

FACTORS PREDICTING THE WRITING ANXIETY AND THE WRITING SELF-EFFICACY OF THE GRADE 11 STUDENTS OF BUTING SENIOR HIGH SCHOOL

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Abstract – The study examined the writing factors predicting the writing anxiety and writing self-efficacy of the Senior High School students. Quantitative research method using Percentage, Weighted Mean, Likert Scale, Chi-square and Pearson R was utilized to examine the writing anxiety and writing self-efficacy of the 300 Grade 11 respondents randomly selected from their Reading and Writing Skills subject at Buting Senior High School. Findings demonstrated that majority of the respondents have high level of writing anxiety and moderate level of writing self-efficacy. The gender and the academic performance of the students were seen as factors that predict both anxiety and self-efficacy while age was not considered as one of the factors that predict anxiety and self-efficacy. The study concluded that these findings emphasize the importance of writing instruction in English classes.

Keywords: anxiety, self-efficacy in writing, senior high school, writing anxiety,

INTRODUCTION

Writing is a foundational productive skill that students must practice and master to complete essential academic tasks such as essays, journals, and research papers. Despite its importance, current trends show that writing is often a neglected macro skill, with many students today considering writing significantly more difficult than reading (Cequena et al., 2013). The core issue is that many students harbor a negative attitude toward writing and lack self-efficacy, which leads to a fear of evaluation; as noted by Gkonou (2011), students often view teacher correction as a sign of failure rather than a tool for improvement.

Existing literature defines second language writing anxiety as a general avoidance of writing tasks accompanied by the fear of negative evaluation (Hassan, as cited in Zhang, 2011). Tsui (as cited in Atay and Kurt, 2006) further explains that foreign language writing causes high anxiety because it is a product-oriented task that demands individual work. Studies by Lucas, Miraflores, and Go (2011) and Mamhot, Martin, and Masangya (2013) indicate that this anxiety interferes with the learning process, leading to poor academic output. Furthermore, Negari and Rezaabadi (2012) found that students experiencing high anxiety consistently receive lower scores on all parts of their written assignments.

In contrast, writing self-efficacy—defined as an individual’s perception and evaluation of their own writing skills (McCarthy, Meier, and Rinderer, as cited in Kirmizi and Kirmizi, 2015)—is a crucial driver for success. According to Bandura’s theory (as cited in Martinez, Kock, and Cass, 2011), higher writing self-efficacy contributes to better writing performance regardless of a student's actual ability. Students with high self-efficacy are more likely to persist through setbacks (Maguire, Reynolds, and Delahunt, 2013) and focus on improving their mastery of writing skills (Chea and Shumow, 2014).

The objective of this study was to investigate the demographic and academic factors that predict these psychological states among Grade 11 students in a Philippine setting, where local research has been limited. By addressing this gap, the study provides vital evidence that writing instruction must prioritize student confidence and psychological well-being to improve learning outcomes

OBJECTIVES OF THE STUDY

This study focuses on identifying the specific factors that predict the writing anxiety and writing self-efficacy of Grade 11 students at Buting Senior High School. Specifically, the research sought to answer the following questions:

1. What is the demographic profile of the Senior High School (SHS) students in terms of gender and age?
2. What is the level of writing anxiety among these SHS students?
3. What is the level of writing self-efficacy among these SHS students?
4. Is there a significant relationship between or among the following variables?
 - Anxiety and gender
 - Gender and self-efficacy
 - Anxiety and academic performance
 - Academic performance and self-efficacy
 - Anxiety and age
 - Age and self-efficacy
5. What learning and teaching strategies can be utilized to eliminate or reduce the level of writing anxiety experienced by the students?

METHODOLOGY

This study utilized a quantitative research design to investigate the relationship between psychological variables and student performance. The participants were 300 randomly selected Grade 11 students (167 females and 133 males) from Reading and Writing Skills (RWS) classes at Buting Senior High School, the largest

stand-alone senior high school in Pasig City. Two standardized instruments were used to gather data: the Second Language Writing Anxiety Inventory (SLWAI) to measure cognitive, somatic, and avoidance behavior, and the Writing Self-Efficacy Scale (WSES) to assess student beliefs in areas like content, design, and accuracy. Data analysis was performed using Percentage, Weighted Mean, Chi-square, and Pearson R to determine significant predictors

RESULT & DISCUSSION

TABLE 1.1
DEMOGRAPHIC PROFILE OF THE STUDENTS IN TERMS OF GENDER

GENDER	FREQUENCY	PERCENTAGE
MALE	133	44.3
FEMALE	167	55.7
TOTAL	300	100

The result showed that 133 or 44.3 percent of the respondents were males and 167 or 55.7 of the respondents used in the study were females. Those students were asked to answer the survey questionnaires provided by the researcher

Table 1.2
Demographic Profile of the Students in Terms of Age

Age	Frequency	Percentage
16	70	23.3
17	178	59.3
18	38	12.7
19	12	4
20	2	0.7
Total	300	100

The majority of the students were 17 years old (59.3%), followed by 16-year-olds (23.3%), with a small percentage aged 18 to 20.

