



## THE RELATIONSHIP BETWEEN SELF-EFFICACY AND MOTIVATION IN EFL WRITING: EVIDENCE FROM AN INDONESIAN ISLAMIC UNIVERSITY

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### abstract

English language proficiency, particularly writing skills, is increasingly crucial for academic and professional success. However, EFL (English as a Foreign Language) learners, especially in non-English speaking countries like Indonesia, face significant challenges. This study investigated the relationship between writing self-efficacy and writing motivation among EFL learners within the unique context of an Indonesian Islamic university, a setting where the influence of Islamic values and local culture on these constructs remains under-explored. The aim was to determine the strength and direction of the relationship between self-efficacy and motivation in EFL writing among this specific population. A quantitative, correlational design was employed, using questionnaires based on Bandura's (1997) social cognitive theory and Ryan and Deci's (2000) self-determination theory. Participants were 48 fourth-semester English Education students at UIN Raden Intan Lampung, selected through simple random sampling. Data were collected via Google Forms and analyzed using R Studio, including descriptive statistics, reliability analysis (Cronbach's alpha), and Pearson's correlation. The results revealed moderately high levels of both writing self-efficacy ( $M = 2.90$ ,  $SD = 0.25$ ) and writing motivation ( $M = 2.90$ ,  $SD = 0.22$ ). A statistically significant positive correlation was found between writing self-efficacy and writing motivation,  $r(46) = 0.49$ ,  $p < .001$ , indicating a medium effect size. This finding suggests that students with higher confidence in their writing abilities also tended to be more motivated to engage in English writing tasks. The study contributes to understanding the dynamics of EFL writing in a specific cultural and religious context, highlighting the importance of fostering both self-efficacy and motivation in EFL instruction within Indonesian Islamic higher education, and has implications for curriculum developers.

## INTRODUCTION

English language proficiency has become an increasingly critical asset in both academic and professional spheres worldwide. Its dominance in international communication, research, and global commerce positions it as a key determinant of opportunity (Baig, 2024; Guennoun & El Kholti, 2024; Hidayat, 2024; Rana & Shaikh, 2024). Within this broader context, the ability to write effectively in English is particularly crucial, serving as a fundamental skill for academic success and career advancement (Vula et al., 2024; Zhang et al., 2023). English writing proficiency allows individuals to not only navigate the globalized landscape but also enhances cognitive skills such as critical thinking and creativity, important for EFL learners (Pae & O'Brien, 2018; Vula et al., 2024). For university students, strong English writing skills are essential for meeting academic requirements, engaging in scholarly discourse, and ultimately, achieving professional success (Ingale, 2017; Staples et al., 2016; Sudirman et al., 2021).

Despite the recognized importance of English writing, EFL (English as a Foreign Language) learners, particularly in non-English speaking countries like Indonesia, face significant challenges. These often include difficulties with core language elements (grammar, vocabulary, punctuation), as well as higher-order skills such as organizing ideas, formulating arguments, and adhering to academic writing conventions (Bram & Angelina, 2022; Mulyono & Artarini, 2021). Factors like writing anxiety and the perceived lack of adequate writing time for practice further hinder progress (Salikin, 2019; Subandowo & Sárdi, 2023).

The challenges faced by Indonesian EFL learners are often amplified within the context of Islamic higher education. Students in Indonesian Islamic universities (like UINs) frequently struggle with issues such as limited vocabulary, grammatical errors, and difficulties in structuring academic texts (Aziz et al., 2020; Dianastiti et al., 2024). These challenges may be further compounded by the integration of Islamic values and content into the curriculum, which, while valuable in fostering character development, might present unique linguistic and pedagogical considerations (Ikhwan, 2014; Purwati et al., 2018).

Two key factors that significantly influence EFL writing performance are learner self-efficacy and motivation. Self-efficacy, defined as an individual's belief in their ability to successfully complete a task (Bandura, 1997), has been shown to positively correlate with writing achievement in various EFL contexts (Sun & Wang, 2020; Teng & Wang, 2022; Xu et al., 2023). Students with higher writing self-efficacy tend to demonstrate greater persistence, utilize more effective learning strategies, and ultimately produce higher-quality writing (Chen et al., 2022; Sujecka-Zajac, 2024). Motivation, on a related view, is to learn and develop self. The fathers of this theory is Ryan and Deci (2000) who introduced the term self-determination theory. This theory can be viewed in two types; intrinsic or extrinsic, and instrumental or integrative (Listyani, 2022).

