

# Factors on Thesis Writing Anxiety Among Science, Technology, Engineering, and Mathematics Students

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## Abstract

This study was conducted to determine the factors of thesis writing anxiety among Science, Technology, Engineering, and Mathematics students. There were three factors that the researchers used in this study, namely: Personal, Peer, and Thesis Mentor. Descriptive- correlational research was used in the study. The sampling technique utilized was purposive sampling, and the researchers' set criteria for selecting respondents. The instrument used is a researchers' made questionnaire extracted from related studies. There were a total of 50 respondents who participated in this study. Findings revealed that the dominant factor is Personal, followed by Thesis Mentor and Peer. The leading causes of thesis writing anxiety are the students' fear of getting a poor grade and writing a thesis under time constraints. However, there was no significant difference found between male and female respondents. The respondents shared the same level of thesis writing anxiety.

**Keywords:** Anxiety, Personal, Thesis Writing, Factor, Peer, Thesis Mentor

## Introduction

Anxiety is a common emotion that people feel in difficult times and can occur to students in an educational setting (Miri & Joia, 2018). In research writing, there appears to be a real fear that students face, which can greatly affect their scholarly methods of finishing their research. It continues every year as an inevitable feeling like a tradition that is passed down through generations of graduating students. Writing anxiety is one of the essential issues in the academic world (Quvanch & Na, 2022).

Moreover, Holmes, Waterbury, Baltrinic, and Davis (2018) assert that angst about thesis writing is inevitable and it continues to generate in students' minds upon hearing the compulsory thesis writing. Anxiety was mainly affected by the learners' negative perceptions of thesis writing as a difficult task. Similarly, Rohmah & Muslim (2020) expressed that anxiety occurs, resulting in negative evaluations when learners encounter academic tasks. Thus it needs high competency in writing skills in English which becomes the students' primary concern. According to Rohmah & Muslim (2020), due to the challenges that the learners encounter in writing, most of them tend to feel strained or discouraged. Anxiety leads them to become distant even to trying to write. Students' anxiety outweighs their motivations to do their research tasks. There is the worrisome possibility that students will not cooperate with their co-researchers due to this research anxiety. This might even lead them to bribe someone to ask for help and do their thesis.

Furthermore, in the study of Haranap and Sharif (2021), it was found that thesis writing anxiety makes students cram and unable to enjoy their writing. It also limits the students' effort allowing them to underperform when writing their thesis. Some researchers are trying to find the causes of this anxiety. They revealed that the poor performance of students in terms of grammar, vocabulary, and construction of ideas are some of the factors.

Over the last two decades, prior studies on writing anxiety have been centered on English as Second Language learners. In contrast, little information has been available on why graduating high school students perceive anxiety about writing in academic contexts. In the Philippines, almost all students are frightened of research writing because the Philippines is falling behind their expected level in reading, writing, and mathematics (Balinbin, 2020). From this idea, students are searching for ways to solve and work for their required research writing, and thus, other students spend money to pay another student to write for their research paper.

At Notre Dame of Midsayap College, writing research studies is the school's mandatory requirement for all graduating students. Senior High School students work collaboratively to create and work their thesis more accurately. To some, writing research studies will prepare them for their college life as they soon encounter research writing as a regular activity. However, to others, research writing is just a waste of time and an obstacle to their Senior High School completion. Anxiety is also present during the writing process, which can ruin the student's motivation and

potential (Salikin, 2019). Anxiety is part of human nature. It is an emotion that comes out in certain situations. From the premises above, the researchers are interested to find out the factors of thesis writing anxiety. There are 3 indicators that the researchers came up with. These include personal factors, peer factors, and thesis mentor factors.

## Literature Review

### Writing

Writing is a unique mode of learning. It is not merely valuable, not merely exceptional, but unique (Emig, 2007, as stated in Landmark Essays, 2020). Students are often told that successful writing is 'reader friendly' and must be logical; it can guide readers and take responses and process difficulties into account (Hyland, 2018). Writing originates and creates a unique verbal construct. It includes an entire brain function, which entails the active participation of the left and right hemispheres in the process. According to Satya Sri Durga and Rao (2018), the writer must determine and show control of the variables simultaneously, making writing a highly complex cognitive activity.

Furthermore, writing is defined as a social activity with specific writing communities (Graham, 2018). The consequence of participation in writing communities results in writing development, and there are changes in the capabilities of the writers that interact with biological, neurological, physical, and environmental factors. Graham (2018) added that writing is used for several different purposes in different situations; it is an ever-creative artifice developed in several ways.

