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Effects of Variables about Reading-Writing Frequency on the Education Faculty Freshmen's Writing Apprehension Levels

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ABSTRACT

This study examined the writing apprehension levels of the faculty of education freshman students based on the relevant variables about reading-writing frequency. The working group of the research comprised of 455 freshman students studying at Mustafa Kemal University, Faculty of Education. In the study, Writing Apprehension Scale, which was developed by Daly and Miller (1975) [adapted to Turkish by Zorbaz (2010)], was used. This findings of the study revealed that 12,5 % of the students had high writing apprehension, 55,6 % of them had moderate, and 31,9 % of them had low apprehension. The students, who kept diaries or conducted writing activity, had low apprehension. The students, who had taken more writing assignments during their secondary and high school education, had lower levels of writing apprehension. The findings also revealed that those who had read 21 to 50 or 11 to 20 books in the last one year had lower levels of writing apprehension compared to those who had not read any book at all during the same time frame. Those who identified themselves as very poor in terms of reading habits were found to have higher levels of writing apprehension than those who identified themselves as so and so, good, very good; while those who identified themselves as poor were found to have higher levels of writing apprehension compared to those who identified themselves as good and very good in terms of reading habits.

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Keywords:
Writing apprehension, writing anxiety, writing, writing skills.

Introduction

Various problems are encountered during the process of conveying thoughts and feelings into writing. While some of those problems are emerge during the thinking process, in the form of inability to construct or arrange the knowledge on the mental plane, some others are experienced while conveying the mentally constructed and arranged knowledge into writing. The main issue at stake among the causes of problems encountered while conveying thoughts and feelings into writing, it could be argued, is the individual's writing perception prior to the act of writing and the negative reactions developed against writing itself.

Another major cause that affects the success of people's written narrative and causes them to stay away from writing might be that of writing apprehension. Writing apprehension is the reaction that is developed against writing which is described by Daly and Wilson (1983: 327) as "the person's tendencies to approach or avoid situations perceived to potentially require writing accompanied by some amount of perceived evaluation." Such a reaction against writing may manifest itself emotionally or physically when a writing assignment or classroom writing activity or essay writing in an examination is made mandatory

Writing anxiety can affect individuals at all levels of ability, and may result in sufferers avoiding writing. Once this occurs, there is no opportunity to get the practice necessary to improve writing skills and address writing apprehension (Corbett-Whittier, 2004: 88).

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A positive attitude about writing is associated with, and may even be a critical precursor of, the successful development and maintenance of writing skills (Daly, 1985: 44). Setbacks experienced with respect to the development of writing skills during education and a lack of continuity in writing contribute to the development of negative reactions towards writing. Such a negative attitude on the part of the individual may later translate into writing apprehension by gradually affecting his/her success at writing. Daly and Miller (1975) have established that the individuals' failure in writing caused their development of high levels of writing apprehension in the future.

Writing apprehension is associated with the tendency of people to approach or avoid writing (Faigley, Daly and Witte, 1981: 16). Studies conducted on writing apprehension suggest that such a reaction against writing bears negative effects on the quality and success of writing and leads to avoidance of writing and lack of desire for writing (Hettich, 1994; Cheshire, 1984; Matthews, 2001). Daly (1985: 43) has argued that the students with writing apprehension did not like lessons that involved written expression skills so much so that they perceived writing as a form of punishment.

Writing apprehension is a function of a history of negative responses to one's writing (Daly, 1985: 47). For individuals who receive negative feedbacks from their teachers concerning their written expression skills and get poor marks on their written assignments, the term "written expression" bears a negative association. Such a negative association gradually brings about writing apprehension. Lu (2005: 42) traces the roots of such unpleasant experiences regarding writing back to three main reasons which he describes as "a grammar-based writing instruction, writer's inexperience with the writing skills, and the writer's perception of the teacher."

