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INTERVENING EFFECTS OF GRAMMAR PROFICIENCY ON CONSIDERING BEHAVIORAL SELF-EFFICACY AND WRITING OUTCOMES

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ABSTRACT

This study examines the relationships between grammar proficiency, self-efficacy, and writing outcomes among Senior High School students at San Antonio National High School. The research addresses the critical problem of students' difficulty in producing coherent, grammatically accurate, and well-structured written work, a challenge compounded by low self-efficacy. Using a correlational research design, data were collected from 102 students via validated survey questionnaires. The study measured grammar proficiency (focusing on error detection and tense consistency), self-efficacy (confidence and resilience), and writing outcomes (clarity, coherence, grammar, and mechanics).

Key findings reveal a moderately high level of grammar proficiency and high self-efficacy among students, with significant positive correlations between grammar proficiency and writing outcomes ($r = 0.852$, $p < 0.000$), and self-efficacy and writing outcomes ($r = 0.798$, $p < 0.000$). Grammar proficiency also strongly correlates with self-efficacy ($r = 0.852$, $p < 0.000$), indicating its foundational role in fostering confidence and resilience in writing tasks.

These findings underscore the interplay between cognitive (grammar skills) and affective (self-efficacy) factors in shaping writing performance. The study highlights the need for explicit grammar instruction, self-efficacy-building strategies, and targeted interventions to enhance students' writing skills. Implications suggest that curriculum designers, educators, and policymakers should prioritize integrated approaches that address both grammar and self-belief to improve academic writing outcomes.

Chapter I
INTRODUCTION

Writing is a skill of marking coherent words on paper and composing text to communicate effectively and for academic success. Within the field of education, the relationship between various factors such as grammar proficiency and self-efficacy has garnered considerable attention. The EFL students reported a moderate level of self-efficacy and infrequent use of SRL strategies in the course of writing. Writing self-efficacy and writing SRL strategies contributed significantly to the prediction of students' writing proficiency. Since self-efficacy and self-regulation are crucial to students' writing proficiency (Sun and Chang, 2020). In many Asian countries, students often struggle with writing in English, particularly in academic settings. Despite significant efforts to improve English language teaching, many students continue to face challenges in producing well-structured, grammatically correct, and coherent written work. This problem is particularly pronounced in countries where English is not the primary language of instruction, such as China, Japan, South Korea, and many Southeast Asian nations. A key factor contributing to this issue is a lack of grammar proficiency and low self-efficacy in writing among students. Research has shown that students with strong grammar skills and high self-efficacy are more likely to produce high-quality written work (Bandura, 1977; Grabe & Kaplan, 1996). Therefore, understanding the relationship between grammar proficiency, self-efficacy, and student writing outcomes in Asian contexts is crucial for developing effective language teaching and learning strategies.

Further, in Philippines, while English is widely used, faces challenges in student writing proficiency. Research suggests that Filipino students often struggle with grammatical accuracy and coherence in their written work. This can be attributed to various factors, including limited exposure to English, inadequate language instruction, and low self-efficacy. (DepEd Order No. 40, s. 2012; Bautista & Gonzales, 2016). Students may lack confidence in their writing abilities, fearing errors and negative evaluation. This low self-efficacy can hinder their motivation and persistence in writing tasks. (Bandura, 1977; Zimmerman, 1990). By addressing these issues through targeted grammar instruction and strategies to boost self-efficacy, Filipino students can significantly improve their writing outcomes. But throughout the years, a gradual deterioration in English language grammar proficiency can be observed among Filipinos based on the EF English Proficiency Index, Test of English for International Communication (TOEIC), and the average score of Filipino IELTS takers (Santos and Fernandez, 2022). At present, English is constitutionally named one of the official languages of the Philippines. It is the primary medium of instruction in education (Cabigon, 2015) and the language of business, science, technology, government, and international communication. With two-thirds of the population fluent in English (Mariñas, 2021), the Philippines is also one of the major ESL destinations.

In Davao de Oro Division, a prevalent problem regarding learners' writing difficulty is the struggle to articulate coherent ideas, organize thoughts logically, and employ proper grammar and syntax in their written work. Many students encounter

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challenges expressing themselves effectively in their writing, which often leads to fragmented ideas, incoherent compositions, and grammatical errors. This issue hampers their ability to communicate proficiently in written form, affecting their academic performance and limiting their overall learning potential. The lack of adequate resources, support, or specialized training programs focusing on enhancing writing skills might contribute to this problem, further impeding students' progress and success in both their academic endeavors and future professional aspirations (Cenabre and Idul, 2024). Thus, study aims to explore how these variables influence student writing outcomes.

Significance of the study

This study aims to investigate the relationship between grammar proficiency and self-efficacy on the writing outcomes of Senior H igh School students at SANHS. The findings will benefit educational institutions by providing insights into factors influencing writing performance, informing curriculum development, and identifying areas for targeted interventions. Teachers can enhance their understanding of the role of grammar and self-efficacy, develop effective instructional strategies, and foster both grammar skills and self-confidence in writing. Students can gain awareness of the importance of these factors, take ownership of their writing development, and learn strategies for improvement. This study also serves as a foundation for future research on the interplay between language skills, self-perception, and writing achievement, as well as the impact of specific instructional interventions.

