Comparison of Writing Anxiety and Writing Dispositions of Sixth, Seventh and Eighth Grade Students

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The purpose of this study is to determine sixth, seventh and eighth grade students' writing anxiety and dispositions and to examine to what extent they predict each other. The basis of this study is to determine whether writing disposition is the significant predictor of writing anxiety or not and whether students' grade levels and genders are significant predictor of writing anxiety and dispositions or not. The research was designed according to survey model. The study group, selected through simple sampling method, is made up of 860 students studying at 6th, 7th and 8th grades in elementary schools of Şarkışla District, Sivas. While "Writing Anxiety Scale", adapted into Turkish by Özbay and Zorbay (2011), was administered to determine the study group's writing anxiety level, "Writing Disposition Scale", adapted into Turkish by İşeri and Ünal (2010), was used to determine the writing disposition level. At the end of the study, it was found that writing disposition is a significant predictor of writing anxiety and students' grade levels and genders are significant predictors of writing anxiety and dispositions. An education environment to create a strong writing disposition for students is recommended. Also, similar studies on different dimensions of the issue can be conducted.

Key Words: writing anxiety, writing disposition, writing skill, elementary school, writing

INTRODUCTION

Writing, one of the four basic language skills, is a means of narrating feelings, thoughts, desires and events through certain symbols in accordance with certain rules (Özbay, 2006). Sever (2004) referred to writing action as expressing one's senses, thoughts, plans and experiences through writing.

Since writing is intertwined with mental processes, it contributes to the development of many skills. It helps to widen students' thoughts, organize their knowledge, use language, enrich their knowledge accumulation and develop their mental dictionaries (Güneş, 2013). In addition, it makes it easier to examine what is being thought by putting them on paper.

Today's technological developments are increasing the importance of improving writing skills. According to Özbay (2011), written communications in social life have gained importance due to technological advancements. Similarly, Yancey (2009) stated that humankind produced writing more than ever in the twenty-first century. Increase in platforms like instant messaging, forums, news coverage, social networks, social networking sites, blogs, e-mails and chat rooms have also increased the number of people who write. Written communication is undeniably spreading to every aspect of life.

In the literature, the researchers frequently voice that writing skill which has many benefits for students' cognitive and affective development is the most complex and most hard-won among the language skills (Karatay, 2011) and it is an ignored skill (Güneş, 2007; Karakoç Öztürk, 2012; Yaman, 2013;). The studies examining the written expression skill levels of students at different grade levels of elementary schools specify that students do not reach the targeted levels in the programs in terms of their written expression skills.

While reasons like using traditional teaching methods in Turkish classes (Aktaş & Gündüz; 2004; Göçer, 2011; Ungan, 2007), test type exams (Aktaş & Gündüz, 2004; Uçgun, 2011) and not giving necessary importance to the written expression course (Karatay, 2011; Ungan, 2007) are found to be among the reasons why students' writing skills cannot be improved, the scarcity of studies examining affective dimension of written expression process and effects of problems encountered in affective dimension of writing on students' writing skills are not paid attention to.

Although many researchers accepted that writing has an affective dimension (Daly & Wilson, 1983; McLeod, 1987; Piazza & Siebert, 2008; Smagorinsky & Daigle; 2012), students' affective dispositions towards writing are not the subjects of many studies (Piazza & Siebert, 2008). In this regard, writing anxiety and writing disposition (McClenny, 2010; Piazza & Siebert, 2008; Smagorinsky & Daigle; 2012) that are discussed in writing's affective dimension (Brand & Powell, 1986; Hidi & Boscolo, 2006; Mcleod, 1987) are among the subjects which have been studied on in our country recently (Baş & Şahin, 2012; İşeri & Ünal, 2010; İşeri & Ünal, 2012; Karakaya & Ülper, 2011; Karakoç Öztürk, 2012; Özbay & Zorbaz, 2011; Tiryaki, 2012; Tüfekçioğlu, 2010; Yaman, 2010; Zorbaz, 2010).

Writing anxiety is an anxiety specific to writing that has been researched since 1975 (Daly and Miller, 1975a; 1975b). Examined with its various aspects by many researchers in many countries for nearly 40 years, it has become a subject that researchers have been doing research on in recent years.

Writing anxiety is defined as the fear or anxiety regarding writing (Tighe, 1987). Writing anxiety, a reaction developed against writing, affectively manifests itself in sadness, anger and fear and physically in various cramps and sweating (Poff, 2004: 168 cited in Zorbaz, 2010).

