



Determining the Nature of Alienation from Writing: A Mixed-Method Study

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Abstract

Writing has always been explained through cognitive, socio-cognitive, and sociocultural theories over time. Recent studies have largely emphasized the sociocultural aspect of writing. In this research, alienation, which is both a psychological and sociological concept, is discussed in the context of writing. The present exploratory mixed-method study aims at determining the dynamics of the concept of alienation from writing. In the qualitative phase, a form was applied to 546 students, and followingly, among 546 students, 3 different categories of students whose writing frequency, duration, interest and feeling over time, "decreased", "continued", and "lost" were identified for conducting the interview sessions. Result of the interviews manifested 5 different themes of social dynamics, politics, beliefs, writing practices, and sources. A questionnaire was developed based on the codes of the themes and responded by 351 students. Factor analysis was run to analyze the results of the questionnaire. Accordingly, 6 constructs of writing practices, teaching writing, emotion, value, appraisal system, and perception were identified. Not only do the results of the present study prove some aspects of alienation from writing, but also it brings forth several recommendations for further investigations.

Keywords

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Introduction

Alienation has been defined in a number of different ways by many researchers. According to Hajda (1961), alienation is a feeling of uneasiness or discomfort that reflects an individual's exclusion or self-exclusion from social and cultural participation. According to Tezcan (1983), alienation is the phenomenon of losing connection with one's own senses and self-needs. According to Cevizci (1999), it is an action or development that detaches something or someone from something else or someone else, and renders it alien to something or anyone. According to Case (2008), alienation means disconnection in a desired or expected relationship, while according to Marshall (2005), it refers to the alienation of individuals from each other or a certain environment or process. Given these definitions of alienation, it is seen that the concepts of exclusion, alienation, loss of a relationship, and disconnection come to the fore.

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Seeman (1959) is one of the researchers who has defined the concept of alienation comprehensively. He evaluated alienation sub-dimensions under the following five headings of powerlessness, meaninglessness, normlessness, isolation, and self-estrangement. According to Seeman (1959), powerlessness is the expectation or possibility that the individual will fail to determine the consequences of their own behavior. Kalekin-Fishman (1996) suggests that if a person is aware of the gap between what they want to do and what they can do, they will experience powerlessness. Meaninglessness (Seeman, 1959) is a low expectation that satisfactory predictions will be made about the future outcomes of behavior. Normlessness (Seeman, 1959) states that the social norms regulating an individual's behaviors are broken or are no longer effective, however; it can be defined as having high expectations that socially disapproved behavior is necessary to achieve certain goals. Another sub-dimension of alienation is isolation. According to Seeman (1959), isolated people place low values on goals or beliefs that are highly valued in society. Self-estrangement (Seeman, 1959), on the other hand, is the individual's inability to engage in activities that are rewarding within themselves and feeling a discrepancy between their ideal and actual self-image.

When Seeman's (1959) concept of alienation was adapted to school alienation, it was discussed under the dimensions of powerlessness, meaninglessness, normlessness, and isolation (Çağlar, 2012; Brown, Higgins, & Paulsen, 2003; Mau, 1992; Sanberk, 2003). Considered in the context of alienation from school, students who aren't academically successful experience powerlessness despite valuing academic success (Mau, 1992). Students who feel powerless are rebellious and/or show absenteeism behavior (Mau, 1992). Rafalides and Hoy (1971) argue that when students don't have control over their relationships at school, they experience powerlessness. Meaninglessness is when students think that what they learn at school won't be useful in their daily life or in the future (Rafalides & Hoy, 1971; Mau, 1992). According to Sidorkin (2004), who discusses alienation from learning based on Marx's (2013) concept of alienation, when learning is considered as a form of production, the products formed by students as a result of school learning are useless objects by the time they cannot be used practically in the social world. In non-academic contexts, people consume the objects they produce either directly or through indirect activities such as exchanging, and students, on the other hand, can neither directly consume the products they produce as a result of their school learning nor replace them with other things that results in alienation from school. Normlessness is an individual's incapacity to acknowledge the social norms whilst pursuing their own goals and engaging in behaviors that are not considered acceptable by society (Yılmaz, 2020). It refers to the belief that socially disapproved behaviors are necessary to achieve academic goals (Rafalides & Hoy, 1971). Absenteeism and cheating during exams are some of the behaviors that can be considered as normlessness. Isolation is the tendency of a student to reject school and what it represents. An isolated student is neither worried about finishing school nor succeeding (Rafalides & Hoy, 1971). Furthermore, the student's school friendships are lacking in strength. Active participation in school-related activities is not a priority. The student demonstrates disinterest in pursuing their education and appears to reject school and its associated values (Brown et al., 2003).

