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### Effects of Writing Self-Regulation and Writing Anxiety on English Writing Motivation of Secondary School Students

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#### Abstract



*The study in hand aimed the investigation of the effect of writing self-regulation and writing anxiety on English writing motivation of secondary school students. A non-experimental quantitative research design approach i.e. survey was used to determine the aforementioned effects. The study sample consisted of five districts of Hazara Division's 1020 students enrolled in SSC BISE Abbottabad (2022). Three questionnaires, namely, SRQ (Self-regulation Questionnaire, by Brown et al., 1999), questionnaire of Writing Anxiety, by Cheng, 2004 and AWMQ by Ashley Payne, 2012 University of Georgia were used for the collection of data. The results of the study in hand showed that the independent variables i.e. writing self-regulation (WSR) and writing anxiety, have noteworthy effects on writing motivation of students. The results also indicated that self-regulation in writing has positive while anxiety in writing has noteworthy effects on writing motivation of students. It is suggested that these factors be used in English writing teaching and learning to facilitate the process. It would help in enhancing the Secondary School students' academic writing motivation.*

**Keywords:** English Writing Motivation, Writing Anxiety, Writing Self-Regulation and Secondary School Students.

#### 1.1 Introduction

Writing process i.e., English writing is a complicated, difficult procedure especially to numerous ESL i.e. EFL students due to its complex nature and their less vocabulary. Their weakness in grammar and less vocab is hurdle in their writing ability. Their less knowledge of English adversely affects their writing. Hence they can't write English as effectively as native can in mother tongue. As natives know all the basics of 1<sup>st</sup> language, they can express thoughts, can write more easily and effectively. Zailaini et al. (2015), considers it as a difficult job more specifically for students from EFL and ESL background. From Middle ESTERN many Arabia students from ESL background have lot of issues to obtain the different skills of reading, listening, speaking and more certainly of writing in 2<sup>nd</sup> language. When EFL students want to learn and gain mastery in it, the complex nature of English creates high anxiety level in them, which discourage them to complete their writing job hence they want to leave this assigned job of Writing in English. Resultantly less achievement on the part of them (Cohyono, 2023). As they find it rather a hard job, their writing anxiety, self-confidence, writing self-regulation and writing-motivation become low which adversely affect their motivation and thus ultimately hinder their writing performance. These issues are due to less practice and low experience in English writing (Mason & Merga (2022). Due to less interaction these issues are for EFL background students. Sabti (2019) said that many of EFL students are less ability in writing of 2<sup>nd</sup> language. English is only limited to class room environment in Pakistan where Urdu is 1<sup>st</sup> language, resultantly formal English learning is only to a limited extent and they learn only basic reading, listening, speaking and most certainly writing skills, as submitted by (Al-Nafjan and Alhawsawi, 2022), is that one field of linguistic where many mistakes are committed by secondary school students". 2<sup>nd</sup> language learners may have several hurdles when they write in English, e.g. "misapplication of some words, parallelism, repetition and sentence structure, deficiency of varieties and misappropriation of certain cohesive devices and tools" (Ahmad, 2022). Difficulties lies in

grammar and words choices in sentences. Issues are not only in ideas and organization but also in fluency and conventions. All these complications affect the student's quality writing. By interest and continuous practice student can overcome all such issues. This research has found out that both these independent variables i.e. Self-regulation and motivation are directly connected with improvement in writing ability. The past published works associated with the current topic showed that such type of aspects are associated to the development of ability in writing and achievement (Chea & Shumow, 2017; Kırmızı & Kırmızı, 2015). As writing ability of students is not directly enhanced by these factors, these help the students and inspire them to work hard and make great progress to improve writing ability (Patra, 2022). Such aspects put positive effects. Writing anxiety, self-regulation and motivation is studied and inspected in EFL and ESL contexts Torres and Alieto (2019). So far there is hardly any study having examined all these variables together. In the literature of this study this gap is addressed. The connection of both the independent variables i.e. self-regulation and anxiety is focused with respect of writing motivation and achievement in academics among EFL SSC secondary learners. Thus the main purpose of the current study to find the many stages of self-regulation, anxiety and motivation in writing and achievement in academics of students.