It was found that this reaction developed against writing has negative effects on writing quality and writing success and has led to situations like avoiding and not wanting to write (Hettich, 1994; Matthews, 2001 cited in Zorbaz, 2010).

Writing anxiety affects students' attitudes, behaviors and written products. Summarizing the findings of the studies conducted by Daly and his colleagues until 1981, Reeves (1997) stated that individuals with high writing anxiety tended to choose careers that do not require any writing or require little writing, avoided courses and specialization on subjects that require daily writing and wrote very little outside the classroom. Reeves (1997) pointed out that these individuals were deprived of role models in terms of writing at home and school and in society and their motivation conditions varied. The findings also showed that the individuals with high writing anxiety were apt to get lower scores from oral ability exams, reading comprehension and university entrance standardized exams.

Disposition is a term used in philosophy, psychology -personality and personality development- (Katz, 1993; Thornton, 2006) and education literature. Changes made in teacher training in the US recently and new quality standards put into effect led to many discussions on the term "disposition".

Various definitions were made by many researchers to clarify the concept of the term disposition. Each definition made led to an increase in terminology regarding the term or new questions regarding disposition. Sing and Stoloff (2007) remark on giving a definition of the term "disposition" that everyone can agree on to be able to respond clearly to all these questions.

According to Piazza and Siebert (2008), dispositions are wide structures discussed under affective conditions like self-efficacy, interest and motivation individuals feel or sense while writing. According to Katz (1993), dispositions are frequently repeated behavior patterns that the individual consciously chooses without authority, pressure or coercion. Smith, Skarbek and Hursk (2005) argue that definition offered by Katz and Raths is the most effective and the most cited one among the definitions given to clarify the term disposition.

According to Katz and Rath (1985) attainment of a skill does not mean that the individual will use that skill or exhibit it. The individual's disposition regarding that skill needs to be strong, too. Da Ros Voseles & Fowler Hugley (2007) mention that dispositions are sensitive to the settings and this should be kept in mind wile organizing educational settings.

Katz (1993, p. 5), based on Buss and Craik's definition of disposition as "summaries of act frequencies", claimed that if one frequently donates to charities, buys presents to family members or loans money to friends in need, that person can be said to have a

disposition for being generous. Similarly, if a child asks questions frequently, examines the environment with curious eyes and if that child is constant in a learning or research activity, it can be said this child has a strong disposition to be curious.

In that case, given the examples on writing in the literature, we can mention that an individual having writing skills does not mean that that person has a strong disposition towards writing and that if an individual is observed to write consciously frequently and voluntarily without any pressure or reward, that person has strong disposition towards writing.

Objectives of the Study

The purpose of this study is to determine sixth, seventh and eighth grade students' writing anxiety and dispositions and to find out to what extent they predict each other. For this purpose, the answers to the following questions were sought:

- Are students' grade levels and genders significant predictors of writing disposition?

- Are students' grade levels and genders significant predictors of writing anxiety?

METHOD

Research Design

This study is designed according to survey model which aims to "describe an existing situation that happened in the past or is still happening" (Karasar, 1999: 77).

Sample

The sample of the study consisted of 860 students from 6th, 7th and 8th grade studying at Anafartalar Elementary School (62), Aşık Veysel Elementary School (87), Atatürk Elementary School (115), Cumhuriyet Elementary School (80), Doçent Doktor Abdüllatif Şener Elementary School (141), Kahraman Köseoğlu Elementary School (37), Mehmet Emin Tuna Elementary School (64), Milli Egemenlik Elementary School (89), Hürriyet Elementary School (87) and Şehit Tuncer Çeliker Boarding Elementary School (98) in Şarkışla district of the city of Sivas were selected through simple sampling method. Gender distribution of the study group is shown in table 1.

Table 1
Demographic data showing study group based on gender

Grade Level		Gender		Total
		Female	Male	
Grade 6	n	190	158	348
	%	22,1	18,4	40,5
Grade 7	n	101	109	210
	%	11,7	12,7	24,4
Grade 8	n	169	133	302
	%	19,7	15,5	35,1
Total	n	460	400	860
	%	53,5	46,5	100

According to Table 1, 190 of the 348 6th grade students participating in the study are female and 158 of them are male. The numbers of female and male participants who study at 7th grade are 110 and 109 respectively. Finally, 169 of the 302 8th grade students participating in the study are female while 133 of them are male.