A teacher's bitter criticism of written assignments and his/her constant dwelling on negative aspects while providing feedback also contribute to the development of writing apprehension. Yaman (2010: 284) has pointed out that students became afraid of writing for the fear of making mistakes and getting harshly criticized as a result.

An individual's inadequate writing skills might also result in apprehension. A person who has no knowledge of writing his/her thoughts in a decent composition, having difficulty in creating a coherent text with a proper narrative and constantly worrying about making grammatical mistakes is likely to have higher levels of writing apprehension.

Matthew (2001: 23) has suggested that students with lower levels of writing apprehension had positive attitudes towards writing and that they had confidence in their writing skills and enjoyed the studies that involved writing. According to Smith (1984: 5), a degree of apprehension is significant in terms of students' being more careful when writing and writing compositions in a desired manner.

Selfe (1981) has conducted interviews with a small group of students with higher and lower levels of writing apprehension where he identified that the students with higher levels of apprehension did not like writing and were extremely less confident in their writing skills and fearful at the prospect of their written work being evaluated. Tighe (1987: 1) has found out that, in addition to their poor self-confidence, the students with higher levels of writing apprehension also had poor writing skills which, by preventing further improvement, was the result of their own writing apprehension and which also led the students with higher levels of writing apprehension to avoid other courses which may help them improve their writing skills. Moreover, Walsh (1986) has suggested that not only did the students with higher levels of writing apprehension avoid writing but they also avoided getting writing education.

In his study, Daly (cited from 1977, Daly, 1985: 56-57) asked the students with higher and lower writing apprehension that he had previously identified to write something about any subject they wished for the duration of 10 minutes. At the end it was established that the length of words and sentences employed by the students with higher levels of apprehension were found to be significantly lower, who also used a limited amount of commas and punctuation marks in their compositions.

In some other studies,(Cheshire, 1984; Smith, 1984; Tighe, 1987; Hassan, 2001), it is suggested that the higher levels of writing apprehension affects the students' writing skills in a negative way and that the students with lower levels of writing apprehension perform better in writing and write more quality compositions than the students with higher levels of writing apprehension.

Purpose of the Study

Studies on writing apprehension are relatively new in Turkey. In his study conducted on secondary school students, Zorbaz (2010) employed the scale used by Daly and Miller (1975) by adopting it into Turkish. Yaman (2010) and Karakaya and Ülper (2011) have developed writing anxiety scales for measuring the writing anxiety levels of secondary students and teacher candidates respectively. Later studies included the determination of the writing apprehension levels of secondary school students (Uçgun, 2011; Tekşan, 2012; Karakoç Öztürk, 2012; Aşılıoğlu and Özkan, 2013) and university students (İşeri and Ünal, 2012; Tiryaki, 2012), and the effects of argumentative writing courses (Çakmak and Civelek, 2013) and creative drama (Sevim and Özdemir Erem, 2013) on writing apprehension.

This cross-sectional survey model study has attempted to determine the factor structure in the application of the Daly and Miller (1975) scale on Turkish university students and to ascertain whether the writing apprehension levels of the freshman students of the education faculty varied depending on various variables (such as sex, keeping journals and writing habits, frequency of writing activities in secondary and high school, frequency of book reading other than textbooks, self-evaluation of reading habits).

This study is important in view of the fact that it confirms that the scale of Daly and Miller (1975) can be used in a different language (Turkish), it reveals factor structure of the scale for Turkish speaking people, and it identifies the freshmen's writing apprehension

Methodology

Participants

The population of the study comprises of freshman students studying at Mustafa Kemal University (Hatay, Turkey), Faculty of Education and the sample of it comprises of 539 students who could be accessed with simple random sampling in this population. However 455 students were included in the study since some of them did not complete all phases of the data collection tools. The departments (Computer Education and Instructional Technologies, Science Education, English Language Teaching, Special Education, Painting and Crafts Education, Primary School Education, Turkish Language Education) and the number of students included in the study are in Table 1.

