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I AM NOT A FAN OF WRITING: EXPERIENCES OF MIDDLE SCHOOL STUDENTS WITH NEGATIVE ATTITUDES TOWARDS WRITING

Assoc. Prof. Dr. Onur ER

Düzce University onurer1827@gmail.com ORCID

Abstract

This study employed a qualitative research design to explore the writing experiences of middle school students (MSSs) with negative attitudes toward writing. Quantitative data were first collected from 159 MSSs using the attitude scale to identify participants with negative writing attitudes. Subsequently, qualitative data were gathered through semi-structured interviews with 10 MSSs selected via criterion sampling. The data collection process occurred in a middle school in Düzce, Türkiye, during the 2023–2024 academic year. Thematic analysis was used to analyse the qualitative data. The findings revealed four key factors influencing the writing experiences of MSSs with negative attitudes. Student-related factors showed that students expressed a lack of interest and motivation in writing, often perceiving it as burdensome. Environmental factors indicated that students preferred writing at school with their peers rather than at home, highlighting the social aspect of writing. Teacher-related factors revealed that while Turkish language teachers provided support, other teachers' lack of encouragement negatively influenced students' attitudes. Finally, parental factors demonstrated that limited parental support due to various reasons, such as work commitments or family dynamics, further discouraged students from engaging in writing.

Keywords: Negative writing attitude, writing experience, high school students.

YAZMAK BENİM İŞİM DEĞİL: YAZMAYA KARŞI OLUMSUZ TUTUMA SAHİP ORTAOKUL ÖĞRENCİLERİNİN DENEYİMLERİ

Öz

Bu çalışmada, yazmaya yönelik olumsuz tutumlara sahip ortaokul öğrencilerinin yazma deneyimlerini keşfetmek için nitel bir araştırma tasarımı kullanılmıştır. Olumsuz yazma tutumuna sahip katılımcıları belirlemek için öncelikle 159 ortaokul öğrencisinden ölçek kullanılarak nicel veriler toplanmıştır. Daha sonra, ölçüt örnekleme yoluyla seçilen 10 ortaokul öğrencisi ile yarı yapılandırılmış görüşmeler yapılarak nitel veriler toplanmıştır. Veri toplama süreci, 2023-2024 eğitim-öğretim yılında Düzce'de bir ortaokulda gerçekleştirilmiştir. Nitel verileri analiz etmek için tematik analiz kullanılmıştır. Bulgular, olumsuz tutuma sahip ortaokul öğrencilerinin yazma deneyimlerini etkileyen dört temel faktörü ortaya çıkarmıştır. Öğrenciyle ilgili faktörler, öğrencilerin yazma konusunda ilgi ve

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motivasyon eksikliği yaşadığını ve bunu genellikle külfetli olarak algıladığını göstermiştir. Çevresel faktörler, öğrencilerin evde yazmak yerine okulda akranlarıyla birlikte yazmayı tercih ettiklerini göstermiş ve yazmanın sosyal yönünü vurgulamıştır. Öğretmenle ilgili faktörler, Türkçe öğretmenleri destek sağlarken, diğer öğretmenlerin teşvik eksikliğinin öğrencilerin tutumlarını olumsuz etkilediğini ortaya koymuştur. Son olarak, ebeveynle ilgili faktörler, iş yoğunluğu veya aile dinamikleri gibi çeşitli nedenlerle sınırlı ebeveyn desteğinin öğrencileri yazma konusunda daha da caydırdığını göstermiştir.

Anahtar Sözcükler: Olumsuz yazma tutumu, yazma deneyimi, ortaokul öğrencileri.

Ø. Introduction

The process of mother tongue education is directly related to basic language skills. Therefore, teaching Turkish as a native language is built around listening, speaking, reading and writing skills in the context of language skills (Aktaş & Bayram, 2021). Each basic language skill, classified as comprehension and expression skills, is given its importance in this process. However, writing skills often stand out as the most complex and challenging to develop, requiring explicit teaching strategies and continuous practice (Graham, 2019). It is also stated that language skills are given equal importance in the specific objectives of the 2024 Middle School Turkish Language Curriculum (Ministry of National Education, 2024).

