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Exploring the Main Causes of Students' Anxiety during the Preparation of Their Master Thesis

The Case of second-year Master EFL Students at Biskra University

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Declaration

I hereby declare that the study under the title “Exploring the Main Causes of Students’ Anxiety during the Preparation of Their Master Thesis: The Case of second-year Master EFL Students at Biskra University” submitted to the University of Mohamed Kheider Biskra is genuinely my own work apart from data gathered in the background study. This study has not been submitted for any other university or requirement at any other educational institution. I also declare and acknowledge the provision and contributions of my supervisor, Dr. Nouari Wafa, for her assistance and valuable feedback throughout the expansion of this research. Additionally, declare that sources and information used have been references according to the academic principles of the University of Mohamed Kheider Biskra.

Nadji Kaouthar

Signature

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Dedication

First of all, I would to thank Allah almighty for giving me power and endurance to finish this research

Heartfelt thanks to my everything, my mother and father, for their support help and guidance

To my uncle, aunt, and my grandma, the light who shined my path: May God bless their souls, the people who wished to see me rise but could not.

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Abstract

This study investigates the influence of anxiety on the process of writing a thesis among Master's students at Mohamed Khider University of Biskra. Data was acquired from thirty-seven Master's students by distributing an online questionnaire and using quantitative and qualitative research methodologies. The research aims to analyze and explore the perspectives and observations of these students regarding the difficulties they encounter in writing their theses. The results indicate that anxiety has a significant negative impact on students' capacity to write theses, mainly because they lack the required academic abilities. Research reveals that anxiety has a detrimental impact on Student motivation, innovation, and ability to fulfill deadlines. To address these concerns, the study suggests a variety of approaches, including mental health support, time management training, peer support networks, consistent feedback, cultivating a progressive academic environment, teaching relaxation techniques, establishing clear guidelines, and teaching the correct methodologies to write a thesis. These suggestions aim to make best use of student abilities and improve research outcomes by decreasing anxiety in academic situations.

Key concepts: Anxiety, Academic performance, Thesis writing, Master Two students

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General Introduction

Learning any language can be difficult. Learners face a variety of challenges as they approach absorbing knowledge. These students must learn how to speak, write, listen, and read the target language. As a result, they would require both time and effort to learn these languages. To understand everything that is expected of them, students are obliged to perform diverse research to get additional knowledge. In other words, conducting research helps students learn more effectively. As a result, it is regarded as an indispensable tool for learning any language.

Conducting research requires an accurate and accurate approach. Learners must follow precise detailed stages during the procedure. As a result, many people may find the process challenging and time-consuming. They may struggle to obtain and analyze information relevant to their topics. That example, learners performing research may have to put in more work since they do not have readily available and relevant materials. Students may have difficulty conducting research due to a lack of research skills and expertise. That is, despite having sufficient sources for their assignment, these pupils fail to carry out the next stages correctly. During this process, learners are also influenced by psychological factors. That is, learners may be competent and confident in their abilities; nonetheless, being nervous about the process may have a detrimental effect on them, and thus their studies.

1) Statement of the Problem

During the process of pursuing a Master's degree, students are required to engage in research and develop a dissertation in order to fulfill the graduation requirements. This endeavor has substantial obstacles, requiring not only proficiency in language but also effective personal, intellectual, cognitive, and research abilities, while also sustaining a pleasant psychological state. Nevertheless, numerous students face challenges, such as increased levels of anxiety that negatively affect their performance in both classroom

environments and research pursuits.

The process of producing a Master's thesis frequently causes different levels of anxiety in students, which can be attributed to issues such as limited resources, procrastination, poor direction, and a dearth of feedback. This fear hinders students' capacity to efficiently traverse the research process. The objective of this study is to identify the main causes and consequences such as psychological issues, environmental issues, or a combination of both. The study aims to deepen comprehension of the obstacles students have when writing their Master's thesis by identifying these elements. Additionally, it intends to provide solutions to alleviate anxiety and improve academic achievement.

2) Research Questions

Three main research questions are raised:

RQ1: What are the primary factors to the anxiety that M2 researcher students encounter while undertaking the dissertation writing process?

RQ2: How does anxiety among M2 researcher students affect their capacity to complete their Thesis preparation?

3) The Research Aims

The researcher aims at:

- Exploring the main causes of the students' anxiety during the thesis writing process.
- Knowing to what extent the anxiety affect the m2 researchers in the process of preparing their thesis.

4) Significance of the Study

Gaining insight into the origins and consequences of anxiety when engaging in the process of preparing a thesis is crucial, not only for the academic achievement of master's students but also for their entire state of health and happiness. By examining the fundamental

elements that contribute to anxiety, educators and administrators can customize support systems and interventions to successfully tackle these difficulties. This research provides master educators with vital insights into the intricate experiences of students, allowing them to establish a learning environment that is more inclusive and helpful.

Furthermore, this study seeks to create a classroom environment that promotes open discussion and active engagement by enabling students to openly articulate their thoughts and emotions. By recognizing and dealing with anxiety, educators can provide students with chances to participate more confidently in different academic activities, such as giving writing tasks. This could improve their communication abilities and academic achievements.

Moreover, the results of this study might be utilized as a practical manual for educators and educational establishments to formulate specific tactics for alleviating tension and fostering student welfare. Through the identification of efficacious solutions and support systems, educators have the ability to encourage students to traverse problems with resilience and self-confidence, ultimately cultivating a positive and engaging learning experience for all parties involved. This study aims to contribute to the ongoing efforts to promote awareness of mental health and provide a supportive academic atmosphere that facilitates students' academic and personal growth. By acquiring a thorough comprehension of worry and its consequences, instructors can have a crucial influence on promoting the all-encompassing growth of master's students and facilitating their achievements in both academic and professional endeavors.

5) Research Methodology

5.1 The Choice of the Method

This study uses a quantitative research approach to either validate or disprove the proposed hypotheses. The researcher employs a questionnaire as the principal instrument for gathering data to examine the causes and consequences of anxiety among master's students

when they are preparing their thesis. The questionnaire additionally investigates students' perspectives on anxiety and their strategies for managing it. The quantitative methodology entails the distribution of the questionnaire to a subset of second-year English master students at the University of Biskra. The questionnaire is created to gather data on multiple elements that contribute to anxiety, such as perceived causes, the influence on thesis progress, and techniques employed to cope with anxiety.

After gathering the questionnaire responses, the data will be analyzed using quantitative and qualitative methods, namely statistical analysis. The demographic features of the sample will be summarized using descriptive statistics. This would help to analyze the correlations between variables. The quantitative results offer empirical proof concerning the influence of anxiety on the process of preparing thesis for students. This enables the formation of conclusions and the acquisition of valuable knowledge about effective approaches to handle anxiety among master's students. This change maintains the emphasis on employing a quantitative approach, utilizing a questionnaire as the primary means of data collection.

5.2 Data Collection Tools

In order to investigate the research questions the researcher utilizes a questionnaire as the main instrument for gathering data. The questionnaire is created to collect information on the experiences and perceptions of second-year English master students at the University of Biskra regarding anxiety during the process of writing their thesis. The survey is conducted online using the platform of Google Forms to guarantee convenient access and participation for the intended population. The projected sample size consists of thirty seven M2 students who are currently pursuing studies in English master's at the University of Mohamed Khider Biskra.

The questionnaire shall comprise of well-organized questions intended to gather information on many facets associated with anxiety during the research process, such as perceived factors contributing to anxiety, the influence of anxiety on research advancement, strategies used to manage anxiety, and demographic details. In addition, open-ended questions will be incorporated to enable participants to offer qualitative insights and expand upon their experiences with anxiety.

The questionnaire is electronically distributed to the specific group of M2 students at the University of Biskra. Participants are requested to willingly and voluntarily complete the questionnaire, with the guarantee that their comments are kept personal and anonymous. The data obtained from the questionnaire are evaluated using suitable statistical techniques to investigate the connections between variables and to draw significant conclusions about the influence of anxiety on the success of EFL students in the writing thesis process.

6) Significance of the Study

Knowing the causes and effects behind anxiety during preparing the research paper and looking into ways to reduce it might help master students to perform better. This research aims to assist master educators in comprehending anxiousness from the viewpoints of students. It seeks to assist students express their thoughts and feel more at ease in the classroom. It may also be used as a guide by teachers to encourage students by finding out the effects of anxiety and found the better solutions for this issue to interact more freely in the classroom and participate in assigned tasks, such as oral presentations. The focus of this study is how to treat anxiety by knowing the impact whether it is negative or positive.

7) The Research Gap

While existing research provides valuable insights into anxiety during thesis writing, several research gaps warrant further investigation. Underexplored Coping Mechanisms:

While some studies have identified coping strategies used by graduate students to manage anxiety during dissertation writing, there is a need for more comprehensive exploration of these mechanisms. Understanding the effectiveness of various coping strategies and their applicability across different academic disciplines could provide valuable insights for supporting students.

Cultural and Contextual Factors: Most existing research on anxiety during thesis writing has been conducted in Western contexts, potentially overlooking the influence of cultural and contextual factors on students' experiences. Investigating how cultural norms, institutional practices, and societal expectations shape anxiety levels and coping strategies among graduate students from diverse cultural backgrounds is essential for developing culturally sensitive interventions.

Longitudinal Studies: Many studies have focused on capturing a snapshot of anxiety levels during thesis writing. However, longitudinal studies tracking students' experiences over time could provide a deeper understanding of the dynamic nature of anxiety, including fluctuations in anxiety levels at different stages of the thesis process and the long-term impacts on students' well-being.

Technology and Digital Environments: With the increasing use of technology and digital platforms in academic research and writing, there is a need to explore how these tools influence anxiety levels among graduate students. Investigating the impact of digital distractions, online collaboration platforms, and virtual writing communities on thesis -related anxiety could provide insights into the evolving nature of academic work in the digital age. Addressing these research gaps can contribute to a more nuanced understanding of anxiety during thesis writing and inform the development of effective interventions to support graduate students in successfully completing their thesis.

Chapter One: Literature Review

Part One: The Concept of Anxiety

1.1 Introduction

The chapter at hand is divided into two parts. The first part seeks to present contextualized background about anxiety as term, its context, causes and effects. Moreover, in order to understand anxiety. The research examined anxiety in academic context and attempted to present different views about students' anxiety its contributing factors and its impact on writing performance. Anxiety encompasses many facets of the human experience and has a profound impact on feelings, ideas, and actions. We examine anxiety in the context of students' academic writing in this chapter. We start by looking at its causes, impacts, and contextualized background. Moving on to the academic sphere, we examine the causes of students' anxiety when writing for academic purposes and its effects on writing output. This investigation establishes the groundwork for comprehending the complex dynamics of anxiety and guides student support strategies.

1.2 Defining Anxiety

Anxiety is a normal human being experience that occurs from time to time. Anxiety arises when an individual is faced with situations that are challenging or frightening. Anxiety is the emotion people experience while trying to anticipate an unpleasant event in the future. Additional terms like "apprehensive," The terms "uncertain," "nervous," and "on edge" are also useful in characterizing emotions associated with worry (Lidbetter, nd).Anxiety is an individual's entire reaction to a threat or danger, according to Moss (2022). Anxiety is a complex feeling that includes feelings of risk, thoughts of injury, and physiological warning and activation. Anxiety is a frequent response to life experiences. It occurs when people worry over things that have happened or may happen in the future, which can lead to sadness.

It is a very a common mental health symptom (Psych Hub, 2019).

Anxiety is a state of inner confusion marked by nervous behavior such as spacing out, bodily symptoms, and thinking. Measuring physiological changes, such as muscular contractions, can aid in analysis. Moreover, Tension, restlessness, fatigue, and difficulty in concentration are all signs of anxiety. Anxiety can also be defined as distress, nervousness, dread, or apprehension. Furthermore, Anxiety is caused by conditions that are thought to be unmanageable or unavoidable, yet this may not be true. Anxiety is a feeling of worry, stress, and discomfort that occurs as a reaction to a perceived threat. Fear is a fleeting, present-oriented feeling that facilitates in escape from a specific threat. Anxiety, on the other hand, is a long-term, future-focused emotion that responds to a diffuse threat (Abdul, 2014).

Anxiety is a word that refers to feelings of fear. Common anxiety symptoms include nervousness, panic, fear, perspiration, and rapid heartbeat. As a result, anxiety is only linked with our mental or psychological states. This mental condition negatively influences our performance at the time. Academic anxiety refers to feelings of worry, nervousness, and panic during tests or other academic activities. Therefore, anxiety refers to the reaction or stimuli linked with a person's experiences in a given setting. Academic or exam anxiety refers to students' reactions before, during, and after an exam (Behera & Pagan,2022).