Kunkel, Thompson, and McElhinney (1973) tried to determine the alienation from school in the form of a list containing the following components: lack of control over the student's own life (lack of student autonomy), not having equal conditions for success, not being proud of school success, irrelevance of school content to life outside of school, absenteeism from school, lack of a positive relationship between students and teachers, parents' lack of interest in school, and authoritative school rules. Mau (1989) states that the school-related reasons for students' alienation from school include a grading system that classifies students by their academic achievement, the curricula that students follow at school and outside of school, school policy that requires students to go to school in their neighborhood, and students' relationships with other students and teachers.

One of the skills that begin to be taught with the schooling process and for which efforts have been made to improve during the schooling is writing. Writing is believed to have a complex structure because it is a language skill that develops much later than other language skills and it is acquired with the schooling process. Numerous models have been proposed to explain such a complex structure (Bazerman, 2011; Bereiter & Scardamalia, 1987; Chenoweth & Hayes, 2001; Flower & Hayes, 1981; Graham, 2018; Hayes, 1996; Kellogg, 1996; Prior, 2006; Sharples, 1999). From a chronological perspective, these models for explaining writing skill are based on cognitive, socio-cognitive, and socio-cultural theories. Earlier, writing was addressed within the framework of mental processes (Hayes & Flower, 1980), and later on, it was reinterpreted with socio-cognitive (Flower, 1994; Hayes, 1996; Kellogg, 1996) and sociocultural (Bazerman, 2011) theories. This was influenced by the developments in the field of psychology and the fact that the models trying to explain the writing skill criticized and improved previous models. One of the recent models describing writing skill is the model proposed by Graham (2018).

Graham's (2018) model defines the writing society and its building blocks elements. This model is a combination of cognitive and socio-cultural models. Perhaps the most important aspect distinguishing this model from other models is its emphasis on the role of society. The society, in this model, refers to the writing society and the social, cultural, political, institutional and historical forces surrounding this writing society at a macro level. In the context of alienation from writing, writers, collaborators, mentors, readers, and their interactions, and the macro-level components of the writing society are considered important. In fact, the relationship established with writing is a natural result of the interactions that occurs in these components. In other words, in a sense, writing skill is not only influenced by the author but also by the communities the author is surrounded with. Therefore, the society we live in determines how we perceive writing, the value we attach to it, our motivation for writing, and briefly the relationship we establish with writing.

In this study, alienation from writing is defined as distancing oneself from writing, which is explained as distancing oneself not only in the behavioral sense but also in the emotional and intellectual sense. Accordingly, alienation from writing was thought to be influenced by the social dynamics surrounding the writer, teaching writing policy, the belief in writing, the practice of writing, and the sources to feed writing. These concepts are explained as follows:

Social Dynamics: Writing is a complex skill. Numerous models have been proposed to explain such complexity (Bazerman, 2011; Bereiter & Scardamalia, 1987; Chenoweth & Hayes, 2001; Flower & Hayes, 1981; Graham, 2018; Hayes, 1996; Kellogg, 1996; Prior, 2006; Sharples, 1999). These models generally refer to cognitive (Flower, 1994; Hayes, 1996), socio-cognitive (Flower, 1994), and socio-cultural (Bazerman, 2016; Prior, 2006) theories. Writing is not just a personal action that an individual performs in his/her mind. One of the writer's purposes for writing is to participate in social settings. The fact that writing takes place in relation to previous texts, establishing relationships with readers, and learning to write outside of school requires new environments (Bazerman, 2016), emphasize the social aspect of writing skill. That is why Shaughnessy (1977) defines writing as a direct "social act".

