

Exploring the Impact of Writing Self-Efficacy on Second Language Learning Performance: A Cross-sectional Survey of Students in China

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ABSTRACT:

Aim/purpose: In the context of Kazakhstani secondary education, this study investigates the relationship between students' writing self-efficacy and their performance in learning a second language (L2).

Background: Learning a second language (L2) is a complex process influenced not only by learners' cognitive abilities but also by their psychological beliefs and motivational dispositions. Self-efficacy has become a key concept in explaining differences in students' academic achievement across various affective aspects. These task-specific beliefs have been demonstrated to influence students' effort, perseverance, emotional reactions, and final success in learning environments.

Methodology: A representative sample of secondary school students from both urban and rural locations within China participated in the model-based correlational survey study. In addition to measures of L2 learning performance, such as writing proficiency scores and overall language attainment, data were gathered using a validated writing self-efficacy scale. Besides, the students' writing performance was assessed through three different assessment techniques, namely: teacher assessment, peer assessment, and self-assessment.

Findings: Students' writing self-efficacy significantly correlated with writing performance, regardless of the assessment technique used. The high explained variance (62.2%) indicates that self-efficacy is not a marginal psychological factor, but rather a significant determinant of writing performance. Thus, the study concludes that improving instructional strategies and feedback

quality can enhance students' self-efficacy and writing proficiency, providing valuable implications for language education.

Keywords: Second language writing, self-efficacy, teacher evaluation, peer evaluation, student self-evaluation

1. Introduction

It is commonly known that learning a second language (L2) is a complex process that is impacted by learners' psychological beliefs and motivational dispositions in addition to their cognitive ability (Waddington, 2023). Self-efficacy has become a key concept in explaining differences in students' academic achievement among various affective aspects. Self-efficacy, which has its roots in social cognitive theory, describes people's perceptions of their capacity to plan and carry out the behaviors necessary to accomplish particular performance goals (Waddington, 2023). These task-specific beliefs have been demonstrated to influence students' effort, perseverance, emotional reactions, and final success in learning environments. Writing is one of the most linguistically and cognitively demanding abilities in the field of L2 learning, involving the integration of grammar, vocabulary, organization, and higher-order thinking (Zhang et al., 2023). As a result, how well students participate in writing assignments is greatly influenced by their opinions about their writing skills, which are described as writing self-efficacy. Learners' assessments of their capacity to carry out writing-related tasks, such as idea development, organization, and self-regulation during the writing process, are known as writing self-efficacy. Higher writing self-efficacy students are more driven, use more effective tactics, and produce better writing results than their less confident peers, according to empirical research (Golparvar & Khafi, 2021).

The significance of writing self-efficacy in the Central Asian environment, especially in China, has received little empirical research despite the growing interest in affective aspects in language learning on a global scale. The nation's continuous educational reforms, such as the encouragement of multilingual education and the

growing focus on English proficiency, have made it more crucial for pupils to develop good L2 writing abilities. However, differences in educational settings, particularly between urban and rural schools, may have an impact on students' academic achievement as well as their self-perceptions. In light of this, it is both pertinent and essential to look into how students' writing self-efficacy affects their L2 learning performance. A cross-sectional survey approach offers a chance to record differences among various student populations and to gain a deeper understanding of the relationship between psychological beliefs and language learning outcomes. These insights are crucial for guiding policy measures and instructional practices meant to boost students' self-esteem and improve their second language skills in China.

Conceptual clarification

Psychological and educational conditions for developing students' self-efficacy skills are essential for their careers and employment after graduation. Self-efficacy acts on students' internal motivation system and directly affects their investment, interest, persistence in writing and the frequency and quality of writing exercises. Self-efficacy is not fixed but can be changed through intervention in the classroom. This shows that self-efficacy is unstable and is affected by various factors such as classroom teaching methods and environment. The concept of self-efficacy refers to one's belief in their ability to complete tasks, which plays a significant role in various aspects of learning, including second language acquisition and writing (Zhang, Fan, & Jia, 2022). Several studies, such as those outlined in the studies by Xu et al. (2024) and Zhorabekova et al. (2024), contribute to understanding how self-efficacy influences language learning, with a particular focus on writing skills. Self-efficacy is a key concept in

psychology, first proposed by Bandura in 1977. Self-efficacy is cognition about "I can do it", an ability to deal with certain life pressures, and affects people's perception, thinking and behaviour (Schwarzer & Jerusalem, 1995a). When self-efficacy is applied to second language acquisition, it describes the learner's subjective judgment of the ability to complete a specific language task. Studies have shown that self-efficacy is particularly important in the writing learning of second language learners, so it has attracted the attention and research of many scholars, and experts at home and abroad have also actively conducted in-depth discussions and definitions on this.

Wang (2005) defined writing self-efficacy as an individual's belief in his or her ability to plan and implement the required actions in a specific writing task to achieve the desired writing quality. Studies have shown a positive correlation between writing self-efficacy and writing performance. Students with high self-efficacy tend to show better writing ability and higher writing quality. Through empirical research, Wang verified that writing self-efficacy can be used as an important factor in improving students' writing performance, emphasizing that in education, attention should be paid to cultivating students' writing self-efficacy to improve their writing ability and confidence. Han (2010) believes that writing self-efficacy is the assumption and judgment of students about their writing ability when participating in writing activities. Students' writing self-efficacy is affected by many factors, including previous writing experience, teacher feedback, peer support, and personal intrinsic motivation. Han (2010) emphasized that educators should focus on how to improve students' writing self-efficacy to help them achieve better results in writing, and suggested that teachers enhance students' self-efficacy through specific teaching strategies and psychological support, such as providing positive feedback and writing skills training. In summary, scholars have given various definitions of writing self-efficacy from different perspectives. It is generally believed that English writing self-efficacy refers to English learners' judgment of

their ability to complete specific writing tasks (Yang, 2012).