Moreover, writing is an essential factor of language. In order to accomplish educational and employable requirements, good writing skills are needed, and according to Durga and Rao (2018), strong writing skills can enhance students' chances for success. According to Condon and Kelly-Riley (2004), as stated in Kassem (2017), writing is the requirement for success in academic fields and the workplace. It is a complicated process that requires control over many tasks, including letter formation, spelling, and the effective use of rhetorical patterns.

Communication is transmitted more through writing than any other media type, making writing very important. Writing means putting selected information that is based on goal, method, and topic. These are

limited down on paper through structuring, and structuring happens in ordering, classifying, associating, matching, criticizing, estimating, analyzing, synthesizing, and evaluating (Gunes, 2007 as cited in Balta 2018).

Many researchers (Li, 2012; Choi, 2013; Olanezhad, 2015) stressed the significance of writing. These researchers indicated that writing had played a crucial role in the history of humanity (Kassem, 2017). Writing provides the means to communicate feelings, achievements, dreams, and opinions, bridging the gap between people from different backgrounds and borders. Hart-Davidson (2018) stated that writing is essential because of its usefulness in education and on the job. Davidson argued that students who do not know how to express themselves would have difficulty communicating with peers, employers, professors, or anyone.

### Thesis Writing

Thesis writing is a piece of unique and original research that is presumably the most challenging assignment students must take. It is one of the ways that researchers use to give meaning to the intellectual boundaries of a particular field of expertise. Thesis writing usually encompasses a formal tone, a clear focus on the topic, and an appropriate choice of words (Thonen, 2022). In addition to James (2022), thesis writing also addresses complex topics requiring higher-order thinking skills to understand the research problem.

There is no formula for composing correct and appropriate thesis sentences; as long as it is suitable to the topic being instigated, everyone can modify a process (Felix & Smith, 2019). The thesis writing process can alter from one researcher to the other. However, it should center on the idea that one is trying to point to different references that solidify one's paper that persuades readers. Faryadi (2018) averred that thesis writing is a 'skill' that every student should acquire to state their findings clearly and their interpretation of the data gathered.

Otherwise, thesis writing or academic writing consists of a discussion or a series of discussions that merge with the description and arguments of the research one has undertaken. Every research should have an essential contribution that adds information to a chosen field (Alolor, 2018). It may be the most troublesome and extended piece of work a student needs to complete, but it is also the most compelling achievement for the effort of a diligent student. Thesis

writing is a student's output for many years of studying in a field such as history, literature, or business (Kelly Konya, 2020). However, thesis writing requires many people to work for the final output. As Villarreal (2019) posited, 'writing with your friends or various people allows you to convey your thoughts and ideas more effectively than you could when writing it exclusively.' Thesis writing can be more effective if it is well communicated with friends or co-researchers.

On a general note, writing a thesis study is the last and the most critical project for a STEM student to be a candidate for senior high school completion. In layman's terms, it is their doorway to show off that they have learned and internalized knowledge for six years in high school. Thesis writing should be in a persuasive manner that answers an intellectual question, incites discussion, and provokes an idea in the readers' minds (Konya, 2020). However, most students find it challenging to start their thesis because of the anxiety they have had prior to the beginning of their thesis writing. The majority of them have been confused because of a lack of expertise. They also do not know how to start a thesis writing correctly and scientifically (Faryadi, 2018).

### Anxiety

Anxiety is derived from the Latin word "angere," which means to cause distress (Sharma & Sharma, 2015, cited in Bisson, 2017). It is a feeling that appears in a human body that responds to a particular situation (Firman, 2018). The University Health Services of the University of California (2020) asserts that anxiety is a way for our body to respond to a physical, emotional, or intellectual challenge. In addition, anxiety interferes with our day-to-day doings. The UHS (2020) mentioned anxiety symptoms: unrealistic fears or worries, physical complaints (upset stomach or rapid heart rate), and the avoidance of one's self in situations that can trigger anxiety.

Also, Adwas, Jbireal, and Azab (2019) assert that anxiety is a mental disorder manifested by mood disturbances. This includes thinking, behavior, and physiological activities. According to them, anxiety often results in difficulty concentrating or going blank, disturbances of social and occupational functioning, and a person would be in a state of nervousness. This means that anxiety is triggered if a person is faced with situations that could be uncomfortable for them, resulting in nervousness and lack of focus. One would have a problem with his surroundings.

