

# KEY FACTORS INFLUENCING CREATIVE WRITING SKILL: STUDENTS' PERCEPTIONS IN AN ELT CONTEXT AT HIGHER EDUCATION LEVEL

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## ABSTRACT

*Creativity and knack of creative writing (CW) has been one of the under-researched areas in an ELT context at higher education level in some developing countries like Pakistan. The current paper is aiming at examining the impact of key factors on students' knack of creative writing in an ELT context at higher education level. By employing probability systematic random sampling technique, a useable sample of 909 EFL undergraduate students' responses were collected on a survey questionnaire from fourteen Public Sector General Universities of Sindh, Pakistan. However, four higher order reflective-reflective constructs and one first order reflective construct which these were permission-based, well-established, and well-cited constructs used in the proposed research model of current study. A two-step approach was used to establish outer model and inner model using VB-SEM technique on Smart PLS v.3. The results revealed the proposed research model was a very effective model fit because it fits the data well. Findings of multivariate analysis on PLS-SEM revealed six hypotheses were supported. Current research is one of the first empirical studies in an ELT context at tertiary level in the context of Pakistan and abroad which significantly contributes theoretically, methodologically, regionally, practically, and pedagogically, and contribution to knowledge in a single study.*

**KEYWORDS**

*Writing Hygiene Factors, Writing Motivating Factors, Writing Motivation, Writing Self-Efficacy, Creative Writing Skill, ELT, Higher Education Level.*

**INTRODUCTION**

Creative writing has become very challenging and difficult in terms of teaching and learning in all situations because it requires multi skills. Creative writing is not only challenging in the native languages but also in the second languages as the difficulty multiplies when something is written creatively in the second language. The methodology is also inappropriate for teaching creative writing at all levels (Mahmood, Mobeen, & Abbas, 2020). Moreover, writing is an essential component in education because students learn to write appropriately, accurately, and effectively as dexterity in writing remains with them throughout their lives like a great asset (e.g., Berdan et al., 2006).

It was suggested that we need to establish academic teaching communities, and learning organizations in HEIs, Pakistan well-equipped with digital spaces so that teachers can avail an opportunity to share their problems, and solutions to become competent and competitive in their respective domain of knowledge (Bajwa, 2020). However, students at the private schools were competent and had expressive ability in creative writing than students at public schools and teachers at private schools were capable in using modern methods and techniques effectively to develop students' creativity (Bashir, Amin, & Batool, 2020). Creative writing should be incorporated along with academic writing to develop students' creativity and self-expressions (Parab, 2020).

Creativity incorporates novelty of ideas and actions or goods but need to be accepted and acknowledged by society to a great extent (Rudowicz, 2003). It is very uphill for the people to welcome the novel ideas and accept them after taking some time from wider socio-cultural background (Sternberg, 2006). However, quality education, freedom of thinking, and acceptance of innovative expressions inspire the people to think creatively from all walks of life (Mangal, 2002). Findings of the previous students indicate that creative thinking and individuals' learning are positively related to each other (Palaniappan 2008; Sharma & Chandra, 2003; Schacter, Thum, & Zifkin 2006). Educationists recommend that teaching for creativity is crucial from primary to tertiary level of education because teaching creativity make students' learning more meaningful (Antonietti, Colombo, & Pizzingrilli, 2011; Brundrett, 2007; Griffiths, 2014; Shaheen, 2010). The component of creative thinking should be incorporated in the curriculum of all levels of education (Davies et al, 2013; Richardson & Mishra, 2018).

Indeed, creative teaching delivers an exceptional exchange of knowledge among students (Rinkevich, 2011). Creative teaching increases the possibilities of producing creative outcome among learners (Jeffrey & Woods, 2003). Students should be encouraged by asking such questions which bring multiple responses to

promote creativity, but teachers discourage such practices because they require hard work and a great deal of time (Runco & Cayirdag, 2013). Even though creativity is a predictor of achievement, but the concept of creative teaching varies from one classroom to another as it depends on teachers' thinking about creativity (Freund & Holling, 2008). Findings of some previous studies revealed that teacher's attitude is an obstacle for creative teaching as imaginative thinking has been discouraged in the classroom (Beghetto 2007; Fleith, Rodrigues, Viana, & Cerqueira, 2000; Kim 2008; Makel, 2009; Schacter, Thum, & Zifkin 2006). Teachers show their reluctant attitude in the classroom sometimes consciously or unconsciously because they feel unrelaxed to promote creativity owing to overcrowded classes. Teachers fail to implement creativity in the classroom because they are untrained (Fleith, Rodrigues, Viana, & Cerqueira, 2000; Kim 2008).

The key problem is that students face a hell of issues in creative writing skill at tertiary level, which include, mostly students are stuck in understanding the key words or rubric of the topic on any genre of writing as a result; they produce unrequired information for the reader or examiner (Atashian, & Al-Bahri, 2018; Ammade, et al, 2020; Bonyadi, 2014; Meziani, & Guendouze, 2016; Mukmin & Afriyanti, 2020; Saidy & Sura, 2020). Furthermore, EFL students also face a variety of difficulties and challenges in writing as reported in various previous studies (such as, Ahmed, 2019; Akhtar, Hassan, Saidalvi, & Hussain, 2019; Al-Gharabally, 2015; Alfaki, 2015; Anwar, & Ahmed, 2016; Deane, 2018; Fareed, et al., 2016; Farooq, Uzair-Ul-Hassan, & Wahid, 2020; Ghabool et al., 2012; Giridharan, & Robson, 2011; Habibi, Wachyunny, & Husni, 2017; Hang, 2021; Ibnian, 2017; Ien et al., 2017; Mah, Umar, & Chow, 2013; Moses, & Mohamad, 2019; Pablo, & Lasaten, 2018; Pratiwi, 2016; Saravanan, Palanisamy, & Aziz, 2021; Singh et al., 2017; Whai, & Yahya, 2013; Whai, Wei, & Man, 2013; Javid, & Umer, 2014). Nonetheless, they lack in ensuring highly appropriate content and style, tone and register, sentence structure, organization of ideas, cohesion and coherence and mechanics of writing (use of grammar in context, punctuation marks, and spellings) while writing on any topic from the different genres of writing (Ahmed, 2010; Al-khazraji, 2019; Ceylan, 2019; Mukhroji, 2020; Noori, 2020; Nuruzzaman, Islam, & Shuchi, 2018; Wissinger & De La Paz, 2020; Wahid, & Wahid, 2020). EFL students and their ELTs were facing the same problem how to write coherently (Farida, & Rosyidi, 2019; Landicho, 2020; Mohammad, & Hazarika, 2016; Macora, 2020).

In the previous studies, it is observed that research to date in local context as well as international context on creative writing has been relatively confined to conducting both qualitative and quantitative studies separately by focusing on univariate analysis or bivariate analysis (e.g., Al-Saadi, 2020; Ali, & Khan, 2015; Anita, 2020; Ansari, 2015; Ansari, Soomro, & Chandio, 2014; Benedek, Bruckdorfer, & Jauk, 2020; Beghetto, 2013; Beghetto, Kaufman, & Baxter, 2011; Birjandi, & Hadidi Tamjid, 2012; Budjalemba, & Listyani, 2020; Chen, Smith,

York, & Mayall, 2020; Deng, Wang, & Zhao, 2016; Erhard, Kessler, Neumann, Ortheil, & Lotze, 2014; Gajda, Beghetto, & Karwowski, 2017; Jabbarov, & Jabbarova, 2019; Khatoony, & Nezhadmehr, 2020; Li, Zhang, Zhang, Zhang, Nunez, & Shi, 2020; Nariyati, Sudirman, & Pratiwi, 2020; Panhwar, Ansari, & Umrani, 2016; Pentury, Anggraeni, & Pratama, 2020; Rieger, Chernomas, McMillan, & Morin, 2020; Sivagnanam, & Yunus, 2020; Umer, Ahmad, & Soomro, 2018; Utama, & Hidayatullah, 2020; Willemsen, Schoevers, & Kroesbergen, 2020; Zhang, Hoxha, Aljughaiman, Arënliu, Gomez-Arizaga, Gucyeter, & Ziegler, 2018; Ziegler, 2014; Zubair, 2019). Therefore, the purpose of current research was to examine how key factors influence creative writing skill of undergraduate students in an ELT context at higher education level.

### LITERATURE REVIEW

Undoubtedly, teachers play a role of paramount importance in any education system because progress and betterment primarily depend upon effectiveness of seasoned ELTs (Aubrey & Coombe, 2010; Coombe, 2014, 2019; Pishghadam, Derakhshan, & Zhaleh, 2019). The teachers play a vital role in ameliorating students' academic life because teachers leave an indelible and ineradicable marks on the learners' academic performance (Agudo, 2019; Burroughs et al., 2019). Moreover, successful teachers reflect friendliness, warmth, and unending support to their students (Beck, 1967). However, English language teachers reflect unique characteristics regarding English language teaching practices the world over (Coombe, 2014, 2019; Farrell, 2014; Richards, 2010, 2015).

Ahsanu, Purwati, and Wardani, (2021) reported that the practitioners' reflexivity enhances teaching quality, and this has a potentially influence on quality of their students' knowledge in an ELT context. Pratiwi, (2016) expressed that the students reflect lack of vocabulary, grammatical knowledge and show low motivation in writing because of inappropriate teaching methods and traditional teaching styles of teachers in an ELT context. Sukirman (2016) suggested that teachers should use collaborative writing strategy to engage students in group and peer work to develop their writing skill. Masyhur, Mohd, Yunus, and Hanafi, (2019) and Bower, (2019) examined the relationship between motivation and language learning. Iwaniec, (2019) explored gender differences in language learning motivation.