Schwarzer and Jerusalem (1995b) developed the Self-Efficacy Scale and introduced in detail the design process of the Self-Efficacy Scale, including item generation, sample selection, and reliability and validity testing. The Self-Efficacy Scale has application value in many fields (such as education and mental health), and can help researchers and practitioners understand and improve individuals' self-confidence and coping ability. Luszczynska, Scholz, and Schwarzer (2005) studied the cross-cultural properties of the Self-Efficacy Scale, examining its validity and applicability in diverse cultural contexts. Their results demonstrated that the Self-Efficacy Scale exhibited consistent measurement properties across multiple cultures, confirming its reliability and validity, and suggesting its broad application in fields such as psychology, health promotion, and behavior change. To ensure the validity and reliability of the Writing Self-Efficacy Scale, Pajares and Valiante (2001) detailed the development steps of the Scale, including item generation, preliminary testing, and feedback collection. This study discusses how this scale can be used to assess students' writing confidence and performance, demonstrating the application of writing self-efficacy in educational and psychological research. This study provides a theoretical foundation and empirical support for the measurement of writing self-efficacy, helping to understand the role of self-efficacy in writing learning.

Theoretical framework

This research was anchored on the Bandura's social cognitive theory. According to Albert Bandura's Social Cognitive Theory (SCT), learning takes place in a social setting through dynamic, reciprocal interactions between individuals (cognitive), their behavior, and their surroundings. It places a strong emphasis on observational learning, in which people learn behaviors, knowledge, and self-efficacy by seeing others rather than depending just on firsthand experience. According to SCT, the dynamic interplay of individual characteristics, contextual

influences, and behavioral patterns shapes human behavior, including learning. According to this concept, learners' approaches to problems, the amount of effort they put out, and their perseverance in the face of difficulty are all heavily influenced by self-efficacy, which is described as people's beliefs in their capacity to complete particular tasks.

Writing self-efficacy in the context of second language (L2) learning particularly refers to students' confidence in their capacity to complete writing assignments in a target language. This covers their apparent proficiency in coming up with concepts, structuring information, using grammar rules, and editing written work. These ideas are especially important when learning a language because writing is emotionally and cognitively hard, which frequently causes learners to experience worry and self-doubt. Pupils who have a high level of writing self-efficacy are more likely to actively participate in writing assignments, use efficient techniques, and exhibit resilience, all of which improve their language proficiency.

This theoretical connection is consistently supported by empirical literature which demonstrated that writing self-efficacy is a powerful predictor of writing success and more general language outcomes, impacting learners' motivation and method use in addition to the caliber of written texts. Because self-efficacy regulates the relationship between language competence and performance, it becomes even more important in L2 environments where learners encounter additional linguistic and cultural barriers. High self-efficacy helps prevent writing anxiety and encourage more risk-taking and linguistic exploration, both of which are critical for language development. In the context of SCT, writing self-efficacy can be conceptualized as an independent (predictor) variable and students' language learning performance—measured by writing proficiency and overall L2 achievement—as the dependent result. Based on the theoretical framework, this study proposed a causal model for the explanation of the students' performance in

second language learning using different assessment methods by their writing self-efficacy.

Self-efficacy and students' writing performance

Research in different contexts have shown how self-efficacy relates with students' writing performance. For instance, a review of 32 empirical studies revealed that self-efficacy is a powerful predictor of success in various language skills and tasks (Raooofi et al., 2012). In a related study, it was found that writing performance and writing self-efficacy are significantly positively correlated, with overall performance being predicted by overall self-efficacy (Hetthong, 2013). According to a cross-sectional study including 304 Malaysian undergraduate students, writing self-efficacy varies significantly amongst writing proficiency groups (Raooofi et al., 2017). Also, it was revealed that writing performance is correlated with multifaceted writing self-efficacy in EFL situations (Teng et al., 2018). In the same vein, writing self-efficacy and academic achievement in English writing courses were found to be significantly positively correlated (Ariyanti, 2025).

Additionally, meta-analytic study shows a strong positive correlation between writing achievement and writing self-efficacy, especially in circumstances involving second languages (Sun et al., 2021). For example, a comprehensive meta-analysis discovered that writing self-efficacy contributes significantly to the variance in L2 writing performance, with greater impacts seen in L2 learners than in first language learners. This implies that when learners work in a non-native language, where linguistic difficulties and anxiety are frequently increased, confidence in writing abilities may be even more important. Self-efficacy is a predictor of L2 learners' writing proficiency, and there is a substantial association between the two (Mahmoudi & Barzegar, 2017). Similarly, a correlational study of 100 Iraqi EFL students found that higher writing self-efficacy enhances writing performance (Sabti et al., 2019). Accordingly, a study of 319 Chinese college students found that writing self-efficacy and self-regulated learning practices strongly predict

writing proficiency in EFL students (Sun & Wang, 2020). Sholikah et al. (2021) examined the relationship between self-efficacy, student achievement, and career readiness, emphasising the mediating role of career maturity. The authors examine how students' confidence in their abilities, such as self-efficacy, and their academic performance, such as student achievement, affect their future career readiness. They hypothesize that career maturity — the extent to which students are prepared and informed about their career paths — mediates this relationship. Also, a study of 332 postgraduate Chinese students' writing self-efficacy is positively impacted by digital writing tools (Bekturova et al., 2025).