1.3 Causes of anxiety

Several factors contribute to the development of anxiety, which have a considerable impact on other aspects of life, such as the academic task of writing a thesis. Initially, situational factors such as significant life events for instance changes in interpersonal connections, work environment, or residential surroundings can lead to the development of anxiety. Biological variables also contribute; an irregularity in the brain's chemical composition that controls emotions and physical responses can influence thoughts, emotions,

and behaviors. Moreover, anxiety is influenced by genetic factors, as it frequently has a hereditary component and increases the vulnerability of individuals. Personality is a significant determinant; those with very sensitive, emotional, or perfectionist dispositions may have a higher exposure to developing anxiety disorders (Bhandari, 2023).

In the particular field of language acquisition, anxiety is a widespread issue that presents a complex phenomenon. Language anxiety is influenced by various elements, with three key conceptual sources being communication apprehension, exam anxiety, and fear of poor evaluation. Other appropriate features are classroom anxiety and overall apprehension. Psychological elements, including variations between individuals, specific characteristics of personality, and challenges related to language, have an important influence on learners' performance and their ability to communicate effectively. In the field of second language acquisition (SLA), several affective factors hold importance, with fear and motivation being central elements. Anxiety can either improve or obstruct performance. Studies indicate that participating in verbal and auditory exercises throughout the process of acquiring a second language can result in heightened levels of anxiety as a result of the indeterminate and unpredictable nature of communication interactions. As a result, this can have consequence on learners' motivation and, more significantly, their performance (MacCafferty, Jacobs, & Dasiliva 2006).

1.4 Definition of Anxiety in Academic Context

Anxiety is a common phenomenon in individuals' everyday life. It has a crucial role as it is a common issue for many people and individuals are victims of anxiety in different ways. Academic anxiety denotes the type of anxiety that is related to a sense of danger from a setting of academic institutions. It is mental feeling of uneasiness in reaction to school situation apparent in a negative way (Shakir, 2014). Students with academic anxiety are

disturbed about their academic tasks. Students may experience anxiety in response to any academic assignment. Others may experience anxiety just when performing specific tasks, such as taking tests. Anxiety is not always negative. Some students may be motivated by anxiety (Hooda&Saini, 2017). Research indicates that anxiety is widespread in all aspects of learning a second or foreign language. Learning a target language can cause anxiety, even for those who are not stressed about other aspects of language learning. Anxious learners are less likely to participate in classroom activities, such as answering questions. Some learners with high levels of language anxiety may have mental blocks. They also engage in evasion strategies, such as skipping courses and delaying schoolwork (Urta, 2014).

Academic anxiety is a common psychological issue among students, sometimes caused by high competition in the educational area. Mild anxiety can motivate and energize learners to finish activities. On the other hand, severe anxiety results in unwanted aspects such as bad living values, damage, and diminished functioning. High levels of academic anxiety can lead to learning deterioration and failure, as well as decreased learning, academic performance, and environmental adjustment. Academic anxiety is defined as worry, aggravation, and nervousness regarding academic tasks and achievement in educational settings. It is a broad depiction of supposed threat based on stressors faced in an environment relevant to any academic task (McDonald 2001).

Academic anxiety comes out from a variety of factors, including peer pressure, hopes from friends or family, academic performance history, and self-reflection. Academic anxiety is a multidimensional concept that affects an individual's educational success, ability to express oneself, research, writing tasks, and planning interviews with competent individuals. It jeopardizes students' psychological health and has an impact on efficiency, competence, personality development, social identity, and career. Intense anxiety has a negative impact on academic performance, causes emotions of pessimism, and can lead to a lack of desire in

scholastic pursuits. Understanding academic anxiety is critical for dealing with its effects on students' success and performance, as well as their social and psychological growth (Bülbül&Odacı, 2023).

1.5 Writing as Skill in EFL Learning

Scholars provided a variety of definitions of writing. Writing, in the words of Rivers (1981), is the consecutive expression of innovative ideas or the dissemination of fresh details. Furthermore, Brown (2001) claims that writing is a type of thought. Furthermore, he asserts that writing can be organized and revised indefinitely before to publication. Writing is a two-step process. The first step is determining meaning; the second is giving language meaning.

Writing transmits verbal messages into written language. This includes arranging, formulating, and putting ideas on paper helps readers understand the writer's message. Writing requires appropriate grammar, spelling, punctuation, capitalization, and vocabulary. Students may create well-organized thoughts with pertinent supporting sentences. This skill helps learners increase their grammar by using appropriate tenses, adjectives, articles, and noun phrases. Writing competence refers to the capacity to apply knowledge to create written content. These skills are used well in writing (Sakkir et al., 2022).

Rasuan and Wati (2021) note that at school, writing assignments are typically given under specific categories that are frequently done by college students for the majority of the classes. Moreover, it is the capacity for organization and skillful writing that is essential for success in college. Although writing ability is a decisive factor in college achievement, college students actually enroll in universities with weak composition abilities.

Abedin et al (2013) in their article “In the Importance of EFL Learners' Writing Skill: Is there any Relation between Writing Skill and Content Score of English Essay Test?” stress that Writing is a crucial part of language development and has a big impact on language

learning. Different writing goals must be taken into consideration due to the multidimensional nature of writing in teaching methods and evaluation systems. A number of elements, including the Interactive-Compensatory hypothesis, linguistic efficiency theory, and working memory capacity, might affect the writing process. The ideas of Bereiter and Scardamalia, which suggest that writing with a purpose typically involves increased complexity and performance expectations, may be connected to the hierarchy of writing processes. The effect of writers' previous knowledge, general language proficiency, and material understanding on their writing skills, however, has not received much attention from studies.

1.6 Student Anxiety in Academic Writing

Academic writing is a difficult skill to learn in education. Writing has been identified as the most difficult skill for EFL students at the university level. The act of writing requires more than just generating ideas, but also arranging those scattered ideas into qualified academic works that are readable and comprehended (Rohmah & Muslim, 2020). According to Shang (2013), having a strong command of English writing skills is crucial for improving students' writing performance. Therefore, competent EFL graduates must possess strong English writing skills.

Writing anxiety is a psychological feeling that impacts students' feeling to avoid specific writing methods due to fear of evaluation. Some teachers blame learners for poor performance, while others maintain that students may improve their drafts while also enjoying writing. The major reasons of writing anxiety are the complexity of the language and writing skills, as well as the fear of being judged. Students' low writing performance is highly related to self-expression, flow of ideas, confidence, and pleasure of the writing process. According to research, anxiety is result of unsuccessful language learning. A second

language acquisition is not the main reason to poor performance. However, the common aspect to this issue is the overemphasis on form, grammar, punctuation, and spelling (Horwitz, 2000).

To lessen concerns, teachers could present non-graded assignments and provide a constructive feedback or excessive criticism on writing papers. According to research, learners' nervousness stems from a lack of language understanding and proper grammar. To increase writing performance, teachers should adapt new teaching and assessment methods, requiring students to repair their own mistakes while evading undesirable commentaries and criticism (Isaoglu, 2015). Barbara Kroll (2003) stresses the role of teachers in the writing process, proposing that they should be committed to improving students' writing skills by conveying courses or classes that push them beyond their current ability.

Anxiety of writing is linked to a wide range of experiences. First, writing evasion mostly relates to a writer's resistance behavior when he or she is unable to start writing or is experiencing interruptions during the writing process. Furthermore, it describes a writer who has low expectations for a certain piece of writing, significance, or the value of any literary effort. In other words, evading is a result of the writer's pessimistic conviction. When a writer is blocked or experiencing overall worry and anxiety when writing, it can also be used to describe that state of mind (Al-Shboul & Huwari, 2015).

Cheng (2004) categorizes writing anxiety into three distinct characteristics. These categories of anxiety are associated with writing: cognitive anxiety, which is related with uncomfortable experiences, related to cognitive aspects, such as negative suspicion, diversion from one's own performance, and irritation with other people's perspectives. The procedure for both teachers' and their classmates' revision suggestions may have a comparatively big impact on how students write their paragraphs. Somatic anxiety is an individual's perception of their mental response to the anxious circumstance, which may include stiffness and

restlessness. There are times when students experience extreme stress because they have little time to compose their paragraphs yet lack ideas. The final situation is known as avoidance behavior, which occurs when students neglect to write. This is a behavior component of the cases of apprehension. Because the students dislike writing, this is the most dangerous kind of writing anxiety. Therefore, they are unable to demonstrate satisfactory performance in writing lessons and cannot perform well on tests.

1.7 Factors Contributing to Student Anxiety

English language learners frequently struggle with writing anxiety, which is often caused by a number of variables such as the size of assignments, low self-esteem, deadline pressure, and difficulty selecting a topic. Anxiety might result from a high rate of tasks since students are frequently given numerous tasks at once, which can cause their ideas to become stuck when writing in English. Language barriers, a lack of writing practice and poor writing technique can all contribute to low self-confidence. Time constraints might also be an issue because students may not have much experience writing in English, which can cause nervousness (Alsowat, 2016). Writing in English takes more time than writing in their native language, and for of this, students could find it problematic to concentrate on their writing. Issues with topic selection, as writing, can also cause low confidence. Writing skill is fundamental for achieving good writing products (Prasetyaningrum et al., 2021).

Küçük (2023), in an article entitled "Factors Leading to Writing Anxiety in EFL Classes", stated that Anxiety related to writing in English is a important problem for students, especially when they have timed exams. Students frequently find it challenging to concentrate on the material, which causes tension and lowers the ability of their work. Although teachers are an important influence on learners' enthusiasm for writing, their unfavorable comments can also worsen writing anxiety. Students frequently worry about

getting bad grades, making it difficult to concentrate in class and understand the rules. Another aspect influencing writing anxiety is peer competition since students tend to avoid English-speaking peers with more vital language skills. Learners dislike having rules imposed on them and would instead write about subjects they are interested in. Although the writing format can be more straightforward, it takes more effort to get used to. Ineffective teaching strategies and teachers' unwillingness to help students may also be factors in language anxiety. They encourage learners to overcome their nervousness when writing and improve their writing abilities by solving these concerns and offering exceptional feedback, inspiring help, and empathy.

1.8 Effects of Writing Anxiety on Academic Performance

In a research article, entitled “Academic Anxiety and Its Effects on Academic Performance” found that Students' academic performance is greatly impacted by academic anxiety. A number of variables were explored, including exam anxiety, academic competency, time management, and strategic study methods. The main measure of academic achievement is test competency; students who struggle to manage their study resources before tests obtain bad scores. Academic performance and competence were found to be positively connected in the study, with a higher percentage of female participants having problems organizing their study materials (Mirawdali, Morrissey, & Ball, 2018).

Writing is a productive ability that demands the students to produce cohesive and logical written works, including papers, essays, proposals, articles, and more. To create a meaningful text, students need to formulate words into sentences, phrases into paragraphs, and paragraphs into essays. In addition, the writer should consider the choice of words, appropriate sentence structure, word order, and thought building to create a logical and cohesive work (Attamim, 2007). Because of acquisition challenges, anxious learners

typically achieve poor performance .The challenges they face with writing increases their anxiety. Similarly, the cognitive-linguistic limitation of the learners results in poor performance, which then manifests as anxiety (Naveh–Benjamin, 1991).

The learners experience anxiety due to the trouble of the writing. Because it can obstruct the process of writing in language, this factor contributes to the learner's low performance. It influences the student's willingness to grab writing opportunities. Rather than less anxious learners, higher anxious learners naturally produce inferior writing outcomes. As a result, anxiety is thought to be among the main things influencing students' writing abilities. It is strongly suggested that future research examine the connection between all the variables influencing anxiety. In addition to the relationship that directly affects writing performance in light of this issue. Furthermore, additional research is required to determine how to improve the writing performances of the learners (Karlina & Pancoro, 2018).

1.9 Conclusion

In summary, the chapter examined the way anxiety affects students' writing skills and general academic performance. The study provided clear indications to the role of anxiety and its impact on students' academic development. Anxiety not only affects the general ability of learners to produce constructed written works but also impacts their psychological and physical well beings. The chapter provided a comprehensive overview on anxiety as term, its definition in academic context and its impact on different aspects of students' academic and personal lives.

Part 2: Introduction to Cognitive-Behavioral Theory

2.1. Introduction

The cognitive-behavioral approach has developed as an important foundation for understanding and treating writing anxiety, which is a widespread problem that can have a major influence on academic achievement. Based on cognitive psychology principles, this therapeutic approach investigates the complex interplay of thoughts, feelings, and behaviors, providing useful insights into how negative thought patterns and beliefs contribute to writing-related suffering. Cognitive-behavioral therapy (CBT) methods seek to empower individuals by recognizing and confronting cognitive distortions, as well as to improve their writing self-efficacy. This brief introduction lays the groundwork for a more in-depth investigation of the cognitive-behavioral approach and its implications for reducing writing anxiety and boosting academic achievement.

