability to succeed and acquire new information or complete a task or activity to an appointed level of performance.

Bandura (1992) believed that there is a difference between students with high self-efficacy and those with low self-efficacy. The learners with high self-efficacy feel confident about finding the solution to a problem because the learners have created an idea to problem solving that has accomplished in the past. They believe that their own competency would show improvement when they work more; the learners expect their success according to

their own attempts and schemes and acknowledge that errors are a process of acquisition. However, low self-efficacious learners believe that they have innate low ability, choose fewer requesting tasks on which they would make few errors, and do not try hard because they believe that any attempt would reveal their own lack of ability. On the other hand, lack of confidence, low self-efficacy and motivation would have destructive effects on learner's capability to write (Sawyer et al., 1992).

Writing is a hard skill to learn and a demanding task as it requires a number of processes that should be performed simultaneously. Berman (1994) shows that EFL students do not use appropriate language learning strategies, especially in writing skill because, they are not aware of enough strategies to use in EFL writing (Yang et. al., 2013). Students' self-efficacy of writing in English would be directly influential to their writing strategy use. Students attribute a physiological condition in writing to an efficacy perception (Muretta, 2004:27). A student who has a strong or weak motivation in learning writing is affected by their writing process and result. Broaddus (2012: p. 48) explained that the strong correlation between efficacy and motivation was clear. Since self-efficacy views are personal, research on the subject is needed in order to explain how people think and feel, and how these beliefs relate to the actions they mobilize (Ritchie 2016, 24).

Some problems could also be found in students' learning writing skills in related to improving writing self-efficacy and using writing strategies in EFL. The study conducted by Pajares (2003) shows that the following items such as grammar usage, word choice, composition and mechanics use of writing skill assess students' confidence in their ability to successfully perform a half-page paragraph or organizing sentences into a paragraph to clearly express a theme. Similarly, Kirmizi, O. (2015: p. 58) indicated that students who have a low level of writing self-efficacy do not have sufficient confidence in the writing skills.

The study conducted by Dawit Amogne (2008) among university students on EFL self-efficacy indicated that, there were direct influence on students' writing self-efficacy had substantial impact on the level of students' attainments in these skills. Hailemariam (2012),

on the other hand, studied problems students face in writing. He identified the difficulty level of the writing tasks and the cause of students' writing problems.

Ineffectiveness of the writing instruction, absence of discussions about the writing strategies in the writing subjects, inappropriate use of the approaches to writing and students' lack of regular writing practice were the major factors for their poor writing performance. Under psychological factors, "students' lack of interest and motivation on writing skill and their negative attitude towards writing are the other factors for their poor writing ability (Habtamu Mulugeta's, 2018).

As a result, these students felt de-motivated and viewed writing as complicated and fruitless activity. When the problem is not handled effectively by the English teachers, the students will remain incompetent in writing skills, and this will definitely affect their chances to perform excellently in universities in the future. Thus, it is very important for the researcher to measure and identify their writing self-efficacy levels, for the writing activities in order to minimize the students' apprehension levels.

Therefore, since none of the above researchers made specifically the correlation between students' EFL writing self-efficacy and writing strategies used by gender differences, there was a gap which has not been touched yet. As a result, this study was designed to fill this gap by investigating points that were related to EFL students' challenge on developing writing self-efficacy in order to identify the sources that influence their self-efficacy and the three stages of their writing strategies used by grade 11 students attended their class in Jimma town during 2021/2022 academic year.

1.3 Research Questions:

- Is there significant relationship between EFL students' writing self-efficacy and writing strategy use of grade 11 students in selected secondary schools?
- Is there a significant relationship between gender and writing strategy use of grade 11 students in selected secondary schools?
- Which domain(s) of EFL students' writing self-efficacy and gender is/are strong predictor(s) of writing strategy use of grade 11 students in selected secondary schools?

Research Hypothesis

The alternative hypothesis

- There is a significant relationship between EFL students' writing self-efficacy and writing strategy use of grade 11 students in selected secondary schools.
- There is a significant relationship between gender and writing strategy use of grade 11 students in selected secondary schools.
- There is a significant relationship among domains of EFL students' writing self-efficacy, gender and writing strategies use of grade 11 students in selected secondary schools.

The null hypothesis

- There is no significant relationship between EFL students' writing self-efficacy and writing strategy use of grade 11 students in selected secondary schools.
- There is no significant relationship between gender and writing strategy use of grade 11 students in selected secondary schools.
- There is no significant relationship among domains of EFL students' writing self-efficacy, gender and writing strategies use of grade 11 students in selected secondary schools.

1.4 Objectives of the Study

The study specifically aimed to:

- Explore the relationship between EFL students' writing self-efficacy and writing strategy use of grade 11 students in selected secondary schools.
- Explore the relationship between gender and writing strategy use of grade 11 students in selected secondary schools.
- Explore as to which domain(s) of EFL students' writing self-efficacy and gender are strong, positive predictor(s) of writing strategy use of grade 11 students in selected secondary schools.

1.5 Significance of the Study

This study provided important insights about the relationship among EFL students' writing self-efficacy, gender, and writing strategy use of grade 11 students in writing academic performance. The researcher believed that the finding of this research would be provide a paramount significance for the betterment of language learning in general and learning EFL. In addition, it also draws the attention of EFL teachers to encourage their students to improve their EFL witting self-efficacy and writing strategy use by finding the ways to enhance their writing self-efficacy experience.

The study would also help policy makers design curricula that cover such strategies to overcome the problems encountered by students in their writing process. It also provided information on the influence of each source has on EFL students' writing self-efficacy. Similarly, the use of writing strategy should explicitly be presented in the curriculum, syllabus and subject materials to make them more familiar to the students among gender differences.

1.6 Scope of the Study

The study is delimited to selected secondary schools in Southwest Oromia Region in Jimma town, Ethiopia. These schools would be randomly selected from a total of six public secondary schools in Jimma town. The study focused grade 11 students of Jiren and Geda.

This study confined to the following variables: EFL students' writing self-efficacy, gender, and writing strategy use. Similarly, the study investigated the relationship among EFL students' writing self-efficacy, gender, and writing strategy use. It also examined the degree of influence if the independent variables have on the dependent variable.

1.7 Limitations of the study

Some of the challenges that encountered during the study were shortage of time and financial constraints. Although the researcher is given the three years period to complete

this study, some minor changes after the pilot study made the time tight to complete the study within the given time frame. In the second place, the financial problems faced the researcher. Despite such challenges she confronted, the researcher has tried her best to manage the above problems and collect the right information that helped to deduce relevant conclusions and recommendations.

1.8 Definition of Key Terms

Self-efficacy can be defined as “people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1994, p. 71).

Writing self-efficacy- is defined as students’ ability to perform in writing tasks, and specifically in the context of EFL students’ writing self-efficacy and writing strategy use, both male and female students able to write different tasks in English as a foreign language (Bandura, 1997, p. 2)

Gender is defined as behavioral, social, and psychological characteristics of male and female (Pryzgoda & Chrisler, 2000).

Writing Strategy: - is defined as “the sequence in which a writer engages in planning, composing, revising and other writing related activities” (Torrance et al., 2000, p. 182).

Writing Strategy Use: -is the variable that separates successful from less successful writers (Arndt et al., 1987).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

As has already been mentioned in the above chapter one, the major aim of this study investigated the extent to which the relationship between EFL writing self-efficacy and using writing strategies among gender differences in grade 11 secondary school students in Jimma town. In order to attain this objective, the researcher explores various literatures which are important to present the major arguments with substantive evidence. As a result, an attempted made to critically review such issues as the nature of writing, the significance of teaching EFL writing, the various contending views on the relationship between EFL writing self-efficacy and writing strategy use correlated with gender differences.

2.1 Definition of Writing: The Concepts

Writing is expressing the feeling, emotion, ideas, perception, thought, etc. that the writer has towards a particular topic using symbols representing the utterances of human language. It is a means of communicating ideas or sending a message via a written form to the receiver who is distant in both time and place. Therefore, the writer demands conventions of linguistic competencies such as word building, morphology, syntax, grammar (word and sentence and textual level), pragmatics (appropriateness of language in a certain situation), discourse (language use and textual knowledge), and sociolinguistic knowledge (style, register, variety, naturalness). On the other hand, writing is the most complex human activity that requires the capture of mental representations of knowledge, and experience of a subject. The Encyclopedia Americana (1985: 558) defined as:

writing is the communication of ideas by means of conventional symbols that are traced, incised dawn, or otherwise formed on the surface of some materials such as stone, metal, bamboo, papyrus, parchment, or paper, ... the only man communicates by means of writing, ... writing gives permanence to men's knowledge and enables them to communicate over great distances. Hence it is a necessary condition of civilization as we know it. The complex society of higher civilization would be impossible without the art of writing.

Accordingly, writing is ultimate skill to be developed in the world that demands high interaction. Writing is a means of communication that enables learners to express their

emotions and understandings on paper, to manage their knowledge and views into confirming thoughts, to be known via clearly composed text. In other words, writing is the performance of making and transcribing words in a form which able to be read and understood. Writing can be said the ultimate tool to transfer knowledge from generation to generation through documenting the facts and experiences a given society. Only human beings have the skill of writing that helps them to communicate using symbols designed to represent their sounds called alphabets. The public website Wikipedia defines writing:

Writing is a medium of human communication that represents language and emotion with signs and symbols.... writing is a complement to speech or spoken language. Writing is a tool used to make languages be read.... relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols.

Writing process is the printing of human interaction using signs and symbols to represent utterances or understandings (The Macmillan Encyclopedia 1981). The process of writing is taught for the purpose of promoting individual students which may help learners in their roles in the community and to improve their skills professionally for the future, in addition, it is a major cognitive difficulty, since it is perceived as a test of memory, language, and thinking ability.

Generally, writing is a language skill in which the writer uses symbols that represent the sounds of a particular language to send or transmit the internal feelings the writer possesses towards a particular idea using writing materials to type the message in order to pass the information to the reader. Writing as it demands the writer to set goals, select audiences, and the ability to communicate with someone distant both in time and places, the composer needs to possess good convictions of the language. Writing has its own purpose for the writer to involve in the writing.

Writing is considered the most difficult skill for native and EFL learners. In acquiring writing skill, the writer goes through some activities such as control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation and the writer must be able

to structure and integrate information into cohesive and coherent paragraph and text (Nunan, 2000).