In addition, Ajmal and Ahmad (2019) define anxiety

as a human emotion that occurs when a situation threatens one's self or self-esteem. The emotions would usually be fear and uncertainty. When a person feels anxious, one could experience mental blocks, or the normal thought process is blocked. According to Ajmal and Ahmad (2019), anxiety is also present in academic situations wherein students experience problems with their studies, such as feeling anxious when taking exams or making decisions in life significantly.

### Writing Anxiety

Writing anxiety is defined as an indication of feelings of tension, worried thoughts, and physical changes. It includes increased blood pressure when confronted with a writing task (Huerte et al., 2017). Many students worry about their writing, grammar, and their writing evaluation. This feeling is related to writing anxiety or apprehension (Wahyuni & Umam, 2017). The feelings of the students towards writing will affect their writing.

Also, writing anxiety is described as a label for the combination of feelings, beliefs, or behavior or a label for one that affects the ability of a person to start, work on, or even finish a given task that he or she is initially capable of doing intellectually. Writing requires knowledge of how to produce good writing, which becomes one reason why writing anxiety or writing apprehension occurs. (Huerte et al., 2017). It may happen if students are expected to write excellently. Teachers can provide rubrics to students before accomplishing writing tasks to help them minimize their writing anxiety (Arindra & Ardi, 2020).

Likewise, writing anxiety describes the stress or anxiety students feel or experience when writing (Morali & Boran, 2021). Wern and Rahmat (2021) stated that writing anxiety influences the tendency of an individual to approach writing, which affects their satisfaction with writing-oriented tasks. According to Younas (2014), as cited in Wern and Rahmat (2021), some factors contribute to the increase of the students' writing anxiety and these are (1) fear of negative evaluation; (2) insufficient writing technique practice; (3) poor linguistic knowledge; (4) lack of topical knowledge; (5) pressure for perfection; (6) time limitation; (7) lacking self-confidence.

Writing anxiety is generally defined as the avoidance of writing and situations where individuals are required to write, accompanied by the potential for evaluating writing (Hassan, 2001 as cited in Fathi & Khodabakhsh, 2020). This avoidance has provided

more chances of causing fear of the writing process that outweighs writing ability.

### Factors that Cause Anxiety in Thesis Writing

In the study of Firman (2018), there were types of anxiety mentioned, namely cognitive anxiety, somatic anxiety, avoidance anxiety, state anxiety, and trait anxiety. Cognitive anxiety refers to the cognitive aspect of anxiety experience. These include preoccupation with performance, negative expectations, and when a person is concerned about what others might think about them. This type of anxiety is usually concerned with the high expectations that the teacher sets for the students. Somatic anxiety is a type of anxiety about how one's perception is affected by anxiety's psychological aspect, which includes nervousness and tension. Anxieties like this usually trigger when students are asked to work under time constraints. Avoidance anxiety is when a student does anything to avoid a particular task that centers on anxiety experience.

On the other hand, State Anxiety is the type of anxiety that comes from situations that include threats. Thomas J. Huberty (2013) defined this type of anxiety as a feeling that occurs in a specific situation with a clear trigger. Lastly, trait anxiety is the type of anxiety shown in how a person responds to threatening and non-threatening situations. A person having this kind of anxiety triggers when he/she is exposed to situations. It is a type of anxiety that triggers whatever the situation is.

Existing literature and studies revealed many factors for students' anxiety in thesis writing. Harahap and Syarif's (2021) study averred that students learning English either as a second language or foreign language are having trouble composing and constructing ideas in English. It is still possible even if students have been learning English for many years. Their study discovered three variables affecting thesis anxiety; the cognitive factor, somatic factor, and avoidance behavior that, if not addressed immediately, will have a massive impact upon starting a thesis. Following this, the study by Kusumaningputri and Wisangko (2018) revealed that cognitive is the most common factor in thesis writing. The cognitive factor has the highest mean, which leads them to the idea that students have anxiety about negative expectations, a preoccupation with performance, and concern about others' perceptions. In other words, students suffering from cognitive anxiety are having trouble with tests and evaluations of English writing. In China, thesis writing anxiety factors differ from the previous

research.