Some revision models (Bridwell, 1980; Sommers, 1980) addressed the effect of the difference between the written text and the reader's expectation on the revision process, emphasizing the social context of writing. Further, Nystrand's (1989) socio-interactive model defines text as a social structure created not only by the writer but also by the writer and the reader, unlike the cognitive models illustrating writing from a cognitive perspective. In other words, the text has meaning beyond presenting the writer's purpose to the extent that the reader realizes the potential meanings. Therefore, the process of writing with socio-cognitive and socio-cultural perspectives has begun to be discussed on a cognitive, affective, and environmental axis (Atasoy, 2021).

One of the latest models suggested to explain writing skill belongs to Graham. Graham's (2018) writing model comprehensively incorporates social elements. In fact, having the cognitive and socio-cultural perspectives combined, this model is based on the assumption that writing is a social activity that takes place in certain contexts (writing communities). In this model, the basic elements of writing are visualized as a spiral. Although the writer and their elements are in the center of the spiral, as the spiral expands, intermediate and macro-level variables affecting writing are revealed. The spiral shape of the model can be interpreted as that the writer and their elements in the core of the spiral may have a limited effect on the elements in the wider rings of the spiral, but each element in the wider rings may have more influence on the writer and their elements in the center. This model illustrates that writing is simultaneously shaped and constrained by the characteristics, capacity, and variability of the communities in which it takes place, and by the cognitive characteristics, capacity, and individual differences of those who produce it. Therefore, it is clear that the writing process is surrounded by social environments and networks as much as the mind of the writer. In this model, the author is positioned within a community. The most important function of this community is that the members of the community, their characteristics, goals, common background, and their physical and social environment have a decisive role in the writing. The members of this community are generally teachers, friends, mentors, and family members.

Tok, Rachim, and Kuş's (2014) investigation on students, who had acquired the habit of writing, identified some of the reasons for students' writing as their teacher, family encouragement, and participation in writing competitions. In the same study, it was determined that the teacher's feedback and providing the students with verbal motivation were effective in the students' acquiring habit of writing. Ülper and Çeliktürk Sezgin's (2019) identified the people who guide students to write including the students themselves, their family members, teachers, and friends. Yengin Sarpkaya and Elitok Kesici's (2014) study found that one of the reasons why students did not write was that they were not encouraged to write. Therefore, social dynamics possibly have significant effects on starting, maintaining, and ending writing. This suggests that people who are not supported by their social circle will be disadvantaged in writing and dissociate themselves from writing, which results in alienation from writing.

Policy: Policy is considered to be a set of basic principles put forward by the stakeholders (or a certain segment) in a country. Such principles are shaped by committees, councils, associations (Graham, 2018), workshops, and meetings, and are protected by laws, regulations, and directives. The implementation principles of such policies, set by authorities such as the Ministry of Education and the Council of Higher Education, are followed. The principles set in a country and how they are implemented are directly related to the policy.

The traces of policies followed for teaching the mother tongue can be seen in the curriculum, textbooks, national assessment exams, and how the relevant lessons are taught at schools. In Mother Tongue Curriculum (Common Core State Standards Initiative, 2010; Ministry of National Education [MoNE], 2006, 2015, 2019), it is generally the writing skill with the highest number of achievements along with the reading skills. As a result of this, the number of activities for improving writing skill in Turkish textbooks has been higher than those for improving other skills (Mutlu & Yurt, 2019; Tosunoğlu & Demir, 2014; Yıldırım, 2021). Therefore, school is known to assume an important responsibility in terms of teaching writing. Along with schooling, writing is taught systematically. Learning writing along with schooling involves the acquisition of a desired level of writing skill through a lengthy, planned, and systematic process. Skar, Graham, and Huebner (2021) evaluated the first graders' writing quality, handwriting fluency, and attitude toward writing before and during the Covid-19 pandemic. They found that students' writing skill were lower during the pandemic than before. This Norwegian study, conducted during the pandemic when schools were closed for 6 weeks of online education, clearly reveals the effects of historical developments and applied policies on writing skill.