Some studies have been conducted on the relationship between writing strategies and language performance tasks. Indeed, several variables, such as writing self-efficacy, gender and writing strategy use, have been shown to affect the type and frequency of the language learning used by the EFL learners. Furthermore, some studies have been done on the effect of gender on the use of writing strategies. Many empirical studies shown that women are different from men in language learning strategy use, with women generally using more strategies than men, but not in all cases (Dreyer & Oxford et al., 1996) summarized four studies concerning gender differences in language learning, confirming that females use a greater range of language learning strategies.

According to Zimmerman & Martinez-Pons (1990) discovered that, girls use metacognitive strategies, such as goal setting, planning, keeping records, and monitoring more than boys. 15 out of 50 strategies on the Strategy Inventory for Language Learning (SILL) showed differences between women and men in terms of strategy use, with women using them more frequently, while only one strategy was used more often by men than women. As mentioned before, the purpose of this study is to examine the relationship between using writing strategies use and English language performance tasks. The present study seeks to investigate the relationship between EFL writing self-efficacy and EFL writing strategy use among gender differences in their English language performance tasks (Green and Oxford, 1995).

2.2 Significance of Learning Writing Skill

Communication in human life is the key to create a relationship among people as individuals are dependent on each other for the sake of survival. Here language plays vital role in connecting the world society. Thus, individuals need to master all the language skills helps people as mediator. Writing as a medium of communication plays an important role in peoples' day-to-day life. "The ability to communicate ideas and information effectively through the global digital network is crucially dependent on good writing skills. Writing has been identified as one of the essential process skills in a world that is more than ever driven

by text and numerical data" (Hyland 2003: xii). Thus, writing is not only a skill to be developed by learning in classrooms, but it is must to possess since it helps relate people from anywhere in the world. As a matter of fact, English in Ethiopia is used as a medium of instruction in secondary schools, colleges, universities, and international relations. "Students as EFL learners' needs to develop writing skill since most of their academic activities demand them to write different written tasks such as writing papers, essays or compositions in examinations, taking or making notes during class or studying time, etc." (Alamirew, 2005).

In other words, learners produce their competence through the practice of new vocabularies or new structures to assist them to remember new items of a language. Hedge (2005: p. 95) argued that "successful writing goes beyond producing clear and accurate sentences since learners must be aided to write and express their ideas in the most appropriate and creative way." Classroom writing activities ought to reflect the goal of helping learners to compose all texts that are structural, contextual, and a suitable piece of interaction.

Moreover, the reality people must interact repeatedly is not the ultimate reason to learn writing as EFL students. One writing also encourages the grammatical forms, idioms, and word building while learners have been being taught. Two when students write they become adventurous i.e., they take the risk to go beyond what they just have learned to say. Three as students involved in the writing, they become familiar with a new language.

To sum up, the aim of teaching writing skill because writing is a system of communication which makes learners put their thoughts and or feelings and ideas on a paper, to organize their understanding and viewpoint to make belief arguments, and to convey meaning via a well-constructed text. Students then are expected to focus on syntax, content, grammar, mechanics, organization, word choice, purpose and audience through the writing process of the English language class or out of class practices. To promote appropriate learning, teachers must use various writing strategies that best suits their students to benefit from teaching.

2.3 Gender and Sex

It needs to be said that the words "Gender" and "Sex" are used interchangeably. The difference between these two words has been a frequent topic for debates within research. These two words seem to be simple and are used to explain some of the basic characteristics of human (Pryzgoda & Chrisler, 2000). Simply, "Sex" has come to refer to the biological aspects of being male or female. "Gender" typically refers only to behavioral, social, and psychological characteristics of male and female (Pryzgoda & Chrisler, 2000). Thereby, "when we are talking about sex and gender we think of sex as biological and gender as a social characteristic of human being" (Eckert & McConell-Ginet, 2003).

2.4 Gender and Writing

Language used by people is determined by social classification such as gender, social class, age, ethnicity, education etc. (Muto-Humphrey, 2005). One of the sociocultural factors shaped by students in the process of learning a language including writing is gender. The term "gender" clearly reveals the social and contextual expectations which society puts on part of each gender (male or female) culturally and socially (Kamiar et al., 2012).

One of the factors which seem to be of great importance in dealing with writing and gender is the relationship between EFL writing self-efficacy and writing strategy use identity construction. A growing body of research in the second language writing has been conducted on the social nature of writing rather than its individual or autonomous nature (Belcher & Hirvela, 2001).

That is, writing is a social activity in which writers align themselves in acceptable discourses to express themselves by reinventing ideas and linguistic expressions created by others (Prior, 2001). Gender constitutes part of a writer's multiple identities, investigating how the development of second language writing reflects, affects, or constructs gender identity would provide important insights in educational contexts (Kubota, 2003). It must be noted that the issues of gender in the research fields of second and foreign language education, second language acquisition, and language strategies, language skills have been considered in some recent review articles.

Reviewing studies on language and gender in the broader field of second and foreign language education, Sunderland (2000) synthesizes many publications with a wide range of topics, including language learning ability, motivation/investment, teacher perceptions, learning styles and strategies, classroom interaction, teaching materials, testing, learner identities, masculinities, and pedagogies. Taking a close look at the importance of gender and writing relation, it is helpful to state that the second language writing research may explore gender differences in how boys and girls write differently in EFL with respect to process and product (Kubota, 2003).

These differences, however, should not be conceptualized as fixed traits, but as phenomena contingent on context and power. Research on gender difference in the writing process may consider some issues, such as topic choice, planning, writing, peer editing, and revising; on the other hand, as a focus on product, it may also explore word choice, syntax, discourse organization, audience awareness, and so on (Kubota, 2003).

Eckert and McConnell-Ginet (as cited in Davis & Skitton-Sylvester, 2004) claim that research on language and gender should:

- explain how social practice relates to linguistic structures and system,
- describe the social construction of gender categories,
- consider theories and approaches from other communities of scholarly practice, especially those especially concerned with gender, focus on the rather than (over) generalize (p.387).

A growing body of research has been reported that females are better in academic achievement than boys (Camarata & Woodcock et al, 2006). In her study on fourth and eighth-grade teachers' and students' perspectives on boys' and girls' relative writing competence, Peterson (2000) reported a superiority of girls' writing over boys' writing and girls' writing was considered as more detailed, descriptive, and having greater conformity to writing conventions.

Some studies indicate that girls are more confident in writing than boys (Pajares & Valiante, 2001; Peterson, 2000). Based on some evidence, students' confidence in writing is a

predictive factor of their writing competence (Pajares et al., 1999; Pajares & Valiante, 1999).

Numerous studies have been conducted regarding gender and language learning including writing in Iran. Kamari et al., (2012) in their research on 150 BA students at Islamic Azad University of Ahvaz majoring in Teaching English as a foreign Language (TEFL), compared both genders in terms of proficiency in writing descriptive paragraph and their opinion on paragraph.

The results showed the superiority of writing skill of male students on opinion paragraph essay and superiority of female students on descriptive one. According to findings of Kamari et al., (2012), males are good writers on opinion related- subjects because of their ability in expressing their opinions and ideas.

The data analysis in the study conducted by Jafari and Ansari (2012) on the effect of collaboration and gender on Iranian EFL learners' writing accuracy indicated that the students in the collaborative writing group out students in the control group.

Moreover, based on data, the females in the collaborative group outperformed males in the same group indicating that gender has a pivotal role in Iranian EFL collaborative writing. In another study conducted by Gorjian et al., (2012), they attempted to find out whether critical thinking instruction affect Iranian EFL male and female students' descriptive writing and if there is a significant gender difference in strategy use in the writing performance.

The results showed that critical thinking instruction had a significant effect on improving Iranian EFL students' descriptive writing and there were significant differences on the effective use of critical thinking instructions regarding gender in descriptive writing test performance.

According to Soori and Zamani (2012), students (males and females) use language features (e.g., style of writing) differently. Since men and women speak differently in using different language features, they can write differently as well. However, Soori and Zamani (2012) revealed that most language features were used equally by male and female writers. Furthermore, Jones (2007) reported that about composition process and strategies, there is

scant evidence to support the notion of boys as weak writers. In addition, Peterson (2000) found that girls tend to see themselves as being successful both in their use of writing conventions and writing description. Boys, in contrast, tend to identify appeal and creativity as their writing strengths.

2.5 Self-Efficacy and Writing

Writing self-efficacy means to students' beliefs in their ability to perform written English task successfully. According to Bandura (1995) explained that self-efficacy refers to people's judgment of their ability to organize and execute the course of action required to attain designated goals or types of performance.

Such tasks include composition, correctly punctuating writing and creating grammatically correct samples of writing. At the end of school term, students writing skill and self-efficacy predicted. Overall, students who evaluate themselves as poor writers tend to perform being reluctant to engage in writing works and making brief or incomplete pieces of writing while students with higher writing self-efficacy have been found to complete writing tasks at a higher standard (Bandura, 1994).

In both areas of composition and self-efficacy, researchers have discovered enormous interest in writing self-efficacy, and they have worked the relationship between writing self-belief and writing result in universities; their findings displayed a strong relationship between them (Bruning& Horn, 2000; Pajares, 2003; Pajares& Johnson, 1996).

Pajares and Valiante (2001) examined on 218 fifth grade students about the influence of writing self-efficacy, writing ability, perceived usefulness of writing, and writing apprehension on the essay-writing performance. They discovered that despite the anticipated strong effect of writing ability, self-efficacy beliefs made an independent part to the prediction of performance.

2.5.1 Dynamics of Self-Efficacy

Self-efficacy has three dimensions: magnitude, strength, and generality. As Muretta described that, "First, magnitude describes the level of task difficulty. Second, strength described whether the conviction regarding magnitude is strong or weak. The last, generality describes the degree to which the expectation is generalized across situations" (Muretta,

2004). It means students who have high self-efficacy tend to choose tasks that level difficulty by their ability (level).

Self-efficacy is the basis for students' ability to make a strong effort, even when encountering obstacles (strength). And students who have a high self-efficacy will be able to master several fields at once to complete a task. Students who have a low self-efficacy will learn probably only a few of the areas required to complete a task (generality).

2.5.2 Sources of Students' Self-Efficacy

Self-efficacy, as a key element of social cognitive theory, refers to "beliefs in one 'capabilities' to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). In educational settings, self-efficacy can affect learners' choices of activities, effort expended, persistence, interest, and achievement (Pajares et al., 1996b, 1997; 2008; 2009; 2012; and 2014). Compared with students who doubt their capabilities, those with high self-efficacy participate more readily, work harder, persist longer, show greater interest in learning, and achieve at higher levels (Bandura & Schunk, 1997;2012).