Statement of the Problem

This study aims to determine the level of grammar proficiency, self-efficacy, and writing outcomes of Senior High School students of SANHS. Specifically, it seeks to answer the following research questions:

1. What is the level of grammar proficiency of Senior High School students at SANHS in terms of:
   a. Error detection and correction
   b. Tense Consistency
2. What is the level of self-efficacy of Senior High School students at SANHS in terms of:
   a. Confidence in task completion
   b. Resilience in the face of challenges
3. What is the level of writing outcomes of Senior High School students at SANHS in terms of:
   a. Clarity and coherence
   b. Grammar and Mechanics
4. Is there a significant relationship between grammar proficiency and writing outcomes of Senior High School students of SANHS?
5. Is there a significant relationship between self-efficacy and writing outcomes of Senior High School students of SANHS?
6. Is there a significant relationship between grammar proficiency and self-efficacy of Senior High School students of SANHS?

Hypotheses

The following hypothesis will be tested at 0.05 level of significance:

1. There is no significant relationship between grammar proficiency and writing outcomes of Senior High School students of SANHS.
2. There is no significant relationship between self-efficacy and writing outcomes of Senior High School students of SANHS.
3. There is no significant relationship between grammar proficiency and self-efficacy of Senior High School students of SANHS.

Scope and delimitation

This study focuses on analyzing the relationship between grammar proficiency, self-efficacy, and writing outcomes among Senior High School students at San Antonio National High School (SANHS). Specifically, the research investigates students' grammar proficiency in terms of error detection, correction, and tense consistency; their self-efficacy in terms of confidence in task completion and resilience in facing challenges; and their writing outcomes in terms of clarity, coherence, grammar, and mechanics.

The study is delimited to 102 Senior High School students at SANHS, selected through stratified random sampling to ensure diversity in academic abilities and socio-economic backgrounds. It does not cover other year levels, schools, or regions, making the findings specific to the selected population. The scope is further confined to the use of a self-constructed and validated survey questionnaire to gather data on the three variables. While the study provides insights into the interplay of grammar proficiency and self-efficacy in writing outcomes, it does not account for other possible factors, such as motivation, reading habits, or teaching strategies, which may influence writing proficiency.

Significance of the study

This research offers valuable insights for various stakeholders in education:

1. **Educational Institutions**: The findings can inform curriculum design, focusing on integrating explicit grammar instruction and self-efficacy-building strategies into teaching methods.
2. **Teachers**: The study equips educators with knowledge on how grammar proficiency and self-efficacy impact writing, enabling them to develop targeted instructional strategies to address students' needs.
3. **Students**: It raises awareness of the importance of grammar skills and self-confidence in improving writing performance, empowering students to take proactive steps toward their academic development.
4. **Policy Makers**: Results may guide educational policy, particularly in allocating resources and support for writing skills development in public schools.
5. **Future Researchers**: The study serves as a foundation for further exploration of the dynamic interplay between language skills, self-perception, and academic achievement. Researchers can build upon these findings to explore other factors or develop innovative interventions to enhance writing outcomes.

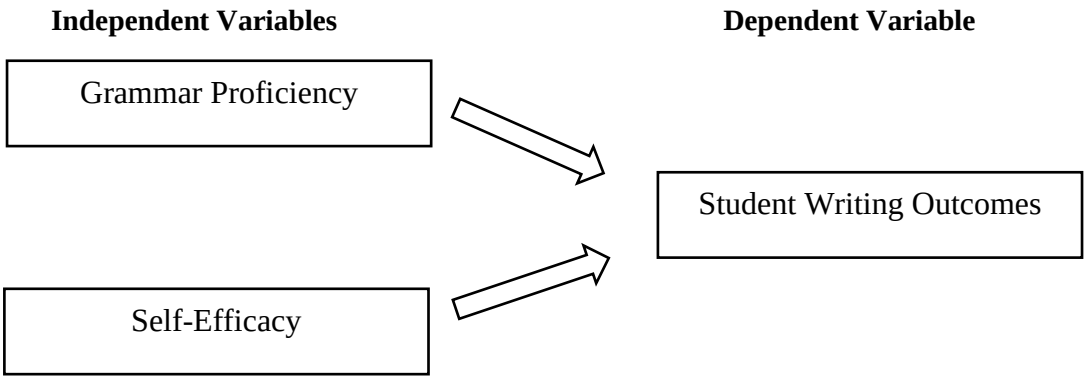
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Chapter 2
REVIEW OF RELATED LITERATURE

Theoretical Framework

Grammar proficiency and self-efficacy are crucial factors influencing student writing outcomes. Grammar proficiency, the understanding and application of grammatical rules, significantly contributes to writing clarity and coherence (Graham et al., 2012). Self-efficacy, the belief in one's writing abilities, plays a vital role in motivation and perseverance, leading to improved writing performance Bandura (1997). Both grammar proficiency and self-efficacy positively impact student writing outcomes(Schunk, 2003).