According to Peng (2018), Chinese students are not poor in academic performance, but they still have difficulty thesis writing. Since English is seen as their foreign language, Chinese students tend to rely more on their supervisor for literature review and conceptual framework because of their weak English language foundation. They are also unfamiliar with the clear concept of how to do research, which frustrates their supervisor. Factors that cause thesis writing anxiety may vary from different places, including the level of motivation of students and students' treatment of English (either second language or EFL). According to Kusumaningputri and Wisangko (2018), differences may occur in the results and findings of the previous studies because of the divergent respondents and their different experiences in school.

The casual factors of thesis writing between males and females were revealed by Salikin (2019) at the University of Jember, Indonesia. The cognitive factor is still the most dominant type of anxiety which refers to the mental aspect of students in thesis writing. Meigin Yu (2020) revealed two factors why writing anxiety arises in students' minds. First, anxiety arises because of the students themselves. Yu (2020) posited that students lack interest and no writing habits. That was why they have difficulties with words and grammar. They rarely practiced their writing skills, lacked confidence, and were not used to expressing themselves through writing. The second was the feedback and time constraint. Students with writing anxiety tend to be more anxious about the feedback of others regarding their outputs. They also felt uncomfortable writing time- restricted assignments delaying

### Methodology

This study used a descriptive design to collect and analyze data because it describes the characteristics of the respondents. The researchers conducted a survey questionnaire and calculated the data gathered to determine the highest and lowest mean. This study was conducted at Notre Dame of Midsayap College. The respondents consist of 50 students from different sections of Grade 12 STEM, namely St. Basil, St. Catherine, St. Jean, St. Nicholas, and St. Theresa. This study used purposive sampling because the researchers set criteria for selecting respondents. One criterion used was the researchers chose who were active in the process of thesis writing.



## Results

### Research Instrument

The instrument used was a researcher-made questionnaire to gather the needed data. The questionnaire was based on the researchers' readings on studies related to thesis writing anxiety. The questionnaire consisted of two parts. Part I deals with the socio-demographic profile, which contains the name, sex and section which was answered by filling out the blanks and checking the boxes. Part II focused on factors of thesis writing anxiety which consisted of 21 items that the respondents answered by checking the box that corresponded to their answer according to the scale description Strongly Agree, Agree, Moderately Agree, Disagree, and Strongly Disagree.

The consultants and thesis mentors validated the instrument before it was laid on to the study. The instrument was reviewed thoroughly by the adviser, reader, and the validators to ensure validity, clarity of instructions, grammatical construction correctness, and content fitness. The researchers conducted pilot testing by using 18 pilot respondents. After the pilot testing, the result was given to the statistician. The result showed that the  $r$ -value of 0.89 indicates that the instrument is reliable in answering the objectives of the study.

### Data Gathering Procedure

The researchers asked permission from the Assistant Principal of the Senior High School department in Notre Dame of Midsayap College before conducting the survey. Upon approval, the researchers retrieved the request letter. The Assistant Principal and class advisers were selected for the administration. The researchers obtained the list of the respondents after the letter was given to the research teacher of the Senior High School students. The pilot testing and final survey questionnaire were given to the respondents through Google Form. After data gathering, the researchers collected it for tallying the scores and applied statistical treatment to be used in the study. The researchers set up 60 respondents. However, there were only 50 who responded, which resulted in 90% retrieval.

Table 1. *Percentage Distribution of the Profile of the Respondents*

Profile of the Respondents	<i>F</i>	%
Sex		
Male	10	20.0
Female	40	80.0
<i>Total</i>	<i>50</i>	<i>100.0</i>
Section		
St. Basil	10	20.0
St. Catherine	10	20.0
St. Jean	10	20.0
St. Nicholas	10	20.0
St. Theresa	10	20.0
<i>Total</i>	<i>50</i>	<i>100.0</i>

Table 1 presents the frequency and percentage distribution of fifty respondents according to sex and section. Based on the table presented, we have 40 female respondents, 80% of the total respondents, and ten male respondents, which is 20%.

In terms of section, respondents were equal in numbers with 10 respondents per section or 20% total population. The majority of the respondents were female. This implies that the majority of active students writing a thesis are females. Respondents were equal in number in every section.