Self-efficacy is a motivational variable in learning, and it seems almost impossible to examine some aspects of human functions such as learning, motivation and academic performance regardless of the role of self-efficacy beliefs of the learners (Pajares & Urdan, 2006).

Bandura (1986) proposed that, within this triadic reciprocity (interaction between three above mentioned factors), individuals are endowed with five capabilities which help them to determine their own action: symbolizing capability, forethought capability, Self-regulatory capability, vicarious capability, and self-reflective capability. Among the five capabilities, self-reflection is the most significant and central capability in determining human behavior.

Self-reflection enables human beings to assess, interpret and self-evaluate their motivation, thoughts and behavior. One of the most powerful arbiters of self-reflection is self-efficacy which isa strong predictor of success (Bandura, 1986).

Bandura (1997) noted that, four sources influence on students' writing self-efficacy which affect the development of self-efficacy beliefs:

A) Mastery Experience

The first and the most powerful source which influences self-efficacy is mastery experience. In the context of EFL learning, it refers to learners' previous successes in a certain area of abilities/skills. That is, learners' grades or scores in previous language courses can heighten or lower their confidence in doing a related language task. For example, people who have experienced successful performance in accomplishing a task, tend to have high self-efficacy, therefore past experiences played a vital role in developing self-efficacy beliefs.

B) Vicarious Experience

The second source, vicarious experience, is when learners observe language performance of others and compare it to their own. When learners observe their friend and peers perform a task successfully; they develop positive beliefs about their own capabilities in performing the task and hence this experience can enhance the student's self-efficacy.

C) Social Persuasion

The third source, social persuasion, helps learners to form personal efficacy when the comments or feedback they receive is interpreted in a positive way. Learners who positively perceive feedbacks tend not to fear mistakes; in addition, they tend to regulate themselves in terms of strategies until they find the strategies which work for them. Encouragement and positive feedback affect self-efficacy. Learners develop high self-efficacy concerning a specific task when they receive encouragement from mentors, advisors, or superiors who are valued for their expertise in the domain assessed.

D) Physiological and Emotional States

The fourth source of self-efficacy is physiological and emotional states. It refers to anxiety or fear affect self-efficacy. Learners who have low anxiety during a task performance, feel at ease and tend to perceive the situation as pleasant, therefore they strengthen their self-efficacy beliefs.

2.5.3 Gender and Self-Efficacy

Gender is something we were born with, not something we have, but something we do (West & Zimmerman, 1987) - something we perform (Butter, 1990). Regarding writing self-efficacy and performing tasks, gender differences are particularly common (Hansen, 2009). Previous researchers about school children have revealed that boys report lower writing self-efficacy than girls, even though boys tend to over-estimate their writing ability. (Pajares, 2002). On writing task, the girls consistently outperformed the boys in studied with the girls and boys had same levels of self-efficacy beliefs. (Wigfield, Eccles, & Pintrich, 1996).

Pajares and Valiante (2001) suggested that these gender differences were tied with task orientation: in other words, writing is a female area when higher female self-efficacy is linked in the stereotypical view. In writing self-efficacy gender differences become vague when task orientation was controlled (Pajares & Valiante, 2001; Pajares, Valiante, & Cheong, 2007). Greene (1999) found that in writing self-efficacy there are not gender differences among college freshmen but in performing tasks there is a difference, in his study about composition the females gaining higher grade than the males. Such findings make the question of whether in gender; age is an unimportant factor in writing self-efficacy when the students enter to the university.

6. Definition of Writing Strategy

Different scholars have been defining writing strategy in different ways. There are also a range of studies on the different aspects of writing strategy. Several researchers have described the concept strategy in various ways. According to Stern (1983, p.405) states that, strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving learning techniques as the term to refer to forms of observable learning behavior, consciously employed by the learner. “Strategy as a process which consciously selected by learners and which may result in actions taken to enhance the learning or the use of the second or foreign language, through the storage, retention, recall and application of information about the language” (Cohen 1998).

The categorization of writing strategies therefore varies as it was depended on the researcher’s definition on writing strategies.” The study of strategies is part of a research

movement called “process writing”, which aims at gaining insight into the mental processes that writers engage in while composing. Within the process tradition composition is viewed as a goal-oriented, cognitively demanding, problem-solving task (Hayes et al., 1996).

According to these researchers, writing strategies in their general view are seen as those procedures employed by the writer to (i) control the operational management of goals, (ii) compensate for the limited capacity of human cognitive resources and (iii) overcome the problems that writers pose to themselves. Furthermore, writing strategies are also defined as conscious decision made by the writers to solve a writing problem. Based on their opinion, in choosing what writing strategies that will be used the user are fully conscious.

Writing strategies are also ways of controlling writing process to produce well-organized production crystallized by high quality. These strategies are cognitive and meta- cognitive procedures used to control the production of written language and to solve problems while writing.

Writers shouldn't be passive when doing a writing task; they should be able to use some writing strategies in a flexible way to be strategic writer. Strategic writing is the ability to monitor and adjust writing during writing process. Writers who are not strategic often encounter difficulties in their writing. Strategic writing is a thinking procedure for producing writing (cognition) or for controlling production (metacognition). Consequently, strategic writing is a link between cognitive and met- cognitive; that is to associate knowledge with thinking.

Strategic writing techniques show writers how to discover their own ideas in a strategic method. The strategy requires an ability to conceive the future and create possibilities. A successful strategy is a mental discipline consisting of broad ranging, flexible and creative thinking (El-Koumy& Calhoun et al., 2003). Some studies have shown that the use of appropriate writing strategies continuously is beneficial in helping the learners to overcome their writing difficulties (Sasaki, 2004; 2012; Mastan et al., 2017).

Therefore, learning strategies are very important in writing since learning strategies to help learners dealing with complex activities in the writing process. Writing strategy is an actions or behaviors that are consciously followed by writers to produce efficient writing.

Writing strategies also refer to a set of mental processes that writers come cross while engaged in writing. It explains how writers approach their writing process, and how they can generate texts. They include pre-writing strategies, while writing strategies, and revision strategies. They are also can be subsumed under the different broad types of writing strategies such as metacognitive and cognitive strategies (Petric and Czar et al., 2003).

Cognitive strategies refer to the strategies that assist the learner to employ the language materials in direct way and may include analysis, note-taking, summarizing, outlining while metacognitive strategies refer to a learner's ability to identify his own learning styles preferences and needs and they include planning for a specific task, gathering, and organizing materials (Oxford, 2003).According to Purpura (1997: p.61) explained that, "metacognitive strategies were a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion".

6.1 Language Learners' Strategy Use and Self-Efficacy

Language learning strategy use has received great attention because it is directly related to learner autonomy or self-directed learning (Dickinson, 1987). Moreover, because strategies are "teachable," and ideally all students can be successful if they learn and use "good" strategies in their learning, numerous studies have been done using various methods with different learner groups, suggesting teaching implications such as diagnosing students' strategy use, having on-going open discussion with students, and training in useful strategies or giving explicit strategy instruction (Graham and Harris et al., 2000). Furthermore, diverse elements were evaluated associated with strategy use, such as language proficiency, motivation, gender differences and ethnicity to test which factor(s) contributed the most to students' use of strategy (Anderson et al., 2005).

Recently, self-efficacy has been an influencing factor, indicating a positive relationship between self-efficacy and language learning strategies use (Gahungu et al., 2010). As Bandura (1986: p. 391) defined as a construct of learner difference self-efficacy is a cognitive construct which comprises people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances and it is important because self-efficacy predicts one's capability of accomplishing tasks and involves participation in the tasks. In the literature, self-efficacy has been proven to have a positive relation with motivation and a negative relation with language anxiety confirming self-efficacy as a factor of impacting students' EFL learning (Pintrich et al., 1999). In addition, studies have reported concurrent findings that high self-efficacy students tended to achieve high level of proficiency. In other words, more frequent strategy users showed higher self-efficacy than less frequent strategy users. Since the frequency of strategy use is proved to be related to achievement, high self-efficacy students tend to achieve high proficiency, too (Gahungu et al., 2010).

Thus, two elements, strategy use and self-efficacy, are important factors for EFL females' and males' grade 11th high school students writing performance. The present study will examine these two factors in relation to the achievement levels of students' learning EFL writing tasks among gender differences.

EFL writing is language proficiency and writing strategies (Mu 2005). Many researchers Arndt et al., (1987), claim that writing strategies use is the variable that separates successful from less successful writers. According to Maarof& Murat (2010: p. 3) found that, secondary school EFL learners were moderate users of writing strategies. The study revealed that the most frequently used writing strategy was the while-writing strategy, whereas the revising strategy was the least used.

The low proficiency and intermediate learners were reported to have differed in the types of strategies used. An implication of the study is that ESL learners need to be encouraged to use a wide range of strategies to improve their writing. In another study on writing strategies of Malaysian ESL undergraduate engineering learners, Ridhuan et al. (2011) found that the learners generally employed cognitive, metacognitive and social strategies to generate ideas and to search for correct words or expressions. Another finding of the study was that the

good learners differed from the weak ones in the number of strategies used, reasons for their use and in how they planned the strategies to solve problems regarding the writing task. This finding is like other studies (Sasaki 2000; Green & Oxford 1995; Kaylani 1996; Lan & Oxford 2003; Oxford 1996; Oxford & Ehrman 1995; Philips 1991) that showed the tendency for proficient learners to use more strategies efficiently than less proficient learners.

Learning strategies, according to Oxford (1990), refer to “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p.80). It is undeniable that in the context of EFL learning, deploying learning strategies will benefit learners to overcome their difficulties. Anitah, et al., (2008), argue that the use of strategies could benefit language learners as it gives significant impact toward their learning English achievement.

Among the four skills, writing is considered as one way to express and measure someone’s English ability; however, it is regarded as the complicated skill which involves many aspects on one’s motivation, cognition, and social side (Raooifi, et. al., 2014). Every learner has different aspects in terms of age, intelligence, motivation, aptitude, attitude, personality, and cognitive styles; those factors distinguish students’ ways of learning, specifically in learning a second or foreign language (Skehan, 1989 cited in Anitah, et.al., 2008).

Beside the individual aspects, gender is also linked to such circumstance. Thus, the selection of ways on learning would greatly affect the students’ success in second language learning (Brown, 2007). Regarding with the teaching four English skills, writing is seen to be the most difficult skill to acquire (Cahyono & Widiati, 2011: p.69).