Motivation, a multifaceted construct influenced by various intrinsic and extrinsic factors, also plays a crucial role (Listyani, 2022; Ushioda, 2011). Highly motivated EFL writers are more engaged, exhibit greater effort, and are more likely to achieve desired outcomes (Banegas & Lowe, 2021; Bruning & Horn, 2000; Cahyono & Rahayu, 2020). Feedback from sources, especially multiple sources, can have huge impact on EFL writing, specifically motivation (Cen & Zheng, 2024).

Importantly, research indicates a strong, often bidirectional, relationship between self-efficacy and motivation in learning contexts (Haidari et al., 2023; Li et al., 2024). In EFL writing specifically, numerous studies confirm a positive correlation: higher self-efficacy is frequently associated with increased motivation, and vice-versa (Amin, 2019; Fatemi & Vahidnia, 2013; Hetthong & Teo, 2013; Khosravi & Ghoorchaei, 2017; Sabti et al., 2019). This suggests that interventions targeting either self-efficacy or motivation may have synergistic effects on both constructs, leading to improved writing performance.

While the general link between self-efficacy, motivation, and EFL writing performance is well-established, there remains a significant gap in the literature concerning the specific context of Indonesian Islamic universities. Although some studies such as Romrome & Mbato (2022), Sinaga & Subekti (2024), and Prihandoko et al., (2024) have begun to explore EFL writing self-efficacy and motivation among Indonesian learners, research specifically focusing on the unique environment of UINs is limited. Furthermore, the potential influence of religious and cultural factors, particularly the integration of Islamic values and local cultural traditions (like those found in Lampung), on students' self-efficacy and motivation in EFL writing remains largely unexplored.

Islamic principles, with their emphasis on effort, perseverance, and seeking knowledge as a religious duty, align with common goals of academic pursuits (Mujahid & Muharromah,

2025; Yaqin & Setyawan, 2024). This perspective offers a unique vantage point on the relationship between these factors. Some studies reported how Islamic values can affect individual learning in a way. For example, the Qur'anic perspectives on self-efficacy such as gratitude and patience (Hasanah, 2016). These spiritual aspects have the potential to shape students' beliefs about their abilities and their intrinsic motivation to learn (Alawneh, 1998; Majahar et al., 2021). Similarly, local cultural values and traditions, such as those prevalent in Lampung (Cahyono, 2018; Hasyim, 2020; Hasyim & Puspita, 2021; Izhar, 2022; Thresia, 2015), may interact with students' approaches to EFL writing, influencing their self-efficacy and motivational orientations. Studies reported that it can help students develop ideas, improve writing meaningfulness, and enhance overall writing ability (Cahyono, 2018).

Additionally, the specific challenges faced by students in the middle of this Islamic education, such as UIN Raden Intan Lampung students, particularly those in their fourth semester of English Education, need to be addressed. This group of students often encounters difficulties related to grammar, vocabulary, academic writing conventions, and idea generation (Al-Mukdad, 2019; Bram & Angelina, 2022; Setyowati et al., 2020). Understanding how these challenges intersect with their self-efficacy and motivation, within the context of an Islamic university that integrates religious and cultural values, is crucial for developing targeted and effective pedagogical interventions.

Therefore, this study aims to investigate the relationship between self-efficacy and motivation in EFL writing among fourth-semester English Education students at UIN Raden Intan Lampung. Specifically, it will explore how the integration of Islamic values and local Lampung cultural identity potentially shapes students' beliefs about their writing abilities and their motivation to engage in EFL writing tasks. This research will contribute to a more nuanced understanding of the complex interplay between learner characteristics, cultural context, and writing performance, ultimately informing the development of more effective and culturally responsive EFL writing instruction in Indonesian Islamic higher education. By addressing this gap in the literature, this study seeks to provide valuable insights that can be applied to improve EFL writing outcomes for students in similar contexts. This research will fill the gap in specific learner contexts, the Indonesian Islamic higher education.

## **METHOD**

This study employed a quantitative, correlational research design to investigate the relationship between self-efficacy and motivation in EFL writing among fourth-semester English Education students at UIN Raden Intan Lampung. Correlational research is an appropriate methodology for examining the degree and direction of the relationship between two or more variables without manipulating them, as is the case in this investigation (Creswell, 2012).