Educators assign equal importance to all language skills in heritage language teaching to comply with the curriculum. However, it should be acknowledged that some language skills may prove more challenging to acquire and develop than others. Writing skills are particularly demanding because they require cognitive, linguistic, and motor coordination, making them a multifaceted skill to teach and learn (Flower & Hayes, 1981). Furthermore, writing skills can be evaluated in this context.

Writing skills are more challenging and time-consuming than other language skills (Karakoç Öztürk, 2021). For example, the ability to speak is typically acquired outside of the school environment. In contrast, the capacity to write is a skill that should be developed during the formal education process (Byrne, 1988; Graham, 2019). The mother and the environment play an essential role in the acquisition of listening skills, whereas the teaching of writing skills is carried out by teachers from the very beginning.

Graham and Harris (1989) posit that sentences composed by writers with limited writing abilities are typically shorter and exhibit more significant deviations from standard spelling conventions. The term “writing skills” encompasses two key aspects: knowledge transfer among individuals and the increasing opportunities for establishing connections between their experiences and information.

There are numerous factors that teachers need to consider when instructing on writing. Hess and Wheldall (1999) state that attitudes towards writing are the most significant. This is because attitude is a determining factor in students’ success in writing education. Can and Topçuoğlu Ünal (2017) indicate that students with a low attitude towards writing are less likely to wish to write, diminishing their writing success. A study by Baştuğ (2015) concluded that positive writing attitudes and inclinations positively influence writing success. Graham et al. (2007) assert that those with a more positive attitude towards writing will exert more effort to write and engage in writing tasks more frequently than those with a lower attitude. Additionally, a study by Zumbrunn et al. (2010) illustrates the positive correlation between positive writing attitudes and writing success.



Despite the growing body of international research on writing attitudes and their impact on student achievement, studies focusing on students with negative writing attitudes remain limited. A review of the relevant Turkish literature reveals several studies on writing education that include students as samples in teaching Turkish as a first language (Akpınar, Ercan Güven, & Yiğit, 2024; Çınar & Katrancı, 2024; Karakoç Öztürk, 2021). However, research-targeting students with negative attitudes towards writing is still scarce, particularly in Turkish education. This study employs a qualitative approach to investigate the experiences of middle school students (MSSs) with negative writing attitudes. By concentrating on this specific group, the study seeks to offer deeper insights into the challenges faced by these students and to identify potential strategies for enhancing their writing experiences.

The research question is: What are the experiences of MSSs with negative attitudes towards writing? In this context, this study aims to reveal the experiences of MSSs with negative attitudes towards writing.

1. Teaching Turkish as a Mother Tongue and Writing Skills

In Türkiye, middle school students are typically aged between 10 and 13. Educational activities are conducted within the framework of the Turkish Language Curriculum to develop students' mother tongue skills. This programme is implemented throughout Türkiye. Although the Turkish Language Curriculum has undergone numerous changes in the last decade, listening, reading, writing, and speaking skills have consistently been included in the programme's content. The Turkish Language Curriculum for Middle Schools identifies a significant need for instructional support in developing writing skills (Ministry of National Education, 2024). This support is provided by classroom teachers in primary schools and by Turkish language teachers in middle schools.

Primary school teachers and Turkish language teachers need to be meticulous and attentive when planning the process of teaching and developing writing skills. Sever (2004) states that Turkish language teachers are more responsible for fostering students' interest and willingness to write. This is because, at the primary level, students are not assessed with grades and do not have the anxiety of centralised exams, allowing them to devote more time to writing under the guidance of their classroom teachers. In middle school, however, the urgency of teachers to prepare students for high school entrance exams and the continuous administration of test-like assessments lead to the neglect of writing skills. Tağa and Ünlü (2013) identified the adverse effects of test-type assessments as one of the problems in writing education.

