

## The Relationship between Writing Anxiety and Writing Disposition among Secondary School Students

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### Abstract

*Problem Statement:* Writing is important in secondary schools because it underpins the performance of students in most examinations. Writing disposition, which specifically deals with the aspects of students' attitudes toward writing, has also been studied by some researchers.

*Purpose of the Study:* This study reports on the result of a study on the writing anxiety and writing disposition of Turkish students from different socio-economic status backgrounds studying at public secondary schools. Determining whether there is a significant difference between the secondary school students' scores from writing anxiety and writing disposition constitutes the research problem of this study.

*Method:* This descriptive study uses a correlational survey model. The participants included 707 students from grade five through eight, who attended two different tests: the Writing Apprehension Scale and Writing Disposition Scale.

*Findings:* The results showed that three of the six variables under study (gender, attitude toward Turkish language courses, and grade level) were statistically significant for the Writing Apprehension test. Additionally, four out of six variables analyzed were statistically significant for the Writing Disposition test. A positive linear relationship between writing

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anxiety and writing disposition levels was found. Apparently, the more students liked Turkish course, the more anxious they became; a significant difference was found for the variable “positive attitude toward Turkish courses” for both scales. The results also showed that female students are more likely to encounter writing anxiety than male students.

*Conclusion and Recommendations:* The severity of writing anxiety should be dealt with carefully as it can prevent students from becoming competent writers. The link between writing anxiety and writing disposition proposed in this article further explores the advantages and disadvantages of these two aspects of writing. It is recommended that writing anxiety be studied in different contexts because further understanding the reasons for anxiety when students produce qualified writing can be elaborated in this way.

*Keywords:* Turkish course, secondary school students, writing instruction, writing disposition, writing anxiety

### Introduction

Learning a foreign language requires a wide range of language skills. Researchers from language studies have long used the concept of four basic language skills: listening, speaking, reading, and writing (Javed, Juan, & Nazli, 2013, p. 130). A language learner needs a mastery of some language elements such as major skills to use the language to share thoughts, intentions, feelings, and information in written form (Huy, 2015). Reading and listening are known as receptive skills, while speaking and writing are considered productive skills. Writing, although more complicated than the other skills, is one of the four main skills students start learning as a communication medium the moment they step into school. Occasionally, even a native speaker can experience some complications (Javed et al. 2013, p. 130). According to Aydogan and Akbarov (2014), writing is the most productive skill in the written mode and it involves a graphic representation of speech.

The ways in which a student’s writing can be improved to communicate more effectively has been a matter of great importance for researchers (Silva, McMartin-Miller, Pelaez-Moralez, & Lin, 2012). Many problems related to the mastery and development of writing skills are seen through the levels of basic education and higher education (Can, 2012; Topuzkanamis, 2015). Writing anxiety is also considered one of these problems. Grupe and Nitschke (2013) defined anxiety as “anticipatory affective, cognitive, and behavioral changes in response to uncertainty about potential future threat.” Specifically, Hassan (2001) defined writing anxiety as “a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing” (p. 4). Topuzkanamis (2015) defined writing anxiety as the worry a person feels toward a task of qualified writing.

Anxiety is inherent in foreign language learning. In the beginning, most researchers investigated the effect of anxiety on speaking performance (Horwitz, 2001; Zhang, 2004). Lately, more researchers have focused on correlations between other language skills (Cheng, 2004; Elkhafafi, 2005; Horwitz, 2001). The majority of this research suggests that anxiety has a detrimental impact on language performance. A high level of anxiety negatively affects the writing performance and achievement of students (Daly & Miller, 1975; Nausheen & Richardson, 2010). It has been noted that students with low and moderate levels of writing anxiety produce more qualified writing (Daly & Miller, 1975; Liu & Ni, 2015; Tekindal, 2009).

