EXPLORING DIFFERENT FACTORS AFFECTING STUDENTS' SUCCESS IN STUDYING BUSINESS ENGLISH WRITING

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Abstract: The paper aims to explore and locate the factors influencing students' success in studying business English writing. The sample taking part in the action research and then responding to the survey questionnaire includes 199 students majoring in Business English at a university in Ho Chi Minh City. The hypothesized research model consists of eight independent variable constructs, which are theorized to affect students' performance in business English writing. After excluding *extrinsic motivation* and grouping *attitude towards the institution* and *attitude towards the faculty* to make *attitude towards the university*, the exploratory factor analysis generated six factors. The confirmatory factor analysis and the structural equation model provide the model fit indexes and confirm that students' performance in business English writing is affected by *self-reflection*, *self-regulation*, *self-efficacy*, *attitude towards the university*, *parental expectancy* and *intrinsic motivation*. Finally, hypothesis testing explains that except for *attitude to the institution* and *extrinsic motivation*, all the other independent variable constructs are positively correlated to the dependent one.

Key words: Self-reflection, self-regulation, self-efficacy, parental expectancy

1. Introduction

The history of language teaching and learning has long witnessed the appearance of many language teaching methods, in each of which various aspects were clearly detailed, typically the multiple roles of the teacher and his students in the classroom. Despite the methods being adopted, the ultimate aim of teaching and learning is to improve students' achievements. Mushtaq and Khan (2012, p17) claimed that students' academic achievements play a crucial role in "producing the best quality graduates who are responsible for the country's economic and social development". Since the last quarter of the 20th century and more notably since the last decade, numerous researchers have focused on learning about the factors that affect students' learning outcomes in order to improve their studying efficiency (El-Omari, 2016).

With the aim at boosting students' learning results at different levels of education, multiple studies have been done from schools (Efriza et al., 2020; Getie, 2020; Engin & Seven, 2007) to universities (Şirin & Şahin, 2020; Saa et al., 2019). The literature review indicates that researchers adopted quantitative, qualitative or combined-method research to investigate and rank the affecting factors. The result is that most research shed light on the factors that could boost students' academic success (Saa et al., 2019), whereas a few tried to spot the barriers to it (Le et al., 2016). Saa et al. (2019) reviewed the literature and categorized the factors affecting students' performance at higher education based on the frequency of selection by different researchers, the result of which shows four more-frequently explored factor groups: namely previous grades and class performance, elearning activities, demographics and social information, and four other less frequently-investigated factor groups: instructor attributes, course attributes, student course evaluations and student environments. Overall, the previous researchers took differing approaches to examining the different predictors of students' learning success, and to some extent, they were successful in figuring out the factors that generate the impacts on students' learning outcomes.

In conclusion, there have been multiple studies done to understand the factors influencing the students' academic achievements (Mushtaq & Khan, 2012); however, the studies that explored the

determinants of the students' success in studying business English writing are very limited. Besides focusing on the linguistic perspective, the theory of learning and the environment for learning where the learner's personal, behavioral and environmental factors also need to be investigated to find ways to enhance students' learning (Quyet & Thoa, 2018). As a result, the authors of this research have made every effort to complete the research to examine and rate the true predictors of the students' success in learning business English writing. The numeric measurement of the impact of each factor draws on a unified model, and it is highly expected that the findings will provide a good framework for measuring the factors that impact the students' learning outcomes. Besides, the findings of this study aim at answering the following research questions.

1. What factors affect the students' success in learning business English writing?

2. How does each factor influence their performance?

2. Literature review

2.1. Social learning theory and social cognitive learning theory

There has been a cohort of differing theories explaining learning and behavioral development, and Bandura's social learning theory (SLT) is among the most influential ones (Nabavi, 2012). SLT is contingent on the idea that people learn from their interactions with others in a social context (Nabavi, 2012; Smith & Berge, 2009). In more detail, after observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior (Bandura, 1997, 2002). SLT further posited that the learning process takes place in three stages of oberservation, imitation and behaviour modelling (Nabavi, 2012; Smith & Berge, 2009); nevertheless, learning may not result in behaviour change because learning can occur with observation alone (Bandura, 2006b, as cited in Nabavi, 2012) .

Bandura (2009) continued to extend his SLT via placing more focus on the cognitive aspects and developed the social cognitive theory (SCT) (Nabavi, 2012). SCT is based on the idea that people learn by watching what others do, and that human thought processes are central to understanding personality (Bandura, 2009). Nabavi (2012) praised this theory as a comprehensive overview of human cognition in the context of social learning and this new theory could provide a framework for understanding, predicting and changing human behavior (Green & Peil, 2009, as cited in Nabavi, 2012). In short, individuals learn both behaviors and cognitive strategies by observing the behavior of others, and these acquisitions can be learned without being directly reinforced (Nabavi, 2012).

