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The Relationship between Iraqi EFL Learners' Procrastination Level and Their Writing Anxiety: A Case of Kufa University

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Abstract

Writing anxiety represents a significant challenge for learners of English as a second language. This study examines the correlation between writing anxiety and procrastination levels among Iraqi upper-intermediate EFL learners. Data collected from the University of Kufa regarding procrastination and writing anxiety were subjected to analysis. The investigation utilized a correlational methodology and conducted a descriptive analysis of the results obtained from two standardized questionnaires: Lee's (2005) English Writing Anxiety Scale (EWAS) and Lay's (1986) procrastination scale. This study seeks to investigate the potential correlation between writing anxiety and levels of procrastination among learners. The hypothesis proposes that there is no statistically significant relationship between the levels of procrastination experienced by Iraqi EFL upper-intermediate learners and their associated writing anxiety. The findings indicate that the participants exhibit a level of writing anxiety that exceeds the neutral threshold, with a

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mean score of 3.12. Furthermore, their level of procrastination also surpasses the neutral level, as evidenced by a mean score of 3.65. Nevertheless, the correlational analysis indicates a lack of a statistically significant relationship between writing anxiety and procrastination. The findings indicate that procrastination does not serve as a primary determinant of writing anxiety. This suggests that other psychological factors may play a significant role in contributing to heightened levels of anxiety associated with writing tasks. In light of these findings, the study advocates for a more comprehensive investigation into other variables that may contribute to writing anxiety. These variables include, but are not limited to, self-esteem, apprehension regarding negative evaluation, and cultural influences. The text further advocates for the implementation of targeted support interventions within educational institutions aimed specifically at addressing writing anxiety. Such measures have the potential to enhance both overall student performance and well-being in the domain of academic writing.

Key Words: Attitude, learners, procrastination, upper-intermediate level, writing

العلاقة بين مستوى التسويف لدى متعلمي اللغة الإنجليزية كلغة أجنبية في العراق وقلقهم من الكتابة: دراسة حالة جامعة الكوفة

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المستخلص

يمثل قلق الكتابة تحديًا كبيرًا لمتعلمي اللغة الإنجليزية كلغة ثانية. تبحث هذه الدراسة في العلاقة بين قلق الكتابة ومستويات التسويف بين متعلمي اللغة الإنجليزية كلغة أجنبية في المستوى المتوسط الأعلى العراقيين. وقد خضعت البيانات التي تم جمعها من جامعة الكوفة فيما يتعلق بالتسويف وقلق الكتابة للتحليل. واستخدم البحث منهجية ارتباطية وأجرى تحليلًا وصفيًا للنتائج التي تم الحصول عليها من استبيانين موحدتين: مقياس لي (2005) لقلق الكتابة باللغة الإنجليزية (EWAS) ومقياس لاي (1986) للتسويف. وتسعى هذه الدراسة إلى التحقيق في العلاقة المحتملة بين قلق الكتابة ومستويات التسويف بين المتعلمين. وتقتصر الفرضية أنه لا توجد علاقة ذات دلالة إحصائية بين مستويات التسويف التي يعاني منها متعلمو اللغة الإنجليزية كلغة أجنبية في المستوى المتوسط الأعلى العراقيين وقلق الكتابة المرتبط بهم. وتشير النتائج إلى أن المشاركين يظهرون مستوى من

قلق الكتابة يتجاوز العتبة المحايدة، بمتوسط درجات 3.12. علاوة على ذلك، يتجاوز مستوى التسوية لديهم المستوى المحايد، كما يتضح من متوسط الدرجات البالغ 3.65. ومع ذلك، يشير التحليل الارتباطي إلى عدم وجود علاقة ذات دلالة إحصائية بين قلق الكتابة والتسوية. وتشير النتائج إلى أن التسوية ليس مُحددًا رئيسيًا لقلق الكتابة. وهذا يُشير إلى أن عوامل نفسية أخرى قد تلعب دورًا هامًا في المساهمة في ارتفاع مستويات القلق المرتبطة بمهام الكتابة. في ضوء هذه النتائج، تدعو الدراسة إلى إجراء تحقيق أشمل في المتغيرات الأخرى التي قد تُسهم في قلق الكتابة. تشمل هذه المتغيرات، على سبيل المثال لا الحصر، تقدير الذات، والقلق من التقييم السلبي، والتأثيرات الثقافية. كما يدعو النص إلى تنفيذ تدخلات دعم مُستهدفة داخل المؤسسات التعليمية تهدف تحديدًا إلى معالجة قلق الكتابة. من شأن هذه التدابير أن تُحسن الأداء العام للطلاب ورفاهيتهم في مجال الكتابة الأكاديمية.

الكلمات المفتاحية: الموقف، المتعلمون، التسوية، المستوى المتوسط الأعلى، الكتابة.

1. INTRODUCTION

Testing and anxiety are two interrelated constructs that are often encountered by students across various stages of learning, particularly in the context of second language acquisition. Writing anxiety appears to be a significant factor in language testing, with various underlying causes, including stress, inadequate educational background, and procrastination. Numerous researchers have underscored the significance of writing within the realm of human education, highlighting its pivotal role throughout history in the production of historical texts and literary works (Choi, 2013; Li, 2012; Olanezhad, 2015). Li (2012) asserts that writing serves as a medium through which individuals can articulate their emotions, accomplishments, aspirations, and viewpoints. Writing serves as a vital conduit, facilitating communication and fostering connections among individuals from diverse backgrounds and various geographical locations. Condon and Kelly-Riley (2004) assert that writing is an essential prerequisite for achieving success across all academic disciplines and within professional environments. There are several limitations associated with the completion of writing tasks. Many students encounter difficulties when initiating their writing processes, often struggling to determine the appropriate approach to produce a coherent and effective paper or essay.