The optimum level of anxiety has been investigated for a long time by a number of researchers. Tekindal (2009) suggested that a little bit of anxiety can be motivating, but too much anxiety is surely debilitating. Martinez, Kock, and Cass (2011) viewed writing anxiety as a multidimensional construct that causes a negative psychological reaction to writing. Writing anxiety is a kind of emotion with psychological and physiological aspects. The psychological components involve anxiety, fear, and so forth (Choi, 2013). The physiological aspects may not be experienced by everyone but can include symptoms like stomach upset, sweating, trembling, and headaches. According to Liu and Ni (2015), writing anxiety has a significant negative affect on student performance when practicing a foreign language (p. 46). This is mostly because of test anxiety and fear of negative evaluation (Horwitz, Horwitz & Cope, 1986). Students with a high level of anxiety can choose not to write (Rahim & Hayas, 2014) and feel distressed when they are compelled to write (Tiryaki, 2012). Stewart, Seifert and Rolheiser (2015) demonstrated the importance of assessing across a variety of contexts rather than extending conclusions from a single context. There are many causes of writing anxiety, including teachers' views of students; interaction between teacher and student (Karakaya & Ulper, 2011, 692); time limit for the test (Incecay, 2015); test anxiety; and fear of negative evaluation (Horwitz, Horwitz & Cope, 1986).

The needs of the students should be considered when designing a course so that the writing instruction can be effective (Alanazi, 2013; Özbay, 2002). However, this level of anxiety reduces as students gain more experience at school. Yavuz Konokman, Yelken and Yokus (2015) suggested that students are more likely to display lower levels of anxiety as they spend more time on a task. Recent research on anxiety also supports the close link between writing anxiety and writing instruction. In the existing literature, research on writing anxiety on a national scale is limited (Tiryaki, 2012). According to Cheng (2002), writing anxiety in L2 is distinct from writing anxiety in L1, but it is obvious that learners suffer from anxiety and that this is hindering their progress. Although writing anxiety is a common element that language teachers observe in their classes, writing disposition is another observable element during the language learning process (McClenny, 2010).

In its broadest terms, disposition refers to a habitual inclination or a tendency. According to Piazza and Siebert (2008), disposition is like "a broad construct within the affective domain in which writers bring to their writing such resources as self-discipline, perseverance in the face of difficulties, tolerance of ambiguity, autonomy,

willingness to take risks, motivation, self-efficacy, and interest” (p. 275). According to Tabak and Topuzkanamis (2014), disposition is a psychological term that expresses a way of acting voluntarily and consciously.

Writing disposition refers to a student’s involvement and investment in writing. This includes a student’s willingness to persist with confidence during the whole process of writing, but it also suggests a relationship between cognitive factors, affective factors, and social context (McClenny, 2010).

Ability and knowledge are both important determinants of performance. In the literature of writing skill development, there is large agreement that ability alone is not sufficient to explain student performance in writing (McClenny, 2010). It has always been controversial to specify which variables affect success more in writing. It is certain that writing disposition is one of the variables required to succeed in writing (Pytash & Li, 2014). In order to succeed in writing, students must be willing to use their writing skills persistently and diligently throughout the writing process. McClenny (2010) noted that this repeated alertness and willingness is key for students because it is the use and practice of a skill that brings success.

Although some research related to writing disposition on a national scale has been found in the literature (Avcı & Iseri, 2014; Bas, 2012; Iseri & Unal, 2010; Tabak, 2014), the number of writing disposition-based studies is not comparable to that of writing anxiety based research on an international scale (Pytash & Li, 2014).

Writing is important in secondary schools because it underpins the performance of students in most of their examinations. As previously noted, writing anxiety has been a concern of many studies. On the other hand, writing disposition, which deals with the aspects of students’ attitudes toward writing, has only been studied by a few researchers. There is a distinct lack of research that discusses both writing anxiety and writing disposition. The objective of this study was to investigate the relationship between writing anxiety and writing disposition. Determining whether there is a significant difference between secondary school students’ scores from writing anxiety and writing disposition constitutes the research problem of this study. This study seeks to answer the following questions:

- (1) What are the levels in Writing Apprehension Scale (test for writing anxiety) and Writing Disposition Scale for secondary school students?
- (2) How do students’ levels of writing anxiety differ by gender, school grade, use of library, use of Internet, and attitude toward Turkish language courses?
- (3) How do students’ levels of writing disposition differ by gender, school grade, use of library, use of Internet, attitude toward Turkish language courses?
- (4) Is there a significant correlation between students’ writing anxiety and writing disposition?