In the light of SCT, human behavioral development results from a triadic, dynamic, and reciprocal interaction of personal factors, behaviour and the environment (Bandura, 2009). In more detail, a person can learn by observing others' doing things and this learning behavior is much influenced by environmental factors and his personal factors such as cognitive, affective or biological aspects. In another angle, personal factors are also influenced by the situation and the learning activities. The same case is true to the environmental factors when they are simultaneously affected by the other two (Nabavi, 2012).

In short, Bandura's SCT is one of the most highly influential and widely celebrated theories in the field of social psychology (Pajares et al., 2009), and it has been much used as the grounded theory to investigate the determinants of learner outcomes (Quyet & Thoa, 2018; McCoach & Siegle 2003). Based on SCT, the hypothesized research model was built in order that the various components in students' bahaviour, personal factors and environment would be considered to estimate their different effects on the students' success in learning business English writing..

2.2. Recent studies of students' success in studying English

Since the beginning of the 21st century, educators and researchers have made a lot of effort to explore various factors highly believed to affect student performance (SP) (Mushtaq & Khan, 2012) and they took different perspectives to investigate the topic.

The first trend focused on the learning environment when the researchers and educators investigated such factors as parental influence, family background and teacher guidance that impacted students' achievement in learning English (Lin & Hwang, 2018; Rahman et al., 2017; Nhu & Minh, 2019). The findings highlighted that family members, teachers and individuals played important roles in supporting learners to become successful in learning English (Nhu & Minh, 2019; Şirin & Şahin, 2020). In addition, the technological factors were found to influence the students' learning outcomes; for instance, Alaslani and Alandejani (2020), Getie (2020) and Qureshi et al. (2021) claimed that social network-based interactions with peers, instructors, engagement and cooperation account for students' good performance.

The second popular stream shed light on learning about students' behavioral factors. Earlier researchers and educators found that students' attitude affected their learning English; besides, some other studies concentrated on instructor attitude which positively affects students' learning (El-Omari, 2016). Besides, Nhu and Minh (2019) asserted that students' attitude and motivation are good predictors of students' academic achievements. Earlier findings also indicated that learner attendance (Duwal & Khonju, 2020; Qureshi et al., 2021; Ali et al., 2009), engagement and cooperative learning (Alaslani & Alandejani, 2020; Ali et al., 2009; Harb & El-Shaarawi, 2006) and learning strategies (Ramirez-Arellano et al., 2018) contribute significantly to the development of knowledge and perceptual. In general, the students' positive attitude could lead to their English learning success.

The third trend explains the personal aspects that may lead to students' different academic achievements. Some studies pointed out that age groups, gender, self-study time and previous experience affected SP at varying levels (Quyet & Thoa, 2018; Phe & Trang, 2020; Duwal & Khonju, 2020; Şirin & Şahin, 2020). In most cases, these factors are significantly influential on the students' score, outcomes or performance (Quyet & Thoa, 2018; Phe & Trang, 2020; Duwal & Khonju, 2020; Şirin & Şahin, 2020). Alsayed (2003) also figured out that early exposure to English supported students' success in learning this foreign language, and Helma and Murni (2021) claimed that students' different backgrounds affect their learning outcomes differently.

Besides making attempts to understand the factors that positively affect students' learning outcomes, some academics did research to investigate the barriers that hinder students' success in language learning (Amua-Senki & Nti, 2015; Le et al., 2016; Idrissi, 2019). In fact, Amua-Senki and Nti (2015) found that weak backgrounds of English, unqualified teachers, and lack of proper support and professional training could negatively impact students' success, and low-self esteem, low attitude and anxiety are barriers to success in language learning. In other studies, low confidence, insufficent interactions (Idrissi, 2019), low attendance, living in a crowded households (Harb & El-Shaarawi, 2006), failure to understand the materials (Helma & Murni, 2021) and/or lack of collaborative skills (Le et al., 2016) negatively impact students' academic achievements.

On the whole, a lot of studies have been done to understand the factors affecting the students' learning outcomes and different researchers deployed the hypothesized models consisting of different variable constructs (Mushtaq & Khan, 2012); however, SCT-based studies done to identify the factors affecting the students' business English writing is very limited. As a result of that, the authors of this article attempted to figure out the SCT-based factors that affect SP through action research in which the students experienced the collaborative written corrective feedback (WCF) environment.