Numerous scholars, including Abdel Latif (2007), Atay and Kurt (2006), Choi (2013), Havva Haman (2014), Magno (2008), and Vahedi et al. (2014), posit that anxiety serves as the most significant psychological determinant affecting writing production. Anxiety is characterized as an emotional state arising from the cognitive evaluation of a perceived threat, a process that encompasses symbolic, anticipatory, and uncertain components (Monat, Lazarus, & Averill, 1972). Anxiety is a psychological construct that is intricately associated with the apprehension of future harm or prospective threats (Reiss, 1991). Several studies have investigated the relationship between anxiety and writing performance, indicating that learners with elevated anxiety levels tend to achieve

lower scores on standardized writing assessments (Wen-Shuenn, 2006). Additionally, research conducted by Atay and Kurt (2006) posits that writing anxiety adversely impacts the quality of EFL learners' writing. Furthermore, Tsui (1996) suggests that the act of writing in a target language is inherently associated with significant anxiety, as it necessitates individuals to engage in solitary work, which may exacerbate feelings of stress and apprehension. Furthermore, it is posited that a correlation exists between the 'high effort-high stress' paradigm and elevated levels of exertion during examinations, which consequently engenders stress and a fear of failure (Musolino, 2007). One hypothesis posited by Steel and Ferrari (2013) suggests that writing anxiety may be associated with lower levels of educational attainment. The existence of these contradictory claims and assumptions underscores the necessity of investigating writing anxiety in order to clarify the relationship between procrastination and writing anxiety.

Writing anxiety has been identified as a factor that correlates with an individual's propensity for procrastination (Abdel Latif, 2007; Choi, 2013; Magno, 2008; Martinez, 2003; Onwuegbuzie, 2004). This relationship suggests that students often delay or postpone tasks due to their anxiety, which impedes their ability to self-regulate effectively. Sarid and Peled (2010) assert that individuals exhibiting elevated levels of procrastination demonstrate a diminished interest in the timely completion of assessments and the effective management of various drafts associated with their writing tasks. Consequently, the authors posited that the significance of procrastination as a contributing factor to writing anxiety necessitates a comprehensive examination of this phenomenon across various contexts (Sarid & Peled, 2010).

Blasco (2016) defines writing anxiety as an intrinsic tendency to anxiety that arises when the individual encounters a task that involves a writing component. The study concludes that writing anxiety significantly impacts writing performance, ultimately resulting in lower academic grades. Several researchers, including Kock and Cass (2011), Onwuegbuzie and Collins (2001), and Reio (2014), have identified the detrimental effects of emotions such as anger, nervousness, and stress, as well as negative attitudes toward writing and procrastination. Previous studies have predominantly focused on quantifying anxiety levels; however, they inadequately account for other associated factors, including procrastination, self-efficacy in treatment, and a comprehensive examination of students' characteristics. Thus, this study investigates the impact of procrastination on students' writing anxiety.

The objective of this study is to investigate the correlation between writing anxiety and levels of procrastination among Iraqi upper-intermediate EFL learners. To achieve this objective, an analysis was conducted on the results of one hundred questionnaires from the University of Kufa, focusing on the phenomena of procrastination and writing anxiety.

Psychological problems and language learning tasks have been studied frequently. Writing anxiety in learners as a hindering issue seems to be a main problem in doing writing tasks, since writing and self-confidence are argued to be related. This study investigates the relationship between writing anxiety and procrastination levels among Iraqi upper-intermediate EFL learners.

To address the above problem, the following research question is raised:

Q1: Is there any significant relationship between Iraqi upper-intermediate EFL learners' procrastination level and their writing anxiety?

For the above mentioned question, the following hypothesis is set:

H1: There is no significant relationship between Iraqi EFL upper-intermediate learners' procrastination level and their writing anxiety.

Procrastination represents a pervasive challenge encountered by learners across diverse educational contexts, necessitating intervention strategies for its effective mitigation. Fee and Tangney (2000) assert that procrastination is intricately associated with various dimensions of time management, as well as affective, cognitive, and behavioral factors. Yong (2010) defines academic procrastination as the act of deferring the initiation or completion of an academic task. Onwuegbuzie and Jiao (2000) associate these factors with the phenomena of missed deadlines, procrastination in responding to quizzes, test anxiety, and the attainment of low academic grades. In general, it pertains to adverse emotions that hinder students' ability to concentrate and diminish their motivation to engage in the examination process.

This study investigates the relationship between procrastination and writing anxiety, with the aim of identifying the psychological factors that contribute to difficulties in writing. The findings of the study are expected to contribute to a comprehensive understanding of the origins of the issues examined, as well as to inform potential treatment modalities. Furthermore, previous research has proposed several strategies aimed at alleviating writing anxiety, including the provision of feedback and the implementation of peer scaffolding techniques. The current study aims to delineate the extent of procrastination and its associated effects, rather than proposing treatment methodologies. Nonetheless, it is imperative to provide a detailed specification of treatments, which necessitates further investigation.