Research Gaps and the need for this research

There is very little empirical data from Central Asia, especially China, regarding how writing self-efficacy functions within China's multilingual (Kazakh–Russian–English) educational system. The majority of current research on L2 writing self-efficacy was carried out in East Asian (e.g., China), European, or Western contexts. Although learners in China frequently work in trilingual settings, little is known about the cross-linguistic transfer of writing self-efficacy. There are not enough studies looking at how self-efficacy in one or more first languages (Russian or Kazakh) affects writing performance in English (L2).

In China's multilingual and changing educational system, there is a significant shortage of context-specific, multifaceted, and methodologically sound data on how writing self-efficacy affects second language learning performance. Thus, this research explored the relationship between students' writing self-efficacy and their performance in learning a second language (L2). Therefore, the central research question for this research is: What is the predictive power of students' writing self-efficacy on their performance in learning a second language (L2)?

2. Methodology

Research design

The researchers adopted model-based correlational survey design. This is a non-

experimental research design that goes beyond merely calculating the correlation between two variables to build and evaluate a theoretical model of the relationships between several variables. This method enables researchers to comprehend intricate, real-world linkages in fields like psychology, education, and nursing where it is either immoral or impossible to manipulate factors.

Participants

The research subjects were 100 senior high school students from the same high school, with an average age of 16 years old. All subjects participated in the English Writing Self-Efficacy Scale Questionnaire and an English Timed Writing Test. The research tools were the English Writing Self-Efficacy Scale and English Composition. The test was conducted in classes, with researchers and grade English teachers as the main examiners. The English Timed Writing Test was conducted in a group test, and the questionnaire was completed centrally after the test. The examiner asked the subjects to read the instructions carefully and complete the English composition and questionnaire according to their actual situation.

Research instrument

This study used the Writing Self-Efficacy Questionnaire developed by Shell, Murphy and Bruning, which is a commonly used measurement tool that covers the two dimensions of “writing task efficacy” and “writing skill efficacy” and can more accurately reflect students' judgments on their ability to complete different tasks in writing situations (Shell, Murphy & Bruning, 1989). The scale contains 14 items in the form of a five-point Likert scale, namely, not at all consistent, not consistent, partially consistent, consistent, and completely consistent. The options are scored from 1 to 5 points, and the total score of the 14 items should range from 14 to 70. The higher the score, the higher the self-efficacy.

The English writing test requires candidates to write an English composition within 25 minutes. The title of the composition is "Better Use of

Digital Reading", and the word count is between 120 and 180 words. The composition task is all expressed in English, with a full score of 20 points. After the composition is completed, it will be scored by experienced examiners and the teacher's scoring data will be counted. After the teacher scores, the composition will be distributed randomly, and each student will be guaranteed to get a composition that is not his or her own. After learning the composition scoring criteria together, the students will score the composition and count the classmates' scoring data. After the students score each other, the composition will be distributed to the students by name, and they will self-score according to the composition scoring criteria and count the self-scoring data. The evaluation criteria and principles of teachers and students should be the same (Karatay & Karatay, 2024).

Before students conducted self-evaluation and peer evaluation, teachers explained the scoring criteria for essays to students. The scoring criteria were based on four aspects: content, organization, language use, and mechanics. The score range for each part is 749-765 points. Global Scoring was used for scoring, and the essay was comprehensively evaluated from the two aspects of content and language. If the number of words was insufficient, points were deducted as appropriate. According to the score, 749-765 points represent rich in content, rigorous in structure, fluent in language, and almost error-free; 749-765 points represent relatively rich in content, reasonable in structure, basically fluent in language, and a small number of errors; 749-765 points represent general in content, loose in structure, and have certain language errors, but do not affect understanding; 749-765 points represent weak in content, chaotic in structure, and many language errors, which affect understanding; 8 points and below represent lacking in content, unclear in structure, serious language errors, and difficult to understand.

Data collection procedure and ethical statement

Data was collected from 100 students at Teng'ao High School in Anshan, China, with an average

age of 16. All participants completed two main tasks: a timed English writing test and an English Writing Self-Efficacy Scale questionnaire. First, a timed English writing test was conducted in class. Students were required to complete an English essay of 749-765 words on the topic "Continue the story about Mrs. Moore's tree house and the conflict with Taffy" within 25 minutes. The writing task was presented in English and was worth 20 points.

After the writing test, students completed the Writing Self-Efficacy Scale developed by Shell, Murphy, and Bruning. This scale contains 14 items, covering two dimensions: writing task efficacy and writing skill efficacy. A five-point Likert scale was used, with scores ranging from 1 to 5, where higher scores indicate stronger writing self-efficacy. Students' writing performance was assessed using three methods: teacher assessment, peer assessment, and self-assessment. First, experienced English teachers graded the essays according to a standardized grading system. Then, after explaining the grading criteria, the teachers randomly distributed student essays, ensuring each student did not receive their own, for peer review. Finally, each student received their own essay and conducted a self-assessment using the same grading system.