Studies conducted in various countries have identified numerous problems related to writing skill, including problems related to teachers' writing practices (Flores-Ferres, Van Weijen, & Rijlaarsdam, 2020), textbooks and curricula and students' writing skill (Atasoy, 2016, 2019). The fact that students do not have the desired level of writing skill is a common problem of most countries educational system. According to the 2011 National Assessment of Educational Progress, a significant deficit in writing proficiency was observed among 8th and 12th graders in the United States, with the mean scores falling below the proficiency benchmark. Only a paltry 27% of these students achieved or outperformed the proficiency level, whereas an alarming majority of students (80% of 8th graders and 79% of 12th graders) just managed to reach or performed marginally above the basic writing competency level (NAEP, 2011). Correspondingly, numerous studies conducted in China have highlighted students' insufficient narrative and expository writing skills, aligning with a considerable prevalence of spelling, punctuation, and grammar mistakes in their textual work. Concurrently, national assessments in Portugal have brought to light substandard writing abilities across diverse subjects among both primary and secondary school students (Veiga Simao, Malpique, Frison, & Marques, 2016). Turkish Ministry of National Education's pilot study (MoNE, 2020) measuring 4 basic language skills found that only 5.36% of the students were able to get a writing skill score in the range of 31-36 in an assessment with the highest possible score of 36. National Commission on Writing (2003) reported writing skill as a neglected set of skills in American schools. Numerous studies on teachers' writing practices at school conducted across the world (De Smedt, Van Keer, & Merchie, 2016; Graham, Cappizi, Harris, Hebert, & Morphy, 2014; Hsiang & Graham, 2016; Hsiang, Graham, & Wong, 2018) identified that teachers devote little time to teach writing skill. Therefore, many students do not receive writing instruction they deserve or need in schools (Graham, 2019). Other problems identified in the studies on writing instruction are students' omission of writing activities, teachers' execution of different instructional practices, not using digital writing tools, spending too much time preparing for writing exams (high-stakes testing), and uncommon execution of formative assessment (Graham, 2019). Turkish studies reported that the majority of Turkish language teachers (72.3%) are not qualified to use the tools to evaluate the writing skill of students (Şengül, 2011), and most teachers (54%) pay attention to spelling rules and stylistic features rather than content (Özbay, 2003).

There are some differences among countries in the assessment of writing skill. In Australia, writing skill is one of the four core areas measured in national tests (Collie, Martin, & Curwood, 2016). It's a skill included in national achievement tests in numerous countries such as the USA and Canada. In Türkiye, writing skill aren't assessed by any national level exam nor a national criterion taken into account in transition system to high school and university. Students are preparing for national exams with multiple choice questions. However, it is known that the measurement and assessment method has a decisive role in the course teaching process. Therefore, although Turkish Language Curriculum includes many writing acquisitions and Turkish textbooks contain many activities to impart writing skill, the fact that writing skill are not measured at the national level seems to be a fundamental problem that alienates students from writing.

Considering all these, it can be concluded that students are systematically distanced from writing in a political sense during schooling. In other words, students who learn to write with the first reading and writing process distance themselves from writing over time due to problems in writing instruction and failure to evaluate writing skill at the national level, which results in alienation from writing.

Belief: Writing is not just a cognitive act. While writing, our emotions and current feelings about writing come into play along with our cognitive skills. Mcleod (1987) stated that writing is an affective process as well as a cognitive process, expressing what we feel as well as what we think while writing. In the writing model he put forward in 1996, Hayes mentioned factors related to the author's motivation such as purpose, beliefs, and attitudes as well as cognitive processes, short-term, and long-term memory. In his model, later developed, he considered motivation as a factor that identifies willingness

to participate in writing activities (Hayes, 2012). Therefore, with the progress of research on writing, the importance of the emotional dimension of writing has been emphasized.