This research has the potential to assist learners in mitigating negative emotions, including stress, fear, and anxiety, associated with the writing process. The conduct of this study may enable learners to identify effective time management strategies to mitigate delays. To investigate the relationship between the variables under consideration, questionnaires assessing procrastination and writing anxiety were administered. This study holds significant importance as it elucidates a critical dimension of writing anxiety and its correlation with levels of procrastination. The findings aim to assist EFL writing instructors in gaining a comprehensive understanding of writing anxiety, which is posited to adversely impact students' writing performance. In light of the absence of research specifically focused on examining the impact of procrastination on writing anxiety within the context of Iraq, the present study seeks to investigate the relationship between procrastination and writing anxiety.

The study was conducted with limited participants from Kufa University, which may not fully represent the broader population of Iraqi EFL learners. This could affect the generalizability of the findings to other universities or regions in Iraq.

The reliance on self-reported questionnaires to assess procrastination and writing anxiety may introduce biases such as social desirability or inaccurate self-assessment. Participants might underreport their anxiety levels or procrastination behaviors due to personal perceptions.

The research utilizes a cross-sectional design, enabling the collection of data at a singular temporal point. This limitation constrains the capacity to establish causal

relationships between procrastination and writing anxiety, as it fails to take into consideration the temporal dynamics and the evolution of behaviors over time.

While the study focuses specifically on writing anxiety, there may be other psychological factors (e.g., general anxiety or motivation) that influence procrastination and writing performance. This narrowed focus may overlook the complexity of factors affecting EFL learners.

The cultural context of Iraqi EFL learners may impact the expression and experience of procrastination and writing anxiety. Findings may not be applicable to EFL learners from different cultural backgrounds who may have different motivations and experiences.

Delimitations:

The study will specifically focus on a sample of Iraqi EFL learners at Kufa University, thereby setting boundaries on the applicability of its findings to this population only. It does not aim to generalize findings beyond this specific context.

Participants included in this study will be limited to learners at a specific proficiency level in English as a foreign language, as defined by the institution's internal assessments. Other levels of proficiency will not be included.

This study delimits its examination to specific aspects of procrastination and writing anxiety, using standardized instruments for measurement. Other dimensions of procrastination (e.g., academic procrastination in general) and anxiety (e.g., speaking or listening anxiety) will not be explored.

Data collection will take place over a defined period during the academic semester, which may affect the outcomes based on students' varying workloads, stress levels, and academic calendars.

The literature examined will primarily include studies relevant to EFL learners' cognitive and emotional factors in writing, which may restrict broader findings from related fields, such as general education and psychology.

2. LITERATURE REVIEW

2.1 Procrastination level

Lexically, the verb 'procrastinate' means "to delay doing something that you should do, because you do not want to do it" (English Oxford Dictionary, 2016, p. 1203). In Lay's (1988) definition, procrastination is "the tendency to postpone that which is necessary to reach some goal" (p.197). According to Klassen (2016), procrastination has been defined as a failure to self-regulate to achieve intended goals, which results in a time delay. Procrastination has been seen as a universal phenomenon that hinders people's ability to accomplish their goals, and it is argued that procrastination is a psychological behavior that can be minimized using related treatments (Steel, 2007).

Also, Klassen (2016) indicates that academic procrastination specifically looks at the delay and postponing of academic tasks. According to Yong (2010), academic procrastination is "an irrational tendency to delay at the beginning or completion of an academic task" (p. 63). Indecisive students who try to accomplish the best scores also may fall into the trap of procrastination. Sometimes fail to write their assignments due to the negative effects of procrastination. According to Onwuegbuzie and Jiao (2000), tasks

that cause academic procrastination are “writing term papers, studying for examinations, and keeping up with weekly reading assignments” (p. 45), and argue that procrastination is associated with missing deadlines, delaying in answering the quizzes, test anxiety, receiving low grades.

Indeed, many students do not have sufficient drive to start their academic work, even when they intend to complete it by the deadline. Academic procrastination has been seen to relate to students missing deadlines, delaying studying, lower grades, and even withdrawing from a large-scale sample. Steel and Ferrari (2013) in their study discovered that procrastination is associated with lower education levels which shows the importance of self-regulation skills in achieving higher education goals. It is believed that “procrastination and self-regulation all jointly and positively predict interpretation anxiety and test and class anxiety” (Vahedi et al., 2014, p. 44). However, to report the reason behind procrastination, Vahedi et al. (2014) indicate that “the reasons were listed as poor time management skills, self-efficacy beliefs, discomfort regarding tasks, inability to concentrate, fear of failure, inability to orient objectives of success, anxiety, problem-solving skills, and working habits” (p. 44).

Studies emphasize the hindering effect of procrastination in academic tasks such as writing and reading tests and emphasize on importance of feedback and removing the time limit to have better results. Studies like (Steel and Ferrari, 2013) indicate that procrastination in writing tasks is because of a ‘lower educational level’ that is worth contemplation. To what extent the level of procrastination might be due to lower education and awareness about general subjects? Martinez et al. (2003) relate this issue to feedback, but proficient writers according to Steel and Ferrari (2013) require greater general knowledge. Such studies consider the effect of both environmental and psychological aspects in procrastination, however, the attitudes of students and their interest in their field of study as psychological and mental subjects require investigation. To achieve this goal, Havva Haman (2014) considered the relationship between attitudes toward classmates, general anxiety levels, and anxiety about writing. She discusses that there is “a negative correlation was determined between writing anxiety and attitudes about Turkish courses” (p. 1117). She explains that attitude is a reaction against something and attitudes change toward writing since it causes anxiety and in turn requires organizational skills to make decisions in some conditions. Results of her study show that “writing anxiety correlates positively with stationary and continuous anxiety. When students’ writing anxiety increased, stationary and continuous anxieties increased as well” (p. 1119).