## Method

### *Research Design*

This study examined the correlation between writing anxiety and writing dispositions of students who were enrolled in secondary schools in a city located in the south of Turkey during the 2013-2014 academic year. This descriptive study used a correlational survey model.

### *Research Sample*

The participants for this study were students from six public secondary schools in a city in the south of Turkey. The city in which the schools are located supports a population of approximately one million. The target population of the study was students enrolled in secondary schools in the center of the city where the study was conducted. The sample size was 707 students from six schools. Schools from low, middle, and high socio-economic status neighborhoods were selected in order to document a diverse variety of participants. With a maximum variation sampling method from purposeful sampling strategies (McMillan & Schumacher, 2006), schools from different socio-economic status were chosen in an attempt to analyze a larger representation of the population.

### *Research Instrument and Procedure*

The Writing Apprehension Scale (WAS) developed by Daly and Miller (1975) was used to measure the writing anxiety perceived by students. This scale was adapted by Ozbay and Zorbaz (2011) to be appropriate for use in Turkish. After examining the results of factor analysis, it was determined that the WAS was composed of four factors: appreciation, prejudice, evaluation apprehension, and sharing what one writes explaining 53% of the total variance. The estimated reliability of the total scale scores using Cronbach's alpha was 0.90. In this study, the analysis yielded Cronbach's alpha levels of .90 for the entire scale. There were 26 items in the scale, with a minimum possible score of 26 and a maximum possible score of 130.

The Writing Disposition Scale (Piazza & Siebert, 2008) used in this study was adapted by Iseri and Unal (2010) for Turkish. In the measure, writing dispositions are related to three affective stances: passion, confidence, and persistence (Piazza & Siebert, 2008, p. 275). The Passion, confidence, and persistence factors of the measure presented good internal consistency for the reliability analysis, which yielded Cronbach's alpha levels of .893 for the entire scale. Therefore, the measure proved to have a high level of reliability. A high score from the test means a positive writing disposition (Iseri & Unal, 2010). The lowest score a participant could earn on the test was 21 and highest score was 105.

### *Data Analysis*

After eliminating the forms not answered according to the guidelines, the data set for the analysis was composed of a total of 707 forms. A statistical analysis of the collected data was performed by adjusting the error margin to .05. When the normality of the data set was confirmed with the Kolmogorov-Smirnov test, it was found to have a parametric distribution ( $p > .05$ ).

## Results

Performing an extreme value analysis revealed a dataset of 707 responses. A Kolmogorov-Smirnov test was performed to assess whether the result showed a normal distribution. The results identified a normal distribution of the data. The results of factor analysis produced four factors, which is similar to the original writing anxiety scale. Likewise, an analysis of the original writing disposition scale yielded good internal consistency for the reliability.

Descriptive analyses were performed to answer the first research question regarding the students' levels in Writing Apprehension Scale (test for writing anxiety) and Writing Disposition Scale for secondary school students. Table 1 shows the results of the descriptive analysis for Writing Anxiety and Writing Disposition scales.

**Table 1.**

*Descriptive Statistics for Writing Anxiety and Writing Disposition*

Gender	N	M	Min.	Max.	S
Overall Writing Anxiety	707	83.77	58.00	128.00	7.49
Overall Writing Disposition	707	67.05	24.00	105.00	16.79

The data in Table 1 clearly shows that the means from the tests are above the average scores. The range for the students' writing anxiety test scores is 70 and the range of writing disposition test is 81. The overall mean scores were 83.77 for writing anxiety and 67.05 for writing disposition.