The participants were 48 undergraduate students enrolled in the fourth semester of the English Education program at UIN Raden Intan Lampung, Indonesia. Selecting this specific group was purposeful as fourth-semester students are typically transitioning from foundational language courses to more advanced, writing-intensive coursework, making their self-efficacy and motivation particularly relevant to their academic progress. A simple random sampling method was employed to ensure that every student within the target population had an equal opportunity to participate. This sampling approach enhances the generalizability of the findings to the broader population of fourth-semester English Education students at UIN Raden Intan Lampung.

Data collection relied on two questionnaires, which were administered through Google Forms. The first instrument, the Writing Self-Efficacy Questionnaire (WSEQ), comprised 20

items. These items were developed from established, validated self-efficacy scales grounded in Bandura's (1997) social cognitive theory. The development process prioritized the relevance of the items to the specific context of EFL writing at UIN Raden Intan Lampung, comprehensively covering the essential writing skills, and ensuring the validity of this instrument. The items explored various facets of writing self-efficacy, encompassing confidence in areas such as grammar, vocabulary, organization, idea generation, and the revision process. Students responded using a 4-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree), allowing for a nuanced measurement of their perceived capabilities. The Cronbach Alpha of this instrument is  $\alpha = 0.78$ , demonstrating acceptable internal consistency.

The second instrument, the Writing Motivation Questionnaire (WMQ), consisted of 20 items developed based on Ryan and Deci's (2000) Self-Determination Theory (SDT). This questionnaire assessed both intrinsic motivation, encompassing aspects like enjoyment of writing and interest in the topic, and extrinsic motivation, including factors like writing to achieve a good grade or to meet teacher expectations.. Responses were recorded on a 4-point Likert scale, identical to the WSEQ (1 = Strongly Disagree to 4 = Strongly Agree). Similar to WSEQ, WMQ has demonstrated good reliability, with Cronbach's alpha values of  $\alpha = .80$ .

The research procedures commenced after obtaining ethical approval from the relevant institutional review board at UIN Raden Intan Lampung, specifically the head of the major and the secretary's office. Informed consent was secured from all participants prior to their involvement in the study. Students were provided with a link to the Google Forms platform containing the questionnaires. The research purpose was thoroughly explained, and participants were given explicit assurances regarding the confidentiality of their responses and their exclusive use for research purposes. Ample time was allotted for questionnaire completion, and students were encouraged to seek clarification if any aspect of the instruments was unclear.

Data analysis was performed using R (4.4.2), and R-Studio (2024.09.0+375 "Cranberry Hibiscus") as IDE. Descriptive statistics, including means, standard deviations, and frequency distributions, were computed to characterize the participants' demographic information and their reported levels of writing self-efficacy and motivation. To assess the internal consistency reliability of both the WSEQ and WMQ, Cronbach's alpha coefficients were calculated. The primary analysis involved calculating Pearson's product-moment correlation coefficient ( $r$ ) to determine the strength and direction of the relationship between writing self-efficacy and writing motivation. A significance level of  $p < .05$  was established for this analysis.

## FINDINGS AND DISCUSSION

### *Descriptive Analysis*

Table 1. *Descriptive statistics result*

Questionnaire	n	Mean	SD
WSEQ	48	2.9	0.25
WMQ	48	2.9	0.22

Descriptive statistics were calculated for both the Writing Self-Efficacy Questionnaire (WSEQ) and the Writing Motivation Questionnaire (WMQ). Participants reported moderately high levels of writing self-efficacy, with a mean score of 2.90 and a standard deviation of 0.25. Similarly, participants reported moderately high levels of writing motivation, with a mean score of 2.90 and a standard deviation of 0.22. These results suggest that, on average, students in this sample felt relatively confident in their English writing abilities and were motivated to engage in writing tasks.

