

Writing Anxiety and Writing Performance: A Descriptive-Correlational Study of Grade 11 Students at Centro Escolar Integrated School Malolos

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Abstract

Using the descriptive-correlational approach, the researchers sought to establish a connection between writing anxiety and writing performance of Grade 11 students at Centro Escolar Integrated School in Malolos, Bulacan, Philippines. The results showed that majority of the respondents experience a “moderate” level of psychological symptoms of anxiety while experiencing “lack of focus,” and “fear of failure” which has the highest weighted average of among ten symptoms. In addition, no correlation was established between writing performance

based on grades and level of anxiety based on physical and psychological symptoms of the respondents.

Keywords: Writing Anxiety, Writing Performance, Grade 11 Students

Introduction

All students are entitled to an education in a positive environment. According to Dobson (2010), students with or without disabilities can suffer from anxiety when faced with certain written academic tasks. In recent years, anxiety-related disorder has been shown to influence a person's life to the point that it can interfere with schoolwork, jobs, and relationships.

Anxiety is the body's way of showing that there is something wrong in the environment which needs attention. It is a series of biochemical reactions of the brain and body, such as an increase in adrenaline (causing the heart to beat faster) and a decrease in dopamine (a brain chemical that helps to block pain). These changes result in a state of heightened attention to the source of the anxiety. High levels of anxiety cause your body to prepare to fight or run away from the perceived threat – a reaction commonly called the “fight-or-flight response.” (Alvarado Parkway Institute, 2016).

Anxiety is “an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure” (American Psychological Association, n.d.). It is also a state that consists of psychological and physical symptoms. High levels of anxiety cause the body to prepare to fight or run away from the perceived threat – a reaction commonly called the “fight-or-flight response.” It is prevalent among students due to a lot of pressure from academic demands such as homework, performance tasks, paperwork, roleplays, quizzes, etc. and has four components – *worry*, *emotionality*, *task-generated interference*, and *study skills deficits* (Cornell University, n.d).

The different methods of reducing anxiety level are dependent on the student's experience. Moreover, approximately 8% of children and teenagers experience anxiety disorder with most people developing symptoms before age 21 (Anxiety and Depression Association of America, n.d.). It is crucial to know how to distinguish the difference between normal feelings of anxiety, which is a natural human reaction towards stressful situations, and anxiety disorder which is a condition that frequently occurs without a trigger and requires professional help or medical attention. Mild anxiety is vague and unsettling, while severe anxiety can seriously affect daily living (Medical News Today, 2017). Only about one-third of those suffering from an anxiety disorder receive treatment, even though the disorder is highly treatable. According to the World Health Organization (WHO), as cited in the Anxiety and Depression Association of America (n.d.), "1 in 13 globally suffers from anxiety." The WHO reports that anxiety disorders are the most common mental disorders worldwide with specific phobia, major depressive disorder and social phobia being the most common anxiety disorders.

Written performances are a major part of the grading system of the curriculum today along with other variables that determine a student's academic performance in a semester, grading system and school year. It is evident that a high level of anxiety interferes with concentration and memory which are crucial in answering tests and other performance tasks that require written skills. Self-perception factors influence learners' expectations, affecting their foreign language classroom anxiety, and even causing them to underestimate their ability to perform in the language they are learning (Hismanoglu, 2013).

Language anxiety also influences writing skill. Horwitz (2001) noted that anxious students experience difficulty when writing a composition. They usually write short pieces which are not as high in terms of quality as those of non-anxious students who are more proficient in their compositional skills and express their opinions and ideas at a higher level.

In terms of writing anxiety, another factor that can influence writing anxiety as it relates to low learning achievement is self-esteem. Negative thoughts and feelings, reflected in anxiety symptoms, can affect the writing process and result in a student avoiding testing situations. Writing anxiety is linked to the fear of being evaluated and criticized. This skill requires the proper use of grammatical structures and rules, making learners feel dependent upon the opinions of teachers (Teksan, 2012).

On the other hand, anxiety does not only affect people's daily lifestyle negatively. Cornell University (n.d) stated that the absence of anxiety is one of the factors that can result in lack of motivation in studying for exams, writing papers, or doing daily homework and other tasks. In other words, a moderate amount of anxiety helps academic performance by creating motivation.