The second research question sought to understand how students' levels of writing anxiety differ by gender, school grade, use of library, use of Internet, and attitude toward Turkish language courses. Liu and Ni (2015) claimed that it was certain that writing anxiety levels of students differ according to different variables (p. 56). Table 2 shows the results of a t-test analysis of the writing anxiety scores according to gender.

**Table 2.**

*Results for Independent Samples t-test for Writing Anxiety and Gender*

Gender	N	M	S	df	T	p
Male	377	82.42	7.57			
Female	330	85.32	7.11	705	5.223	.000

As shown in Table 2, a comparison of gender and writing anxiety levels demonstrates a significant difference ( $t(705)=5.223$ ,  $p=.00<.05$ ) for the scores from the

writing anxiety test. The writing anxiety levels of female students ( $M=85.32$ ) were significantly higher than those of male students ( $M=82.42$ ). The results for the factors of writing anxiety test according to gender are shown in Table 3.

**Table 3.**

*Results for Factors of Writing Anxiety Test According to Gender*

<b>Gender - Appreciation</b>	<b>N</b>	<b>M</b>	<b>S</b>	<b>df</b>	<b>T</b>	<b>p</b>
Male	376	82.42	7.57			
Female	327	85.32	7.11	701	5.223	.000
<b>Gender - Prejudice</b>	<b>N</b>	<b>M</b>	<b>S</b>	<b>df</b>	<b>T</b>	<b>p</b>
Male	377	17.84	4.29			
Female	330	19.42	3.81	705	5.158	.000
<b>Gender - Evaluation apprehension</b>	<b>N</b>	<b>M</b>	<b>S</b>	<b>df</b>	<b>T</b>	<b>p</b>
Male	377	15.72	3.45			
Female	330	15.57	3.35	705	.567	.571
<b>Gender - Sharing what one writes</b>	<b>N</b>	<b>M</b>	<b>S</b>	<b>df</b>	<b>T</b>	<b>p</b>
Male	377	8.91	3.60			
Female	328	8.15	2.29	703	3.298	.001

It is important to note that of all the four factors of the instrument, three of them demonstrate statistically significant differences. The female students' average "prejudice" score ( $M=19.42$ ) is significantly higher than that of male students ( $M=17.84$ ). The results of t-test analysis of the influence of "sharing what one writes" show that boys' average scores ( $M=8.91$ ) are significantly higher ( $M=8.15$ ) than those of girls. On the other hand, the test for the "evaluation apprehension" variable yielded no significant difference.

Anxiety exists for learners from every level of education, and experiences of writing anxiety can vary both from person to person and from grade to grade. Table 4 presents the students' frequency of distribution from grades five through eight and their average scores from the Writing Anxiety Test.

**Table 4.***Descriptive Statistics for Writing Anxiety and Grade Level*

Grade	Frequency	Mean	Standard deviation
Fifth grade	208	85.26	7.48
Sixth grade	160	82.30	7.52
Seventh grade	172	83.47	6.49
Eighth grade	167	83.65	8.14
Total	707	83.77	7.49

**Table 5.***ANOVA Results for Writing Anxiety and Grade Level*

	Sum of Squares	df	Mean Square	F	sig.	Differences found
<b>Between Groups</b>	823.253	3	274.418	4.965	.002	5-6
<b>Within Groups</b>	38634.332	704	55.271			5-7
<b>Total</b>	39457.585	707				5-8

As shown in Table 5, a significant difference is present between students' writing anxiety and their school grade levels ( $F(3-704)=4.965$ ,  $p=.002<.05$ ). The results of the Fisher's Least Significant Difference (LSD) analysis showed a difference between scores of fifth graders and students from grades, six, seven, and eight. The analysis favoured the students from grade five. The ANOVA test yielded a significant difference between the grades of secondary schools, such that the highest level of writing anxiety is found in fifth grade students. In contrast to the fifth grade students, the sixth graders have the lowest writing anxiety score, as shown in Table 4.