### Assumption of Normality Test

Table 2. *Shapiro-Wilk Test of Normality result*

Questionnaire	n	Skewness	Kurtosis	p-Value
WSEQ	48	0.11	-0.5	0.899
WMQ	48	0.23	-0.3	0.051

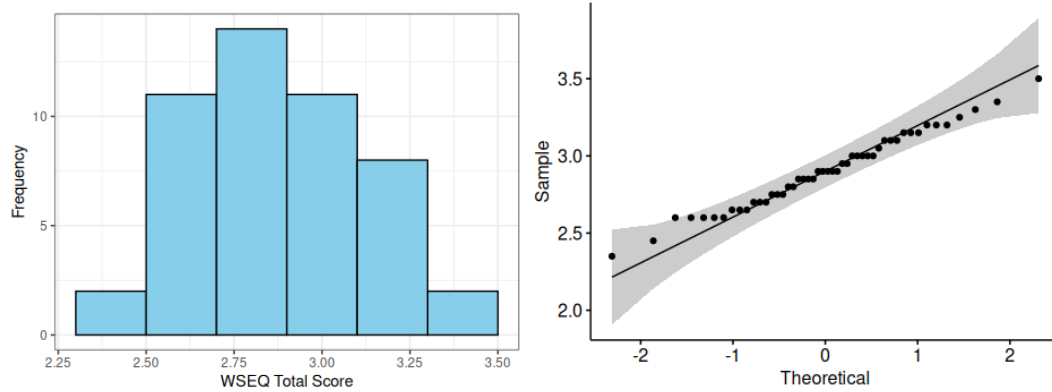


Figure 1. *Histogram and Q-Q Plot of WSEQ*

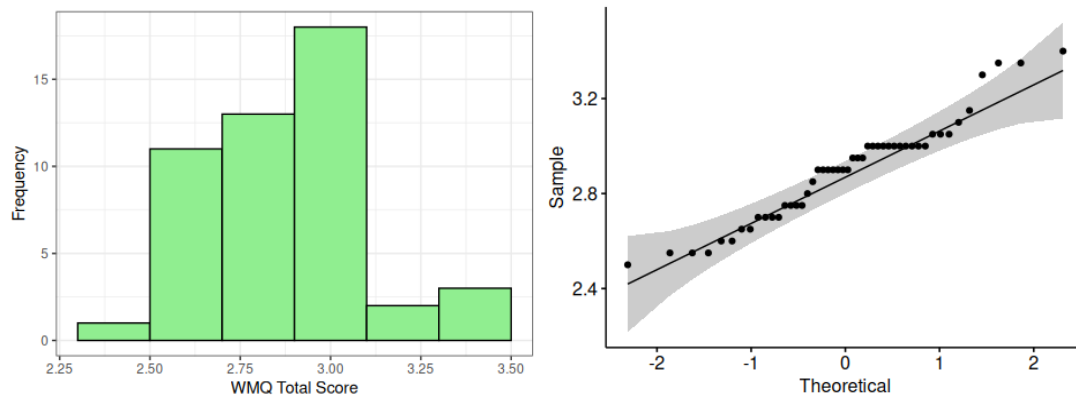


Figure 2. *Histogram and Q-Q Plot of WMQ*

The normality of the data distributions for both the WSEQ and WMQ total scores was assessed using a combination of visual inspection (histograms and Q-Q plots) and statistical tests (Shapiro-Wilk test, skewness, and kurtosis). The histogram for WSEQ scores showed a relatively symmetrical distribution. The Q-Q plot for WSEQ scores showed that WSEQ scores were nearly normal distribution, but there were some deviations in the tail. For the WSEQ scores, the Shapiro-Wilk test did not indicate a significant deviation from normality ( $W = 0.98795$ ,  $p = 0.899$ ). The skewness value was 0.11, and the kurtosis value was -0.50. Both values fall within the generally accepted range of -2 to +2, further supporting the assumption of approximate normality.

The histogram for WMQ scores showed a relatively symmetrical distribution as well. The Q-Q plot for WMQ showed that WMQ scores a nearly normal distribution, with some deviation in the tail. For the WMQ scores, the Shapiro-Wilk test also did not indicate a significant deviation from normality ( $W = 0.95281$ ,  $p = 0.052$ ), although it was very close to the significance threshold. The skewness value was 0.23, and the kurtosis value was -0.30. Again,

these values fall within the acceptable range for assuming approximate normality. The combination of visual inspection and statistical tests indicated strong evidence for the data normality from both variables.

