



The relationship between writing self-efficacy and writing disposition: The moderating role of gender

Yazma öz-yeterliliği ile yazma eğilimi arasındaki ilişki: Cinsiyetin düzenleyici rolü

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Abstract: Writing is a multifaceted and challenging process that involves cognitively complex operations as well as affective and social dimensions. One of the characteristics of students who can overcome the difficulties encountered in this multifaceted process is that they have high writing self-efficacy. The purpose of this study is to examine the relationship between middle school students' writing self-efficacy and their writing dispositions and to determine whether gender plays a moderating role in this relationship. The study was conducted within the framework of correlational design, one of the quantitative research methods. The research data were collected from a total of 372 secondary school students (196 female, 176 male) determined by cluster sampling method. Writing Self-Efficacy Scale and Writing Disposition Scale were used as data collection tools. The data were analyzed using Process Macro developed by Hayes (2022) and integrated as an add-on to SPSS software. The findings of the study revealed that writing self-efficacy significantly predicted writing disposition; however, gender did not have a moderating effect on this relationship. In line with the results obtained, various suggestions for future studies in the field of writing education were made.

Keywords: *Writing disposition, writing self-efficacy, gender, writing education*

Özet: Yazma, bilişsel açıdan karmaşık işlemler içermesinin yanı sıra duyuşsal ve sosyal boyutları da bulunan çok yönlü ve zorlayıcı bir süreçtir. Bu çok yönlü süreçte karşılaşılan zorlukların üstesinden gelebilen öğrencilerin bir özelliği de yüksek yazma öz-yeterliliklerine sahip olmalarıdır. Bu araştırmanın amacı, ortaokul öğrencilerinin yazma öz-yeterlilikleri ile yazma eğilimleri arasındaki ilişkiyi incelemek ve bu ilişkide cinsiyetin düzenleyici bir rol oynayıp oynamadığını belirlemektir. Çalışma, nicel araştırma yöntemlerinden korelasyonel desen çerçevesinde yürütülmüştür. Araştırma verileri, küme örnekleme yöntemiyle belirlenen toplam 372 ortaokul öğrencisinden (196 kız, 176 erkek) toplanmıştır. Veri toplama araçları olarak Yazma Öz-Yeterlilik Ölçeği ile Yazma Eğilimi Ölçeği kullanılmıştır. Elde edilen veriler, SPSS yazılımına eklenti olarak entegre edilen ve Hayes (2022) tarafından geliştirilen Process Macro aracılığıyla analiz edilmiştir. Araştırma bulguları, yazma öz-yeterliliğinin yazma eğilimini anlamlı düzeyde yordadığını; ancak cinsiyetin bu ilişkide düzenleyici bir etkisinin bulunmadığını ortaya koymuştur. Elde edilen sonuçlar doğrultusunda, yazma eğitimi alanında gerçekleştirilecek çalışmalara yönelik çeşitli önerilere yer verilmiştir. .

Anahtar Kelimeler: *Yazma eğilimi, yazma öz-yeterliliği, cinsiyet, yazma eğitimi*

1. Introduction

It is seen that affective factors are frequently evaluated in current studies on writing models (Hayes, 1996; Graham, 2018; Zimmerman & Reisemberg, 1997). This is due to the fact that writing has an affective aspect as well as a cognitive one (McLeod, 1987). As a matter of fact, there are many research findings that affective factors are effective on writing skills and performance. While high writing self-efficacy (Atasoy, 2021; Graham et al., 2007; Pajares & Valiante, 1997; Pajares & Johnson, 1996; Rose, 1983; Shell et al., 1989; Shell et al., 1995) and positive writing attitude contribute to

writing performance (Graham et al., 2012); high writing anxiety (Daly, 1977, 1978) and writer's block (Rose, 1983) affect writing performance negatively. For this reason, affective factors have an important place in research on writing.