To see the link between writing anxiety and other demographic variables, an independent samples t-test was performed on the "possessing an internet connection at home", "possessing a personal library", "keeping a diary", and "attitude toward Turkish language courses" variables. The results indicate that only the "attitude toward Turkish language courses" variable proved to be statistically significant ( $t(705)=4.914$ ,  $p=.00<.05$ ). The scores of students with a positive attitude toward Turkish language courses ( $M=84.17$ ) were found to be significantly higher than those of students who do not like Turkish courses ( $M=79.12$ ). Analysis of the other variables yielded no significant differences.

The third research question sought to understand how students' levels of writing disposition differ by gender, school grade, use of library, use of Internet, and attitude toward Turkish language courses. It is obvious that the writing disposition levels of



students differed according to different variables. Table 6 shows the results of a t-test analysis of the writing disposition scores by gender.

**Table 6.**

*Results for Independent Samples t-test for Writing Disposition and Gender*

<b>Gender</b>	<b>N</b>	<b>M</b>	<b>S</b>	<b>df</b>	<b>t</b>	<b>p</b>
Male	377	62.85	15.84			
Female	330	71.85	16.59	705	7.371	.000

As shown in Table 6, a comparison of gender and writing disposition levels demonstrated a significant difference ( $t(705)=5.253$ ,  $p<.05$ ) for the scores from the Writing Disposition Scale. The scores of female students ( $M=71.85$ ) were significantly higher than those of male students ( $M=62.85$ ).

It is important to note that all the three factors (passion, confidence, and persistence) of the scale indicated a statistically significant difference by gender, favouring female students. Especially from the point of "passion" factor, the female students' average score ( $M=37.43$ ) was significantly higher than that of male students ( $M=31.39$ ). Table 7 indicates the relationship between gender and the factors of Writing Disposition Scale.

**Table 7.**

*The Results of t-test for Writing Disposition (passion, confidence and persistence) and Gender*

<b>Gender-Persistence</b>	<b>N</b>	<b>M</b>	<b>S</b>	<b>df</b>	<b>t</b>	<b>p</b>
Male	377	11.65	3.55			
Female	330	12.60	3.48	705	3.587	.000
<b>Gender-Passion</b>	<b>N</b>	<b>M</b>	<b>S</b>	<b>df</b>	<b>t</b>	<b>p</b>
Male	377	31.39	10.45			
Female	330	37.43	11.04	705	7.443	.000
<b>Gender-Confidence</b>	<b>N</b>	<b>M</b>	<b>S</b>	<b>df</b>	<b>t</b>	<b>p</b>
Male	377	19.80	5.02			
Female	330	21.80	5.10	705	5.253	.000

A test was administered to determine whether writing dispositions differ in grade level at school. Table 8 displays the students' frequency of distribution from grade five through eight and their average scores on the Writing Disposition Scale. The ANOVA yielded a significant difference in the grade level ( $p=.001<.05$ ); it is also

worth noting that the fifth graders registered the highest level of writing disposition and the seventh graders registered the lowest scores by far.

**Table 8.**

*Descriptive Statistics Results for Writing Disposition and Grade Level*

Grade	Frequency	Mean	Standard deviation
Fifth grade	208	70.96	18.39
Sixth grade	160	65.53	15.56
Seventh grade	172	64.79	17.15
Eighth grade	167	65.96	14.66
Total	707	67.05	16.79

**Table 9.**

*ANOVA for Writing Disposition and Grade Level*

	Sum of Squares	df	Mean Square	F	sig.	Differences found
<b>Between Groups</b>	4621,865	3	1540.622	5.566	.001	5-6
<b>Within Groups</b>	194587.198	703	276.795			5-7
<b>Total</b>	199209.064	706				5-8

To see the relationship between writing disposition and other demographic variables, an independent samples t-test was run on the “possessing an internet connection at home”, “possessing a personal library”, “keeping a diary”, and “attitude toward Turkish language course” variables. The result of the test indicated that the variables “attitude toward Turkish language courses” and “keeping a diary” showed significant differences ( $p=.00<.05$ ). The scores of students with a positive attitude toward Turkish language courses ( $M=67.92$ ) were significantly higher than those of students who do not like Turkish courses ( $M=56.91$ ). The results indicated that the scores of students who keep diaries ( $M=69.53$ ) were found to be significantly higher than those of students who do not keep diaries ( $M=65.87$ ).