*Pearson's Product Moment Test*

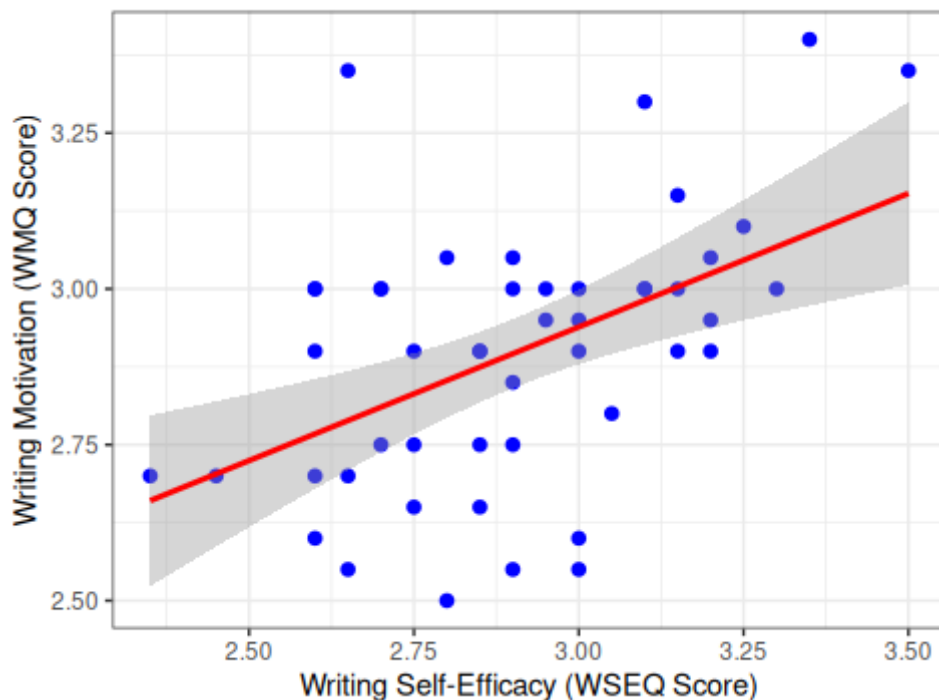
Table 3. *Correlation Between WSEQ and WMQ Scores*

Questionnaire	Mean	SD	1	p-Value
WSEQ	2.90	0.25		0.000
WMQ	2.90	0.22	.49** [.24, .68]	

*Note. M and SD are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014). \* indicates  $p < .05$ . \*\* indicates  $p < .01$ .*

The primary analysis focused on the relationship between writing self-efficacy and writing motivation. Pearson's product-moment correlation coefficient was calculated to assess this relationship. A significant positive correlation was found,  $r(46) = 0.49$ ,  $p < .001$ . The 95% confidence interval for this correlation ranged from 0.24 to 0.68. This result indicates a medium effect size, according to Cohen's (1988) guidelines. The positive correlation signifies that students who reported higher levels of confidence in their English writing abilities (higher WSEQ scores) also tended to report higher levels of motivation to engage in English writing tasks (higher WMQ scores). Conversely, students with lower self-efficacy tended to report lower motivation.

A scatterplot with a fitted regression line was created to visually represent the relationship between writing self-efficacy and writing motivation. The scatter plot clearly depicts the positive linear trend, providing further visual confirmation of the statistically significant correlation.



**Figure 1.** Scatterplot of Writing Self-Efficacy and Writing Motivation Scores.

In conclusion, the findings provide strong evidence for a statistically significant positive relationship between writing self-efficacy and writing motivation among the sampled fourth-semester English Education students. The medium effect size suggests that this relationship is not only statistically significant but also practically meaningful within the context of this study. The findings support the hypothesis that higher self-efficacy in writing is associated with higher motivation, and vice-versa, among this population of EFL learners.

## Discussion

This study investigated the relationship between writing self-efficacy and writing motivation among fourth-semester English Education students at UIN Raden Intan Lampung, an Indonesian Islamic university. The findings revealed a statistically significant positive correlation between writing self-efficacy and writing motivation ( $r = 0.49$ ,  $p < .001$ ), indicating a medium effect size. This central finding aligns with a substantial body of existing research in EFL contexts, but also offers unique insights within the specific cultural and educational setting of this study.

The positive correlation between self-efficacy and motivation found in this study strongly supports the established theoretical link between these constructs, as articulated by Bandura's (1997) social cognitive theory and Ryan and Deci's (2000) self-determination theory. Numerous studies in EFL contexts have consistently demonstrated this positive relationship. For instance, Sabti et al. (2019), Hetthong and Teo (2013), Khosravi and Ghooarchaei (2017), and Amin (2019) all reported similar findings, showing that higher levels of writing self-efficacy are associated with increased writing motivation and, consequently, better writing performance. Our results echo these findings, reinforcing the generalizability of this relationship across different EFL learner populations. This consistent support for the positive

correlation underscores the importance of fostering both self-efficacy and motivation in EFL writing instruction.