Data Collection and Analysis

In the study, "Writing Anxiety Scale" and "Writing Disposition Scale" were used as data collection tools. The "Writing Anxiety Scale" developed by Daly and Miller (1975) and adapted into Turkish by Özbay and Zorbaz (2011) was administered with permission from the researchers. The original scale was a five-point Likert-type one including strongly agree, agree, don't know, disagree and strongly disagree choices and it was made up of 26 items.

During the scale's adaptation into Turkish process, changes were made on the 5th, 18th and 21st items since there was not a separate writing or composition course other than the Turkish course in elementary schools. The scale was administered to middle school students. The findings obtained at the end of this 26-item scale's Turkish adaptation, and validity and reliability tests show that the 21-item version of the scale can be administered in a valid and reliable way (Özbay & Zorbaz, 2011: 44).

During the entry of the data obtained from the scale into the computer, while the items with positive statements (1, 4, 5, 7, 8, 13, 16, 18, 21, 22, 24, 25, 26) were scored 1 point for "strongly agree", 2 points for "agree", 3 points for "undecided", 4 points for "disagree" and 5 points for "strongly disagree", the scoring was reversed for the items with negative statements (2, 3, 6, 9, 10, 11, 12, 14, 15, 17, 19, 20, 23) and these items were scored 5 points for "strongly agree", 4 points for "agree", 3 points for "undecided", 2 points for "disagree" and 1 point for "strongly disagree". At the end of scoring, the respondent with the lowest score and the highest writing anxiety will get 26 points and the person with the highest score and the lowest writing anxiety will get 130 points. It can be said that the higher the points taken from the scale, the lower is the

writing anxiety level and the lower the points taken from the scale, the higher is the writing anxiety level.

For this study, it was decided to use factor analysis to determine the validity of the writing anxiety scale. First, Kaiser-Meyer-Olkin (KMO) and Barlett tests were employed to understand whether the scale was suitable for factor analysis or not. In this context, the result of the KMO test measurement should be .60 and higher, the result of Barlett sphericity test should be statistically significant (Büyüköztürk, 2010: 126). KMO test result was .89 and Barlett sphericity test was significant (P<0.01) as a result of this study and it was concluded that exploratory factor analysis could be done to the scale. The limit value of item load was decided as .30 for every item in the scale. Statements that were in multiple items or items that were under the .30 limit value were removed from the scale.

Table 2
Results of exploratory factor analysis (rotated principal component analysis) of writing anxiety scale

Item No	Common Factor Variance	Factor-1 Load Value	Load Value after Rotation		
			Factor-1	Factor-2	Factor-3
a7	,229	,361	,476		
a13	,476	,621	,557		
a16	,445	,547	,624		
a18	,591	,697	,732		
a21	,484	,597	,686		
a24	,301	,417	,548		
a25	,411	,610	,601		
a26	,431	,622	,619		
a22	,563	,668	,725		
a2	,418	,425		,621	
a6	,423	-,389		,647	
a11	,464	,504		,606	
a12	,421	,402		,574	
a14	,398	,383		,624	
a23	,536	,445		,728	
a15	,689	,444			,731
a1	,595	,478			,712

As a result of factor analysis applied to the "Writing Anxiety Scale", three factors were found. The first factor explains the 21,45% of the total variance related to the scale, the second factor 16,19% and the third factor 8,69%. The explained total variance of the scale was determined 46,33%. Büyüköztürk (2010: 124) states that explained variance in one factor scales should be 30% or higher and it should be higher in multifactor scale. According to the results obtained here, it can be concluded that the scale is valid.

After factor rotation, it is seen that the first factor of the scale is made up of nine items, the second factor six items and the third factor two items. Load values of items in the first factor change between 0,47 and 0,73; load values of items in the second factor change between 0,57 and 0,72, and load values of items in the third factor change

between 0,71 and 0,73. Büyüköztürk (2010: 125) expresses that common factor variance of the items being close to 1 or above .66 is a good analysis but he also states that it is difficult to meet this in practice.