The fourth research question sought to understand whether there is a statistically significant correlation between students’ writing anxiety and writing disposition. Table 10 displays the correlation coefficient between writing anxiety and writing disposition (both variables are normally distributed).

**Table 10.***Correlation between Writing Anxiety and Writing Disposition*

		<b>Writing anxiety</b>	<b>Writing disposition</b>
<b>Writing Anxiety</b>	Pearson Correlation	1	.391**
	Sig. (2-tailed)		.000
	N	707	707
<b>Writing Disposition</b>	Pearson Correlation	.391**	1
	Sig. (2-tailed)	.000	
	N	707	707

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

The results of the simple linear correlation analysis shown in Table 10 demonstrate a positive linear relationship between the scores from Writing Anxiety and Writing Disposition ( $r=+0,391$ ;  $p=.00<0.05$ ). Chan (2003) suggested that values near 0 mean no (linear) correlation and values near  $\pm 1$  mean a very strong correlation. The negative sign means that the two variables are inversely related, that is, as one variable increases the other variable decreases. In this study, the p-value indicates that this relationship is unlikely to happen by chance and there is a fair correlation.

### Discussion and Conclusion

The merit of this study lies in examining writing performance from a two-dimensional viewpoint that includes both writing anxiety and writing disposition. Even though writing anxiety in language learning is a complex phenomenon (Cheng, 2004), studying it in different contexts will definitely help researchers better understand the complexities of qualified writing (Stewart, Seifert & Rolheiser, 2015). First, the study investigated the levels of student anxiety and disposition. Second, the scores of writing anxiety by some variables were analyzed. Third, the writing disposition scale scores of the students were examined using a small set of variables. Lastly, a correlation analysis was conducted to uncover the underlying relationship.

The present study demonstrated a positive correlation between anxiety and disposition in writing, but a high correlation does not give researchers the evidence to make a cause-and-effect statement (Chan, 2003). A moderate level of disposition toward writing means that students view themselves as surely capable of maintaining an active writing life (Le, 2004; Luo, H., 2014; Pytash & Li, 2014). However, the writing disposition of students may have influenced their writing anxiety. Apparently, the more students liked Turkish courses, the more anxious they

became, as a significant difference was found for the variable “positive attitude toward Turkish language courses” for both the scales. Future studies will contribute to further understanding the possible cause of this anxiety. The severity of writing anxiety should be addressed as it can drain the students’ motivation to become competent writers (Thavasigamoney & Yunus, 2014). The results also showed that female students are more likely to encounter writing anxiety, a finding that conforms with Matsuda and Gobel (2004). Several studies from the literature show that female students have lower writing anxiety levels than male students (Pajares & Valiante, 1997; Zorbaz, 2010).

As for writing disposition, the findings with regard to gender from this study are in parallel with those of Bas and Sahin (2013). However, Tabak (2014) found an opposite relationship for gender in which male students had a higher mean score on the writing disposition test. The link between writing anxiety and writing disposition proposed in this article pushes further on the advantages and disadvantages of these two aspects on writing.

The major limitation of this study was that the participants were all from the same city. A second limitation to this study was the lack of in-depth analysis of the respondents’ views. Despite the limitations of this study, the results suggest that engaging students in refresher courses and writing workshops can help them improve their disposition and probably reduce their level of writing anxiety. A positive disposition does not necessarily mean that the student will be good writers, but future researchers can focus on the contents of refresher courses that can help students overcome difficult moments during the writing process.

It is recommended that writing anxiety be explored in different contexts because further understanding the reasons for anxiety when students produce qualified writing can be elaborated in this way. Introducing different demographic variables for the Writing Anxiety test and Writing Disposition test can be useful for verifying the results of this study. Also, it is hoped that with the inclusion of students only who do not like Turkish courses can make us understand writing anxiety and better knowledge about anxiety and academic achievement can be gleaned.

