

Assessing the Writing Efficacy of Undergraduate Students at a South African University of Technology

Sheila N. Matoti and Almon Shumba*

*School of Teacher Education, Faculty of Humanities, Central University of Technology,
Free State, Bloemfontein 9300 South Africa
E-mail: smatoti@cut.ac.za*

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ABSTRACT This study sought to assess the writing efficacy beliefs of first-year education students at a South African University of Technology. Data were collected from 44 students (13 male, 31 females; aged 18 to 22 years). Participation in this study was voluntary. A 15-item Writing Scale Inventory was used to measure the writing efficacy beliefs of the students enrolled for the Bachelor of Education (Further Education and Training) specialisation: Languages programme. Quantitative data were analysed using descriptive statistics: frequencies, means and standard deviations while themes and categories were developed from qualitative data. The study found that the overall mean of the writing efficacy of the participants was 1.6 which showed an inclination towards low writing self-efficacy. There was no statistically significant difference between the writing efficacy of male and female students. Qualitative data supplemented the quantitative data.