

Effect Of Writing Anxiety And Writing Self-Regulation On English Writing Motivation And Academic Achievement Of Secondary School Students In Pakistan

Sarfaraz Khan¹, Dr. Syed Afzal Shah², Dr. Saddaf Ayub³

ABSTRACT

The purpose of the study is to determine the Effect of Writing anxiety and writing self-regulation on English writing motivation and academic achievement of secondary school students in Pakistan. A quantitative research design, more specifically, a survey research design was employed to investigate the aforementioned impacts. 50 Secondary School students are the sample of the study from Hazara division Khyber-Pakhtunkhwa Pakistan enrolled in 10th class from BISE Abbottabad. Four tools were used to gather the data: three questionnaires, namely, writing Anxiety questionnaire, by Cheng, 2004, SRQ (Self-regulation Questionnaire), Academic¹ Writing Motivation Questionnaire AWMQ and Achievement of students in terms of obtained marks in 9th class. The results of the study showed that writing motivation of students is significantly affected by both writing anxiety and writing self-regulation. It was also shown in the results of the study that writing self-regulation has a positive significant impact while writing anxiety has negative significant influence on Academic achievement of students. It is suggested in the study that in order to facilitate the teaching and learning process of English writing, these elements may be taken into concern when providing instruction, which may further help to improve the Secondary School students' writing motivation and academic achievement.

Key words: Academic achievement, Effect, writing anxiety, writing self-regulation, English writing motivation, Pakistan.

INTRODUCTION

Writing i.e., English writing is a complex and difficult process particularly for numerous ESL (English as a second language) and EFL (English as a foreign language) authors other than native speakers means those authors for whom English is a second language, due to their insufficient vocabulary and its complex nature. They are weak in English grammar and have less vocab which resultantly hampers their writing ability in English. Thus, ESL and EFL students have less knowledge of English which adversely affect their writing process; hence they are unable to write English in effective manner in comparison with 1st language specially

¹Ph.D. Scholar, Department Of Education, The University Of Haripur, Khyber Pakhtunkhwa, Pakistan. Email: Ksarfaraz651@Gmail.Com

²Assistant Professor, Department Of Education, The University Of Haripur, Khyber Pakhtunkhwa, Pakistan. Email: Afzalshah@Uoh.Edu.Pk

³Associate Professor, Department Of Education, The University Of Haripur, Khyber Pakhtunkhwa, Pakistan. Email: Missraja@Uoh.Edu.Pk

mother tongue. In 1st language the writers have an easy and fast approach and as they know all the basic hints and tips of the language thus, they can write more easily and effectively means they can easily express themselves. Zailaini et al. (2015), considers it as a difficult job more specifically for students from EFL and ESL background. From Middle ESTERN countries so many of the students of Arabia having ESL background have many problems, issues and hindrances to obtain the necessary skills of language especially of foreign language skills of listening, reading, speaking and more certainly of writing.

When EFL students want to learn English writing skills and want to become masters and experts in it, the difficult and complex nature of English creates high anxiety level in them, which discourage the to complete their writing job hence they want to leave this assigned job i.e., practice of Writing in English. Resultantly less achievement on the part of them (Cohyono, 2023). So, as the students find it rather difficult and complex job their writing anxiety, self-confidence, writing self-regulation and writing-motivation become low which adversely affect their performance and achievement and thus ultimately hinder their writing performance. All such types of issues are the result of less practice and low experience in English writing (Mason & Merga (2022). Same kind of issues are also seen for students having EFL background, as they have less interaction with the use of English i.e., writing in English. Sabti, (2019) said that many of EFL students are less competence in English writing more especially academic writing skills. English is only limited to EFL class room environment and settings in Pakistan where teachers are mostly native speakers of Urdu, hence resultantly formal English leaning in class room is only to limited extent and it is only possible for our native learners to learn only very limited and basic reading, listening, speaking and most certainly writing skills of English language, as submitted by (Al-Nafjan and Alhawsawi, 2022), is that one field of linguistic where many mistakes are committed by secondary school students” (p. 4). 2nd language learners may have several hurdles and hindrances when they write in English, for example such as “misapplication of some words, parallelism, repetition, and length and structure of sentence, deficiency of varieties and misappropriation of certain cohesive devices and tools” (Ahmad, 2022).