Before the peer review and self-assessment, the teachers explained the detailed grading guidelines to ensure consistency. These guidelines comprised four areas: content, structure, language use, and grammar, each graded from 0 to 4 points. The final writing score reflected the overall quality of the essay.

Data analysis

Demographic data were analysed using frequency and percentage and presented in form of Bar charts, while quantitative data were analysed using mean $\pm$ standard deviation and SmartPLS software. SmartPLS was used to empirical establish the predictive power of students' writing self-efficacy on their performance in second language learning using different assessment methods.

3. Results

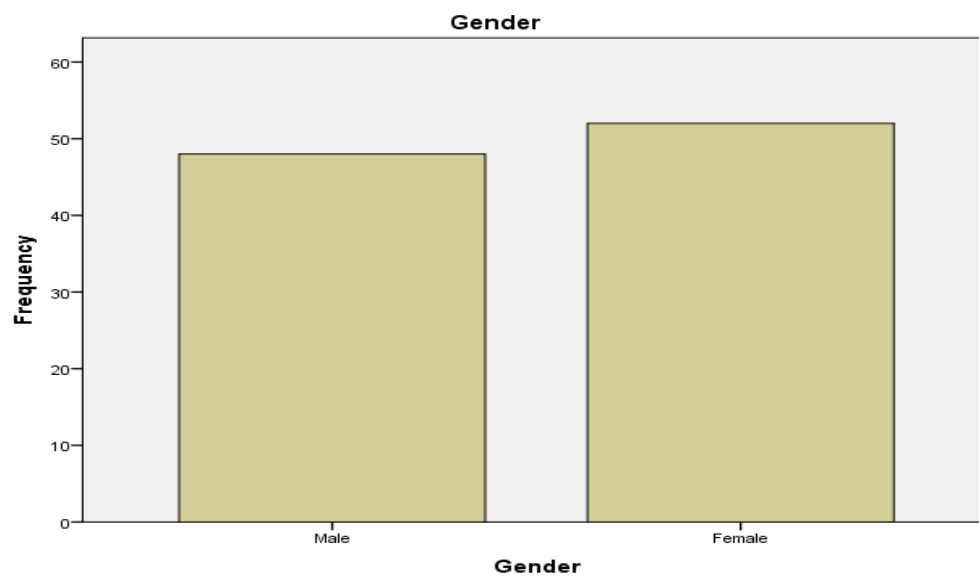


Figure 1: Bar Chart representation of the gender of the participants

Figure 1 shows that 48% of the participants are male students while 52% of the participants are female students. This represents a good gender mix for the study.

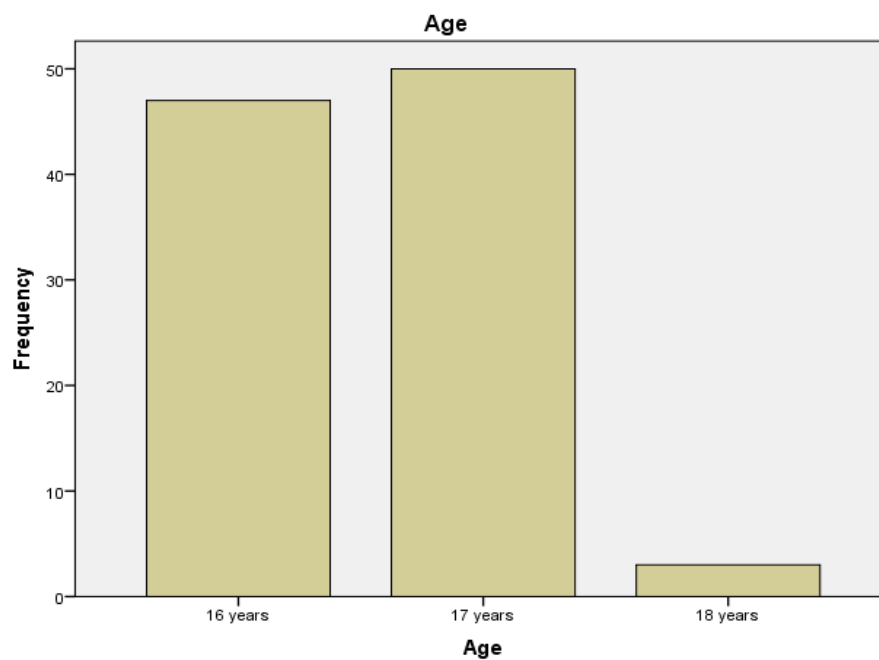


Figure 1: Bar Chart representation of the ages of the participants

Figure 2 indicates that 47% of the participants are 16 years old students, 50% are 17 years old students while 3% are 18 years old students. This

means that majority of the participants are 16 years and 17 years old students.