According to Brown (2007), writing needs micro and macro skills. The first skill requires students master the ability to understand the language structure and vocabulary to express the meaning. The latter relates to language learners’ ability to comprehend the communicative, cohesive and rhetorical functions in writing English. There are some models of writing concerning about the teaching techniques that involve ‘writing as product’, ‘writing as process’, and ‘writing as social activity’ (Miller et al., 1998: p. 341-344).

Writing as product refers to the student's final writing; writing as process consists of some steps of prewriting, drafting, revising, and editing (Gebhard, 1996). Meanwhile, writing as social activity relates to as "an act of communication between writer and reader within an external context" (Miller, 1998: p.343 in Cahyono and Widiati, 2011: p.74).

As a foreign language, producing good writing is seen as complicated process. Moreover, it is limited to time facility when students are not given enough time to practice the writing. Besides, the lack of English vocabulary is also influential to fluently produce writing. To cope with such difficulties, learners should identify and be aware of some ways to ease them learn writing (Cohen & Macaro, 2007).

There are a lot of studies talking about the use of learning strategies to develop the writing skill. In some other sides there have been also studies about the learning strategies deployment and the student's writing proficiency, and often correlates to gender. Oxford (1990) and Kaylani (1996) found that female learners deployed more language learning strategies and get more success than male learners. Similar finding was also confirmed by Aslan (2009).

According to this research, female learners not only deployed more learning strategies but also got higher achievement than males. Besides, he found that there was significant correlation between gender, language learning and English achievement. In Tehran, Kaivanpanah, et. al. (2012) examined the effect of proficiency and gender to the students' communication strategies. It is reported that the language achievement did not give influence on the students' intensive use of learning strategies. Meanwhile, some communication strategies such as asking for clarification, comprehension check, etc. were implemented differently by the two genders.

In the following year, Radwan (2014) investigated the effects of second language proficiency and gender on the language learning strategies choice in Oman. It was found out that the students mostly deployed the metacognitive strategies and used memory strategies least significantly. In terms of proficiency, the skilled students preferred to use cognitive, metacognitive, and affective strategies compared to less skilled students.

The overall strategy use indicated that there was no significant difference between male and female students. Male students used more social strategies, followed by memory, cognitive and metacognitive strategies respectively than female students. In this research, the interest refers to the student's liking for writing English, like or dislike. Interest to writing English influences significantly to the students' choice of the learning strategies (Lan& Oxford, 2003). Some studies reported that the students who like to write English will gain much use of the learning strategies than those who dislike it.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Study Area

This study would be conducted in selected Public secondary schools found in Jimma town Southwest Ethiopia. Jimma town was located at 346 km from the capital Addis Ababa to Southwest direction. It was among the oldest city of Ethiopia established during 1837-1840. It serves as the center of business for the southwest Ethiopia for the last decades due to availability of cash crops such as Coffees, grains and honey. Its astronomical location is 7° 4' North Latitude and 36° 5' East Longitude.

Currently more than 100 schools found in the town including private school of different level, among these 14-secondary school from which 6 of them were public secondary school. This study would conduct in 2 selected public secondary schools found in the town with the focus on grade 11 students in those selected schools.

3.2 Study Design

Descriptive study design employed to conduct this study on EFL student's writing self-efficacy, gender and writing strategy use among grade 11 students found in selected secondary schools in Jimma town. Quantitative approach of data collection method used to collect data from participants. According to Creswell (1994) quantitative research was a type of research that explains phenomena by collected numerical data that are analyzed using mathematically based methods (Sukamolson, 2007).

3.3 Population of the Study

All grade 11 students learning in Jimma town public secondary schools during the period the study population for this research. Among public secondary schools found in Jimma town Jiren and Geda secondary schools were chosen purposively to be sources of study participants. From grade 11 students learning in these two secondary schools 403 students were randomly selected as study participants from the master list of the students.

3.4 Instruments of Data Collection

In this study, two categories of instruments used to obtain valid and reliable data from participants to describe quantitatively. These were writing self-efficacy questionnaire and writing strategies questionnaire.

3.4.1 Writing Strategy Questionnaire

For writing strategy, a questionnaire consisting of statements related to language learning strategies based on one of the four language skills. The questionnaires were adapted from the inventory of Language Strategy use which Cohen, Oxford and Chi (2005) developed. The questionnaires state this format was taken from Oxford's SILL questionnaire. Consequently, a 26-items 5-point Likert scale questionnaire on writing strategy use was adapted from Petric and Czarl's writing strategy questionnaire in their published article validating a Writing Strategy Questionnaire (Petric & Czarl, 2003) with options ranging from strongly agree to strongly disagree. The Likert-scale is defined as an ordinal psychometric response scale primarily used in questionnaires to obtain participants' preferences and measure their attitudes, beliefs, and opinions. This instrument had a strong reliability (Jackson, 2006) and was suitable for this study.

3.4.2 Self-efficacy Questionnaire

The Persian version of self-efficacy Questionnaire validated by Dehghan (2005) used in the study. It is based on O'Neil and Herl's (1998) self-regulation trait questionnaire. It consists of 22-items 5-point Likert-scale questions ranging from strongly agree to strongly disagree, i.e., 1- Strongly agree, 2-Agree, 3- No idea, 4-Disagree, 5-Strongly disagree. The items in this questionnaire were designed to measure four constructs including based on Bandura (1997) major sources of self-efficacy beliefs; these were mastery experience, vicarious experience (provided by social models) social and verbal persuasion and physiological states. Hence, most of the efficacy instruments were standardized and adapted from validated sources.

3.5 Summary of Pilot Study

The pilot study was conducted at Mole secondary school on 20 students who were found in Jimma town. This school was not selected for sample collection. The main purpose for the

pilot study was to get insights for established appropriate design and procedures for the main study which was to check the appropriateness of instruments and overall procedures as well as to make the necessary revisions before they used in the actual data collection. In addition, it also used to check reliability of Likert scale questions to test internal consistency using Cronbach's alpha coefficient. Based on the findings from results of the pilot study, some required changed and modified of research instruments have done before conducted the main research.

3.5.1 Sample Size Determination

To make representative sample for study population, the sample size calculated using single population proportion formula Cochran's (1977) formula by using Epi Info statistical calculation program for cross sectional studies by considering the following assumption, at 95% CI level ($Z (1-\alpha/2) = 1.96$, 5% marginal error, power 80%, since no similar study conducted in the area the researcher used proportion of writing self-efficacy and writing strategy use at $p= 0.5$ and adding 5% non-response rate. The final sample size would be 403 study units.

$$n= Z^2 * p (1- p) /d^2 + 5\% \text{ (expected non-response rate)}$$

$$n= 1.96^2 * 0.5(0.5) / (0.05)^2$$

$$\text{Adding 5\% non-response rate } 384*5\%=19$$

$$\text{The final sample size will be } 384+19=403$$

3.5.2 Sampling Procedure

Multistage sampling technique used to select the study participants. First, two secondary schools would be selected purposively from the total of six public secondary schools found in Jimma town (Jiren and Geda Secondary Schools) based on the number of current academic year grade 11 student enrollment and anticipated number for the next academic year disaggregated by gender. Then, further stratification would be done to select sample classes in each school based on the number of students in both schools. Finally, systematic random sampling technique applied to select students in each class from the attendance list of students' numbers once disaggregated by gender proportionally according to allocated number of sample size at both schools (Figure 1).

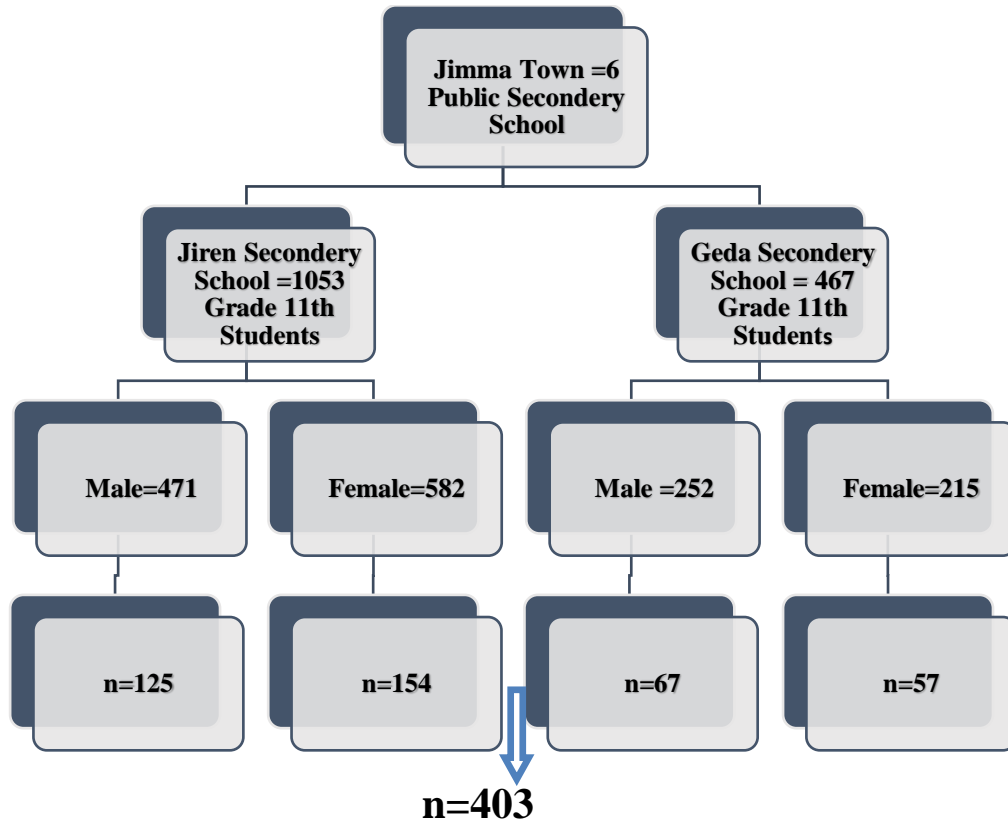


Figure 1: Schematic presentation of sampling procedure

3.5.3 Inclusion Criteria

Inclusion Criteria

Randomly selected grade 11 students who would be available on their class at the time of data collection were included in the study.

3.5.4 Variables

The variables of this research were EFL students’ writing self-efficacy, gender and writing strategy use.