2.3. Research model development

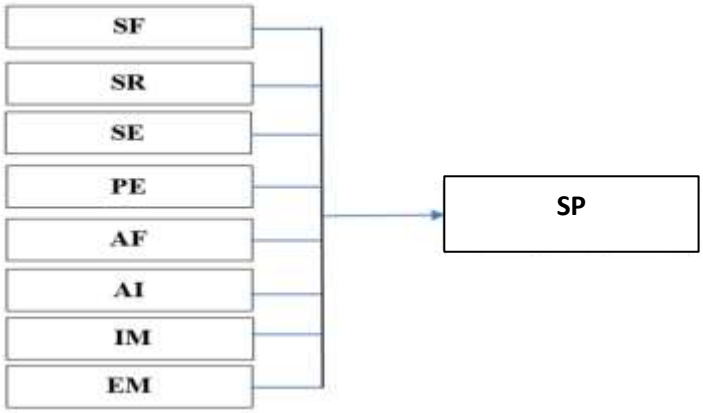
Dependent variable construct

Performance was defined as "the overtly observable and concrete manifestation or realization of competence" (Brown, 2000, p.30); in this sense, it refers to the actual production in writing and speaking or comprehension in listening and reading (Brown, 2000). The literature exhibits that some earlier researchers utilized the perceived learning performance as the dependent variable (Alaslani & Alandejani, 2020; Qureshi et al., 2021), while others deployed the students' score or GPA (Harb & El-Shaarawi, 2006; Ramirez-Arellano, et al., 2018). In this research, the dependent variable construct was realized by the students' perceived performance (SP).

Independent variable constructs

The need-to-be-validated model is composed of eight independent variable constructs coming from personal, behavioral and environmental factors as suggested in Bandura's SCT (2009) (Figure 1).

Self-reflection (SF) means that students reflect what they have acquired by certain points of time in terms of knowledge, skills and competence, whereby they can measure how much they have achieved compared to the set objectives (Bandura, 2002; McCoach & Siegle, 2003). Ramirez-Arellano et al. (2018) asserted that expectancy indirectly affects learning outcome via cognitive and metacognitive strategies. In short, SF is a cognitive factor that can help students gauge their progress in their learning. In some research, SF was replaced with students' goal evaluation and found that it was significantly influential on SP (Quyet & Thoa, 2018; Phe & Trang, 2020).



S*elf-regulation* (SR) indicates that students direct their learning towards long-life learning to make necessary changes to achieve their set goals (Bandura, 2002). This is a continuous approach that they adopt to improve their skills, knowledge and expertise. McCoach and Siegle (2003) treated SR as a significant predictor of academic achievement, and Ramirez-Arellano et al. (2018) posited that SR indirectly affects learning outcomes via learning strategies. SR is a cognitive factor that can help the students self-regulate their learning. In several studies, self-direction was employed to take the place of SR and the finding indicated that it greatly impacted on SP (Quyet & Thoa, 2018; Phe & Trang, 2020).

Self-efficacy (SE) refers to an individual's belief in their capabilities to successfully control actions or events in their lives (Bandura, 2002). Students develop their confidence in various ways, and those who are confident in their achievements are more likely to engage in class activities (McCoach & Siegle, 2003); moreover, Nabavi (2012) also found that SE influences expected outcomes of behavior causally. Bandura (2002) believes that if people believe that they can produce the desired outcomes by their actions, they have more motivation to act and to persevere in difficulty. In this sense, SE beliefs are better predictors of people's accomplishments than their previous attainments, knowledge or skills as such beliefs are associated with goal-related effort, persistence and resilience in the face of adversity (Pajares et al., 2009).

Parental expectancy (PE) drives their children to study as parents with a high level of expectancy often encourage their children to achieve goals. Some researchers also found that a lot of students are at college because they are aware that when having a good life in the future, they can be more dutiful to their parents (Getie, 2020). In other studies, parents' proper guidance could lead to good performance (Mushtaq & Khan, 2012; Nhu & Minh, 2019) or students with a better economic background outperformed those in a less privileged background (Alsayed, 2003; El-Omari, 2016). In contrast, living in crowded households or in less privileged circumstances negatively affected students' performance (Harb & El-Shaarawi, 2006).

Attitude towards the institution (AI) refers to their attitude towards the learning environment where they observe what they learn (Mushtaq & Khan, 2012; Quyet & Thoa, 2018). AI was measured by the students' self-reported interest in and affect towards the institution (McCoach & Siegle, 2003). Some earlier researchers worked out that some aspects of the learning environment such as teaching aids, physical conditions, policies or social presence influenced the students' studying results significantly (El-Omari, 2016). Mushtaq and Khan (2012) claimed that performance would increase when the university provided good facilities, and Engin and Seven (2007) asserted that teacher situation and activities, school comfort and duty people affect student's success in learning English.

Attitude towards the faculty (AF) assumes that students are impressed or inspired by their teachers, which may lead to the change of their learning attitude (Mushtaq& Khan, 2012; Quyet & Thoa, 2018). Engin and Seven (2007) and Rahmanet al., (2017) affirmed that teacher attributes are the important factors impacting the quality of teaching and learning process. Other researchers also found out that the teacher's good communication and teaching methods or native speakers could make the students interested in their learning more, and this could impact on their learning outcomes later (Getie, 2020). Mushtaq and Khan (2012) stated that performance would increase when the teacher provided proper guidance to the students.

Intrinsic motivation (IM) is related to such factors as self-determination, competence, task involvement, curiosity, enjoyment and interest (Callum, 2011). Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself, and behaviors target at certain internal rewarding results such as competence and self-determination (Brown, 2000). Bandura (2009, p. 267) also explained that "people do not perform everything they learn… they are more likely to exhibit modeled behavior if it results in valued outcomes." They pursue activities that they find self-satisfying and that give them a sense of worth but reject those they personally disapprove of. Rahman et al. (2017) explained that personal attitude affects an individual's motivation to learn a language.