Various scholars, including Choi (2013), Hassan (2001), Latif (2007), and Macher (2012), highlight the detrimental impact of procrastination on students' language acquisition, particularly within the context of assessment scenarios. In their research, the authors categorize this phenomenon as writing anxiety and did not replicate the experiments under varying testing conditions. In a scholarly investigation conducted by Martinez et al. The study conducted in 2011 concludes that self-efficacy exerts a significant influence on writing performance. Subsequent research conducted by Atay and Kurt (2006), Abdel Latif (2007), Magno (2008), and Choi (2013) has investigated various dimensions, including teaching methodologies, psychological factors, writing

procrastination, and anxiety. These studies concluded that specific educational tools and strategies, such as study skills and writing structure, play a significant role in mitigating the prevalence of procrastination among learners.

2.2 Writing Skill

The capacity to write, as a visual modality and an active mode of language production, is an essential competency for learners of a second language (L2) in order to enhance their linguistic proficiency. Consequently, the instruction of this skill has become a fundamental focus in second language education (Hyland, 2003). Hudelson (1988) posits that second language (L2) learners can acquire insights into the functioning of the target language through the process of language output production. Hinkel and Fotos (2002) assert that the significance of language output in second language (L2) acquisition is comparable to that of language input, emphasizing the necessity for individuals to not only comprehend language but also to effectively communicate their understanding. A considerable body of research in the domain of second language acquisition has demonstrated that interaction significantly enriches the collaborative learning experience among learners (Doughty & Long, 2003; Gass & Mackey, 2006; Gass & Selinker, 2008).

The three seminal reports on English language instruction produced over the past five decades—namely, Bullock (1975), Cox (1989), and Kingman (1988)—have consistently denounced the teaching of prescriptive grammar. Instead, these reports advocate for a contextualized approach to grammar instruction, aligning with a systematic-functionalist perspective that characterizes grammar as a dynamic description of language in use (Kingman, 1988). Certainly However, it appears that the text you would like me to rewrite is not visible. Please provide the content you wish to have rewritten in an academic style, and I will be happy to assist you. Bereiter and Scardamalia (1987) propose a framework for the advancement of written composition skills, which is conceptualized as occurring in three distinct stages. The progression through the stages of writing proficiency entails a minimum of two decades of maturation, instruction, and training. This developmental trajectory encompasses three distinct stages: (1) the beginner's phase, characterized by the use of writing as a means to convey one's existing knowledge; (2) the intermediate phase, wherein the individual transforms this knowledge for personal benefit; and (3) the advanced phase, in which the writer skillfully crafts content aimed at benefiting the reader. The initial two stages have been thoroughly documented in developmental research and are generally acquired by advanced high school and college students. The third aspect is infrequently addressed in academic discourse, likely due to its specific relevance to mature adults who aspire to develop expertise as professional writers.

2.3 Writing Anxiety

Anxiety can be defined lexically as a state characterized by feelings of worry, nervousness, or unease regarding situations with uncertain outcomes (Oxford Dictionary, 2016). This study addresses the issue of writing anxiety and seeks to explore effective strategies for its reduction. This suggests that the act of writing under typical circumstances may be associated with anxiety, which in turn could lead to a lack of compatibility among clients or individuals undergoing educational processes. Cope

(2007) presents several strategies aimed at alleviating writing anxiety. These strategies include group sharing and support, cognitive restructuring, behavioral contracting, membership in writing journals, the development of writing process skills, free writing practices, and relational training. Each of these approaches contributes to a reduction in writing anxiety, facilitating a more conducive environment for effective writing. Anxiety, along with other affective variables, has garnered significant attention in the field of language acquisition and learning over the past several decades. A significant cause for concern, particularly among educators and administrators, pertains to the potential adverse effects of this issue on academic achievement (Gardner, 1985). Research into the nature of foreign language anxiety appears to offer significant potential for enhancing language learning outcomes within the classroom setting.

In nearly every educational institution, a notable proportion of students' experience anxiety. For numerous students, foreign language classrooms represent environments that predominantly elicit anxiety-inducing situations (Horwitz, Horwitz, & Cope, 1986). Certain scholars have voiced apprehensions regarding the prevalence of anxiety encountered in language instructional settings (Campbell & Ortiz, 1991; Cope-Powell, 1991; Muchnick & Wolfe, 1982). The detrimental impact of anxiety on academic achievement represents a significant cause for concern, as highlighted by the findings of Ehrman and Oxford (1995). Consequently, research examining the characteristics of foreign language anxiety and strategies for mitigating this phenomenon has the potential to enhance the efficacy of foreign language education.

2.4 Causes of Writing Anxiety

In the past two decades, numerous studies have been conducted to identify potential causes of writing anxiety and to explore various strategies that may facilitate the establishment of a learning environment free from anxiety. Abdel Latif (2007) postulates that an excessive focus by writing instructors on adherence to writing conventions, to the detriment of content and ideas, generates anxiety among students. Fritzsche, Youn, and Hickson (2003) assert that the utilization of the product-oriented approach in writing instruction contributes significantly to the manifestation of writing anxiety among students. The emphasis placed by instructors on theoretical constructs, coupled with a disregard for the practical aspects of writing, has been identified as a significant factor influencing students' writing performance. Furthermore, students' inadequate proficiency in the language, along with their adverse emotional responses to the writing process, contribute to this issue. Negative feedback and critical assessment from instructors concerning students' initial writing endeavors are also believed to exacerbate writing anxiety (Stapa & Abdul Majid, 2009). Finally, Olanezhad (2015) demonstrates that the assessment of students' writing, coupled with the significant risk of experiencing a loss of face, contributes to heightened levels of writing anxiety among students.