Table 1. The departments and number of students

			Computer Edu.	Science Edu.	ELT	Special Edu.	Painting Edu.	Primary Edu.	Turkish Lang.	TOTAL
Gender	Female	N	33	41	68	12	17	86	49	306
		%	53,2	60,3	78,2	63,2	85	80,4	53,3	67,3
	Male	N	29	27	19	7	3	21	43	149
		%	46,8	39,7	21,8	36,8	15	19,6	46,7	32,7
TOTAL		N	62	68	*87*	19	20	107	92	455
		%	13,6	14,9	*19,1*	4,2	4,4	23,5	20,2	100

Data Collection

Two data collection tools were used in this study. One of them was The Personal Information Form used to determine demographic features and reading-writing frequencies of the students. The other one was The Daly-Miller Writing Apprehension Scale used to determine of students' writing apprehension levels.

The Personal information form. The information regarding the features such as sex, department, keeping journals and writing habits, frequency of writing activities in secondary and high school, frequency of book reading other than textbooks, self-evaluation of reading habits was obtained from the students.

Writing apprehension scale (WAS). The instrument, developed by Daly-Miller, 1975, is a 26-item (13 positive and 13 negative items) questionnaire using a Likert-type scale format with five [(1) strongly agree, (2) agree, (3) uncertain, (4) disagree, or (5) strongly disagree] points.

The response "strongly agree" has a value of one with statement 1, 4, 5, 7, 8, 13, 16, 18, 21, 22, 24, 25, 26. The other responses have the following values: agree, two; uncertain, three; disagree, four; strongly disagree,

five. Negative statements (2, 3, 6, 9, 10, 11, 12, 14, 15, 17, 19, 20, and 23) are points opposite of that. Scores may range from a low of 26 to a high of 130; a high score indicates a low degree of apprehension, and a high score indicates low apprehension.

WAS adapted to Turkish by Zorbaz (2010). Zorbaz (2010) had modified 5th, 18th and 21st items which were about composition courses because there is no separate composition course in secondary schools in Turkey. However, in this study, WAS was used in original translation without any addition or modification.

The factor analysis was carried out to examine the structural validity of the scale. In order to determine the factor structure of the scale, the principal component factor analysis was applied by means of using varimax rotation method on the points obtained from the responses that 455 students provided in the scale. In the principal component factor analysis, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was founded in an acceptable level as .95. This indicated that the data obtained accorded with the factor analysis well. Being significant of the chi-square test statistics obtained as a result of this test indicated that the data derived from the multivariate normal distribution. As a result of the analysis carried out within the study the Barlett's Test was found statistically significant ($\chi 2$=5304,953; p<,01).

In the first factor analysis carried out by means of using varimax rotation method and the Principal Component Analysis, since the 4th item (,369 for the first factor and ,400 second and ,493 for the third factor), 11th item (,458 for the first factor and ,430 for the second factor and ,466 for third factor) and 14th item (,411 for the second factor and ,464 for third factor) gave higher values for two factors, these three items were excluded from the scale. As a result of the second factor analysis carried out after the 4th, 11th, and 14th items were excluded, a structure consisting of three factors occurred, which explained 55,76 % of the total variance and had an eigenvalue over 1. The results of the analysis performed are provided in Table 2.

Table 2. Writing apprehension scale item-total test correlations and factor loadings