Extrinsic motivation (EM) is concerned with such factors as competition, evaluation, recognition grades and constraints by others (Callum, 2011). According to Brown (2000, 164) "extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self". Badura (2009) also discussed that people are motivated by the successes of others who are similar to themselves. Anam et al. (2019) found out that both integrative and instrumental motivation are influential on students' achievements and males are more extrinsically motivated than males, especially when they are encouraged by their parents and teachers.

In short, SCT that Bandura advanced has attached the central roles of cognitive, vicarious, self-regulatory, and self-reflective processes to the process of human adaptation and change (Bandura, 2009; Pajares et al., 2009) and the measurement model of this article based on Banduar's SCT has been constructed to predict the varying impacts of those aspects on SP.

2.4. Hypothesis statements

Based on Bandura's SCT and the theorized research model mentioned above, eight hypotheses are stated as follows:

H_1: SP is positively affected by SF.
H_2: SP is positively affected by SR.
H_3: SP is positively affected by SE.
H_4: SP is positively affected by PE.
H_5: SP is positively affected by AI.
H_6: SP is positively affected by AF.
H_7: SP is positively affected by IM.
H_8: SP is positively affected by EM.

These hypotheses are adopted to assume the correlation between the independent variables and the dependent one, which serves as the basis for further investigation. All of the hypotheses will be tested and proven in the subsequent section of this research paper.

3. Methodology

3.1 Research design and approach

The study was a piece of action research done in two consecutive academic years (2020 and 2021) on the students who were studying business English writing. The students were supposed to complete this course in 11 weeks. For the first two weeks, they were trained to provide WCF in the collaborative learning environment. From the third week on, they provided and received WCF in their peer groups. After that, the teacher collected their writing pieces to provide his WCF again to improve their writing performance and examined the students' peer WCF. The practices in providing WCF were recorded and their experiences and beliefs in WCF were reported by the last week of the course. Then, the learning environment and the students' WCF beliefs and practices were computed in several analytic models to find out how those aspects influenced SP.

The students' learning business English writing was hypothesized to be affected by the personal, environmental and behavioral factors; as a result, those aspects were taken into account with great care during the time when the research was conducted. By the end of the course, the students were also requested to answer the questionnaires to self-report their perception of their learning environment, their attitude and personal characteristics to help understand how much they benefited from the action research. Although there were several methods employed to gather the data, only the results of the questionnaire survey administered by the end of the course were reported in this research paper.

3.2. Sample

The sample comprised 199 students, who were chosen for the research on the basis of convenience sampling. They were studying in four separate classes when the study was conducted. When taking part in the research, the students had completed Writing 2, which trained them to write certain types of essays.

The demographic information in Table 1 shows that girls outnumbered boys and accounted for 85.4%, which is quite typical in the field of foreign language studies at tertiary level. Gender (GD) is a personal factor (Bandura, 1997), and it generates some effect on learner outcomes (Quyet & Thoa, 2018). The previous researchers also found that GD differentiates SP, and some further explained that females outperformed males (Harb & El-Shaarawi, 2006). Moreover, in terms of seniority, 92.5% of the sample were sophomores, 6.5% was made up of the third year students and the rest was composed of the last year ones. Prior experience in English has been proven to be influential on SP (Mushtaq &

Khan, 2012). With regard to English language competence, most of the students' midterm scores (52%) were in the group of between 7 and 8.4. Next is the group of between 5.5 and 6.4, which accounted for 31.5%. Much lower is the group of 8.5 or higher, which forms 11.1%, while the group of 4 and 5.4 accounts for only 5.2%. It is also interesting to see that no student was placed in the score group of below 4. The division of the sample into five score groups was based on the guidance of the Ministry of Education and Training (Ministry of Education and Training, 2012; Ministry of Education and Training, 2007).

In addition, 67% of the respondents indicated that they spent between 4 and less than 7 hours a week for their self-study, which is much higher than the group which saved between less than four hours for studying business English writing as afterschool homework. Self-study time (ST) is the personal factor (Bandura, 1997) and the division of ST in four categories draws on the requirement of the amount of ST described in the syllabus on Business English Writing. Furthermore, some researchers found the linear relation between ST and SP (El-Omari, 2016).