Writing self-efficacy, which is a variable frequently researched in the field of writing (Skar et al., 2023), was examined in this study in terms of its relationship with writing disposition and the moderating effect of gender in this relationship. It can be predicted that individuals with high writing self-efficacy will be positively affected not only by their writing performance but also by their writing disposition. As a matter of fact, while individuals are more willing to perform activities that they believe they will be successful, they tend to avoid activities that they think they will fail (Bandura, 1986, 1997). Therefore, individuals with higher writing self-efficacy are expected to be more inclined to engage in writing compared to those with lower writing self-efficacy.

Bandura (1997) defines self-efficacy as an individual's belief in their ability to perform a task successfully. This belief influences the individual's goal-setting, effort, and perseverance in the face of challenges (Bandura, 1986, 1995, 1997). Individuals with high self-efficacy persist more and make more intense efforts to overcome the difficulties they face (Schunk & Pajares, 2009). Accordingly, self-efficacy functions as a strong source of motivation for individuals to finalize their actions positively (Eccles & Wigfield, 2002; Schunk et al., 2014). Individuals with low self-efficacy are more likely to give up in the face of difficulties (Bandura, 1989), while individuals with high self-efficacy try to overcome difficulties and set higher goals (Maddux, 1995). The concept of self-efficacy has been extensively researched in different disciplines such as health, psychology and education (Bandura, 1995; Schunk & DiBenedetto, 2020). Especially in studies conducted in the context of writing skills, self-efficacy stands out as an effective variable on performance (MacArthur & Graham, 2016; Pajares, 2007).

Writing self-efficacy is an individual's belief that he/she can successfully fulfill writing tasks. This belief can be manifested in a wide range of writing activities at different levels of difficulty, from being able to organize one's thoughts in a paragraph, to being able to write correct sentences by paying attention to punctuation marks, and even writing essays (Pajares et al., 2001). People who are confident in their writing abilities make more effort and are more persistent in fulfilling writing tasks (Bruning & Horn, 2000; Schunk & Swartz, 1993). Students' perception of themselves as competent in writing also contributes to the production of more successful texts in terms of quality (Chen & Lin, 2009; Hetthong & Teo, 2013). These findings have been confirmed by studies conducted with different samples such as children (Pajares et al., 1999; Pajares & Valiante 1997), adolescents (Pajares & Johnson, 1996) and adults (Meier et al., 1984; Shell et al., 1989). On the other hand, writing self-efficacy affects not only writing performance but also writing motivation (Bruning & Horn, 2000; Li, 2024; Pajares, 2007). High writing self-efficacy affects both cognitive and affective processes in writing and contributes to the individual's successful performance of writing tasks. This situation suggests that individuals with high self-efficacy may be more inclined to write.

Disposition can be defined as personal characteristics that come from within (Turkish Language Association (TLA)), 2022), without coercion, and with one's own orientation (Eloff & Ebersöhn, 2004). Katz & Rath (1985) consider disposition as an orientation towards behaviors that an individual performs intuitively or naturally. Buss & Craik (1983, p. 105) define disposition as "summaries of action frequencies". According to this approach, in order for a behavior to be considered as a tendency, it must be observed with a certain frequency and repetition; this is a distinctive feature of the tendency (McCleny, 2010). Similarly, Perkins et al. (2000) emphasize that dispositions contain stable features. Based on Buss and Craick, Katz (1993) gives the following example of this frequency of action: A child who is curious about

his/her environment and asks questions has an inquisitive disposition. However, when this example is evaluated within the framework of Katz and Rath's definition of disposition, it can be said that a child has a "curious" disposition if he/she asks questions naturally, naturally, without any external coercion or automatically. From this theoretical framework, writing disposition can be defined as an affective resource that is related to an individual's inner desire for the act of writing and that directs him/her towards writing (Baştuğ, 2015). Piazza & Siebert (2008, p. 275) see writing disposition as "a broad structure within the affective domain that includes various resources such as self-discipline, perseverance in the face of difficulties, tolerance for ambiguity, autonomy, willingness to take risks, motivation, self-efficacy and interest". The authors categorized the writing disposition scale they developed under the factors of persistence, passion and confidence. Confidence refers to the individual's belief in his/her writing ability; passion refers to the strong desire and interest in writing; and persistence refers to the persistence in the act of writing.