Conceptual Framework



The proposed conceptual framework provides a solid foundation for understanding the complex relationship between grammar proficiency, self-efficacy, and student writing outcomes. By addressing both cognitive and affective factors, researchers and educators can develop effective interventions to improve students' writing skills.

Social Cognitive Theory (Bandura, 1977) emphasizes the role of self-efficacy in shaping behavior and performance. It suggests that individuals with higher self-efficacy are more likely to persist in tasks, set higher goals, and achieve better outcomes.

In the study of Grabe & Kaplan (1996), argue that grammar instruction is essential for developing writing skills, as it provides the linguistic tools needed to express ideas effectively. Emphasizes the importance of explicit grammar instruction in helping students to produce accurate and coherent written texts (Hyland, 2003). It also suggests that explicit grammar instruction can improve students' ability to identify and correct errors in their writing (Reid, 1993).

Furthermore, grammar proficiency continues to be foundational for effective writing. Lee and Tsai (2021) demonstrated that targeted grammar instruction significantly boosts students' ability to detect and correct errors, ultimately enhancing their overall writing quality. Additionally, Chen and Harris (2022) stressed the importance of aligning grammar teaching with contextual writing practice to improve students' mastery of complex grammatical structures.

Self-efficacy, a concept from social cognitive theory, refers to an individual's belief in their ability to successfully perform a specific task. It's a key factor in motivation, persistence, and achievement. Bandura (1997), proposes that self-efficacy is a key determinant of motivation, effort, and persistence. Furthermore, Zimmerman & Bandura (1994), argue that self-efficacy beliefs can influence students' choices of writing tasks, their level of effort, and their persistence in the face of challenges. It also discusses the role of self-efficacy in fostering self-regulated learning, which is essential for effective writing (Pintrich & Schunk, 2002). Self-efficacy remains a critical factor in writing success.

In addition, according to Zimmerman and Bandura (2020), higher self-efficacy correlates with increased motivation, resilience, and better performance in academic writing. They also found that students who engage in goal-setting and self-regulation techniques exhibit a stronger belief in their writing abilities, which directly impacts their outcomes.

Therefore, Chen & Harris (2007), found that both grammar instruction and self-efficacy beliefs were positively related to students' writing achievement. It investigated the impact of grammar instruction and self-efficacy on Taiwanese EFL learners' writing performance and found a significant positive relationship between the two variables (Lee & Tsai, 2010).

Research emphasizes the effectiveness of explicit writing instruction in enhancing student performance. Graham et al. (2022) found that integrating direct grammar teaching with writing tasks improves students' clarity and coherence in their compositions. Moreover, Hyland (2021) highlighted the value of task-based approaches, which combine grammatical precision with authentic communication tasks, in fostering practical writing skills.

Lastly, recent studies have highlighted the mediating effects of grammar proficiency in the relationship between self-efficacy and writing outcomes. Chen and Harris (2022) revealed that grammar proficiency acts as a bridge, enhancing the impact of self-efficacy on writing performance. Their research with EFL students demonstrated that while self-efficacy fosters motivation and persistence, grammar proficiency directly contributes to clarity and accuracy in writing, amplifying overall performance. Similarly, Lee and Tsai (2021) emphasized that grammar proficiency not only improves writing mechanics but also boosts students' confidence, further

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strengthening the connection between self-efficacy and successful writing outcomes. These findings suggest that addressing grammar proficiency can significantly optimize the benefits of self-efficacy in writing instruction.

Chapter 3
METHODOLOGY

This chapter deals with research design, research locale, research participants, research instruments, research procedures, statistical treatment and ethical consideration of the study.

Research Design

The research design for this study is a correlational research design, which seeks to examine the relationship between grammar proficiency, self-efficacy, and student writing outcomes. This design is appropriate as it allows the researcher to analyze how these variables interact without manipulating any of them, thus maintaining the natural settings of the participants (Creswell & Creswell, 2018). Data collection will involve administering standardized survey questionnaire. By employing statistical methods such as Pearson correlation and multiple regression analysis, the study aims to identify the degree and nature of the relationships among the variables, offering insights into their interplay and implications for educational practice

Locale of the Study

The research was conducted at San Antonio National High School, a public educational institution situated in San Antonio, Cateel, Davao Oriental. The school serves as a significant academic hub in the municipal, catering to a diverse population of students from nearby communities. With its commitment to providing quality education, San Antonio NHS offers a conducive environment for studying the relationship between grammar proficiency, self-efficacy, and student writing outcomes. This locale was selected for its accessibility, diverse student body, and the availability of relevant resources to support the research objectives.

Sample and Sampling

The study focused on Senior High School students at San Antonio National High School as the target population. A total of 156 students were selected to represent the sample group, ensuring a mix of academic abilities and socio-economic backgrounds to achieve a comprehensive perspective on grammar proficiency and self-efficacy. These students were chosen as they are at a critical stage in their academic development, where writing skills play a crucial role in their overall performance.