The purpose of this study is to identify a correlation between anxiety level and writing performance. In addition, it aims to assess the writing anxiety level of the Humanities and Social Sciences students at Centro Escolar Integrated School and determine the different ways of effectively coping with the negative effects of anxiety.

Statement of the Problem

According to Gamble (2016), high levels of anxiety affect students' performance in oral and writing activities. Anxiety leads to poor academic performance and low level of engagement in academic and social interactions. By searching for a correlation, the research can show whether high levels of anxiety affect the writing performance of a student. To fulfill the aims of this study, the researchers aim to determine 1) what is the level of writing anxiety based on physical and psychological symptoms of Humanities and Social Sciences students at CEIS Malolos and 2) what is the correlation between level of anxiety based on physical symptoms and writing performance as shown in the grades of Humanities and Social Sciences students at CEIS Malolos?

Scope and Delimitation of the Study

This study covers the level of anxiety of Grade 11 students in the Humanities and Social Sciences Strand at Centro Escolar Integrated School Malolos and how it affects their written performance. The study also aims to help the students to cope with anxiety and improve their written works while under pressure. The research will also show if the level of anxiety really does affect the students' performance and give additional information from studies that have been conducted about anxiety.

The researchers used the questionnaire that was developed by the NHTI Learning Center with modifications for writing related activities. The researchers chose this as their instrument of choice since it allows the researchers to see and observe how the students perform despite their anxiety.

Theoretical Framework

This study was guided by Yerkes-Dodson Law which was originally developed by psychologists Robert M. Yerkes and John Dillingham Dodson in 1908. The theory interconnects the relationship of the performance of a person to the psychological or the mental arousal of a person such as stress or what we call anxiety. The theory states that an increase in arousal to a certain level of anxiety can actually help boost the individual's performance. Yerkes and Dodson (1908) also stated that once arousal crosses the optimal level, the performance of an individual can be diminished. In the experiment the researchers conducted, a certain level of electric shock was used as an instrument which helped the rats to be motivated to complete the maze. However, as the electrical shock got higher, the rats started to lose their motivation and their performance level started to decrease so that they just ran to seek for an escape rather than finish the maze. The experiment shows that arousal level can help them to focus and be motivated to do the task but only up to an optimum point. The same thing happens in the performance of a student. Students can be motivated to stay focused during a written

exam only at their optimum level of anxiety. If the level of anxiety crosses the optimum level, their performance can diminish.

The theory is related to the study of student's behavior or stimuli towards writing performance. The students might be driven to do better at school due to anxiety. If stress levels are too high, the student's performance in school might decrease while stress at optimal levels may increase their performance in school. Hence, there is a possibility that writing performances will decrease due to high levels of stress whilst at optimal levels performance will increase.

Conceptual Framework

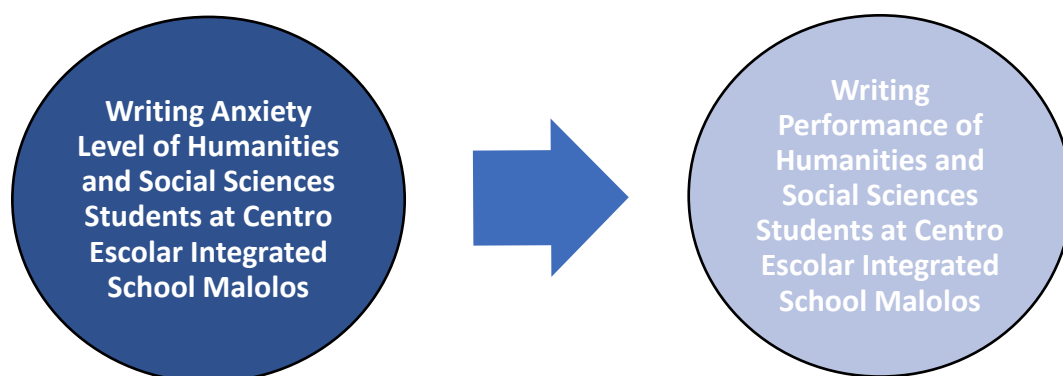


Figure 2.1 Conceptual Framework of the Study

The figure above shows the conceptual framework of the study. The first frame (Predictor) refers to the *Writing Anxiety Level of Humanities and Social Sciences Students at Centro Escolar Integrated School*. The Grade 11 Humanities and Social Sciences Students at Centro Escolar Integrated School Malolos will be the respondents of the study. Another frame (Criterion) represents the *Writing Performance of Humanities and Social Sciences Students at*

Centro Escolar Integrated School Malolos. Hence, the writing performance may depend on the writing anxiety level of the respondents.