It is seen that the factor analysis of the scale adapted by Özbay and Zorbaz (2011) was done in two ways. An analysis based on the presumption that the scale has two factors in the first analysis. In the second analysis, criterion factor load value that provides basis for deciding on item selection and suitability of an item was decided .30 or above. Since exploratory percentage of total variance of the structure resulting from the second factor analysis is above 50%, the results of this analysis was found to be more suitable to use. A structure with four factors that explain the 53 % of the total variance and that have eigenvalue over 1 was found out during the factor analysis done by removing some of the items (6, 7, 8, 11 and 21) after applying varimax, one of the rotation techniques of Principal Component Analysis technique.

Cronbach's alpha reliability statistics was conducted to determine the writing anxiety scale's reliability in this study. According to the statistics done, Cronbach's alpha value of the first factor was .87, value of the second factor was .78, value of the third factor was .68 and Cronbach's alpha value of the total scale was .73. Tezbaşaran (1997: 47) mentions that for a Likert-type scale's reliability coefficient should be as close to 1 as possible. According to these results, it can be said that the scale's reliability is high.

Cronbach's alpha coefficient of the scale adapted by Özbay and Zorbaz (2011) was calculated and Cronbach's alpha value was calculated as .901. The item-total test correlations of the scale was between .33 and .67. The scale's internal consistency coefficient for the first factor was .841, for the second factor was .799, for the third factor was .689 and for the fourth factor was .681. . According to these results, the scale is a reliable measurement tool.

In the study, "Writing Disposition Scale", developed by Piazza and Siebert (2008) and adapted into Turkish by İşeri and Ünal (2019), was administered to determine elementary school students' writing dispositions.

The scale is made up of three sub-dimensions: confidence, persistence and passion. Each sub-dimension has 31 items and the scale is made up of 93 items in total. Five-point Likert-type scale is developed from "strongly agree" (5 points) to "strongly disagree" (1 point) and the negative items is reverse scored. The lowest score is 93 and the highest score is 465. At the end of the validity and reliability studies done for the original scale, the latest scale was made up of 11 items. The lowest score that can be taken from the latest version is 11 and the highest score is 55. While the high scores obtained from the scale means positive writing disposition, the lower scores means negative writing disposition.

For this study, it was decided to use factor analysis to determine the validity of the writing disposition scale. First, Kaiser-Meyer-Olkin (KMO) and Barlett tests were employed to understand whether the scale was suitable for factor analysis or not. In this context the KMO test measurement should be .60 and higher, the result of Barlett sphericity test should be statistically significant (Büyüköztürk, 2010: 126). KMO test

result was .94 and Barlett sphericity test was significant (P<0.01) as a result of this study and it was concluded that exploratory factor analysis could be done to the scale.

Table 3
Results of exploratory factor analysis (rotated principal component analysis) of writing disposition scale

Item No	Common Factor Variance	Factor-1 Load value	Load Value after Rotation		
			Factor-1	Factor-2	Factor-3
d1	,583	,605		,705	
d2	,593	-,477		-,756	
d3	,507	-,504		-,674	
d4	,575	,516		,739	
d5	,588	,581		,724	
d6	,625	,566		,757	
d7	,463				,672
d9	,530				,719
d10	,654				,803
d11	,428	,504	,684		,522
d12	,580	,728	,753		
d13	,600	,726	,754		
d14	,624	,728	,721		
d15	,604	,741	,797		
d16	,683	,775	,752		
d17	,601	,701	,674		
d18	,544	,711	,626		
d19	,505	,673	,735		
d20	,622	,743	,770		
d21	,637	,755	,713		

As a result of factor analysis applied to the "Writing Disposition Scale", three factors were obtained. The first factor explains the 10,56% of the total variance related to the scale, the second factor 17,56% and the third factor 8,69%. The explained total variance of the scale was determined 57,56%. Büyüköztürk (2010: 124) states that explained variance in one factor scales should be 30% or higher and it should be higher in multifactor scale. According to the results obtained here, it can be concluded that the scale is valid.

After factor rotation, it is seen that the first factor of the scale is made up of 11 items, the second factor is made up of six items and the third factor is made up of four items. Load values of items in the first factor vary between 0,62 and 0,79; load values of items in the second factor vary between 0,67 and 0,75, and load values of items in the third factor vary between 0,52 and 0,80. Büyüköztürk (2010: 125) states that common factor variance of the items being close to 1 or above .66 is a good analysis but he also states that it is difficult to meet this in practice.