2.2. Defining to Cognitive-Behavioral Theory

Cognitive behavioral theory places a strong importance on how behavior and emotional states are influenced by ideas about oneself and the outside environment. Furthermore, environmental contributions that both initiate and sustain behavior are stressed by behavioral theory. Cognitive, behavioral, and social learning aspects are all incorporated into this field. It also describes operational as the result of mutual interactions between environmental and personal factors. Contemporary with the emergence of social learning theory, the cognitive behavioral theory was integrated (Lehmann & Coady, 2001).

The basis of the cognitive-behavioral theoretical framework of human functioning is the notion that ideas, emotions, and behaviors are all interconnected and constantly control and influence one another. According to cognitive-behavioral theory, emotions and behaviors are shaped by beliefs about oneself, other people, the world, and the future. In a form of

continuous reciprocal sequence, opinions and mental processes are shaped by emotions and actions. Furthermore, the concept of cognitive-behavioral health asserts that cognitive-affective behavioral processes are comparable and interchangeable among individuals and human experiences. Nonetheless, each person's cognitive-affective-behavioral processes include material that is precise, different, and close to them (Nurius & Macy, 2008).

2.3. Review of literature about Cognitive-Behavioral Theory and anxiety in academic writing

Cognitive Behavior Therapy (CBT) offers a unique viewpoint on the difficulties that students encounter. According to CBT, students who suffer academic anxiety over their undergraduate thesis have a cognitive distortion connected with weakness or ineptitude in writing the thesis (Corey, 2013). Bandura (1997) observes that low self-efficacy causes students to experience excessive academic anxiety while working on their undergraduate thesis. Self-efficacy refers to a student's belief in their capacity to complete their undergraduate thesis successfully. Students with low self-efficacy will feel more academic anxiety. Meanwhile, if students have high self-efficacy, it will reduce intrusive thoughts, lowering academic anxiety over the undergraduate thesis.

Situmorang (2018) defines academic anxiety as an unbiased appraisal of the thoughts, perceptions, and attitudes that contribute to academic challenges. Experiences shape how people approach issues, including their ideas, emotions, actions, and evolving biological responses. The behavioral cognitive approach (CBT) is an effective method for reducing academic anxiety. CBT comprises three sorts of ideas: negative automatic thoughts (NATs), basic assumptions, and core beliefs. These beliefs can lead to cognitive distortions, negative thoughts, and emotional disturbances including anxiety and sadness. To assist people in dealing with academic anxiety, it is vital to help them transform negative beliefs into more

adaptive ones. An adaptation of the concept of "Hot Cross Bun" (HCB) and CBT for academic anxiety can help people overcome academic challenges and improve their academic performance.

Writing professors have done substantial research on the writing process, rather than the content. According to the researchers, writing is a complex process that requires strategic management of cognitive resources as well as a goal-oriented approach. Writers who lack proper techniques to "juggle" may get overwhelmed and unhappy as a result of various constraints. Flower (1978) claimed that writing anxiety originates from inefficient composition procedures and inappropriate writing techniques (Rose 1984). To reduce writing anxiety, use a planned and heuristic approach to writing. Using a flexible writing method can help reduce performance anxiety.

Peter Salovey and Matthew D. Haar conducted a study entitled "The Efficacy of Cognitive-Behavior Therapy and Writing Process Training for Alleviating Writing Anxiety" (1990). Pre- and post-treatment assessments were conducted using eight self-reported indices of writing anxiety and two measures of writing performance. The results showed that both the combination and writing process only treatments improved numerous self-report measures when compared to the control group that did not receive any therapy. However, only the combined treatment resulted in a significant improvement in writing quality, as measured by one of the performance measures. Furthermore, the combination treatment group outperformed the other two groups in terms of passing a college freshman English similar evaluation following treatment.

These findings suggest that both CBT-based therapies and writing process education can successfully alleviate writing anxiety. However, the combination of CBT and writing process training appears to be particularly effective, as it resulted in higher writing quality and success rates on a standardized writing evaluation. These findings highlight the

importance of adding cognitive-behavioral techniques into writing instruction in order to effectively control writing anxiety (Salovey & Haar, 1990).

2.4. Gaps in literature

There has been little study on specific cognitive-behavioral techniques. While there is evidence that cognitive-behavioral therapy (CBT) can assist reduce writing anxiety, we may not fully understand which specific CBT procedures are most beneficial for treating writing-related concerns. More research might look into the effectiveness of various cognitive restructuring, relaxations, and exposure approaches in the context of writing anxiety. There is a lack of study on the long-term impacts. Most research on CBT for writing anxiety focuses on short-term therapies and quick post-treatment effects. Longitudinal research is needed to assess whether CBT approaches are effective in reducing writing anxiety and increasing writing skills over time.

Limited research on varied populations: The majority of research on CBT for writing anxiety has been conducted with college students or adults in educational or therapeutic settings. There is limited research on the effectiveness of CBT therapy for writing anxiety in a number of demographics, including youth, non-native English speakers, and those with co-occurring mental health conditions.

Insufficient knowledge of the mechanisms of change: While CBT therapies have been shown to reduce writing anxiety, the underlying mechanisms of improvement remain unknown. Further research should be conducted to determine how cognitive behavioral therapy (CBT) strategies alter cognitive processes, emotional regulation, and writing habits in order to minimize writing anxiety. Few research have compared CBT with other therapies. While CBT is commonly used to treat writing anxiety, there is a lack of comparison. There have been studies comparing its efficacy to different therapy techniques and writing therapies. Comparative research could help to uncover CBT's distinct benefits and enhance

therapy recommendations for those suffering from writing anxiety.

2.5. Conclusion

Lastly, the study of the cognitive-behavioral method and its relationship to writing anxiety and academic achievement demonstrates its importance in treating psychological barriers to effective writing. Cognitive-behavioral therapy (CBT) provides a valuable approach to reducing writing anxiety and enhancing writing performance by examining how ideas, feelings, and behaviors interact.

CBT is significant because it can attack cognitive distortions and maladaptive attitudes about writing. This allows people to create more adaptive coping methods and increase their writing self-efficacy. CBT therapies, which use strategies like cognitive restructuring and exposure therapy, seek to challenge negative thought patterns and promote positive attitudes about writing activities.

Moreover, the connection between the cognitive-behavioral approach and academic performance underscores the comprehensive benefits of CBT therapies. These interventions not only alleviate writing anxiety but also enhance writing abilities, thereby fostering overall academic success. CBT therapies equip individuals with the necessary tools and techniques to manage writing-related stress, thereby helping them overcome writing challenges and achieve their academic aspirations. In essence, the cognitive-behavioral approach is a robust foundation for conquering writing anxiety and augmenting writing process. Future research and practice should concentrate on the efficacy of CBT interventions across diverse populations and circumstances, with the aim of providing effective support to those grappling with writing.

Chapter Two: Interpretation and Analysis of the Findings

3.1 Introduction

The chapter at hand represents the practical part of the study. This chapter provides an account of the fieldwork undertaken for the present study at Mohamed Khider University of Biskra. The study aimed to investigate the perspectives of Master Two students regarding the causes of anxiety during the process of writing their master thesis. This chapter presents research methodology, the population and sample used for the study, and the data collection tools employed to address research questions. It then analyzes and discusses the results derived from the students' questionnaire. The chapter concludes with recommendations and limitations of the research.

3.2 Research Method

To achieve the study's objective of investigating the causes of anxiety in writing theses for Master two students, a combination of quantitative and qualitative methods were employed to gather data on the topic. These methods would aid in interpreting and analyzing the significant causes of writing dissertation anxiety and the factors that contribute to it. The mixed-methods design covers the subject from different perspectives, making it more variable and credible.

3.3 Population and Sampling

The study randomly selected a sample of 37 master's degree students for the study. The research employed a sample of master two students from Mohamed Khider University of Biskra to fill out a questionnaire. The purpose was to investigate their ideas and perceptions regarding anxiety and its influence on their thesis writing progress.

3.4 Data Collection Tools

The research utilizes a students' questionnaire a main tool to collect insights about anxiety causes and its impact on students' progress in writing their master thesis. The questionnaire was published electronically through Google forms to make it accessible for the required sample of the study. The tool of the study was chosen to realize the objectives of this study.

3,4,1. Aim of the students' Questionnaire

According to Kuphanga (2024) a questionnaire is essentially a methodical set of questions posed to participants, along with detailed instructions that outline the order and criteria for selecting responses. This tool exhibits substantial flexibility in multiple research fields, including survey research and experimental design. It offers researchers a structured framework to methodically obtain ideas for data collecting and analysis. Oppenheim (2001) discusses the multifaceted use of questionnaires in research. They are tools for gathering and documenting information on specific areas of interest, with a focus on connecting the questionnaire's purpose with research objectives and assuring clarity on the use of findings. Structured questionnaires generally serve quantitative research objectives, enabling the collection of numerical data through varied survey modes such as postal, electronic, face-to-face, and telephone. The aim from students' questionnaire is to have direct data from the individuals concerned with research topic problematic. Furthermore, through the questionnaire the researcher will be able to identify the core issue of the problem indicated and propose measure to eradicate it.

3,4,2. Description of the Students' Questionnaire

The questionnaire is comprised of nineteen questions divided into three sections. Section one is entitled profile information (Q1-Q3) this part is formed in the basis of establishing a background about the participants. Section two(Q4-Q8) is entitled writing skill the aims of this part is to gather information about the way students precise writing skill, their motivation to write, and the type of issues they face with writing academically. The third section (Q9- Q19) it aims to see students' awareness about anxiety, its reasons, and the way it affects the progress of writing their master thesis.

3.5 Analysis of the questionnaire

Section one: Profile information

1) Gender

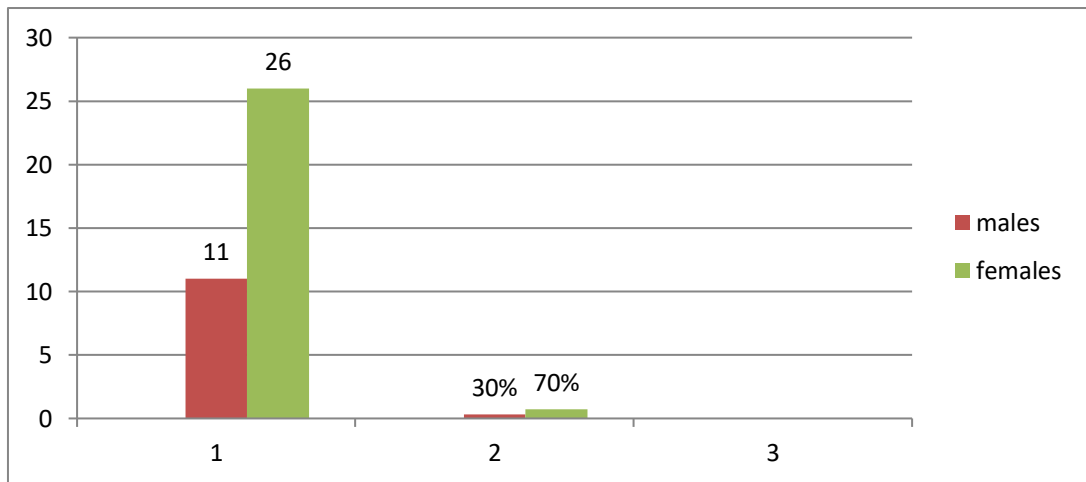
Table 1

Gender

Gender	Number	Percentage
Males	11	30%
Females	26	70%

Figure 1

Gender



According to the findings, a sizeable portion of the people who participated in this sample is female. They represent about 70% which equals twenty six of the sample while males represents a small portion of 30% which equals only eleven males. The results of the study suggest that the majority of students pursuing master's degrees are female, while male students make up a minority.