Table 1 Descriptive analysis of the research variables

	n	Mean	Std. Deviation
Self-Efficacy	100	12.30	.77
Teacher Assessment	100	14.68	2.51
Student Assessment	100	15.17	2.53
Peer Assessment	100	15.05	2.38

Table 1 shows that the students had mean self-efficacy score of ($M = 12.30$, $SD = .77$). On the other hand, the students had mean teacher assessment score of ($M = 14.68$, $SD = 2.51$), mean student assessment score of ($M = 15.17$, $SD = 2.53$) and a mean peer student assessment score of ($M = 15.05$, $SD = 2.38$). This means that students' assessment of their writing outcomes is the highest followed by peer assessment and the

least was the teacher assessment. This difference may reflect students' greater confidence in their writing rather than a systematic scoring bias, especially given the high correlation among the three assessment methods. However, the standard deviations of 2.51, 2.53 and 2.38 show that their scoring of the students' writing outcomes by the students themselves, their peers and their teachers are closely related.

Table 2 Correlation Matrix of the research variables

Variable	Self-Efficacy	Teacher Assessment	Student Assessment	Peer Assessment
Self-Efficacy	1.000			
Teacher Assessment	.789	1.000		
Student Assessment	.746	.854	1.000	
Peer Assessment	.708	.799	.875	1.000

Table 2 indicates the correlation matrix of the research variables. It shows that the correlation between students' self-efficacy and their teacher assessment of their writing outcomes is ($\beta = .789$). On the other hand, the correlation between students' self-efficacy and students' assessment of their writing outcome is ($\beta = .746$) while the correlation between students' self-efficacy and peer assessment of their writing outcome is ($\beta =$

.708). Similarly, teacher assessment correlated positively with student assessment ($\beta = .854$) while peer assessment correlated positively with teacher assessment ($\beta = .799$) and student assessment ($\beta = .875$) respectively. These findings suggest a robust and consistent association between writing self-efficacy and writing performance under different assessment methods.

Table 3 Path coefficients of the predictor variables on the criterion variable

Parameter	β	R^2	p
Self-Efficacy -> Peer Assessment	.746	.501	.000
Self-Efficacy -> Teacher Assessment	.789	.622	.000
Self-Efficacy -> Student Assessment	.708	.557	.000

Table 3 shows that 50.1% of students' writing outcomes, as assessed by their peers, are attributed to their self-efficacy. Similarly, 62.2% and 55.7% of students' writing outcomes as assessed by their teachers and themselves, respectively, can be attributed to their self-efficacy. This is an indication that self-efficacy is a major determinant of students' writing outcomes. Figure 3 shows the path model for the

explanation of students' writing performance by their self-efficacy. The high explained variance indicates that self-efficacy is not a marginal psychological factor, but rather a significant determinant of writing performance. The acceptable model fit indices (SRMR = .081; NFI = .93) further support that the proposed model can adequately explain students' writing outcomes.

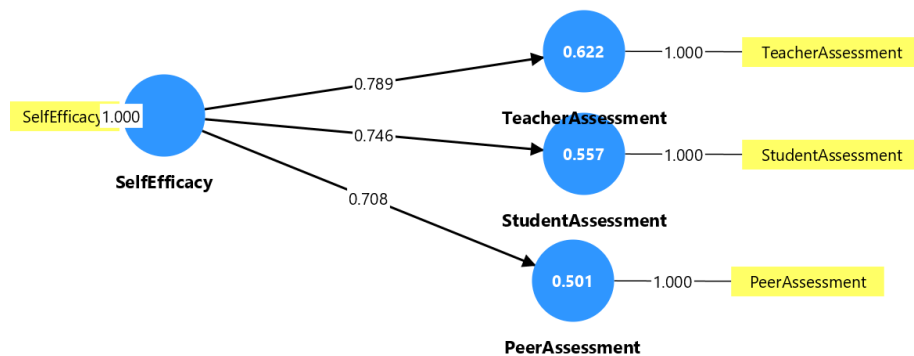


Figure 3: Path model for the explanation of the impact of self-efficacy on their writing performance.

4. Discussion

The results of this study indicate that writing self-efficacy is a powerful predictor of second language writing performance. Specifically, writing self-efficacy explained 50.1% to 62.2% of the differences in writing outcomes among teacher assessments, peer assessments, and self-assessments. This study provides compelling evidence in a large class setting that learners' confidence in their writing abilities is an important determinant of their writing performance. These findings are not surprising to the research due to the fact that high writing self-efficacy students are more likely to put in more mental effort, persevere longer on challenging writing assignments, and interact closely with linguistic structures. Based on Social Cognitive Theory, self-confidence has a direct impact on perseverance and effort. Additionally, pupils who have high levels of self-efficacy sustain task commitment, establish difficult but attainable goals, and exhibit higher levels of intrinsic desire. This was also consistent with the Self-Determination Theory, which holds that motivation is increased by competence views.

This also aligned with Zhang Xuemin et al. (2007), who found that self-efficacy directly affects the individual's future achievement status in the process of studying the factors affecting academic achievement and the relationship between them. According to Bandura, self-efficacy is the basis for behavioral change. Relatively safe activities allow individuals to enhance their self-efficacy by gaining mastery experiences, and the higher the reliability of the experience, the more significant the change in perceived self-efficacy. Based on this, teachers can improve students' self-efficacy through appropriate teaching methods and writing strategies, thereby promoting the improvement of their writing skills. Buttressing the foregoing, Studies conducted in many settings have demonstrated the relationship between students' writing performance and self-efficacy. For example, self-efficacy is a strong predictor of performance in a variety of language abilities and tasks, according to a study of 32 empirical investigations (Raoofti et al., 2012). According to a similar study, there is a significant positive correlation between writing performance and

writing self-efficacy, and total self-efficacy predicts overall performance (Hetthong, 2013). Writing self-efficacy differs considerably amongst writing proficiency groups, according to a cross-sectional study involving 304 Malaysian undergraduate students (Raofi et al., 2017). Additionally, it was found that multimodal writing self-efficacy in EFL contexts is connected with writing performance (Teng et al., 2018).