Literature has comprehensively discussed the concept of belief in writing. Whether the person can fulfill a writing task (Graham, 2018; Pajares & Johnson, 1994; Zimmerman & Bandura, 1994), the value they attach to writing and the benefit they expect from it, the reasons to which they attribute success or failure in writing, their belonging and dedication to the writing community (Graham, 2018) and all of their thoughts on writing attitude can be considered within the scope of writing belief. Graham's model (2018) addresses seven broad sets of beliefs, including value/benefit, attitude/interest, self-efficacy, reason for writing, reasons for success in writing, author identity, and judgments about writing community. Camacho, Alves, and Boscolo (2021) evaluated motivational constructs under the headings of the value and benefit of writing (value); whether someone likes to write (attitude, anxiety, situational and individual attention); the ability to write (self-efficacy, self-perception, implicit beliefs); beliefs about why someone writes (achievement goals, autonomous and controlled motivation) and why someone is successful at writing (causal attributions).

Students may develop different beliefs about writing for different reasons, and these adopted beliefs may affect their writing behaviors. Students' writing beliefs are known to affect their writing performance (Graham, 2006; Graham, Daley, Aitken, Harris & Robinson, 2018)). White and Bruning (2005) determined that writing beliefs are related to writing quality and argued that this arises from the fact that writing beliefs affect writers' participation in writing process. Accordingly, when faced with a writing task, students confident in their writing skill find writing more beneficial than students who believe they are poor writers (Pajares & Valiante, 1997), and they make more effort during and after writing (Pajares & Valiante, 1999). So much so that people won't be willing to take action or be patient in the face of difficulties unless they believe that their actions can produce the results they desire (Pajares, Johnson, & Usher, 2007).

There is also a relationship between attitude towards writing and performance. Writing attitude is generally defined as a person's feelings while writing or about writing (Boscolo, Gelati, & Galvan, 2012; Erdoğan & Erdoğan, 2013; Graham, Berninger & Abbott, 2012). Research has shown that writing attitude affects writing performance. Accordingly, students with a positive attitude towards writing make more effort for the writing task, participate more in writing (Graham, Berninger & Fan, 2007), and are more successful in writing (Graham, 2006; Sarkhoush, 2013). Similarly, perceptions towards writing are also effective on success in writing (Villalón, Mateos, & Cuevas, 2015). Considering that writing skill are fixed rather than improvable (Limpo & Alves, 2017) will create reluctance to participate in writing. Therefore, beliefs about writing doubtfully have an impact on writing. Positive writing beliefs can be said to support writing skill, while negative beliefs preclude writing, alienating one from writing. Not being able to find a meaning in writing, thinking that there is no benefit in writing, and recognizing that writing skill won't improve can cause a person to distance themselves from writing and thus be alienated from writing.

Writing Practice: Writing practice includes all student responses to writing, which may cover participating in writing, frequency of times spending writing, and sharing his/her writings. In other words, writing practice is about the habit of writing, the time that one dedicates to writing. However, many teachers seem to devote much less time to writing, and they may teach writing only through worksheets and question- answering, rather than by encouraging students to compose their texts (Hidi, Magnifico, & Renninger, 2023). According to Kiuahara, Graham and Hawken (2009), the most common writing activities that students engaged in were writing short answer responses to their homeworks, responding to reading materials, completing worksheets, summarizing reading material, writing journal entries, and making lists. Together, these activities involved little extended analysis, interpretation, or writing. In fact, one-half of the most common assignments were writing without any

composition from the students' side (short answers, worksheets, and lists). Overall, since one's social environment, educational policy of a country towards writing instruction, beliefs about writing, and readings that nourish writing seem to be affective factors in which affect practicing writing skill by the students. If a person has limitations in all of these areas, then this will negatively affect his/her writing behavior.