All these hurdles and hindrances are in grammar and also in the choice of words in sentences. Problems and issues are not only in ideas organization but in fluency and conventions too. All these complications adversely affect the student's quality of writing at all. If the students are interested in learning writing and carry on trying for its improvement, they can easily overcome all such hurdles. This research has found out that writing self-regulation and writing motivation are directly related with improvement and development of writing ability. The past published works associated with the current topic showed that such type of aspects are associated with improvement of ESL ability in writing and achievement (Chea & Shumow, 2017). As writing ability of students is not directly enhanced by these factors, these help the students and inspire them to work hard and make progress greater to improve writing ability (Patra, 2022). On students' achievement and performance such aspects put positive effects. Writing with anxiety, self-regulation and motivation is studied and examined in EFL and ESL contexts Torres and Alieto (2019). To the best information and knowledge of the researcher so far however hardly there any study has been conducted, which has investigated the above variables in combine in the only one research study. This gap is addressed in the literature review of the study, the correlation among anxiety in writing, writing self-regulation is focused along with writing motivation, and academic achievement of EFL SSC students (learners).

It seemed imperative to thoroughly examine individual variations in writing self-regulation, academic accomplishment, motivation, and anxiety as well as their interactions in EFL contexts. Therefore, the purpose of this study is to determine the academic achievement,

writing motivation, writing anxiety, and writing self-regulation levels of secondary school students.

1.1. LITERATURE REVIEW

In various studies factors i.e. affective ones, for example academic achievement, English writing motivation, self-regulation and writing anxiety, perform an important and significant role in influencing EFL writing specially in Pakistan. Several academics and studies showed that less confidence, lack of motivation, self-regulation and academic achievement, have negative influence upon EFL writing performance (Ma, & Bennett, 2021). These studies most of the time confirmed that self-regulation in writing can improve writing motivation and writing performance greatly, while writing motivation, writing ability and academic achievement of the students are highly and negatively influenced by writing anxiety. Such factors play an imperative and vital part in determining the students' attitude and behavior, resultantly good or bad performance or achievement occurs. It is considered by many researchers that anxiety is a main factor which greatly influence academic performance (Rana, & Mahmood, 2010). It is particularly and specially found that anxiety has bad impact on the learners' writing (Kurniasih et al., 2022), for example, identified that “anxiety as the main aspect which is the reason of the weakening of students’ achievement academics in second language learning contexts”. Further many other factors, features and elements for example writing self-regulation, writing motivation and students' behaviors and attitude too towards writing are related with anxiety (Sabti et al., 2019). Alimorad and Adib (2022), for example, emphasize that “anxiety discourages and demotivates the students and in response there grow negative behavior and self-regulation on the part of them for writing). It is further stated that anxiety is considered harmful for students’ writing performance, e.g. the Arab EFL context. Anxiety is defined as a student's or learner’s feelings of nervousness, uneasiness, fears, worries, and other physiological reactions when doing a certain work for certain language skills for example reading, writing or speaking (Pabro-Maquidato, 2021). Anxiety in writing, Wang et al, (2023) have defined it as “the trend and thinking of a person to refrain and abstain from the writing process when it is assessed in some way or the other” (p. 181). As a situational aspect anxiety is however defined in the present study which is connected with the feelings of worry and rumination side by side responses to the active perspiration, beating of heart and negative expectations and the bad attitude of the knowledge of the students when doing a special writing assignment under time and place constraint. Bad and maladjusted attitudes are defined as less confidence when an individual understand the mistakes they do as a hint of incapability and sense of anxiety that compelled them to withdraw their struggles and effort and evade trial, which resultantly weaken and underestimate the quality of the process of learning and students' performance. EFL writing is affected by many other factors as well as motivation, self-efficiency and self-regulation, all these elements perform a significant and important part in writing of EFL. Performance of EFL particularly in English learning in the context of EFL in general (Teng, 2021). It is found in many studies that in an academic setting there is an affirmative correlation among performance in writing, results, achievement in academics, motivation in writing, and self-regulation (Hong et al., 2021). It is quite important that students and learners must be made aware that all these factors i.e. writing self-regulation, writing motivation, achievement and self-efficacy, these greatly put influence on their willingness to complete a work related with English writing. In the current study achievement and writing motivation. In this study, writing motivation and achievement is stated as ones wish to do with satisfaction to satisfactorily to have an internal feeling of private success (E Quispe-Bendezú et al., 2020). Motivation of writing is an important factor and aspect for ones achievements in academics. A by tan et al, (2023) showed that an individual's academic performance has positive relationship with motivation This concept and opinion is fully recommended by Kaya and Ercag, (2023) who described that academic performance is positively and significantly

affected by motivation. In short we can conclude that motivation is an active and dominant indicator for one's performance (Lavrijsen, 2022). The findings of a study by Wang (2023) on these variables, achievement, motivation, self-efficacy, and self-regulation showed that high levels of these variables typically spur students to put in a lot of effort in order to accomplish their goals. This study also examines self-efficacy and self-regulation, which are seen as personal beliefs about one's capacity that are crucial in influencing one's attitude (Bandura, 2026).