2. Method

In line with Creswell's (2012) comments on specific experiences, a phenomenological study design has been used in this study, which has aimed to shed light on the writing experiences of MSSs. Thus, this study seeks to involve the reader in describing the lived experiences of MSSs with negative writing attitudes. Within the scope of the study, quantitative data were collected from 159 MSSs selected by the simple random sampling method in a district of Düzce in the 2023-2024 academic year. Quantitative data were used only to choose the interviewed students.

Qualitative data were obtained from 10 MSSs selected by the criterion sampling method. In determining the composition of the study group, which was comprised of students, the following criteria were established:



- Students must demonstrate a 1.00-2.60 score range on the Attitude Scale towards Writing for Secondary School Students.
- A willingness to participate in the research.

The basic understanding of the criterion sampling method is to examine all cases meeting predetermined criteria. The researcher can create the criteria mentioned here, or a pre-prepared list of criteria can be used (Yıldırım & Şimşek, 2021). Table 1 shows the personal characteristics and writing attitude levels of the students who constitute the research study group.

Table 1: Distribution of the Study Group by Personal Characteristics and Levels of Writing Attitudes

Participants	Gender	Middle School Grade Level	Mother profession	Father profession	Levels of Writing Attitudes	Significance
Hasan	Boy	6	Homemaker	Tradesmen	2.52	Negative
Ali	Boy	7	Homemaker	Tradesmen	2.00	Negative
Kaya	Boy	7	Homemaker	Labourer	2.13	Negative
Emir	Boy	8	Homemaker	Labourer	2.26	Negative
Deniz	Boy	8	Labourer	Tradesmen	2.43	Negative
Melisa	Girl	7	Labourer	Labourer	2.39	Negative
Sara	Girl	8	Homemaker	Tradesmen	2.00	Negative
Ece	Girl	8	Homemaker	Officer	1.78	Negative
Tarik	Boy	7	Homemaker	Labourer	2.17	Negative
Efe	Boy	7	Labourer	Tradesmen	2.22	Negative

Table 1 shows that the study group consisted of three female and seven male students. One student was from the sixth grade, five were from the seventh, and four were from the eighth. Furthermore, the participants' mothers are primarily homemakers, while their fathers are employed in various occupational roles. There is scope for improvement in the writing attitudes of all students.

The quantitative data collection tool utilised in the study was the Attitude Scale Towards Writing for Secondary School Students, developed by Can and Topçuoğlu Ünal (2017). Before the scale was distributed to the students, it was numbered and distributed randomly. In this way, it was impossible to know to which student the responses on the scale belonged. Then, the qualitative part of the study included those willing to disclose their identity (voluntarily). For example, MSSs who filled out the scale form number 9 were identified as having a negative writing attitude. If the students volunteered to participate in the study, they informed the Turkish language teaching teacher that the scale number 9 belonged to them.

Table 2: Reliability Analysis Results of the Scale

The Scale Dimensions	Items	Cronbach Alpha (Can & Topçuoğlu Ünal, 2017)	Cronbach Alpha (In this study)
Interest	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	$\alpha=.845$	$\alpha=.877$
Perception	11, 12, 13, 14, 15, 16	$\alpha=.708$	$\alpha=.701$
Contribution	17, 18, 19, 20, 21, 22, 23	$\alpha=.721$	$\alpha=.828$
The overall scale	All items	$\alpha=.891$	$\alpha=.920$



Table 2 shows that Cronbach's Alpha value was .920, .877 for the 'interest' dimension, .701 for the 'perception' dimension, and .828 for the 'contribution' dimension. Cronbach Alpha values of all dimensions are above .70.