Quality of teaching plays a role of paramount importance to enhance learning and performance of students (Wallace et al., 2016). The key performance of ELTs in their classrooms has a direct effect on students' academic outcomes as well as make it possible for students to obtain their desired learning objectives easily (Maulana et al., 2015). Teaching quality does matter a lot regarding students' performance and how it can be ensured in the classroom context. Therefore, some key factors were suggested to improve teaching quality (León et al., 2017). Mostly the researchers believed that students' academic achievement is positively correlated with quality of classroom processes and practices (Inda-Caro et al., 2019; Maulana, Helms-Lorenz, & van de Grift, 2015).

Learning motivation is positively related with students' learning achievement. In leaning motivation, students are inclined to perform various learning activities eagerly to obtain maximum achievement or desired learning performance (Eggen, 2016). Intrinsic motivation comes from within a person owing to deep-seated interest, curiosity, or pleasure (Arends, & Kilcher, 2010). Motivation is a very significant driving force to enhance desired learning (Glynn, Brickman, Armstrong, & Taasobshirazi, 2011; Uno, 2007). Intellectual ability and learning motivation are positively correlated with learning achievement (Basyari, Rustana, & Iswanto, 2021; Busato, Prins, Elshout, & Hamaker, 2000; Cicuto, & Torres, 2016). The significance of motivation has been highlighted by many researchers with regard to students' learning success (Velayutham, Aldridge, & Fraser, 2011). In many previous studies, students regarded their ELTs' passion and dedication in the first place which inspire them to reflect their learning in an ELT context effortlessly (e.g., Dörnyei, 1998; Oxford, & Shearin, 1994; Oxford, 1998). Briefly speaking, if ELT is motivated to teach, students may feel motivated to learn eagerly (Dörnyei, & Ushioda, 2021).

Intrinsic motivation as well as extrinsic motivation have a positive effect on creativity (e.g., Gerhart, & Fang, 2015). Prameswari, Saud, Amboro, and Wahyuningsih, (2020) revealed that learning facilities and implementation of learning method have a positive impact on students' learning motivation.

In the previous numerous empirical studies (e.g., Ahmad, Zafar, & Shahzad, 2015; Amabile, Hill, Hennessey, & Tighe, 1994; Amabile & Mueller, 2008; Carmeli, Reiter-Palmon, & Ziv, 2010; Du, Xie, Zhong, Zou, Law, & Yan, 2019; Hannam & Narayan, 2015; Hur, Moon, & Ko, 2018; Hur, Moon, & Jun, 2016; Jeong, Seo, & Roh, 2020; Liao, Chen, Chen, & Chang, 2018; Maralani, 2016; Muñoz-Pascual, & Galende, 2017; Naizm, Nadeem, Sharif, Zeb, Ghazanfar, & Ali, 2021; Paramitha, & Indarti, 2014; Prabhu, Sutton, & Sauser, 2008; Ren, Li, & Zhang, 2017; Shalley, Zhou, & Oldham, 2004; Yoon, Sung, Choi, Lee, & Kim, 2015) revealed that motivation works as a mediator between various latent constructs and employees' creativity or creative performance in management, and marketing sciences.

Furthermore, online peer feedback has significantly improved writing skills of EFL learners (Ho et al., 2020; Noroozi & Hatami, 2018; Pham et al., 2020; Wahyudin, 2018). Therefore, peer feedback has resulted in immense writing improvement as compared to traditional teacher-student feedback in an ELT context (Zhang & McEneaney, 2020). Medan, (2021) revealed that lecturers' positive feedback enhances students' motivation at higher education level.

The researchers of creativity views creativity from the perspectives of "four Ps" which include "person, process, product, and press" (Beghetto, & Kaufman, 2017; Kozbelt, 2020; Kozbelt, Beghetto, & Runco, 2010; Runco, 2004a, 2004b; Runco, & Beghetto, 2019). Creativity can be defined with regard to these four Ps, "the interaction among aptitude, process, and environment by which an individual or

group produces a perceptible product that is both novel and useful as defined with a social context” (Beghetto, 2019; Glăveanu, & Beghetto, 2020; Puryear, & Lamb, 2020; Qian, Plucker, & Yang, 2019). Moreover, students’ motivation is considered to be an important factor in the four Ps because it works like an engine (Csikszentmihalyi & Wolfe, 2014).

With regard to social-psychological approach, intrinsic and extrinsic motivation are the main driving force for creative behaviors (Bakici, 2020; Hennessey, 2019; Shao, 2018). An individual’s intrinsic motivation is a source of engagement for doing some activity for one’s own sake to enjoy, satisfy or interest oneself. However, in extrinsic motivation, individual is engaged in doing some activity for some outward motivations which brings tangible and intangible rewards and motivate to fulfill any responsibility (Bear, Slaughter, Mantz, & Farley-Ripple, 2017; Sun, & Hsieh, 2018; Van den Broeck, Howard, Van Vaerenbergh, Leroy, & Gagné, 2021). Creativity requires motivation as “Creative production does require a high level of motivation” (Agnoli, Runco, Kirsch, & Corazza, 2018). Furthermore, “Indeed great creators are almost always very productive” (Kozbelt, 2020).

Recent studies indicated that self-efficacy has a positive impact on EFL students’ academic performance (e.g., Alrabai, 2018; Asakereh, & Yousofi, 2018; Bouih, Nadif, & Benattabou, 2021; Ghonsooly, Khajavy, & Mahjoobi, 2014; Kim, & Shin, 2021; Wang, Harrison, Cardullo, & Xi, 2017; Weda, Abdul Samad, Patak, & Fitriani, 2018; Zheng, Liang, & Tsai, 2017). Prior research wherein self-efficacy has been associated with a variety of writing-related constructs in ELT context (Alghamdi, Karpinski, Lepp, & Barkley, 2020; Gan, Hu, Wang, Nang, & An, 2020; Katsarou, 2021; Mitchell, McMillan, Lobchuk, Nickel, Rabbani, & Li, 2021; Murti, Wu, & Huang, 2020; Qiu, & Lee, 2020; Sun, & Wang, 2020; Soleimani, Hamasaid, & Saheb, 2020). Little attention has been given to enhance students’ creative writing and current empirical study examine the relationship between study variables.

## RESEARCH OBJECTIVES

1. Identify the relationship between the hygiene factors for writing (i.e., quality of teaching for writing, feedback for writing, and classroom climate for writing) and motivation for writing of undergraduate students in an ELT context at higher education level.
2. Identify the relationship between the motivating factors for writing (i.e., interest for writing, commitment and capability for writing, and performance engagement for writing) and motivation for writing of undergraduate students in an ELT context at higher education level.
3. Identify the relationship between motivation for writing and creative writing skill of undergraduate students in an ELT context at higher education level.
4. Determine whether motivation for writing mediates the relationship between the hygiene factors for writing (i.e., quality of teaching for writing, feedback for

writing, and classroom climate for writing) and creative writing skill of undergraduate students in an ELT context at higher education level.

5. Determine whether motivation for writing mediates the relationship between the motivating factors for writing (i.e., interest for writing, commitment and capability for writing, and performance engagement for writing) and creative writing skill of undergraduate students in an ELT context at higher education level.

6. Determine whether writing self-efficacy moderates the relationship between writing motivation and creative writing skill of undergraduate students in an ELT context at higher education level.

### RESEARCH QUESTIONS

1. What is the impact of hygiene factors for writing (i.e., quality of teaching for writing, feedback for writing, and classroom climate for writing) on motivation for writing of undergraduate students in an ELT context at higher education level?

2. What is the impact of motivating factors for writing (i.e., interest for writing, commitment and capability for writing, and performance engagement for writing) on motivation for writing of undergraduate students in an ELT context at higher education level?

3. What is the impact of motivation for writing on creative writing skill of undergraduate students in an ELT context at higher education level?

4. Does motivation for writing mediate positive relationship between hygiene factors for writing (i.e., quality of teaching for writing, feedback for writing, and classroom climate for writing) and creative writing skill of undergraduate students in an ELT context at higher education level?

5. Does motivation for writing mediate positive relationship between motivating factors for writing (i.e., interest for writing, commitment and capability for writing, and performance engagement for writing) and creative writing skill of undergraduate students in an ELT context at higher education level?

6. Does writing self-efficacy moderate positive relationship between writing motivation and creative writing skill of undergraduate students in an ELT context at higher education level?

### HYPOTHESES

Therefore, the following research hypotheses are proposed related to the cited literature.

H<sub>A1</sub>: Hygiene factors for writing (i.e., quality of teaching for writing, feedback for writing, and classroom climate for writing) have a positive impact on motivation for writing of undergraduate students in an ELT context at higher education level.

H<sub>A2</sub>: Motivating factors for writing (i.e., interest for writing, commitment and capability for writing, and performance engagement for writing) have a positive impact on motivation for writing of undergraduate students in an ELT context at higher education level.

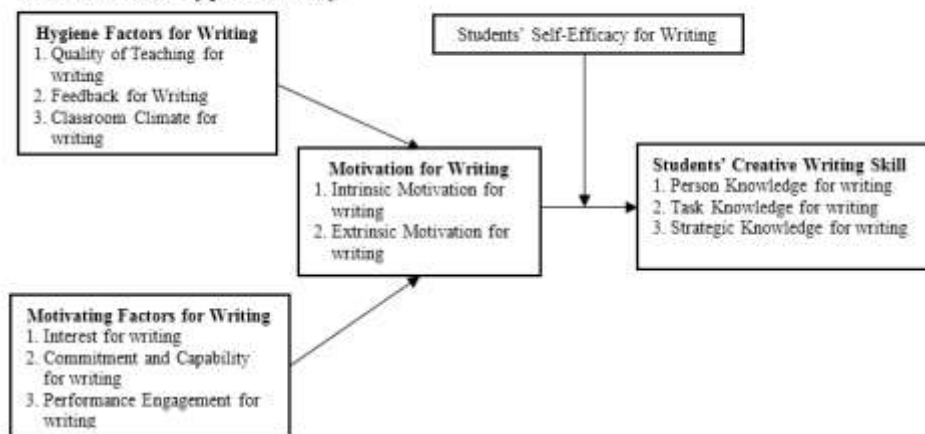
H<sub>A3</sub>: Motivation for writing has a positive impact on creative writing skill of undergraduate students in an ELT context at higher education level.