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### Ortaokul Öğrencilerinin Yazma Kaygıları ve Yazma Eğilimleri Arasındaki İlişki

#### Atf:

- Cöcuk, H. E., Yanpar Yelken, T. & Ozer, O. (2016). The relationship between writing anxiety and writing disposition among secondary school students. *Eurasian Journal of Educational Research*, 63, 335-352, <http://dx.doi.org/10.14689/ejer.2016.63.19>

#### Özet

*Problem Durumu:* Alanyazında yazma eğilimlerine ilişkin olarak bazı araştırmalara rastlanılmaktadır. Yurtdışı alanyazın incelendiğinde de yazma eğiliminin yine de yazma kaygısına göre daha az çalışılmış bir alan olarak kaldığı görülmektedir. Ortaokul düzeyinde yapılan pek çok sınavda öğrencilerin performanslarına yazma dayanak oluşturmaktadır. Bu çalışmanın, yazma kaygısı ile yazma eğilimleri arasındaki ilişkiyi incelemesi açısından alanyazına katkı getireceği düşünülmektedir.

*Araştırmanın Amacı:* Yazma eğilimi, de öğrencilerin yazma eylemine yaklaşım boyutlarını ele almaktadır. Örneğin araştırmada kullanılan ölçekte üç boyut (tutku, güven ve süreklilik) bulunmaktadır. Burada öğrencilerin yazma edimlerinde tutku, güven ve süreklilik bağlamında eğilimleri saptanmıştır. Ortaokul öğrencilerinin yazma eğilimleri ve yazma kaygıları arasındaki ilişkiyi belirlemeyi amaçlayan bu çalışmanın problem cümlesini "ortaokul öğrencilerinin yazma eğilimleri ile yazma kaygıları arasında anlamlı bir ilişki var mıdır?" sorusu oluşturmaktadır. Araştırmanın problem cümlesine yanıt arayabilmek için öncelikle belirtilen bu alt problemlere çalışmada cevap bulunmaya çalışılmıştır: (1) Ortaokul öğrencilerinin yazma kaygısı düzeyleri çeşitli değişkenlere (cinsiyet, sınıf, kütüphane kullanımı, internet kullanımı, Türkçe dersine karşı ilgi) göre farklılaşmakta mıdır? (2) Ortaokul öğrencilerinin yazma eğilimleri düzeyleri çeşitli değişkenlere (cinsiyet, sınıf, kütüphane kullanımı, internet kullanımı, Türkçe dersine karşı ilgi) göre farklılaşmakta mıdır? (3) Ortaokul öğrencilerinin yazma eğilimleri ile yazma kaygıları arasında anlamlı bir ilişki var mıdır?



*Araştırmanın Yöntemi:* Bu çalışmada 2013-2014 eğitim-öğretim yılında, Akdeniz bölgesinin doğusunda bulunan bir il merkezinde bulunan ilköğretim okullarında öğrenim görmekte olan öğrencilerin yazma eğilimleri ile yazma kaygıları arasındaki ilişki belirlenmeye çalışılmıştır. Bu nedenle bu araştırma, ilişkisel tarama modelinde bir araştırma olup, aynı zamanda betimsel bir çalışmadır. Bir milyonu aşkın bir nüfusu barındıran bir güney kentinde yapılan araştırmanın örneklemini şehir merkezinde bulunan toplam altı resmi ilköğretim okulunda öğrenim görmekte olan 707 öğrenci oluşturmaktadır. Ölçek uygulaması yapılan okullar seçilirken okulların farklı semtlerden olmasına dikkat edilmiştir. Örneklemin seçiminde, amaçsal örnekleme çeşitlerinden maksimum çeşitlilik yöntemi benimsenmiş, bu bağlamda evrenin temsil yeteneği göz önünde bulundurularak okulların seçilmesinde üst, orta ve alt sosyo-ekonomik düzeye sahip okullarda öğrenim gören öğrenciler örnekleme dâhil edilmeye çalışılmıştır