These factors play a vaster role and powerful prediction on the behavior of an individual. There is a dire need of powerful confidence strong motivation for a writing work. A learner having all these factors in powerful and strong category may have more interest in making efforts to do a writing work (Schunk, 2023). An individual can be driven by High self-efficacy, self-regulation, to determine huge determination when facing difficult situations when completing a written work. A study conducted by Bai and Wang (2023) stated that among all the motivational constructs self-efficacy, self-regulation are often stronger predictor. Thus, these can play a main, vital and principal role in shaping writing performance and achievement of students. A low and moderate level of these characteristics indicated a moderate parallel writing performance, according to a different study by Ghazali (2011) on 120 Malaysian ESL learners.

It is further stated that individuals with weak and low level of self-regulation self-efficacy and motivation do small efforts in doing a task. On the other hand individuals with high level of these factors do strong struggle and found new solutions for problems and issues in time of facing difficulties (Bachrach, 2022). In a nut shell all these factors are strong and positive role and prediction in ones' success completing a certain writing assignment.

1.3. STATEMENT OF THE PROBLEM

Research has shown that low writing performance and weak writing motivation are mostly caused by pupils' low writing self-regulation and high levels of writing anxiety. This research is crucial because writing self-regulation and anxiety in kids have an impact on their motivation to write as well as their attitudes, behaviors, and sentiments. Individuals who experience difficulties with self-control and excessive writing anxiety may be at fault for their lack of competency in this area, as they tend to overlook and underestimate the writing abilities of secondary school pupils.

Finding the effects of secondary school students' writing self-regulation and writing anxiety on their English writing motivation and writing performance i.e. academic achievement of students is the problem statement related to this struggle. This study focuses on the relationship between these variables and students' motivation to write as well as how well they execute this particular skill, writing.

Thus, the purpose of this study is to ascertain the joint significant impacts of writing anxiety and self-regulation among secondary school students on writing motivation and performance. The study's goal is to add to the body of knowledge by investigating these impacts and offer useful recommendations for how educational institutions, instructors, and students might improve writing self-regulation and lessen writing anxiety through dedication and strong writing motivation.

1.4. RESEARCH OBJECTIVES

The study's objectives were to find out the effects of writing anxiety, writing self-regulation on English writing motivation in English among secondary school students, and to find out the

effects of writing anxiety and writing self-regulation on academic achievement of secondary school students.

1.5 RESEARCH QUESTIONS

Following are the research questions of the study:

1. What are the effects of writing anxiety and writing self-regulation and on English writing motivation in English among secondary school students?
2. What are the effects of writing anxiety and writing self-regulation on academic achievement of secondary school students in Pakistan?

1.6 HYPOTHESES OF THE STUDY

H₁. Writing anxiety has a significant effect on English writing motivation of students.

H₂. Writing anxiety has a significant effect on academic achievement of students.

H₃. Writing self-regulation has a significant effect on writing motivation of students.

H₄ Writing self-regulation has a significant effect on academic achievement of students.

1.7 SIGNIFICANCE OF THE STUDY

This study primarily examines the academic achievement of secondary school students in the Hazara division, Khyber-Pakhtunkhwa, Pakistan as well as writing anxiety, self-regulation, and motivation in the English language. This study adds to the body of previous research on the academic accomplishment of Hazara division secondary school students as well as writing anxiety, self-regulation, and motivation in English.

1. The study will support the department of elementary and secondary education's efforts to improve pupils' writing skills.
2. By identifying the variables influencing secondary school students' writing motivation, this study will assist the relevant authorities.
3. Teachers in secondary schools will benefit from this study as their pupils' writing abilities will improve.
4. This study will assist the relevant authorities in enhancing the writing motivation of pupils following their resolution of various problems.
5. After paying attention to and resolving the writing problems of the students, this study will assist a variety of leaders in improving the quality of teaching-learning process.
6. Teachers, students, administrators, and other education department stakeholders may become more aware as a result of this study.
7. The school education department may find this study useful in addressing pertinent concerns and students' capacities in acquiring the four fundamental skills, speaking, listening, reading, and writing in particular.
8. The results of this study may also assist relevant authorities in identifying variables influencing education in Hazara, KPK, and Pakistan.

1.8. METHODS AND RESEARCH DESIGN

The research design used in this study was a survey. Survey design is to evaluate the correlation between the given variables (Headley et al., 2020). In a nutshell, the goal of a survey study is to measure patterns of effect among certain variables. Based on this, the study looks into how writing anxiety and writing self-regulation affect academic achievement and writing motivation in English of secondary school pupils. A five-point Likert-type rating system is employed in Likert-type questionnaires to assess writing motivation, writing self-regulation, and anxiety.

