

# Influence of the Teachers' Teaching and Human Skills on the Students' Research Writing Interest

Danica Alesna Jamilo<sup>1</sup>, Christopher Asuncion L. Arcay, MS<sup>2</sup>

<sup>1</sup>Trinidad Municipal College, Poblacion, Trinidad, Bohol

<sup>2</sup>Research Director, Mater Dei College, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100500326>

Received: 29 April 2026; Accepted: 04 May 2026; Published: 30 May 2026

## ABSTRACT

This study examined the influence of teachers' teaching and human skills on the research writing interest of fourth-year college students at Trinidad Municipal College in research writing for the 2024–2025 academic year. Underpinned by Bandura's Social Cognitive Theory, Vygotsky's Zone of Proximal Development, and Krashen's Affective Filter Hypothesis, it investigated how teaching approaches, command of strategies, and teacher-student relations influence students' interest in research writing. It used the cross-sectional explanatory design by a researcher-developed questionnaire and the standardized Academic Writing Motivation Questionnaire (AWMQ) to collect student data via purposive sampling. Descriptive statistics and Partial Least Squares Structural Equation Modeling (PLS-SEM) were used to analyze the data. Results indicated that facilitative teaching style was the most frequently applied among research teachers, even though the teaching styles had little impact on the students' interest in research writing. Teachers' ability to master teaching techniques and the teacher-student relationship positively influenced students' interest levels. Students who rated their teachers highly competent and full exhibited higher motivation and engagement in research writing. These results highlighted the value of pedagogic knowledge and interpersonal relationships in inspiring students to advance their research competencies. The research confirmed that teaching style does not tend to affect interest directly. Still, mastering effective strategies and developing teacher-student relationships are central to generating academic interest, especially in research. Findings of this research can help educational institutions, administrators, and instructors design better instructional and relational strategies for enhancing research writing motivation. Additionally, it encouraged future researchers to explore further variables affecting student interest and performance in academic writing.

*Keywords:* research writing interest, teaching strategies, human skills, self-efficacy, teacher-student relationship

## RATIONALE OF THE STUDY

Research writing plays a critical role in higher education, not only as a requirement for degree completion but also as a mechanism for developing students' analytical, organizational, and problem-solving abilities. It allows learners to engage with real-world issues, explore their academic interests, and produce knowledge that contributes to their field. In the Philippines, particularly in institutions like Trinidad Municipal College (TMC), research writing is embedded in the academic curriculum as a core component of capstone projects and thesis writing. However, despite its importance, many students find research writing to be one of the most difficult academic tasks they face, especially during their final year when time pressures, resource limitations, and stress levels peak.

At TMC, it was observed that a significant number of fourth-year students during the academic year 2024–2025 experienced difficulty in completing their research projects. Students frequently reported challenges such as limited access to resources, lack of confidence, unclear understanding of research processes, and minimal instructional support. These challenges were further exacerbated by personal stressors and academic burnout. The researcher's experience as an educator and witness to these difficulties served as a compelling motivation

to investigate the factors that might influence students' interest and motivation in research writing. Specifically, the study focused on the influence of teachers' teaching and human skills—both of which play a pivotal role in shaping the learning environment and supporting student engagement.

Previous studies have emphasized the role of teaching practices and student-teacher relationships in improving academic performance and fostering motivation. For instance, Bandura's (1986, 2001) Social Cognitive Theory posits that self-efficacy, or a student's belief in their capability to succeed, significantly influences academic behavior and achievement. Students with higher self-efficacy tend to exert more effort and persist longer, particularly in challenging tasks such as academic writing. Zysberg and Schwabsky (2021) and Hanham et al. (2021) found strong correlations between academic self-efficacy and performance outcomes across various subjects, including writing.

In the Philippine setting, Aguilon and Guhao (2024) explored the influence of teaching performance and student self-efficacy on academic achievement among senior high school students. Their findings revealed that teacher effectiveness and emotional support strongly predicted students' academic engagement and success. Similarly, Comahig and Abuzo (2024) found that academic self-efficacy significantly influenced motivation in mathematics learning, and that this effect was mediated by students' attitudes towards the subject. These studies collectively underscore the importance of teacher competence and interpersonal behavior in promoting student learning. International research also supports this link. Hayat et al. (2020) and Luo et al. (2023) emphasized that affective and motivational components—such as emotional support, feedback, and encouragement—greatly enhance students' academic performance, particularly in cognitively demanding subjects.

Despite this growing body of literature, there remains a clear gap in understanding how teacher-related factors specifically influence research writing interest, especially in local colleges in the Philippines. Most existing studies focus on general academic motivation or performance in core academic subjects such as math and science. Very few have investigated how a teacher's mastery of teaching strategies or their interpersonal (human) skills affect a student's engagement with research writing. Even fewer studies apply structural models that quantify these relationships, especially within the context of cross-sectional data and validated student instruments.

This study responds to that gap by exploring the influence of teaching styles, mastery of teaching strategies, and teacher-student relationships on students' research writing interest. Grounded in Bandura's theory of self-efficacy, Vygotsky's (1978) Zone of Proximal Development, and Krashen's (1982) Affective Filter Hypothesis, this study examines how both instructional competence and emotional support from teachers shape the academic experience of student researchers. It integrates these theories to provide a comprehensive model explaining how teaching and human skills contribute to the development of research motivation, confidence, and persistence.

Furthermore, the research contributes new knowledge by presenting an evidence-based structural model using Partial Least Squares Structural Equation Modeling (PLS-SEM). This model identifies the pathways through which teacher variables influence student research interest, highlighting the importance of emotional climate, instructional style, and feedback. These findings can inform teacher training programs, curriculum design, and institutional policies aimed at improving research education in higher education settings.

## **Theoretical Background**

This study is grounded in three foundational theories: Bandura's Social Cognitive Theory, Vygotsky's Zone of Proximal Development (ZPD), and Krashen's Affective Filter Hypothesis. These frameworks collectively explain how students' research writing interest is influenced by both instructional practices and the socio-emotional learning environment.

Albert Bandura's (1986) Social Cognitive Theory emphasizes the role of self-efficacy the belief in one's ability to succeed in specific tasks—as a driver of motivation and academic achievement. When students perceive themselves as capable researchers, they are more likely to persist through challenges and engage in the research

writing process. Teachers can enhance this self-efficacy by demonstrating instructional competence and providing meaningful feedback (Bandura, 2001; Hanham et al., 2021).

Lev Vygotsky's (1978) Zone of Proximal Development (ZPD) underscores the importance of guided learning and social interaction. Students perform better when supported by more knowledgeable individuals, such as teachers who scaffold the research process. When students receive just enough support to complete slightly challenging tasks, they progress toward independent research competence.

Stephen Krashen's (1982) Affective Filter Hypothesis proposes that students' emotional states—such as anxiety, motivation, or self-confidence—directly influence learning outcomes. A positive, low-stress environment created by empathetic and supportive teachers lowers the affective filter, enabling deeper engagement and better academic performance, particularly in cognitively demanding tasks like research writing.