Table 2. *Factors on Thesis Writing Anxiety*

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
<i>Personal Factor</i>			
1. I felt nervous when I was writing my thesis.	3.94	0.99	Agree (A)
2. I felt uneasy when I was writing my thesis under time constraints.	4.20	0.75	Strongly Agree (SA)
3. I felt composed when I knew that my thesis will be evaluated.	4.06	0.95	Agree (A)
4. I felt uncomfortable when I was writing my thesis.	3.44	1.05	Agree (A)
5. I felt worried about getting a very poor grade when my thesis was evaluated.	4.20	1.01	Strongly Agree (SA)
6. I was afraid when the thesis I wrote was rated poor.	4.18	0.85	Agree (A)
7. I was not confident in my written output.	3.20	1.08	Moderately Agree (MA)
<i>Overall</i>	<i>3.88</i>	<i>0.95</i>	<i>Agree (A)</i>

(continuation)

## Peer Factor

8. I felt uneasy when I saw my co-researchers did not contribute in the process of writing thesis.	4.06	0.86	Agree (A)
9. I did not like to write thesis when I did not know who my co-researchers were.	3.42	0.97	Agree (A)
10. I felt anxious when my co-researchers were not cooperating.	4.02	0.91	Agree (A)
11. I did not like it when my co-researchers were just relying on me.	4.10	0.90	Agree (A)
12. I was not confident with my co-researcher's output.	3.80	0.92	Moderately Agree (MA)
13. I felt uncomfortable with my co-researchers.	2.56	0.95	Disagree (D)
<i>Overall</i>	<i>3.54</i>	<i>0.92</i>	<i>Agree (A)</i>

## Thesis Mentor Factor

15. I felt anxious when our thesis mentor was difficult to meet for consultation.	4.00	0.53	Agree (A)
16. I felt worried when our thesis mentor checked the thesis we wrote.	3.78	0.88	Agree (A)
17. I felt anxious when our thesis mentor gave us a negative feedback about our thesis.	3.68	1.01	Agree (A)
18. I was afraid that our thesis mentor was strict when it comes to writing thesis.	3.62	1.04	Agree (A)
19. I was anxious when our thesis mentor was objective in addressing mistakes in writing our thesis.	3.24	1.33	Moderately Agree (MA)
20. I felt uneasy when our research teacher was not open to receiving concerns from the students.	3.78	1.09	Agree (A)
21. I felt anxious when our thesis mentor was giving instructions that were hard to understand.	3.86	1.01	Agree (A)
<i>Overall</i>	<i>3.70</i>	<i>0.98</i>	<i>Agree (A)</i>

This table shows that the items with the highest mean of personal factor are number 2; *I felt uneasy when I was writing my thesis under time constraints*. Number 5, *I felt worried about getting a very poor grade when my thesis was evaluated*, with a mean of 4.20 described as Strongly Agree and a standard deviation of 0.75 and 1.01. On the other hand, the personal factor that obtained the lowest mean is item 7; *I was not confident in my written output*, with the mean of 3.20 described as Moderately Agree and with a standard deviation of 1.08.

The item with the highest mean of peer factor is statement number 11; *I did not like it when my co-researchers were just relying on me*, with a weighted mean of 4.10 described as Agree and a standard deviation of 0.90. This is followed by statement number 8; *I felt uneasy when I saw my co-researchers did not contribute in the process of writing thesis*, with a mean of 4.06 described as Agree with a standard deviation of 0.86. Moreover, the peer factor that obtained the lowest mean is statement number 13; *I*

*felt uncomfortable with my co-researchers*, with a weighted mean of 2.56 described as Disagree and a standard deviation of 0.95.

The item with the highest mean of thesis mentor factor is statement number 15; *I felt anxious when our thesis mentor was difficult to meet for consultation*, with a weighted mean of 4.00, which is described as Agree and a standard deviation of 0.53. This is followed by statement number 21; *I felt anxious when our thesis mentor was giving instructions that were hard to understand*, with a weighted mean of 3.86 described as Agree and a standard deviation of 1.01. The item with the lowest mean of thesis mentor factor is statement number 19; *I was anxious when our thesis mentor was objective in addressing mistakes in writing our thesis*, with a mean of 3.24 described as Moderately Agree with a standard deviation of 1.33.

Table 3. Overall Results on Thesis Writing Factors

Factors on Thesis Writing	Overall Mean	Overall SD	Description
Personal Factor	3.889	0.959	Agree (A)
Peer Factor	3.540	0.927	Agree (A)
Thesis Mentor Factor	3.709	0.989	Agree (A)

Table 3 shows the overall results of the factors on thesis mentor anxiety. The factor with the highest mean is Personal Factor, with an overall mean of 3.889, described as Agree, and a standard deviation of 0.959. On the other hand, the factor with the lowest mean is the Peer Factor, with an overall mean of 3.540 described as Agree with a standard deviation of 0.927.