4. Validity and Reliability of Instrument

To checked validity of data collection instrument, the content and face validity of the questionnaires were checked with advisors and other experts who have experience in the area of the study. Once feedback and insights received from experts and advisors on validity of the tools, the researcher was revised the contents of the questionnaire before conducting the actual data collection.

To make questionnaire items generated the data needed for the study, it was also important to get some evidence of reliability. For reliability check the researcher used data collected from pilot study and entered to SPSS software to generate Cronbach's alpha coefficient to check the internal consistency of Likert scale questions used for assessing student's writing self-efficacy and writing strategy use among grade 11th students across the gender. Hence, the internal consistency reliability of Likert scale questions checked using Cronbach's alpha acceptable level for internal consistency reliability.

4.1 Data Collection Procedure

A total of 10 school days, 5 days for each secondary school were assigned for data collection, between April 25 and May 8, 2022; because during this period all secondary school students attended their academic year class. Randomly selected study participants were contacted by the data collector and their consent would ask after detail explanation of the purpose and objectives of the study. The data collected by using self-administered questionnaire once the student's completed the questionnaire the researcher collected and checked for its completeness. Due to the nature of shift program in the secondary school the researcher was allocated two hours every day to collect the questionnaires from morning shift students and afternoon shift students.

4.2 Techniques of Data Analysis

Collected data were checked for completeness and organized to make entry in SPSS version 20 statistical software for analysis. After cleaning of entered data descriptive statistics such as means and standard deviations, would be completed to display the subjects' overall responses to EFL students' writing self-efficacy and writing strategy use across the gender. Inferential statistics such as P-value done to determine if there were a significant difference between the means male and female in EFL students' writing self-efficacy and writing strategies. Further analysis conducted to show the existence of a significant relationship in EFL students' writing self-efficacy and writing strategies use due to gender differences using multiple regressions (independent t-test). Finally, Pearson correlation conducted to determine the relationship between EFL students' writing self-efficacy and writing strategy use.

4.3 Ethical Issue

Ethical clearance was obtained from Jimma University, department of foreign language and literature, college of social science and humanities Ethics Review Committee (ERC). An official letter of cooperation would also written to the study sites from the department. In addition, the process of data collection, analysis and dissemination of findings would conduct in a way that protect respondents, maintain anonymity and confidentiality of their personalities. Respondents were not identified by name during the research process. Before the questionnaire was dispatched efforts were made to explain the purpose of the study to the school principals, teachers and study participants. Finally, after getting consent from both teachers and students, the researchers distributed self-administered questionnaire for selected study participants.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

This part presents and discusses the data obtained through the different tools which were used in this study. In relation to this, the data gained through the two tools (writing self-efficacy and writing strategy use questionnaire) were relating to the major findings of the study with the existing literature.

4.1 Descriptive Statistics of Male and Female

As we have seen Table:1 below, a total of 403 grade 11 students in Jiren and Geda secondary schools were participated during the data collection period. The study participants, 279 (69%) from Jiren and 124 (31%) from Geda, were volunteered to participate and provided with the self-administered questionnaire. From study participants 211 (52.4%) of them were females and 192 (47.6%) were males. All participants returned the questionnaire, and their entire responses were included in the final analysis.

Table 1: Descriptive Statistics of Male and Female Grade 11 Students of Jiren and Geda Secondary Schools in Jimma Town

Variables		Number	Percentage
Gender	Male	192	47.6
	Female	211	52.4
Participants' schools	Jiren Secondary School	279	69
	Geda Secondary School	124	31

4.2 Students' Sources of Writing Self-Efficacy

Respondents of the study were asked to rate their agreement about their understanding of the sources for their writing self-efficacy. The following table shows the data collected from sample students:

Table 2: Descriptive Statistics of Students' Sources of Writing Self-Efficacy

	N	Mean	Std. Deviation	Variance
Overall Score of Writing Self-Efficacy	403	3.58	.532	.284
Master Experience of Self-Efficacy	403	3.65	.661	.437
Vicarious experience of Writing Self-Efficacy	403	3.31	1.011	1.022
Social Persecution Writing Self-Efficacy	403	3.74	.767	.589
Physiological State Writing Self-Efficacy	403	3.41	1.163	1.352

As can be seen from the descriptive statistics displayed in Table 2 above, the overall aggregated mean score of writing self-efficacy is (MS=3.58), with self-efficacy of mastery experience (MS=3.65), Self-efficacy vicarious experience with mean score of (MS=3.31), Self-efficacy of social persuasion is (MS=3.74), and Self-efficacy of physiological state is (MS= 3.41) respectively.

4.3 Relationship Between Writing Self-efficacy and Writing Strategy Use

In order to look at the first research question which was stated as whether there is any statistically significance relationship between writing self-efficacy and writing strategy uses, the data was collected using both types of questionnaires and then the data were correlated. The following table displays the correlated data.

Table 3: Pearson Correlation Coefficient Between Writing Self-Efficacy and Writing Strategy Use

		Correlations	
		Aggregated Writing Self-efficacy	Overall Writing Strategy use
Aggregated Writing Self-efficacy	Pearson Correlation	1	.612**
	Sig. (2-tailed)		.000
		113.983	75.397
		.284	.188
	N	403	403
Overall Writing Strategy use	Pearson Correlation	.612**	1
	Sig. (2-tailed)	.000	
		75.397	132.982
		.188	.331
	N	403	403

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

As shown in table 3, there is a positive correlation between writing self-efficacy and writing strategy use. Like the first research question, a Pearson correlation test was conducted to find the relationship between the students' writing self-efficacy and writing strategy use. The results showed that the correlation coefficient is $r=.612$ and it is statistically significant at 0.01 level (2-tailed) i.e., $p = .000$.

This table shows us that students with higher degree of writing self-efficacy seem to be higher user of writing strategies and learners with low and moderate writing self-efficacy degree use less writing strategies than the first group. Thus, the students with high scores in writing task usually have more writing strategies in their writing.

4.4 Students' Overall Writing Strategy Use

Sample students were also asked to indicate their using of overall writing strategy. The data collected from the respondents are presented in the following table:

Table:4 Descriptive Statistics of Students' Overall Writing Strategy Use

	N	Mean	Std. Deviation	Variance
Overall Writing Strategy use	403	3.75	.575	.331
Pre-Writing Strategy use	403	3.72	.869	.755
While Writing strategy use	403	3.73	.663	.440
Revising Writing strategy use	403	3.77	.646	.417

As illustrated in Table 4, the analysis identified the most frequently used writing strategies among the three categories. Descriptive analyses of the mean score overall writing strategy use is (MS=3.75, SD = .575) whereas the mean score of each writing strategy category indicated that the pre-writing strategy is (MS = 3.72, SD=.869), While writing strategy is (MS=3.71, SD=.684) were the most frequently used revising writing strategy followed by (MS = 3.77, SD = .646) respectively.

This finding indicated that students were using revising strategies rather than pre and while writing strategies. However, the mean score level of these three writing strategies can be interpreted as a high level of writing strategy user, but it can simply tell us that this revising writing strategies is shows above the mean score. Therefore, we said that the revising writing strategy frequently used by the students compared with pre and while writing strategies.

In short, from the above data, it can be deduced that the aggregated use of the three writing strategies was very high. Thus, it is also important to notice that the revising writing strategies were used in a high-level user in any of the three writing strategy categories.

4.5 Gender and Writing Strategy Use

Table: 5 The Relationship Between Gender and Writing Strategy Use

		Correlations			
		Gender of Participants	Pre-Writing Strategy use	While writing Strategy use	Revising strategy use
Gender of Participants	Pearson Correlation	1	.048	.067	.068
	Sig. (2-tailed)		.336	.177	.174
	N	403	403	403	403
Pre-Writing Strategy use	Pearson Correlation	.048	1	.352**	.536**
	Sig. (2-tailed)	.336		.000	.000
	N	403	403	403	403
While writing Strategy use	Pearson Correlation	.067	.352**	1	.575**
	Sig. (2-tailed)	.177	.000		.000
	N	403	403	403	403
Revising strategy use	Pearson Correlation	.068	.536**	.575**	1
	Sig. (2-tailed)	.174	.000	.000	
	N	403	403	403	403

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

To address the second research question, which was related to positive correlation relationship between gender and writing strategy use among EFL grade 11 secondary school students was conducted. As shown in Table 5 above, the correlation coefficient of pre-writing strategy use is ($r=.048$, $p>0.05$), while writing strategy use is ($r=.067$, $p>0.05$) and revising writing strategy use is ($r=.068$, $p>0.05$) respectively. Based on the results of p-value, it can be concluded that there is no statistically significant relationship between gender and writing strategy use.

4.6 Correlation Between Gender and Writing Strategy Use

Table 6: Pearson Correlation Coefficient Between Gender and Writing Strategy Use

Group Statistics					
	Gender of Participants	N	Mean	Std. Deviation	Std. Error Mean
Aggregated Writing Self-Efficacy	Male	192	3.54	.593	.043
	Female	211	3.62	.469	.032
Overall Writing strategy use	Male	192	3.70	.672	.049
	Female	211	3.79	.468	.032

The above table 6, is descriptive statistics and independent sample t-test values of male and female students' for writing self-efficacy and writing strategy use. We should remind that to find out any significant difference between males and females in their level of writing self-efficacy and writing strategy use was one of the first objective of this research question.

Simply looking at this Tables the mean scores of males' writing self-efficacy is (MS=3.54) and the mean score of females' writing self-efficacy is (MS=3.62) while the mean score of males' writing strategy use is (MS=3.70) and the mean score of females' writing strategy use is (MS=3.79) respectively. Thus, one may conclude that the females' writing self-efficacy and writing strategy use surpasses that of the males. It can be said that females showed better writing self-efficacy and writing strategy user than males. This could mean that female students do understand the basic principles of writing than male students. To see their significance level, an independent samples t-test was computed between the two variables below.

4.7 Independent Sample t-test of Students' Writing Self-Efficacy and Writing Strategy Use

Table: 7 An Independent Samples T-test of Students' Writing Self-Efficacy and Writing Strategy Use

		Independent Samples Test							
		t-test for Equality of Means						95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower		
Aggregated Writing Self-Efficacy	Equal variances assumed	-1.513	401	.131	-.080	.053	-.184	.024	
	Equal variances not assumed	-1.496	362.975	.135	-.080	.054	-.186	.025	
Overall Writing strategy use	Equal variances assumed	-1.446	401	.149	-.083	.057	-.195	.030	
	Equal variances not assumed	-1.422	336.772	.156	-.083	.058	-.197	.032	

As it indicated in table 7 above, independent sample t-test to conducted if there is difference between male and female students' writing self-efficacy and writing strategy use at 95% confidence interval. As the above table is shown that, there is no significant difference between male and female students for both writing self-efficacy and writing strategy use as P-value >0.05 was computed to control the statistical gap between the two genders.