Table 1. Students' demographic information

				Score Group								Percentage	
				4-5.4		5.5-6.9		7-8.4		8.5-10			
				GD		GD		GD		GD			
				Female	Male	Female	Male	Female	Male	Female	Male		
ST	4 hours/week to less than 7 hours/week	Year	2	5	1	40	7	59	4	7	1	62.3	67
			3	0	0	1	0	5	1	1	0	4.2	
			4	0	0	0	0	1	0	0	0	0.5	
	7 hours/week to less than 14 hours/week	Year	2	0	0	0	0	7	0	4	0	5.3	6.3
			3	0	0	2	0	0	0	0	0	1	
	less than 4 hours/week	Year	2	1	3	9	2	14	9	8	1	23.6	25.7
			3	0	0	2	0	1	0	0	0	1.6	
			4	0	0	1	0	0	0	0	0	0.5	
	More than 14 hours/week	Year	2	0	0	0	0	2	0	0	0	1	1
Percentage				3.2	2	26.9	4.6	44.9	7.1	10.1	1	100	
				5.2		31.5		52		11.1			

The previous researches have proven that GD, prior experience, English competence and ST play a part in differentiating SP in a sense that students get higher scores when they spend more time studying (El-Omari, 2016), have more experience in studying (Mushtaq & Khan, 2012) and/or make more engagement in the study program (Alsayed, 2003; Lin & Hwang, 2018; Harb & El-Shaarawi, 2006; Duwal & Khonju, 2020). The action research done for this article, however, was conducted in one single course on Business English Writing. It was difficult to locate the significant correlation between SP and those personal factors statistically because the GD bias existed and good students might gain high scores while spending little time on self-studying, while poorer students saving a lot of time for studying after school still got low scores. As a result of this, GD, prior experience, English competence and ST were employed to provide the demographic information on the sample, which exhibits that the sample was appropriate for the action research to be carried out.

3.3. Instruments

The instrument employed to get the data for this research work was the questionnaire, which includes two parts. The former one was aimed at exploring the students' demographic information to guarantee that the data was provided by the right sample. The latter one (Table 2) was set to get the data for the research work. It contains eight hypothesized variable constructs realized by 36 question items and one dependent construct fulfilled by four indicators. All the variable indicators were adopted and/or adapted from the earlier literature on the topic to fit in the specific research context. The Likert-type scale was used to record the participants' responses to all the variable constructs. For each question

item, the respondents specified their levels of complete disagreement (1) to complete agreement (5) on a symmetric scale from 1 to 5. The questionnaire was sent to the participants twice via the Google form. For the first time, the data was collected for preliminary research to evaluate and test the hypothesized scale. After being reviewed, fixed and modified, it was sent to the students for the second time to gather the data again officially for the statistical analysis, and 199 responses were collected on the system.

3.4. Data processing and analysis

Table 2. The measurement model description

Factors	Variables	Earlier research support
Self-reflection (SF)	SF1. I comprehend what is taught.	Quyet & Thoa (2018) McCoach & Siegle (2003)
	SF2. I can complete tasks in class.	
	SF3. What I effort to do can help me improve my learning.	
	SF4. I benefit from collaborative activities.	
	SF5. I study hard at university.	
	SF6. I want to gain high scores at university.	
Self-regulation (SR)	SR1. I adopt numerous strategies to study new lessons.	Quyet & Thoa (2018) McCoach & Siegle (2003)
	SR2. I am accountable for my studying results.	
	SR3. I focus myself on studying English writing.	
	SR4. I try to complete tasks well in class.	
Self-efficacy (SE)	SE1. I believe what I do will generate what I want.	Callum (2011)
	SE2. I will get the score I wish.	
	SE3. I prefer to set my own goals and try to achieve them.	
	SE4. I could gain achievement that I wish.	
Parental expectation (PE)	PE1. Studying well is to help my family in the future.	Quyet & Thoa (2018) McCoach & Siegle (2003)
	PE2. Studying well can build up my family pride.	
	PE3. Studying well satisfies my parents' expectation.	
	PE4. My studying well is oriented and driven by my family.	
Attitude towards the institution (AI)	AI1. This university is good.	Quyet & Thoa (2018) McCoach & Siegle (2003)
	AI2. This university teaches me well.	
	AI3. I like this university.	
	AI4. I take a sense of pride when studying here.	
Attitude towards the faculty (AF)	AF1. I have a good relationship with the lecturer.	Quyet & Thoa (2018) McCoach & Siegle (2003)
	AF2. My class meetings are interesting.	
	AF3. The lecturer cares for their students.	
	AF4. The lecturer does his good job.	
Intrinsic motivation (IM)	IM1. The more challenging the task, the more I enjoy trying it.	Callum (2011)
	IM2. I enjoy learning new things in business English writing.	
	IM3. I prefer to figure things out.	
	IM4. I enjoy attempting to write as well as I can.	
Extrinsic motivation (EM)	EM1. I am strongly motivated by the recognition of other peers.	Callum (2011)
	EM2. I feel that I am getting something in return for everything I do.	
	EM3. I want other people to appreciate how good I really can be in my study.	
	EM4. Studying English well will help me find a good job.	
Student performance (SP)	SP1. I learn a lot in the collaborative work.	Qureshi et al. (2021)
	SP2. I gain knowledge through collaborative work.	
	SP3. I am able to apply what I learn from others.	
	SP4. I develop skills through collaborative work	

After the data went through several stages of being refined to ensure the normal distribution (Hair, et al., 2010), it was computed and analyzed in order that the statistical figures could reflect the nature of the issues in question. Firstly, the data went through the exploratory factor analysis (EFA) to locate the latent variable constructs that affect SP. Then, the confirmatory factor analysis (CFA) was utilized to examine the indexes of the model fit and the regressive weights within the new variable constructs through the structural equation model (SEM) to work out the varying influences of the independent variables on SP. After that, the data was further calculated to test the hypotheses and validate the correlations among the newly-formed constructs via the correlation coefficients.