2) Age

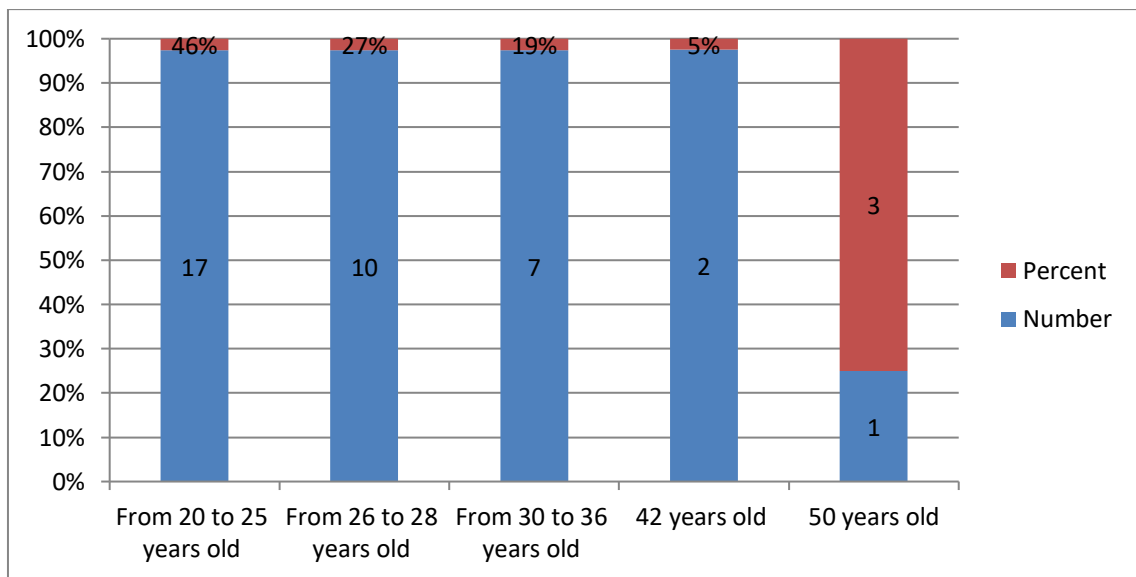
Table 2

Age

Age	Number	Percent
From 20 to 25 years old	17	46%
From 26 to 28 years old	10	27%
From 30 to 36 years old	7	19%
42 years old	2	5%
50 years old	1	3%

Figure 2

Age



According to the results, seventeen master-two students answered that their ages ranged from twenty to twenty-five years old, equaling 46% of the participants. Five learners said they have twenty-two, while six others have twenty-three. Another two said they were twenty-four, and four students mentioned they were twenty-five. Furthermore, the ages of twenty-six to twenty-eight received ten answers, equal to 27% percent. Only seven

participants constituted 19% of the respondents, who were thirty to thirty-six years old. Two learners indicated they are forty-two, and one said their age is fifty. The results suggest that there is a variety of ages for learners at the master two-level, while the majority is comprised of young learners,

3) level in English Language

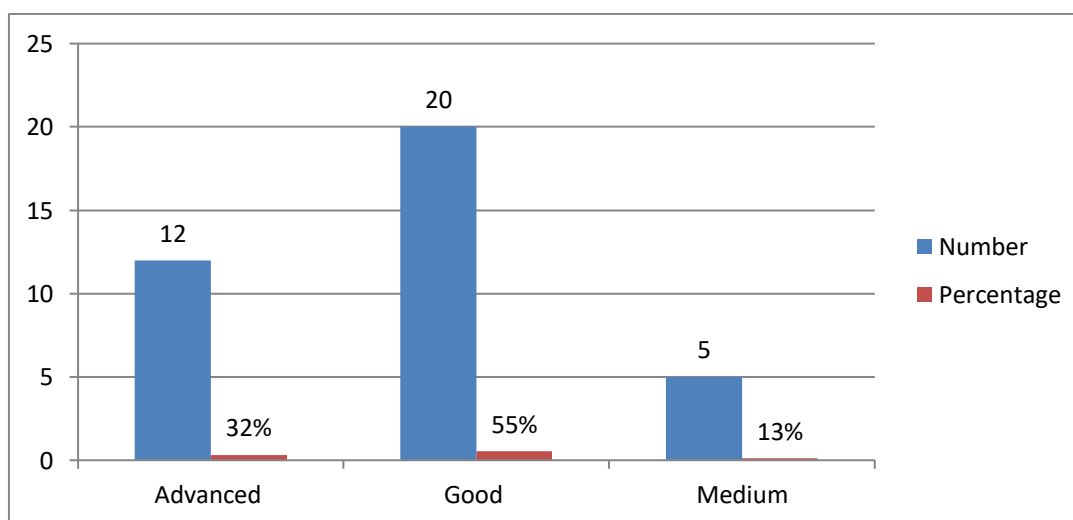
Table 3

Level in English Language

Level	Number	Percentage
Advanced	12	32%
Good	20	55%
Medium	05	13%

Figure 3

Level In English Language



According to the results, twenty students of the respondents, which equal 55%, said they have a good level of English. Twelve learners, which equal 32%, said their English level is advanced. Five others, 13%, noted that their level is medium. The results suggest that Master 2 students rated their levels in English based on their capabilities. Most respondents

chose the safest answer, which was a good level. Other responses from the advanced level showed learners' confidence in their level, while the medium level indicated that this small portion might face difficulties in English language learning.

4) Years of studying English

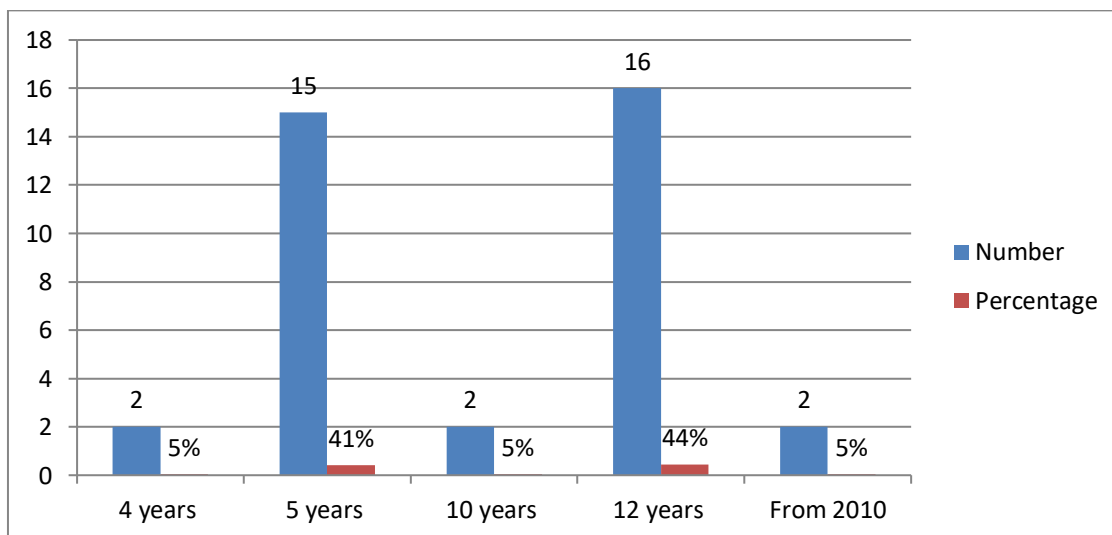
Table 4

Years of Studying English

Years of studying English	Number	Percentage
4 years	2	5%
5 years	15	41%
10 years	2	5%
12 years	16	44%
From 2010	2	5%

Figure 4

Years of Studying English



According to the findings, sixteen students, equal 44% of the respondents, said they had been studying English for twelve years. Fifteen others 41% noted that they have been studying English for five years. Two respondents 5% noted that they have been studying

English since 2010; the other two said ten years; two said it had been four years. The variety in responses suggests that learners identify the years of studying English based on several aspects, such as choosing English as a specialty, counting from middle school, and the actual time they felt they were studying English. Moreover, the results suggest that master two students have various expertise and commitments to learning English.

5) Choice of studying English

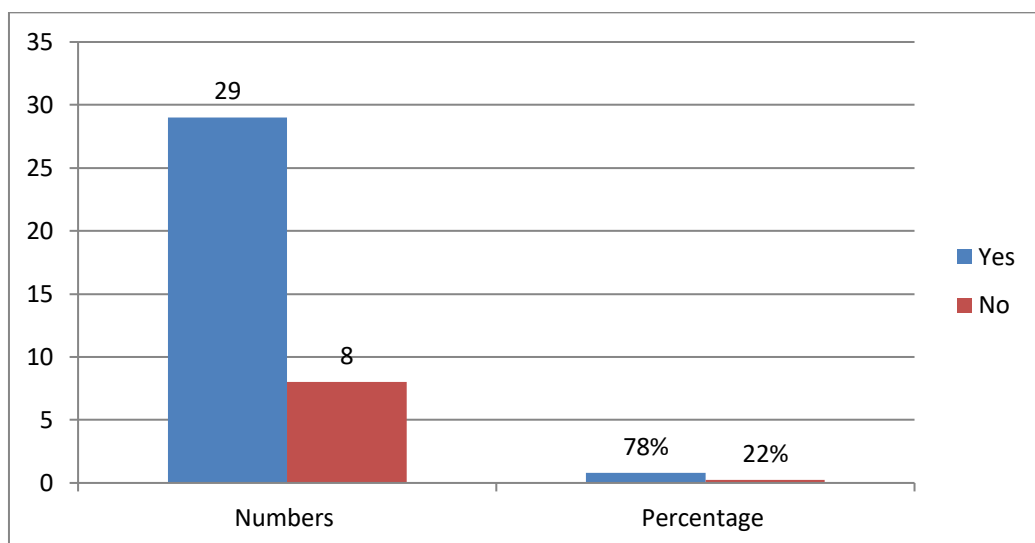
Table 5

The choice to study English

The choice to study English	Numbers	Percentage
Yes	29	78%
No	8	22%

Figure 5

The choice to study English



Based on the results, studying English at university was a personal choice. Twenty-nine students, 78%, answered yes. However, eight students answered no, which indicates that studying English at university was not their first choice. This suggests that most Master's two students chose English studies while a small portion did not. This could be attributed to many

reasons, such as not achieving good grades in baccalaureate studies or not getting accepted into the desired specialties.

6) The Skill they find difficult in English learning

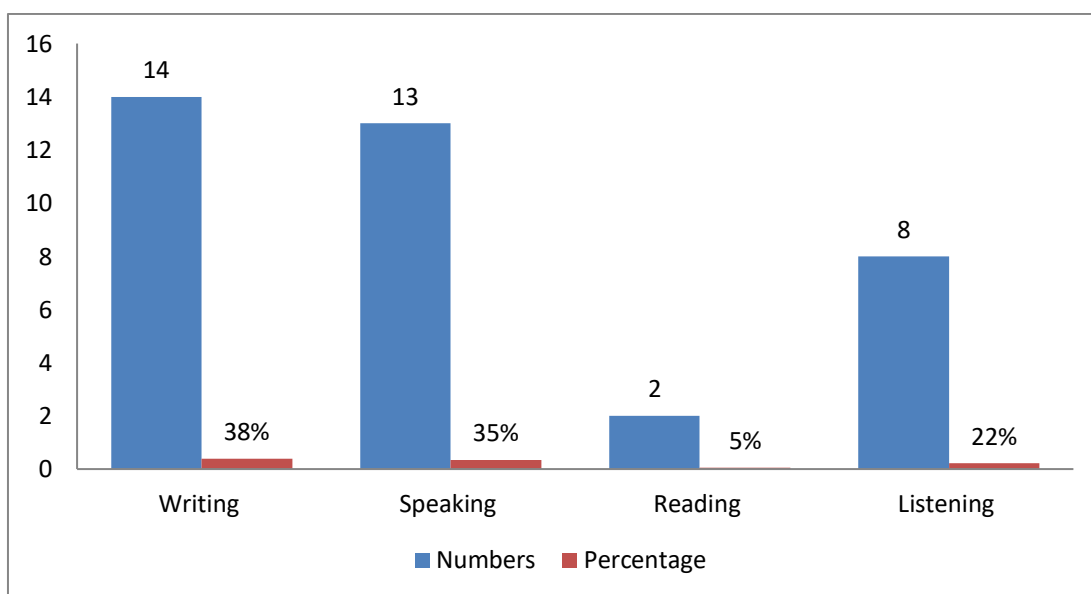
Table 6

The difficult skill in English learning

Skills	Numbers	Percentage
Writing	14	38%
Speaking	13	35%
Reading	2	5%
Listening	08	22%

Figure 6

The difficult skill in English learning



According to the findings, fourteen learners, 38%, indicated that writing is difficult for them in English language learning. Thirteen others, 35%, chose to speak as a difficult one. Eight respondents 22% said that listening is difficult for them, while two others 5% said they have difficulty in reading. The results indicate that learners cannot excel at all language skills and that many respondents said that writing and speaking are complex. In contrast,

small portions chose the other skills. The results suggest that problems with English skills vary and that students are aware of writing in English and how hard it is to acquire such a skill.

