

Path Analysis of English Writing Self-Efficacy: The Roles of Metacognitive Writing Strategies, Self-Regulatory Writing Strategies and Writing Achievement Goals

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Abstract

This study examined the interrelationships among metacognitive writing strategies, self-regulatory writing strategies, writing achievement goals, and English writing self-efficacy using a quantitative descriptive–correlational predictive design. Anchored in metacognition, self-regulation, and goal orientation theories, it aimed to determine variable levels, test significant relationships, and identify the best-fitting path model explaining English writing self-efficacy. The research was conducted in four Higher Education Institutions in the Davao Region. A minimum of 300 bona fide college students served as participants, selected through proportionate stratified random sampling. Standardized survey instruments with established reliability were utilized. Data were analyzed using Mean, Standard Deviation, Pearson r , Multiple Regression Analysis, and Structural Equation Modeling–Path Analysis. Results revealed that students demonstrated generally moderate to high levels of the major variables. Significant positive relationships existed among writing strategies, achievement goals, and self-efficacy. Path analysis indicated that self-regulatory writing strategies served as a key mediator, and the final model showed good fit, explaining a substantial proportion of variance in English writing self-efficacy. Findings highlight the combined cognitive and motivational foundations of academic writing confidence among higher education learners.

Keywords: Education, writing, Path Analysis, Asia, Philippines