These theories collectively affirm that both teaching strategies (cognitive support) and human skills (emotional support) are essential for developing students' research writing interest. The interaction between knowledge facilitation and relationship-building addresses not only academic competence but also learner well-being and motivation.

This framework aligns with the United Nations Sustainable Development Goals, particularly SDG 4: Quality Education, which advocates for inclusive, equitable, and high-quality education that promotes lifelong learning opportunities for all. The study also supports SDG 8: Decent Work and Economic Growth, by equipping students with research and writing skills critical to future academic and professional success.

## Statement of the Problem

This study examined the influence of the teachers' teaching and human skills on the students' research writing interest in Trinidad Municipal College in the academic year 2024-2025 through a structural equation model.

Specifically, this study sought to answer the following questions.

1. What are the teaching and human skills of the teachers in terms of their:
  - 1.1 teaching styles;
  - 1.2 mastery of the teaching strategies; and
  - 1.3 Teacher-student relationship?
2. What is the level of the students' research writing interest in terms of:
  - 2.1 enjoyment;
  - 2.2 self-efficacy;
  - 2.3 instrumentality;
  - 2.4 recognition; and
  - 2.5 Effort?
3. Does the students' research writing interest significantly influence the:
  - 3.1 enjoyment;
  - 3.2 self-efficacy;
  - 3.3 instrumentality;
  - 3.4 recognition; and
  - 3.5 Effort?
4. Did the teachers' teaching styles significantly influence the mastery of the teaching strategies?

5. Did the teachers' human skills significantly influence the teachers' teaching styles?
6. Is the students' research writing interest significantly influenced by the teachers?
  - 6.1 teaching styles;
  - 6.2 mastery of the teaching strategies and
  - 6.3 human skills?

## Research Hypotheses

This study claimed the following research hypotheses:

1. Student Motivational Factors → Research Writing Interest
  - H1: Enjoyment is significantly associated with research writing interest.
  - H2: Self-efficacy is significantly associated with research writing interest.
  - H3: Instrumentality is significantly associated with research writing interest.
  - H4: Recognition is significantly associated with research writing interest.
  - H5: Effort is significantly associated with research writing interest.
2. Teacher Factors Relationships
  - H6: Mastery of teaching strategies is significantly associated with teaching styles.
  - H7: Teaching styles are significantly associated with human skills.
3. Teacher Factors → Research Writing Interest
  - H8: Teaching styles are significantly associated with research writing interest.
  - H9: Mastery of teaching strategies is significantly associated with research writing interest.
  - H10: Human skills are significantly associated with research writing interest.

## RESEARCH METHODOLOGY

This research adopted a cross-sectional explanatory design, a form of non-experimental quantitative research (Johnson & Christensen, 2016). It involved the collection of data at a single point in time to explain the relationships among variables. The researcher gathered data by asking fourth-year college students to evaluate their research teachers' teaching styles, mastery of teaching strategies, and teacher-student relationships. In addition, the students' interest in research writing was measured using the standardized Academic Writing Motivation Questionnaire (AWMQ) by Payne (2012).

This design was appropriate because it allowed the researcher to examine the effects of multiple teacher-related variables on students' motivation and involvement in research writing. The data collected were used to test hypothesized relationships through Partial Least Squares Structural Equation Modeling (PLS-SEM), which made the design explanatory in nature.

The study was conducted at Trinidad Municipal College (TMC), a public higher education institution in Trinidad, Bohol, Philippines. TMC is recognized by the Commission on Higher Education (CHED) and offers a wide range of academic and technical-vocational programs designed to produce well-educated and employable graduates. Its strong emphasis on inquiry-based learning and required research courses in various degree

programs made it an ideal setting for this investigation. Students are expected to complete Research 1 and 2 during their final year, making them suitable respondents for this study on research writing interest.

The participants were fourth-year students enrolled in the following programs at TMC: Bachelor of Science in Office Administration, Bachelor of Science in Criminology, Bachelor of Arts in Political Science, Bachelor of Arts in Communication, and Bachelor of Computer Studies. For the academic year 2024–2025, the college had a total of 1,810 fourth-year students. Participants were selected using purposive sampling, targeting students who had already taken their research subjects.

The Raosoft sample size calculator was used to determine the required number of respondents, with parameters set at a 5% margin of error, 95% confidence level, and 50% response distribution. The minimum sample size required was 306, but the study successfully gathered data from 409 students, exceeding both the statistical minimum and the recommended sample size for PLS-SEM, which is typically 200.

The data collection instrument had two main parts. The first was a researcher-made questionnaire based on Tobgay's (2021) indicators, allowing students to assess their teachers' teaching styles, mastery of teaching strategies, and teacher-student relationships. It used a 5-point Likert scale (1 = very low, 5 = very high). The instrument's internal consistency was validated by experts, with Cronbach's alpha values of 0.81 for teaching strategy mastery and 0.86 for teacher-student relationships.

The second part was the Academic Writing Motivation Questionnaire (AWMQ), a standardized instrument adapted from Payne (2012), which measured the students' research writing interest across five constructs: Enjoyment (12 items), Self-efficacy (8 items), Instrumentality (5 items), Recognition (4 items), and Effort (3 items). The instrument had a high reliability coefficient (Cronbach's alpha = 0.95). Items were rated on a 5-point scale: 1 = Introductory/Surface Level, 2 = Intermediate/Focused, 3 = Advanced/Analytical, 4 = Expert/Innovative, and 5 = Professional/Academic. This two-part tool ensured a comprehensive evaluation of teacher-related variables and students' research writing motivation. The data collection began after securing official permissions from the College President and the deans of the relevant departments at Trinidad Municipal College. Once approval was granted, the researcher coordinated with the advisers and on-the-job training coordinators in various programs to disseminate the survey to the students. The research instrument was distributed online using Google Forms to accommodate the students who were already deployed in their practicum sites across Bohol and Cebu. The Google Form included a consent section informing participants that their involvement in the study was entirely voluntary, and that they had the right to withdraw at any time without consequences. It also explained the purpose of the study, assured anonymity and confidentiality, and stated that no personal identifiers would be collected. The data collection process strictly adhered to the ethical standards outlined under Republic Act 10173, also known as the Data Privacy Act of 2012. Responses were automatically collected and stored in a secure drive accessible only to the researcher. The collection process lasted for several weeks until the required sample size was reached. The collected data were analyzed using both descriptive and inferential statistics. Frequency and percentage were used for demographic profiling and literacy levels. To assess the complex relationships between teaching-related factors and students' research writing interest, the study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) in R. The measurement model was assessed through reliability and validity tests, including composite reliability, average variance extracted, and discriminant validity. The structural model was evaluated using path coefficients, coefficient of determination ( $R^2$ ), effect sizes ( $f^2$ ), and predictive relevance ( $Q^2$ ). Bootstrapping procedures were applied to determine the significance of the hypothesized relationships.

## PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter introduces data obtained from respondents and examines it to find the inter-relationship between teaching by teachers and human skills and interest by students in writing for research. Results are compiled in tables and figures to help understand the significance and implications.

Table 1: *Teachers' Teaching Styles*

| Teaching Styles | Frequency  | Percent (%)   |
|-----------------|------------|---------------|
| Facilitative    | 180        | 44.01         |
| Demonstrative   | 105        | 25.67         |
| Authoritative   | 65         | 15.89         |
| Integrative     | 59         | 14.43         |
| <b>Total</b>    | <b>409</b> | <b>100.00</b> |

**Table 1** presents the distribution of teaching styles among respondents. The facilitative style was the most commonly reported (44.01%), followed by demonstrative (25.67%), authoritative (15.89%), and integrative (14.43%).

The dominance of the facilitative style suggests a strong preference for student-centered instructional practices. This approach emphasizes active learning, collaboration, and critical thinking, with teachers acting as guides who support students' independent learning. In the context of research writing, such practices may enhance students' ability to generate ideas, organize arguments, and engage more deeply with academic tasks.

The demonstrative style, ranked second, reflects the continued importance of modeling in instruction. This approach allows teachers to explicitly demonstrate processes and strategies, which is particularly useful in tasks requiring procedural understanding, such as research writing and data analysis.

These findings indicate that teachers employ a combination of facilitative and demonstrative approaches, balancing student autonomy with structured guidance. This combination may contribute to improved student engagement and skill development in research-related tasks.

The results are consistent with prior studies showing that facilitative and interactive teaching approaches enhance student motivation and participation (Acosta & Acosta, 2016; Santiago, 2019), while demonstrative methods remain effective in supporting skill acquisition (Zamora, 2018).

| Teaching Strategy                      | Mean        | Mastery Level |
|----------------------------------------|-------------|---------------|
| Question and Answer                    | 4.11        | High          |
| Lecture Method                         | 4.08        | High          |
| Demonstration                          | 4.06        | High          |
| Inquiry-Based Learning                 | 4.04        | High          |
| Collaborative Learning Platforms       | 4.03        | High          |
| Self-Directed Learning                 | 4.00        | High          |
| Spaced Learning                        | 3.95        | High          |
| Situated Learning                      | 3.94        | High          |
| Data Science and Analytics Integration | 3.89        | High          |
| Project-Based Learning (PBL)           | 3.80        | High          |
| Flipped Classroom                      | 3.68        | High          |
| Chalk and Board                        | 3.67        | High          |
| <b>Overall Mean</b>                    | <b>3.94</b> | <b>High</b>   |

Table 2: Teachers' Mastery Level per Strategy

Note: Very Low (1.00-1.80), Low (1.81-2.60), Average (2.61-3.40), High (3.41-4.20), Very High (4.21-5.00)

**Table 2** presents the level of teachers' mastery of various teaching strategies. The results indicate that "Question and Answer" ( $M = 4.11$ ), "Lecture Method" ( $M = 4.08$ ), and "Demonstration" ( $M = 4.06$ ) obtained the highest mean scores, all interpreted as high mastery. In contrast, relatively lower scores were observed for "Flipped Classroom" ( $M = 3.68$ ) and "Chalk and Board" ( $M = 3.67$ ), while "Project-Based Learning" ( $M = 3.80$ ) and "Data Science and Analytics Integration" ( $M = 3.89$ ) also fell below the overall mean ( $M = 3.94$ ).

These findings suggest that teachers demonstrate stronger competence in conventional, teacher-directed strategies compared to more contemporary, learner-centered approaches. While direct instructional methods remain important for establishing foundational knowledge in research writing, limited use of approaches such as flipped classrooms and project-based learning may reduce opportunities for student engagement, collaboration, and independent inquiry.

The results are consistent with previous studies indicating that teachers tend to rely more on traditional strategies despite recognizing the value of student-centered approaches (Ramos, 2020; Santos & Velasco, 2022). This highlights the need for targeted professional development to support the effective implementation of innovative teaching practices in research education.

Table 3. *Teachers' Overall Mastery of Teaching Strategies*

| Mastery Levels          | Frequency  | Percent (%)   |
|-------------------------|------------|---------------|
| Very High (4.21 – 5.00) | 122        | 29.83         |
| High (3.41 – 4.20)      | 205        | 50.12         |
| Average (2.61 – 3.40)   | 76         | 18.58         |
| Low (1.81 – 2.60)       | 4          | 0.98          |
| Very Low (1.00 – 1.80)  | 2          | 0.49          |
| <b>Total</b>            | <b>409</b> | <b>100.00</b> |

**Table 3** presents the distribution of teachers according to their level of mastery of teaching approaches. The majority of respondents reported high to very high mastery, with 50.12% classified under "High" ( $M = 3.41$ – $4.20$ ) and 29.83% under "Very High" ( $M = 4.21$ – $5.00$ ). Only a small proportion fell within the "Average" (18.58%), "Low" (0.98%), and "Very Low" (0.49%) categories.

These findings indicate that most teachers possess strong pedagogical competence in applying various teaching strategies. High levels of mastery suggest their capacity to implement effective instructional practices that support student engagement and learning outcomes.

The results are consistent with prior studies showing that teachers with higher mastery of instructional strategies are more likely to create effective learning environments (Acosta & Acosta, 2016; Santiago, 2019). This underscores the importance of sustained professional development in maintaining and enhancing teaching effectiveness.

Table 4 *Teacher-Student Relationship*

| Indicators                     | Mean | Level     |
|--------------------------------|------|-----------|
| Mutual Respect                 | 4.38 | Very High |
| Open Communication             | 4.35 | Very High |
| Positive Classroom Environment | 4.31 | Very High |
| Support and Encouragement      | 4.29 | Very High |
| Trust and Safety               | 4.28 | Very High |

|                               |             |                  |
|-------------------------------|-------------|------------------|
| Encouragement of Independence | 4.26        | Very High        |
| Feedback and Responsiveness   | 4.25        | Very High        |
| Caring Behavior               | 4.23        | Very High        |
| Individual Attention          | 4.12        | High             |
| Personal Connection           | 4.03        | High             |
| <b>Overall Mean</b>           | <b>4.25</b> | <b>Very High</b> |

*Note:* Very Low (1.00-1.80), Low (1.81-2.60), Average (2.61-3.40), High (3.41-4.20), Very High (4.21-5.00)

**Table 4** presents the quality of the teacher–student relationship across key indicators. “Mutual Respect” obtained the highest mean ( $M = 4.38$ ), followed by “Open Communication” ( $M = 4.35$ ) and “Positive Classroom Environment” ( $M = 4.31$ ), all interpreted as very high. The lowest mean was observed for “Personal Connection” ( $M = 4.03$ ), although it remained within the very high category. The overall mean of 4.25 indicates a very high level of teacher–student relationship.