Before constructing the data collection instrument, a comprehensive review of the relevant literature was conducted to address the research topic. Accordingly, the data was collected via a semi-structured, open-ended interview format. The interview format was presented to a faculty member with expertise in qualitative research, and amendments were made based on their feedback. Based on the expert's recommendations, one question that was not pertinent to the topic under discussion and one superfluous question were excluded. Three interview questions were devised to address the research topic and presented to the participants. Moreover, supplementary questions were devised to facilitate potential follow-up inquiries. Such follow-up questions emerge organically within the interview context and are employed to gather more in-depth data. To ensure the clarity and intelligibility of the questions, a pilot interview was conducted with three students. The pilot interviews were not included in the final sample for analysis. The questions included in the semi-structured interview form are as follows:

- How does writing make you feel?
- In which environments do you enjoy writing?
- Do teachers support you in writing?

The researcher collected quantitative and qualitative data in a middle school in a district of Düzce during the 2023-2024 academic year. The data was gathered in person under the supervision of a teacher and with the necessary permissions in place. Quantitative data were collected from students in the classroom using a scale. Subsequently, face-to-face interviews were conducted with the students approximately fifteen days after the initial data collection to gather qualitative data. These interviews were held in the school's conference hall and spanned approximately two weeks.

Before the interviews, the participants were provided with a concise overview of the subject matter. The research was conducted according to the relevant professional bodies' ethical standards. Before participating, the students and their parents or legal guardians were provided with the necessary information and consent forms. They were informed that their identities would be kept strictly confidential. As the students did not consent to using a voice recorder during the interviews, the researcher took notes instead. The duration of the interviews was between 15 and 20 minutes. To maintain confidentiality, each interviewee was assigned a code name during transcription.

The quantitative data obtained from the study were transferred to the SPSS 21.0 package for analysis. The arithmetic mean was employed to calculate the writing attitude scores of the MSSs. A thematic analysis, a qualitative data analysis technique, was used to analyse the qualitative data. Braun and Clarke (2021) define thematic analysis as a qualitative research method that involves identifying and analysing recurring patterns or themes within qualitative data. During the coding and theme generation phase, an inter-coder reliability analysis was conducted with a faculty member who is an expert in qualitative studies in Turkish language teaching. The reliability of the qualitative data in the study was calculated as 0.90 using the formula $[\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100]$ suggested by Miles and Huberman



(1994). Furthermore, measures were implemented to enhance the validity and reliability of the qualitative research component.

Ethical approval for the study was obtained from the Düzce University Scientific Research and Publication Ethics Committee, with decision number 2024/223, on June 14, 2024. The procedures used in this study adhere to the tenets of the Declaration of Helsinki.

2. Findings and Discussion

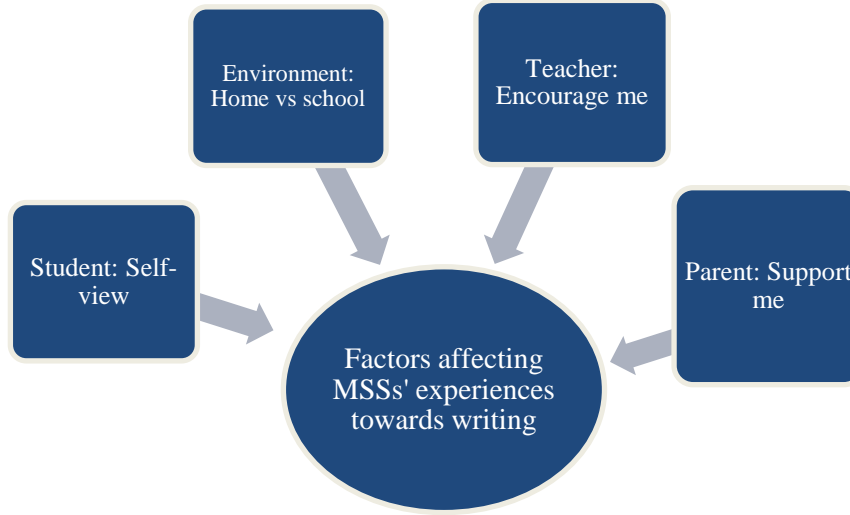


Figure 1: Research Themes

As illustrated in Figure 1, the factors affecting the experiences of MSSs with negative writing attitudes towards writing, which were identified in the quantitative part of this study, are as follows:

- Student: Self-view
- Environment: Home vs school
- Teacher: Encourage me
- Parent: Support me

Thematic analysis of the data indicates the presence of four primary themes influencing the writing processes of MSSs with negative attitudes towards writing. Numerous studies demonstrate that the extant literature provides substantial evidence supporting the relationship between these themes and the writing process (Graham, 2019; Graham, Berninger, & Fan, 2007; Hayes, 1996; Troia, 2007; Zumbrunn et al., 2010).