Scale Items	r	Factors		
		1	2	3
21. I have a terrible time organizing my ideas in a composition course.	,589	,709		
13. I'm nervous about writing.	,754	,698		
26. I'm not good at writing.	,757	,685		
22. When I hand in a composition, I know I'm going to do poorly.	,655	,675		
18. I expect to do poorly in composition classes even before I enter them.	,637	,652		
7. My mind seems to go blank when I start to work on my composition.	,461	,618		
16. I never seem to be able to write down my ideas clearly.	,656	,618		
24. I don't think I write as well as most other people.	,668	,598		
23. It's easy for me to write good compositions.	,673	,539		
15. I enjoy writing.	,759		,757	
17. Writing is a lot of fun.	,724		,752	
10. I like to write down my ideas.	,687		,713	
8. Expressing ideas through writing seems to be a waste of time.	,473		,699	
19. I like seeing my thoughts on paper.	,745		,692	
1. I avoid writing.	,726		,583	
3. I look forward to writing down my ideas.	,610		,560	
5. Taking a composition course is a very frightening experience.	,591		,549	
12. I like to have my friends read what I have written.	,630			,688
20. Discussing my writing with others is an enjoyable experience.	,551			,674
25. I don't like my compositions to be evaluated.	,670			,610
9. I would enjoy submitting my writing to magazines for evaluation and publication.	,550			,607
2. I have no fear of my writing's being evaluated.	,578			,555
6. Handing in a composition makes me feel good.	,633			,533
Eigenvalues		9,73	1,79	1,29
Explained variance (%)		42,3	7,81	5,65
Total Explained variance (%)			55,76	
Coefficient Alpha		,886	,895	,802
Entire Scale Cronbach's Alpha			,936	

Findings and Results

The writing apprehension levels of faculty of education freshman students who attended to the study are shown in the following table:

Table 3. The writing apprehension levels of faculty of education freshman students

	f	%
High (23-53 points)	57	12,5
Moderate (54-84 points)	253	55,6
Low (85-115 points)	145	31,9
TOTAL	455	100.0

When Table 3 is examined, it can be seen that 12,5 % from the faculty of education freshman students have high writing apprehension and 55,6 % of them have moderate, and 31,9 % of them have low writing apprehension.

The independent samples t-test was performed to determine whether the total writing apprehension points of the faculty of education freshman students showed a statistically significant difference by gender. According to the Levene test result (F=1,439, p<,05), which was carried out to determine whether the samples show a homogenous distribution, it was determined that the distribution variances of the writing apprehension points of the students by gender was homogenous. As a result of the T-test, the difference between was not statistically significant ($t_{(453)}$=,603, p >,05).

The independent samples T-test was performed to determine whether the total writing apprehension points of the faculty of education freshman students showed a statistically significant difference by the situation of keeping a diary. As a result of the Levene test performed (F=4,37, p<,05), it was seen that the distribution variances of the points were not homogenous. Therefore, the Mann Whitney U Test, which is used in the non-parametric unrelated measurements, was carried. The results of the analysis performed are in Table 4:

Table 4. U test results of total writing apprehension points by the situation of keeping a diary

Keeping diary	N	Mean Rank	Sum of Ranks	U	p
Yes	46	327,20	15051	4844	,000*
No	408	216,84	88689		

**p<,05*

According to the data in Table 4, it is revealed that the students who had not kept diaries had higher writing apprehension than those who had kept diaries, and the difference between those two groups was statistically significant.

The independent samples T-test was performed to determine whether the total writing apprehension points of the faculty of education freshman students showed a statistically significant difference according to the variable of conducting writing activities. As a result of the Levene test performed (F=7,405, p<,05), it was determined that the distribution variances of the samples were not homogenous. Therefore, since the parametric test assumption was not met, the Mann Whitney U Test, which is used in the non-parametric unrelated measurements, was carried. The results of the analysis performed are in Table 5.

Table 5. U test results of total writing apprehension points by situation of conducting writing activity by the students

Writing activity	N	Mean Rank	Sum of Ranks	U	P
Yes	155	336,29	44726	7011	,000*
No	299	183,27	59014		

*p<,05

According to the U Test results in Table 5, it was determined that the students who had not conducted various writing activities had higher writing apprehension than those who had conducted writing activity, and the difference between was statistically significant.