The sampling method employed was stratified random sampling to ensure representation across different sections and academic levels. This approach ensured that the sample reflected the diversity of the student population, reducing potential biases and enhancing the validity of the findings. By using this method, the study could accurately assess the interplay between grammar proficiency, self-efficacy, and writing outcomes among a varied student demographic. Random samples are then selected from each stratum to analyze different experiences or results associated with each demographic group represented by the strata (Hayes, 2024).

Grade level	Grade 11		Grade 12	
Section	1	2	1	2
# OF STUDENTS	39	38	40	39
SAMPLE STUDENTS	26	25	26	25

Research Instruments

The research instruments used in this study was self-made survey qustinnaire by the researchers. The survey questionnaire undego validation by the expert panel, confirming the tool's content and construction validity. This tool of checking the validity is available in the annex (appendix) for reference. The survey questionnaires contain the grammar proficiency, self-efficacy, and writing outcomes of the students using a Likert scale format. These instruments ensured comprehensive data collection to examine the relationship between grammar proficiency, self-efficacy, and writing outcomes.

Data Gathering Procedure

Preparation and Coordination. The researcher sought approval from the school administration and coordinated with the Senior High School advisers to schedule the data collection process. The purpose of the study, ethical considerations, and the procedures were explained to ensure cooperation and understanding from all stakeholders.

Selection of Respondents. Using stratified random sampling, 156 Senior high school students were selected, ensuring representation from all 10 sections. The selection process aimed to include students with diverse academic backgrounds to provide a well-rounded dataset for analysis.

Administration of Instruments. The Grammar Proficiency, Self-Efficacy, and Writing Performance questionnaire were administered during scheduled sessions. The tests were conducted in their respective classrooms under the supervision of the researchers and class advisers to ensure consistency and minimize disruptions.

Data Collection and Validation. Completed questionnaires were collected, checked for completeness, and validated for accuracy. As a researcher, we ensured that all data were securely stored and handled with confidentiality to maintain the integrity of the research process.

DATA ANALYSIS

The researchers will employ a quantitative approach to assess grammar proficiency, self-efficacy, and writing outcomes. A Likert scale will be used to measure these variables, with scores ranging from 1 to 5. Mean scores will be calculated and interpreted using a predefined scale. Cronbach's alpha will be utilized to evaluate the internal consistency of the scales.

Pearson correlation analysis will be employed to examine the relationships between the variables. Multiple regression analysis will be conducted to predict writing outcomes based

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on grammar proficiency and self-efficacy. Additionally, t-tests or ANOVA will be used to compare mean scores across different groups. To ensure the validity and reliability of the instruments, the researchers will conduct a pilot test with senior high school students, reviewing and refining the questionnaire items as needed.

Ethical Consideration

The researchers will consider that voluntary participation is observed. The respondents will not feel forced or pressured into participating in the conduct of the data gathering procedure.

In addition, the respondents will fully understand what they will agree to doing including potential risks and advantages of the study. A consent form will be attached to ensure that respondents are permitted to be a part of the study.

Privacy and confidentiality. Participants have the right to privacy that should not be violated without informed consent to conform to the existing Data Privacy Act 2012, an act protecting the fundamental right of privacy. One way of observing privacy and confidentiality in this quantitative research is to give the option to the respondents of not indicating their name on the survey questionnaire.

Recruitment. The respondents will be informed of the reasons why they had become part of the study. In order for the respondents to understand what the study is all about, the researcher will explain the purpose of the study so that they could further infer to the researcher, and they could also view the essence of the study.

Risk. Research shall be conducted only if there is an acceptable positive benefit-risk ratio. In this study, the need to protect the respondents from significant harm is equally important.

Benefits. This study would be beneficial to the respondents since the results would serve as an eye-opener for the DepEd officials, school administrator, and even secondary teachers on creating programs and ways on how to improve the work well.

Plagiarism. The study had no trace or evidence of misinterpretation of someone else's work. The study was subjected to plagiarism detectors like Grammarly and Turnitin software. As a researcher, there is a need to have that positive character and integrity, which are associated with moral virtues and values.

CHAPTER 4
RESULTS AND DISCUSSIONS

This chapter presents the results and discussions of the study. The results are presented in tabular forms which were carefully analyzed and interpreted by the researchers.

RESULTS

Table 1. Level of Grammar Proficiency

Independent Variable	Standard Deviation	Mean	Verbal Description
Error detection and correction	0.844	3.396	Moderately High
Tense Consistency	0.770	3.400	High
Overall	**0.752**	**3.398**	**Moderately High**

Table 1 presents the grammar proficiency of Senior High School students was assessed in terms of error detection and correction and tense consistency. Results indicated a moderately high level of grammar proficiency overall (Mean = 3.398, SD = 0.752). Specifically, the subscale for tense consistency scored higher (Mean = 3.400, SD = 0.770) compared to error detection and correction (Mean = 3.396, SD = 0.844). These results suggest that students perform relatively well in maintaining tense consistency in their writing but exhibit minor challenges in detecting and correcting grammatical errors.