Conversely, a substantial body of research has been devoted to examining the issue of writing anxiety. In this context, the existing scholarly literature identifies several methodologies aimed at alleviating writing anxiety among students. For example, providing ungraded writing assignments can effectively mitigate students' apprehension regarding negative evaluations (Clark, 2005). Additionally, the utilization of peer feedback and self-correction should be considered as viable alternatives to traditional teacher feedback. It is imperative to adopt a process-oriented approach to writing,

wherein students' perspectives are acknowledged and individual differences are respected. Collaborative efforts are essential for students to overcome their writing-related anxieties; thus, engaging in group work is recommended as a strategy to reduce this anxiety (Kurk & Atay, 2007). Furthermore, it is critical that students be furnished with the specific evaluation criteria that will guide the assessment of their written work.

Numerous studies (Abdel Latif, 2007; Atay & Kurt, 2006; Choi, 2013; Magno, 2008) have sought to explore various dimensions of the relationship between students' academic performance and writing anxiety. Hassan (2001) conducted an empirical investigation to analyze the influence of writing anxiety on the quality of student writing, concluding that writing anxiety exerts a detrimental effect on writing performance. In their 2006 study, Atay and Kurt discovered that a significant majority of the participants experienced elevated levels of writing anxiety, despite their extensive background in writing as prospective English language teachers. Abdel Latif (2007) establishes a correlational relationship between linguistic knowledge and writing anxiety, asserting that students who possess a higher level of linguistic proficiency experience significantly lower levels of writing anxiety. Magno (2008) demonstrates that writing anxiety serves as a predictive factor for students' writing proficiency. Specifically, the degree of writing anxiety is indicative of the extent to which students may experience failure in their writing endeavors as a result of such anxiety. In conclusion, the research conducted by Choi (2013) indicates a significant correlation between learners' writing anxiety and their writing performance. In a study titled English Writing Anxiety: Alleviating Strategies, Qashoa (2013) presents findings that suggest high levels of writing anxiety can be predominantly ascribed to the influence of writing assessments, as well as cognitive and linguistic factors. This study suggests that the act of testing, along with the associated conditions, is a significant source of anxiety for individuals. Conversely, participation in a virtual community may offer beneficial support in mitigating this anxiety.

3. METHODOLOGY

3.1 Participants

To collect the required data among the entire population, one hundred Iraqi EFL upper intermediate learners were specified from information taken from Kufa University. The Kufa University provides data after communication and delivering the university letter for cooperation. Participants are selected from students who filled out the questionnaire completely. One hundred samples are selected based on Morgan's table (Considering 99% of the level of confidence and 0.01 degree accuracy). Also, the number of participants who answered the questionnaire properly is included, and deficient questionnaires are excluded from the analysis. The age of participants is from 24 to 30, and they are both male and female. Gender difference, however, is not included in the study.

3.2 Instruments

In this study, the following instruments are utilized to assess the two psychological variables: (a) a procrastination level questionnaire developed by Lay (1986), (see Appendix A), and (b) a writing anxiety questionnaire developed by Lee (see Appendix B).

3.3 Procrastination Level Questionnaire

The Procrastination Level Questionnaire, developed by Lay (1986), is utilized in the current study to evaluate the procrastination levels among students. The instrument comprises a total of 20 items. Participants employ the statements as a means of self-description. The measurement utilized is a 5-point Likert scale, which includes the following response options: Extremely uncharacteristic (1), Moderately uncharacteristic (2), Neutral (3), Moderately characteristic (4), and Extremely characteristic (5). The Cronbach's alpha coefficient for the questionnaire is 0.82. The reliability of the questionnaire developed by Lay (1988) was reported to be 0.85, thereby establishing it as a standard instrument for application.

3.4 English Writing Anxiety Questionnaire

The writing anxiety survey represents an adaptation of Lee's (2005) English Writing Anxiety Scale (EWAS), specifically developed for the purpose of evaluating English writing anxiety in students (refer to Appendix B). The Environmental Wide Association Study (EWAS) is conducted in two distinct sections. The initial section comprises 15 items, each evaluated using a 5-point Likert scale, where the response options are defined as follows: 1 indicates "Strongly Disagree," 2 signifies "Disagree," 3 represents "Neither Agree nor Disagree," 4 denotes "Agree," and 5 corresponds to "Strongly Agree." In cases where statements are framed negatively, responses are subject to reverse coding to ensure that higher scores consistently reflect elevated levels of anxiety. The second section comprises an open-ended question that prompts students to elucidate, from their individual perspectives, the factors that contribute to their apprehension when composing written assignments in English. This inquiry is not included in the original Environmental Wide Association Study (EWAS) questionnaire; however, it has been incorporated for the purpose of qualitative analysis of the responses obtained. Sujeong Choi (2005) posits that individual interviews would have yielded more comprehensive information regarding the subject matter; however, the absence of an opportunity to conduct interviews with the students necessitated the use of an open-ended question as an alternative method. This approach serves as a viable means to elucidate learners' perceptions and rationales underlying their apprehension towards English writing.