The One Way ANOVA was performed to determine whether the total writing apprehension points of the faculty of education freshman students showed a statistically significant difference according to the

variable of working on written expression activities in secondary schools. As a result of the Levene test performed (F=,827, p>,05), it was seen that the distribution variances of the points were homogenous. The results of the One Way ANOVA performed are shown in the following table:

Table 6. ANOVA results of total writing apprehension points by frequency of conducting writing activities in secondary schools by the students

Variance Source	Sum of Squares	df	Mean square	F	p	η^2
Between groups	13324,529	3	4441,510	15,227	,000*	,092
Within groups	131553,528	451	291,693			
TOTAL	144878,057	454				

*p<,05

According to the ANOVA results in Table 6, the total writing apprehension points of faculty of education freshman students varied statistically significant by the frequency of conducting written expression activity in secondary schools (F=15,227, p<,05, partial η^2=,092). Effect size was medium. The results of Bonferroni test performed to determine that this significant difference ranged between in which groups are presented in the Table 7.

Table 7. Bonferroni test difference control results of total writing apprehension points by frequency of conducting writing activities in secondary schools by the students

(I) group	(J) group	Mean Difference (I-J)	Std. Error	p
Often	Occasionally	7,780	2,201	,003*
Often	Occasionally	11,046	2,276	,000*
Often	Never	23,194	3,752	,000*
Occasionally	Never	15,413	3,517	,000*
Sometimes	Never	12,148	3,565	,004*

*p<,05

According to Table 7, it was seen that in secondary schools the students who had *often* conducted the written expression activities had the writing apprehension less than those who had *occasionally* or *never* conducted them; and the students who had *occasionally* conducted the written expression activities had the writing apprehension less than those who had *never* conducted them; and the students who had *sometimes* conducted the written activities had the writing apprehension less than those who had *never* conducted them. The differences observed among all groups were statistically significant.

The One Way ANOVA was performed to determine whether the total writing apprehension points of the faculty of education freshman students showed a statistically significant difference by conducting written expression activities in high schools. As a result of the Levene test performed (F=,599, p>,05) it was seen that the distribution variances of the points were homogenous. The results of the One Way ANOVA performed are shown in the following table:

Table 8. ANOVA results of total writing apprehension points by frequency of conducting writing activities in high schools by the students

Variance Source	Sum of Squares	df	Mean square	F	p	η^2
Between groups	8665,134	3	2888,378	9,563	,000*	,060
Within groups	136212,923	451	302,024			
TOTAL	144878,057	454				

*p<,05

According to the ANOVA results in Table 8, the total writing apprehension points of faculty of education freshman students varied statistically significantly by the frequency of conducting written expression activity in high schools (F=9,563, p<,05, partial η^2=,060). Effect size was medium. The results of Bonferroni test performed to determine that this significant difference ranged between in which groups are presented in the Table 9.

Table 9. Bonferroni test difference control results of total writing apprehension points by frequency of conducting writing activities in high schools by the students

(I) group	(J) group	Mean Difference (I-J)	Std. Error	p
Often	Occasionally	7,786	2,701	,025*
Often	Occasionally	9,036	2,644	,004*
Often	Never	16,508	3,110	,000*
Occasionally	Never	8,721	2,525	,004*
Sometimes	Never	7,471	2,464	,015*

*p<,05

According to Table 9, it was determined that in high schools the students who had *often* conducted the written expression activities had the writing apprehension less than those who had *occasionally* or *never* conducted them; and the students who had *occasionally* conducted the written expression activities had the writing apprehension less than those who had *never* conducted them; and the students who had *sometimes* conducted the written activities had the writing apprehension less than those who had *never* conducted them. The differences observed among all groups were statistically significant.