Part Two: Writing Issues

7) Academic writing difficulty

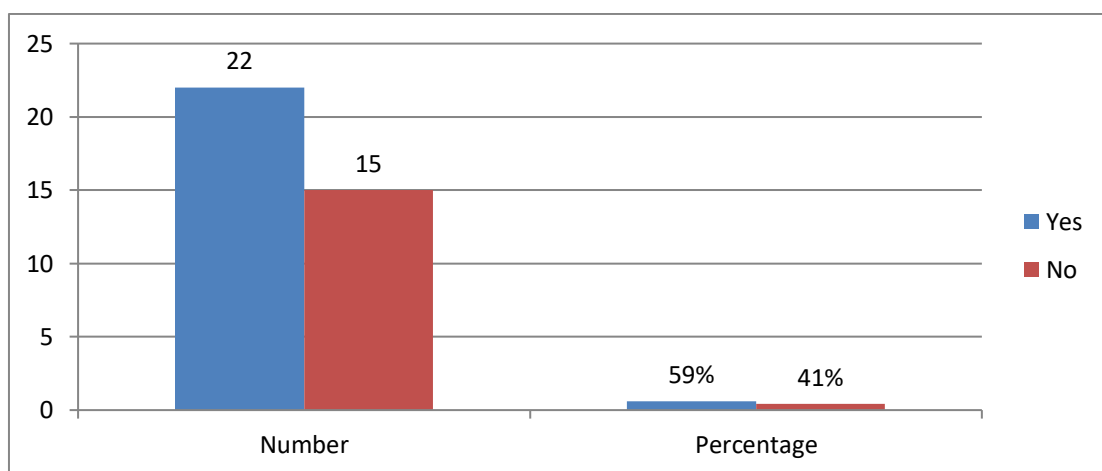
Table 7

Difficulty in academic writing

Difficulty in academic writing	Number	Percentage
Yes	22	59%
No	15	41%

Figure 7

Difficulty in academic writing



According to the results, twenty-two students, which equal 59% of the respondents, affirmed that academic writing is difficult for them. Fifteen students, 41%, said no. The results suggest that Academic writing appears to be challenging for a sizeable proportion of the study population. It may be attributed to several factors such as a lack of familiarity with academic writing methodology, an absence of academic style, etc. However, learners who

denied having issues with academic writing indicates their competency in academic writing

8) Frequency of practicing writing?

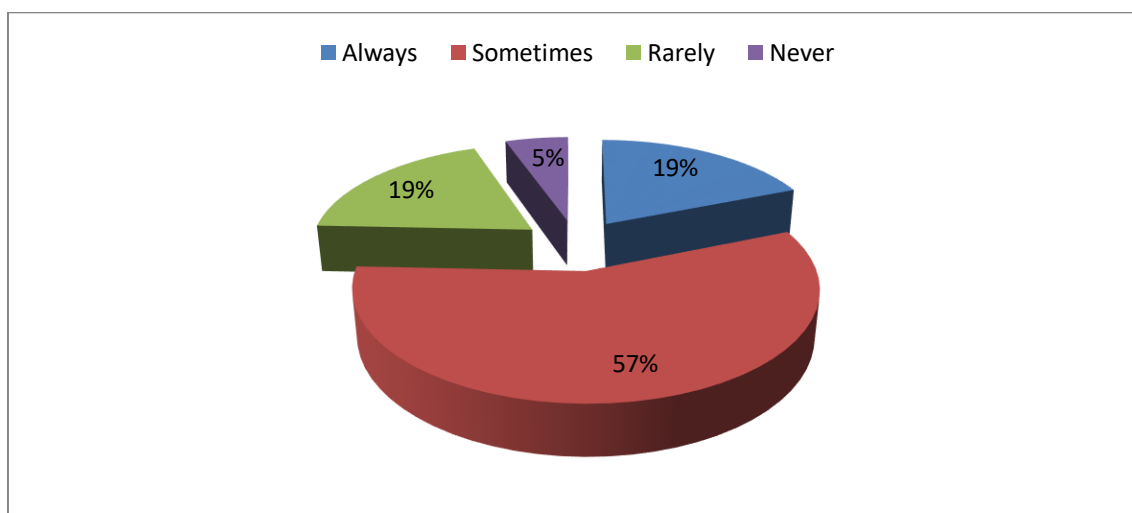
Table 8

Frequency of practicing writing

Frequency	Number	Percentage
Always	07	19%
Sometimes	21	57%
Rarely	07	19%
Never	2	5%

Figure 8

Frequency of practicing writing



According to the data, twenty-one students, 57%, sometimes practice writing. Seven respondents, 19%, said that they always practice writing, seven 19% noted that they rarely write, and the last two respondents, 5%, said that they never practice writing. The results suggest that most master two students practice writing sometimes while a small portion always write. Whereas the respondents who answered rarely and never indicated that few learners do not like writing or face issues when it comes to writing in English.

9) The kind of issues they face with writing?

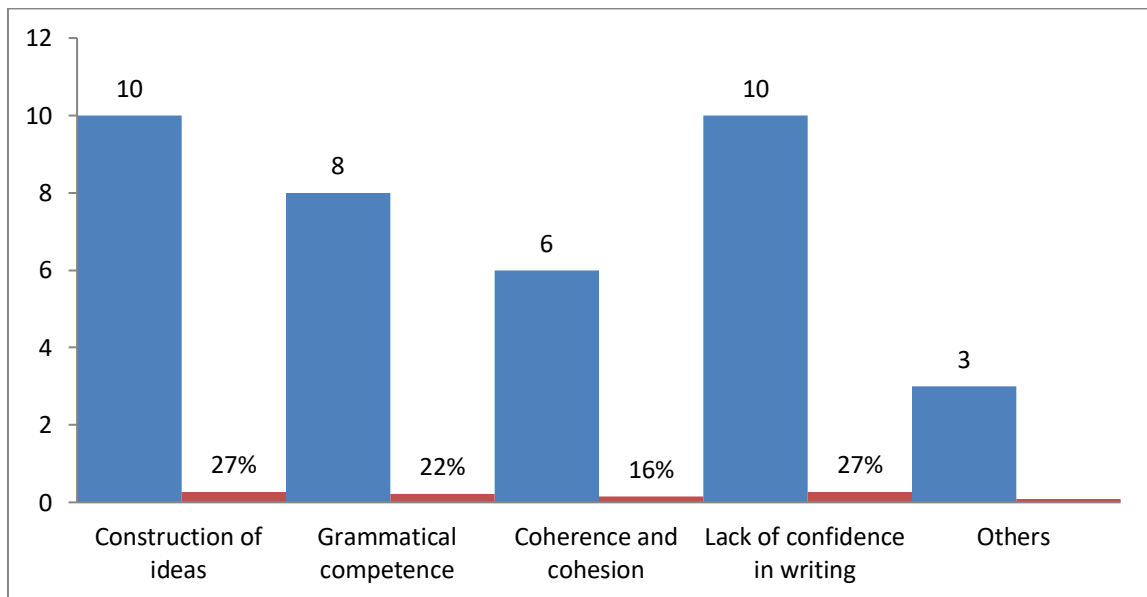
Table 9

Issues with writing

Issues with writing	Number	Percentage
Construction of ideas	10	27%
Grammatical competence	08	22%
Coherence and cohesion	06	16%
Lack of confidence in writing	10	27%
Others	03	8%

Figure 9

Issues with writing



According to the results, among the ten students, 27% said that the problems with writing are rooted in the construction of ideas, while ten others (27%) assumed it was a lack of confidence. Eight others chose grammatical competence as an issue in writing, while six chose coherence and cohesion. The researcher received options from three respondents as they indicated their issues with writing. One of the responses was an issue of the correct choice of linking words to transmit academically between ideas. This means that the student

lacks appropriateness of terms used to link ideas in academic writing. The other two said that they lacked the vocabulary to write. The results suggest that EFLs face issues with writing skills due to the factors they put forward. This indicates that writing in academic style and writing in English generally is an issue for master two students.

10) In your opinion, what are the major skills that you need to write a dissertation?

When students were asked what skills and features were necessary to write a dissertation, their answers raised several important points. The requirement that came up most often was academic writing, which showed how important it is to write academically, organize your thoughts clearly, and properly cite your sources. Students also often said that critical thinking, organization, and time management were critical skills needed to gather and analyze data; put together complicated ideas and present results in a way that made sense. Another critical point was good grammar, an extensive vocabulary, and good spoken and writing communication. Many students stressed the importance of planning and making an organized outline for the dissertation. Motivation, understanding of the subject, and skill in the field were also seen as very important. There was also talk about skills like judging proof, staying objective, and showing self-confidence, which shows a complete understanding of what it takes to finish a thesis successfully.

11) The kind of issues they face when it comes to writing thesis

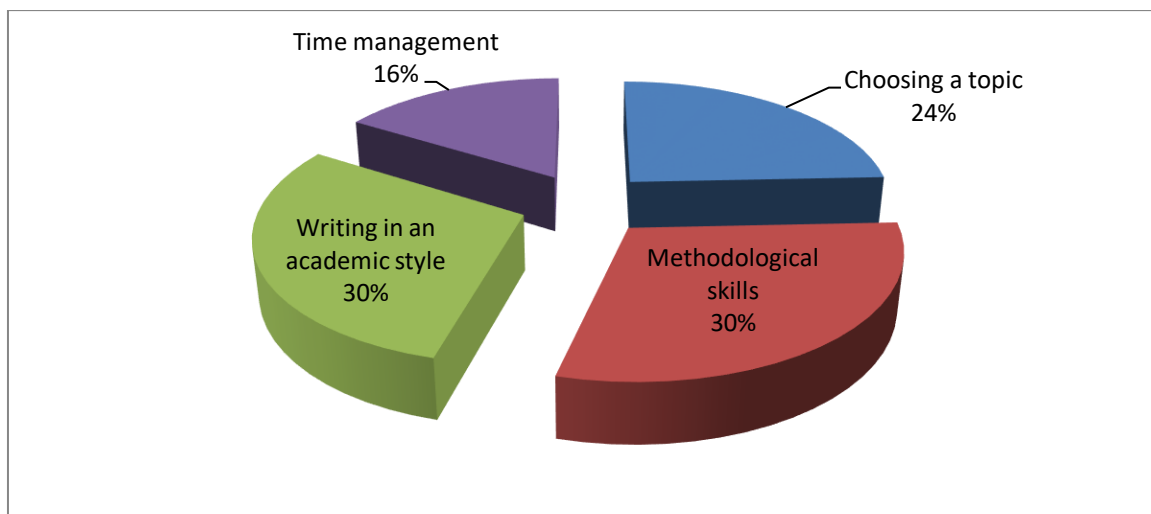
Table 10

Issues in writing thesis

Issues in writing thesis	Number	Percentage
Choosing a topic	09	24%
Methodological skills	11	30%
Writing in an academic style	11	30%
Time management	06	16%

Figure 10

Issues in writing thesis



Based on the results, eleven students, which equal 30% of the respondents, noted that writing in an academic style is an issue for them while writing their dissertation. Eleven respondents said they do not have the methodological skills to help with writing their dissertation; nine learners, 24%, said that choosing an appropriate topic is an obstruction to writing a dissertation as it requires choosing an appropriate topic. Six students, 16%, complained about their inability to manage their time. The results indicate that writing a dissertation is difficult for Master Two students. Furthermore, the data indicate that academic style, methodology, selection of topic, and time management are necessary components in writing a thesis.

Section Three: Anxiety

12) Familiarity with the concept of anxiety in writing

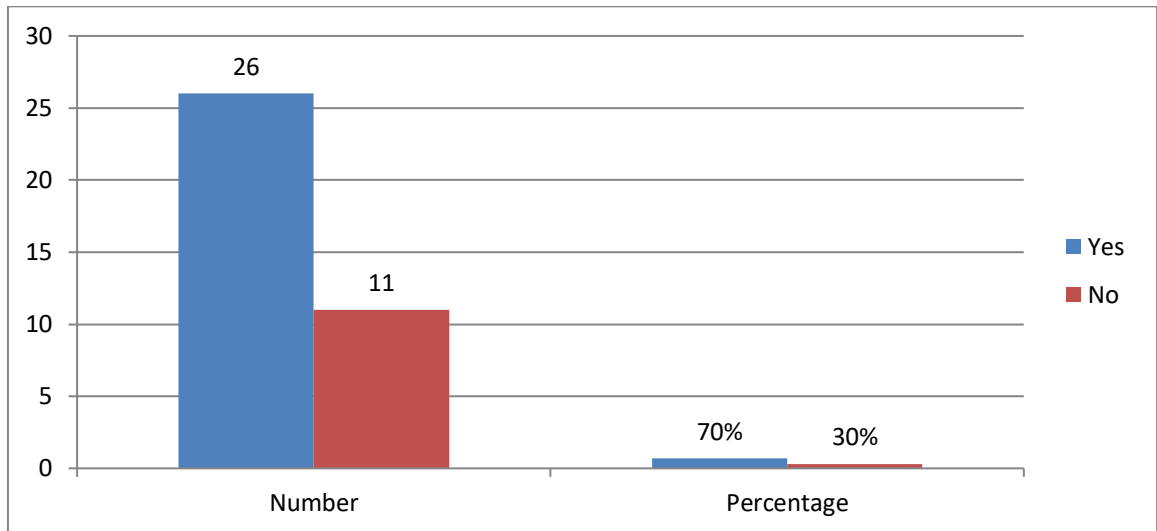
Table 11

Anxiety in Writing

Anxiety in Writing	Number	Percentage
Yes	26	70%
No	11	30%

Figure 11

Anxiety in Writing



Based on the results, twenty-six students, which equal 70% of the respondents, claim that they are aware of the concept of anxiety in writing. On the other hand, eleven students 30% said that they were not familiar with the concept of anxiety in writing. The results suggest that the majority of master two students have an awareness of anxiety in writing, which could be attributed to facing such anxiety, while the learners who do not know the term may not have experienced such anxiety or do not know the concept itself.