These findings suggest that students perceive strong interpersonal support and positive interaction with their teachers. Such conditions are particularly important in research-related tasks, where students are required to engage in critical thinking and independent work.

The results are consistent with prior studies indicating that positive teacher–student relationships enhance student confidence, motivation, and participation in complex academic tasks (Lim & Navarro, 2020; Rivera & Santos, 2022). This underscores the role of effective communication, respect, and supportive classroom environments in promoting student engagement.

Table 5 *Teachers’ Human Skill Levels*

| Human Skill Levels      | Frequency  | Percent (%)   |
|-------------------------|------------|---------------|
| Very High (4.21 – 5.00) | 208        | 50.86         |
| High (3.41 – 4.20)      | 151        | 36.92         |
| Average (2.61 – 3.40)   | 43         | 10.51         |
| Low (1.81 – 2.60)       | 7          | 1.71          |
| Very Low (1.00 – 1.80)  | 0          | 0             |
| <b>Total</b>            | <b>409</b> | <b>100.00</b> |

**Table 5** presents the distribution of teachers’ self-reported human skills based on teacher–student relationship indicators. The majority of respondents rated their human skills as “Very High” (50.86%) and “High” (36.92%). A smaller proportion reported “Average” (10.51%) and “Low” (1.71%) levels, while none indicated a “Very Low” rating.

These results suggest that most teachers demonstrate strong interpersonal and relational competencies, which are essential for effective classroom communication and interaction. High levels of human skills may contribute to a supportive learning environment, particularly in research-related tasks that require student engagement and confidence.

The findings align with prior research emphasizing the role of positive teacher–student relationships in enhancing student motivation and participation. They also support the view that a supportive classroom environment can reduce learning-related anxiety and facilitate engagement in complex academic tasks.

Table 6 *Students’ Research Writing Interest in Instrumentality Factor*

| Indicators                                              | Mean        | Level       |
|---------------------------------------------------------|-------------|-------------|
| Being a better writer will help me in my career.        | 3.98        | High        |
| Being a good writer is important in getting a good job. | 3.98        | High        |
| I am more likely to succeed if I can write well.        | 3.96        | High        |
| Being a good writer will help me do well academically.  | 3.92        | High        |
| Becoming a better writer is important to me.            | 3.88        | High        |
| <b>Composite Mean</b>                                   | <b>3.94</b> | <b>High</b> |

Note: Very Low (1.00-1.80), Low (1.81-2.60), Average (2.61-3.40), High (3.41-4.20), Very High (4.21-5.00)

**Table 6** presents students' research writing interest in terms of instrumentality, or the perceived usefulness of writing for academic and professional goals. The highest mean scores were recorded for the statements "Being a better writer will help me in my career" and "Being a good writer is important in getting a good job" ( $M = 3.98$ ), both interpreted as high. This indicates that students strongly associate writing skills with future employability and career success.

Similarly, the statement "I am more likely to succeed if I can write well" obtained a high mean ( $M = 3.96$ ), suggesting that students view writing as an important factor in achieving broader personal and academic success. The item "Being a good writer will help me succeed academically" also received a high rating ( $M = 3.92$ ), reflecting recognition of writing's role in academic performance.

The lowest mean was observed for "Becoming a better writer is important to me" ( $M = 3.88$ ), although it remained within the high category. This suggests that while students acknowledge the external benefits of writing, their intrinsic motivation to improve may be comparatively lower.

Overall, the mean score of 3.94 indicates a consistently high level of instrumental motivation. These findings imply that students perceive research writing as a valuable and practical skill, reinforcing the importance of integrating real-world applications in instruction to sustain and enhance motivation

Table 7 Students' Research Writing Interest in Recognition Factor

| Indicators                                                                     | Mean        | Level       |
|--------------------------------------------------------------------------------|-------------|-------------|
| I like to get feedback from an instructor on my writing.                       | 3.99        | High        |
| I like to write down my thoughts.                                              | 3.85        | High        |
| It is important to me that I obtain a very high score on a writing assignment. | 3.85        | High        |
| I want the highest grade in the class on a writing assignment.                 | 3.67        | High        |
| <b>Composite Mean</b>                                                          | <b>3.84</b> | <b>High</b> |

Note: Very Low (1.00-1.80), Low (1.81-2.60), Average (2.61-3.40), High (3.41-4.20), Very High (4.21-5.00)

**Table 7** presents students' research writing interest in terms of recognition, which reflects the value they place on feedback, acknowledgment, and academic achievement. The highest mean was recorded for "I like to get feedback from an instructor on my writing" ( $M = 3.99$ ), indicating that students strongly value instructor feedback as a source of motivation and guidance.

The statements "I enjoy putting down my ideas on paper" and "It matters to me that I receive an extremely high mark on a writing project" both obtained a mean of 3.85, interpreted as high. These results suggest that students are motivated by both self-expression and academic achievement. In contrast, "I want the highest grade in the class on a writing assignment" received the lowest mean ( $M = 3.67$ ), although still within the high category, indicating relatively lower emphasis on competitive performance.

The overall mean of 3.84 reflects a consistently high level of recognition-based motivation. These findings suggest that students are more responsive to constructive feedback and personal achievement than to competition. This highlights the importance of providing timely feedback and fostering a supportive evaluation environment to enhance engagement in research writing.

Table 8 *Students' Research Writing Interest in Self-efficacy Factor*

| Indicators                                                 | Mean        | Level       |
|------------------------------------------------------------|-------------|-------------|
| I write as well as other students.                         | 3.93        | High        |
| I complete a writing assignment even when it is difficult. | 3.92        | High        |
| I can clearly express my ideas in writing.                 | 3.89        | High        |
| I easily focus on what I am writing.                       | 3.87        | High        |
| I use correct grammar in my writing.                       | 3.77        | High        |
| Punctuation is easy for me.                                | 3.77        | High        |
| It is easy for me to write good essays.                    | 3.63        | High        |
| Choosing the right word is easy for me.                    | 3.62        | High        |
| <b>Composite Mean</b>                                      | <b>3.80</b> | <b>High</b> |

Note: Very Low (1.00-1.80), Low (1.81-2.60), Average (2.61-3.40), High (3.41-4.20), Very High (4.21-5.00)

**Table 8** presents students' research writing interest in terms of self-efficacy, reflecting their confidence in their writing abilities. The highest mean was recorded for "I write as well as other students" ( $M = 3.93$ ), indicating that students generally perceive their writing competence as comparable to their peers. This was followed by "I complete a writing assignment even when it is difficult" ( $M = 3.92$ ), suggesting strong persistence and task commitment.

Other indicators, including "I can clearly write down my thoughts" ( $M = 3.89$ ) and "I easily concentrate on what I am writing" ( $M = 3.87$ ), also obtained high ratings, reflecting confidence in idea organization and focus. In contrast, relatively lower means were observed for "It is easy for me to write good essays" ( $M = 3.63$ ) and "Choosing the right word is easy for me" ( $M = 3.62$ ), although both remained within the high category. These results suggest comparatively lower confidence in more advanced writing skills.