Writing disposition develops under the influence of various factors. Gender, one of these factors, can play a determining role on individuals' writing dispositions. In addition to biological differences, the impact of gender perception on attitudes, behaviors and experiences has led many studies to consider gender as a control or independent variable. There are various meta-analysis studies that reveal that gender is effective on academic achievement (Hattie & Zeirer, 2019). In line with these studies, it has been determined that girls are more successful in some fields and boys are more successful in others. For example, in mathematics, boys have higher perceptions of competence than girls (Eccles et al., 1993; Hyde et al., 1990). On the other hand, girls are more successful in language classes (Boyer & Voyer, 2014; Chiu et al., 2006; Mullis et al., 2003) and spend more time reading (Smith & Reimer, 2023). However, there are also studies that argue that gender does not make a significant difference in academic achievement or cognitive skills. For example, White (2007) stated that there was no significant difference between male and female students in terms of reading skills. Similarly, Lindberg et al. (2010) reported in a large-scale meta-analysis that gender had no significant effect on mathematics performance.

There are various studies examining writing performance and affective dimensions of writing and gender. In some studies, it was stated that there was no significant difference in writing performance according to gender (Graham et al., 2007; Pajares & Johnson, 1996; Pajares & Valiante, 1997). However, there are also studies that have identified certain differences in writing performance (Adams & Simmons, 2019; Olinghouse, 2008; Reilly et al., 2019). In a national study conducted by the Ministry of National Education [MoNE] (2020), it was determined that the writing scores of female students were higher than male students; however, it was emphasized that this gender effect was limited. Berninger et al. (1996) found a difference between the quality of the texts written by male and female students; they also concluded that boys lagged behind girls in writing fluency. Similarly, Malecki & Jewell (2003) found that female students wrote more fluently than male students. In Olinghouse's (2008) study, it is noteworthy that female students perform better in some dimensions of writing.

The gender variable has been the subject of various studies in the context of both writing self-efficacy and writing disposition. Writing self-efficacy and gender (Arıcı & Dölek, 2020; Demir, 2011; Demirel & Aydın, 2019; Frank- Webb et al., 2016; Hansen, 2009; Pajares & Johnson, 1996; Pajares et al., 2007; Pajares & Valiante, 1997, 1999; Williams & Takaku, 2011). Similarly, writing disposition and gender (Bağcı, 2017; Baş & Şahin 2013; Çocuk-Yanpar & Özer, 2016; Deniz & Çeçen, 2015; Erden & İpek Eğilmez, 2021; İşeri, 2010; Uçgun, 2014; Ünal, 2010; Ürün-Kahraman, 2021; Tabak & Topuzkanamış, 2014; Tüfekçioğlu, 2010) have been the subject of research. This study, unlike the existing literature, deals with the relationship between writing self-efficacy and writing disposition in a holistic manner and aims to examine

the moderating effect of gender on this relationship. In other words, the focus of the study is not only to identify gender differences, but also to reveal whether gender changes the strength or direction of the relationship between writing self-efficacy and writing disposition.

In this theoretical framework, the following questions are sought to be answered:

1. To what extent does middle school students' writing self-efficacy predict their writing disposition?
2. Does gender have a moderating role in the effect of secondary school students' writing self-efficacy on their writing dispositions?

In order to find answers to these research questions, moderating effect analysis was conducted. A moderating variable is a third variable that can affect the direction and strength of the independent variable and the dependent variable (Jose, 2013). Thus, the moderating variable provides a more in-depth perspective to the relational structure by determining under which conditions (MacKinnon, 2011) or in which groups the relationship between two variables may differ (MacKinnon, 2011; Wu & Zumbo, 2008). Within the theoretical structure, the inclusion of the moderating variable in the model should be based not only on a statistical but also on a theoretical justification (Frazier et al., 2004).