Furthermore, the finding that students reported moderately high levels of both self-efficacy and motivation is consistent with some previous research, although direct comparisons are challenging due to variations in instruments and participant populations. The acceptable to good reliability of the instruments used in this study (WSEQ  $\alpha = 0.78$ ; WMQ  $\alpha = 0.80$ ) is also in line with reported reliability values for similar scales in previous EFL research.

While the core finding aligns with broader trends, this study's specific context—an Islamic university in Indonesia—provides a unique contribution to the literature. Previous research on EFL writing self-efficacy and motivation in Indonesia (e.g., Romrome & Mbato, 2022; Sinaga & Subekti, 2024; Prihandoko et al., 2024) has begun to address this area, but few studies have explicitly focused on the potential influence of Islamic values and local cultural identity. As mentioned, the major challenge for Islamic universities is balancing modern and traditional values (Berger, 2021).

The integration of Islamic values into the curriculum at UIN Raden Intan Lampung, as analyzed by Irmawati (2024), Ulya and Hayati (2020), and Leni (2019), offers a unique context for exploring the interplay between religious education and student outcomes. The emphasis on Islamic principles such as effort, perseverance, and the pursuit of knowledge as a religious duty (*fardhu kifayah*) creates a learning environment that may foster a distinct set of motivational orientations among students. These values, rooted in Islamic teachings, emphasize the moral and spiritual significance of education, which can potentially shape students' attitudes toward learning and their academic engagement. For instance, the Islamic concept of *Ijtihad* (intellectual effort) encourages critical thinking and lifelong learning, while the notion of seeking knowledge as a form of worship (*ibadah*) can instill a sense of purpose and responsibility in students. Additionally, the Quranic injunctions to seek knowledge and CORRECT themselves (e.g., Surah Al-Alaq 1-5, Surah Al-Mujadalah 11) may influence students' perceptions of their academic pursuits as a divine mandate, thereby enhancing their intrinsic motivation.

This cultural and religious context may explain, at least in part, the moderately high levels of self-efficacy and motivation observed among students in this sample. Self-efficacy, or the belief in one's ability to succeed, could be reinforced by Islamic teachings that emphasize trust in God (*tawakkul*) while simultaneously valuing human effort (*ikhtiar*). This balance between divine reliance and personal agency may create a resilient mindset, enabling students to persevere in the face of academic challenges. Similarly, the Islamic emphasis on the pursuit of excellence (*ihsan*) and the importance of knowledge as a communal good could cultivate a sense of collective responsibility and shared goals, fostering a collaborative learning environment (Mujahid & Muharromah, 2025; Yaqin & Setyawan, 2024).

Furthermore, the potential influence of local Lampung cultural values, which have been shown to enhance engagement in EFL writing when integrated into instruction (Cahyono, 2018; Hasyim, 2020; Hasyim & Puspita, 2021; Izhar, 2022; Thresia, 2015), was not directly assessed in this quantitative study. While the correlational findings do not contradict these prior studies, they do not provide direct evidence of how or to what extent these cultural factors influence self-efficacy and motivation. Previous studies focused more in the implementation of those culture, while this study focus on how this culture affect the two variables.

It's also important to acknowledge that, while a significant correlation was found, correlation does not imply causation. It is possible that higher self-efficacy leads to increased motivation, as suggested by some research (Li et al., 2024; Azila-Gbette et al., 2021). It's equally plausible that higher motivation fuels increased effort and, consequently, improved self-



efficacy (Li et al., 2024; Kyndt et al., 2018). The relationship is likely bidirectional and complex, as highlighted by Trautner and Schwinger (2020) and Haidari et al. (2023). This study's cross-sectional design cannot determine the directionality of the relationship.

The limitations of the study indeed present important considerations for interpreting its findings and highlighting areas for future research. First, the study's sample being limited to fourth-semester English Education students at a single Islamic university in Indonesia significantly restricts the generalizability of the findings. While this sample provides valuable insights into the specific context of English Education students at this institution, it does not account for the diversity of student populations across different academic disciplines, educational levels, or cultural settings. For instance, students in science, technology, engineering, and mathematics (STEM) fields may exhibit different motivational patterns compared to those in the humanities or social sciences. Similarly, first-year students may face different challenges and motivations compared to fourth-semester students, who have had more time to adapt to university life. Expanding the study to include students from various disciplines, academic levels, and institutions would enhance the applicability of the findings to broader educational contexts.