1.9. INSTRUMENTATION PROCEDURES FOR DATA COLLECTION

Four devices were used to gather data: the writing of an anxiety questionnaire, by Cheng, 2004, SRQ (Self-regulation Questionnaire), Academic Writing Motivation Questionnaire AWMQ and Academic Achievement of students in terms of obtained marks in 9th class from BISE Abbottabad.

1.10. POPULATION OF THE RESEARCH STUDY

65845 secondary school students of the Hazara Division, Khyber Pakhtunkhwa, Pakistan (BISE, Abbottabad, 2022), were use as the population of the study

1.11. PARTICIPANTS

Based on Krejcie and Morgan sample size table, the sample of this study contained 50 secondary school students.

1.12. DATA ANALYSIS

Inferential statistics, specifically regression, were employed in the analysis. The initial analysis aimed to determine if each of the factors, writing anxiety, writing self-regulation, writing motivation, and academic achievement had a substantial impact on writing performance at all levels. The subsequent study further explores these influences.

Table 4.1 Effect of Writing anxiety and writing self-regulation on writing motivation of students

Model	Un-stan Coeff		Stan Coeff	T	Sig.
	B	Std. Error	Beta		
	.006	.021		.304	.762
Writing Anxiety	.040	.063	.032	.629	.530
Writing-self-regulation	1.027	.054	.961	18.938	.000
R= .992 ^a	R ² =.984	Adj. R ² = .984	F=5111.47	0.000	

Table 4.1 shows that the R value 0.992 that reflect overall writing anxiety and self-regulation has a significant effect on writing motivation. The R2 value is 0.984 that imitates 9.84% of the changeability in writing motivation is elucidated by total writing anxiety and writing self-regulation. The F=5111.47 and the sig=000 that shows profound predication among the variables at p=0.05 significance level. The value of β (slop of coefficient) for overall anxiety .040 reflects that writing motivation fluctuates definitely with the variation in overall anxiety and the value t is .032 which is statistically significant at $\alpha =000$. Consequently, it is calculated that the overall writing anxiety and writing self-regulation positively influence the writing motivation.

Table 4.2 Effect of writing anxiety and writing self-regulation on academic achievement of students

Model	Un-stan Coeff		Stan Coeff	T	Sig.
	B	Std. Error	Beta		
	108.965	4.094		26.617	.000
Writing Anxiety	-.433	12.314	-.007	-.035	.972
Writing SR	44.145	10.543	.865	4.187	.000
R=.858	R ² =.736	Adj. R ² =.733	F=229.91	0.000	

Table 4.2 shows that the R value 0.858 that reflect overall writing self-regulation has significant effect on achievement in academics of students. The R^2 value is 0.736 which reveals 7.36% of the changeability is explicated in students' academic achievement by whole writing anxiety and writing self-regulation. The value of $F=229.91$ and the $\text{sig}=0.000$ that points out noteworthy and precise predication among the variables at significance level of $p=0.05$. The β value (slop of coefficient) is for whole writing anxiety is 26.617 imitates that achievement in academics positively fluctuates with the inclusive anxiety variation the value of $t= .007$ which is significant statistically at α value = 0.000. Hence, it is calculated, that over all writing anxiety negatively and writing self-regulation positively influence the academic achievement of the students.