The overall mean of 3.80 indicates a generally high level of self-efficacy in research writing. While students demonstrate confidence in basic writing abilities and task completion, there appears to be room for improvement in higher-order writing skills. This highlights the need for targeted instructional support to further develop students' proficiency in complex academic writing tasks.

Table 9 *Students' Research Writing Interest in Effort Factor*

| Indicators                                            | Mean        | Level       |
|-------------------------------------------------------|-------------|-------------|
| I put a lot of effort into my writing.                | 3.97        | High        |
| I write more than the minimum on writing assignments. | 3.73        | High        |
| I like others to read what I have written.            | 3.62        | High        |
| <b>Composite Mean</b>                                 | <b>3.77</b> | <b>High</b> |

Note: Very Low (1.00-1.80), Low (1.81-2.60), Average (2.61-3.40), High (3.41-4.20), Very High (4.21-5.00)

**Table 9** presents students' research writing interest in terms of effort, reflecting the level of energy and persistence they invest in writing tasks. The highest mean was recorded for "I put a lot of effort into my writing"

(M = 3.97), indicating strong commitment to completing writing tasks. This was followed by “I write more than the minimum on writing assignments” (M = 3.73), suggesting a willingness to go beyond basic requirements.

The statement “I like others to read what I have written” obtained the lowest mean (M = 3.62), although it remained within the high category. This indicates that while students demonstrate effort and persistence, they may be relatively less motivated by external feedback or audience engagement.

The overall mean of 3.77 reflects a consistently high level of effort in research writing. These findings suggest that students are generally motivated to invest time and energy in writing tasks, although opportunities to enhance engagement through feedback and audience interaction may further strengthen their motivation.

Table 10 *Students’ Research Writing Interest in Enjoyment Factor*

Note: Very Low (1.00-1.80), Low (1.81-2.60), Average (2.61-3.40), High (3.41-4.20), Very High (4.21-5.00)

| Indicators                                                           | Mean        | Level       |
|----------------------------------------------------------------------|-------------|-------------|
| I practice writing in order to improve my skills.                    | 3.98        | High        |
| I enjoy writing assignments that challenge me.                       | 3.79        | High        |
| I enjoy writing.                                                     | 3.78        | High        |
| I am motivated to write in my classes.                               | 3.75        | High        |
| I would like to have more opportunities to write in classes.         | 3.67        | High        |
| I like to write even if my writing will not be graded.               | 3.65        | High        |
| I like to participate in written online discussions.                 | 3.62        | High        |
| I want others to recognize me as a good writer.                      | 3.60        | High        |
| I like classes that require a lot of writing.                        | 3.58        | High        |
| I would rather write an essay than answer multiple-choice questions. | 3.57        | High        |
| I enjoy writing literary analysis papers.                            | 3.56        | High        |
| I enjoy writing research papers.                                     | 3.51        | High        |
| <b>Composite Mean</b>                                                | <b>3.67</b> | <b>High</b> |

**Table 10** presents students’ research writing interest in terms of enjoyment, reflecting the extent to which they find satisfaction in writing activities. The highest mean was recorded for “I practice writing to improve my skills” (M = 3.98), indicating strong intrinsic motivation to develop writing ability.

Other indicators, such as “I enjoy writing assignments that challenge me” (M = 3.79), “I like writing” (M = 3.78), and “I am motivated to write in my classes” (M = 3.75), also obtained high ratings, suggesting that students generally have a positive attitude toward writing, particularly when tasks are engaging and meaningful.

Relatively lower means were observed for items related to more formal or academic writing tasks, including “I like to write research papers” (M = 3.51), “I like to write literary analysis papers” (M = 3.56), and “I prefer to write an essay to multiple-choice questions” (M = 3.57), although these remained within the high category. This indicates that enjoyment may vary depending on task complexity and type.

The overall mean of 3.67 reflects a generally high level of enjoyment in writing. These findings suggest that while students are positively disposed toward writing, incorporating engaging and relevant activities may further enhance their interest, particularly in more demanding academic writing tasks.

Table 11 *Summary of the Students’ Research Writing Interest*

| Factors             | Mean        | Level       |
|---------------------|-------------|-------------|
| Instrumentality     | 3.94        | High        |
| Recognition         | 3.84        | High        |
| Self-efficacy       | 3.80        | High        |
| Effort              | 3.77        | High        |
| Enjoyment           | 3.67        | High        |
| <b>Overall Mean</b> | <b>3.81</b> | <b>High</b> |

Note: Very Low (1.00-1.80), Low (1.81-2.60), Average (2.61-3.40), High (3.41-4.20), Very High (4.21-5.00)

**Table 11** summarizes students' research writing interest across five dimensions: instrumentality, recognition, self-efficacy, effort, and enjoyment. The overall mean of 3.81 indicates a high level of research writing interest among students, with all dimensions falling within the high category.

Among the factors, instrumentality obtained the highest mean ( $M = 3.94$ ), suggesting that students strongly value the practical benefits of research writing, particularly in relation to academic and career goals. Recognition ( $M = 3.84$ ) also showed a high rating, indicating that feedback and acknowledgment contribute to students' motivation. Self-efficacy ( $M = 3.80$ ) reflects students' confidence in their writing abilities, while effort ( $M = 3.77$ ) indicates their willingness to invest time and energy in writing tasks.

Enjoyment recorded the lowest mean ( $M = 3.67$ ), although still within the high category, suggesting relatively lower enthusiasm for more complex or formal writing tasks.

Overall, the findings indicate that students demonstrate strong motivation toward research writing, driven primarily by its perceived utility and supported by confidence, effort, and recognition. However, the relatively lower level of enjoyment highlights the need to design more engaging and meaningful writing activities to sustain student interest.

Table 12 Students' Research Writing Interest Levels

**Table 12** presents the overall distribution of students' research writing interest levels. The majority of

| Interest Levels         | Frequency  | Percent (%)   |
|-------------------------|------------|---------------|
| Very High (4.21 – 5.00) | 100        | 24.45         |
| High (3.41 – 4.20)      | 196        | 47.92         |
| Average (2.61 – 3.40)   | 102        | 24.94         |
| Low (1.81 – 2.60)       | 11         | 2.69          |
| Very Low (1.00 – 1.80)  | 0          | 0             |
| <b>Total</b>            | <b>409</b> | <b>100.00</b> |

respondents reported a high (47.92%) or very high (24.45%) level of interest. A smaller proportion demonstrated moderate interest (24.94%), while only 2.69% reported low interest. No respondents indicated a very low level of interest.

These results suggest that most students exhibit a generally positive disposition toward research writing. However, the presence of moderate and low interest levels indicates the need for targeted instructional strategies to support less engaged learners. Previous studies have shown that learner-centered approaches and effective mentorship can enhance student motivation and participation in research-related tasks (Santiago, 2019; Acosta & Acosta, 2016; Tupas & Lintao, 2021).