### **1.2. Literature Review**

Many factors, i.e. academic achievement, motivation, self-regulation and anxiety, in writing in English in different studies perform significant role in influencing EFL writing. Several academics and studies showed that less confidence, lack of motivation, self-regulation and academic achievement, have negative influence upon EFL writing performance (Li et al., 2022). These studies mostly confirmed that self-regulation in writing can improve writing motivation while writing anxiety has negative influences on writing motivation, writing ability and academic achievement of the students. Such factors play vital role in shaping the good and bad attitude students in achievement. Many researchers consider that anxiety greatly influence academic performance (Cruz et al., 2022). It is then particularly found that anxiety badly affected the writing of L1 learners. (Kurniasih et al., 2022), for example, identified that “anxiety as the main aspect which is the cause the weakening of students’ achievement in academics in 2<sup>nd</sup> language settings”. Further there is a connection anxiety in writing with numerous other features for example writing self-regulation, motivation and students’ behaviours too towards writing (Sabti et al., 2019). Alimorad and Adib (2022), for example, emphasize that “anxiety discourages and demotivates the students and in response there grow negative behaviour and self-regulation on the part of them i.e. writing in English”. It is further stated that anxiety about writing is considered harmful for students’ writing performance, e.g. the Arab EFL context. It is defined as a student's feelings of nervousness, discomfort, fears, reservations, other biological 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”. As a situational aspect anxiety is however defined in the present study which is associated with the feelings of apprehension i.e. rumination side by side responses to the active perspiration, beating of heart and negative expectations and the bad attitude of a students’ knowledge when doing a special assigned writing work at time and place constraint. The bad 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 efforts and evade trial, which resultantly weaken the standardize quality of the instructional performance of students. EFL writing is also affected by motivation, self-regulation in the EFL context in general (Teng, 2021). Many studies indicated that writing performance of students and their results are inter related positively with academic success, motivation, self-regulation in writing in learning platform (Hong et al., 2021). It is quite important that students and learners must be made aware that all these features i.e. Self-regulation, motivation, achievement and efficacy in self, 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 is an important aspect in writing 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 a powerful and an active indicator for one's performance (Lavrijsen, 2022). A study conducted by Wang (2023) on these factors such as success, inspiration and regulation of self-showed that all these factors in great stages most of the time motivate learners to do great struggle to a work that may complete their objectives. This study also indicates that efficacy and regulation are reflected as beliefs of individuals about their abilities that play an important role in excite ones attitude (Bandura, 2026). These factor play a vaster role and powerful prediction on the behavior of an individual. Three 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 huger determination when facing difficult situations when completing a written work. Another work by Bai and Wang (2023) indicated that among all these motivated 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. Another study, by Ghazali, (2011), on 120 Malaysian English as a 2<sup>nd</sup> Language students, showed that a modest and little stages of these factors showed a moderate parallel writing performance. 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 doing a special written work.

### **1.3. Statement of the Problem**

Less students' writing self-regulation and high writing anxiety are the primary causes identified thorough research, as the causes of weak writing motivation and low writing performance. This study is essential because students' writing self-regulation writing anxiety, affect their feelings, behaviours and attitudes concerning their writing motivation and writing performance. A lack of proficiency in this regard may stem from those who struggle with low self-regulation and high writing anxiety are more likely to ignore and undervalue the writing skills of secondary school students.

The statement of the problem regarding this struggle is to find the effects of secondary school students' writing self-regulation and writing anxiety on their English writing motivation and writing performance. Specifically, this study explores how these factors affect students' writing motivation and their effectiveness in their performance in this very skill i.e. writing skill.

Therefore, this study aims to investigate the combined significant effects of secondary school students' writing self-regulation and writing anxiety on writing motivation and writing performance among students. By examining these effects, the study aims to contribute to the existing literature and provides practical implications for educational institutions, teachers and students' to enhance writing self-regulation and reduce their writing anxiety by commitment and high performance in writing motivation.

### **1.4. Research Objectives**

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

### **1.5. Research Questions**

Following are the research questions of the study:

1. What is students' perception about their writing self-regulation, writing anxiety and writing motivation in English at the secondary school level?
2. What are the effects of writing self-regulation and writing anxiety on writing motivation in English among secondary school students?

### **1.6. Hypotheses of the Study**

**H<sub>1</sub>. Writing self-regulation has significant effect on writing motivation.**

**H<sub>2</sub>. Writing anxiety has significant effect on writing motivation of students.**

### **1.7. Significance of the Study**

This study mainly investigates, writing self-regulation, writing anxiety and writing motivation in English of secondary school students of the Hazara division. This study adds to recent literature on writing self-regulation and writing anxiety on writing motivation in English of secondary school

students of the Hazara division.