*Araştırmanın Bulguları:* Yazma kaygısı testinden elde edilen verilerin incelenmesi sonucunda analizleri yapılan altı değişken arasından sadece cinsiyet ve Türkçe dersine yönelik tutumda anlamlı farklılık görülmüştür. Buna ek olarak, yazma eğilimi testinden elde edilen verilerin analizi sonucunda altı değişkenden dördünde anlamlı farklılık bulunmuştur. Cinsiyet, sınıf düzeyi, günlük tutma ve Türkçe dersini sevme değişkenleri anlamlı farklılık görülen değişkenlerdir. Kütüphaneye sahip olma ve internete erişim ne yazma kaygısı ne de yazma eğilimi ölçek sonuçlarına göre anlamlı fark göstermemişlerdir. Ayrıca yazma kaygısı ile yazma eğilimi ölçeklerinden elde edilen puanlar incelendiğinde aralarında pozitif doğrusal bir ilişki bulunmuştur. Görünüşe göre öğrenciler Türkçe dersini ne kadar severlerse o kadar da endişeli oluyorlar. Her iki ölçekten elde edilen sonuçların analizi de öğrencilerin Türkçe dersine karşı olumlu tutuma sahip olmalarında anlamlı fark göstermiştir. Sonuçlar aynı zamanda kız öğrencilerin yazma kaygısı hissetme olasılıklarının erkek öğrencilere göre daha yüksek olduğunu da göstermektedir.

*Araştırmanın Sonuçları ve Önerileri:* Orta düzey yazma eğiliminde olmak öğrencinin kendini etkin yazma yaşamını yürütebilecek yeterlikte görmesi anlamına gelmektedir. Öğrencilerin yazma eğilim düzeyleri onların yazma kaygılarını etkilemiş olduğu düşünülmektedir. Yapılan analizler sonucunda kız öğrencilerin genel anlamda erkeklerden daha yüksek düzeyde bir yazma eğilimine sahip oldukları görülmüştür. Beşinci sınıf öğrencilerinin yazma eğilimleri diğer öğrencilerle karşılaştırıldığında daha yüksek bulunmuştur. Benzer şekilde yazma kaygısı en yüksek bulunan grubun da beşinci sınıf öğrencileri olduğu görülmüştür. Diğer yandan öğrencilerin genel anlamda Türkçe dersine yönelik olumlu bir tutuma sahip olmalarının aynı zamanda onların yazmada daha kaygılı olmalarına yol açtığı düşünülmektedir. Öğrencilerin Türkçe dersine olan olumlu tutumları her iki ölçek kapsamında da ne kadar yüksek olursa kaygıları benzer bir biçimde artmış olabilir. Gelecekte yürütülecek çalışmalar yazma kaygısının bu olası nedeninin daha ayrıntılı anlaşılmasına katkı sağlayacağı öngörülmektedir. Öğrencilerin nitelikli yazma ürünleri ortaya koymasında engel teşkil eden yüksek yazma kaygısı kontrol edilmesi gereken bir durumdur. Yapılan analizler kız öğrencilerin yazma kaygısı ile karşılaşma olasılıklarının erkeklere kıyasla daha yüksek olduğunu ortaya

koymuřtur. Mevcut alıřma yazma kaygısı ile yazma eęilimi arasında pozitif ynl bir iliřkiye iřaret etmektedir. Ancak, yksek korelasyon arařtırmacılara neden-sonu iliřkisi yrtmek ii kanıt sunmamaktadır. Yazma kaygısı ve yazma eęilimi arasındaki iliřkiyi avantaj ve dezavantajlar kapsamında irdeleyen bu alıřma ileride bu konuda yapılacak alıřmalar iin bir veri kaynaęı olacaęı dřnlmektedir.

*Anahtar Szckler:* Yazma kaygısı, Trke dersi, yazma ęretimi, yazma eęilimi, ortaokul ęrencileri.