This Table shows that males' writing self-efficacy is (t=1.513, df=401, mean difference=-.080, p>0.05). By the same token, females' writing self-efficacy is (t=-1.496, df=362.975, mean difference=-.080, p>0.05) while males' writing strategy use is (t=-1.446, df=401, mean difference=-.083, p>0.05) and females' writing strategy use is (t=-1.422, df=336.772, mean difference=-.083, p>0.05) respectively.

This analysis is not significant, thus, in agreement with the findings of (Pajares, et al., 1999) who unanimously reported no significant writing self-efficacy difference between males and females but found females more competent writers than males. In line with this, the mean scores in Table

7 reveal low writing self-efficacy and writing strategy use of grade 11 EFL students in Jiren and Geda public secondary schools.

4.8 Gender and Sources of Writing Self-Efficacy

Table 8: Correlation Between Gender and Sources of Writing Self-Efficacy

Correlations						
		Gender of Participants	Self-efficacy mastery experience	Self-efficacy Vicarious experience	Self-efficacy social persecution	Self-efficacy physiological state
Gender of Participants	Pearson Correlation	1	.052	.061	-.027	.114*
	Sig. (2-tailed)		.298	.221	.586	.022
	N	403	403	403	403	403

One of the second objectives of this research question is to identify the correlation between gender and sources of writing self-efficacy. The Pearson correlation coefficient is ($r=0.52, 0.061, -0.27$ and 0.114) respectively with no significant relationship between female and male students for sources of writing self-efficacy. Therefore, the finding shown in this table indicated as, there is no significant correlation between gender and overall sources writing self-efficacy.

4.9 Multiple Regression Result

Table:9 Regression Analysis of Predictor Variables Writing Self-Efficacy

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.641 ^a	.411	.405	1.56141	.411	69.522	4	398	.000

a. Predictors: (Constant), Physiological Status, Social Persuasion, Mastery Experience, Vicarious experience

b. Dependent Variable: writing strategy use

As shown in the table 9, the regression analysis of the predictor's variables (the four kinds of writing self-efficacy) and writing strategy use (the predicted). The model summary was .411, and its adjusted value was 405 which indicates the variance in writing self-efficacy can be positively predicted writing strategy use. The detail interpretation and discussion on the predictive value of these variables are demonstrated in the following paragraph.

Thus, there is a positive correlation relationship between independent predictors' variable of Writing self-efficacy and writing strategy use. This table shows us that students with high writing self-efficacy degree seem to use writing strategies higher and students with low writing self-efficacy degree use less writing strategies than the first group. As AssadiAidinlou and Masoomi Far (2014) progressed in their study the positive correlation between the predictors of writing self-efficacy and writing strategy use suggested that students with high writing self-efficacy would use more writing strategies (cited byKhosravi et al., 2017; pp.96-102). In addition, Bandura (1986, 1997) also believed that writing self-efficacy was an effective predictor to writing strategy use (as cited in Dawit, 2008). It can be concluded that there is a positive relationship between predictors of writing self-efficacy and the use of writing strategies by grade 11 EFL students in Jiren and Geda secondary schools.

Like the third objective research question, a regrating analysis test was conducted to find a significant relationship between the four predictors of students writing self-efficacy and writing strategy use. The p-value (sig.) associated with this table above is ($p < 0.05$). These values provide answer for the question ‘Do the four independent variables (as a group) reliably predict writing strategy use? And it was found out that the group predicted the dependent variable (writing strategy use). Since, we can say that the influence of the group was highly significant. We could say that the group of independent variables, i.e., mastery experience, vicarious experience, social persuasion and physiological states for writing collectively predicted writing strategy use (the dependent variable).

4.10 ANOVA Result

Table: 10 ANOVA result of Writing Self-Efficacy

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	677.975	4	169.494	69.522	.000 ^b
Residual	970.324	398	2.438		
Total	1648.299	402			

a. Dependent Variable: writing strategy use

b. Predictors: (Constant), Physiological States, Social Persuasion, Mastery experience, Vicarious experience

The p-value (sig.) associated with this F-value (69.522) in the ANOVA table above is very high ($p < 0.001$). These values provide the four independent variables (as a group) reliably predict writing strategy use, and it was found out that the group reliably predicted the dependent variable (writing strategy use) ($F=69.522$, $df=402$ and $p < 0.001$). The influence of the group was, therefore, highly significant. We could say that the group of independent variables, i.e., mastery experience, vicarious experience, social persuasion and physiological states for writing collectively predicted writing strategy use (the dependent variable).

The result displayed among all the sources conceptions about writing self-efficacy was usually found to have the strongest predicting power: such findings maintain the claim made by (Bandura, A., 1986) based on social cognitive theory, that sources of writing self-efficacy behave an essential function in predicting writing strategy use.

This conclusion, simply put, it can address the ability of any of the independent variables to predict (influence) the dependent variable. The ability of each independent variable to predict the dependent variable is addressed where the contribution each made to the dependent variable is measured.

4.11 Parameter Estimates of Sources of Writing Self-Efficacy

Table: 11 Parameter Estimates of Sources of Writing Self-Efficacy

Model		Coefficients ^a									
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Partial
1	(Constant)	4.176	.474		8.808	.000	3.244	5.108			
	Mastery Experience	1.084	.116	.421	9.348	.000	.856	1.312	.567	.424	.360
	Vicarious experience	.229	.081	.127	2.808	.005	.069	.389	.148	.139	.108
	Social Persuasion	.572	.088	.280	6.462	.000	.398	.746	.476	.308	.249
	Physiological State	.109	.070	.073	1.560	.119	-.028	.246	.281	.078	.060

a. Dependent Variable: writing strategy use

From the regression coefficients' table 11 above, we can see three of the four predictor variables played significant contribution to the criterion variable (writing self-efficacy). The following paragraphs briefly discuss the degree to which each source could have influenced students' writing strategy use.

Mastery experience ($\beta=.421$, $t=9.348$, $p=0.001$), vicarious experience ($\beta=.127$, $t=2.808$, $p=0.05$), and social persuasion ($\beta=.280$, $t=6.462$, $p=0.000$) respectively for writing were found to have significant whereas, physiological states ($\beta=.073$, $t=1.560$, $p=.119$) was no significant contribution for students' writing strategy use. The standardized coefficient shows a beta value (β =of 0.073 indicating that a change of one standard deviation in physiological states will result in a change of 0.070 standard deviations in the writing strategy use. Thus, physiological states had no significant impact on students' writing strategy use ($\beta=0.073$, $p>0.05$). Similarly, mastery experience ($t=9.348$, $p=0.000$), vicarious experience ($t= 2.808$, $p=0.05$) and social persuasion ($t=6.462$, $p=0.000$) respectively had a significant positive effect on students' writing strategy use. This result is (in progress) Pajares' (1994) finding where the three predictors significantly influenced the development of writing strategy use.

Physiological state, the other independent variable, was found to be nonsignificant predictor of writing strategy use ($t=1.560$, $p>0.05$). This result shows that even though the influence of physiological states better predicted writing strategy use, its contribution, as mentioned before, was statistically nonsignificant. It must be mentioned, however, that the standardized coefficient of Beta is 0.073 indicating a unit's change in physiological states would result in 0.073 raise in the writing strategy use level. As one increases students' physical and emotional well-being and reduces negative emotional states (e.g., anxiety and fatigue), it is likely for him/her to strengthen writing strategy use (Usher & Pajares, in progress).

But, in the present study, physiological states independently had little power to predict writing strategy use. Simply put, states such as anxiety, fatigue and stress could not significantly predict low writing strategy use, and stable physiological states, on the other hand, were weak to enhance writing strategy use. However, we could see that even though non-significantly, emotions like anxiety, fatigue and stress could debilitate writing strategy use.

In sum, among the four sources of writing self-efficacy, three independent variables i.e., mastery experience (students' interpretation of their own prior attainments), vicarious experience (observing peers or others) and social persecution (encouragements of parents and teachers) while controlling physiological state predictor which could significantly predict writing strategy use. Physiological

4.2 Discussion

Based on the correlation coefficient the finding of the first research question revealed that if there is a positive and significant relationship between EFL students' writing self-efficacy and their writing strategy use of the two secondary schools. The positive correlation coefficient between students' writing self-efficacy ($r=.612$, $p=0.000$) and writing strategy use ($r=.612$, $p=0.000$) suggested that students with high self-efficacy would use more writing strategies (Assadi Aidinlou and Masoomi Far, 2014) in progress. Similarly, as the study conducted by Dawit Amonge (2008), showed that the finding of the correlation coefficient indicates a significant and strong positive relationship between students' writing self-efficacy ($r=.607$, $p=0.000$) and their writing performance ($r=.607$, $p=0.000$).

Thus, these findings might suggest that an increase in self-efficacy would increase learners' writing ability and having higher writing ability would increase students' writing self-efficacy. Bandura (1986, 1997) believed that self-efficacy was an effective predictor to performance. It is stated that students with high self-efficacy level are more likely to improve their writing ability. It is suggested that other researchers conduct similar studies for males and females separately. Winne (1995) recommended that “the students will get better results and scores in their learning process if they check how well they progress and control the impact of and efficacy of their learning methods and strategies, try hard and test different ways to accomplish the tasks and show they are eager to finish the task efficiently, and try to have a high level of confidence in their abilities”.

Other researchers stated that the teachers should emphasize students' individual characteristics such as self-assessment and self-efficacy (Palmquist, et al., 1992; 1994). They suggested that the teachers try to understand students' learning, self-regulation and writing self-efficacy. If they understand about these subjects, they can help the students with efficient and suitable planning for writing task. Zimmerman and Bandura (1994) also pointed that the students should be aware of their ability and the teachers should lead the students to improve their writing strategies and writing self-efficacy.

The results of the second research question declared that there was no statistically significant relationship between grade 11 EFL students and writing strategy use of Jiren and Geda

secondary schools. The finding of this discussion mainly aimed at answering the second research question which deals with the level of students' writing strategy use. The Mean score of the findings revealed that female students' writing strategy use (MS=3.79) surpasses than the male students' writing strategy use (MS=3.70) respectively.