The One Way ANOVA was performed to determine whether the total writing apprehension points of the faculty of education freshman students showed a statistically significant difference by the number of books other than schoolbooks read in the previous year. As a result of the Levene test performed (F=1,29, p>,05), it was seen that the distribution variances of the points were homogenous. The results of the One Way ANOVA performed are shown in the following table:

Table 10. ANOVA results of total writing apprehension points by number of books other than schoolbooks read by the students in the recent year

Variance Source	Sum of Squares	df	Mean square	F	p	η^2
Between groups	10143,45	5	2028,69	6,761	,000*	,070
Within groups	134734,608	449	300,077			
TOTAL	144878,057	454				

*p<,05

According to the ANOVA results in Table 10, the writing apprehension points of faculty of education freshman students varied statistically significantly by the number of books other than schoolbooks ready in the previous year (F=6,761, p<,05, partial η^2=,070). Effect size was medium. The results of Bonferroni test performed to determine that this difference ranged between in which groups are presented in Table 11.

Table 11. Bonferroni test difference control results of total writing apprehension points by number of books other than schoolbooks read by the students in the recent year

(I) group	(J) group	Mean Difference (I-J)	Std. Error	p
I have read 21-50 books.	I haven't read any book	14,803	4,836	,035*
I have read 21-50 books.	I have read 1-5 books.	12,384	3,462	,006*
I have read 11-20 books.	I haven't read any book	12,25	4,042	,039*
I have read 11-20 books.	I have read 1-5 books.	9,83	2,222	,000*

*p<,05

According to the Table 11, it was determined that the students who had read books between *21 and 50* or *11 and 20* in the previous year had the writing apprehension less than those who had read *1 and 5* books and who had *not read any book* in the previous year. The difference between two groups was statistically significant.

The One Way ANOVA was performed to determine whether the total writing apprehension points of the faculty of education freshman students showed a statistically significant difference by their self-assessment in terms of reading habit (very bad, bad, so-so, good, and very good). As a result of the Levene test performed (F=,184, p>,05), it was seen that the distribution variances of the points were homogenous. The results of the One Way ANOVA performed are given in Table 12.

Table 12. ANOVA results of total writing apprehension points by the self-assessment in terms of reading habits of the students

Variance Source	Sum of Squares	df	Mean square	F	p	η^2
Between groups	18572,181	4	4643,045	16,542	,000*	,128
Within groups	126305,876	450	280,680			
TOTAL	144878,057	454				

*p<,05

According to the ANOVA results in Table 12, the total writing apprehension points of faculty of education freshman students varied statistically significant by their reading habits (F=16,542, p<,05 partial η^2=,128). Effect size was medium. The results of Bonferroni test performed to determine that this difference ranged between in which groups are presented in Table 13.

Table 13. Bonferroni test difference control results of total writing apprehension points by the self-assessment in terms of reading habits of the students

(I) group	(J) group	Mean Difference (I-J)	Std. Error	p
Very good	Very bad	22,488	4,286	,000*
Very good	Bad	16,402	3,84	,000*
Very good	So so	12,969	3,643	,004*
Good	Very bad	19,053	3,006	,000*
Good	Bad	12,967	2,325	,000*
Good	So so	9,534	1,983	,000*
So so	Very bad	9,518	2,873	,010*

*p<,05

According to Table 13, it was determined that the students who described themselves as “very bad” in terms of reading habit had the higher writing apprehension than those who described themselves as “so-so”, “good”, and “very good”; and the students who described themselves as “bad” had the higher writing apprehension than those who described themselves as “good” and “very good”; and the students who described themselves “so-so” had the higher writing apprehension than those who described themselves as “very good” and “good”, and the difference between the groups was statistically significant.

Discussion and Conclusion

Following results have been obtained from this study where efforts were made to determine the validity and reliability of the original translation of Daly and Miller's (1975) Writing Apprehension Scale and to identify the writing apprehension levels of the first year students of the faculty of education:

It was established that the Turkish version of the scale consisted of three factors, which accounted for approximately 56 % of the total variance. The internal consistence coefficient of the scale was .93.