4. Findings and discussion

4.1. What factors affect the students' success in learning business English writing?

	Items	Cronbach's alpha
SR	4	.797
SF	6	.765
SE	4	.698
PE	4	.690
AI	4	.821
AF	3	.609
IM	3	.643
SP	4	.690
Total Scale	**32**	**.879**

Table 3. Reliability of the measurement model

Before the data was run on several analytic models, the overall item reliability was examined. At first, Cronbach's alpha of the total scale reached .882, which is good for further calculation; however, the corrected item-total correlations of IM1, EM1, EM2, EM4 and AF3 were lower than the acceptable level of .30. In more detail, IM1, EM1, EM2, EM4 and AF3 were respectively .248, .278, .186, .274 and .246, meaning that they were dropped from the hypothesized model. Besides, EM will not be included in the upcoming analytic models because EM3 could not stand for EM by itself after EM1, EM2 and EM 4 were deleted. Then, the number of the hypothesized constructs has been reduced to eight, and they are measured by 32 variables (Table 4).

The scale reliability was reexamined after the omission of poor indicators. In addition, to meet the requirement of the EFA, the reliability of the total scale was examined in each manifested variable construct as in Table 4. With Cronbach's alpha indexes of all the constructs being higher than the acceptable level of .60, the EFA could be performed to locate the latent variable constructs that affect SP then.

The results of the EFA exhibits that the Kaiser-Myer-Olkin measure of sampling adequacy is .773 which is higher than the acceptable level of .50 and Bartlett's test of sphericity is significant at .00 (below the acceptable level of .05) (Hair et al., 2010). The EFA also provides some other indexes of the total initial eigenvalues of the top seven items which form 1.164 (higher than the acceptable level of 1.0) and the cumulative extraction sums of squared loadings hit 61.84%. In short, these statistical indexes indicate that the newly-formed model is composed of seven constructs as in Table 4 and it could explain 63.26 % of the variance of the new measurement model.

The rotated component matrix shows that SE1, SF5, SF6, SP1 and PE1 were dropped because they are not fit for any factor loadings. Then, the newly-formed model contains seven constructs measured by 27 variables. It is good to see in Table 4 that in most of the constructs, there are no variable blends, meaning that those constructs could maintain the original concepts. However, AI and AF are grouped as a new construct. It needs to be reconceptualized and labeled as *attitude towards the university* (AU), which refers to the students' attitude to the studying environment where the teacher, the administrator, the training program, the facility and the policy are taken into consideration. The grouping of AI and AF to make AU might have come from the fact that those two constructs share a

high proportion of covariance in common and are measured by one factor loading via the analytic model (Hair et al., 2010).

The newly-formed model needs to be validated through the CFA to examine the model fit indexes and to view the regression weights among all the constructs. Then, the SEM is employed. The model fit can be explained in the Chi-square fit index divided by the degree of freedom (Chi-square/df), the goodness-of-fit index (GFI), the comparative fit index (CFI), the Tucker-Lewis index (TLI) and the root mean square error of approximation (RMSEA) (Hair et al., 2010; Hu & Bentler, 1999).

As could be seen in Figure 2, the indexes of Chi-square/df, GFI, CFI, TLI and RMSEA are satisfactory for the model fit. In more detail, Chi-square/df is 2.041, which is the good fit index of below 3.0 (Hu & Bentler, 1999) and is the adequate fit index of between 2.0 and 5.0 (Hair et al., 2010). In addition, GFI, CFI and TLI receive the indexes of .820, .831 and .803 respectively, which are the adequate fit indexes of between .80 and .90 (Hair et al. 2010). More notably, RMSEA is .076, showing a good fit index of below .80 (Hair et al., 2010).

Table 4. Rotated component matrix

	Component						
	1	2	3	4	5	6	7
AI3	.797						
AI2	.742						
AI1	.731						
AI4	.712						
AF2	.629						
AF1	.598						
AF4	.525						
SF3		.823					
SF1		.761					
SF2		.755					
SF4		.622					
SR1			.792				
SR3			.747				
SR2			.741				
SR4			.707				
SP3				.756			
SP2				.750			
SP4				.690			
SE2					.696		
SE4					.661		
SE3					.566		
IM4						.724	
IM3						.704	
IM2						.581	
PE4							.802
PE3							.686
PE2							.535

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 8 iterations.