Similarly, it was discovered that there was a strong positive correlation between writing self-efficacy and academic success in English writing courses (Ariyanti, 2025). Furthermore, a meta-analysis reveals a significant positive relationship between writing achievement and writing self-efficacy, particularly when second languages are involved (Sun et al., 2021). For instance, a thorough meta-analysis found that writing self-efficacy strongly influences the variance in L2 writing performance, with L2 learners experiencing larger effects than first language learners. This suggests that confidence in writing skills may be even more crucial when students work in a non-native language, when linguistic challenges and anxiety are usually elevated. There is a strong correlation between self-efficacy and L2 learners' writing proficiency (Mahmoudi & Barzegar, 2017). Higher writing self-efficacy also improves writing performance, according to a correlational study of 100 Iraqi EFL students (Sabti et al., 2019). Thus, writing self-efficacy and self-regulated learning practices highly predict writing proficiency in EFL students, according to a study of 319 Chinese college students (Sun & Wang, 2020). With a focus on the mediating function of professional maturity, Sholikah et al. (2021) investigated the link between self-efficacy, student accomplishment, and career preparedness. The authors look at how students' academic performance—such as student achievement—and self-efficacy—a measure of their confidence in their abilities—affect their preparedness for future careers. They postulate that this association is mediated by professional maturity, or how well-prepared and knowledgeable students are regarding their career paths.

Xu et al. (2024) discussed the use of technology to enhance self-efficacy, specifically in the context of hybrid tourism and virtual reality. The study explores how these technologies can reduce fatigue and increase self-confidence, which may provide valuable insights into second-language writing instruction. By incorporating these technologies into language learning environments, learners can gain greater confidence in their writing abilities, as self-efficacy is associated with improved motivation (Xu et al., 2024). Tang and Xu. (2011) conducted a survey and research on dialogue writing self-efficacy and found that college students' English writing self-efficacy is significantly positively correlated with writing scores and performance. Hang and Rude (2013) explored the relationship between foreign language writing anxiety and writing self-efficacy and its prediction of writing performance and believed that self-efficacy has a significant positive impact on the prediction of writing performance.

Zhorabekova, Kassymova and Xu (2024) investigated the development of pragmatic and self-efficacy skills through electronic writing communication. This article highlights the importance of email in second language learning, demonstrating written communication and enhancing students' writing skills and self-efficacy. By focusing on practical writing tasks that mimic real-world situations, students can develop both their language skills and a sense of achievement, thereby increasing their self-efficacy in second-language writing. Based on the authors' teaching practice experience, setting clear and achievable goal tasks can help students with low self-efficacy gain successful experience and improve their self-confidence. In addition, teachers should adopt a positive and encouraging attitude, fully affirm students' writing achievements and highlights, and at the same time objectively face students' shortcomings, help students with poor self-efficacy or low grades to regulate negative emotions such as anxiety and fear, and use a positive Mindset facing writing challenges, thereby promoting positive self-efficacy beliefs.

Another interesting finding of this research is the high degree of consistency among teacher evaluations, peer evaluations, and student self-evaluations. The correlation coefficients of the three evaluation methods ranged from 0.799 to 0.875, indicating strong consistency. Our study findings show that there is a strong correlation between student self-assessment and peer assessment and teacher assessment, which proves the feasibility of peer assessment and student self-assessment in the evaluation of English writing performance and can be used as part of formative assessment. Writing tasks and classroom activities should not only motivate learners but also promote deeper thinking and cognitive engagement through assessment techniques. Nogaibayeva et al. (2023) examined the ICT proficiency of language teachers in China, which may be considered another factor influencing self-efficacy in language writing. When language teachers use technology to support writing instruction, students may perceive writing tasks as manageable, which increases their confidence in their ability to complete the tasks.

Peer evaluation through face-to-face interaction helps the smooth transmission of evaluation information. Experimental research shows that peer assessment can more effectively improve students' abilities in grammar and format (Cui, Schunn, & Gai, 2021). It is believed that providing feedback to peers in peer feedback activities helps improve students' writing ability and has a stimulating effect on students' cognitive and emotional levels (Gao, Ann, & Schunn, 2023). Peer Response in Second Language Writing Classrooms defines peer feedback as: "Interacting with learners as information sources and allowing them to assume the responsibilities of teachers or editors" (Liu & Hansen, 2002; Zhang & Schunn, 2023). Through mutual discussion and improvement, students' writing performance improves, which not only increases their self-confidence but also improves their writing self-efficacy. Therefore, peer assessment should be considered an important component of writing courses.

Lee and Evans (2025) believe that peer evaluation has irreplaceable value and that

teacher evaluation can enable students to demonstrate higher independent learning abilities and interactivity. The peer review feedback mechanism has a positive impact on Chinese students' second language writing revision process and effectively improves students' writing construction abilities. In addition, peer evaluation can cultivate students' reader awareness in the writing process and help them absorb the strengths of others promptly and make up for their shortcomings. In a good environment, peer evaluation based on established standards and principles can not only accurately assess the writing level of classmates but also reflect the evaluation level of participating students (Fathi & Rahimi, 2023).