Research Design

The research design of this study is descriptive-correlational. According to University of Southern California Libraries (2016), descriptive research designs help provide answers to the inquiries of who, what, when, where, and how related is the study with a specific research issue.

A descriptive study cannot conclusively ascertain answers to “why.” Descriptive research is utilized to get data concerning the status of the phenomena and to depict "what exists" concerning factors or conditions in a circumstance. On the other hand, a correlational research is a quantitative type of non-experimental research method. The researchers measured two variables and assessed their statistical relationship. The intent is to determine if and to what degree the variables are related but does not necessarily implies one causes the other (Grand Canyon University, 2015).

The collection of numerical data to answer questions was done to obtain information about the writing anxiety level which was categorized into physiological and psychological symptoms of anxiety. The data were collected through a Likert scale questionnaire. Moreover, the collection of secondary data which is the writing performance of the respondents was also conducted through the Discipline and Ideas in the Social Sciences subject teacher of Grade 11 students in Humanities and Social Sciences at Centro Escolar Integrated School Malolos.

Respondents of the Study

The researchers provided a questionnaire to measure the respondents level of anxiety and how it affects the students' ability to write an essay paper or work. The study covered the

Grade 11 students of Centro Escolar Integrated School in the city of Malolos, Bulacan who were taking the Humanities and Social Science Strand in Academic Track as of the academic year 2018-2019. The respondents of the study were given 15 to 20 minutes to finish answering the questionnaire. The respondents were chosen through purposive sampling technique which is a non-probability sampling wherein the researchers have a specific grounds or reason why they chose a particular group of people as respondents. The researchers chose the respondents because the 1) Humanities and Social Science Strand is known for having a lot of performance tasks, and written tasks, such as essay writing, screenplay writing, script writing, etc., 2) this strand focuses on the study of human behavior and societal changes, and analysis of arts, culture, literature, and politics. It involves political science, anthropology, linguistics, psychology, and communication, and 3) the respondents' work was graded by one and the same teacher.

Instruments of the Study

The researchers revised and used a questionnaire called *Test Anxiety Self-Assessment* formulated by New Hampshire Technical Institute (NHTI). As part of Concord's Community College's Study Solutions Lab, NHTI was formed. This aims to study students' skills and techniques that can be useful to achieve their desired educational goals. Study skills include topics such as learning styles, organizing course materials, managing time, taking lecture notes, written performance and as well as on students' creativity. Self-assessments and questionnaires were developed to help the students identify their strengths and challenges as learners, and to develop an action plan specific to current assignments.

Test Anxiety Self-Assessment was the pattern used in developing a questionnaire compatible with the aims and objectives of the study. In a three-point Likert scale, the corresponding values were used: Never=1, Sometimes=2, and Usually=3. The questionnaire

was composed of 20 questions that were divided into two categories, Physical Symptoms (1-10) and Psychological Symptoms (11-20), to determine the basis of anxiety of the respondents respectively. The combined values of the two(2) categories result in the level of anxiety each respondent experienced.

The writing performance grades were collected from actual school performance under the specialized subject, Discipline and Ideas in the Social Sciences. The form of essay questions were extended-response essays from the textbook used by the respondents. Compared to restricted-response questions, it assesses broader learning outcomes, such as integrating a set of mental processes (e.g., integrates evidence to evaluate a scientific theory). It emphasizes integration and application of high-level skills and measures writing skills in addition to knowledge and understanding (University of Delaware, n.d). The criteria or rubrics in grading the essay-type tests vary per activity (e.g. quality of writing, structure, conclusion, and organization).

Data Gathering Procedure

The researchers distributed a questionnaire per student that covered the whole population of Humanities and Social Sciences (HUMSS), Grade 11. Prior to that, the researchers presented a letter of approval to the CEIS Administration Office.