Besides, the regressions' weight paths quantify the relations among the constructs of the newly-formed model. The bigger the weight paths are, the more influence the determinants generate on the dependent factor. For example, the regression weight of SP and SR is .49, meaning that SP is influenced by SR by 49% and the remaining percentage is generated by the other factors together. In other words, the different regression weights explain the varying effects of the determinants on SP. It is also interesting to note that AU and SP are statistically significant at the regression weight of 0.0, indicating that they are not interrelated. The statistics help predict that the students' attitude toward the university will not affect the student's writing performance in any way.

On the whole, the EFA has successfully figured out the factors that affect SP and the CFA with the help of the SEM provides the model fit indexes to validate the newly formed model and explained the weight paths among the constructs.

4.2. How does each factor influence their performance?

Table 5 below provides the information on the correlations among the constructs of the newly-validated model. As can be seen in Table 5, all the constructs hold the positive correlations with one another; besides, most relations are statistically significant when their p-value is far lower than the acceptable level of below .15. The detailed explanation of the correlations and p-values is as follows.

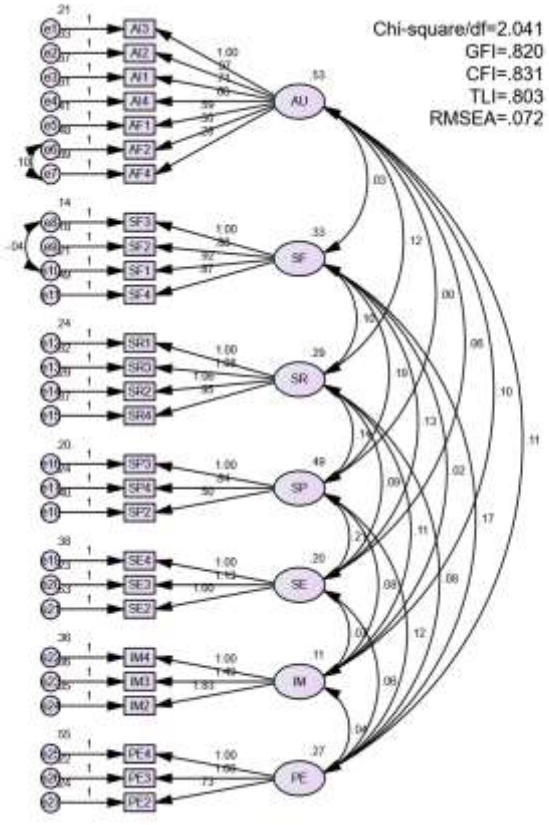


Figure 2. The correlations of the constructs

SP is positively correlated to nearly all the independent constructs, except for the relation with AI, whose sig-value is .157 (above the acceptable level of below .15%) and their correlation weight is rather low (.101). This means that the hypothesis of H_5 is negated. Moreover, since EM was excluded right after the reliability test of the scale, the relation between EM and SP was not calculated, meaning that H_8 fails to be proven. For the remaining hypotheses (H_1, H_2, H_3, H_4, H_6 and H_7), they are all supported, indicating that the change of SE, SF, SR, PE, AF and/or IM will most likely lead to the change of SP in a positive way.

Also seen in Table 5, AI is not counted as being correlated to SE, SF and SP because of the sig-values exceed the acceptable level of below .15, meaning that the change of AI might not entail the change of SE, SF and SP in a causal manner. Besides, the sig-value between SF and IM is .151, indicating that IM is uncorrelated to SF as well.

On the whole, the correlation coefficients in Table 5 quantify the interrelatedness among the constructs in the validated model. The higher the coefficients are, the greater the correlations are. Overall, the information in Table 5 confirms that SP is affected by six factors SF, SR, SE, SF, PE and IM, among which SE is the most correlated to SP.

4.3. Discussion

Based on the statistical figures in some analytic models above, the authors of this research paper will arrive at some discussion as below.

SP is in positive correlations with SF, SR, SE, SF, PE and IM, and they are the predictors of SP now. The differing correlation coefficients estimates the varying levels of influence on one another; thus, SF, SR, SE, SF, PE and IM affect SP differently. The finding supports the previous publications by McCoach & Siegle (2003) and Anam et al. (2019). This indicates that the change of the independent constructs can help predict or estimate the change of the dependent one. As a result, if the students

expect to increase SP, SF, SR, SE, SF, PE and/or IM should be increased first. The choice of a determinant to stimulate should depend on the above-mentioned correlation coefficients and regression weights to estimate the change.