2. Level of Writing Anxiety

Table 2.1
Level of Writing Anxiety of the SHS Students in Terms of Cognitive Anxiety

Scores	Level	Frequency	Percentage	Mean Score
Below 7	Low	10	3.3	5.5
7-14	Moderate	288	96.0	13.6
Above 14	High	2	.7	15.4
	Total	300	100.0	

When broken down into specific categories, the majority of students actually scored at a **moderate level** for Cognitive Anxiety (96%), Somatic Anxiety (73.7%), and Avoidance Behavior (94%).

Table 2.2
Level of Writing Anxiety of the SHS
Students in Terms of Somatic
Anxiety

Scores	Level	Frequency	Percentage	Mean Score
Below 7	Low	6	2	6.5
7-14	Moderate	221	73.7	13.7
Above 14	High	73	24.3	15.7
	Total	300	100	

Table 2.3
Level of Writing Anxiety of the SHS
Students in Terms of Avoidance Behavior
Anxiety

Scores	Level	Frequency	Percentage	Mean Score
Below 7	Low	16	5.3	5.76
7-14	Moderate	282	94	14.68
Above 14	High	2	.7	14.5
	Total	300	100	

Table 2.4
Level of Writing Anxiety of the SHS
Students

Scores	Level	Frequency	Percentage	Mean Score
Above 65	High Anxiety	172	57.3	68.9
50-65	Moderate Anxiety	110	36.7	62.76
Below 50	Low Anxiety	18	6	48.35
	Total	300	100	

3. Level of Writing Self-Efficacy

Table 3.1
Level of Writing Self-efficacy of the SHS
Students in Terms of Content

Scores	Level	Frequency	Percentage	Mean Scores
Below 7	Low	3	1	6.87
7 – 14	Moderate	277	92	13.67
Above 14	High	20	7	15.7
	Total	300	100	

Majority of the respondents (277 or 92% of the total respondents) have moderate level of efficacy in terms of content. This value is greater than the frequency of respondents who showed high level of efficacy (20) and the frequency of respondents with low level of anxiety (3). This means that students can easily write ideas when given particular topics.

Table 3.2
Level of Writing Self-efficacy of the SHS
Students in Terms of Design

Scores	Level	Frequency	Percentage	Scores
Below 7	Low	4	1.3	6.6
7 – 14	Moderate	276	92	13.78
Above 14	High	20	6.7	15.76
	Total	300	100	

As shown in the result, majority of the respondents (276 or 92%) got a moderate level of writing self-efficacy in terms of design. Only 20 or 6.5% of the total respondents got high level of writing self-efficacy and 4 or 1.3% of the respondents got low level of writing self-efficacy. The result means that students in senior high school

can provide all the necessary information in any given topic.

Table 3.3
Level of Writing Self-efficacy of the SHS Students in Terms of Unity

Scores	Level	Frequency	Percentage	Mean Scores
Below 7	Low	3	1	6.1
7 – 14	Moderate	285	95	12.57
Above 14	High	12	4	17.2
	Total	300	100	

The result presented the level of writing self-efficacy of the respondents in terms of unity. Through the SPSS computation, majority of the respondents (285 or 95% of the total respondents) have moderate level of self-efficacy in term of unity. This value is greater than the frequency of those who responded with high level (12 or 4% of the total respondents) and low level (only 3 or 1% of the respondents) of writing self-efficacy in terms of unity. This result means that SHS students can express and support their opinions in a given topic.

Table 3.4
Level of Writing Self-efficacy of the SHS Students in Terms of Punctuation

Scores	Level	Frequency	Percentage	Mean Score
Below 7	Low	29	9.7	6.78
7 – 14	Moderate	269	89.6	13.65
Above 14	High	2	0.7	16.5
	Total	300	100	

The level of writing self-efficacy of the SHS students in terms of

punctuation was revealed by the given result. 269 or 89.6% of the respondents were seen to have a moderate level of writing self-efficacy in terms of punctuation while 29 or 9.7% were seen to have a low level of self-efficacy and 2 or 0.7% had high level of writing self-efficacy in terms of punctuation. The result showed that SHS students can use punctuations properly.

Table 3.5
Level of Writing Self-efficacy of the SHS Students in Terms of Accuracy

Scores	Level	Frequency	Percentage	Mean Score
Below 7	Low	14	4.7	6.43
7 – 14	Moderate	279	93	13.65
Above 14	High	7	2.3	17.4
	Total	300	100	

The result showed that in terms of accuracy, 14 respondents or 4.7 percent have low level self-efficacy. 279 or 93 percent of SHS students have moderate level of writing self-efficacy, and 7 or 2.3 percent have high level self-efficacy. This means that SHS students can write error-free sentences in their compositions.

4. Is there a significant relationship between or among the following:

- 4.1. anxiety and gender
- 4.2. gender and self-efficacy
- 4.3. anxiety and academic performance

- 4.4. academic performance and self-efficacy
- 4.5. anxiety and age
- 4.6. age and self-efficacy

Table 4.1
Relationship between Anxiety and Gender

Computed Chi-Square Value	Sig. (p-value)	Interpretation	Decision
13.452	0.045	Significant	Reject the Null Hypothesis

Note: p-value ≤ 0.05 – significant, p-value > 0.05 - not significant

The result presented the relationship between anxiety and gender. Using the SPSS program, the computed chi-square value was 13.452 with a p-value of 0.045, since the p-value was less than the 0.05 level of significance, therefore it is significant. The null hypothesis that there was a significant relationship between anxiety and gender was rejected. It means that the anxiety experience by the respondents has something with their gender.