Source: Writing is known to be a productive language skill. Therefore, it seems important to be fed from different sources in order to produce written products. One of the important sources that feeds writing skill is reading. Writing skill is closely connected with reading skill. In fact, we write for others to read and we read what others write (Graham, 2020).

Numerous research has addressed the relationship between reading and writing skills. Accordingly, reading and writing skills are known as complementary skills of a language in which working on each can purposefully affect the other one. Researchers have found that reading has positive effects on spelling (Graham, 2000) and quality of writing (Graham, Liu et al., 2018), and writing, in turn, has positive effects on reading skill (Graham & Hebert, 2011). In a study by De Smedt, Rogiers, Heirweg, Merchie, and Van Keer (2020), they established a positive relationship between motivation to read and motivation to write. Accordingly, the more motivated students are to read, the more motivated they are to write, which suggests distancing oneself from reading will lead to distancing oneself from writing.

The main motivation in this study was that writing skill is not only described by cognitive variables but also by social, cultural, and emotional variables. Therefore, the determinants factors of alienation from writing were determined and tested. The sub-objectives of this research, whose main purpose is to explore the nature of alienation from writing, are as follows.

1. What are the qualitative dynamics of alienation from writing?
2. Do the quantitative dynamics of alienation from writing confirm its qualitative dynamics?

Method

The present study was conducted using an exploratory sequential design, one of the mixed-methods research designs. This design uses sequential timing and prioritizes the collection and analysis of qualitative data, and thus the study begins with a qualitative phase. Based on the discovered results, the researcher begins to apply the second stage, namely the quantitative stage, and tests the initial results (Creswell & Clark, 2015). This study aimed to describe the concept of alienation from writing and explore the nature of alienation from writing. In this context, firstly, the qualitative phase of the study was designed. The quantitative phase was structured on the qualitative phase. The results were interpreted together.

Qualitative Phase

The qualitative phase was carried out in two steps. The first was the application of a form prepared to learn the changes in students' frequency and duration of, interest and feelings about writing. To develop the form, the forms related to writing instruction available in the literature (Kasap, 2019; Tavşanlı, 2019) were examined. The form was developed and submitted to three experts from the field of Turkish Education and two experts from the Educational Psychology field for expert opinion validity. Additionally, two senior students' opinions from the Department of Turkish Language Teaching were asked. Necessary modifications were made in line with those opinions to obtain the final form of the form.

Participants in Qualitative Phase

The data obtained through the form were collected following the maximum diversity sampling method. The undergraduate programs of the faculty to which the form was applied were Turkish teaching, Mathematics teaching, Classroom teaching, Guidance, and Psychological Counseling. In the first step of the qualitative phase, efforts were made to apply the forms to all available students. The purpose of the application of this form was to reach students among a large group of participants with the intended characteristics to interview. Details of the students who completed the form are given in Table 1 below.

Table 1. Details of the Students Who Completed Form

	Departments				Total	
	Mathematics	Turkish	Classroom	PCG*		
Class Level	1	55	28	54	-	137
	2	60	47	31	43	181
	3	19	26	40	-	85
	4	20	65	26	32	143
Total	154	169	151	75	546	

*Psychological Counseling and Guidance

In the second stage of the qualitative phase, efforts were made to identify the students to be interviewed based on the data obtained from the form. The interviewed students were divided into three categories, including those with "continuing" frequency, duration, interest, and feeling about writing; those with "decreased" frequency, duration, interest, and feeling about writing; and those with "lost" frequency, duration, interest, and feeling about writing. A stratified purposive sampling method was employed to identify the students to be interviewed. Accordingly, the students with the intended characteristics were selected based the results of the form. Interviews were administered with 4 students with "continuing" frequency, duration, interest, and feeling about writing; 6 students with "decreased" frequency, duration, interest, and feeling about writing; and 4 students with "lost" frequency, duration, interest, and feeling about writing. The following procedure was implemented to include the students in each of these categories. Students who maintained at least two of the frequency, duration, interest, and feelings about writing were classified as "continuing", students who decreased at least two of the aforementioned were classified as "decreased", and students who discontinued at least two of the above-mentioned criteria were classified as "lost". The variation over time of the interviewed students' frequency, duration, interest, and feelings about writing is given in Table 2.