Table 5. The correlation among the variable constructs

		SR	SE	IM	SF	AI	AF	PE	SP
SR	Pearson Correlation	1	.291**	.420**	.289**	.256**	.166*	.219**	.381**
	Sig. (2-tailed)		.000	.000	.000	.000	.019	.002	.000
	N	199	199	199	199	199	199	199	199
SE	Pearson Correlation	.291**	1	.336**	.357**	.129	.237**	.231**	.410**
	Sig. (2-tailed)	.000		.000	.000	.068	.001	.001	.000
	N	199	199	199	199	199	199	199	199
IM	Pearson Correlation	.420**	.336**	1	.102	.270**	.225**	.191**	.344**
	Sig. (2-tailed)	.000	.000		.151	.000	.001	.007	.000
	N	199	199	199	199	199	199	199	199
SF	Pearson Correlation	.289**	.357**	.102	1	.062	.240**	.412**	.384**
	Sig. (2-tailed)	.000	.000	.151		.382	.001	.000	.000
	N	199	199	199	199	199	199	199	199
AI	Pearson Correlation	.256**	.129	.270**	.062	1	.546**	.221**	.101
	Sig. (2-tailed)	.000	.068	.000	.382		.000	.002	.157
	N	199	199	199	199	199	199	199	199
AF	Pearson Correlation	.166*	.237**	.225**	.240**	.546**	1	.270**	.184**
	Sig. (2-tailed)	.019	.001	.001	.001	.000		.000	.009
	N	199	199	199	199	199	199	199	199
PE	Pearson Correlation	.219**	.231**	.191**	.412**	.221**	.270**	1	.312**
	Sig. (2-tailed)	.002	.001	.007	.000	.002	.000		.000
	N	199	199	199	199	199	199	199	199
SP	Pearson Correlation	.381**	.410**	.344**	.384**	.101	.184**	.312**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.157	.009	.000	
	N	199	199	199	199	199	199	199	199

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

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

Though being affected by several factors, SP is mainly influenced by SE, SF and SR with the correlation coefficients of .410, .384 and .381 respectively. As a result, SE, SF and SR are the major predictors of SP. If the students wish to increase SP, these independent factors should be increased first. In other words, students' performance will increase if their SE, SF and SR are improved. The finding supports the earlier publications by McCoach and Siegle (2003), Ramirez-Arellano et al. (2018) and Phe and Trang (2020).

Among the factors stemming from the behavioral, personal and environmental aspects of SCT suggested by Bandura (2009), SP is affected by the cognitive factors most. This finding stays concurrent with McCoach and Siegle (2003), Quyet and Thoa (2018) and Phe and Trang (2020). In fact, SE, SF and SR reflect students' cognition such as their beliefs, confidence, outcome expectancy, learning styles and strategies, habits and self-evaluation, self-direction toward learning objectives. This also reflects the fact that cognition takes place before the other aspects of SCT (Bandura, 2009).

SP is affected by AU in the EFA and the CFA; nevertheless, when AU is split into the two original factors of AF and AI; SP is not correlated to AI alone owing to the high p-value. This helps predict that the students are not satisfied with the learning environment. In a different way, SP is in a positive relation with AF, indicating that the lecturer is important to SP. This finding is in contradict with Quyet and Thoa's claim (2018) when they conducted the research on EFL students studying at private universities. It is true that the different context of this research might have led to the different results. Therefore, the correlation between PS and AF indicates that if the lecturer attributes such as guidance, interaction, communication and teaching methods are improved, it will be more likely that SP will be improved as well.

SP is not affected by EM but IM. This means that the students are motivated by their desire to learn new and better things more than what exists outside them. This finding is in agreement with that of Anam et al. (2019). Another explanation for this fact is that the sample was composed of 85.4 % of female students who are more intrinsically motivated than extrinsically motivated (Anam et al., 2019).

This gender bias might also have accounted for the omission of EM. As a result, SP will most probably increase when students' IM is increased.

The deletion of SF3 and IM1 shows that the students were not interested in really challenging tasks, and the teacher did not provide sufficient care for them to handle the tasks successfully. In a similar way, the drop of SE1 and PE1 from the EFA (Table 4) indicates that students could not manage their study by themselves and collaborative WCF in a writing course did not provide abundant knowledge; alternatively, they had to seek knowledge from other sources rather than the classroom environment. Finally, the omission of SF6 and SF5 (Table 4) shows that the students did not study hard yet, and they did not expect high scores in the course. Therefore, the teacher should take these into account before assigning tasks to them and simultaneously give them more encouragement to manage their tasks well and try hard to get good SP.

In summary, SP is correlated positively to six factors as discussed above. It will most probably increase when the determinants are cared for and boosted properly, and the improvement could be estimated through the correlation coefficients and regression weights above. Moreover, the correlation coefficients indicate that SP is in huge correlation with SE, SF and SR, which are the cognitive factors (Bandura, 2002); thus, SP is affected by the cognitive aspects most.

5. Conclusion

The research model has worked, and it has helped identify the factors that affect students' success in studying business English writing at university. Except for EM and AI, all the other components of the validated model are correlated to SP at varying degrees. The increase of SP depends on many factors, and the analytic models have located six: namely, SE, SR, SF, PE, AF, and IM.

Although the research has made some contributions to predicting the direct determinants of the students' success in learning business English writing, it shows some limits of the study context as well. Conducted in a single course for students majoring in Business English, the study failed to reach the large sample size, ensure the gender balance or explain the linear relation between the self-study time, prior experience in English learning and/or competence in English and students' average score. As a result, further studies should target a larger sample size where those limits could be avoided.

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