Table 2. Level of Self-Efficacy

Independent Variable	Standard Deviation	Mean	Verbal Description
Confidence in task completion	0.813	3.588	High
Resilience in the face of challenges	0.757	3.578	High
Overall	**0.724**	**3.583**	**High**

Table 2 presents the self-efficacy was evaluated through confidence in task completion and resilience in the face of challenges. The overall self-efficacy level was found to be high (Mean = 3.583, SD = 0.724). Confidence in task completion scored slightly higher (Mean = 3.588, SD = 0.813) compared to resilience in the face of challenges (Mean = 3.578, SD = 0.757). This indicates that students generally feel capable of completing writing tasks and overcoming obstacles during the writing process.

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Table 3. Level of Writing Outcomes

Dependent Variable	Standard Deviation	Mean	Verbal Description
Clarity and coherence	0.829	3.502	High
Grammar and Mechanics	0.759	3.616	High
Overall	**0.757**	**3.559**	**High**

Table 3 presents the writing outcomes of students were measured through clarity and coherence and grammar and mechanics. Results revealed a high level of writing outcomes overall (Mean = 3.559, SD = 0.757). Grammar and mechanics (Mean = 3.616, SD = 0.759) scored higher than clarity and coherence (Mean = 3.502, SD = 0.829). This suggests that students demonstrate better proficiency in grammatical accuracy and mechanics than in achieving clarity and coherence in their writing.

Table 4. Test for the Significance of the Relationship between Grammar Proficiency and Writing Outcomes

IV	DV	r-value	p-value	Decision on Ho
Error detection and correction	Clarity and coherence	0.786	0.000	Very Highly Significant
	Grammar and Mechanics	0.712	0.000	Very Highly Significant
Tense Consistency	Clarity and coherence	0.790	0.000	Very Highly Significant
	Grammar and Mechanics	0.737	0.000	Very Highly Significant
Overall Mean of IV	Clarity and coherence	0.846	0.000	Very Highly Significant
	Grammar and Mechanics	0.777	0.000	Very Highly Significant
	Overall Mean of DV	**0.852**	**0.000**	**Very Highly Significant**

Pearson correlation analysis revealed a very highly significant relationship between grammar proficiency and writing outcomes ($r = 0.852$, $p < 0.000$). Both subscales of grammar proficiency—error detection and correction ($r = 0.786$; $p < 0.000$) and tense consistency ($r = 0.790$; $p < 0.000$)—showed strong positive correlations with clarity and coherence. Similarly, grammar proficiency was significantly correlated with grammar and mechanics ($r = 0.777$; $p < 0.000$). A strong positive correlation was found between grammar proficiency and both clarity and coherence, and grammar and mechanics in writing. This suggests that students with higher grammar proficiency tend to produce higher-quality written work.

Table 5. Test for the Significance of the Relationship between Self-Efficacy and Writing Outcomes

IV	DV	r-value	p-value	Decision on Ho
Confidence in Task Completion	Clarity and coherence	0.758	0.000	Very Highly Significant
	Grammar and Mechanics	0.737	0.000	Very Highly Significant
Resilience in the face of challenges	Clarity and coherence	0.655	0.000	Very Highly Significant
	Grammar and Mechanics	0.649	0.000	Very Highly Significant
Overall Mean of IV	Clarity and coherence	0.768	0.000	Very Highly Significant
	Grammar and Mechanics	0.753	0.000	Very Highly Significant
	Overall Mean of DV	**0.798**	**0.000**	**Very Highly Significant**

Self-efficacy also exhibited a very highly significant positive relationship with writing outcomes ($r = 0.798$, $p < 0.000$). Confidence in task completion and resilience in the face of challenges were both strongly correlated with clarity and coherence ($r = 0.768$ and 0.655, respectively; $p < 0.000$). Similarly, both dimensions were strongly associated with

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grammar and mechanics (r = 0.753 and 0.649, respectively; p < 0.000). A significant positive correlation was observed between self-efficacy and both clarity and coherence, and grammar and mechanics in writing. This indicates that students with higher self-efficacy tend to achieve better writing outcomes.

Table 6. Test for the Significance of the Relationship between Grammar Proficiency and Self-Efficacy

IV	IV	r-value	p-value	Decision on Ho
Error detection and correction	Confidence in task completion	0.686	0.000	Very Highly Significant
	Resilience in the face of challenges	0.618	0.000	Very Highly Significant
Tense Consistency	Confidence in task completion	0.694	0.000	Very Highly Significant
	Resilience in the face of challenges	0.667	0.000	Very Highly Significant
Overall Mean of IV	Confidence in task completion	0.740	0.000	Very Highly Significant
	Resilience in the face of challenges	0.689	0.000	Very Highly Significant
	Overall Mean of DV	**0.852**	**0.000**	**Very Highly Significant**

There was a very highly significant positive relationship between grammar proficiency and self-efficacy (r = 0.852, p < 0.000). Both error detection and correction (r = 0.686; p < 0.000) and tense consistency (r = 0.694; p < 0.000) were strongly correlated with confidence in task completion. Resilience in the face of challenges also showed significant positive relationships with error detection and correction (r = 0.618; p < 0.000) and tense consistency (r = 0.667; p < 0.000). A strong positive correlation was found between grammar proficiency and self-efficacy. This suggests that students with higher grammar proficiency tend to have higher levels of self-efficacy in their writing abilities.