H<sub>A4</sub>: Motivation for writing mediates positive relationship between hygiene factors for writing (i.e., quality of teaching for writing, feedback for writing, and classroom climate for writing) and creative writing skill of undergraduate students in an ELT context at higher education level.

H<sub>A5</sub>: Motivation for writing mediates positive relationship between motivating factors for writing (i.e., interest for writing, commitment and capability for writing, and performance engagement for writing) and creative writing skill of undergraduate students in an ELT context at higher education level.

H<sub>A6</sub>: Self-efficacy for writing moderates positive relationship between motivation for writing and creative writing skill such that an increase in self-efficacy for writing will also strengthen the positive relationship between motivation for writing and creative writing skill of undergraduate students in an ELT context at higher education level.

**Figure 1**  
*Research Model of present study*



Source: Author's Key Contribution

Notes: Frederick Herzberg's Two-factor Theory (such as Hygiene Factors for Writing and Motivating Factors for Writing) contribute to the domain of ELT at higher education level. Moreover, in the above research model, hygiene and motivating factors are exogenous variables, motivation as a mediator, self-efficacy as a moderator and creative writing skill as an endogenous variable. All constructs are higher order reflective-reflective constructs except self-efficacy which is first order reflective construct.

## RESEARCH METHODOLOGY

### *Sample and Procedure*

Data were collected from 909 undergraduate students of the Department of English at fourteen public sector general universities of Sindh. The researcher followed all ethical procedures as suggested by Bryman (2016) and Dillman, Smyth and Christian, (2014). Informed consent forms (Ruane, 2016) were provided to students, no tangible or intangible harm to participate voluntarily in this study (Rooney & Evans, 2018), anonymity and confidentiality throughout the research process was assured (Babbie, 2020).



**Table 1: Respondents Demographic Profile**

No	Demographic Variable Characteristics	Categories	Frequency	Percentage (%)
1	<b>Gender</b>	Male	487	53.6
		Female	420	46.2
		Transgender	2	.2
2	<b>Age</b>	≤ 20 Years	312	34.3
		21-25 Years	575	63.3
		26-30 Years	16	1.8
		31-35 Years	4	.4
		36 Years and above	2	.2
3	<b>Religiosity</b>	Islam	827	91.0
		Christianity	19	2.1
		Hinduism	63	6.9
4	<b>Education</b>	BS English	442	48.6
		MA English Linguistics and Literature	67	7.4
		MA Literature	312	34.3
		MA Linguistics	43	4.7
		MA ELT	34	3.7
		MA TEFL	11	1.2
5	<b>Marital Status</b>	Married	42	4.6
		Unmarried	854	93.9
		Divorced	4	.4
		Separated	7	.8
6	<b>Socio-economic Background</b>	Any Other	2	.2
		Lower Class	82	9.0
		Middle Class	793	87.2
		Upper/Elite Class	34	3.7
7	<b>Habit of Reading</b>	Daily	263	28.9
		Twice a week	161	17.7
		Weekly	226	24.9
		Fortnightly	88	9.7
		Monthly	171	18.8
8	<b>Habit of Writing</b>	Daily	383	42.1
		Twice a week	146	16.1
		Weekly	191	21.0
		Fortnightly	56	6.2
		Monthly	133	14.6
9	<b>Love to read</b>	Fiction	290	31.9
		Non-Fiction	181	19.9
		Fiction and Non-Fiction	438	48.2
10	<b>Love to write</b>	Fiction	305	33.6
		Non-Fiction	229	25.2
		Fiction and Non-Fiction	375	41.3

Source: Author's estimation

### Measures

In the research model of current study 12 latent variables were used. Moreover, a total number of Likert scale indicators were 78 which were adapted from the previous studies and have reflected good psychometric properties. Table 2 shows the list of variables under study, number of indicators, sources of adapted indicators, mean and standard deviation of indicators and variables, and their alpha reliability.

**Table 2: Variables used in Research Model**

Constructs (Type of Constructs)	Item Codes	One Sample Item	Mean (SD) for item	Mean (SD) for variable	No. of Items	$\alpha$	Rating scale	Source
Quality of Teaching (Reflective)	QT1	Teachers are easily available.	3.6953 (1.06847)	3.6715 (0.66782)	7	0.760	Five-point Likert scale: (1) strongly disagree to (5) strongly agree	Sinha, Arif, Ilyas, and Hameed, (2013)
Feedback (Reflective)	FP1	I like talking with my teachers about my writing.	3.4059 (1.16729)	3.9199 (0.74681)	6	0.824	Five-point Likert scale: (1) strongly disagree to (5) strongly agree	Zumbrunn, Marrs, and Mewborn, (2016)
Classroom Climate (Reflective)	CC1	My teacher is nice to me when I ask questions.	3.9824 (0.98094)	3.7283 (0.69796)	6	0.755	Five-point Likert scale: (1) strongly disagree to (5) strongly agree	van der Scheer, Bijlsma, and Glas, (2019)
Interest (Reflective)	SII	I give myself pleasure by writing.	3.6425 (1.07372)	3.6673 (0.83024)	5	0.846	Five-point Likert scale: (1) strongly disagree to (5) strongly agree	Chi, Pan, and Del Chiappa, (2018)
Commitment and Capability (Reflective)	SCC1	I feel responsible for my education and learning.	4.3047 (0.81329)	4.1342 (0.64521)	4	0.589	Five-point Likert scale: (1) strongly disagree to (5) strongly agree	Al-Sheeb, Abdulwahed, and Hamouda (2018)
Performance Engagement (Reflective)	PE1	I focus on getting a good grade.	4.1551 (1.03311)	3.9761 (0.70704)	4	0.692	Five-point Likert scale: (1) strongly disagree to (5) strongly agree	Dassanayake, and Senevirathne, (2018)
Intrinsic Motivation (Reflective)	IM1	I like to use English whenever I have an opportunity to do so.	5.6271 (1.45965)	5.5989 (1.14720)	5	0.807	Seven-point Likert scale: (1) strongly disagree to (7) strongly agree	Butler (2015)
Extrinsic Motivation (Reflective)	EM1	I want to be fluent in English because speaking English is useful when I go abroad.	6.2123 (1.25407)	5.9661 (1.01108)	5	0.819	Seven-point Likert scale: (1) strongly disagree to (7) strongly agree	Butler (2015)
Self-Efficacy (Reflective)	SE1	I can spell my words correctly.	3.4169 (1.21072)	3.5293 (0.85873)	9	0.901	Five-point Likert scale: (1) strongly disagree to (5) strongly agree	Zumbrunn, Marrs, and Mewborn, (2016)
Person Knowledge (Reflective)	PK1	I enjoy writing in English.	7.3080 (1.86958)	6.6891 (1.29788)	12	0.890	Nine-point Likert scale: (1) strongly disagree to (9) strongly agree	Farahian, and Avarzamani, (2018)
Task Knowledge (Reflective)	TK1	I am aware of different types of genres ( <i>text type</i> ).	6.2200 (2.08096)	6.8505 (1.25756)	8	0.847	Nine-point Likert scale: (1) strongly disagree to (9) strongly agree	Farahian, and Avarzamani, (2018)
Strategic Knowledge (Reflective)	SK1	I know that it is important to plan before one starts to write.	7.3993 (1.74094)	7.3457 (1.20988)	7	0.824	Nine-point Likert scale: (1) strongly disagree to (9) strongly agree	Farahian, and Avarzamani, (2018)
Overall Instrument Reliability					78	0.924		
Social Desirability (Reflective)	SD1	I like to gossip at times.	3.7437 (1.19713)	3.8664 (0.78251)	7	0.829	Five-point Likert scale: (1) strongly disagree to (5) strongly agree	Tehseen, Ramayah, and Sajilan, (2017)

Source: Author's estimation

## Reasons for using PLS-SEM

In current research, SmartPLS version 3 software developed by Ringle, Wende, and Becker (2015) and was used to establish outer model and inner model. Because of the following five main reasons, PLS-SEM was preferred as the most suitable variance-based SEM (VB-SEM) technique for this study instead of covariance-based SEM or CB-SEM (Ghasemy, Teeroovengadum, Becker, & Ringle, 2020; Hair Jr, Howard, & Nitzl, 2020; Hair, Risher, Sarstedt, & Ringle, 2019; Hair Jr, Hult, Ringle, & Sarstedt, 2021; Henseler, 2018; Lin, Lee, Liang, Chang, Huang, & Tsai, 2020; Manley, Hair, Williams, & McDowell, 2020; Richter, Sinkovics, Ringle, & Schlaegel, 2016; Russo, & Stol, 2021; Sarkkinen & K'assi, 2015; Usakli, & Kucukergin, 2018; Urbach & Ahleman, 2010; Zeng, Liu, Gong,

Hertogh, & König, 2021).

First, this study comprises reflective-reflective measures as higher order constructs (HOCs) in both outer model and inner model. Also, in this study, exogenous variables (such as hygiene factors for writing and intrinsic motivators for writing) and endogenous variables (such as motivation for writing as mediating variable and creative writing skill as endogenous variable) are reflective-reflective measures as HOCs. Furthermore, writing SE was also reflective measure in nature which was used as moderating variable of first order construct in the research model of this study.