13) Rating the frequency they feel anxious in their educational path

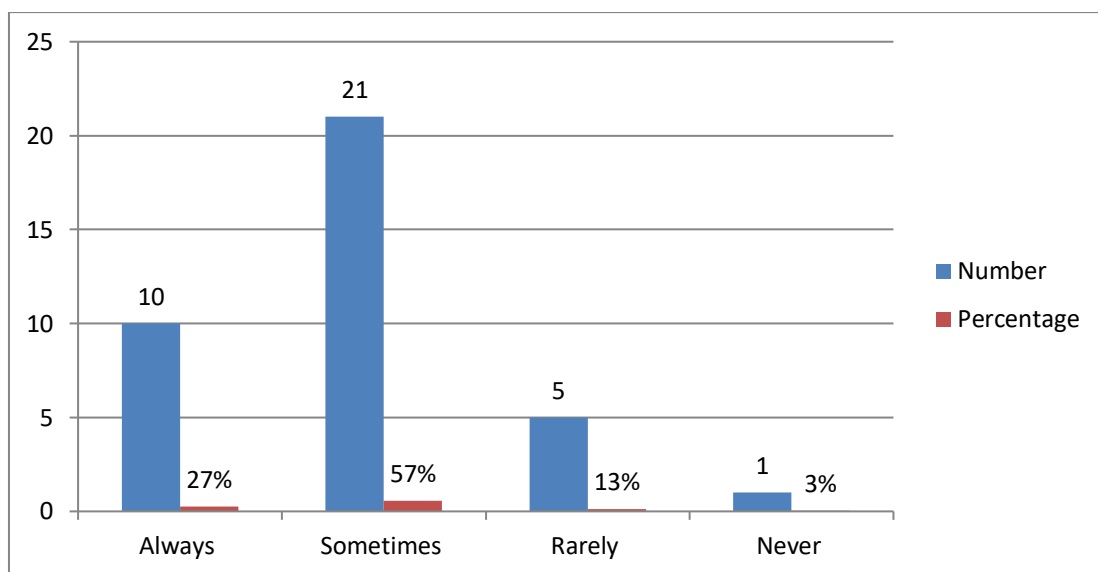
Table 12

Frequency of feeling anxious

Frequency of feeling anxious	Number	Percentage
Always	10	27%
Sometimes	21	57%
Rarely	05	13%
Never	01	3%

Figure 12

Frequency of feeling anxious



Based on the results, twenty-one 57% of learner answered that they sometimes feel anxious about their educational path. Ten others, 27%, noted that they always feel anxious. Five other 13% said it is rarely when they feel anxious, and 3% said they never do. The results suggest that the majority sometimes feel anxious in their educational path while a considerable portion is always anxious. It may indicate that anxiety is a familiar feeling for those learners, while the ones who said rarely and never might be less vulnerable to anxiety.

14) Frequency they find themselves worrying about the progress writing thesis

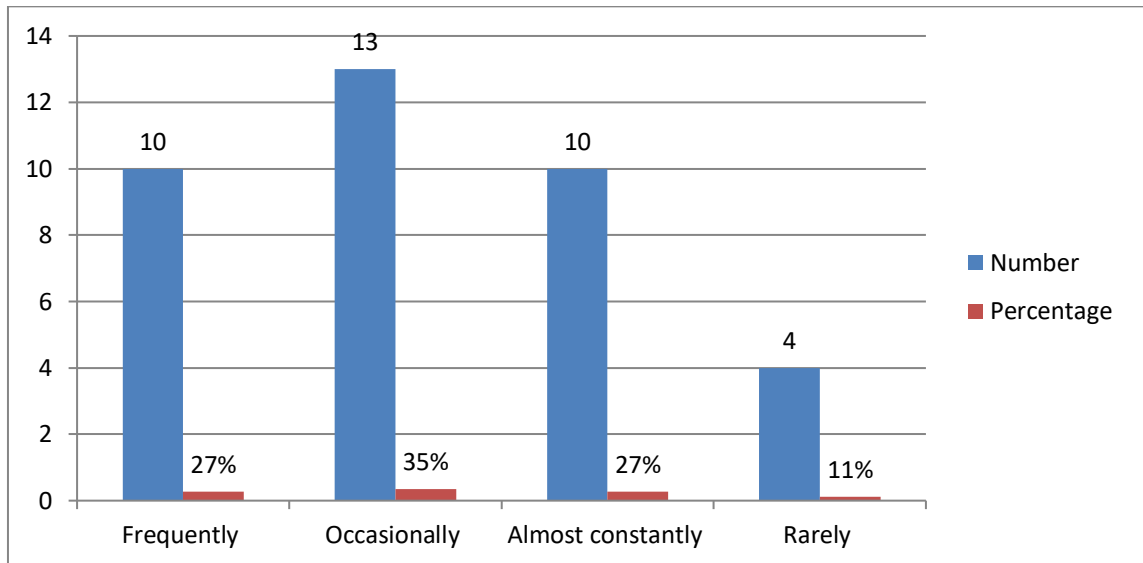
Table 13

Frequency of worrying about the progress of research

Frequency of worrying about the progress of research	Number	Percentage
Frequently	10	27%
Occasionally	13	35%
Almost constantly	10	27%
Rarely	4	11%

Figure 13

Frequency of worrying about the progress of research



Thirteen learners, 35%, noted that they occasionally worry about their research progress. Ten students, 27%, frequently feel anxious, and the other ten, 27%, almost constantly feel worried about their research progress. On the other hand, 11% of the four students said they rarely feel worried about it. The results suggest that they feel worried about the progress of their research in varying degrees. However, a small portion rarely feels anxious. It may indicate that they have enough competence in the research process to write a thesis.

15) Anxiety influence on written production?

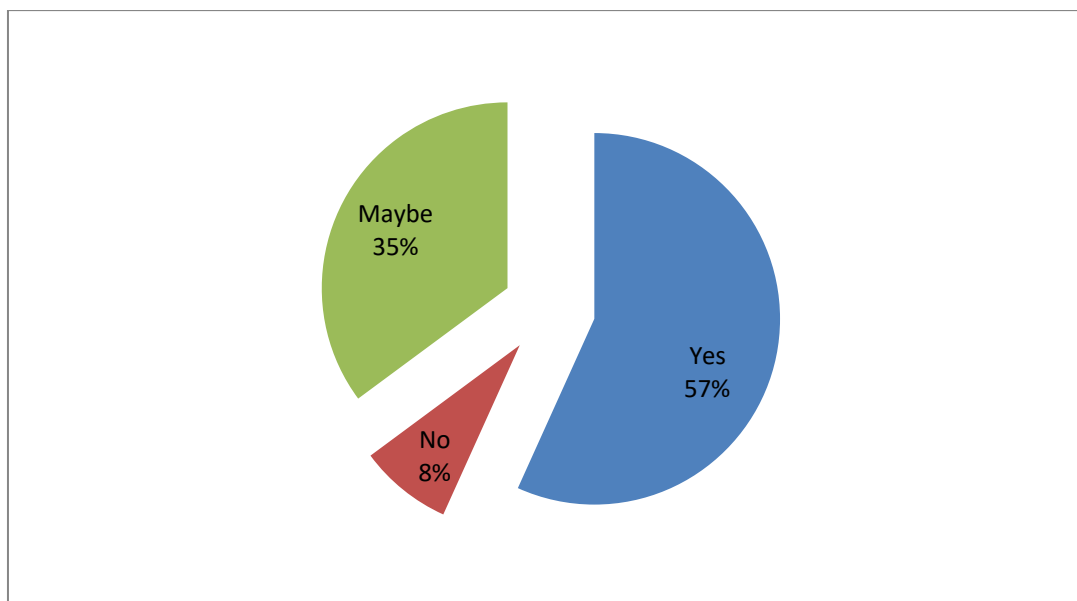
Table 14

Anxiety Influence on Written Production

Anxiety Influence On Written Production	Number	Percentage
Yes	21	57%
No	03	8%
Maybe	13	35%

Figure 14

Anxiety Influence On Written Production



Based on the results, twenty-one students, which equals 57% of the respondents, admitted to the influence of anxiety on written productions. This suggests that Master One students have faced anxiety issues, and it affected their written productions. Thirteen students said it maybe which indicates that they are not sure if anxiety influences writing. On the other hand, four learners denied the existence of any correlation between anxiety and writing production, which may suggest that they haven't encountered anxiety-related writing problems.

16) Feeling anxious in writing

Table 15

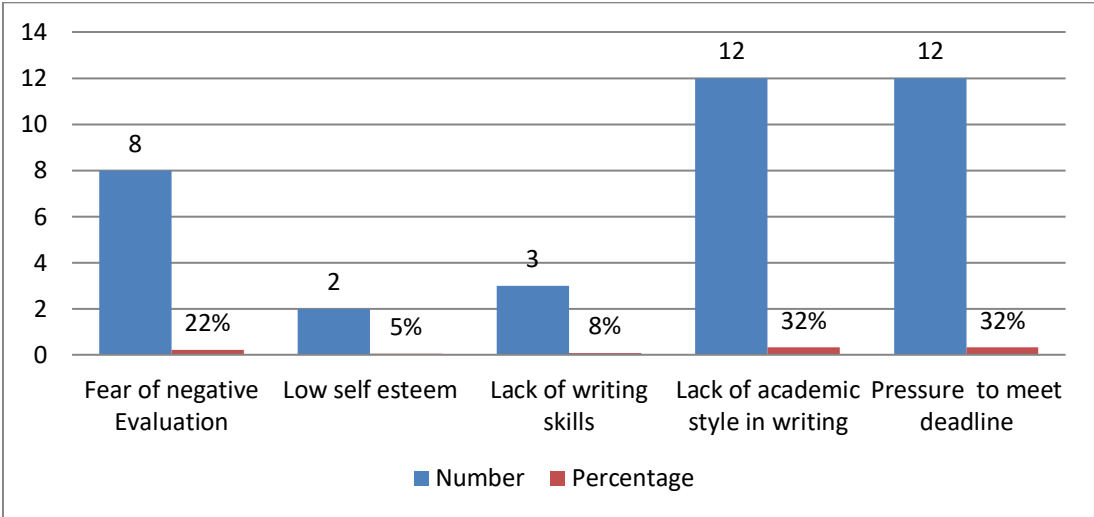
Reasons for Anxiety in writing

Reasons for Anxiety in writing	Number	Percentage
Fear of negative Evaluation	08	22%
Low self esteem	02	5%
Lack of writing skills	03	8%
Lack of academic style in	12	32%

writing		
Pressure to meet deadline	12	32%

Figure 15

Reasons for Anxiety in writing



According to the findings, among the stressed reasons for anxiety in writing these is a lack of academic style in writing, for which twelve learners (32%) chose the option, and another twelve learners (32%) opted for pressure to meet the deadline. Eight others, 22%, chose fear of negative evaluation, three students, 8% lack writing skills, and the last 5% chose low self-esteem. Master two students face anxiety in their writing process, and they attributed this anxiety to a variety of factors. The results suggest that pressure to meet deadlines and lack of academic styles were significant factors that the students stressed upon

17) How does anxiety affect your writing performance?

Students discussed many ways anxiety impacts their ability to write. Writing performance is significantly impacted by anxiety in several ways. It may result in writer's block, making it challenging to develop or express thoughts clearly. This mental block frequently makes self-doubt worse and lowers one's confidence in their writing. Anxiety also impairs one's capacity for rational thinking organization, which frequently leads to a distorted

ideas and weaker arguments. Anxiety can be increased by worrying about receiving a poor evaluation, which can cause excessive editing and second-guessing of every written word.

Furthermore, anxiety can produce an intense strain that makes it difficult to concentrate and efficiently manage time. This pressure frequently leads to hasty or procrastinated work, which is a factor in poor quality writing results. Writers may need help choosing the right words for their writing, particularly regarding the subject matter of their dissertation. This ambiguity may cause one to stray from the writing task's primary goals, making it difficult to follow the intended course. Furthermore, a persistent fear of criticism and failure can affect inspiration and originality, increase stress, and decrease output during the writing process. In general, anxiety produces unfavorable ideas and emotions that seriously impair writing ability and provide less-than-ideal outcomes.