2. Methodology

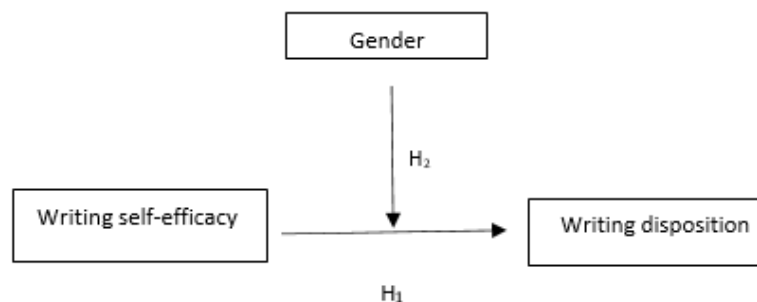
In this section, information about the research design, study group (sample), data collection tools and data analysis process are given.

2.1. Research Design

The purpose of this study is to determine whether gender plays a moderating role in the relationship between middle school students' writing self-efficacy and writing dispositions. In line with this purpose, the study was conducted within the scope of the correlational design model by adopting a quantitative research approach. Correlational design models are one of the descriptive research types that aim to reveal the existence and direction of relationships between two or more variables (Christensen et al., 2020). This type of research focuses on examining the existence of non-causal relationships between variables and provides quantitative data on the level of correlation between variables (Fraenkel & Wallen, 2006). The structural view of the theoretical model of this study is presented in Figure 1.

Figure 1

Model of the Research



As seen in Figure 1, writing self-efficacy is the predictor variable, writing disposition is the outcome variable and gender is the moderator variable. W (gender) is a moderator variable if the effect of X (writing self-efficacy) on Y (writing disposition) changes according to different values of W between two variables (Mackinnon, 2008). In moderator

analyses, there should be no relationship between the moderator variable added to the model and the predictor variable, since it gives a similar result when the W variable is substituted for the X variable (Kılıç, 2022). Accordingly, when this model is evaluated, it is unthinkable that gender is affected in case of a decrease or increase in writing self-efficacy. However, gender (being male or female) can strengthen or weaken the relationship between variables X and Y. Gender is frequently used as a moderator variable in social sciences (Gürbüz, 2021).

2.2. Participants

The sample of the study consists of 372 middle school students. This sample was determined by cluster sampling method, one of the probability sampling methods. In the first stage, the schools in the population were listed. Then, schools that will be the sample of the study were determined by randomly drawing from the schools in this list. Within these schools, data were obtained by going to the determined classes. Information about the sample is presented in Table 1.

Table 1

Gender and Grade Level Information of the Sample

Features	situation	n	%
Gender	Female student	196	52.7
	Male student	176	47.3
Classroom	6	161	43.3
	7	99	26.6
	8	112	30.1

Note. n = Frequency; % = Percentage.

2.3. Measures

In this study, Writing Self-Efficacy Scale and Writing Disposition Scale were used as data collection tools:

Writing Self-Efficacy Scale

Psychometric analyses regarding the adaptation process of the Writing Self- Efficacy Scale developed by Bruning et al. (2013) into Turkish were conducted by Yılmaz Soylu & Akkoyunlu (2019). While the original scale has 16 items, the number of items in the Turkish adaptation is 13. The scale consists of three sub-dimensions: self-regulation, idea generation and transfer. Language validity was ensured in line with expert opinions. In the adaptation study, data were collected from 648 middle school students. The internal consistency coefficients of the sub-dimensions were .82 for transferring, .87 for idea generation and .84 for self-regulation; these values indicate that the sub-dimensions have sufficient internal consistency. Confirmatory factor analysis (CFA) results supported the construct validity of the scale [$\chi^2(62)=137.108$, $p<.01$, SRMR=.038, TLI=.955, CFI=.964, RMSEA= .061]. Scale items are scored between 0 and 100.