3.5 Procedure

In this study, 100 participants are selected from Kufa University for analysis. They are upper-intermediate participants (both males and females) at Kufa University. The Data are gathered during spring 2022. The administrator has applied the questionnaires

and scored data. The raw data of the two questionnaires are analyzed using SPSS 26. The filled questionnaires are scored. Results of the relationship between variables are achieved using correlation analysis and then results are explained for significance of the variable procrastination.

3.6 Design

This study is a quantitative analysis of two variables including procrastination level (independent variable) and writing anxiety (dependent variable). Procrastination level measures student's level of delay and postponing their educational tasks especially, essay writing. And, writing anxiety is considered a hindering prevention and drawback to writing. By comparing the relationship between the two variables using data gathered from instrumentation of questionnaires a question is answered in this study. The research question of the study refers to investigating the relationship between the two variables namely; procrastination level and writing anxiety.

4. RESULTS

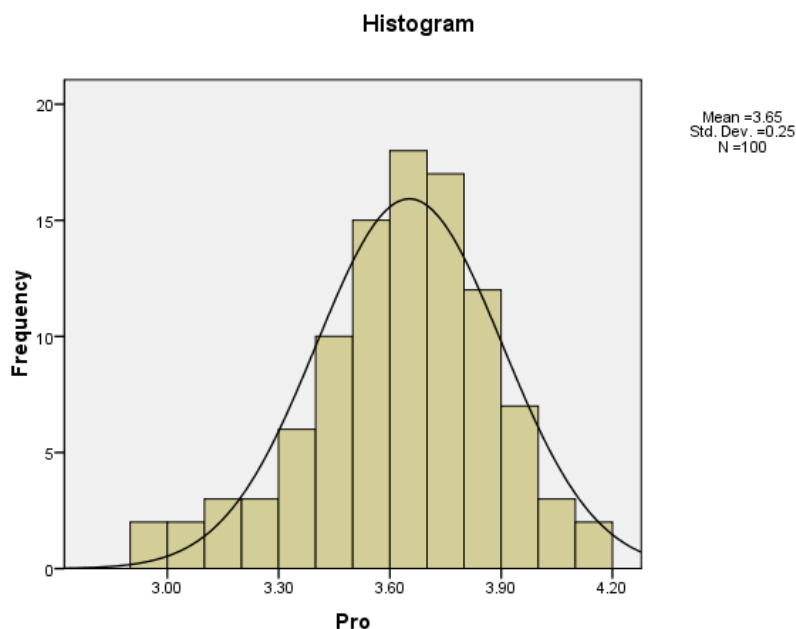
4.1 Descriptive Analysis

Table 1 Testing normal distribution of scores for writing anxiety questionnaire and value of Kolmogorov-Smirnov, it is observed that the test distribution is normal since the mean level is normal. Also, the test is valid to 95% respecting answers given to this test.

Table 1 *Testing Normal Distribution of Scores for Procrastination Level*

One-Sample Kolmogorov-Smirnov Test		
		Pro
N		100
Normal Parameters ^a	Mean	3.6525
	Std. Deviation	.25049
Most Extreme Differences	Absolute	.095
	Positive	.042
	Negative	-.095
Kolmogorov-Smirnov Z		.952
Asymp. Sig. (2-tailed)		.325
a. Test distribution is Normal.		

Result of histogram in Figure 1 shows normal distribution.



4.2 Descriptive Statistics for Writing Anxiety.

Writing anxiety test contains 15 questions about students' level of anxiety while writing for assignments in the class. The scoring scale is a Likert type arranged from extremely uncharacteristic (1) and extremely characteristic (5). Results of the test show that the mean level of scores for writing anxiety is (3.12) that is a little more than neutral. It indicates that students have writing anxiety to some extent. The minimum mean score is (2.13), and the maximum mean is (4.26). Also, the positive skewness (.09) shows that the distribution is more than mean level that may represent students' high level of writing anxiety. The negative Kurtosis indicates that scores are distributed less than peak of the normal distribution curve (-.005).

Table 2

Descriptive Results of Writing Anxiety

Writing Anxiety		
N	Valid	100
	Missing	0
Mean		3.12
Std. Deviation		.44
Variance		.19
Skewness		.09
Kurtosis		-.005
Minimum		2.13
Maximum		4.26
Percentiles	25	2.86

	50	3.09
	75	3.40

To ensure about normal distribution of writing anxiety scores, One-Sample Kolmogorov-Smirnov Test is performed and result showed that the test distribution is normal (mean=3.12). Since the test distribution is normal, writing anxiety scores are eligible for linear comparison to procrastination level, because result of writing anxiety reports a logical distribution of results, not scattered results.

Table 3

Testing Normal Distribution of Scores for Writing Anxiety

One-Sample Kolmogorov-Smirnov Test		
		WA
N		100
Normal Parameters ^a	Mean	3.12
	Std. Deviation	.44
Most Extreme Differences	Absolute	.068
	Positive	.066
	Negative	-.068
Kolmogorov-Smirnov Z		.68
Asymp. Sig. (2-tailed)		.74
a. Test distribution is Normal.		

The histogram of normal distribution of scores is presented. The normality curve shows that results distributed inside normality range indicating that results are distributed normally.