Table 4. Significant Difference on Thesis Writing Anxiety in terms of Sex

Sex	N	Mean	SD	p-value	Decision
Male	10	3.686	0.698	0.869	NS
Female	40	3.719	0.532		

Table 4 shows that the Male respondents have a weighted mean of 3.68 with a standard deviation of 0.69. On the other hand, the female respondents have a weighted mean of 3.71 with a standard deviation of 0.53. The p-value is 0.86, which is greater than the significance level of 0.05, indicating that the

difference between male and female respondents is Insignificant. Therefore, the null hypothesis is accepted since the p-value is greater than 0.05.

## Discussion

### Profile of the Respondents

The majority of the respondents were female. This implies that the majority of active students writing a thesis are females. Respondents were equal in number in every section. Also, most of the parent's source of income is business, followed by farming and teaching.

### Factors of Thesis Writing Anxiety

The results of this study show that there are factors in thesis writing, namely: Personal Factor, Peer Factor, and Thesis Mentor Factor.

#### Personal Factor

The findings show that among the seven items indicated in the questionnaire under personal factor statement number 2, *I felt uneasy when I was writing my thesis under time constraints*, and got the highest mean described as Strongly Agree. This implies that the respondents need more time to write their thesis. This study is similar to Liskinasih and Indrawati's (2020) study, which stated that one of the leading causes of anxiety about thesis writing is time pressure.

Statement number 5, *I felt worried about getting a very poor grade when my thesis was evaluated*, also got the highest mean described as Strongly Agree. This means that the respondents were grade conscious. The finding above contradicts the study of Pelaez (2018), which stated that grades do not affect the attitude of the respondents towards thesis writing.

The item with the lowest mean is statement number 7; *I was not confident in my written output*, which was described as Moderately Agree. This implies that the respondents manifest a better knowledge of thesis writing. The result of this study is in contrast to the study of Yulina and Hermawati (2021), which claims that the problem encountered by most of the respondents involves a lack of knowledge of thesis writing.

#### Peer Factor

The findings show that statement number 11, *I did not*

*like it when my co-researchers were just relying on me*, got the highest mean described as Agree. The respondents liked it when their co-researchers were cooperative and participative. It is followed by statement number 8; *I felt uneasy when I saw my co-researchers did not contribute in the process of writing thesis*, with the second-highest mean and described as Agree. This means that the respondents viewed thesis writing as a collaborative work where they needed their co-researchers' contribution. Statement number 13, *I felt uncomfortable with my co-researchers*, has the lowest mean and is described as Disagree. This means the respondents do not have a problem working with their co-researchers.

The findings above are similar to the study of Villareal (2019), which states that writing with friends or various people allows you to convey your thoughts and ideas more effectively than you could when writing it exclusively. Thesis writing can be more effective if it is well communicated with friends or co-researchers.

#### Thesis Mentor Factor

The findings show that statement 15, *I felt anxious when our thesis mentor was difficult to meet for consultation*, has the highest mean and is described as Agree. This means that the respondents need the presence of their thesis mentor to guide them in the thesis writing process. It is followed by statement number 21; *I felt anxious when our thesis mentor was giving instructions that were hard to understand*, with the second-highest mean and described as Agree. The respondents preferred easy and concise instruction to understand the thesis writing process.

Statement number 19, *I was anxious when our thesis mentor was objective in addressing mistakes in writing our thesis*, has the lowest mean and described as Moderately Agree. This means that the respondents preferred the objective approach of their thesis mentor in addressing their mistakes.

In the study of Nabila (2020), the fear of meeting with the thesis mentor is one of the factors that triggered the respondents' anxiety. The thesis mentor factor is also present in this study. However, the findings above contradicted Nabila (2020) because the respondents preferred to meet their thesis mentor. This implies that the respondents need

## Conclusion

Based on the findings, the researchers concluded that thesis writing anxiety exists in STEM students. The factors used in this study are the Personal Factor, Peer Factor, and Thesis Mentor Factor. Among the three factors, the dominant is the Personal Factor, followed by Thesis Mentor Factor and Peer Factor. The leading causes of thesis writing anxiety are the students' fear of getting a poor grade and writing a thesis under time constraints. However, male and female respondents shared the same level of thesis writing anxiety.

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