The level of the mean score using males' students of writing strategy use was low. This means that female students were using the various writing strategies, which are believed to contribute to the accuracy of their writing ability at a strong level. The findings of the descriptive analyses, on the mean score of students' writing strategy use revealed that the revising writing strategy was the most frequently used strategy, though at an average level, compared with the remaining pre- and while writing strategies. It could partly be because of students' low writing strategy use that their writing ability laid at an alarmingly low level. Other researcher (e.g., Pajares, et al., 2007; Schunk, 2003), similarly, reveal that females have a stronger confidence in language arts than males (as cited in Dawit Amonge, 2008).

As the findings of the mean score shows that female students were a high writing strategy user than male students. In respect of contribution of gender to differences in writing strategy use, Guobing (2015) found that female students significantly obtained higher writing strategy use scores than males. students were not using the writing strategies because of their knowledge gap caused due to their psychological and educational backgrounds. Similarly, Park (2010) and Ellis (2008) stated that, the variables besides using writing strategies are linguistic and background knowledge as factors that might affect students' writing strategy use (as cited in Habtamu Mulugeta, 2018).

The most important related to students' low writing strategy use which could be seen as one of the reasons for students' indistinct position on their knowledge of using writing strategy use was low (Habtamu Mulugeta,2018). Hence, for male students to develop a strong sense of writing strategy use thereby better writing tasks, they should themselves strive first, and teachers and parents should work to ease the challenges laid on males. This might probably narrow the gap. Ultimately, as their writing strategy use is built up, male students in various public secondary schools would tend to be good writers as many other researchers claim. Regardless of such

reports, the researcher suggests the need for further research works to explore on such factors to minimize the gap.

However, it was found that low self-efficacy as well as high self-efficacy students use writing strategies in a very similar way, and the difference is statistically insignificant. This is consistent with some previous studies. For example, Baker and Boonkit (2004) found that there was no significant difference in the frequency of writing strategies used between high and low achievers (as cited in Vahid Nimehchisalem, 2017).

Maarof and Murat (2013) mentioned that the quantity of writing strategies used by students does not reflect their appropriate use of such strategies. Some learners use writing strategies significantly high. However, they do not use such strategies effectively. Therefore, highly frequent use of writing strategies does not necessarily indicate that the language user will be more efficient in writing. One important study that supports the idea that the amount of strategy use does not necessarily reflect language or writing proficiency is what has been found by Indra (2004) who observed the writing.

The result of the third research question based on the correlation coefficients revealed that, three of the four predictors' variables played statistically significant contribution to the criterion variable writing self-efficacy and writing strategy use. The following paragraphs briefly discuss the degree to which each source could have influenced students' writing self-efficacy and writing strategy use.

The regrating analysis of the finding shows mastery experience is ($\beta=.421$, $t=9.348$, $p=0.000$), vicarious experience is ($\beta=.127$, $t=2.808$, $p=0.000$) and social persuasion is ($\beta=.280$, $t=6.462$, $p=0.005$) respectively for writing, each was found to have significantly contribution for students' writing self-efficacy and writing strategy use. Thus, physiological state is ($\beta=0.070$, $t=1.560$, $p>0.005$) had nonsignificant impact on students' writing self-efficacy and writing strategy use. In contrast, with this finding as (Dawit Amonge, 2008) social persuasion had a non-significant and negative effect on students' writing self-efficacy and writing performance. On the other hand, Pajares' (1994) progress in his finding where social persuasions significantly influenced the development of writing self-efficacy.

Mastery experience, vicarious experience and social persuasion of the independent variable, were found to be statistically significant predictors' writing self-efficacy and writing strategy use while result shows that the influence of physiological state was no significant predictor's writing self-efficacy and writing strategy use. Mastery experience is the first and most important factor that affects self-efficacy. Bandura (1986) introduces this factor as enactive mastery, enactive attainment, or performance attainment. Similarly, Smith and Betz (2002) describe mastery experience as the most powerful factor because it is based on experience which is direct and personal, and it is related to a person's effort and skill. Strong mastery experiences can strengthen self-efficacy and adverse mastery experiences weaken it (Wood & Bandura, 1989).

Psychological state, the other independent variable, was found to be no significant predictor's writing self-efficacy and writing strategy use. This result shows that the influence of psychological states low predicted writing self-efficacy and writing strategy use than did mastery experience, vicarious experience and social persuasion, its contribution, as mentioned before, was statistically nonsignificant. As one increases students' motivation and emotional well-being and reduces negative emotional states (e.g., anxiety and fatigue), it is likely for him/her to strengthen self-efficacy (Usher & Pajares, in progress). Thus, in the present study, physiological states independently had poor power to predicts writing self-efficacy and writing strategy use. Simply put, states such as anxiety, fatigue and stress could not significantly predict to enhance writing self-efficacy and writing strategy use. People who have a "high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance" (Bandura, 1994).

As proposed by Bandura (1977a), self-efficacy plays a significant role by predicting academic success and enhancing students' morale to face academic tasks and challenges with confidence. Among the four sources for writing self-efficacy, it was only students' psychological states which showed insignificant power in influencing students' writing self-efficacy and writing strategy use. Mastery experience (students' interpretation of their own prior attainments), vicarious experience (peers being dominating) and social persuasions (encouragements of teachers and parents) were found to be statistically significant and have a direct influence on

writing self-efficacy and writing strategy use. But physiological state showed nonsignificant and positive impacts on writing self-efficacy and writing strategy use.

Thus, students, with all possible sources, should be helped to enhance their writing self-efficacy and writing strategy use, as the findings indicate that sources collectively influenced writing self-efficacy. Students who are excellent in writing tasks are likely to receive excellent marks and even joyful expectation in EFL.

In many cases, such students have been exposed to models proficient at writing. It bears noting, however, that a statistical correlation between the sources does not suggest that all sources correlate for all students. One need not search far to find a masterful writer who nonetheless approaches the task of writing with anxiety or even dread. Similarly, although the sources of writing self-efficacy have typically been found to correlate, each source remains conceptually distinct. In addition, teachers should encourage the students to enhance their self-efficacy about their own ability and help them to be more confident about themselves and improve their writing.

It is reported that unlike with any other source, correlations between physiological state and writing self-efficacy are nonsignificant in every investigation. Some researchers have reported that physiological state predicts writing self-efficacy (Anderson et al., 2001); others have found no such relationship (Britner & Pajares et al., 2006). The correlation coefficient analysis revealed that students' physiological states had the strongest influence of all on writing self-efficacy and writing strategy use. It must be reminded that the four sources jointly predicted self-efficacy for writing. The implication is, therefore, for one to achieve better in EFL writing tasks, she/he needs to cultivate her/his self-efficacy. To that end, collective consultation of the sources could be sought, even though wise consultation of an independent variable is also important. As hypothesized, students perceived mastery experience, vicarious experience and social persuasion were accounted for the greatest proportion of the coefficient in the writing self-efficacy and writing strategy use students in this study. This was the case for both female and male, as well as for grade 11 students in Jiren and Geda secondary schools.

CHAPTER: FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

The data obtained through the application of the four statistical techniques (correlation, independent t-test, multiple regression and descriptive statistic) have been thoroughly discussed so far. The correlation analysis shows that there exists a non-significant relationship between gender and writing strategy use. These findings are commensurate hypothesis that there is no relationship between gender and overall writing strategy use. Of course, the correlation between gender and writing strategy use in this study was ($r=0.183$, $p>0.05$) found the weakest than in many other findings (e.g., 0.937 by Khosravi, et al.,2017; 0.342 by Anteneh, 2004; 0.33 by Pajares, 2007; 0.607 by Dawit, 2008).

As Bandura (1995) explains, however, such variances may exist due to numerous factors among which variances in scales used and procedures followed are the foremost. These findings of the present research indicate that both male and female students' self-efficacy about their own writing strategy use are the key factors to their ultimate success as writers of EFL. Thus, as we show the results, we conclude that, female student is surpassing writing strategy user than male students. From the three categories the most frequently used writing strategy was revising writing strategy than the other two pre and while writing strategies.

The correlation coefficient analysis reveals that there is no significant relationship between students' and writing strategy use. Accordingly, it was shown that male students not significantly as females in writing strategy use ($p>0.05$). The p-value was no significant difference between males and females with respect to their writing strategy use.

On the other hand, as shown on the table above the independent samples t-test reveal that there was statistically significant and a positive correlation relationship between writing self-efficacy and writing strategy use. This table shows us that students with high self-efficacy degree seem to use writing strategies higher and students with low and moderate self-efficacy degree use less writing strategies than the first group. It can be concluded that there is a positive relationship

between writing self-efficacy and the use of writing strategies by grade 11 EFL students in Jiren and Geda secondary schools. If the students free from stress and anxiety, they tend to gain high writing self-efficacy and use more writing strategies in their writing task. The results showed that the correlation coefficient is significantly at the 0.01 level (2-tailed).

As shown in the correlation analysis of the influence of sources on students' writing self-efficacy, mastery experience, vicarious experience and social persuasion, while other predictor was controlled, significantly predicted writing self-efficacy and writing strategy use regarding both male and female students. The other independent variable, physiological state writing self-efficacy was nonsignificant. Even though it was only physiological state which could nonsignificant predict the writing self-efficacy and writing strategy use in both male and female students. However, it should be upper scored that the collective effect of these variables was found to be significant predictor of the students' writing self-efficacy and writing strategy use.

Bandura (1997) provides some sources of self-efficacy in his scholarly writing one of which is behavior (e.g., performance in the target task). This means that behaviors of students can also affect their writing self-efficacy. In this study, the behavior refers to writing ability, and it can be used as a mirror to observe and assess the existing condition of writing self-efficacy level. For this study, better writing ability will probably eventuate in higher self-efficacy in the concerned areas that are writing academic tasks in EFL. Thus, teacher trainers can be aware of this fact on the first hand and make use of it for novice EFL writers' learning process.

Further research is necessary to explore more in this regard. For instance, "some researchers stated that the teachers should emphasize on students' individual characteristics such as self-assessment and self-efficacy" (Palmquist, et al., 1992; 1994). They suggested that the teachers try to understand students' learning writing strategy, self-regulation, and self-efficacy. If they understand about these subjects, they can help the students with efficient and suitable planning for writing task. Zimmerman and Bandura (1994) also pointed that the students should be aware of their ability and the teachers should lead the students to improve their writing strategies and writing self-efficacy.