Second, prediction was the key purpose of the inner model which requires each of the endogenous variables to show maximum variance but not covariance to be explained by all the exogenous variables.

Third, in current research, “dual-factor theory” (Herzberg et. al., 1959) was tested in domain of ELT at higher education level in Pakistan. The exogenous variables supported by literature (such as writing hygiene factors and writing motivating factors) regarding “dual-factor theory” (Herzberg, 1959) were tested and these factors were considered as the key contribution to this explanatory research design in the domain of ELT at higher education level in Pakistan.

Fourth, the model was complex (i.e., 78 Likert-scale items; 4 latent constructs reflective-reflective in nature with 11 subscales and one latent construct reflective in nature was first order construct) but with a big sample size ( $n=909$ ) cases. All the hypotheses in research model with mediating variable and moderating variable were tested altogether.

Fifth reason of using a non-parametric SEM technique because the data were not from multivariate normal distribution. For this, the study used Mardia's coefficients to assess multivariate normality as suggested by (Cain, Zhang, & Yuan, 2017; Hair Jr, Hult, Ringle, & Sarstedt, 2021). The researcher estimated “multivariate skewness and kurtosis”. Findings of single source data uncovered that data were not “multivariate normal” because “Mardia's multivariate skewness” ( $\beta = 24.71499$ ,  $p < 0.01$ ) and “Mardia's multivariate kurtosis” ( $\beta = 348.22280$ ,  $p < 0.01$ ). Furthermore, data are not multivariate normal in the main study ( $n=909$  useable sample). Therefore, a non-parametric SEM technique was used for data analysis and hypothesis testing. To conclude, this confirms that the researcher can use PLS-SEM technique to test outer model and inner model.

#### **Common Method Variance Bias**

The researcher used five statistical remedies to overcome CMV bias issue in a single source primary data on self-reported questionnaire (Baumgartner, Weijters, & Pieters, 2021; Jordan, & Troth, 2020; MacKenzie, & Podsakoff, 2012). First, Harman's test of single factor showed that total variance explained by one factor

was 15.088% which is < 50% (Podsakoff et al., 2012). It has been established that there was no indication of CMV issue (Dixon, Weeks, Boland Jr, & Gaskin, 2019; Einarsen, Skogstad, Rørvik, Lande, & Nielsen, 2018) and the researcher may proceed further with the data analysis (Adil, Khan, Khan, & Qureshi, 2018). Second, Podsakoff and Organ (1986) suggested Partial Correlation Method which also indicates no manifestation of CMV. Third, Lindell and Whitney (2001) method show that marker variable correlation was  $r < 0.3$  which established no issue of CMV bias. Fourth, Correlation Matrix Procedure (Bagozzi, Yi, & Phillips, 1991) which shows that correlations were less than  $r < 0.90$  which concludes that there is no issue of CMV as shown in Table 3. Fifth, in Full Collinearity Testing (Kock & Lynn, 2012; Kock, 2015)  $VIF \leq 3.3$  therefore, there is no indication of CMV issue in main study (Tehseen, Ramayah, & Sajilan, 2017) because VIF of outer model was QT (1.450), FP (1.311), CC (1.493), SI (1.274), SCC (1.453), PE (1.575), IM (1.555), EM (1.624), SE (1.045), PK (1.785), TK (2.268), and SK (1.641).

Table 3

*Lindell and Whitney method and Correlation Matrix Procedure of CMV bias*

No	Constructs	$\alpha$	Mean	SD	Correlations												
					1	2	3	4	5	6	7	8	9	10	11	12	13
1	QT	.760	3.6715	.66782	1												
2	FP	.824	3.9199	.74681	.264**	1											
3	CC	.755	3.7283	.69796	.550**	.313**	1										
4	SI	.846	3.6673	.83024	.272**	.350**	.335**	1									
5	SCC	.589	4.1342	.64521	.355**	.292**	.362**	.261**	1								
6	PE	.692	3.9761	.70704	.384**	.288**	.403**	.273**	.517**	1							
7	IM	.807	5.5989	1.14720	.190**	.300**	.252**	.280**	.243**	.237**	1						
8	EM	.819	5.9661	1.01108	.252**	.316**	.244**	.254**	.350**	.353**	.539**	1					
9	SE	.901	3.5293	.85873	.106**	.126**	.119**	.073*	.081*	.122**	.060	.073*	1				
10	PK	.890	6.6891	1.29788	.151**	.116**	.117**	.156**	.107**	.178**	.141**	.088**	.130**	1			
11	TK	.847	6.8505	1.25756	.120**	.128**	.062	.159**	.126**	.174**	.138**	.124**	.119**	.682**	1		
12	SK	.824	7.3457	1.20988	.088**	.162**	.089**	.138**	.157**	.154**	.143**	.124**	.080*	.479**	.603**	1	
13	SD	.829	3.8664	.78251	.080*	.072*	.070*	.038	.043	.036	.034	.011	.250**	.092**	.089**	.046	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Source: Author's estimation

## DATA ANALYSIS AND RESULTS

### Measurement Model

Following the guidelines of Hair, Risher, Sarstedt, and Ringle, (2019); Usakli, and Kucukergin, (2018), Measurement model was established through indicator reliability loadings  $\geq 0.60$  (Hulland, 1999), Internal consistency reliability by CR  $\geq 60$  (Bagozzi & Yi, 1988; Henseler et al., 2009), Convergent validity by AVE  $\geq 0.50$  (Bagozzi & Yi, 1988), Collinearity (VIF) less than 3 is ideal (Hair et al., 2011) as shown in Table 4 and 5 and finally discriminant validity through three methods such as Cross Loadings, Fornell and Larcker (1981) criterion and HTMT  $< 0.85$  as stringent criteria for conceptually different constructs (Henseler et al., 2015) as shown in Table 6, 7, and 8.

**Table 4: Parameter estimates of first order reflective constructs measurement model.**

First-order constructs/dimensions	Measure	Item	Loadings	T-Values	P-Values	Cronbach's Alpha	rho_A	CR	AVE	VIF
Quality of Teaching for Writing	Reflective	QT2	0.764	41.402	0.000	0.716	0.718	0.824	0.54	1.436
		QT4	0.73	32.532	0.000					1.352
		QT5	0.69	28.583	0.000					1.267
	Reflective	QT6	0.753	40.248	0.000	0.831	0.835	0.878	0.547	1.366
		FP1	0.59	22.893	0.000					1.259
		FP2	0.744	36.521	0.000					1.801
Feedback for Writing	Reflective	FP3	0.81	51.213	0.000	0.831	0.835	0.878	0.547	2.056
		FP4	0.805	51.195	0.000					1.992
		FP5	0.761	39.891	0.000					1.956
	Reflective	FP6	0.704	27.171	0.000	0.736	0.745	0.834	0.558	1.588
		CC1	0.773	45.015	0.000					1.617
		CC2	0.804	54.211	0.000					1.689
Classroom Climate for Writing	Reflective	CC4	0.715	30.639	0.000	0.845	0.848	0.89	0.619	1.497
		CC5	0.691	26.421	0.000					1.439
		SI1	0.807	55.474	0.000					1.96
	Reflective	SI2	0.813	54.419	0.000	0.845	0.848	0.89	0.619	1.987
		SI3	0.818	62.929	0.000					1.948
		SI4	0.699	32.148	0.000					1.474
Interest for Writing	Reflective	SI5	0.789	47.093	0.000	0.645	0.682	0.807	0.587	1.775
		SCC1	0.824	49.485	0.000					1.391
		SCC2	0.838	57.258	0.000					1.444
	Reflective	SCC3	0.617	15.975	0.000	0.7	0.71	0.816	0.527	1.145
		PE1	0.721	31.218	0.000					1.33
		PE2	0.802	54.784	0.000					1.468
Performance for Writing	Reflective	PE3	0.69	25.647	0.000	0.814	0.826	0.871	0.576	1.291
		PE4	0.684	24.975	0.000					1.256
		IM1	0.78	42.234	0.000					1.713
	Reflective	IM2	0.731	31.237	0.000	0.819	0.823	0.875	0.584	1.557
		IM3	0.827	56.111	0.000					1.929
		IM4	0.648	21.486	0.000					1.474
Intrinsic Motivation	Reflective	IM5	0.795	44.706	0.000	0.819	0.823	0.875	0.584	1.871
		EM1	0.639	18.716	0.000					1.32
		EM2	0.792	39.934	0.000					1.771
	Reflective	EM3	0.82	53.141	0.000	0.902	0.925	0.918	0.554	1.892
		EM4	0.754	35.305	0.000					1.809
		EM5	0.803	48.812	0.000					2.026
Extrinsic Motivation	Reflective	SE1	0.736	23.874	0.000	0.897	0.9	0.918	0.584	2.334
		SE2	0.779	28.188	0.000					2.569
		SE3	0.664	15.103	0.000					1.904
	Reflective	SE4	0.711	18.189	0.000	0.897	0.9	0.918	0.584	2.197
		SE5	0.656	14.729	0.000					2.078
		SE6	0.763	26.323	0.000					2.234
Self-Efficacy	Reflective	SE7	0.778	32.518	0.000	0.897	0.9	0.918	0.584	2.11
		SE8	0.795	33.45	0.000					2.196
		SE9	0.801	35.206	0.000					2.079
	Reflective	PK10	0.809	53.051	0.000	0.897	0.9	0.918	0.584	2.619
		PK11	0.777	48.674	0.000					2.027
		PK12	0.676	27.598	0.000					1.52
Person Knowledge for Writing	Reflective	PK5	0.658	25.685	0.000	0.84	0.841	0.883	0.557	1.731
		PK6	0.733	34.903	0.000					2.011
		PK7	0.768	43.188	0.000					2.014
	Reflective	PK8	0.837	74.805	0.000	0.84	0.841	0.883	0.557	2.891
		PK9	0.837	70.685	0.000					2.986
		TK3	0.754	40.139	0.000					1.663
Task Knowledge for Writing	Reflective	TK4	0.708	30.312	0.000	0.844	0.847	0.885	0.563	1.543
		TK5	0.778	44.485	0.000					1.808
		TK6	0.763	42.055	0.000					1.716
	Reflective	TK7	0.748	38.567	0.000	0.844	0.847	0.885	0.563	1.705
		TK8	0.723	33.584	0.000					1.581
		SK1	0.778	45.787	0.000					1.929
Strategic Knowledge for Writing	Reflective	SK2	0.709	27.698	0.000	0.82	0.836	0.869	0.525	1.696
		SK4	0.746	33.44	0.000					1.705
		SK5	0.804	42.534	0.000					2.116
	Reflective	SK6	0.758	32.889	0.000	0.82	0.836	0.869	0.525	1.814
		SK7	0.701	24.787	0.000					1.617
		SD1	0.735							
Social Desirability (Marker Variable)	Reflective	SD2	0.802			0.82	0.836	0.869	0.525	
		SD3	0.772							
		SD4	0.71							
		SD5	0.658							
		SD6	0.66							