The survey was conducted in the campus of Centro Escolar Integrated School Malolos, PHLIM 101 on the 31st day of January year 2019 under the approval of the administration and the teachers-in-charge, Mr. Joshua Orogan (teacher of Discipline and Ideas in the Social Sciences) and Mr. Jeffrey Calinao (the teacher at the time the researchers conducted the distributions of questionnaires). The whole process was accomplished five minutes earlier from the allotted time (15-20 min). The written performance of the respondents was based on five (5) selected written activities fit for the study.

Data Analysis

This study used quantitative data gathered through a survey questionnaire given to the respondents who answered the questions indicated in the statement of the problem. The data was organized and checked for completeness and accuracy. The researchers encoded and calculated the data manually and validated the results using *Microsoft Excel* and *SPSS Statistics version 20*.

The data collected from the field were analyzed. Statistically weighted mean was used in answering the research questions in a three-point Likert scale with corresponding values used namely: Never =1, Sometimes=2, and Usually=3. The researchers computed for descriptive statistics, specifically frequency, percentage, mean, standard deviation, and Pearson correlation coefficient also referred as Pearson's r .

Methodological Limitations

Sample Size. The researchers wanted to eliminate the factor of different grading perspectives from different teachers to generate data. Due to sections such as ABM and STEM having different teachers, the researchers decided to use HUMSS-11A as the sample for the research.

Since there are students from HUMSS-11A that have transferred to other sections or dropped out, the researchers decided to not give them the survey due to the insufficient grades that were given for each transferee.

Time of Activities. Despite being a factor in the results of written performance, the time of each activity was not taken into consideration because the researchers had no control on when each activity took place.

Presentation, Analysis, and Interpretation of Data

1. Profile of the Respondents: Humanities and Social Sciences Students, Grade 11

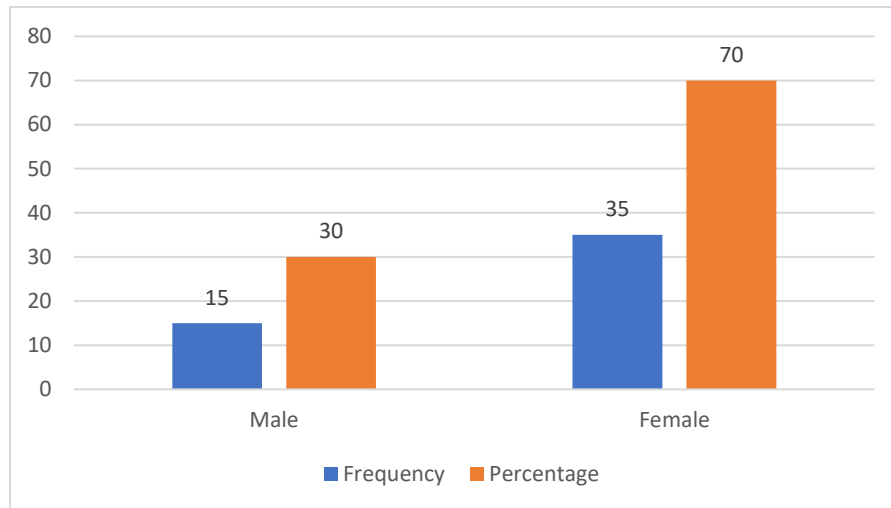


Figure 4. 1 Profile of the Respondents in Terms of Sex

As shown in Figure 4.1, the total respondents were 50; the frequency of the 15 males was equal to 30% of the respondents, while the remaining 70% has a frequency of 35 which were females.