2.1. Student: Self-view

All of the students who were interviewed expressed a dislike of writing. Maltepe (2006) highlights that the unconscious writing practices of teachers in Turkey result in students developing negative attitudes towards writing and a lack of enjoyment in the activity. The eighteenth-century pedagogical concept proposed by David Manson, termed the "pedagogy of enjoyment," asserts that learning should be enjoyable, playful, and purposeful (Griffin, 2005). This indicates a significant relationship between knowledge and enjoyment (Lumby, 2011). Schiefele (1991) posits that enjoyment and engagement are the most typical characteristics of interest. To illustrate this point, the following quotations from Hasan are presented: "One must



enjoy writing, yet I don't find it enjoyable. I am not inclined to favour this activity. The act of writing is an unproductive use of time. I must profess that I do not derive any enjoyment from it." Hasan's experiences of writing as a futile activity suggest that he has developed a lack of interest in writing. This situation prompts him to question the value of writing, reducing his interest in it. Hidi and Renninger (2006) discovered that interest in a subject, particularly interest derived from a personal connection, can impact an individual's enjoyment of learning.

Students who experience difficulties with writing frequently lack motivation, which can be attributed to an absence of adequate writing skills and strategies. Such individuals lack the confidence and motivation to exert effort in writing (Troia, 2007). The following statements from Tarik illustrate this situation: "Writing feels like a waste of time. There are so many things I could do instead of writing. Why should I bother with writing?" This finding suggests that the participant perceives the act of writing as a burden or a waste of time. This situation causes him not to see the benefits of writing and to engage in alternative tasks instead. This situation results in his inability to recognise the advantages of writing, leading him to engage with alternative tasks instead. Melisa's statements below exemplify this: "I do not enjoy writing. I only write when our teachers assign us homework." To change this perspective among students, it may be beneficial for teachers to organise creative writing activities. Moreover, allowing MSS with negative writing attitudes to choose their writing types and topics freely can help them develop a positive attitude towards writing. Emir and Sara expressed their willingness to participate in free writing activities and indicated which types of writing motivated them to write:

My teachers ask me to write about subjects I do not particularly enjoy. That is why I do not enjoy writing. I participate in class writing activities, but only in poems sometimes. When I do, I get inspired and feel like I want to write. I value those moments when I am inspired to write. (Emir)

I do not enjoy writing, but I want it if I like a subject. For example, I want to write about my feelings. If it is an assignment like a story, I enjoy it very much because I can express my feelings. However, I do not like writing poems. If there is a poetry writing activity in class, I will not take part in the lesson. (Sara)

The experiences shared by Emir and Sara highlight that they do not derive pleasure from writing in general, but they are gratified when they write about subjects that capture their interest. Writing provides them with gratification when they wish to articulate their emotions and ideas.

These findings underscore the significance of how students appraise themselves and perceive their writing capabilities. Educators and parents must recognise that each student may necessitate disparate learning methodologies. This awareness can enhance the efficacy of the writing education process and assist students in optimising their writing abilities.