Writing Disposition Scale

Psychometric analyses related to the adaptation process of the Writing Disposition Scale developed by Piazza & Siebert (2008) into Turkish were conducted by İşeri & Ünal (2010). In the study, data were collected from a total of 3533 students studying at the 4th, 5th and 6th grade levels; the analyses were conducted on the data of 3485 students. The scale is a 21-item scale consisting of three sub- dimensions: passion, trust and continuity, all of which contain positive statements. The scale is structured as a five- point Likert-type scale, ranging from "Strongly disagree (1)" to "Strongly agree (5)". The internal consistency coefficient of the scale was determined as .89 for the overall total, .80 for trust, .75

for continuity and .91 for passion. Confirmatory factor analysis results support the construct validity of the scale ($\chi^2/df=1.243$, RMSEA=.008, CFI=.99, GFI=.99, AGFI=.99, IFI=.998, NNFI=.99).

2.4. Data Analysis

Before analyzing the data, it was checked whether there were any outliers in the data by looking at the boxplot. Thus, outliers that could affect the results of the study were excluded from the study. Various assumption checks were performed to determine the suitability of the data for multivariate analysis. The P-P plot graph was examined to determine whether the errors in the data were normally distributed. The assumption of equivariance was checked through the scatter plot of the standardized residuals. The linearity of the variables was evaluated with scatter plots. The presence of multicollinearity among the variables was determined by examining the correlation values. For normality values in the data, kurtosis and skewness coefficients were examined. In order to determine whether gender is a moderating variable in this relationship, analyses were carried out using Process Macro, which can be used as an add-on to SPSS developed by Hayes (2022). The significance of this analysis is determined by the confidence interval not containing zero (MacKinnon, 2008)..

2.5. Validity, Reliability and Ethics

Validity and reliability values of the study are given under the titles of data collection tools and data analysis. Before data collection, research permission was obtained from the Bursa Uludag University Social and Human Sciences Research and Publication Ethics Committee with the letter dated January 28, 2022, decision number 18, session number 2022-01. Then, permission was obtained from the Governorate of xxxx for data collection from official secondary schools with the Approval of the Authority dated 28.03.2022 and numbered 46588373. Before the data were collected, the sample group was informed about the purpose of the research, that the answers given would be kept confidential and used only for the current research, that participation in the research was voluntary, and that they could withdraw from the research at any stage of the research. The questions asked by the participants were answered.

3. Results

In this section, the descriptive statistics of the research variables, the evaluation of the assumptions regarding the regression analysis, and the results of the regression analysis in which the moderating effect was tested are presented. Descriptive statistical data on writing self-efficacy and writing disposition are given in Table 2:

Table 2

Descriptive Statistics and Cronbach's Alpha Values of the Data

Ölçekler	\bar{X}	ss	α	skewness	kurtosis	r
WSS	68.69	18.05	.89	-.637	-.258	.59
WDS	2.97	.74	.91	-.024	-.535	

WSS: Writing Self-Efficacy Scale, WDS= Writing Disposition Scale, \bar{X} = mean, ss: standard deviation, α : Cronbach's Alpha, r : correlation

When Table 2 is analyzed, it is determined that the writing self-efficacy levels of the research sample are close to the level of high confidence (70) and their writing dispositions are close to the level of "3 - undecided". It is seen that the Cronbach's alpha values of both scales are good. This shows the reliability of the measurement (Akbulut, 2010). A positive correlation value of .59 was found between writing self-efficacy and writing disposition. On the other hand, the

relationship between these two variables is a strong relationship, and since it does not exceed the threshold value of $r=.90$, there is no multicollinearity problem. In addition, the fact that the skewness and kurtosis values of the research data remain within the range of ± 2 indicates that the data are normally distributed. As a result of the fact that there is a linear relationship between the variables, the condition of equivariance is met and the errors are normally distributed, it is determined that the assumptions of regulatory regression analysis are met. In order to find answers to the research questions, regulatory effect analysis was conducted through Process Macro, which was developed by Hayes (2022) and used as an add-on to SPSS. The findings of the regression analysis conducted to determine the relationship between writing self-efficacy and writing disposition and whether gender has a regulatory role in this relationship are given in Table 3.