Furthermore, the findings reveal **very highly significant positive correlations** between grammar proficiency, self-efficacy, and writing outcomes. Grammar proficiency had a stronger relationship with writing outcomes (r = 0.852) than self-efficacy (r = 0.798), emphasizing its foundational role in effective writing. Both grammar subscales—error detection and tense consistency—positively impacted clarity and coherence as well as grammar and mechanics, underscoring the critical importance of grammatical accuracy in written communication. Similarly, self-efficacy's dimensions, confidence in task completion and resilience, strongly predicted students' writing clarity and grammatical accuracy.

Therefore, hypotheses were consistently rejected, affirming significant relationships between the studied variables:

1. Grammar proficiency and writing outcomes.
2. Self-efficacy and writing outcomes.
3. Grammar proficiency and self-efficacy.

Discussion

The findings reveal that grammar proficiency is a critical factor influencing writing outcomes, particularly in grammar accuracy and mechanics. The higher correlation between tense consistency and writing outcomes highlights the importance of mastering consistent verb usage for coherent writing. These results align with studies by Graham et al. (2022) and Reid (1993), which emphasize explicit grammar instruction as a means to improve writing proficiency.

In addition, the strong correlation between grammar proficiency and writing outcomes highlights the importance of effective grammar instruction. Students with a strong grasp of grammatical rules are better equipped to express their ideas clearly and accurately, leading to improved writing quality.

Furthermore, the significant relationship between self-efficacy and writing outcomes underscores the importance of fostering a positive learning environment that supports and encourages student confidence. When students believe in their writing abilities, they are more likely to persist in the face of challenges, put forth greater effort, and ultimately achieve better results. Self-efficacy emerged as a significant predictor of writing performance, with confidence in task completion and resilience contributing positively to clarity, coherence, and grammar. These findings validate Bandura's (1997) social cognitive theory, which asserts that self-efficacy enhances motivation and persistence in challenging tasks.

Finally, the positive relationship between grammar proficiency and self-efficacy underscores the interplay between cognitive and affective factors in shaping writing skills. Students who possess strong grammar skills are likely to feel more confident in their writing abilities, which motivates them to approach writing tasks with greater determination.

Chapter 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains the summary, conclusion and recommendations of the study which were drawn from the results gained.

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Summary

This study aimed to explore the relationships between grammar proficiency, self-efficacy, and writing outcomes among Senior High School students at San Antonio National High School. The results revealed the following key findings:

1. Students demonstrated moderately high grammar proficiency, with better performance in tense consistency than error detection and correction.
2. Self-efficacy levels were high, with confidence in task completion scoring slightly higher than resilience in the face of challenges.
3. Writing outcomes were rated as high, with grammar and mechanics being the strongest dimension.
4. Grammar proficiency and self-efficacy were both very highly significantly correlated with writing outcomes.
5. A very highly significant positive relationship was found between grammar proficiency and self-efficacy.

These findings highlight the critical role of both grammar skills and self-belief in improving students' writing performance.

Conclusions

1. Grammar proficiency significantly influences writing outcomes, emphasizing the need for targeted instruction in error detection and tense consistency.
2. Self-efficacy is a key determinant of writing success, suggesting that enhancing students' confidence and resilience can lead to better writing outcomes.
3. The interplay between grammar proficiency and self-efficacy underscores their combined importance in fostering effective writing skills among students.
4. The study confirms the applicability of social cognitive theory in explaining how self-efficacy and skill proficiency contribute to academic performance.

Recommendations

1. **Curriculum Development:** Educational institutions should incorporate explicit grammar instruction into the curriculum, focusing on common student weaknesses such as error detection and tense consistency.
2. **Teacher Training:** Provide professional development programs for teachers to enhance their ability to integrate self-efficacy-building strategies into writing instruction.
3. **Student Support Programs:** Establish workshops and peer mentoring programs to improve students' grammar proficiency and foster a positive mindset towards writing.
4. **Further Research:** Future studies should investigate the effectiveness of specific instructional interventions in improving grammar proficiency and self-efficacy and their impact on writing outcomes.
5. **Resource Allocation:** Schools should allocate resources to provide students with access to grammar guides, writing tools, and self-efficacy-enhancing materials.

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APPENDICES

Test Questionnaire

Name (Optional):_____ Grade level:_____
Age:_____ Section:_____
Gender:_____ Track/Strand:_____

Direction: Pick the statements that are basically true about you. Be guided with the description given for each option response.

Section 1: Grammar Proficiency

Please rate your agreement with the following statements on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

	1 Strongly Disagree	2 disagree	3 Neutral	4 Agree	5 Strongly Agree
Error Detection and Correction					
1. I can easily identify subject-verb agreement errors in sentences.					
2. I am able to spot and correct incorrect use of punctuation in writing.					
3. I can identify errors in sentence structure, such as run-on sentences or fragments.					
4. I am proficient in recognizing and correcting errors related to verb tenses in both written and spoken language.					
5. I find it easy to detect and correct incorrect word choices or misused prepositions in sentences.					
Tense Consistency					
6. The sentences I write consistently use the correct tense for each part of the sentence.					
7. I can easily identify and correct inconsistencies in tenses when reviewing my writing.					
8. I understand how to maintain tense consistency across different parts of a sentence, even in complex structures.					
9. I avoid mixing tenses incorrectly in a sentence, such as using the past tense in one clause and the present tense in another when it doesn't make sense.					
10. When narrating events in a story, I maintain the same tense throughout unless there is a clear reason to shift.					