Research observations also found that peer review can create a good writing atmosphere, bring about successful revisions through discussion, and help low-level students obtain timely feedback and positive emotional experiences. Students generally recognize and accept peer grading activities because they have similar cognitive abilities, which makes it easier to accept modification suggestions on vocabulary, article organisation, and content, thereby stimulating self-revision and improving text quality. Some scholars have pointed out that peer assessment can significantly reduce students' writing anxiety, thereby helping to improve their English writing skills. Although experiments have proven that peer assessment can significantly improve the writing self-efficacy of low-level students, high-level students can also benefit from it because a stronger sense of self-efficacy makes them work harder and further enhances their sense of efficacy through corrective experience.

Ilmaliyev et al. (2022) examined motivators and barriers to research in Kazakhstan, discussing how motivation is a crucial component of self-efficacy and how external factors influence researchers' motivation. In the context of second-language writing, a stimulating environment promotes higher self-efficacy by encouraging students to engage more deeply in writing tasks. Lavrinenko, Arpentieva, and Kassymova (2019) examined how motivation

affects the learning process, particularly in technical universities. Their study suggests that motivation, a key aspect of self-efficacy, can affect the effectiveness of education, including teaching second language writing. Because motivation increases persistence and effort, students who feel motivated and capable are more likely to succeed in writing tasks. These studies show that technology, motivation, and practice are crucial elements in building self-efficacy in technical writing or in a second language. Combining these elements into language teaching can help students feel confident and competent in their writing abilities.

In the course of self-evaluation, students adopted specific classroom teaching methods and unified evaluation standards and principles. Its ultimate goal is not only to generate a score, but also to focus on students' self-evaluation ability, evaluate the reliability of self-evaluation, and the consistency of teacher-student evaluation. The study found that students' self-evaluation was highly consistent with teachers' evaluation, indicating that their self-judgment was relatively accurate regardless of their self-efficacy and writing performance. Therefore, student self-evaluation, like peer evaluation, can be used as part of the formative evaluation of students' writing performance.

As a reliable evaluation method to replace teacher scoring, self-evaluation can also promote students' learning, so it is feasible in college English writing teaching. In the process of training and implementing self-evaluation, teachers can help students transform self-evaluation from a simple scoring form to a tool to promote learning.

Through interviews and observations, the study found that self-evaluation emphasises the main role of students. Students measure their essays based on scoring standards and principles, which helps them to continuously make self-judgments and reflections. They can clearly understand whether they have completed a task or reached a certain standard, to have a clearer understanding and in-depth understanding of their writing status. This process helps students set

corresponding learning goals and achieve self-regulation, which not only improves their self-evaluation skills in writing but also helps to improve their writing ability and sense of efficacy.

Self-evaluation and reflection are particularly important for students who rarely receive positive feedback. Some researchers pointed out that to achieve the evaluation goal of continuously optimizing students' learning, a self-evaluation subject structure with "students as the main body and teachers and peers as the auxiliary" should be established, and a variety of self-evaluation methods and techniques should be adopted to ensure the accuracy and authenticity of self-evaluation and to strive to make student self-evaluation the basis for future classroom evaluation and promote lifelong learning. Lismay and Ramadhani (2021) studied the students' perceptions of their English language skills and self-assessment and they believe that student self-evaluation is not only a way for learners to self-evaluate their language application skills and knowledge (Lismay & Ramadhani, 2021), but also helps to improve learners' self-awareness and learning autonomy, and becomes a "highly interactive and low-anxiety evaluation method". Therefore, from the perspective of improving students' introspection ability and writing skills, the application of self-evaluation in teaching is necessary, and it is an important means to improve students' sense of self-efficacy. At the same time, self-evaluation helps to cultivate students' responsible attitudes, so that they learn to reflect and be aware of their achievements and shortcomings at any time.

Contributions to knowledge

The findings of this research present significant contributions to knowledge, theory, pedagogy, and educational practice.

Contribution to the Writing Self-Efficacy Literature

By offering empirical evidence that students' confidence in their writing abilities is a significant factor in writing performance among Chinese learners, the study adds to the expanding body of work on writing self-efficacy. By demonstrating

that self-efficacy is crucial to academic writing effectiveness in a variety of educational situations, the research adds to the body of knowledge already available on second language writing.

Contribution to the Theory of Self-Efficacy

The study expands the use of Self-Efficacy Theory in circumstances related to writing evaluation and second language acquisition. The research supports the theory's claim that learners' perceptions of their own skills had a major impact on academic performance outcomes by showing that the link remained significant independent of assessment methods. The theoretical knowledge of self-efficacy as a reliable motivational component in language instruction is strengthened by this.

Contribution to Research on Cross-Cultural Education

By producing evidence from the Chinese educational context, where cultural expectations, examination procedures, and academic competition may influence students' learning experiences differently from Western contexts, the study advances cross-cultural research. The results thus corroborate the universality of the relationship between academic achievement and self-beliefs and expand our understanding of how writing self-efficacy functions among Chinese students.

Writing Assessment Research Contribution

By showing that the predictive influence of writing self-efficacy is consistent across several assessment approaches, the research adds to the body of knowledge on writing assessment. This supports the legitimacy of employing a variety of assessment techniques to gauge writing proficiency since it implies that the efficacy of writing self-efficacy is independent of a specific type of evaluation.