Table 3

The Relationship Between Writing Self-Efficacy and Writing Disposition: Moderating Effect of Gender

Variables	B	β	s.h.	t	p
Fixed	2.973		.029	101.411	<.01
Writing self-efficacy (X)	.024	.35	.001	14.447	<.01
Gender (W)	-.367		.058	-6.249	<.01
X.W	-.001		.003	-.268	>.789

* $n=372$, $R^{(2)}=.414$, s.h.: Standard error, B=unstandardized beta coefficient, β =standardized regression coefficient, brackets indicate the values within the confidence interval.

When Table 3 is examined, it is seen that all prediction variables included in the regression analysis explain 41% of the change in the writing disposition variable. Writing self-efficacy [$\beta=.35$, $p<.001$, $B=.024$, $p<.001$, 95% confidence interval (.0204, .0268)] and gender [$B=-.37$, $p<.001$, 95% confidence interval (-.4825, -.2515)] had a significant effect on writing disposition. The moderating effect (interactional effect) of writing self-efficacy and gender on writing disposition was found to be insignificant [$B=-.001$, $p>.789$, 95% confidence interval (-.0074, .0056)]. This shows that gender does not moderate the relationship between writing self-efficacy and writing disposition.

4. Discussion, Conclusions and Recommendations

In this study, the relationship between middle school students' writing self-efficacy and writing disposition and the moderating effect of gender on this relationship were examined. When the literature was reviewed, there was no holistic study that examined the relationship between writing self-efficacy and writing disposition within the framework of a regulatory model with the gender variable. In this respect, the study aims to fill an important gap in the literature. In order to increase the coherence of the research, a discussion supported by evidence from similar or contradictory studies in the literature was included.

The findings of this study revealed that writing self-efficacy has a significant and strong effect on writing disposition. This finding supports Piazza & Siebert's (2008) assessment of writing self-efficacy as one of the main components of writing disposition. At the same time, it shows that Bandura's (1986, 1995, 1997) tendency to tend towards actions that individuals believe they can be successful and to avoid situations in which they expect failure is also valid in the context of writing.

While individuals with high writing self-efficacy are more likely to write, individuals with low writing self-efficacy avoid writing. This shows that writing self-efficacy is effective not only on the cognitive but also on the affective dimension of

writing. It is also possible to say that this finding is consistent with the findings of studies examining the effect of writing self-efficacy and writing disposition on writing anxiety. Individuals who experience high levels of writing anxiety (Daly & Miller, 1975), which is characterized by writing avoidance, are less inclined to write (Berk & Ünal, 2017), whereas individuals with high writing self-efficacy experience less writing anxiety (Pajares & Johnson, 1996). In this framework, the relationship between writing self-efficacy and writing disposition can be theoretically explained through the concept of writing anxiety.

Considering the difficulty of being motivated to write (Hidi & Boscolo, 2006) and the complexity of writing (Graham et al., 2005), students may be expected to develop negative attitudes towards writing and become disinterested. However, it is known that the desire and interest in the writing process is closely related to the individual's feeling of self-efficacy (Hidi et al., 2002). In this context, students with high writing self-efficacy are more persistent against the difficulties inherent in writing and experience less anxiety in this process (Bruning & Horn, 2000).

Another finding of this study is that gender (male or female) is not a moderating variable in the relationship between writing self-efficacy and writing disposition. In other words, being male or female does not have a statistically significant effect on the direction and strength of the relationship between these two variables. It has been reported in many studies that gender does not make a significant difference on writing self-efficacy (see Arıcı & Dölek, 2013; Hansen, 2009; Williams & Takaku, 2011). In some studies, various differences were observed between genders in terms of writing self-efficacy (see Demir, 2011; Demirel & Aydın, 2019; Frank-Webb et al., 2016; Pajares & Johnson, 1996; Pajares & Valiante, 1997, 1999; Pajares et al., 1999; Pajares et al., 2007). The results of the studies between gender and writing self-efficacy are not consistent (Pajares, 2007). On the other hand, there are consistent studies showing that female students are more prone to writing (Baş & Şahin, 2013; Çeçen & Deniz, 2015; Erden & İpek Eğilmez, 2021; İşeri, 2010; Tabak & Topuzkanamış, 2014; Tüfekçioğlu, 2010; Uçgun, 2014; Ünal, 2010).