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Section 2: Self-Efficacy

Please rate your agreement with the following statements on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

	1 Strongly Disagree	2 disagree	3 Neutral	4 Agree	5 Strongly Agree
Confidence in Task Completion					
1. I am confident in my ability to complete writing tasks on time.					
2. I believe I can produce clear and coherent writing even when faced with difficult topics.					
3. I feel capable of managing my time effectively while working on writing assignments.					
4. I am confident that I can revise and improve my writing to meet required standards.					
5. I trust my ability to overcome challenges or obstacles during the writing process.					
Resilience in the face of challenges					
6. When facing difficulties in my writing, I am confident that I can find a way to overcome them.					
7. I believe that I can maintain focus and motivation even when writing tasks become challenging.					
8. I am able to adjust my approach to writing when I encounter obstacles.					
9. I can stay resilient and keep making progress in my writing, even when things aren't going as planned.					
10. I feel confident in my ability to recover from setbacks in my writing and continue improving.					

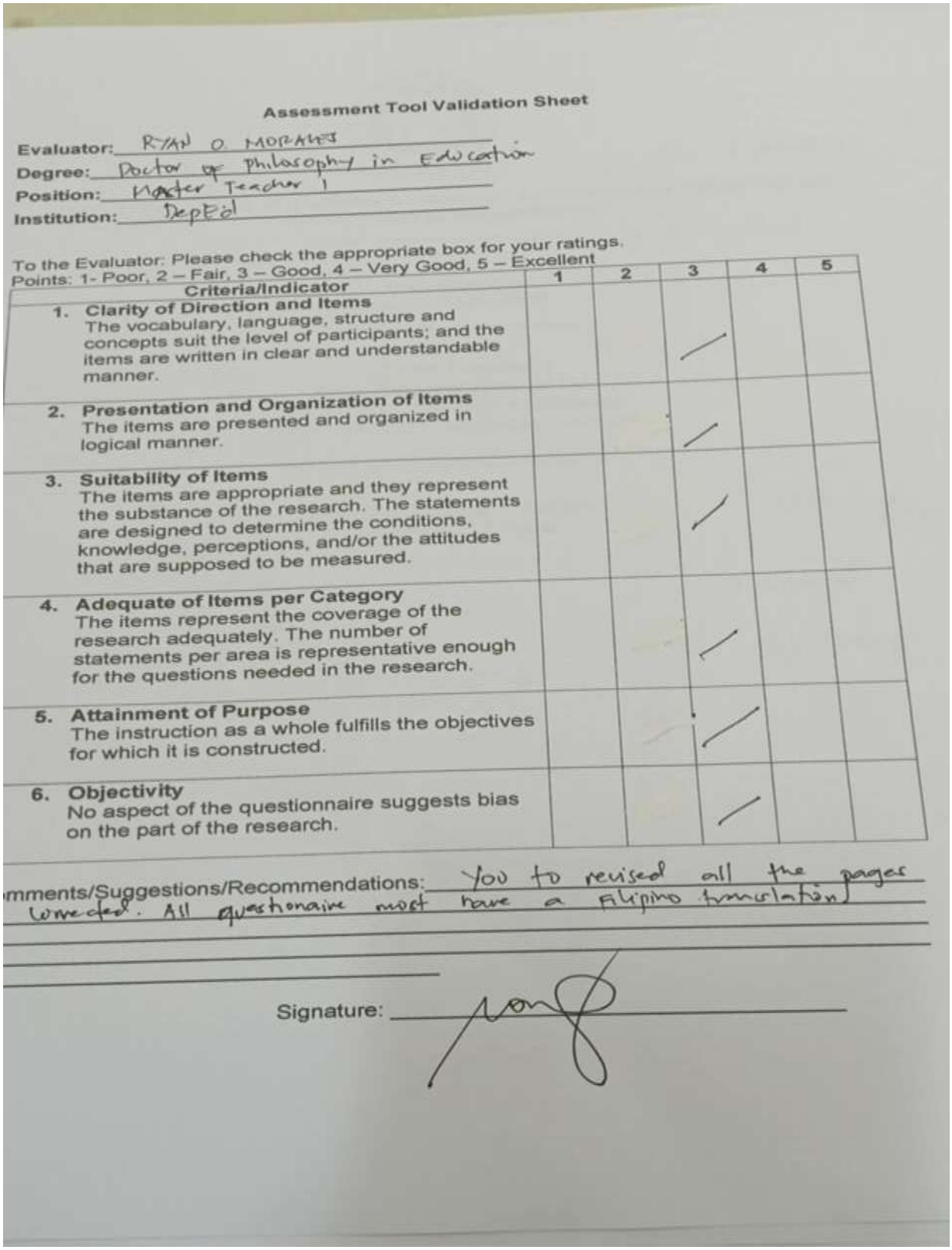
Section 3: Writing Outcomes

Please rate your agreement with the following statements on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