The PLS-SEM analysis included assessment of both measurement and structural models. The measurement model met established criteria for reliability and validity, with factor loadings ( $\geq 0.70$ ), composite reliability ( $\geq 0.70$ ), and average variance extracted ( $\geq 0.50$ ). Discriminant validity was confirmed using HTMT values below 0.85.

For the structural model, the coefficient of determination ( $R^2$ ) indicated weak to moderate explanatory power for teaching-related variables ( $TS = 0.02$ ;  $TSR = 0.05$ ;  $RWI = 0.42$ ). In contrast, higher  $R^2$  values were observed for the dimensions of research writing interest, including enjoyment (0.94), self-efficacy (0.92), instrumentality (0.81), recognition (0.88), and effort (0.83), indicating strong internal consistency within the construct. Path coefficients and effect sizes were examined to determine the strength and significance of relationships, while model fit indices such as SRMR were also considered.

Overall, the findings suggest that students' research writing interest is more strongly associated with motivational and affective factors than with teaching-related variables. These results highlight the importance of integrating both effective instructional practices and supportive learning environments to enhance student engagement in research writing. Detailed results of the structural relationships are presented in Table 13.

Table 13 Boot Loadings and Significance of Structural Relationships

| Relation   | Boot Loading | Lower (0.25) | Upper (0.975) | Significance    |
|------------|--------------|--------------|---------------|-----------------|
| TMS -> TS  | 0.145        | -0.248       | 0.264         | Not Significant |
| TMS -> RWI | 0.472        | 0.372        | 0.577         | Significant     |
| TS -> TSR  | 0.216        | -0.259       | 0.318         | Not Significant |
| TS -> RWI  | -0.141       | -0.210       | 0.168         | Not Significant |
| TSR -> RWI | 0.236        | 0.114        | 0.335         | Significant     |
| RWI -> EN  | 0.970        | 0.963        | 0.975         | Significant     |
| RWI -> SEL | 0.959        | 0.950        | 0.968         | Significant     |
| RWI -> INS | 0.899        | 0.866        | 0.923         | Significant     |
| RWI -> REC | 0.936        | 0.923        | 0.948         | Significant     |
| RWI -> EFF | 0.911        | 0.892        | 0.929         | Significant     |

**Table 13** presents the structural model results, including path coefficients, confidence intervals, and significance levels. The findings indicate that teachers' mastery of strategies (TMS) has a significant positive effect on research writing interest (RWI) ( $\beta = 0.472$ , CI: 0.372–0.577), suggesting that effective application of teaching strategies enhances students' engagement in research writing.

RWI, in turn, shows strong and significant relationships with its underlying dimensions. The paths from RWI to enjoyment (EN) ( $\beta = 0.970$ , CI: 0.963–0.975), self-efficacy (SEL) ( $\beta = 0.959$ , CI: 0.950–0.968), instrumentality (INS) ( $\beta = 0.899$ , CI: 0.866–0.923), recognition (REC) ( $\beta = 0.936$ , CI: 0.923–0.948), and effort (EFF) ( $\beta = 0.911$ , CI: 0.892–0.929) were all statistically significant. These results confirm that research writing interest is a strong predictor of key motivational and behavioral factors related to writing.

In contrast, several paths were not statistically significant. The relationships between TMS and teaching style (TS) ( $\beta = 0.145$ , CI: -0.248–0.264), TS and teacher–student relationship (TSR) ( $\beta = 0.216$ , CI: -0.259–0.318), and TS and RWI ( $\beta = -0.141$ , CI: -0.210–0.168) were not supported. The path from TSR to RWI ( $\beta = 0.236$ , CI: 0.114–0.335) showed a weaker effect, indicating limited direct influence.

Overall, the findings suggest that teachers' mastery of instructional strategies plays a more significant role in shaping students' research writing interest than general teaching style or interpersonal factors. The results further highlight the central role of research writing interest in influencing students' motivation, confidence, and

effort. These findings emphasize the importance of strengthening instructional competence alongside supportive learning environments to enhance student engagement in research writing.

Figure 2 *Structural Model of the Relationship between the Teachers' Teaching and Human Skills and the Students' Research Writing Interest*

Legend: TMS – teachers' mastery of strategies, TS – teaching styles, TSR – teacher-student relationship, RWI – research writing interest, EN – enjoyment, SEL – self-efficacy, INS – instrumentality, REC – recognition, EFF – effort

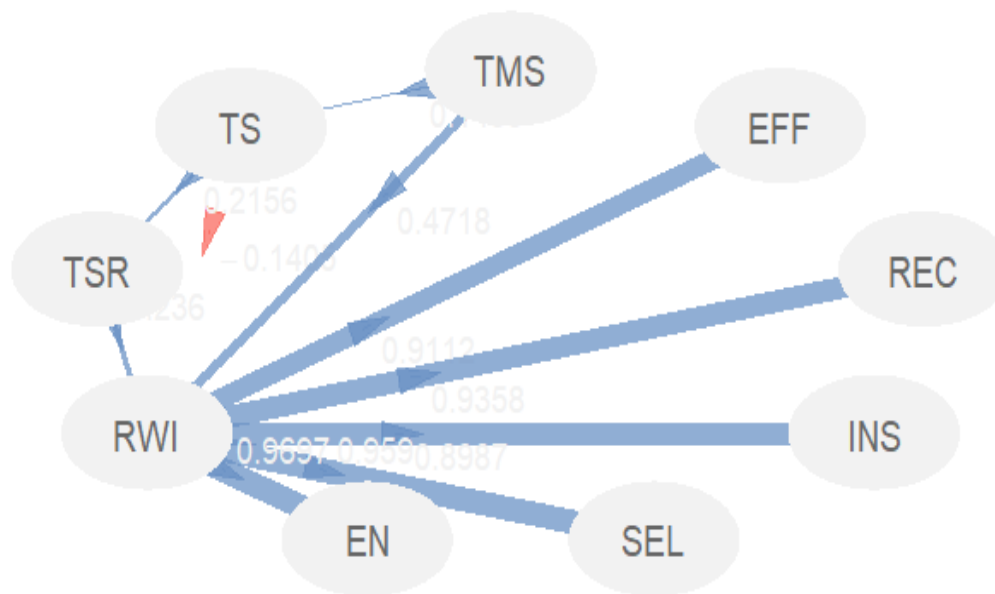


Figure 2 illustrates the structural relationships among the study variables. Research Writing Interest (RWI) is modeled as the central endogenous construct, linked to five dimensions: enjoyment (EN), self-efficacy (SEL), instrumentality (INS), recognition (REC), and effort (EFF). These dimensions represent key motivational components associated with students' research writing interest, with path coefficients indicating the strength and direction of relationships.