Table 4.2
Relationship between Self-Efficacy and Gender

Computed Chi-squared Value	Sig. (p-value)	Interpretation	Decision
12.546	0.035	Significant	Reject the Null Hypothesis

Note: p-value ≤ 0.05 – significant, p-value > 0.05 - not significant

As revealed in result, the computed chi-squared value was 12.546 and the p-value was 0.035, since the computed p-value was lower than 0.05 level of significance, therefore it was significant and the decision was to reject the null hypothesis. It means that the level of writing self-efficacy of SHS students was related to their gender.

Table 4.3
Relationship between Anxiety and Academic Performance of SHS Students

Computed Pearson Product Value	Meaning	Sig. (p-value)	Interpretation	Decision
0.424	Moderate Relationship	0.008	Significant	Reject the Null Hypothesis

Note: p-value ≤ 0.05 – significant, p-value > 0.05 - not significant

The result stated the relationship between anxiety and academic performance SHS students, based on the computation the computed Pearson product value was 0.424, which moderate relationship and the p-value was 0.008, since the p-value was less than the 0.05 level of significance, therefore, it is significant. It means there was a relationship between the anxiety experienced by the students and their academic performance.

Table 4.4
Relationship between Academic Performance and Self-Efficacy of SHS Students

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Computed Pearson Product Value	Meaning	Sig. (p-value)	Interpretation	Decision
-0.428	Moderate Relationship	0.026	Significant	Reject the Null Hypothesis

Note: p-value ≤ 0.05 – significant, p-value > 0.05 - not significant

The result revealed the relationship between academic performance and writing self efficacy. Using the SPSS program, the computed Pearson product value was -0.428 with a p-value of 0.026, since the p-value was less than 0.05 level of significance, therefore it is significant. The null hypothesis that there is no significant relationship between the academic performance and self efficacy was rejected. It means that the academic performance of the respondents was affected by the self efficacy.

Table 4.5
Relationship between Anxiety and Age of SHS Students

Computed Pearson Product Value	Meaning	Sig. (p-value)	Interpretation	Decision
0.058	Very Weak Relationship	0.316	Not Significant	Accept the Null Hypothesis

Note: p-value ≤ 0.05 – significant, p-value > 0.05 - not significant

The result showed the relationship between age and self-efficacy of the respondents, based on the result the computed Pearson product value was 0.058 with a p-value of 0.316. Comparing the

computed p-value to the 5 percent level of significant, the result was not significant. It means that the self-efficacy of the SHS students has no relationship with their age.

5. Learning and Teaching Strategies

To eliminate or reduce writing anxiety, the study suggests several evidence-based strategies:

Process Writing: Breaking writing tasks into smaller, manageable units rather than focusing on a perfect final product immediately.

Selective Error Correction: Teachers should provide comments that focus on the goal of the activity rather than just highlighting every error, making the classroom "non-threatening".

Peer and Self-Evaluation: These methods help students become independent learners and build confidence in their own writing ability.

Coping Mechanisms: Encouraging students to use preparation, positive thinking, and relaxation techniques

CONCLUSION AND RECOMMENDATION

The study concludes that writing anxiety and writing self-efficacy are confirmed factors that significantly affect the writing performance of students. The

research demonstrated that a majority of the Grade 11 respondents experience high levels of writing anxiety but maintain a moderate level of self-efficacy. A key finding is that gender and academic performance are significant predictors of both anxiety and self-efficacy, whereas age is not a contributing factor. These results highlight the critical importance of writing instruction; specifically, when students feel proficient and confident, they perform better and achieve higher scores. Ultimately, the study suggests that educators must focus on building student competence through confidence to help them achieve their future goals.

RECOMMENDATION

The study offers several recommendations for both future research and pedagogical practice:

Pedagogical Strategies for Teacher.

Create a Non-Threatening Environment: Teachers should ensure the classroom is a safe space where correction is not viewed as failure.

Selective Error Correction: Educators should use feedback that focuses on the

main goal of the writing activity rather than immediately highlighting every error.

Process Writing: Writing tasks should be broken into smaller, manageable units to help students incorporate skills at a natural pace.

Peer and Self-Evaluation: Implementing these methods can help students become independent learners and improve their writing confidence.

Diverse Activities: Teachers are encouraged to invite guest speakers, examine various genres (like poetry and business memos), and help students engage with experts in different fields.

Coping Strategies for Students: Students are encouraged to practice preparation, positive thinking, and relaxation techniques to manage anxiety whenever they face writing tasks.

Future Research. The researcher suggests further investigation into the relationship between age, anxiety, and self-efficacy. A follow-up study is recommended to explore other factors that might predict writing anxiety and self-efficacy specifically within the broader Philippine educational setting.

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