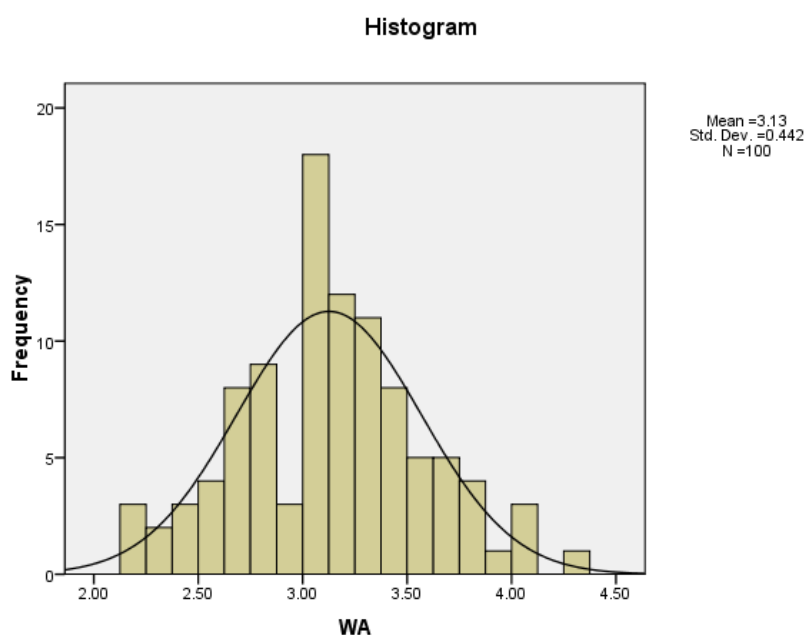


Figure 2

Histogram Result of Frequency and Normal Distribution of Scores for Writing Anxiety

4.3 Inferential Analysis

In inferential analysis correlation between the two variables should be measured, for this reason the correlation between procrastination and writing anxiety is measured using Pearson analysis for its precise report of correlation level. Result shows that the level of significance is above standard error ($0.42 > 0.5$); therefore, there is no relationship between variables.

Table 4

Result of Correlation Analysis of Writing Anxiety and Procrastination Level

Correlations			
		WA	Pro
Pro	Pearson Correlation	.082	1
	Sig. (2-tailed)	.420	
	N	100	100

Results

Answering of Research Question and Hypothesis

Q1: Is there any significant relationship between Iraqi upper-intermediate EFL learners' procrastination level and their writing anxiety?

H0: There is no significant relationship between Iraqi EFL upper-intermediate learners' procrastination level and their writing anxiety.

Results of analyzing the relationship between procrastination and writing anxiety among Iraqi upper-intermediate EFL learners case of Kufa city are measured and indicated that the level of significance achieved from comparing the two means is more than standard error ($0.42 > p$) ($P=0.5$); therefore, by 95% confident there is no significant relationship between writing anxiety and level of procrastination. It means that H0 as indicates "there is no significant relationship between Iraqi EFL upper-intermediate learners' procrastination level and their writing anxiety" is approved. In other words, higher level of writing anxiety is not related to level of procrastination.

5. DISCUSSION

This study conducts a correlational analysis to examine the relationship between the degree of procrastination and levels of writing anxiety. The findings regarding writing anxiety indicate that the mean score for students is 3.12, which surpasses the threshold of neutral anxiety levels. In the context of procrastination, the average score obtained is 3.65, which exceeds the neutral benchmark and approaches a value of 4, indicative of a significant degree of procrastination. The differential outcomes associated with writing anxiety and procrastination are substantial, as the correlational analysis indicates no significant relationship between these two variables. Consequently, a heightened level of writing anxiety does not correlate with procrastination.

The findings of the study, which indicate a lack of correlation between procrastination and writing anxiety, align with certain previous research while simultaneously contrasting with others. The findings indicate an absence of a significant relationship

between procrastination and writing anxiety, which is consistent with the results reported in the studies conducted by Haycock et al. (1988), a study conducted by Vahedi et al. (2012), it was determined that elevated levels of procrastination among students may be attributed to several factors, including an increased workload, diminished self-efficacy and self-esteem, negative attitudes towards examinations, fear-related behaviors, and a lack of adequate knowledge. The findings of these studies suggest that psychological factors warrant further examination to assess the extent of writing anxiety. Nonetheless, the findings of research conducted by Fritzsche et al. (2003), Lay et al. (1988); Milgram and Toubiana (1999); and Rothblum et al. (1986). Onwuegbuzie and Jiao (2000) assert that there is a correlation between procrastination and writing anxiety, suggesting that increased levels of procrastination are associated with heightened writing anxiety among students (1986). The findings of the current study suggest that this notion contradicts the results obtained. It highlights the necessity for further investigation, particularly with respect to the varying levels of language acquisition and the exploration of additional language skills.

6 CONCLUSION AND IMPLICATION

To administer the study, 100 Iraqi EFL upper intermediate learners in Kufa are selected as participants in the study. Participants have previously answered the two research questionnaires on procrastination and writing anxiety. For procrastination, Lay's (1986) questionnaire including 20 questions is implemented and for writing anxiety, Lee's (2005) questionnaire is applied. These two questionnaires are standard with a high level of validity. Data are gathered during spring 2022 from Kufa University and measured by the SPSS software 21 version. After analyzing students' level of writing anxiety, it is specified that their level of anxiety is more than neutral level. For the procrastination level, the value of procrastination is (3.65) which is above the neutral level and close to a considerable level of procrastination. To specify the correlation level, the Pearson correlation test is applied. Correlational analysis shows that there is no significant relationship between writing anxiety and procrastination.