Source: Author's estimation

Note: All outer loadings are statistically different from zero at 99.99% CI ( $p < .001$ ). All indicators are reflective. Moreover, QT1, QTT, QT3, CC6, CC3, SCC4, PK3, PK1, PK4, PK2, TK1, TK2, SK3, SD7 were deleted due to lower factor loadings from the measurement model of this study.

**Table 5: Parameter estimates of second order reflective constructs measurement model**

Second order constructs	Measure	Item	Loadings	Cronbach's Alpha	rho_A	CR
Hygiene Factors for Writing	Reflective-Reflective	QT	0.738	0.82	0.824	0.787
		FP	0.736			
		CC	0.755			
Motivation Factors for Writing	Reflective-Reflective	SI	0.76	0.808	0.813	0.788
		SCC	0.707			
		PE	0.764			
Motivation for Writing	Reflective-Reflective	IM	0.88	0.863	0.868	0.877
		EM	0.887			
Creative Writing Skill	Reflective-Reflective	PK	0.851	0.915	0.917	0.859
		TK	0.887			
		SK	0.711			

**Source:** Author's estimation

**Note:** All outer loadings are statistically different from zero at 99.99% CI ( $p < .001$ ). All constructs are reflective-reflective.

**Table 6: Discriminant Validity by FLC Method**

No.	LC	1	2	3	4	5	6	7	8	9	10	11	12
1	CC	<b>0.747</b>											
2	SCC	0.248	<b>0.766</b>										
3	EM	0.202	0.345	<b>0.764</b>									
4	FP	0.256	0.308	0.316	<b>0.74</b>								
5	SI	0.3	0.248	0.252	0.347	<b>0.787</b>							
6	IM	0.23	0.282	0.56	0.309	0.286	<b>0.759</b>						
7	PE	0.357	0.502	0.358	0.292	0.278	0.253	<b>0.726</b>					
8	PK	0.115	0.072	0.066	0.067	0.133	0.093	0.16	<b>0.764</b>				
9	QT	0.509	0.249	0.221	0.243	0.261	0.185	0.347	0.136	<b>0.735</b>			
10	SE	0.116	0.071	0.076	0.123	0.08	0.061	0.119	0.153	0.095	<b>0.744</b>		
11	SK	0.076	0.16	0.117	0.169	0.135	0.156	0.146	0.335	0.05	0.08	<b>0.75</b>	
12	TK	0.053	0.117	0.113	0.118	0.146	0.116	0.167	0.631	0.115	0.13	0.562	<b>0.75</b>

**Source:** Author's estimation

**Note:** Diagonal elements (in bold) are the square root of the average variance extracted (AVE). Off-diagonal elements are the correlations among the constructs. For discriminant validity, diagonal elements should be larger than off-diagonal elements (Chiu & Wang, 2008).

**Table 7: Loading and cross loading (Discriminant Validity)**

LC	Items	CC	SCC	EM	FP	SI	IM	PE	PK	QT	SE	SK	TK
CC	CC1	<b>0.77</b>	0.292	0.223	0.21	0.169	0.239	0.308	0.104	0.422	0.108	0.115	0.089
	CC2	<b>0.8</b>	0.286	0.227	0.238	0.241	0.281	0.332	0.111	0.421	0.069	0.087	0.028
	CC4	<b>0.72</b>	0.028	0.069	0.133	0.224	0.063	0.181	0.09	0.326	0.082	0.012	0.05
	CC5	<b>0.69</b>	0.09	0.054	0.172	0.271	0.065	0.225	0.031	0.34	0.09	-0.004	-0.014
	EM1	0.097	0.289	<b>0.64</b>	0.26	0.117	0.474	0.233	0.036	0.066	-0.02	0.151	0.081
EM	EM2	0.175	0.277	<b>0.79</b>	0.242	0.189	0.411	0.282	0.036	0.177	0.036	0.08	0.066
	EM3	0.134	0.306	<b>0.82</b>	0.262	0.19	0.474	0.321	0.054	0.174	0.091	0.059	0.086
	EM4	0.21	0.22	<b>0.75</b>	0.217	0.247	0.392	0.27	0.074	0.236	0.091	0.108	0.113
	EM5	0.155	0.222	<b>0.8</b>	0.224	0.216	0.387	0.253	0.053	0.186	0.085	0.055	0.086
	FP1	0.324	0.213	0.279	<b>0.59</b>	0.382	0.294	0.308	0.077	0.206	0.072	0.121	0.098
FP	FP2	0.125	0.206	0.207	<b>0.744</b>	0.205	0.219	0.151	0.036	0.09	0.064	0.127	0.078
	FP3	0.178	0.25	0.246	<b>0.81</b>	0.233	0.247	0.21	0.015	0.192	0.133	0.112	0.082
	FP4	0.205	0.242	0.248	<b>0.805</b>	0.281	0.273	0.217	0.042	0.233	0.073	0.15	0.085
	FP5	0.141	0.218	0.194	<b>0.761</b>	0.214	0.162	0.161	0.053	0.136	0.088	0.101	0.077
	FP6	0.152	0.23	0.216	<b>0.704</b>	0.212	0.162	0.238	0.077	0.203	0.112	0.135	0.102
IM	IM1	0.227	0.271	0.49	0.299	0.263	<b>0.78</b>	0.237	0.059	0.187	0.068	0.15	0.084
	IM2	0.15	0.218	0.397	0.203	0.217	<b>0.73</b>	0.204	0.087	0.17	0.041	0.157	0.127
	IM3	0.175	0.231	0.477	0.274	0.233	<b>0.83</b>	0.192	0.036	0.178	0.037	0.112	0.059
	IM4	0.119	0.13	0.244	0.148	0.146	<b>0.65</b>	0.11	0.106	0.007	0.044	0.098	0.1
	IM5	0.187	0.2	0.471	0.227	0.21	<b>0.8</b>	0.2	0.081	0.128	0.042	0.077	0.08
PE	PE1	0.24	0.394	0.371	0.193	0.177	0.178	<b>0.72</b>	0.069	0.255	0.099	0.128	0.102
	PE2	0.244	0.44	0.273	0.232	0.252	0.214	<b>0.8</b>	0.109	0.263	0.083	0.095	0.138
	PE3	0.298	0.253	0.187	0.166	0.185	0.113	<b>0.69</b>	0.181	0.264	0.108	0.09	0.145
	PE4	0.267	0.351	0.199	0.252	0.186	0.221	<b>0.68</b>	0.115	0.229	0.059	0.113	0.102
	PK10	0.116	0.034	0.046	0.08	0.088	0.08	0.128	<b>0.81</b>	0.103	0.117	0.229	0.47
PK	PK11	0.111	0.045	0.078	0.077	0.168	0.071	0.147	<b>0.78</b>	0.145	0.136	0.25	0.524
	PK12	0.104	0.097	0.095	0.082	0.123	0.116	0.113	<b>0.68</b>	0.101	0.13	0.356	0.512
	PK5	0.06	0.076	0.009	0.037	0.054	0.025	0.127	<b>0.66</b>	0.098	0.107	0.217	0.396
	PK6	0.097	0.055	0.045	0.063	0.102	0.056	0.137	<b>0.73</b>	0.109	0.097	0.216	0.45
	PK7	0.06	0.073	0.045	0.051	0.086	0.064	0.148	<b>0.77</b>	0.103	0.128	0.259	0.486
QT	PK8	0.056	0.014	0.043	-0.009	0.088	0.065	0.088	<b>0.84</b>	0.083	0.116	0.244	0.479
	PK9	0.097	0.051	0.037	0.033	0.099	0.082	0.093	<b>0.84</b>	0.092	0.104	0.273	0.524
	QT2	0.375	0.189	0.178	0.175	0.221	0.175	0.272	0.119	<b>0.76</b>	0.067	0.038	0.096
	QT4	0.396	0.132	0.134	0.142	0.174	0.103	0.24	0.101	<b>0.73</b>	0.089	0.041	0.094
	QT5	0.342	0.12	0.158	0.172	0.154	0.09	0.219	0.085	<b>0.69</b>	0.043	0.043	0.073
SCC	QT6	0.383	0.28	0.177	0.223	0.215	0.171	0.285	0.095	<b>0.75</b>	0.079	0.025	0.076
	SCC1	0.24	<b>0.82</b>	0.294	0.301	0.239	0.282	0.421	0.068	0.243	0.067	0.174	0.105
	SCC2	0.187	<b>0.84</b>	0.252	0.233	0.199	0.205	0.438	0.065	0.169	0.04	0.123	0.098
	SCC3	0.128	<b>0.62</b>	0.252	0.156	0.113	0.145	0.273	0.024	0.155	0.061	0.052	0.061
	SE1	0.079	0.081	0.046	0.099	0.065	0.031	0.077	0.093	0.065	<b>0.74</b>	0.024	0.066
SE	SE2	0.061	0.065	0.069	0.072	0.085	0.057	0.053	0.117	0.056	<b>0.78</b>	0.061	0.106
	SE3	0.094	0.054	0.038	0.092	0.03	0.032	0.071	0.042	0.074	<b>0.66</b>	0.004	0.037
	SE4	0.047	0.051	0.045	0.088	0.006	0.061	0.096	0.071	0.069	<b>0.71</b>	0.086	0.085
	SE5	0.036	0.042	0.029	0.088	0.027	0.032	0.093	0.085	0.043	<b>0.66</b>	0.055	0.049
	SE6	0.089	0.085	0.078	0.159	0.065	0.057	0.101	0.08	0.061	<b>0.76</b>	0.066	0.074
SI	SE7	0.104	0.04	0.06	0.087	0.057	0.026	0.098	0.149	0.078	<b>0.78</b>	0.021	0.13
	SE8	0.107	0.035	0.074	0.072	0.057	0.061	0.089	0.14	0.087	<b>0.8</b>	0.073	0.107
	SE9	0.13	0.051	0.056	0.1	0.098	0.046	0.113	0.159	0.092	<b>0.8</b>	0.096	0.135
	SI1	0.28	0.229	0.192	0.3	<b>0.81</b>	0.21	0.237	0.106	0.245	0.042	0.086	0.112
	SI2	0.215	0.183	0.157	0.261	<b>0.81</b>	0.215	0.202	0.142	0.218	0.064	0.115	0.134
SK	SI3	0.249	0.181	0.242	0.287	<b>0.82</b>	0.258	0.235	0.11	0.235	0.084	0.085	0.111
	SI4	0.212	0.18	0.197	0.246	<b>0.7</b>	0.205	0.197	0.047	0.159	0.051	0.114	0.081
	SI5	0.219	0.201	0.202	0.266	<b>0.79</b>	0.235	0.222	0.113	0.165	0.072	0.133	0.133
	SK1	0.057	0.142	0.089	0.127	0.102	0.14	0.115	0.279	0.038	0.05	<b>0.78</b>	0.537
	SK2	0.024	0.12	0.097	0.131	0.082	0.12	0.081	0.288	-0.003	0.037	<b>0.71</b>	0.458
SK	SK4	0.066	0.143	0.108	0.117	0.09	0.11	0.117	0.229	0.072	0.053	<b>0.75</b>	0.395
	SK5	0.093	0.116	0.101	0.152	0.11	0.132	0.13	0.201	0.035	0.078	<b>0.8</b>	0.379
	SK6	0.041	0.098	0.043	0.132	0.109	0.085	0.091	0.267	0.032	0.068	<b>0.76</b>	0.41
	SK7	0.067	0.098	0.088	0.099	0.117	0.112	0.127	0.234	0.054	0.078	<b>0.7</b>	0.321
	TK3	0.043	0.096	0.088	0.059	0.125	0.068	0.147	0.536	0.096	0.108	0.362	<b>0.754</b>
TK	TK4	0.115	0.115	0.119	0.109	0.12	0.134	0.146	0.467	0.117	0.071	0.397	<b>0.708</b>
	TK5	0.032	0.08	0.087	0.104	0.112	0.091	0.113	0.486	0.098	0.107	0.42	<b>0.778</b>
	TK6	0.024	0.125	0.108	0.095	0.124	0.113	0.151	0.419	0.054	0.1	0.486	<b>0.763</b>
	TK7	-0.02	0.069	0.038	0.068	0.086	0.04	0.09	0.456	0.055	0.096	0.4	<b>0.748</b>
	TK8	0.042	0.038	0.065	0.094	0.086	0.072	0.101	0.456	0.095	0.097	0.451	<b>0.723</b>