1. The study will help the Elementary and Secondary Education department to work on students' writing capabilities.
2. This study will help the concerned authorities to find factors affecting secondary school students' writing motivation.
3. This study will help secondary school teachers to improve their students' writing skills.
4. This study will help the concerned authorities to improve students writing motivation after overcoming different issues.
5. This study will help various leaders to enhance the quality of teaching-learning after giving attention and solving the students' writing issues.
6. The current study may create awareness among teachers, students, administration and other stakeholders of the education department.
7. This study may help school education department work on students' capabilities and relevant issues in learning the four basic skills i.e. listening, reading, speaking and more specially writing.
8. This study may also help concerned authorities in finding factors affecting teaching and learning matters in Hazara KPK.

**Research Design**

The proposal used in the study, survey research, aimed to know the effect among concerned variables. (Headley et al., 2020). More exactly this type of study usually search for to measure forms of effect among variables. The effect of writing self-regulation, writing anxiety on English writing motivation of secondary school students was measured in the study. Based on this, this the effect of writing self-regulation and writing anxiety, on English writing motivation, of secondary school students was also examined in this study. The factors of these mentioned variables are examined through five point Likert scale questionnaires.

**Instrumentation and Data Collection Procedures**

**2.1.1** Data were collected via three instruments, namely, SRQ (Self-regulation Questionnaire), writing Anxiety questionnaire, by Cheng, 2004, and Academic Writing Motivation Questionnaire AWMQ, were used for data collection. These instruments in reviewing literature have strong prediction, consistency, reliability and validity.

**2.1.2 Participants**

Usually different researchers use different study designs having qualitative methods and Quantitative research designs. These designs are selected accordance with goals and purpose of the studies.

The study sample consisted of the five districts of Hazara Division's 1020 students enrolled in class 10th session 2022.

**Data Analysis**

Analysis used in the first place was descriptive statistics for finding values of mean and standard deviation of the variables of the study. Secondly inferential statistics, namely, regression was used to examine whether there are noteworthy effect of writing self-regulation and anxiety in writing on students 2<sup>nd</sup> language writing motivation.

**Table 4.1**

*Depiction of the independent variables*

	N	Mean	Std. Deviation
Writing self-regulation	1020	3.52	.35
Writing Anxiety	1020	3.33	.55
Valid N (list wise)	1020		

Table 4.1 descriptive statistics of the independent study variables i.e. writing self-regulation and writing anxiety are shown i.e. mean (M) and standard deviation (SD). In short the averages of the field data, i.e. most of the observed values revolve around its mean. The mean (M) observed value for writing self-regulation was 3.52 with a standard deviation (SD) of .35, and the mean (M) observed value of Writing Anxiety was 3.33 with a Standard Deviation (SD) of .55.

**Table 4.2**  
*Depiction of the dependent variable*

	N	Mean	Std. Deviation
Writing Motivation	1020	3.72	.54
Valid N (list wise)	1020		

Table 4.2 descriptive statistics of the study dependent variable i.e. writing motivation is shown. The field data is summarizes in it. The mean M observed value of writing motivation was 3.762 with a Standard Deviation SD of .54, it means that most observed values revolve around its mean.

**Table 4.3**  
Effect of writing self-regulation on writing motivation

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.169	.164		13.256	.000
writing self-regulation	.442	.046	.287	9.548	.000
	R=.127 <sup>a</sup>	R <sup>2</sup> =.082	Adj. R <sup>2</sup> =.081	F=91.17	Alpha=0.000

Dependent Variable: Writing Motivation

Table 4.3 R value is shown that is .127 that reflects overall writing self-regulation has significant effect on writing motivation. The R<sup>2</sup> value is .082 that reveals that in writing motivation 0.82% of the variability is explained by overall writing self-regulation. The F=91.17 and the sig=0.000, it means that there is statistically noteworthy and accurate predication between the variables at p=0.05 significance level. The value of β (slop of coefficient) for overall writing self-regulation .287 reflects that writing motivation varies positively with the change in overall writing self-regulation and t value 9.548 is statistical significant at α =0.000. Therefore it is calculated that the overall writing self-regulation positively influence the writing motivation.