In line with these findings, when making sense of the relationship between gender and writing self-efficacy, not only biological differences but also individuals' social orientations and personality traits should be taken into consideration. For example, Pajares & Valiante (2001) found in their study that female students outperformed male students in writing motivation and writing performance. However, when students' feminine orientations were controlled for, this advantage lost its significance. The researchers emphasized that the determining factor in writing achievement and motivation is not gender but feminine orientations (sensitivity, emotional expression, empathy, collaboration, etc.). Similarly, in a study conducted by Pajares et al. (2006), it was determined that female students had higher levels of writing self-efficacy than male students; however, this difference lost statistical significance when gender orientation beliefs were controlled. In another study by Pajares & Valiante (1999), it was found that female students considered themselves better writers and performed better in writing compared to male students. However, what is interesting about this study is that no significant difference was found in terms of writing self-efficacy beliefs. As a result, the researchers thought that men and women could use different assessment criteria in assessing writing self-efficacy. On the other hand, research instruments and implementation conditions may also be effective in the emergence of gender differences. For example, Maeda & Yoon (2013), in a meta-analysis study examining gender differences in three-dimensional mental rotation skills, found that significant differences in favor of male students became more pronounced under time-limited conditions. This finding indicates that the structure of the measurement tools and the way they are administered may directly affect the results of the research.

In addition, gender stereotypes in society can affect individuals' academic performance and self-efficacy beliefs. For example, parents perceive science and mathematics as a male domain (Meece & Courtney, 1992). Similarly, teachers perceive mathematics as a male domain (Li, 1999). Among young students, writing is seen as a woman's job (Pajares & Valiante, 2001). In the context of social-cognitive theory, this situation may affect not only individuals' self-efficacy beliefs (Lindberg et al., 2010) but also their task choices (Bandura, 1997).

In conclusion, although the fact that gender does not play a moderating role in the relationship between writing self-efficacy and writing disposition has been discussed with various explanations, the reasons underlying this situation need to be investigated in more detail. In this context, the existence of a sexist perspective on writing in society should be evaluated through social norms and stereotypes that affect individuals' perceptions of competence in writing processes. As a matter of fact, as Bussey & Bandura (2004) stated, society's gender stereotypes can have an impact on individuals' perceptions of efficacy. The results of these studies may make the results about the relationship between gender and writing more meaningful. In addition, repeating the results obtained in this study in different samples (primary school, high school, university) will contribute to obtaining more comprehensive and generalizable data on the effect of writing self-efficacy and gender on writing dispositions.

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Declaration of Conflicts of Interest

The authors declare that there are no conflicts of interest in relation to this study.

Declaration of Generative AI Use

During the writing process of this study, the generative artificial intelligence tool ChatGPT was used in a limited manner, solely for linguistic editing purposes (grammar checking and expression improvement). The authors entirely produced the scientific content, argumentation, data analysis, and results. Any ethical and scientific responsibility arising from the use of generative artificial intelligence lies with the authors.

Ethical Statement

This study involved data collection from human participants through a questionnaire. The study was approved by the Uludağ University Social and Human Sciences Research and Publication Ethics Committee (Ethics Approval Number: 2022-01 / Date: January 28, 2022). The research process was conducted in accordance with the principles of the 1964 Helsinki Declaration.

Author Contributions

Ferhat ENSAR and Abdurrahman GÜNDÜZ contributed to conceptualization; Ferhat ENSAR, Abdurrahman GÜNDÜZ, and Emre CAN contributed to methodology; Ferhat ENSAR and Abdurrahman GÜNDÜZ contributed to analysis; Ferhat ENSAR and Abdurrahman GÜNDÜZ contributed to discussion; Emre CAN contributed to writing – original draft; and Ferhat ENSAR and Abdurrahman GÜNDÜZ contributed to writing – review and editing.

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