Therefore, enhancing writing self-efficacy may play a positive role in enhancing motivation and persistence in target writing task. The increase in these types of self-efficacy may also contribute to some affective factors such as minimizing the amount of stress and anxiety. Lastly, enhancing self-efficacy in writing may result in higher attempts of objective setting related to EFL writing, and especially in secondary schools, self-regulation would probably have a critical role in the management of all these factors mentioned above.

5.2 Conclusion

We have been, so far, analyzing and interpreting the data gathered through writing self-efficacy and writing strategy use questionnaire. Based on the results and findings, some concluding remarks have the correlation between writing self-efficacy and writing strategy use was found direct and strong relationship. Likewise, the writing self-efficacy and of students under study showed significant correlation relationship with writing strategy use for both male and female students respectively, whereas according to the correlation, it means that there is statistically nonsignificant relationship between the uses of overall writing strategies and gender differences. Through their direct influence, students' writing self-efficacy had substantial impact on the level of EFL students' attainments in this writing self-efficacy.

These findings of the present research indicate that students' self-efficacy about their own writing ability are key factors to their ultimate success as writers of EFL. In the investigation of sources of writing self-efficacy, the group of independent variables (mastery experience, vicarious experience, social persuasion except physiological states) altogether significantly predicted writing self-efficacy. It was, however, examined those all predictors, while controlling physiological state, had the positive and significant influence on students' writing self-efficacy and writing strategy use.

5.3 RECOMMENDATION

Based on the finding of the study, the researcher forwards the following recommendations for enhancing writing self-efficacy and writing strategy use for both male and female EFL students learning process of writing tasks, in the target grade level:

- ❖ Because writing require emotional and cognitive activity, affective components strongly influence all phases of the skills. Dornyei (2001) states that success in foreign language learning is partly a result of various psychological and social factors (as cited in Dawit Amonge, 2008). Thus, this study investigated the correlation among sources of writing self-efficacy, gender and writing strategy use of the selected sample of Jiren and Geda grade 11 students at secondary schools in Jimma town.
- ❖ It is sometimes true that students may face insurmountable writing tasks in EFL classes, regardless of anxious they exert too unsolved. For them to succeed in the tasks, they need to have the demanded writing skills, of subjects. Equally important are the writing self-efficacy and perseverance they possess to cope with these challenges. The existence of significant and direct correlations between writing self-efficacy and writing strategy use on the one hand, on the other implies that sources of writing self- efficacy, as Bandura (1982) states, are potent to predict academic skills. The findings suggested that for EFL students to enhance their ability in English language tasks, their self-efficacy should be cultivated so that the confidences students build up will likely influence their actions and choices and thereby flourish their writing self-efficacy.
- ❖ Consequently, students will likely strive for better practice to master writing skills and ensure better accomplishment. To this end, they should be helped from different corners. As it was indicated in the findings, sources of writing self-efficacy should be consulted to push the students' efficacy up. When students believe that their self-efficacy have been successful, their confidence to accomplish similar writing tasks is raised (Usher and Pajares, in progress). Thus, students should be first provided with simpler writing tasks. If, however, language tasks which go beyond students' level are presented, students' will likely interpret their marks as failure. As a result, their self-efficacy will be diminished. It is to avoid such

debilitation and failure, the researcher argues, that EFL teachers should always keep themselves in a position to cultivate robust sense of efficacy in students.

- ❖ Otherwise, the ability of students to go through the challenges of writing self-efficacy and ability to write tasks successfully may come down to the ground. Parents, peers, and teachers have at least one key role to play. Social and verbal persuasions which come from these parties are building students' general academic life and particularly their writing activities. As Schunk and Pajares (in progress) suggested, comments for students' accomplishments should be intended and performed for students' optimistic outlook about the skills. If this is done, students will probably continue to strive in the face of difficulties of writing tasks. In addition to this, it was also seen that students' writing self-efficacy and their use of writing strategies to writing tasks was not high.
- ❖ EFL teachers and parents should try to play their level best in being models for students' writing self-efficacy and language improvement and/or providing students for writing strategy with other good writing models who can inspire students. Ultimately, as what is agreed by Usher & Pajares (in progress), increasing students' physical and emotional well-being and reducing negative emotional states is indispensable to boost students' EFL writing self-efficacy.
- ❖ The role of EFL teachers should increase students' awareness of language learning strategy use and combine strategy training with their daily teaching to help students increase their proficiency in English (Zhou 2010). Besides that, awareness-raising on using writing strategies should be introduced in the classrooms. This will be beneficial for students who are not aware of their use of writing strategies. Awareness on language learning strategies could help students become more confident and self-directed language learners (Kamarul Shukri & Mohamed Amin 2010). Students who are active but ineffective users of the strategies can be given training on proper use of strategies by their teachers (Zhou 2010). Consequently, secondary school students will gain confidence and proficiency in English language through appropriate use of writing strategies.

- ❖ Based on the major findings, it was chiefly recommended that students should be encouraged to develop their writing self-efficacy and writing strategy use specially in EFL context based on writing tasks. To increase in these types of writing self-efficacy may also contribute to some affective factors such as minimizing the amount of stress and anxiety. Thus, English teachers should increase students' self-efficacy, as they develop their physical and emotional well-being, reducing negative emotional states is indispensable to boost EFL students writing ability. Furthermore, further studies should be conducted to clearly identify the major factors affecting students' writing self-efficacy and their writing strategy use.

- ❖ If students' writing self-efficacy are correlated with gender and writing strategy use, we must find ways to foster the predict efficacy. And the building blocks of efficacy are the aforesaid sources. The sources could altogether predict efficacy of students in writing skills. Thus, students' must be fed from the four sources. Parents, EFL teachers, peers and schools could play much to influence the writing capability confidence of students in any possible way. As a result, students should avoid stress and anxieties to develop their self-efficacy and using writing strategies to improve writing tasks as they pass through various academic snags. We, ultimately, could hope for more successes, and less failures in EFL students.

- ❖ In sum, the researcher believes that, writing self-efficacy and writing strategy use related research in many academic areas, particularly in EFL context are scanty. The researcher would like, therefore, to point out that future researchers in TEFL should focus on this indispensable area of study, integrating it with other psychological and pedagogical variables. Moreover, future research should aim at exploring other personal and/or social factors which could directly or indirectly predict students' success in English writing tasks. More specifically, studies should be carried out to narrow the gap between students' actual writing self-efficacy and their use of writing strategy among gender differences was the expected attainment level in the English as a foreign language.

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Questionnaire for EFL Students' writing self-efficacy and writing strategy use: Information sheet

Hello dear student, my name is **Musliya Mohammed**, I am here to collect data for the research purpose which is conducted to complete a thesis for master's degree of teaching English as foreign language (TEFL).

This form provides the information related to the study. Please read it carefully and ask for any unclear data before deciding whether to participate in the study. The purpose of the study is to determine EFL students' writing self-efficacy and writing strategies. If you agreed to participate in the study, you will complete the questioner prepared to assess the above information. Completing the questioner will take maximum of 20 minutes of your time. You will not be exposed to any risk for participating in this study. Your answers are confidential and will not be linked back to you. The only person who will see your response is the person who is working in this study. Your participation in this study is voluntary. You have the right to choose not to take part in this study. If you choose to take part, you have the right to stop at any time. As it is described in the above the information you provide is much help for future planning and implementation of effective intervention program.

If you have something that is not clear about the study please contact the researcher, **Mrs. Musliya Mohammed** (Mobile 0924207273, email hiklwa0106@gmail.com at any time.

Respondent's Code _____ **Gender** _____

Part I: Self-Efficacy Questions

Directions: On a scale from strongly disagree to strongly agree, show how confident are you that you can perform each of the writing tasks below on paragraph writing. You may use any of the alternatives.

Strongly Agree =5 Agree =4 No idea =3 Disagree = 2 Strongly Disagree = 1

		Strongly disagree	Disagree	No idea	Agree	Strongly agree
I.	Mastery Experience					
1	Write a clear, focused paragraph that stays on topic					

2	Write a well-organized paragraph with an inviting beginning, developed middle, and meaningful ending.					
3	Write well-constructed sentences in the paragraph.					
4	Write a paragraph good enough to get a high grade.					
5	Correctly use paragraph format					
6	Use correct grammar in the sentences and paragraph.					
7	Correctly spell all words in the paragraph.					
8	Correctly use punctuation in the paragraph.					
9	Use details to support my ideas					
10	Use effective words in the paragraph					
II. Vicarious Experience						
11	I am unable to clearly state the main idea, when I write a paragraph.					
12	When writing, I am unable to organize my ideas.					
13	I have difficulty in writing a good beginning sentence.					
14	I am capable of using unusual and creative words in my writing					
III. Social Persuasion						
15	I am confident that my examples, facts, and details support my written ideas.					
16	I am confident that I can do creative writing such as poetry, plays, short stories, poems					
17	I am confident that I can write stories that express my ideas.					
18	When I revise my paragraphs, I am confident in finding my spelling and punctuation errors.					
19	I believe I can clearly express my ideas in sentences.					
IV. Physiological Status						
20	I am not confident in finding my own writing errors.					
21	I lack confidence in organizing my ideas.					
22	I am not confident in writing clear answers to test and/or exam questions.					

Part II: Writing Strategy use Questions

Directions: On a scale from strongly agree to strongly disagree, show how confident are you that you can perform each of the writing tasks below on paragraph writing. You may use any of the alternatives.

Strongly Agree =5 Agree =4 No Idea =3 Disagree = 2 Strongly Disagree = 1

Ser. No	Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I	Pre-writing Strategies					
1	Think and plan in mind					
2	Look at essay models					
3	Note down related words and short notes					
4	Discuss content with classmates					
5	Use WH questions to work on content					
II	While-writing Strategies					
6	Start with introduction					
7	Stop after few sentences covering an idea					
8	Reread what is written to get idea to continue					
9	Go back to outline to make necessary changes					
10	Write bits of text in multivariate test and translate					
11	Give full attention to grammar and vocabulary					
12	Simplify what to write					
13	Use word in multivariate test before find					
14	Stop writing to look up for English					

	word in dictionary					
15	Use bilingual dictionary					
III	Revising Strategies					
16	Read what is written after finished all					
17	Hand in written paper without reading					
18	Use a dictionary when revising					
19	Make changes in vocabulary					
20	Make changes in sentence structure					
21	Make changes in structure of essay					
22	Make changes in the content of ideas					
23	Drop first draft and write again					
24	Check if essay fulfill requirements					
25	Show text to somebody for opinion					
26	Compare papers with friends					