2.2. Environment: Home vs School

Most students interviewed indicated a preference for writing at school rather than at home. The opportunity to engage in writing activities with their peers at school was identified as a significant factor influencing this decision. The value of interaction among students in educational environments in encouraging engagement with classroom activities has been previously established (e.g., Patrick, Ryan, & Kaplan, 2007). The statements of the participants, coded as Ali and Kaya, align with this perspective:



I write because I have friends in the class and enjoy doing things with them. I do not enjoy writing at home; writing alone is boring. I write in class but do not write outside of school because I find it more enjoyable with friends. I do not write alone at home because I do not see the point. (Ali)

Writing with friends is more fun, but I find it a waste of time alone. I do not see the benefit of writing, so I am reluctant to do it. I am looking for ways to share my more enjoyable thoughts. Writing is not particularly interesting. (Kaya)

The assertion by Ali and Kaya that writing at home is uninteresting indicates a decline in the motivation to engage in writing activities within the domestic environment. The participants' emphasis on the enjoyment derived from writing in the company of friends suggests that writing is perceived as a social activity. Melisa's statement illustrates that even in the absence of a positive attitude towards writing, her friends' involvement in writing activities provides the opportunity for her to participate in such activities within the classroom: "If my classmates take part in the course, I also get involved in the writing activities. It is great to work with my classmates." The evolution of Web 2.0, the emergence of collaborative writing platforms, and the increased opportunities for interaction and collaboration in writing have transformed writing from a solitary activity into a more social endeavour (Svenlin & Sørhaug, 2022). Consequently, to alter students' outlook and unfavourable attitudes towards writing, educators must be conversant and use various tools that facilitate collaborative writing.

2.3. Teacher: Encourage Me

All of the students who were interviewed stated that they had received support from their Turkish language teaching teachers in writing and that some of the teachers from other branches had also provided assistance. Emir's statements indicate that he did not receive comprehensive support from all of his teachers in writing: "Some of my teachers are encouraging when it comes to writing in class. For example, my science teacher, my maths teacher and my Turkish language teaching teacher. Others are less supportive." Emir states that some of his teachers encouraged him to write. The support from his science, mathematics, and Turkish language teachers is an essential motivation for developing his writing skills. However, the indifferent attitudes of his other teachers will not change Emir's negative writing attitude. Sara's statements suggest that she shares similar experiences with Emir:

My Turkish language teacher encouraged me to write, which is great because it helps keep me motivated. Some teachers do not care much about writing, which makes me less motivated to do it myself. (Sara)

The fact that the participants reported that their Turkish teachers encouraged them to write is essential for developing their writing skills. However, the participants do not receive much support from teachers other than Turkish teachers. This may be because many teachers themselves have negative attitudes towards writing. Teachers' writing attitudes are essential in ensuring the quality of writing instruction (Hall & White, 2019). The teaching of writing is an area that is often overlooked in teacher education programmes. Many teachers develop negative attitudes towards writing due to receiving poor grades on their written work throughout their academic careers, from kindergarten to the end of secondary school (Zimmerman et al., 2014).

2.4. Parent: Support Me

Parents of school-age children are expected to recognise the value of sharing their writing with their children, to have a positive attitude towards writing, to act as a positive and



constructive sounding board for their children's writing, and to serve as both partners and educators (when appropriate) in the child's writing journey (Graham, 2019). In this study, MSSs emphasised that they did not receive much written support from their parents. Tarık and Sara said that they had received no written support from either their mother or father:

My mum is not able to help me out at the moment. She has got a lot on her plate at the moment. I work independently. My dad gets frustrated when I do not understand something. He gets in from work anyway, so he does not have time to help. He goes to sleep. My dad is a tough cookie. (Tarık)

My mother does not help me with my writing assignments because she is busy looking after my brother. My father cannot help me with my writing assignments because he lives in İstanbul. My parents and I do not have the same schedule, so they cannot help me with my lessons. (Sara)