Contribution to the Practice of Teaching

The study offers instructors and language learners useful proof that raising students' self-confidence in their writing can have a favorable impact on their writing performance. Therefore, by highlighting the significance of including

scaffolded instruction, collaborative writing exercises, supportive feedback, and motivational tactics into writing classrooms, it advances pedagogical expertise.

Contribution to the Curriculum Development

By emphasizing the necessity of including psychological and affective aspects in writing education, the research helps with curriculum planning. The study shows that effective writing instruction should improve students' confidence, perseverance, and self-control in addition to their grammar and composition abilities.

Contribution to Educational Policy

The study provides evidence-based support for educational policies that promote formative assessment procedures and learner-centered approaches. It emphasises how crucial it is for teacher preparation programs to give teachers the tools they need to help students develop both academic writing proficiency and writing self-efficacy.

Implications of the findings

Regardless of the evaluation methods employed, the discovery that students' writing self-efficacy strongly linked with writing performance has several significant theoretical, practical, pedagogical, and policy consequences. In terms of pedagogical consequences, the findings imply that regardless of whether the evaluation is done through essays, tests, portfolios, projects, or ongoing evaluations, students who have greater confidence in their writing talents typically do better on writing assignments. This suggests that writing teaching should include building students' self-confidence and perceived writing ability in addition to language competence and technical writing skills. Constructive criticism, guided practice, peer cooperation, and gradual writing assignments are examples of motivational and confidence-boosting techniques that educators should integrate into their lesson plans. With respect to assessment practice, the finding suggests that self-efficacy is a stable predictor of writing success rather than an outcome linked to a particular testing format, as the association

between writing self-efficacy and writing performance remained similar across assessment methodologies. This implies that educators and examiners can rely on diverse assessment methods without fear that the predictive role of self-efficacy will diminish. As a result, educational institutions can easily use a variety of evaluation methods to gauge students' writing proficiency while also encouraging their confidence. Concerning curriculum development implications, the findings emphasise the necessity of including affective and psychological elements in writing programs in addition to cognitive writing abilities. Curriculum designers should intentionally support students' self-beliefs, independence, goal-setting, and reflective writing practices. Students' writing self-efficacy can be strengthened and performance results can be improved by incorporating opportunities for mastery experiences, revision exercises, and genuine writing engagement. For educational psychology implications, the findings validate the assumptions of Self-Efficacy Theory, which proposes that individuals' ideas about their capabilities influence their performance outcomes. The correlation's constancy across evaluation techniques indicates that writing self-efficacy serves as a strong motivational construct that is independent of evaluation context. This supports the claim that psychological factors play a significant role in determining academic success when learning a language.

For policy implications, teacher training programs that prioritize psychological aspects of writing teaching and motivational techniques should be supported by educational policymakers. By boosting students' writing self-efficacy, policies that encourage learner-centered pedagogies, formative assessment, and writing support services may improve writing achievement.

5. Conclusion

This study revealed a significant correlation between self-efficacy and students' second language writing performance. Self-efficacy significantly impacted students' writing

performance, with statistically significant relationship between students' writing self-efficacy and their writing performance outcomes. Regarding assessment methods, the study found high consistency between teacher ratings, student self-assessment, and peer ratings, providing empirical support for the use of a multi-faceted assessment system in writing instruction. This suggests that student self-assessment and peer assessment have high reliability and validity, and that learner agency plays a crucial role in language learning. Furthermore, self-efficacy strengthens learners' beliefs during the writing process. This suggests that learners' beliefs in their own abilities significantly influence their motivation and engagement in writing. Thus, effective teacher feedback, tailored teaching strategies, and an encouraging classroom environment are all considered crucial components for enhancing students' writing confidence.

Recommendations for Educational Practitioners

1. Teachers should intentionally use teaching strategies that boost students' self-assurance in their writing skills. Scaffolded writing assignments, constructive criticism, peer cooperation, goal-setting, and chances for recurrent writing practice are a few examples of these tactics.
2. Rather than concentrating only on grades, teachers should prioritize formative assessment by giving prompt, detailed, and supportive feedback that identifies both strengths and places for improvement. This is because students' confidence in writing is linked to improved writing performance.
3. Teachers and schools should create classroom settings that encourage kids to openly express their ideas and lessen writing anxiety. A positive learning environment can boost students' confidence in their writing skills and encourage consistent participation in writing assignments.
4. Teachers should use a range of assessment techniques, including essays, portfolios, projects, peer evaluation, and performance-based tasks, to give students numerous chances to show their writing

proficiency because the relationship between writing self-efficacy and writing performance remained significant across various assessment methods.

5. In addition to teaching writing skills, teacher training programs should provide teachers with evidence-based techniques for boosting students' writing self-efficacy.

Recommendations for Researchers

1. Future studies should look at how writing self-efficacy evolves over time and how

shifts in self-efficacy affect writing performance at various educational levels.

2. In order to understand the relationship between writing self-efficacy and writing performance, researchers should investigate elements including writing anxiety, motivation, self-regulated learning, instructor feedback, digital literacy, and classroom climate.

3. To ascertain the generalizability of the results, comparable research should be carried out across various educational levels, fields, institutions, and cultural contexts.

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Author Declaration

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