Source: Author's estimation



**Table 8: HTMT<sub>0.85</sub>**

No.	Constructs	1	2	3	4	5	6	7	8	9	10	11	12
1	CC												
2	SCC	0.335 CI <sub>95%</sub> [0.176, 0.411]											
3	EM	0.274 CI <sub>95%</sub> [0.11, 0.347]	0.479 CI <sub>95%</sub> [0.378, 0.573]										
4	FP	0.32 CI <sub>95%</sub> [0.156, 0.39]	0.41 CI <sub>95%</sub> [0.331, 0.488]	0.382 CI <sub>95%</sub> [0.308, 0.453]									
5	SI	0.383 CI <sub>95%</sub> [0.314, 0.449]	0.326 CI <sub>95%</sub> [0.255, 0.398]	0.303 CI <sub>95%</sub> [0.234, 0.373]	0.412 CI <sub>95%</sub> [0.339, 0.482]								
6	IM	0.276 CI <sub>95%</sub> [0.115, 0.349]	0.375 CI <sub>95%</sub> [0.262, 0.489]	0.474 CI <sub>95%</sub> [0.408, 0.733]	0.367 CI <sub>95%</sub> [0.299, 0.434]	0.341 CI <sub>95%</sub> [0.267, 0.412]							
7	PE	0.494 CI <sub>95%</sub> [0.427, 0.561]	0.725 CI <sub>95%</sub> [0.652, 0.792]	0.468 CI <sub>95%</sub> [0.373, 0.556]	0.381 CI <sub>95%</sub> [0.302, 0.462]	0.599 CI <sub>95%</sub> [0.581, 0.435]	0.327 CI <sub>95%</sub> [0.239, 0.418]						
8	PK	0.141 CI <sub>95%</sub> [0.094, 0.207]	0.082 CI <sub>95%</sub> [0.064, 0.168]	0.077 CI <sub>95%</sub> [0.054, 0.148]	0.067 CI <sub>95%</sub> [0.067, 0.147]	0.151 CI <sub>95%</sub> [0.102, 0.214]	0.114 CI <sub>95%</sub> [0.073, 0.185]	0.208 CI <sub>95%</sub> [0.15, 0.275]					
9	QT	0.666 CI <sub>95%</sub> [0.491, 0.738]	0.399 CI <sub>95%</sub> [0.277, 0.438]	0.287 CI <sub>95%</sub> [0.208, 0.367]	0.31 CI <sub>95%</sub> [0.241, 0.379]	0.333 CI <sub>95%</sub> [0.261, 0.404]	0.239 CI <sub>95%</sub> [0.181, 0.311]	0.481 CI <sub>95%</sub> [0.411, 0.566]	0.171 CI <sub>95%</sub> [0.107, 0.241]				
10	SE	0.137 CI <sub>95%</sub> [0.089, 0.206]	0.181 CI <sub>95%</sub> [0.063, 0.175]	0.098 CI <sub>95%</sub> [0.067, 0.163]	0.146 CI <sub>95%</sub> [0.088, 0.211]	0.085 CI <sub>95%</sub> [0.061, 0.147]	0.071 CI <sub>95%</sub> [0.054, 0.135]	0.15 CI <sub>95%</sub> [0.089, 0.221]	0.155 CI <sub>95%</sub> [0.107, 0.212]	0.115 CI <sub>95%</sub> [0.078, 0.183]			
11	SK	0.112 CI <sub>95%</sub> [0.083, 0.175]	0.285 CI <sub>95%</sub> [0.135, 0.281]	0.146 CI <sub>95%</sub> [0.09, 0.226]	0.201 CI <sub>95%</sub> [0.131, 0.27]	0.162 CI <sub>95%</sub> [0.097, 0.23]	0.188 CI <sub>95%</sub> [0.125, 0.261]	0.193 CI <sub>95%</sub> [0.125, 0.267]	0.383 CI <sub>95%</sub> [0.312, 0.448]	0.049 CI <sub>95%</sub> [0.058, 0.136]	0.081 CI <sub>95%</sub> [0.066, 0.153]		
12	TK	0.088 CI <sub>95%</sub> [0.082, 0.155]	0.156 CI <sub>95%</sub> [0.094, 0.234]	0.137 CI <sub>95%</sub> [0.083, 0.211]	0.142 CI <sub>95%</sub> [0.085, 0.213]	0.173 CI <sub>95%</sub> [0.11, 0.243]	0.144 CI <sub>95%</sub> [0.084, 0.212]	0.219 CI <sub>95%</sub> [0.152, 0.291]	0.725 CI <sub>95%</sub> [0.675, 0.773]	0.149 CI <sub>95%</sub> [0.102, 0.214]	0.135 CI <sub>95%</sub> [0.082, 0.196]	0.68 CI <sub>95%</sub> [0.6, 0.713]	

**Source:** Author's estimation**Table 9: Summary of descriptive statistics of all latent constructs used in the measurement model**

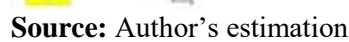
Constructs	Measurement Items	$\alpha$	Loadings range
Quality of Teaching	QT2, QT4, QT5, QT6	0.716	0.69-0.764
Feedback Perceptions	FP1, FP2, FP3, FP4, FP5, FP6	0.831	0.60-0.81
Classroom Climate	CC1, CC2, CC4, CC5	0.736	0.691-0.804
Student Interest	SI1, SI2, SI3, SI4, SI5	0.845	0.699-0.818
Commitment and Capability	SCC1, SCC2, SCC3	0.645	0.617-0.838
Performance Engagement	PE1, PE2, PE3, PE4	0.70	0.684-0.802
Intrinsic Motivation	IM1, IM2, IM3, IM4, IM5	0.814	0.648-0.827
Extrinsic Motivation	EM1, EM2, EM3, EM4, EM5	0.819	0.639-0.82
Self-Efficacy	SE1, SE2, SE3, SE4, SE5, SE6, SE7, SE8, SE9	0.902	0.664-0.801
Person Knowledge	PK5, PK6, PK7, PK8, PK9, PK10, PK11, PK12	0.897	0.658-0.837
Task Knowledge	TK3, TK4, TK5, TK6, TK7, TK8	0.84	0.708-0.778
Strategic Knowledge	SK1, SK2, SK4, SK5, SK6, SK7	0.844	0.701-0.804
Social Desirability as Marker Variable	SD1, SD2, SD3, SD4, SD5, SD6	0.82	0.66-0.802