The model also includes three teacher-related variables: teaching style (TS), mastery of teaching strategies (TMS), and teacher-student relationship (TSR). TMS is linked to TS, and TS is linked to TSR, forming a sequence among teacher-related constructs. All three variables are further specified to have direct relationships with RWI. The structural results indicate that mastery of teaching strategies has a significant positive effect on RWI, while teaching style shows a weak and negative association. The effect of teacher-student relationship on RWI is present but relatively modest. These findings suggest that instructional competence plays a more direct role in influencing students' research writing interest than general teaching style. Overall, the model highlights the importance of effective teaching strategies and supportive learning environments in enhancing students' motivation and engagement in research writing. It also suggests that while teaching style contributes to the instructional process, its influence may be less substantial compared to targeted pedagogical practices and relational factors.

## CONCLUSION

The research concluded that teachers' mastery of instructional strategies and human skills such as empathy, communication, and responsiveness significantly influenced students' interest in research writing. Although facilitative teaching styles were the most common among the respondents, they did not directly impact research writing interest. Instead, it was the teachers' ability to create supportive, learning-centered environments and apply effective teaching techniques that most strongly motivated students to engage in research activities. Key factors such as students' self-efficacy, enjoyment, instrumentality, recognition, and effort were found to be

critical in cultivating interest, with instrumentality (the perceived usefulness of research writing) exerting the greatest influence. Additionally, the findings emphasized that while teaching styles may contribute to the general classroom atmosphere, they were not as influential as the teacher's interpersonal competencies and pedagogical expertise in sparking students' motivation toward research. Students often acknowledged the academic and professional value of research, even if they did not necessarily enjoy the process. This highlights the need for teachers to adopt more engaging and motivating pedagogical approaches that not only communicate the utility of research but also foster enthusiasm and confidence in students throughout the writing journey.

Moreover, the results of this study reinforce the importance of a holistic teaching approach that balances content delivery with emotional and motivational support. Teachers who personalize their instruction, offer timely feedback, and encourage collaborative learning can more effectively nurture students' interest in research writing. As research tasks are often perceived as demanding, providing encouragement, clarity, and relevance can reduce anxiety and increase persistence. Ultimately, fostering a positive research culture within the classroom not only improves academic performance but also prepares students for lifelong learning and inquiry.

## REFERENCES

1. Aguilon, S. L., & Guhao, E. S., Jr. (2024). Teaching performance, student self-efficacy, and creativity fostering teacher: A structural model on the academic success of students. *European Journal of Education Studies*, 11(7). <https://doi.org/10.46827/ejes.v11i7.5420>
2. Ayllón, S., Alsina, Á., & Colomer, J. (2019). Teachers' involvement and students' self-efficacy: Keys to achievement in higher education. *PLoS ONE*, 14(5), e0216865. <https://doi.org/10.1371/journal.pone.0216865>
3. Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122–147. <https://doi.org/10.1037/0003-066x.37.2.122>
4. Bandura A. (1997). Self-efficacy: The exercise of control. *W. H. Freeman & Company, New York*.
5. Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan (Eds.), <https://www.sciencedirect.com/reference/181510>
6. Comahig, N. J. C., & Abuzo, N. E. P. (2024). The mediating effect of attitudes towards mathematics on the relationship between academic self-efficacy and motivation to learn mathematics. <https://doi.org/10.36713/epra16217>
7. Del Villar, J. R. B., & Napawit, J. (2018). Students' self-efficacy and motivation for their academic performance in using the English language. *St. Theresa Journal of Humanities and Social Sciences*. <https://journal.stic.ac.th/index.php/sjhs/article/view/47>
8. Hayat, A. A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: A structural equation model. *BMC Medical Education*, 20(1). <https://doi.org/10.1186/s12909-020-01995-9>
9. Honicke, T., Broadbent, J., & Fuller-Tyszkiewicz, M. (2023). The self-efficacy and academic performance reciprocal relationship: *Higher Education Research & Development*, 42(8), 1936–1953. <https://doi.org/10.1080/07294360.2023.2197194>
10. Kim, K. R., & Seo, E. H. (2018). The relationship between teacher efficacy and students' academic achievement: *Social Behavior and Personality an International Journal*, 46(4), 529–540. <https://doi.org/10.2224/sbp.6554>
11. Luo, Q., Chen, L., Yu, D., & Zhang, K. (2023). The mediating role of learning engagement between self-efficacy and academic achievement among Chinese college students. *Psychology Research and Behavior Management*, Volume 16, 1533–1543. <https://doi.org/10.2147/prbm.s401145>
12. Mabalay, M. C., Battad, T., Mina-Roguel, S., Gaboy, R., & Sison, R. (2019). Self-efficacy and achievement goals of ASTS graduates. *International Journal of Social Science and Humanities Research*, 7(2). <https://www.researchpublish.com/papers/self-efficacy-and-achievement-goals-of-asts-graduates>
13. Payne, A. R. (2012). Development of the Academic Writing Motivation Questionnaire. [https://getd.libs.uga.edu/pdfs/payne\\_ashley\\_r\\_201212\\_ma.pdf](https://getd.libs.uga.edu/pdfs/payne_ashley_r_201212_ma.pdf)

14. Phillips, J. C., & Russell, R. K. (1994). Research self-efficacy, the research training environment, and research productivity among graduate students in counseling psychology. *The Counseling Psychologist*, 22(4), 628–641. <https://doi.org/10.1177/0011000094224008>
15. Salehiniya, H., Tiyuri, A., Saberi, B., Miri, M., Shahrestanaki, E., & Bayat, B. (2018). Research self-efficacy and its relationship with academic performance in postgraduate students of Tehran University of Medical Sciences in 2016. *Journal of Education and Health Promotion*, 7(1), 11. [https://doi.org/10.4103/jehp.jehp\\_43\\_17](https://doi.org/10.4103/jehp.jehp_43_17)
16. Sternberg, R. J. (1999). The theory of successful intelligence. *Review of General Psychology*, 3(4), 292–316. <https://doi.org/10.1037/1089-2680.3.4.292>
17. Tobgay, K. (2021). Effectiveness of Teachers' Use of Motivational Skills to Enhance Students' Academic Learning Outcomes. <https://theshillonga.com/index.php/jhed/article/view/257/257>
18. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://www.jstor.org/stable/j.ctvjf9vz4—d>
19. Zysberg, L., & Schwabsky, N. (2020). School climate, academic self-efficacy, and student achievement. *Educational Psychology*, 41(4), 467–482. <https://doi.org/10.1080/01443410.2020.1813690>

## QUESTIONNAIRE

### Part I. Teachers' Teaching

1. Please be guided by the Table of Teaching Styles that shows their different characteristics and indicate the most dominant teaching style of your research teacher last semester by checking the appropriate box [ ] below the Table of Teaching Styles. If your research teacher manifested more than one teaching style, check only the MOST DOMINANT teaching style manifested.