Three factors were obtained from adapted version of the "Writing Disposition Scale" (İşeri and Ünal, 2010). The first, second and third factors explain the 30,08%, 8,45% and 7,73% of the total variance related to the scale respectively while the total of the scale's factor dimensions explain the 46,26% of the scale. After factor rotation, it is seen that the first factor of the scale is made up of 11 items, the second factor six items and

the third factor four items. Load values of items in the first factor vary between 0,601 and 0,702; load values of items in the second factor change between 0,561 and 0,668, and load values of items in the third factor change between 0,632 and 0,748.

Cronbach's alpha reliability statistics were conducted to determine the writing disposition scale's reliability in this study. According to the statistics done, Cronbach's alpha value of the first factor was .93, value of the second factor was .89, value of the third factor was .73 and Cronbach's alpha value of the total scale was .88. Tezbaşaran (1997: 47) mentions that for a Likert-type scale's reliability, coefficient should be as close to 1 as possible. According to these results, it can be said that the scale's reliability is high.

Cronbach's alpha coefficient of the scale adapted by İşeri and Ünal (2010) was calculated and Cronbach's alpha value was found to be .874 for the total scale, .882 for the passion sub-dimension, .734 for the confidence sub-dimension and .639 for the persistence. While the reliability of the scale is high for the passion and confidence sub-dimensions, it is at an acceptable level for the persistency sub-dimension.

The data collected in this study have been transferred to a computer and regression, simple regression and multiple regression analysis were used for the statistical analysis of the data.

FINDINGS

Findings and interpretations regarding the problem sentence and sub-problems are presented in this section of the study. The findings regarding the main question of the study, "Is writing disposition a significant predictor of writing anxiety?" are given in Table 4.

Table 4
Regression analysis results regarding prediction of writing anxiety based on writing disposition

Variables	B	Standard Error $_B$	β	t	p	Zero Order r	Partial r
Fixed	4,202	,086		48,983	,000		
Writing Anxiety	-,348	,032	-,348	-10,857	,000	-,348	-,348

When Table 4 is examined, writing disposition is found to be a significant predictor of writing anxiety (R=0.35, R2=0.12; F(1-858)=117.882, p<.05).When the regression analysis table is examined, it can be stated that 12% of the total variance regarding writing anxiety is explained by writing disposition. According to standardized regression coefficient (β), it can be said that an increase in writing disposition will lead to decrease in writing anxiety.

3.1. Findings Regarding Students' Genders and Grade Level Predicting Writing Disposition

The findings regarding the first sub-title of the study, "Are students' grade levels and genders significant predictors of writing disposition?", are given in Table 5.

Table 5
Regression analysis results regarding prediction of writing disposition based on students' grade levels and genders

Variables	B	Standard Error B	β	t	p	Zero Order r	Partial r
Fixed	3,987	,081		49,043	,000		
Grade	-,081	,024	-,108	-3,317	,001	-,105	-,113
Gender	-,363	,042	-,279	-8,554	,000	-,278	-,280

When Table 5 is examined, students' grade levels and genders are found to be significant predictors of writing disposition (R=0.298, R^2=0.089; $F_{(2-857)}$=41.818, p<.05). When the regression analysis table is examined, it can be stated that 0.9% of the total variance regarding writing disposition is explained by gender and grade variables. According to standardized regression coefficient (β), predictor variables' relative significance order on writing disposition is gender and grade. When the t-test results regarding the significance of regression coefficients are examined, it is seen that both the grade level and the gender are important predictors of writing disposition.

According to regression analysis, regression equation regarding prediction of writing dispositions can be stated as "Writing Disposition = 3, 978-0,081 GRADE-0,363 GENDER". The study conducted by Tüfekçioğlu (2010) also reached the conclusion that students' genders are related to their writing dispositions.

3.2. Findings Regarding Students' Genders and Grade Level Predicting Writing Anxiety

The findings regarding the second sub-title of the study, "Are students' grade levels and genders significant predictors of writing anxiety?" are given in Table 6.

Table 6
Regression analysis results regarding prediction of writing disposition based on students' grade levels and genders

Variables	B	Standard Error B	β	t	p	Zero Order r	Partial r
Fixed	1,801	,079		22,690	,000		
Grade	,071	,024	,096	2,996	,003	,092	,102
Gender	,446	,041	,344	10,788	,000	,343	,346

When Table 6 is examined, students' grade levels and genders are found to be significant predictors of writing anxiety (R=0.356, R^2=0.127; $F_{(2-857)}$=62.372, p<.05). When the regression analysis table is examined, it can be stated that 13% of the total variance regarding writing anxiety is explained by genders and grade variables. According to standardized regression coefficient (β), predictor variables' relative significance order on writing anxiety is gender and grade. When the t-test results regarding the significance of regression coefficients are examined, it is seen that both grade level and the gender are important predictors of writing anxiety.