The findings of the study revealed that 12.5 % of the first year students of the faculty of education had high levels of writing apprehension while % 56 of them had average levels and 32 % of them had low levels writing apprehension. In his study conducted on the first year students of various faculties, Tiryaki (2012) pointed out that 17.4 % of the students had high levels of writing apprehension. When read together, the findings of those two studies showed that at least 10 % of the university students had high levels of writing apprehension.

This study has found that sex had no impacts on the writing apprehension levels of the first year students of the faculty of education. While such a finding seems to be in parallel with some other studies conducted on university students (Karakaya and Ülper, 2011; İşeri and Ünal, 2012; Tiryaki, 2012; Çakmak and Civelek, 2013), it is at odds with some other studies which were conducted on secondary school students (Zorbaz, 2010; Aşılıoğlu and Özkan, 2013) where, as pointed out by Daly (1985, p.47), female students had lower writing apprehension levels than that of male students.

Students who kept journals had lower levels of writing apprehension than those who did not. Such a finding seems to be in parallel with Zorbaz's (2010) study on secondary school students. It was found that the secondary school who kept journals had lower levels of writing apprehension. It could be argued that keeping a journal makes it easier for a person to express his/her thoughts and feelings in writing and, thus, the students keeping journals have lower levels of writing apprehension.

The students that are involved in any form of writing activity have lower levels of writing apprehension compared to those who are not. In parallel with such a finding, Karakaya and Ülper (2011) pointed out in their study conducted on the third year students of the faculty of education that the writing activities outside the curriculum helped reduce the writing apprehension. In their study conducted on the prospective Turkish teachers, İşeri and Ünal (2012) stated that writing apprehension increased as the frequency of writing decreased.

Frequency of writing activities in the secondary and high school Turkish language courses determines the variation in writing apprehension. It was established that the students who were involved in writing activities at secondary and high school on a frequent basis had lower levels of writing apprehension levels than those who were involved in these activities on an occasional basis and those who were involved once in a while and those who were not involved at all; while those who were involved on an occasional basis had lower levels of writing apprehension than those who were not involved at all; and those who were involved in writing activities once in a while had lower levels of writing apprehension than those who were not involved at all. In other words, the frequency of writing activities in the secondary and high school Turkish language courses has an average level of effect. Karakaya and Ülper (2011) pointed out that the writing activities instructed by teachers helped reduce the writing apprehension. Students' written expression skills are improved by writing. Therefore such findings suggest the importance of written expression studies conducted at the secondary and high school levels.

This study also revealed that, apart from textbooks, those who read 21 to 50 or 11 to 20 books a year had lower levels of writing apprehension than those who read 1 to 5 books a year or none at all. It was established that the number of read books variable effective on an average level. In his study on the writing apprehension levels of secondary school students, Karakoç Öztürk (2012) found that the students who read books on a daily basis had lower levels of writing apprehension than those who did not read at all. Yaman (2010) found that the writing apprehension of the students who did not read any books were higher than those who read three to four books a month. According to the findings of Zorbaz's (2010) study, students coming from households with regular newspaper and magazine subscriptions had lower levels of writing apprehension. Reading contributes to the creation of an accumulation of knowledge on the part of the individual in various subjects. Therefore a person equipped with such knowledge is less likely to have the apprehension of "what to write" on a given subject. Moreover an individual with a regular reading habit has an idea about a decent writing composition based on his/her evaluation of the texts he/she has previously read and thus is able improve on his/her writing skills on the strength of such texts.

Another finding of the study was that those who identified themselves as very *poor* in terms of their reading habits had higher levels of writing apprehension than those who identified themselves as *so and so, good* and *very good*; while those who identified themselves as *poor* had higher levels of writing apprehension than those who identified themselves as *good* and *very good*; and those who identified themselves as *so and so* had higher levels of writing apprehension than those who identified themselves *as good* and *very good.* Reading habits self-assessment variable is effective on writing apprehension on an average level.

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