2. Level of Physical Symptoms of Anxiety of Humanities and Social Sciences, Gr. 11

The results showed 7 out of 10 of the respondents were experiencing “moderate” level of physical symptoms of anxiety on the following: “impaired concentration” ranks 1 with 1.98 mean and a standard deviation of 0.38; “sweating of palms” ranks second with a mean value of 1.76 and a standard deviation of 0.85, while the other physical symptoms of anxiety were “headache”, “panics”, and “muscle tension”. The “loss of appetite”, “tightening of chest”; and “becoming nauseated” have the “low” level of interpretation, as shown in Table 4.1 below:

Table 4.1 Interpretation of the Level of Physical Symptoms Experienced by the Respondents

Physical Symptoms of Anxiety	NEVER (1)		SOMETIMES (2)		USUAL (3)		HUMSS Students (n=50)		Interpretation
	f	%	f	%	f	%	\bar{x}	sd	
A. LACK OF FOCUS	4	8	43	86	3	6	1.98	0.38	MODERATE
B. HEADACHE	19	38	27	54	4	8	1.7	0.61	MODERATE
C. LOSS OF APPETITE	32	64	16	32	2	4	1.4	0.57	LOW
D. PANICS (CAUSED LEAVING ESSAYS INCOMPLETE)	21	42	24	48	5	10	1.64	0.65	MODERATE
E. HEART PALPITATIONS	29	58	15	30	6	12	1.56	0.71	MODERATE
F. SWEATING OF PALMS	25	50	12	24	13	26	1.74	0.85	MODERATE
G. BECOMING NAUSEATED	40	80	10	20	0	0	1.2	0.4	LOW
H. MUSCLE TENSIONS	27	54	14	28	9	18	1.62	0.78	MODERATE
I. NERVOUSNESS	17	34	26	52	7	14	1.82	0.67	MODERATE
J. TIGHTENING OF CHEST& TROUBLE REMEMBERING	33	66	15	30	2	4	1.36	0.57	LOW

3. Level of Psychological Symptoms of Anxiety of Humanities and Social Sciences, Gr. 11

As reflected in Table 4.2, all the psychological symptoms listed had obtained a “moderate” interpretation. The respondents were experiencing moderate levels of psychological symptoms of anxiety and the three symptoms with the highest weighted average are “fear of failure” with a value of 2.34; “self-doubt” has a mean of 2.16; and “time pressure” has 2.14.

The remaining values were almost similar. Several falls under similar values like “unintentional errors”, “inability to focus”, and “regrets” with a mean of 2.06. The “self-imposed restrictions” has a mean of 2.02, “lack of concentration” has 1.94; and “difficulty making decisions” has 1.92 with a standard deviation of 0.57 as the least experienced by the respondents.

Table 4.2 Interpretation of the Level of Psychological Symptoms Experienced by the Respondents

Psychological Symptoms of Anxiety	NEVER (1)		SOMETIMES (2)		USUALLY (3)		HUMSS Students (n=50)		Interpretation
	f	%	f	%	f	%	\bar{x}	sd	
A. UNINTENTIONAL ERRORS	6	12	35	70	9	18	2.06	0.55	MODERATE
B. MENTAL BLOCK	11	22	32	64	7	14	1.92	0.6	MODERATE
C. SELF IMPOSED RESTRICTIONS	14	28	21	42	15	30	2.02	0.77	MODERATE
D. TIME PRESSURE	7	14	29	60	14	26	2.14	0.64	MODERATE
E. SELF DOUBT	8	16	26	52	16	32	2.16	0.68	MODERATE
F. FEAR OF FAILURE	8	16	17	34	25	50	2.34	0.75	MODERATE
G. LACK OF CONCENTRATION	13	26	27	54	10	20	1.94	0.68	MODERATE
H. DIFFICULTY MAKING DECISIONS	10	20	34	68	6	12	1.92	0.57	MODERATE
I. INABILITY TO FOCUS	8	16	31	62	11	22	2.06	0.62	MODERATE
J. REGRETS	10	20	27	54	13	26	2.06	0.68	MODERATE