According to regression analysis, regression equation regarding prediction of writing anxiety can be stated as "Writing Anxiety = 1,801+0,071 GRADE+0,0446 GENDER". The studies done by Zorbaz (2010) and Karakoç Öztürk (2012) also reached the conclusion that students' genders and grade levels have effects on their writing anxiety. While Zorbaz (2010) found that males' writing anxiety is higher compared to females and as the grade levels increase the writing anxiety increases, Karakoç Öztürk found the opposite in terms of grade levels.

DISCUSSION

According to regression analysis result regarding prediction of writing anxiety based on writing disposition it can be said that writing disposition is a significant predictor of writing anxiety. In this case, it can be said that the increase in writing disposition will decrease writing anxiety.

The result of regression analysis result regarding students' genders and grade level predicting writing disposition show that students' genders and grade levels are significant predictors of writing disposition. Also, the t-test results regarding the significance of regression coefficients show that both the grade level and the gender are important predictors of writing disposition.

The result of regression analysis result regarding students' genders and grade level predicting writing anxiety show that students' genders and grade levels are significant predictors of writing anxiety. Also, the t-test results regarding the significance of regression coefficients show that both grade level and gender are important predictors of writing anxiety.

Recommendations

The results of the study revealed that writing disposition is a meaningful predictor of writing anxiety; also, grade and gender level of the students are meaningful predictors of writing anxiety and dispositions. It is concluded that there is an inverse proportion between writing disposition and writing anxiety. That is, when writing disposition increases, writing anxiety decreases. Therefore, in order to create a strong writing disposition for students, it is recommended that required education environment (inside outside of school) should be provided. This study, which aims to predict writing anxiety and writing dispositions, was conducted with students at grades 6, 7 and 8. Similar studies can be conducted to reinforce the study results, support or put different dimensions of the study.

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Turkish Abstract
Altıncı, Yedinci ve Sekizinci Sınıf Öğrencilerinin Yazma Kaygısı ve Yazma Eğilimlerinin Karşılaştırılması

Bu çalışmanın amacı altıncı, yedinci ve sekizinci sınıf öğrencilerinin yazma endişeleri ve yazma kaygılarını tanımlayarak birbirlerine ne ölçüde üstün olduklarını incelemektir. Araştırmanın temeli, yazma eğiliminin yazma endişesini tanımlamada önemli bir yordama aracı olup olmadığını ve öğrenci sınıf derecesinin yine yazma eğilimi ve yazma endişesini tanımlamada önemli bir yordama aracı olup olmadığını belirlemektir. Araştırma, anket yöntemine göre tasarlanmıştır. Çalışma grubu, basit örnekleme yöntemiyle seçilmiş Sivas Şarkışla'daki 860 altıncı, yedinci ve sekizinci sınıf öğrencisinden oluşmaktadır. Çalışma grubunun yazma endişe düzeyini belirlemeye yönelik "Yazma Endişesi Skalası" Türkçe'ye Özbay ve Zorba (2011) tarafından uyarlanırken; İşeri ve Ünal (2010) tarafından Türkçe'ye uyarlanan "Yazma Eğilimi Skalası" yazma eğilim düzeyini tanımlamak için kullanılmıştır. Çalışmanın sonunda yazma eğiliminin yazma endişesini yordamada önemli olduğu ve öğrencilerin sınıf dereceleri ve cinsiyetin yazma eğilimi ve yazma endişesini yordamada önemli bir araç olduğu bulunmuştur. Öğrencilerde güçlü bir yazma eğilimi yaratmak için eğitim ortamını önemli olduğu tavsiye edilmiştir. Ayrıca benzer çalışmalar farklı boyutlarda yürütülebilir.