**Source:** Author's estimation

Inner model was established through reporting Collinearity (VIF) less than 3 is ideal (Sarstedt et al., 2017), R2 (Hair et al., 2010), Q2 (Sarstedt et al., 2014), f2 (Kenny, 2016), Path estimates by “reporting path coefficients, standard errors, significance levels, t-values, and p-values” (Hair et al., 2017) and PLSpredict (Shmueli, et al., 2019) as recommended by Hair Jr. et al., (2020). Hence, following the suggestions of Hair et al. (2019; 2020), researcher reported the “path coefficients, the standard errors, t-values, and p-values for the structural model using a 5,000-sample re-sample bootstrapping procedure” (Ramayah et al. 2018). Testing hypotheses of mediation, researcher followed the suggestions of Preacher and Hayes (2004; 2008) “by bootstrapping the indirect effect. If the confidence interval does not straddle a 0 then it can be concluded that there is a significant mediation” as shown in Table 10 direct effects and Table 11 indirect effects.

### Figure 2

*Hypotheses Testing (with T Values)*



**Table 10: Hypotheses testing direct effects**

Hypo	Relationship	Std Beta	Std Error	t-values	p-values	BCI LL 5%	BCI UL 95%	Decision	f <sup>2</sup>	R <sup>2</sup>	Adjusted R <sup>2</sup>	VIF	Q <sup>2</sup>
H1	HFW → Motivation	0.2	0.043	4.682	0.000	0.131	0.272	Supported	0.036	0.225	0.224	1.434	0.094
H2	MFW → Motivation	0.334	0.045	7.367	0.000	0.258	0.408	Supported	0.100			1.434	
H3	Motivation → CWS	0.146	0.041	3.574	0.000	0.08	0.213	Supported	0.019	0.041	0.039	1.006	0.016

Source: Author's estimation

Note: We use 95% confidence interval with a bootstrapping of 5,000

HFW = Hygiene Factors for Writing, MFW = Motivating Factors for Writing, and CWS = Creative Writing Skill.

Table 10 shows the results of three direct effects that first, Writing Hygiene Factors (WHF) (such as quality of teaching, feedback, and classroom climate) has a significant positive impact on students' writing motivation (SWM). Second, Writing Motivating Factors (WMF) (such as Student interest, commitment and capability, performance engagement) has a significant positive impact on students' writing motivation (SWM). Third, students' writing motivation (SWM) has a significant positive impact on students' creative writing skill (CWS).

**Table 11: Hypotheses testing indirect effects**

Hypo	Relationship	Std Beta	Std Error	t-values	p-values	BCI LL (5%)	BCI UL (95%)	Decision
H4	HFW → Motivation → CWS	0.029	0.01	2.900	0.002	0.015	0.049	Mediation
H5	MFW → Motivation → CWS	0.049	0.017	2.784	0.003	0.025	0.082	Mediation

Source: Author's estimation

Note: We use 95% confidence interval with a bootstrapping of 5,000

HFW = Hygiene Factors for Writing, MFW = Motivating Factors for Writing, and CWS = Creative Writing Skill.

Table 11 shows two indirect effects that first, students' writing motivation (SWM) mediates the positive relationship between Writing Hygiene Factors (WHF) and students' creative writing skill (CWS). Second, students' writing motivation (SWM) mediates the positive relationship between Writing Motivating Factors (WMF) and students' creative writing skill (CWS).

**Table 12: Hypotheses testing of moderating variable**

Hypothesized Relationship	Std Beta	Std Error	t-values	p-values	BCI LL 10%	BCI UL 90%	Decision	f <sup>2</sup> (Kenny, 2016)
Motivation → CWS	0.139	0.04	3.475	0.000***	0.092	0.194	Supported	0.020 (Medium)
Moderation Analysis: SE → CWS	0.148	0.028	5.35	0.000***	0.107	0.176	Supported	0.022 (Medium)
M*SE (Interaction) → CWS	0.053	0.039	1.366	0.086*	0.002	0.101	Supported	0.003 (Small)

Source: Author's estimation

Notes: \*90% CI ( $p < 0.10$ ); \*\*\*99.99% CI ( $p < 0.001$ ),

M = Motivation, SE = Self-efficacy, CWS = Creative Writing Skill,

Motivation for Writing:  $R^2 = 0.225$ ; Adjusted  $R^2 = 0.224$

Creative Writing Skill (CWS):  $R^2 = 0.045$ ; Adjusted  $R^2 = 0.041$

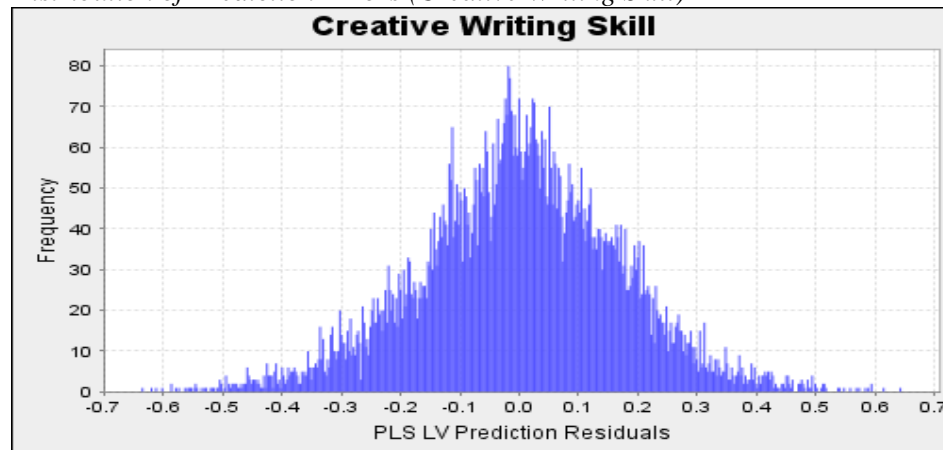
Blindfolding  $Q^2 = 0.016$  (CWS);  $Q^2 = 0.094$  (Motivation)

Table 12 indicates that all the hypotheses were supported as motivation has a positive impact on creative writing as ( $\beta = 0.139$ , p-values = 0.001). Secondly, self-efficacy has a positive impact on creative writing as ( $\beta = 0.148$ , p-values = 0.001). Thirdly, interaction effect of motivation and self-efficacy has a positive impact on creative writing as ( $\beta = 0.053$ , p-values = 0.10). Furthermore, according to Kenny (2016), the effect size  $f^2$  such as 0.025, 0.01, and 0.005 is considered as large, medium, and small, respectively. Therefore, the direct effect size of all three exogenous constructs manifests adequate effect size to show practical significance in current study (Cohen, 2013).

### Predictive Validity of Inner Model using PLS predict

**Figure 3**

*Distribution of Prediction Errors (Creative Writing Skill)*



**Source:** Author's estimation

**Note:** RMSE is used when Prediction errors are highly symmetrically distributed.

**Table 13: Predictive power using PLS predict (RMSE)**

Indicators	Q <sup>2</sup> predict (Indicators)	PLS-SEM (RMSE)	LM (RMSE)	PLS-SEM-LM (RMSE)	Is RMSE (PLS-SEM) less than RMSE (LM)?	Decision
				Difference		
PK5	0.009	2.15	2.179	-0.029	Yes	High Out of Sample Prediction Validity or Power
PK6	0.01	2.16	2.19	-0.03	Yes	
PK7	0.014	2.095	2.114	-0.019	Yes	
PK8	0.011	2.017	2.034	-0.017	Yes	
PK9	0.009	2.015	2.04	-0.025	Yes	
PK10	0.013	2.035	2.06	-0.025	Yes	
PK11	0.017	2.005	2.021	-0.016	Yes	
PK12	0.015	1.734	1.756	-0.022	Yes	
TK3	0.011	1.931	1.948	-0.017	Yes	
TK4	0.007	1.792	1.817	-0.025	Yes	
TK5	0.012	1.751	1.789	-0.038	Yes	
TK6	0.009	1.61	1.621	-0.011	Yes	
TK7	0.008	1.8	1.824	-0.024	Yes	
TK8	0.008	1.804	1.831	-0.027	Yes	
SK1	0.003	1.739	1.752	-0.013	Yes	
SK2	0.001	1.676	1.679	-0.003	Yes	
SK4	0.003	1.585	1.603	-0.018	Yes	
SK5	0.008	1.561	1.57	-0.009	Yes	
SK6	0.006	1.678	1.706	-0.028	Yes	
SK7	0.006	1.666	1.692	-0.026	Yes	

**Source:** Author's estimation

Table 13 shows whether values of all indicators of PLS-SEM (RMSE) are lower than LM (RMSE) which clearly manifests that the research model of present study holds a high predictive power, and the findings of study can be generalized over the population (Shmueli et al., 2019).