	1 Strongly Disagree	2 disagree	3 Neutral	4 Agree	5 Strongly Agree
Clarity and Focus					
1. The main idea or purpose of my writing is clear and easy to understand.					
2. I maintain a clear and consistent focus on the topic throughout my writing.					
3. My writing is free from irrelevant details or tangents that may confuse the reader.					
4. The organization of my writing helps the reader easily follow the flow of ideas.					
5. I use precise language and avoid ambiguity in my writing.					
Grammar and Mechanics					
6. I consistently use correct grammar, including subject-verb agreement and sentence structure.					
7. I demonstrate proper punctuation usage (e.g., commas, periods, quotation marks) in my writing.					
8. I make minimal to no errors in spelling and word choice in my writing.					
9. I demonstrate a clear understanding of sentence mechanics, such as avoiding sentence fragments and run-on sentences.					
10. I follow standard capitalization rules appropriately in my writing.					

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Assessment Tool Validation Sheet



Assessment Tool Validation Sheet

Evaluator: RYAN O. MORALES
Degree: Doctor of Philosophy in Education
Position: Master Teacher I
Institution: DepEd

To the Evaluator: Please check the appropriate box for your ratings.
Points: 1- Poor, 2 – Fair, 3 – Good, 4 – Very Good, 5 – Excellent

Criteria/Indicator	1	2	3	4	5
1. **Clarity of Direction and Items** The vocabulary, language, structure and concepts suit the level of participants; and the items are written in clear and understandable manner.			✓		
2. **Presentation and Organization of Items** The items are presented and organized in logical manner.			✓		
3. **Suitability of Items** The items are appropriate and they represent the substance of the research. The statements are designed to determine the conditions, knowledge, perceptions, and/or the attitudes that are supposed to be measured.			✓		
4. **Adequate of Items per Category** The items represent the coverage of the research adequately. The number of statements per area is representative enough for the questions needed in the research.			✓		
5. **Attainment of Purpose** The instruction as a whole fulfills the objectives for which it is constructed.			✓		
6. **Objectivity** No aspect of the questionnaire suggests bias on the part of the research.			✓		

mments/Suggestions/Recommendations: You to revised all the pages corrected. All questionaire must have a Filipino translation

Signature: _____

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Assessment Tool Validation Sheet

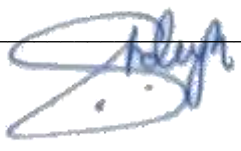
Evaluator:_____ Lilian B. Dupa _____
Degree:_____Doctor of Philosophy in Education___
Position:_____Professor_____
Institution:____Holy Cross College of Davao_____

To the Evaluator: Please check the appropriate box for your ratings.
Points: 1- Poor, 2 – Fair, 3 – Good, 4 – Very Good, 5 – Excellent

Criteria/Indicator	1	2	3	4	5
1. Clarity of Direction and Items The vocabulary, language, structure and concepts suit the level of participants; and the items are written in clear and understandable manner.					/
2. Presentation and Organization of Items The items are presented and organized in logical manner.					/
3. Suitability of Items The items are appropriate and they represent the substance of the research. The statements are designed to determine the conditions, knowledge, perceptions, and/or the attitudes that are supposed to be measured.					/
4. Adequate of Items per Category The items represent the coverage of the research adequately. The number of statements per area is representative enough for the questions needed in the research.					/
5. Attainment of Purpose The instruction as a whole fulfills the objectives for which it is constructed.					/
6. Objectivity No aspect of the questionnaire suggests bias on the part of the research.					/

Comments/Suggestions/Recommendations:_____
_____
_____
_____

Signature: _____



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Assessment Tool Validation Sheet

Evaluator: Dr. Vivien Grace A. Jubahib
Degree: Ph.D. in Education
Position: Program Coordinator
Institution: San Pedro College

To the Evaluator: Please check the appropriate box for your ratings.
Points: 1- Poor, 2 – Fair, 3 – Good, 4 – Very Good, 5 – Excellent

Criteria/Indicator	1	2	3	4	5
1. Clarity of Direction and Items The vocabulary, language, structure and concepts suit the level of participants; and the items are written in clear and understandable manner.					/
2. Presentation and Organization of Items The items are presented and organized in logical manner.					/
3. Suitability of Items The items are appropriate and they represent the substance of the research. The statements are designed to determine the conditions, knowledge, perceptions, and/or the attitudes that are supposed to be measured.					/
4. Adequate of Items per Category The items represent the coverage of the research adequately. The number of statements per area is representative enough for the questions needed in the research.				/	
5. Attainment of Purpose The instruction as a whole fulfills the objectives for which it is constructed.					/
6. Objectivity No aspect of the questionnaire suggests bias on the part of the research.					/

Comments/Suggestions/Recommendations:_____
_____
_____
_____

Signature: _DR. VIVIEN GRACE A. JUBAHIB