Anahtar Kelimeler: yazma kaygısı, yazma eğilimi, yazma becerisi, ilköğretim, yazma

French Abstract
La comparaison d'Écrire l'Anxiété et Écrire les Dispositions d'Étudiants de Quatrième et Sixième, Septième

Le but de cette étude est de déterminer l'anxiété d'écriture des étudiants de quatrième et sixième, septième et des dispositions et examiner dans quelle mesure ils se prévoient. La base de cette étude est de déterminer si l'écriture de la disposition est le prophète significatif d'écrire l'anxiété ou pas et si les niveaux de niveau et des genres des étudiants sont le prophète significatif d'écrire l'anxiété et des dispositions ou non. La recherche a été conçue selon le modèle d'enquête. Le groupe d'étude, choisi par la méthode d'échantillonnage simple, est composé de 860 étudiants étudiant à 6ème, 7ème et des 4èmes dans les écoles primaires de Quartier Sarkisla, Sivas. Tandis que "l'Écriture de l'Échelle d'Anxiété", adapté dans turc par Özbay et Zorbay (2011), a été administrée pour déterminer le niveau d'anxiété d'écriture du groupe d'étude, "l'Écriture de l'Échelle de Disposition", adapté dans turc par Iseri et Ünal (2010), a été utilisée pour déterminer le niveau de disposition d'écriture. À la fin de l'étude, il a été trouvé que l'écriture de la disposition est un prophète significatif d'écrire l'anxiété et les niveaux de niveau et les genres des étudiants sont les prophètes significatifs d'écrire l'anxiété et des dispositions. On recommande à un environnement d'enseignement(éducation) de créer une disposition d'écriture forte pour des étudiants. Aussi, des études semblables sur les dimensions différentes de la question peuvent être conduites.

Mots Clés: en écrivant anxiété, écrivant disposition, écrivant compétence, école primaire, écriture

Arabic Abstract

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مقارنة بين قلق الكتابة و تصرفات الكتابة لطلاب مرحلة السادس والسابع والثامن

والغرض من هذه الدراسة هو تحديد قلق الكتابة والتصرفات ودراسة إلى أي مدى التنبؤ بعضها البعض لطلاب مرحلة السادس والسابع والثامن. على أساس هذه الدراسة هو تحديد ما إذا كتابة التصرف هي مؤشرا كبيرا من كتابة القلق أم لا، وإذا كانت مستويات درجات الطلاب والأجناس هي مؤشرا كبيرا من كتابة القلق والتصرفات أو لا. وقد تم تصميم البحوث وفقا لنموذج المسح. مجموعة الدراسة، تم اختيارهم من خلال طريقة أخذ العينات بسيط، تتكون من 860 طالب وطالبة يدرسون في 6، 7 والدرجات TH8 في المدارس الابتدائية من منطقة Şarkışla، سيواس. في حين أن " مقياس كتابة القلق"، وتكييفها إلى اللغة التركية من قبل Özbay و Zorbay (2011)، كانت تدار لتحديد مستوى مجموعة دراسة كتابة القلق، " مقياس كتابة التصرف "، وتكييفها إلى اللغة التركية من قبل İşeri و Ünal   (2010)، وكان يستخدم لتحديد مستوى الكتابة التصرف. في نهاية الدراسة، وجد أن كتابة التصرف هو مؤشرا كبيرا من كتابة القلق والطلاب المراحل الدراسية والأجناس هي تنبؤ كبيرة من كتابة القلق والتصرفات. ينصح بيئة التعليم لإنشاء كتابة التصرف قوي للطلاب. أيضا، يمكن إجراء دراسات مماثلة على الأبعاد المختلفة لهذه القضية.

الكلمات الرئيسية: الكتابة والقلق، والكتابة التصرف، مهارة الكتابة، المدرسة الابتدائية، والكتابة

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German Abstract
Vergleich der Schreiben Angst und Schreiben Dispositionen der Sechsten, Siebten und Achten Klasse Studenten