The results of the correlational analysis suggest that procrastination does not serve as a predictor of writing anxiety. This finding indicates that students exhibiting elevated levels of procrastination do not necessarily experience correspondingly high levels of writing anxiety. Furthermore, it implies that individuals with significant writing anxiety may be influenced by alternative factors that warrant further examination. Previous research has primarily focused on the relationship between high levels of procrastination and writing anxiety among students. However, a limited number of studies suggest that a variety of factors may also contribute to the influence of writing anxiety in this context. This study examines the relationship between procrastination and writing anxiety among Iraqi EFL learners. Participants are at a comparable level in their language learning trajectory, and their levels of procrastination and writing anxiety are assessed through the administration of relevant questionnaires. The results of the study indicate that no significant relationship exists between procrastination and writing anxiety. This absence of correlation may be attributable to variables other than procrastination.

The examination of the relationship between procrastination and writing anxiety reveals that there is no statistically significant correlation between these two variables. Previous research has highlighted a substantial relationship between the two variables (Martinez, 2003; Onwuegbuzie, 2004; Abdel Latif, 2007; Magno, 2008; Choi, 2013). Nevertheless, research findings that align with the results of the present study (Onwuegbuzi & Collins, 2001; Kock & Cass, 201; Reio, 2014) underscore the absence of a significant relationship between procrastination and writing anxiety. In conclusion, this study demonstrates that procrastination does not serve as a causal factor for writing anxiety. Numerous studies suggest that procrastination, characterized by a delay in initiating writing tasks, is a significant contributor to writing-related anxiety. This study suggests that additional sources of anxiety may contribute to writing anxiety, including attitudes towards writing, peer influences fostering aversion to writing tasks, and a lack of motivation to engage in writing activities. Nevertheless, the findings of this study may be extrapolated to a broader societal context. To validate these results, it is imperative to conduct additional research, as numerous studies indicate that procrastination is a significant factor contributing to writing anxiety.

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APPENDIX A

PROCRASTINATION SCALE

Procrastination Scale (Lay, 1986) - For student populations

Instructions:

Individuals may employ the following statements as a means of self-description. For each statement provided, please assess whether it is indicative of your characteristics or not by utilizing the following five-point scale. It is important to note that a score of 3 on the scale indicates a neutral position, signifying that the statement in question is neither representative nor unrepresentative of the individual's characteristics. In the designated box adjacent to each statement, please indicate the number on the 5-point scale that most accurately reflects your self-assessment.

Extremely Moderately, Moderately, Neutral, Extremely Uncharacteristic,
Uncharacteristic

1 2 3 4 5 1.

I frequently engage in activities that I had originally planned to undertake several days prior.

2.*

I typically postpone the completion of assignments until the immediate period preceding their due date.

3.*

Upon completion of my reading of a library book, I promptly return it, irrespective of the designated due date.

4.

Upon the arrival of morning, I typically arise promptly from my bed.

5.

A letter may remain unmailed for several days following its composition.

6.

I consistently respond to telephone inquiries promptly.

7.

Even in occupations that necessitate minimal physical exertion beyond the act of sitting and performing tasks, I observe that these responsibilities frequently remain unattended for extended periods, often spanning several days.

8.

I typically strive to make decisions

9. expeditiously.
I tend to experience postponement prior to initiating the tasks that require my attention.
- 10.* I frequently find myself necessitated to hasten the completion of tasks in order to meet established deadlines.
11. In the process of preparing to go out, I am rarely faced with the necessity of engaging in last-minute activities.
12. In the process of preparing for impending deadlines, I frequently find myself engaging in activities that do not contribute to the completion of the primary task at hand, thereby resulting in a time inefficiency.
- 13.* I prefer to depart in advance of scheduled appointments.
- 14.* I typically commence an assignment shortly following its issuance.
15. I frequently complete tasks ahead of their required deadlines.
16. I frequently find myself engaging in last-minute shopping for birthday or Christmas gifts.
17. I typically procure essential items at the last moment.
18. I consistently succeed in fulfilling all of the tasks I outline for each day.
19. I consistently assert that artificial intelligence will accomplish the task the following day.
20. I typically address all responsibilities and obligations prior to engaging in leisure activities during the evening.

APPENDIX B

ENGLISH WRITING ANXIETY SCALE

Note: This questionnaire is adapted from Lee (2005)

PART I

Below are a series of statements about English writing. There is no right or wrong answers to these statements. Please indicate the degree to which each statement applies to you by circling whether you (1) *Strongly Disagree*, (2) *Disagree*, (3) *Uncertain*, (4) *Agree*, or (5) *Strongly Agree* with the statement. While some of the statements may seem repetitious, take your time and try to be as honest as possible.

1. I avoid writing.	1 2 3 4 5
2. I have no fear of my writing being evaluated.	1 2 3 4 5
3. I look forward to writing down my ideas.	1 2 3 4 5
4. I am afraid of writing essays when I know they will be evaluated.	1 2 3 4 5
5. Handing in a composition makes me feel good.	1 2 3 4 5
6. My mind seems to go blank when I start to work on composition.	1 2 3 4 5
7. Expressing ideas through writing seems to be a waste of time.	1 2 3 4 5
8. I like my ideas writing down.	1 2 3 4 5
9. I feel confident in my ability to clearly express my ideas in writing	1 2 3 4 5
10. I like to have my friends read what I have written.	1 2 3 4 5
11. I'm nervous about writing.	1 2 3 4 5
12. People seem to enjoy what I write.	1 2 3 4 5
13. I enjoy writing.	1 2 3 4 5
14. I never seem to be able to clearly write down my ideas.	1 2 3 4 5
15. Writing is a lot of fun.	1 2 3 4 5