Second, the reliance on self-reported data through questionnaires introduces potential biases, such as social desirability bias. Students may overestimate their self-efficacy or motivational levels to align with societal or institutional expectations, leading to inaccurate representations of their true beliefs and attitudes. Additionally, self-reported measures are subjective and may be influenced by students' moods, perceptions, or interpretations of the survey items. To mitigate this limitation, future studies could incorporate multiple data collection methods, such as interviews, focus groups, or performance-based assessments, to triangulate findings and provide a more comprehensive understanding of students' self-efficacy and motivation.

Third, the correlational design of the study precludes the ability to establish causality between the variables under investigation. While the study may identify associations between Islamic values, self-efficacy, and motivation, it cannot determine whether these variables directly influence one another or if other unmeasured factors are driving the relationships. For example, students' self-efficacy and motivation may be shaped by additional variables, such as parental support, prior academic experiences, or access to resources, which were not accounted for in the study. To address this limitation, future research could employ longitudinal or experimental designs to explore potential causal relationships and control for confounding variables.

Finally, the absence of qualitative data is a notable limitation, as it restricts the depth of insight into students' lived experiences and perceptions. Qualitative approaches, such as in-depth interviews or focus groups, could provide richer, more nuanced understandings of how students' self-efficacy and motivation are shaped by their cultural, religious, and educational contexts. For instance, qualitative data could reveal how specific Islamic teachings or pedagogical practices influence students' attitudes toward learning or how they navigate challenges in their academic journeys. By integrating qualitative and quantitative methods, future studies could achieve a more holistic understanding of the interplay between Islamic values, self-efficacy, and motivation.

In addition to these limitations, it is worth considering the broader context of the study. The unique cultural and religious environment of UIN Raden Intan Lampung may have influenced the findings in ways that are not easily replicable in other settings. For example, the integration of Islamic values into the curriculum may have fostered a sense of purpose and responsibility among students that is distinct from secular educational environments. While this

context provides a valuable lens for understanding the role of Islamic education in shaping student outcomes, it also highlights the need for comparative studies across different institutional and cultural contexts.

Future research should address the limitations of this study and further explore the complex interplay between self-efficacy, motivation, and EFL writing performance in diverse contexts. Longitudinal studies could investigate the directionality of the relationship between self-efficacy and motivation over time. Experimental studies could examine the impact of specific pedagogical interventions designed to enhance self-efficacy and motivation in EFL writing. Mixed-methods research, combining quantitative and qualitative approaches, could provide a more comprehensive understanding of students' experiences and the factors influencing their self-efficacy and motivation. Specifically, future research should investigate the direct influence of Islamic values and local cultural factors on EFL writing self-efficacy and motivation in Indonesian Islamic universities. This could involve developing instruments that specifically measure these cultural and religious influences.

## CONCLUSION

This study contributes to the existing body of knowledge by confirming the positive relationship between writing self-efficacy and writing motivation in a specific, under-researched context: an Indonesian Islamic university. The findings underscore the importance of fostering both self-efficacy and motivation in EFL writing instruction. By highlighting the interconnectedness of these two constructs, the study provides valuable insights for educators seeking to design effective writing instruction that enhances students' confidence and motivation. Moreover, the study's results have practical implications for teaching practices, suggesting that instructors should aim to create a supportive learning environment that promotes students' self-efficacy and motivation. While the study's limitations highlight the need for further research, the results provide valuable insights for educators and researchers seeking to improve EFL writing outcomes in similar settings.

The unique cultural and religious context of this study offers a starting point for future investigations into the complex interplay of individual, contextual, and cultural factors in EFL learning. Future studies could explore how Islamic values and cultural norms influence EFL students' writing self-efficacy and motivation, and how educators can leverage these cultural strengths to support student learning. Additionally, comparative studies could be conducted to examine how the findings of this study generalize to other EFL contexts, both within and outside Indonesia. By exploring these avenues, researchers can gain a deeper understanding of the complex factors that shape EFL writing outcomes and develop more effective instructional strategies to support students' success. Ultimately, this study serves as a foundation for further research into the intricate dynamics of EFL writing instruction in diverse cultural and educational contexts.

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