Sara states that she received no parental support during the writing process. She stresses that her mother does not have time for her because she focuses on housework and looking after her brother. On the other hand, her father cannot help her with her lessons because he lives in İstanbul. His parents are separated. Although Tarık's parents are present, they cannot provide him with the guidance and assistance he requires during the writing process. This situation makes both Sara and Tarık feel lonely in the writing process. It is understood from Efe's statements that he received support from one of his family members: "My mum helps me with my writing, but I do not study with my dad that much. I prefer to write independently, as it allows me to express myself more freely." Despite Efe's assertion that he has his mother's backing in terms of writing, he has indicated a preference for working independently. This approach makes him feel more liberated and facilitates expressing his experiences and feelings. Consequently, Efe does not receive family support during the writing process. McClay, Peterson, & Nixon (2012) posit that involving more stakeholders in writing instruction can help individuals understand the significance of writing in real life. Kaiser (2016) emphasises that writing can become a frustrating and isolating experience for the individual writer. However, this problem can be overcome with the support of others and their constructive feedback. In this context, parental support for MSSs with negative attitudes towards writing can positively influence their perception of writing.

3. Conclusion, Limitations and Future Research

Research findings comprehensively analyse the interview data collected from MSSs with negative attitudes towards writing. The research findings indicate four principal factors influencing the experiences of MSSs with negative attitudes towards writing. These factors originate in the students, their environment, teachers, and parents.

The MSSs with negative attitudes who participated in the research indicated that they did not enjoy writing. As Graham, Berninger, & Fan (2007) posit, attitudes towards writing encompass a range of emotional tendencies, from positive to negative, and reflect the writer's emotional state about the act of writing. Therefore, the findings align with the existing literature, which indicates that students with negative attitudes towards writing tend to experience negative emotions, such as unhappiness, affecting their enjoyment of writing. The experiences shared by MSSs during the interviews may provide educators with opportunities to alter their negative perceptions of writing. A comprehensive evaluation of MSSs' thoughts reveals they are not fundamentally opposed to writing; they aspire to write about topics and writing types of their



choosing. MSSs with negative writing attitudes require a differentiated instruction approach in writing. This approach provides a learning experience that is designed to meet the needs of students, captures their interest, allows them to understand, create, and actively participate in lessons, and offers a unique environment for applying what they have learned (Hall, 2002, cited in Mavidou & Kakana, 2019; Levy, 2008; Tomlinson, 2001). It is not feasible to anticipate that students with disparate attitudes will derive the same level of benefit from a uniform standard of instruction (Olçay Gül, 2014).

One of the research's notable findings is that MSSs with negative writing attitudes do not wish to write in their home environment; however, they find the writing activities they participate in with their friends at school enjoyable. This result aligns with Graham's (2017) The Writer(s)-Within-Community Model, which posits that writing is fundamentally a social activity occurring within a writing community (Cited in Ekholm, Zumbrunn, & DeBusk-Lane., 2018). In addition, this finding emphasises the increasing effect of peer interaction and social learning environments on writing motivation (Vygotsky, 1978).

MSSs with negative attitudes towards writing highlight the significance of teacher encouragement throughout the writing process. Some MSSs indicated that their teachers do not provide support during this process. The absence of writing in the teaching process, teachers' deficiencies, and the failure to design the teaching process by objectives contribute to the underdevelopment of writing skills (Genç Ersoy & Göl Dede, 2022; Leki, Cumming, & Silva, 2008). This situation reveals the importance of teachers' positive attitude towards writing and guiding their students in writing (Pajares, 2002).

A further factor that affects the writing-related experiences of students with negative attitudes towards writing is their parents. The absence of parents due to familial reasons, such as parents' work commitments, psychological issues, and divorce, results in a lack of family support for students during their writing processes. Graham (2019) emphasises the importance of family support. He asserts that parents of school-aged children should recognise the value of sharing their writing with their children, adopt a positive attitude towards writing, act as a positive and constructive sounding board for their children's writing, and serve as both partners and educators in their child's writing journey when appropriate.

Although this study presents compelling findings, it is essential to recognise the limitations of the research design. A future research project could focus on the writing-related experiences of students with negative writing attitudes in private schools. Another limitation is the absence of fifth-grade secondary school students for various reasons in the qualitative part of the study. It would be beneficial for future studies to consider the diversity of grade levels. These aspects limit the findings and discussion.

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