| Aspect                      | Authoritative              | Facilitative                              | Interactive                            | Demonstrative                             |
|-----------------------------|----------------------------|-------------------------------------------|----------------------------------------|-------------------------------------------|
| Teacher's Role              | Controller, instructor     | Guide, mentor                             | Moderator, collaborator                | Model, explainer                          |
| Student's Role              | Passive listener, follower | Active participant, self-directed learner | Engaged contributor, co-learner        | Observer, imitator, practitioner          |
| Teaching Method             | Lecture-based, structured  | Inquiry-based, discussion-oriented        | Group work, discussions, peer learning | Showing, modeling, hands-on activities    |
| Level of Student Engagement | Low                        | High                                      | High                                   | Moderate to High                          |
| Classroom Environment       | Formal, disciplined        | Open, flexible                            | Collaborative, interactive             | Practical, experiential                   |
| Feedback Approach           | Teacher-driven, evaluative | Constructive, student-centered            | Immediate, peer-involved               | Observational, corrective                 |
| Best for Learning           | Memorization, discipline   | Critical thinking, self-exploration       | Communication, teamwork                | Skill development, real-world application |

My research teacher's most dominant teaching style is:

1. Authoritative [ ]
  2. Facilitative [ ]
  3. Interactive [ ]
  4. Demonstrative [ ]
2. Using the rating scale below, please rate the **level of mastery** of each teaching strategy manifested by your research teacher in the last semester in your research subject by checking the box under the appropriate rating column according to the following rating scale:

| Response | Mastery Level |
|----------|---------------|
| 5        | Very High     |
| 4        | High          |

3 Average  
2 Low  
1 Very low

| Teaching Strategies                       | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------|---|---|---|---|---|
| 1. Lecture Method                         |   |   |   |   |   |
| 2. Demonstration                          |   |   |   |   |   |
| 3. Chalk and board                        |   |   |   |   |   |
| 4. Question and Answer                    |   |   |   |   |   |
| 5. Flipped Classroom                      |   |   |   |   |   |
| 6. Project-Based Learning (PBL)           |   |   |   |   |   |
| 7. Collaborative Learning Platforms       |   |   |   |   |   |
| 8. Inquiry-Based Learning                 |   |   |   |   |   |
| 9. Data Science and Analytics Integration |   |   |   |   |   |
| 10. Self-Directed Learning                |   |   |   |   |   |
| 11. Situated Learning                     |   |   |   |   |   |
| 12. Spaced Learning                       |   |   |   |   |   |
| 13. (Others. Please specify)              |   |   |   |   |   |

3. Please rate the **extent** to which your research teacher last semester manifested each of the following indicators of the teacher-student relationship in your research subject by checking the box under the appropriate rating column based on the rating scale below.

**Response**                      **Extent**

5                                  Very High  
4                                  High  
3                                  Average  
2                                  Low  
1                                  Very Low

| Teacher-Student Relationship      | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|---|---|---|---|---|
| 1. Mutual Respect                 |   |   |   |   |   |
| 2. Open Communication             |   |   |   |   |   |
| 3. Support and Encouragement      |   |   |   |   |   |
| 4. Individual Attention           |   |   |   |   |   |
| 5. Trust and Safety               |   |   |   |   |   |
| 6. Personal Connection            |   |   |   |   |   |
| 7. Feedback and Responsiveness    |   |   |   |   |   |
| 8. Encouragement of Independence  |   |   |   |   |   |
| 9. Positive Classroom Environment |   |   |   |   |   |
| 10. Caring Behavior               |   |   |   |   |   |

## Part II. Students' Research Writing Interest

Instruction: Please indicate your **level of interest** in writing your research paper during your research subject in the last semester by checking the box under the appropriate rating column based on the rating scale below.

| Response | Interest Level |
|----------|----------------|
| 5        | Very High      |
| 4        | High           |
| 3        | Moderate       |
| 2        | Low            |
| 1        | Very Low       |

| Indicators                                                                         | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. I enjoy writing.                                                                |   |   |   |   |   |
| 2. I like to write down my thoughts.                                               |   |   |   |   |   |
| 3. I use correct grammar in my writing.                                            |   |   |   |   |   |
| 4. I complete a writing assignment even when it is difficult.                      |   |   |   |   |   |
| 5. Being a good writer will help me do well academically.                          |   |   |   |   |   |
| 6. I write as well as other students.                                              |   |   |   |   |   |
| 7. I write more than the minimum on writing assignments.                           |   |   |   |   |   |
| 8. I put a lot of effort into my writing.                                          |   |   |   |   |   |
| 9. I like to participate in written online discussions.                            |   |   |   |   |   |
| 10. I like to get feedback from an instructor on my writing.                       |   |   |   |   |   |
| 11. I am able to clearly express my ideas in writing.                              |   |   |   |   |   |
| 12. I easily focus on what I am writing.                                           |   |   |   |   |   |
| 13. I like my writing to be graded.                                                |   |   |   |   |   |
| 14. I am more likely to succeed if I can write well.                               |   |   |   |   |   |
| 15. It is easy for me to write good essays.                                        |   |   |   |   |   |
| 16. I enjoy creative writing assignments.                                          |   |   |   |   |   |
| 17. I like classes that require a lot of writing.                                  |   |   |   |   |   |
| 18. I plan how I am going to write something before I write it.                    |   |   |   |   |   |
| 19. Becoming a better writer is important to me.                                   |   |   |   |   |   |
| 20. Being a better writer will help me in my career.                               |   |   |   |   |   |
| 21. It is important to me that I obtain a very high score on a writing assignment. |   |   |   |   |   |
| 22. I enjoy writing assignments that challenge me.                                 |   |   |   |   |   |

|                                                                          |  |  |  |  |  |
|--------------------------------------------------------------------------|--|--|--|--|--|
| 23. I revise my writing before submitting an assignment.                 |  |  |  |  |  |
| 24. Punctuation is easy for me.                                          |  |  |  |  |  |
| 25. I enjoy writing literary analysis papers.                            |  |  |  |  |  |
| 26. I like to write even if my writing will not be graded.               |  |  |  |  |  |
| 27. I like others to read what I have written.                           |  |  |  |  |  |
| 28. I enjoy writing research papers.                                     |  |  |  |  |  |
| 29. I would like to have more opportunities to write in classes.         |  |  |  |  |  |
| 30. Being a good writer is important in getting a good job.              |  |  |  |  |  |
| 31. I practice writing in order to improve my skills.                    |  |  |  |  |  |
| 32. I want the highest grade in the class on a writing assignment.       |  |  |  |  |  |
| 33. I would rather write an essay than answer multiple-choice questions. |  |  |  |  |  |
| 34. I want others to recognize me as a good writer.                      |  |  |  |  |  |
| 35. Spelling is easy for me.                                             |  |  |  |  |  |
| 36. Choosing the right word is easy for me.                              |  |  |  |  |  |
| 37. I am motivated to write in my classes.                               |  |  |  |  |  |