Der Zweck dieser Studie ist es, sechste, siebte und achte Klasse Studenten schriftlich Angst und Dispositionen zu bestimmen und zu prüfen, inwieweit sie einander vorhersagen. Die Grundlage dieser Studie ist zu bestimmen, ob Schreiben Disposition der signifikante Prädiktor des Schreibens Angst ist oder nicht und ob Schüler Grade Ebenen und Geschlechter sind signifikante Vorhersage des Schreibens Angst und Dispositionen oder nicht. Die Forschung wurde nach Umfrage Modell entworfen. Die durch einfache Stichprobenmethode ausgewählte Studiengruppe besteht aus 860 Studenten, die in den Grundschulen des Bezirks Şarkışla, Sivas, 6., 7. und 8. Klasse studieren. Während die von Özbay und Zorbay (2011) in die türkische Sprache geschriebene " Schreiben Angst scale" verabreicht wurde, wurde die Schriftstudie " Schreiben Disposition Scale" der Studiengruppe, die von İşeri und Ünal (2010) in das Türkische angepasst wurde, bestimmt Der Schreibanordnungsebene. Am Ende der Studie wurde festgestellt, dass Schreiben Disposition ein signifikanter Prädiktor des Schreibens Angst und Schüler Grade Ebenen und Geschlechter sind signifikante Prädiktoren des Schreibens Angst und Dispositionen. Ein Bildungsumfeld, um eine starke schriftliche Disposition für Studenten zu schaffen, wird empfohlen. Auch können ähnliche Studien zu verschiedenen Dimensionen des Problems durchgeführt werden.

Schlüsselwörter: schreiben angst, schreiben disposition, schriftlich geschick, grundschule, schriftlich

Malaysian Abstract
Perbandingan Kebimbangan Penulisan dan Pelupusan Penulisan Pelajar Gred Enam, Tujuh dan Lapan

Tujuan kajian ini adalah untuk menentukan kebimbangan penulisan dan pelupusan dalam kalangan pelajar gred keenam, ketujuh dan kelapan. Selanjutnya untuk memeriksa sejauh mana mereka meramalkan satu sama lain. Asas kajian ini adalah untuk menentukan sama ada menulis pelupusan adalah peramal yang signifikan terhadap kebimbangan menulis atau tidak dan sama ada tahap gred dan jantina pelajar adalah peramal yang signifikan kebimbangan menulis dan pelupusan atau tidak. Kajian ini direka mengikut model kajian. Kumpulan kajian, yang dipilih melalui kaedah persampelan mudah, terdiri daripada 860 pelajar yang belajar di 6, 7 dan gred 8 di sekolah-sekolah rendah di Daerah Şarkışla, Sivas. Walaupun "Menulis Skala Kebimbangan", disesuaikan ke dalam Turkish oleh Ozbay dan Zorbay (2011), telah ditadbir untuk menentukan tahap kumpulan kajian yang bertulis kebimbangan, "Skala Penulisan Pelupusan", disesuaikan ke dalam Turkish oleh İşeri dan Ünal (2010), telah digunakan untuk menentukan tahap bertulis pelupusan. Pada akhir kajian ini, didapati bahawa menulis pelupusan adalah peramal yang signifikan kebimbangan penulisan tahap gred dan jantina adalah peramal bererti kebimbangan menulis dan pelupusan. Persekitaran pendidikan untuk mewujudkan pelupusan bertulis kuat untuk pelajar adalah disyorkan. Selain itu, kajian sama di dimensi yang berbeza daripada isu itu boleh dilakukan.

Kata Kunci: kebimbangan penulisan, pelupusan penulisan, kebimbangan, menulis kebimbangan, menulis

Russian Abstract
Шестом, Седьмом и Восьмом Классах Написаний Тревоги и Написание Диспозиции Сравнение

Целью данного исследования является определение шестой, седьмой и учащихся восьмого класса написание тревоги и диспозиции и исследовать к какие степени они предсказывают друг друга. Основой данного исследования является определить, является ли писать диспозиция является значимым предиктором пишущего тревоги или нет и является ли уровень класса студентов и пол являются значимым предиктором написания тревожности и предрасположенности или нет. Исследования был разработан в соответствии с обследование моделью. Исследовательская группа, выбирается через помощью простого метода отбора проб, состоит из 860 студентов обучающихся на 6, 7 и 8 классов в начальных школах Şarkışla района, Сивас. В то время как "Письменная шкала тревожности", адаптированный на турецкий язык по Ozbay и Zorbay (2011), назначался для определения уровня тревожности написания исследовательской группы, "Письменная Планировка Масштаб", адаптирована в турецком к İşeri и Ünal (2010), был использован для определения уровня распоряжения письма. В конце исследования, было установлено, что написание диспозиция значимым предиктором написания тревоги и уровней ранга студентов и полов являются значимыми прогностическими факторами написания тревоги и диспозиции. Окружающая образования чтобы создать сильную письмо диспозиция для студентов рекомендуется. Также, аналогичные исследовани различным размеры проблемы может быть проведено.

Ключевые Слова: записывание беспокойство, написание диспозиция, навыки письма, начальная школа, письмо