4. Relationship of Writing Performance and Level of Physical Symptoms of Anxiety

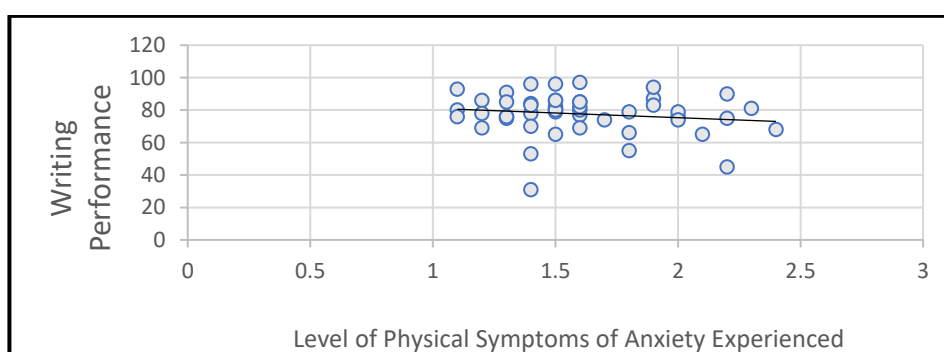


Figure 4. 2 Correlation of Level of Anxiety Based on Physical Symptoms and Writing Performance Based on Grades

Figure 4.2 illustrates the association in samples of paired data. As can be seen, no significant relationship exists between the given variables (visible on almost 180° linear line).

5. Strength of the Relationship of Writing Performance and Physical Symptoms of Anxiety Level

Table 4.3 Strength of the Relationship of Level of Anxiety Based on Physical Symptoms and Writing Performance Based on Grades

RESPONDENT	GRADES	LEVEL OF	RESPONDENT	GRADES	LEVEL OF	RESPONDENT	GRADES	LEVEL OF	RESPONDENT	GRADES	LEVEL OF	RESPONDENT	GRADES	LEVEL OF
1	85	1.6	11	76	1.3	21	79	2	31	86	1.2	41	79	1.8
2	77	1.6	12	75	2.2	22	83	1.9	32	31	1.4	42	66	1.8
3	93	1.1	13	85	1.3	23	81	1.5	33	75	1.3	43	90	2.2
4	53	1.4	14	45	2.2	24	65	1.5	34	83	1.4	44	96	1.5
5	91	1.3	15	79	1.5	25	74	2	35	86	1.5	45	94	1.9
6	78	1.4	16	97	1.6	26	70	1.4	36	96	1.4	46	86	1.5
7	69	1.6	17	87	1.9	27	65	2.1	37	82	1.5	47	82	1.6
8	69	1.2	18	80	1.1	28	80	1.5	38	80	1.5	48	76	1.3
9	76	2	19	81	2.3	29	84	1.4	39	78	1.2	49	85	1.6
10	80	1.6	20	68	2.4	30	76	1.1	40	55	1.8	50	74	1.7

$r = -0.152$

6. Relationship of and Level of Psychological Symptoms of Anxiety and Writing Performance Based on Grades

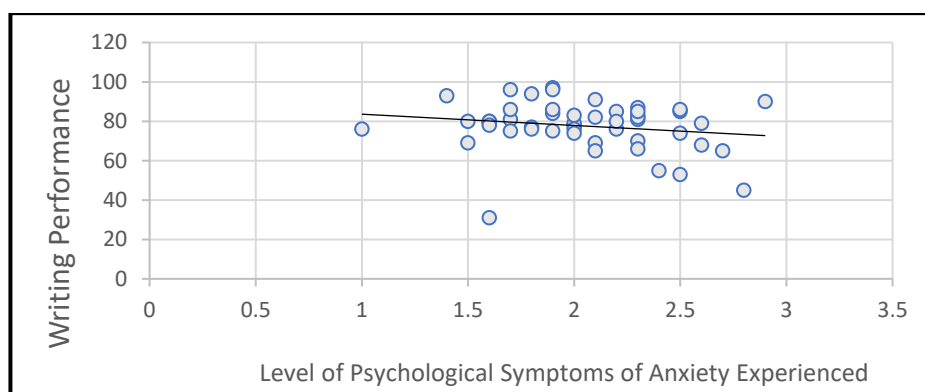


Figure 4.3 shows the relationship between the two variables, namely Writing Performance and Psychological Anxiety Level. As can be seen, no significant relationship exists between the given variables (almost achieved 180° linear line).