## DISCUSSION

The present study revealed that students' creativity and creative writing are of a paramount importance for the students as well as their teachers right from primary to tertiary levels. Quality of teaching, feedback and classroom climate as hygiene factors have a positive impact on motivation and creative writing. Student interest, commitment and capability, and performance engagement as motivating factors have a positive impact on motivation and creative writing. Writing self-efficacy has also a positive impact on motivation and creative writing. Therefore, all the stakeholders should come forward and put in a great deal of efforts to bring a positive and drastic change to promote creativity and creative writing right from primary to tertiary levels so that creative young generation can be groomed with innovative ideas to better play their role in the economy of country. The current research paves the way for future researchers to further explore creativity and creative writing at different levels of education so that the curriculum may be revamped according to students' needs and the management of HEIs should ensure quality education by providing the prerequisite infrastructure, trained ELTs, conducive teaching and learning environment, updated curriculum, conferences and workshops on creativity and creative writing to hone students' knack of creative writing so that they can play their key role in the existing market in the first place.

Findings of current study are consistent with the prior research such as Feedback positively influences students' writing motivation (Waller, & Papi, 2017). Teaching quality, students' self-confidence, students' efforts, and congenial classroom climate are considered motivational strategies to boost students' motivation to reflect performance (Azitoni, Dashwood, & Lawrence, 2020). Teaching collaborative writing along with blog online learning positively related with enhancing EFL students' knack of writing (Rahayu, 2021). EFL students' writing interest is positively related to students' motivation (Long, Ming, & Chen, 2013; Alizadeh, 2016). Students' learning performance engagement is positively related to EFL students' writing performance and academic achievement (Baranova, Khalyapina, Kobicheva, & Tokareva, 2019; Bond, Buntins, Bedenlier, Zawacki-Richter, & Kerres, 2020; Tai, Bellingham, Lang, & Dawson, 2019; Fredricks, Blumenfeld, & Paris, 2004). Motivation is positively related to students' writing performance (Masyhur, Mohd, Yunus, & Yasin, 2018; Bower, 2019). Integrative motivation mediates the relationship between self-efficacy and English achievement (Kim, & Shin, 2021). Student motivation is mediating the relationship between creative learning environment and student creativity (Meece, Anderman, & Anderman, 2006; Schuitema, Peetsma, & van der Veen, 2014). Motivation is positively related to creative performance (Horng et al., 2016; Soroa, Balluerka,

Hommel, & Aritzeta, 2015). Motivation in terms of intrinsic and extrinsic motivation are positively related to creative performance (An, Song, & Carr, 2016; Gajda, 2016). Motivation mediates the relationship between EFL students' self-efficacy and English performance (Kim, & Shin, 2021). EFL students' writing self-efficacy and writing self-regulation are positively related to L2 writing performance (Sun & Wang, 2020). Writing SE is positively correlated with L2 writing performance (Sun & Wang, 2020; Teng et al., 2018; Woodrow, 2011; Zabihi, 2018).

### **Contribution of current research**

The current deductive research primarily contributes in five different ways such as theoretically, methodologically, regionally, practically and pedagogically, and knowledge contribution. Furthermore, hygiene-cum-motivating factors were used to motivate students in order to develop their creative writing skill in an ELT context at higher education level. Current study attempts to contribute three more hygiene factors as well as three more motivating factors in the expansion of "Herzberg's Two Factor Theory" in an ELT context at higher education institutions. Moreover, Frederick Herzberg's Two-factor Motivation Theory (1959), "Bandura's Self-Efficacy theory (1997)", "Deci, and Ryan's Self-Determination Theory (2000)" and "Amabile's Componential Theory of Creativity (1983)" were used together in present study to propose the research model and the research model was empirically tested to establish the association between the latent variables in current single study in an ELT context at higher education level.

### **RECOMMENDATIONS**

This study presents the following implications and recommendations for all the concerned stakeholders in HEIs, Sindh, Pakistan to promote creativity and creative writing in the first place.

1. It is strongly recommended for the policy makers, curriculum developers, HEC, and the management of HEIs, Sindh, Pakistan to revisit and revamp their entire policies so that new curriculum should be developed and implemented in letter and in spirit in all the HEIs, Sindh, Pakistan to promote creativity and creative writing in the first place. All these stakeholders should take immediate concrete measures to develop students' motivation and improve quality of teaching, positive feedback, classroom climate, students' interest, students' commitment and capability, students' performance engagement, students' writing self-efficacy so that students' creativity and creative writing can be enhanced right from primary to tertiary levels.
2. The Government of Sindh and the Federal Government of Pakistan should jointly put in their substantial efforts to provide all the required resources and allocate prerequisite budget to HEIs, Sindh to bring a positive and drastic change by providing required infrastructure, conducive and congenial teaching-learning environment, updated curriculum, and trained ELTs to promote creativity and creative writing in the first place right from primary to tertiary levels.

3. ELTs should make students practice free writing continually to overcome writing anxiety and develop their confidence to express freely without criticizing their mistakes in their composition. However, ELTs should put in concerted efforts to provide positive feedback to build up their morale for developing students' creative writing. Furthermore, ELTs should also encourage peer review in their classes so that students should learn from each other and feel relaxed to share their written piece of work with each other. The culture of cooperative learning should be encouraged so that students work in groups or in pairs to express their thoughts with their classmates and also do not show any reluctance to share their work with everyone in the classroom including their teachers.

4. ELTs should teach mechanics of writing and vocabulary in context to their students in EFL classrooms and encourage group discussions, pair discussions to give them confidence to express their feelings, notions, and beliefs effortlessly. ELTs should show and share the model paragraphs and genres of compositions models written by great scholars to the students in their classrooms.

5. University management should give importance to creativity by establishing a separate department of creative writing wherein some market-oriented degree programmes should be offered such as Bachelor of Fine Arts (BFA) in creative writing, Master of Fine Arts (MFA) in creative writing, Certificate or Diploma in Creative Writing, MPhil in creative writing, and PhD in creative writing. University management should also set up research labs with all modern technological equipment, and library to provide an opportunity to both teachers and students to have access to latest research publications in research journals and books so that the research culture on creativity may be boosted up.

6. There are so many workable teaching strategies and techniques used by ELTs around the world. ELTs may use any one of them according to their context to develop EFL students' creativity and creative writing at all levels of education. Therefore, ELTs may use Consider All Factors Strategy (CAF) strategy to develop EFL students' paragraph writing (Sabra, 2014). ELTs should implement SCAMPER technique as a teaching and learning technique to develop students' creativity and critical thinking so that they can write short stories and poems creatively on the piece of paper (Alqtishat, & ,Al-Hasba, 2021). ELTs may also use ADDIE model in an e-learning educational environment to develop EFL students' creative writing skill as suggested by Almelhi, (2021). ELTs may use RAFT strategy as it motivates EFL students to develop their creative writing skill as suggested by Seliem, Mohamed, & Ali, (2020). ELTS should also put in concerted efforts to implement cognitivism, constructivism, and metacognitive strategies to develop EFL students' writing skill effectively as recommended by Al-Jarrah, Mansor, Talafhah, & Al-Jarrah, (2019). ELTs should make use of SPAWN strategy as it is widely used for developing EFL students' writing skill in important five categories of writing prompts (such as, Special Power, Problem Solving, Alternative Viewpoints, What If? and Next) because these promote EFL students' analytical, insightful, and critical thinking regarding a variety of topics (Brozo, 2017; Musaed Alkthery, & Abdullah Al-Qiawi, 2020). ELTs should mould and revisit their teaching styles and adopt student centred approach so that students

may be engaged in healthy activities to develop their knack of creative writing. ELTs should make students cognizant of how to implement 'POWER' strategy (such as plan, organize, write, edit, and rewrite) (San Rizqiya, Pamungkas, & Inayah, 2017), task-based learning approach (TBL), and conventional approach of '3Ps' (such as presentation, practice, and production) model (Mugableh, & Khreisat, 2019), and brainstorming by asking '5WH' questions (such as who, what, when, where, why, and how) to promote creative thinking in the classrooms (Osborn, 1953). ELTs may make use of PLEASE strategy "Pick, List, Evaluate, Activate, Supply, End." to develop students' knack of writing in paragraph writing, descriptive writing, or any other genre of writing appropriately, accurately, and effectively at all levels of education (Aminatun, Ngadiso, & Marmanto, 2019; Atmojo, 2021; Belviati, & Oktavia, 2021; Farikhah, 2019; Maysaroh, 2020; Rangga, 2018; Sartika, & Nery, 2018; Siringoringo, Aruan, & Sumbayak, 2017). ELTs should teach some techniques and approaches to students how to understand the rubric or key words of any topic to provide required details, how to start writing on any topic, how to add supporting details in body of the composition, and how to conclude any composition appropriately, effectively, and accurately. Furthermore, they should teach students how to ensure appropriate tone and register, a variety of sentence structure in context, use of diction in context, figurative language in context, mechanics of writing, coherence, and cohesion in composition.

Apropos of the above recommendations, current research also incorporates following limitations and future directions.

- i. Researcher collected single source primary data of EFL students who responded all indicators of survey questionnaire. The future researchers should also look at the "procedural and statistical remedies" to tackle CMV issue to avoid biased findings and conclusions. Different marker variables from the recent literature may be used to collect the data to address the issue of CMV bias in case of single source data. However, researchers should collect multisource data to tackle CMV issue.
- ii.  $R^2 = 22.5\%$  change in endogenous variable (motivation of writing) is because of these exogenous variables such as hygiene factors for writing and motivating factors for writing. In other words, exogenous variables such as hygiene factors-cum-motivating factors for writing predicts  $R^2 = 22.5\%$  change in endogenous variable (motivation of writing). Secondly,  $R^2 = 2.1\%$  change in endogenous variable (creative writing skill) is because of motivation for writing. In other words, motivation for writing predicts  $R^2 = 2.1\%$  change in endogenous variable (i.e., creative writing skill). Therefore, future researchers may include some more relevant variables from literature as mediators in the present model to predict students' creative writing.
- iii. The future researchers should use G-power or Daniel Soper statistical calculators for complex research models to decide the minimum recommended sample size for detecting effect size.



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