In summary, Anxiety can substantially impact writing performance, limiting the ability to produce ideas and resulting in wrong outputs. It can cause writer's block, self-doubt, and trouble communicating ideas. Anxiety can impact negatively on speaking skills and academic writing. It can result in a poor writing style, ambiguous routes, and a lack of terminology. Anxiety levels can also rise due to the worry of being judged negatively. Anxiety can also impair the structure of writing, weaken thoughts, and lessen motivation. It can also result in disorganization and loss of self-control.

18) The anxious feeling when writing is required

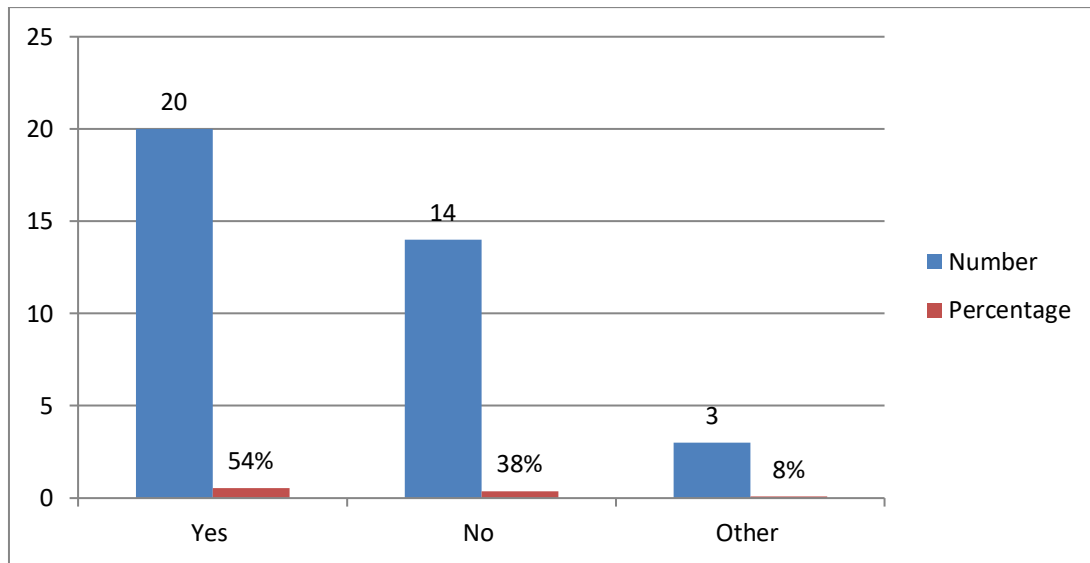
Table 16

Anxiety when writing is required

Anxiety when writing is required	Number	Percentage
Yes	20	54%
No	14	38%
Other	03	8%

Figure 16

Anxiety when writing is required



Based on the findings, twenty students which equal 54% of respondents agreed with the statement that the only time they experience anxiety is when they feel the need to write. Another fourteen individuals, or 38%, responded negatively. Three others offered their own unique perspectives. One of the students stated that they are unsure. The second individual stated that they have anxiety when organizing thoughts, and as a result, they delay, putting alternative plans or new ideas in place, and then rewriting the document. When it comes to writing and speaking, anxiousness is a regular occurrence, according to the last participant. The results suggest that writing causes distress for a substantial portion of the respondents.

19) Anxiety as hindrance to the ability to meet research deadlines

Table 17

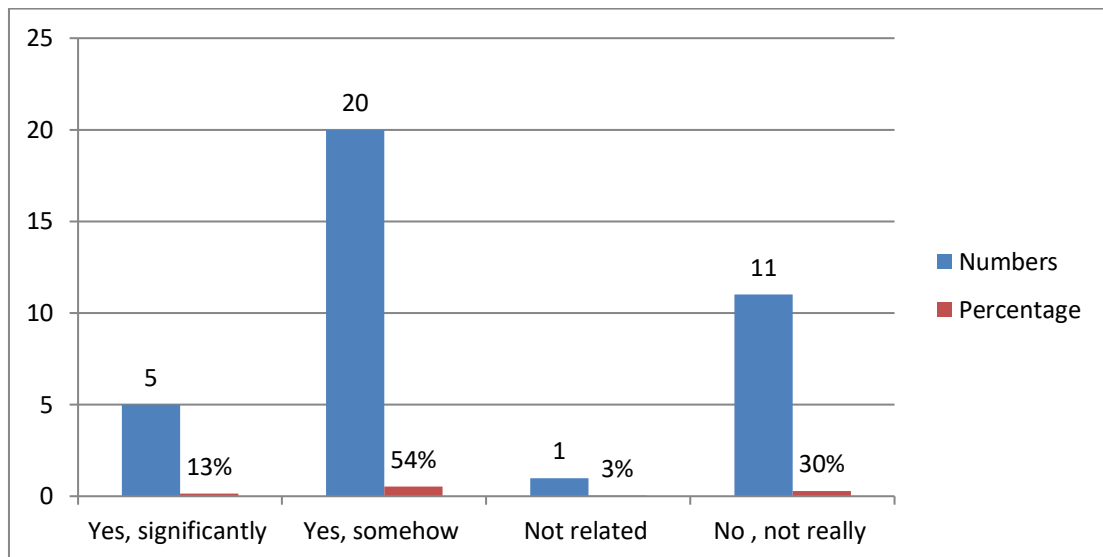
Anxiety as hindrance to meet research deadline

Anxiety as hindrance to meet research deadline	Numbers	Percentage
Yes, significantly	05	13%
Yes, somehow	20	54%

Not related	01	3%
No , not really	11	30%

Figure 17

Anxiety as hindrance to meet research deadline



Based on the results, anxiety as a barrier to meet research deadlines in which anxiety has a significant impact on the academic performance of these students. To be more specific, thirteen percent of students which equals five students claimed that anxiety has a significant influence on their ability to meet deadlines, while fifty-four percent of students indicated that it somehow v impact on them. The results suggest that two-thirds of the participants suffer difficulties connected to anxiety. On the other hand, thirty percent of students reported that their anxiety did not slow down their ability to meet deadlines, while only three percent of students stated that their anxiety had no connection to their performance. Thus, anxiety is a significant obstacle for the majority of students, this distribution highlights the need of providing solutions and resources to support in the management of anxiety among master two students.

20) A creative block or difficulty developing ideas because of anxiety

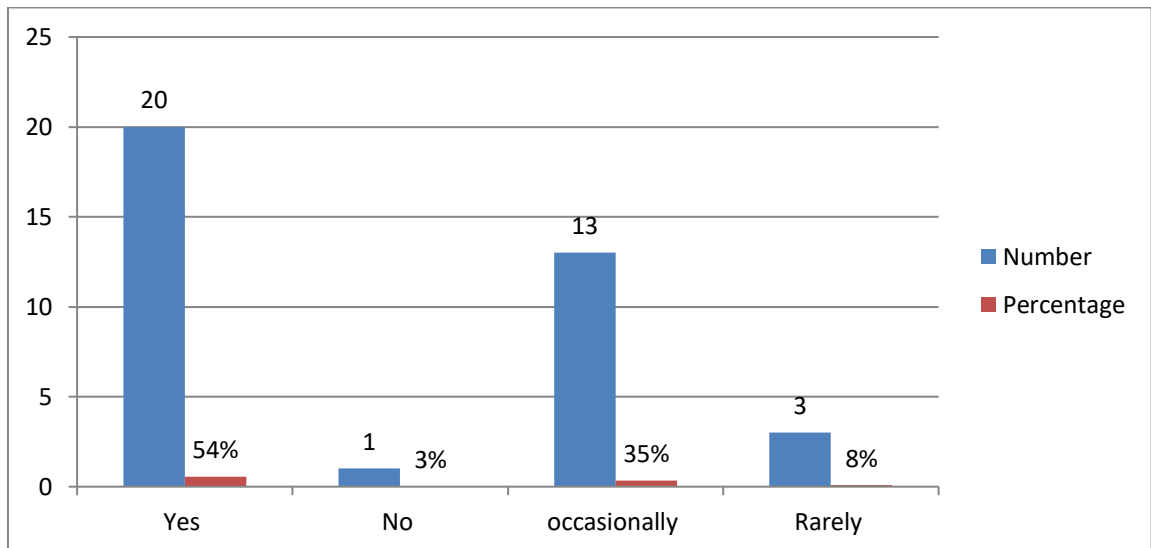
Table 18

Difficulty Developing Ideas Because Of Anxiety

Difficulty Developing Ideas Because Of Anxiety	Number	Percentage
Yes	20	54%
No	01	03%
occasionally	13	35%
Rarely	03	08%

Figure 18

Difficulty Developing Ideas Because Of Anxiety



According to the findings, twenty students which equals 54% of respondents claim to experience anxiety-related creative blocks or difficulties with generating ideas. Furthermore, 35% of respondents said they encounter similar problems occasionally, while 8% said they do not. One student which equals 3% of the students said that fear has never hindered their ability to be creative. These results suggest that most students experience some degree of creative limitation as a result of anxiety.

21) Anxiety impact motivation to work on Thesis

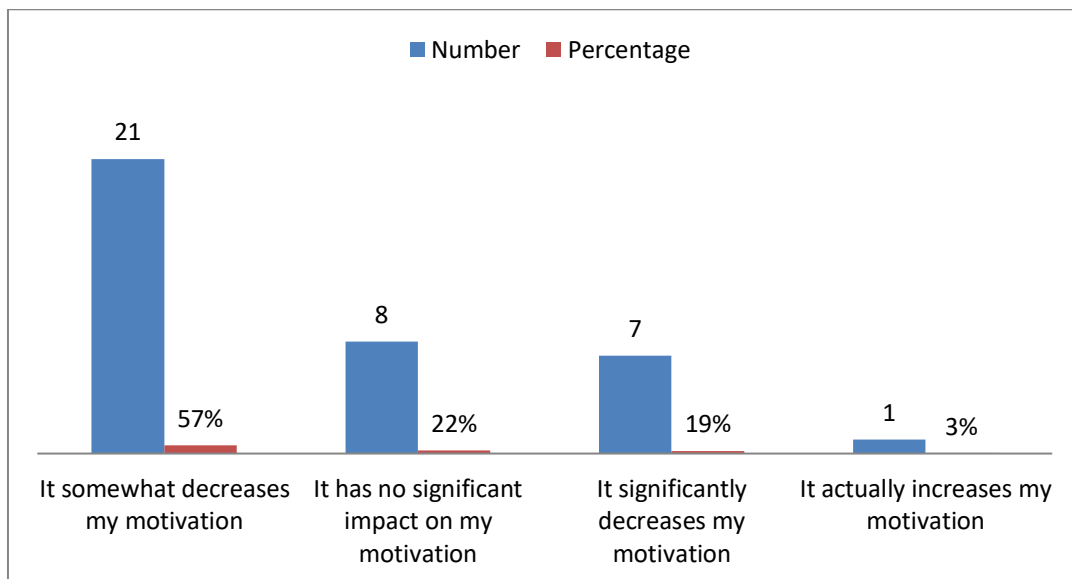
Table 19

Anxiety impact on motivation in research

Anxiety impact on motivation in research	Number	Percentage
It somewhat decreases my motivation	21	57%
It has no significant impact on my motivation	08	22%
It significantly decreases my motivation	07	19%
It actually increases my motivation	01	03%

Figure 19

Anxiety impact on motivation in research



Based on the results, twenty one students which equal 57% of respondents indicated that anxiety reduces their motivation to participate in research to some degree. A notable proportion of seven respondents (19%) expressed that anxiety has a considerable negative effect on their motivation, showing that it considerably weakens their motivation. On the

other hand, a minority of the students (3%), claimed that anxiety, increases their motivation, differed with the notion that anxiety has an important effect on their motivation. These findings suggest that while anxiety tends to demotivate the majority of students to conduct research, a significant proportion remains unaffected or is even positively motivated. This suggests that there is needs to find resolution to anxiety in order to enhance their writing production and designates a requirement to assist students in eliminating the effects of anxiety on their motivation.

22) In your opinion, how can you progress in your dissertation writing without feeling anxious?

Writing a dissertation can be a task that induces anxiety and tension. It is critical to accomplish this by breaking down the dissertation into manageable tasks, establishing attainable objectives for each writing session, developing a workable writing schedule, taking frequent pauses, and refining ideas. Seeking guidance and solace from colleagues, mentors, or professional resources can be extremely beneficial. Anxiety can be reduced by Focusing and breaking down the dissertation into manageable tasks, establishing attainable objectives, and maintaining a healthy, balanced lifestyle. It is essential to effectively manage their time so that they can concentrate on their work and avoid worrying about missing deadlines. Locate credible sources, select the necessary components, and include citations at the conclusion.