7. Strength of the Relationship of Psychological Symptoms of Anxiety Level and Writing Performance

Table 4.4 Strength of the Relationship of Level of Anxiety Based on Psychological Symptoms and Writing Performance Based on Grade

RESPONDEN	GRADES	LEVEL OF ANXIETY	RESPONDEN	GRADES	LEVEL OF ANXIETY	RESPONDEN	GRADES	LEVEL OF ANXIETY	RESPONDEN	GRADES	LEVEL OF ANXIETY	RESPONDEN	GRADES	LEVEL OF ANXIETY
1	85	2.2	11	76	1.8	21	79	1.6	31	86	1.9	41	79	2.6
2	77	1.8	12	75	1.9	22	83	2.3	32	31	1.6	42	66	2.3
3	93	1.4	13	85	2.5	23	81	1.7	33	75	1.7	43	90	2.9
4	53	2.5	14	45	2.8	24	65	2.1	34	83	2	44	96	1.7
5	91	2.1	15	79	2	25	74	2.5	35	86	1.7	45	94	1.8
6	78	2	16	97	1.9	26	70	2.3	36	96	1.9	46	86	2.5
7	69	2.1	17	87	2.3	27	65	2.7	37	82	2.3	47	82	2.1
8	69	1.5	18	80	1.5	28	80	1.6	38	80	2.2	48	76	2
9	76	2.2	19	81	2.3	29	84	1.9	39	78	1.6	49	85	2.3
10	80	1.6	20	68	2.6	30	76	1	40	55	2.4	50	74	2

r= -0.181

The result indicates no linear relationship between variables having a value of -0.181.

8. Relationship of Level of Anxiety (Physical and Psychological Symptoms) and Writing Performance

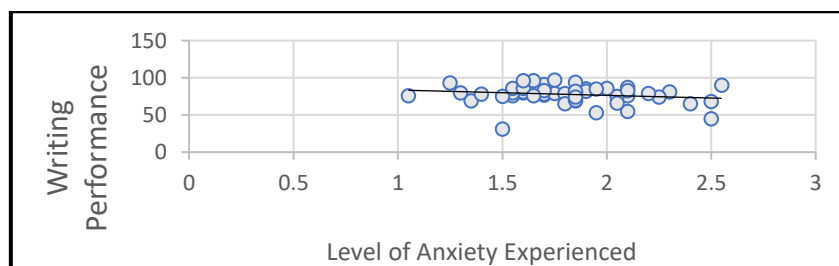


Figure 4. 4 Correlation of Level of Anxiety based on Physical and Psychological Symptoms and Writing Performance based on Grades

As can be gleaned from Figure 4.3, no significant relationship exists between the two variables, namely Writing Performance and Anxiety Level.

9. Strength of the Relationship of Writing Performance and Level of Anxiety

Table 4.5 Strength of the Relationship of Level of Anxiety Based on Physical and Psychological Symptoms and Writing Performance Based on Grades

Respondent	GRADES	LEVEL OF ANXIETY	Respondent	GRADES	LEVEL OF ANXIETY	Respondent	GRADES	LEVEL OF ANXIETY	Respondent	GRADES	LEVEL OF ANXIETY	Respondent	GRADES	LEVEL OF ANXIETY
1	85	1.9	11	76	1.55	21	79	1.8	31	86	1.55	41	79	2.2
2	77	1.7	12	75	2.05	22	83	2.1	32	31	1.5	42	66	2.05
3	93	1.25	13	85	1.9	23	81	1.6	33	75	1.5	43	90	2.55
4	53	1.95	14	45	2.5	24	65	1.8	34	83	1.7	44	96	1.6
5	91	1.7	15	79	1.75	25	74	2.25	35	86	1.6	45	94	1.85
6	78	1.7	16	97	1.75	26	70	1.85	36	96	1.65	46	86	2
7	69	1.85	17	87	2.1	27	65	2.4	37	82	1.9	47	82	1.85
8	69	1.35	18	80	1.3	28	80	1.55	38	80	1.85	48	76	1.65
9	76	2.1	19	81	2.3	29	84	1.65	39	78	1.4	49	85	1.95
10	80	1.6	20	68	2.5	30	76	1.05	40	55	2.1	50	74	1.85
$r = -0.186$														

The result indicates no linear relationship between variables having a value of -0.186.