DISCUSSION

The purpose of the study to determine the effect of writing anxiety, writing self-regulation on English writing motivation and academic achievements of secondary school students. Further, the perception levels of secondary school students are too indicated by this study about writing anxiety writing self-regulation, writing motivation and academic achievements. The results of the study show that the students of secondary school with great anxiety in English writing process show unsatisfactory results in writing performance and achievement in academics. Because of high anxiety level students of secondary school usually avoid in writing in English and this can adversely affect their performance in writing as well as in academics achievement. Thus the students do not take active part in English writing and try to refrain from taking part in writing process of English language. They usually believe that it is for better for them not to take part in English writing process to avoid the negative remarks, impression of others and their class fellows too about their writing abilities. They usually have lack of self-confidence in their abilities of writings. Writing practices are not enjoyed by them. They tried their best to escape circumstances that have the request of English writing on the part of them. Theory says that high of writing anxiety regularly hampers the situation and takes the students to a disappointing achievement, and students having low level of anxiety are considered to obtained better results in written tests (Atay & Kurt, 2006; Erkan & Saban, 2011; Pajares, 2003; Senko, 2016). Further we can say that learners with high anxiety level do not try to complete written assignments as they think it most challenging and risky for themselves. Thus they do not make efforts to improve their performance particularly in English writing. The recommendations from the results of the study are that high anxious learners have poor performance in writing while students with low level of anxiety have good achievement in academics and performance in writing. These results match fully with the research study of Erkan and Saban (2011) that confirmed, the performance of the students will be poor and low having high anxiety level and performance of the students will be better having moderate and low level of anxiety. As for writing self-regulation and writing motivation are concerned the study indicates that many of the school students have low level in these. This shows that due to pressure of time, lack of special practice in English writing, negative elevation guided students of secondary school having moderate level of these aspects. The results indicates that negative elevation of teachers, pressure of time, less practice in writing English are the vital and central components that decrease the writing motivation and writing self-regulation of the students and resultantly anxiety is cause in their writing (Elias et al., 2010; Kırmızı & Kırmızı, 2015). It is also indicated by the results of this study most of the secondary school students with low academic achievement and motivation in writing are not intended to work hard. As they unwillingly face difficulties and challenges which cause great hindrances in achieving targets they want to get and achieve. The secondary school students have adverse effects and beliefs upon them and thus always think negatively with disappointment. Surely and certainly this goes against the postulate of the academic achievement theory that the students having great level of motivation and achievement in academics and in writing have positive beliefs in themselves and well

orientation with self-confidence and get their goals with positive efforts (Elias et al., 2010; Maehr & Zusho, 2009; Senko, 2016). Learners having low level of self-regulation can cause anxiety, rumination and worry and also stress that leads them to the negative attitudes. This result is similar with the opinion that “students with less self-regulation level believe that in reality these affairs are the most difficult and the things are more difficult than they really are, a conviction that can raise anxiety and pressure and leave few choices for how to solve problems” (Schunk & DiBenedetto, 2016, p. 37). Resultantly low self-regulation in writing leads to not satisfactory writing performance and secondary school students' achievement in academics.

CONCLUSION

Writing skill is thought as both the cognitive as well as an emotional activity that is why it is strongly connected with effective factors i.e. writing self-regulation, anxiety in writing, and writing motivation etc. The results mainly focuses and put stress that these effective factors of English as a foreign language learning i.e. EFL learning might be encouraged. The study give suggestions that for minimizing anxiety for learners the teachers as well as peers should give positive feedback in the process of writing definitely. Atay and Kurt (2006), conducted a study in this connection and the study provided report that review of peers in writing process has positive and suitable good results and effects on English as a Secondary Language Learners' writing anxiety. The teachers should lessen their students' anxiety in learning by helping the review process of peers. The results indicated that the students having high self-regulation levels in writings always show satisfactory performance in writing as against the students with high anxiety in writing who always show poor results. However, Bandura (1986), in his SCT says that the self-regulation is a significant and important encouraging forecaster for academic performance of students. An inactive achievement mainly recognize writing self-regulation of students. In struggling and fulfilling works, students can get self-confidence. When one is able to obtain success resultantly his self-confidence increases which becomes the cause of his consistent success and positive performance frequently while ones failure whereas self-confidence is usually reduces. There are limitations of the study, i.e. gender has not been studied due to unequal strength of male and female students. To fulfill this gap future research should therefore, study and examine differences in genders' anxiety, self-regulation, and motivation about writing as well as the achievement of students in academics in the context of EFL. The main focus of the current study is upon ESL students, therefore the results may not be generalized for other levels of EFL students in education department.

Writing anxiety can have a significant impact on writing motivation. When individuals experience writing anxiety, they may feel a sense of fear, stress, or apprehension about the writing process. This leads their less motivation towards writing and, in some cases, even avoidance of writing tasks altogether. Numerous factors, like dread of judgment, fastidiousness, less confidence in one's writing abilities, or past negative experiences with writing. Here are some recommendations to address writing anxiety and boost writing motivation:

RECOMMENDATIONS

The following suggestions can be made in light of the conclusions:

1. Writing anxiety and writing self-regulation have a good and significant impact on writing motivation, according to the study's findings. It is thus advised that parents and teachers provide mindfulness-based and cognitive behavioral therapies to assist pupils overcome their writing anxiety. Pupils may also benefit from counseling to help them understand that this is a common sensation.

2. Through these interventions, students could be motivated to reflect on their own thought processes. They might be motivated to see the reality as it is, unaltered by unsettling occurrences; finally, they might be inspired to adopt more constructive mindsets and strengthen their self-control.
3. Since anxiety has profound impact on academic achievement of the students, it is necessary to help out the secondary school students to reduce writing anxiety through group work among students

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