Students may find writing anxiety to be a significant obstacle, but it is manageable with the assistance of a supportive advisor, time management, increased reading, and a concentration on academic achievement. They can overcome anxiety and enhance their writing abilities by starting assignments early, selecting straightforward subjects, and adhering to deadlines. Master two students can surpass apprehension and have a fruitful dissertation writing experience by dividing the project into manageable chunks, establishing a

comfort zone, and maintaining methodological knowledge and effective time management.

3.6 Conclusion

This chapter provides a comprehensive examination of the data and explores the findings about the influence of anxiety on the process of writing a dissertation among Master's students. The data was gathered through a questionnaire specifically designed for learners. To ensure the accuracy of the findings, qualitative and quantitative analyses were performed on the collected data. The chapter also discusses the constraints of the study and provides methods to alleviate the identified problems. The recommendations are produced based on the insights obtained from the data analysis and aim to offer practical solutions to the identified difficulties. This chapter emphasizes the significance of various research approaches and underscores the need for comprehensive data analysis to attain particular and valuable outcomes.

3.7 Discussion of the Results

The study uses the questionnaire as a primary data collection tool. The questionnaire enables direct access to Master two students' views and interpretations. The results found that EFLs face problems with writing skills due to issues such as writing in academic style, construction of ideas, and writing in English, which are generally issues for Master two students. Furthermore, the majority sometimes feel anxious about their educational path, while a considerable portion is always anxious. This shows how anxiety is a common aspect among learners. The study found that anxiety significantly impacts academic performance among Master two students, with 13% claiming it significantly influences deadlines, 54% stating it moderately, and 3% stating it has no connection to performance. This stresses the need for measures and resources to help manage anxiety among these students.

A considerable quantity of learners, which is about 57% of the sample studied, indicated that anxiety negatively affects their motivation to write and research. In contrast, nineteen percent stressed that anxiety affects their motivation and performance. On the other hand, a small portion indicated that anxiety positively affects their motivation and gives them a push to write. The study indicated that the majority of learners are greatly affected by anxiety.

When discussing how to progress in thesis writing without feeling stressed, students recommended various practical alternatives. Setting reasonable goals for each session and breaking down the dissertation into doable activities were frequently recommended to help keep concentration and avoid feelings of overload. Establishing and sticking to a writing plan with regular breaks was also underlined as critical. Furthermore, maintaining a disciplined routine and seeking support from peers, mentors, or professional resources were indicated as practical ways of providing guidance and reducing anxiety. Effective time management, starting early, choosing a simple topic, and staying motivated were all important elements.

Many students emphasized the significance of maintaining confidence, fostering good attitudes, and caring for one's mental health to effectively traverse the thesis writing process without becoming anxious.

The data also show that 54% of students have anxiety-related creative blocks or difficulties coming up with ideas, with 35% experiencing such issues regularly. Only 8% of respondents reported no such concerns, and only 3% claimed that fear had never hampered their creativity. This reveals that most students (89%) experience creative constraint due to fear. These findings highlight the critical need for tools and strategies to help anxiety management and foster creativity in academic contexts, allowing students to overcome these obstacles and perform to their maximum potential.

Additionally, anxiety has a significant impact on students' ability to achieve research deadlines. Thirteen per cent of students claimed that worry substantially impacts their ability to meet deadlines, while 54% reported a moderate impact. This suggests that two-thirds of the participants struggle with anxiety when it comes to meeting deadlines. In contrast, 30% of students claimed that anxiety did not significantly impair their ability to fulfill deadlines, and 3% stated that anxiety had no impact on their performance. The fact that a significant fraction of students have deadline-related difficulties due to anxiety underscores the importance of offering targeted support and resources to help manage anxiety, hence boosting academic performance and assuring timely completion of research work.

Students propose various ways to help them progress through the thesis writing process without feeling anxious. Achievable objectives for each session, as well as the segmentation of the thesis into more simple tasks, can help you stay focused and avoid feeling overwhelmed. Creating and sticking to a writing plan that includes regular breaks is also critical. Maintaining a planned schedule and seeking support from coworkers, mentors, or experts can also provide valuable guidance and reduce anxiety. Effective time management,

starting work early, choosing a simple subject, and staying motivated are all important. Many emphasized the need to retain confidence, create good attitudes, and care for one's mental health to complete the thesis writing process effectively.

Finally, the questionnaire results suggest that anxiety is a widespread concern among Master's students writing theses, affecting motivation, creativity, and meeting deadlines. To reduce these negative repercussions, specialized support approaches that address students' specific needs, such as setting realistic goals, adhering to organized routines, seeking assistance, and practicing effective time management, is necessary. Addressing these difficulties allows educational institutions to boost research output and help students navigate the thesis writing process.

General conclusion

The study examines the impact of anxiety on the process of writing a thesis for Master two students at the University Mohamed Khider Biskra. The research used quantitative and qualitative methods to analyze and interpret the data. The research used a student questionnaire distributed online through the Google Forms platform. The study interpreted and discussed the views and insights of thirty-seven students of the master two level. The sample study is significant as it provides a direct intake from individuals concerned about the topic. The study found that anxiety negatively affects the process of writing a thesis as learners encounter difficulties when it comes to writing due to the fact that they lack the academic skills necessary to write.

The study has been divided into two chapters. The first chapter represents the thesis's theoretical framework. The first chapter is divided into two sections. The first half focuses on defining anxiety as a broad term and as a concept in an academic setting, as well as its causes and effects on student performance. Furthermore, the second portion identified cognitive behavioral theory, which explains how stress and anxiousness affect human behavior. The second portion of the research addressed the study's practical component, which included a full analysis and discussion of the questionnaire. The researchers discovered that anxiety has a significant impact on students' dissertation writing progress and overall academic achievement.

The results of this study can be associated with Cognitive Behavioral Theory (CBT), which posits that our thoughts, emotions, and actions are interlinked. According to (CBT), anxiety in thesis writing can be conceptualized as a recurring pattern in which pessimistic ideas about writing abilities and deadlines give rise to feelings of anxiety. These feelings, in

turn, influence behavior, such as delaying or avoiding the writing process.

For instance, numerous students have claimed that anxiety has a detrimental effect on their drive and creativity. From a cognitive behavioral therapy (CBT) standpoint, this can be explained by the presence of pessimistic cognition regarding their capabilities, such as "I lack competence" or "I will never be able to fulfill the time constraints." These cognitive processes generate emotions of anxiety and stress, thus obstructing the initiation or continuation of the writing process. Consequently, students may refrain from engaging in their thesis work, worsening their anxiety and reinforcing their pessimistic convictions.

The strategies proposed by the study, such as offering psychological assistance, instructing on effective time allocation, and advocating for relaxation methods, are based on the principles of (CBT). These strategies are designed to modify undesirable cognitive patterns and behaviors. First, students could use a mental health check-up to address any issues that affect their self-confidence and well-being. Students may need specialists to teach them the way to react to any sudden negative issue that may occur, such as relaxation techniques that could reduce their anxiety. Master Two students must reconsider organizing their priorities and time management to reduce stress. Targeting the weak aspects of human beings, mind, and behavior may reduce anxiety and improve students' academic perception of writing their required thesis. The CBT enables the researcher to set a logical explanation for students' issues with anxiety. CBT explains students' reactions to writing, which is evasion. Addressing the state of mind of the learners and seeking to improve their writing skills through implementing written tasks as pleasurable activities may reduce anxiety in writing. Furthermore, selecting interesting topics could motivate learners to write in English without stress.

Limitations of the Study

During the research process, we encountered mainly two issues. The first limitation the researcher encountered was lack of comprehensible feedback when it comes to the answers. The researchers received only few clear answers about the questions posed. The sample study is limitation as the researchers could not reach number of fifty learners therefore, the study focused on small portion of learners. It hindered the ability to reach more views about the research using only thirty-seven students. Moreover, the study results cannot be generalized because the study used a limited number of participants. However, it opens new perspectives for investing in this research inquiry.

Recommendations

Based on the research results, the researcher recommends the following:

- Educational institution may need to establish psychological facilities that enables assistance of students under the stress
- Using writings workshops and activities may engage learners in the writing skills more and establish creative English writers.
- Implementing new methods of teaching and supporting creativity enhances students access to interesting topics and motivates them to learn English
- Encouraging group activities and competitions of writing tasks raises their competitive side to write better written products.
- Addressing the challenges that students face with writing skills such as generating ideas and liking them logically.
- Teachers should focus on teaching learners the right methodologies to write a dissertation and provide them with feedback to improve themselves.
- Supervisors should assist learners with their writing and provide them with the correct

guidance.

- Teachers should create a friendly atmosphere where learners can voice their concerns and worries in language skills.
- Providing learners with clear instructions about how to write a dissertation may lower their anxiety to write their own works.

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Appendix

Surdents' Questionnaire

Part One: Profile Information

1. Fill in the box

Gender	Age	Degree/level	L2 experience

2. Was English your choice?

Yes No

3. Which skill do you find difficult in English learning?

- speaking
- Listening
- Writing
- Reading

Part Two: writing issues

4. Do you find academic writing difficult?

Yes No

5. How often do you write or practice writing?

- Always
- Sometimes
- Rarely
- Never

6. What kind of issues do you face with writing?

- Construction of ideas
- Grammatical competence
- Coherence and cohesion
 - Lack of confidence in your skills
- Others

7. In your opinion, what are the major skills that you need to write a dissertation?

.....
.....
.....
.....
.....
.....

8. What kind of an issue do have when it comes to writing your thesis?

- choosing a topic
- Methodological skills

- writing in an academic style
- managing your time
- Others

Part Three: Anxiety

9. Are you familiar with the concept of anxiety in writing?

- Yes
- No

10. Please rate how often you feel anxious in your educational path?

- Always
- Sometimes
- Often
- Never

11. How often do you find yourself worrying about the progress of your research?

- Rarely
- Occasionally
- Frequently
- Almost constantly
- Others.....

12. Does anxiety influence your written production?

- Yes
- No

13. Why do you feel anxious in writing?

- Fear of negative evaluation
- Lack of self-esteem
- Lack of writing skills
- Lack of academic style in writing
- Pressure to meet deadlines.
- Other (specify).....

14. How does anxiety affect your writing performance?

.....

.....

.....

.....

15. Do you feel anxious only when writing is required?

- Yes
- No

16. Do you feel that anxiety has hindered your ability to meet research deadlines?

- Yes, significantly
- Yes, somewhat
- No, not really
- Not related

Others

17. Have you ever had a creative block or difficulty developing ideas because of anxiety?

Yes, often

Yes, occasionally

Not really

Rarely

18. How does anxiety impact your motivation to work on your research?

It significantly decreases my motivation

It somewhat decreases my motivation

It has no significant impact on my motivation

It actually increases my motivation

Others

19. In your opinion, how can you progress in your dissertation writing without feeling anxious?

.....
.....
.....
.....
.....

الملخص

حققت هذه الدراسة في تأثير القلق على عملية كتابة الأطروحة لدى طلاب الماجستير في جامعة محمد خيضر بسكرة. تم الحصول على البيانات من سبعة وثلاثين طالب ماجستير من خلال توزيع استبيان عبر الإنترنت واستخدام منهجيات بحث كمية ونوعية. سعت الدراسة إلى تحليل واستكشاف وجهات نظر وملاحظات هؤلاء الطلاب بشأن الصعوبات التي يواجهونها في كتابة أطروحاتهم. أشارت النتائج إلى أن القلق له تأثير سلبي كبير على قدرة الطلاب على كتابة الأطروحات، ويرجع ذلك بشكل أساسي إلى نقص القدرات الأكاديمية المطلوبة. كشفت الأبحاث أن القلق يؤثر سلبًا على تحفيز الطلاب وإبداعهم وقدرتهم على الالتزام بالمواعيد النهائية. لمواجهة هذه المخاوف، تقترح الدراسة مجموعة من النهج، مثل تقديم الدعم النفسي، التدريب على إدارة الوقت، إنشاء شبكات دعم الأقران، تقديم تغذية راجعة مستمرة، تعزيز بيئة أكاديمية ممتعة، تعليم تقنيات الاسترخاء، وضع إرشادات واضحة، ودعم نمط حياة متوازن. تهدف هذه التوجيهات إلى تحسين رفاهية الطلاب وتعزيز نتائج البحث من خلال التخفيف من القلق في البيئات الأكاديمية.

الكلمات المفتاحية: القلق، الأداء الأكاديمي، كتابة الأطروحة، طلاب الماجستير