Summary of Findings

The study correlated the writing performance of Humanities and Social Sciences (HUMSS) students at Centro Escolar Integrated School Malolos with their writing anxiety level. The results show that 7 out of 10 of the respondents were experiencing “moderate” level of physical symptoms of anxiety on the following: “lack of focus” ranks 1 with 1.98 mean and a standard deviation of 0.38; “sweating of palms” ranks second with a mean value of 1.76 and a standard deviation of 0.85, while the other physical symptoms of anxiety were “headache”, “panics”, and “muscle tension”. The “loss of appetite”, “tightening of chest”; and “becoming nauseated” have “low” level of interpretation.

The level of writing anxiety based on psychological symptoms shows that all symptoms listed had obtained “moderate” interpretation. The respondents were experiencing moderate levels of psychological symptoms of anxiety and the three symptoms with the highest weighted average are “fear of failure” with a value of 2.34; “self-doubt” has a mean of 2.16; and “time pressure” has a mean of 2.14.

The remaining values are almost similar. Several fall under similar values like “unintentional errors”, “inability to focus”, and “regrets” with a mean of 2.06. The “self-imposed restrictions” has a mean of 2.02, “lack of concentration” has 1.94; and “difficulty making decisions” has 1.92 with a standard deviation of 0.57 as the least experienced by the respondents.

The correlation of writing performance based on grades and level of anxiety based on physical symptoms illustrated the association in the samples of paired data. The researchers found out that no significant relationship exists between the given variables. The result of Pearson’s r statistical treatment indicates that there is no linear relationship between variables having a value of -0.152.

The correlation of writing performance based on grades and level of anxiety based on psychological symptoms showed the association in samples of paired data. The researchers found out that no significant relationship exists between the given variables. The result of Pearson's r statistical treatment directs that there is no linear relationship between variables having a value of -0.181.

The correlation of writing performance based on grades and level of anxiety based on physical and psychological symptoms showed an association between written anxiety level and writing performance. The researchers found out that no significant relationship exists between the given variables. The result of Pearson's r statistical treatment indicates that there is no linear relationship between variables having a value of -0.186. Thus, the alternative hypothesis is rejected in favor of the null hypothesis.

Conclusions

Through an in-depth analysis and interpretation, the researchers were able to come up with the following conclusions based on the results of the study:

1. Majority of the respondents' experience a "moderate" level of psychological symptoms of anxiety. Most of them encounter "lack of focus" during an essay. In addition, most of them experience "fear of failure," which has the highest weighted average of among the ten symptoms.
2. There is no correlation between writing performance based on grades and level of anxiety based on physical symptoms Humanities and Social Sciences Students (Grade 11) at Centro Escolar Integrated School Malolos.
3. There is no correlation between writing performance based on grades and level of anxiety based on psychological symptoms Humanities and Social Sciences Students (Grade 11) at Centro Escolar Integrated School Malolos.

4. There is no correlation between writing performance based on grades and level of anxiety based on physical and psychological symptoms of Humanities and Social Sciences Students (Grade 11) at Centro Escolar Integrated School Malolos.

These results show that there is no correlation between writing anxiety and writing performance of the respondents. Therefore, a “moderate” level of writing anxiety does not interfere with the respondents’ writing performance. A study by Fitrinada et al. (2018) also obtained the similar results regarding the correlation between somatic anxiety (physical symptoms) and cognitive (psychological symptoms) and writing performance. Results show that there is no correlation between the variables.

Recommendations

The following recommendations are offered based on the results and conclusion of the study:

1. Students should know their strengths and weaknesses and assess themselves on what environment they are comfortable to work in. In addition, they should not be afraid to find or seek help when needed.
2. Parents should be more aware of their child's well-being. They should frequently check in on their children. Moreover, they should encourage them to be more positive about themselves to help eliminate the factor of “fear of failure.”
3. Teachers should give “cool down passes” to enable students to take a break from the classroom. This should be clearly explained to the students. Examples might include walking down the hallway, getting water, standing outside the classroom door for a few minutes, or even using a mindfulness app with headphones. A buddy system can be implemented in which a student is assisted by a peer during transitions or in less structured situations that can trigger anxious feelings.

4. School Administrators and Guidance Officers should assure students that they can seek help for writing anxiety from their school counselors. If possible, a reasonable time extension can be given for exceptionally difficult written tasks such as writing a set of short stories, essays, poems, etc.
5. Future researchers might wish to conduct a similar study focusing on a different type of respondents using the findings of this study as reference.

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