**Table 4.4**  
Effect of writing anxiety on writing motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.125	.104		39.772	.000
Writing Anxiety	-.121	.031	-.122	-3.922	.000
	R=.122 <sup>a</sup>	R <sup>2</sup> =.015	Adj. R <sup>2</sup> =.014	F=15.38	Alpha=0.000

Dependent Variable: Writing Motivation

Table 4.4 tells that the value of R is .122 which imitates that overall writing anxiety has relation with writing motivation. The R<sup>2</sup> value is .015 that imitates 1.5% of the variability in writing motivation is explained by overall writing anxiety. The value of F=15.38 and the sig=0.00 that shows significant statistical and accurate predication between the variables at p=0.05 significance level. The value of β (slop of coefficient) for overall anxiety -.122 reflects that writing motivation varies negatively with the change in overall anxiety and t value -3.922 is statistical significant α =.000. Therefore, it is calculated that the overall writing anxiety negatively influence the writing motivation.

**Discussion**

The aim of the study in hand is to show the effect of writing self-regulation and writing anxiety on English writing motivation of secondary school students. This study further shows the different levels of these factors. From the results of this study it is predicted that the SSC students having high level of anxiety results an unsatisfactory writing achievements. It is evident that SSC student with high level of writing anxiety avoid writing assignment in English and this automatically affect their academic performance especially in writing. They try to refrain from taking active part in English writing activities. They want to get rid of the negative comments of their class fellows and teachers. Hence the theoretical perception is that high anxiety level in students creates disappointing results in writing performance and students having low level of writing anxiety show better results in writing performance (Atay & Kurt, 2006; Erkan & Saban, 2011; Pajares, 2003; Senko, 2016). It is thus fully endorsed in results of the study that writing anxiety is negatively correlated with writing performance. Students with high level of anxiety have low writing performance and those having low level of writing anxiety perform quite better in writing. The finding confers completely to those of the results of Erkan and Saban’s (2011) study, which confirmed that students having high anxiety in writing show poor performance in writing assignments as compared to those having low level of writing

anxiety. As concerned writing motivation and writing-g self-regulation this study found that maximum secondary student have low level of these two factors. The finding concluded that due to time pressure, negative evaluation by teachers, low writing practice in English writing the SSC students have low level of these factors which decrease the students' writing self-regulation and writing motivation and resultantly cause their anxiety in writing (Elias et al., 2010; Kırmızı & Kırmızı, 2015). The findings of the current study also show that these students with low writing motivation do not work hard and willing to face challenges. This surely goes against the writing motivation and academic theory postulation that those individuals having Haigh level of academic performance and writing motivation are positive in thinking, better oriented and resultantly having high confident in them and can achieve their goals in positive manner (Elias et al., 2010; Maehr & Zusho, 2009; Senko, 2016). Student with low self-regulation observe stress and anxiety and ultimately their behaviour become negative. It matches with the belief that those people who have less sense of self-regulation think that things are more hard than they actually are, this view can cause anxiety and stress for solving different problems" (Schunk & Benedetto, 2016). Resultantly, a low level of writing self-regulation can cause an unacceptable performance i.e. academic achievement and English writing motivation.

### **Conclusion**

The study in hand discovered that how students writing motivation is effected by self-regulation anxiety. Data were analysed by the use of mean, Standard deviation and regression analysis values of the variables. The data was collected by questionnaires. The effect of the variables in the study is discussed. This study was, quantitative, non-experimental, predictive correlational research design was used in this study. This study concluded that writing self-regulation has a profound impact on writing motivation of secondary school students. Likewise, there is a significant effect of the writing anxiety on writing motivation. Additionally, the secondary school students have low and moderate level of both these factor. Further, it is concluded that as a whole high anxiety decreases while low increases the writing motivation. Lastly low self-regulation hampers the motivation while high anxiety caused better results in English writing.

### **Recommendations**

On the basis of conclusions, following recommendations can be formulated:

1. As found in the results that writing self-regulation has a positive and significant impact on writing motivation of students hence it is recommended that teachers who serve as model, may tell the students about writing self-regulation and writing motivation, so that they too will understand the impact of them. Secondly, students may be encouraged to change their thoughts positively and improve their motivation and self-regulation especially in English writing.
2. It is found from the result findings that writing anxiety has a profound impact on writing motivation of students therefore, it is recommended that the students may be helped through counselling that writing anxiety is a normal feeling and can be overcome by mindfulness-based and cognitive behavioural interventions of parents and teachers.
3. Since anxiety has profound impact on academic achievement of the students, it is therefore recommended that the students may be helped out students to reduce writing anxiety through group work among students. Assessments and tests in writing may be well planned continuously to reduce writing anxiety for students. They need commitment for completing course successfully well in time without any fear, pressure, tension and anxiety.

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