Table 2. Details of the Students Interviewed by Stratified Purposive Sampling Method

		Frequency of Writing		Duration of Writing		Interest in Writing		Feelings about Writing	
		Before	Now	Before	Now	Before	Now	Before	Now
Decreased	D1	+	+	+	+	+	-	+	+
	D2	+	+	+	+	+	+	+	+
	D3	+	+	+	+	+	+	+	+
	D4	+	+	+	+	+	-	+	+
	D5	+	+	+	+	+	+	+	+
	D6	+	+	+	+	+	-	+	+
Continuing	C1	+	+	+	+	+	+	+	+
	C2	+	+	+	+	+	+	+	+
	C3	+	+	+	+	+	+	+	+
	C4	+	+	+	+	+	+	+	+
Lost	L1	+	+	+	+	+	-	+	-
	L2	+	-	+	-	+	-	+	-
	L3	+	+	+	+	+	-	+	-
	L4	+	-	+	-	+	-	+	+

Different interview questions were prepared for each group of students from three groups, including those with "continuing", "decreased" and "lost" frequency, duration, interest, and feelings about writing over time. During the preparation of the interview questions, a Turkish education expert was consulted to finalize the interview questions. While some questions were common to all three groups, some questions changed according to the characteristics of the group. The purpose of these interviews was to explore the concepts that can form the dimensions of alienation from writing.

Table 3 shows the validity and reliability steps of the qualitative phase.

Table 3. Validity and Reliability Steps Followed in the Qualitative Phase

Validity	Persuasiveness	Expert review	Examination of data collection tools Examination of data analysis Reading all parts of the research
	Transferability	Direct quote	Including the opinions of the participants
		Purposeful study group Detailed description	Selection of participants belonging to the three specified categories Explaining the research process in as much detail as possible
Reliability	Coherence	Coding consistency	Consensus of two experts
	Confirmability	Expert review	Comparison of research results with data

In order to ensure consistency, the researcher and a field expert who followed the study from the first stage of the research met on several occasions on the dates specified below and exchanged views on the analysis of the interview forms. Table 4 presents information on the number, date, duration, environment, subject, and participants.

Table 4. Information on the Meetings Held during the Creation of Codes, Categories and Themes

No	Date	Duration	Environment	Subject	Participants
1	13.09.2022	31 min.	Phone	General assessment of characteristics of the data Method to follow in the coding of the interview forms	Researcher and field expert
2	26.09.2022	40 min.	Online meeting	Method to follow in generating the codes	Researcher and field expert
3	03.10.2022	47 min.	Online meeting	Method to follow in generating the codes, categories, and themes	Researcher and field expert
4	10.10.2022	35 min.	Online meeting	Comparison of code, categories, and themes	Researcher and field expert
5	02.11.2022	13 min.	Online meeting	Revising codes, categories, and themes	Researcher and field expert

To analyze the interviews, the researcher and the field expert held some meetings. In the first stage, the researcher and the field expert made a phone call about the data and the method to follow in the analysis of the interviews. During the 2nd and the 3rd meetings, the researcher and the field expert discussed the coding method and they shared their views with each other. During the 4th meeting, codes, categories, and themes were compared, and different codings were made. In the 5th meeting, the researcher and the field expert organized the codes, categories and themes. The researcher continued the next steps alone.

Quantitative Phase

At this phase, a questionnaire was developed to confirm the nature of alienation from writing. During the development of the questionnaire, a pool of 66 items was created according to the list of common codes, categories, and themes obtained based on the qualitative analysis. The questionnaire was a 5-point Likert scale including "strongly disagree", "disagree", "neutral", "agree" and "strongly agree". Weijters, Cabooter, and Schillewaert (2010) argue that providing more than three options increases perception and awareness and reduces the tendency of wrong marking, leaving it blank, and tendency to give extreme responses. The 66-item questionnaire was submitted to 1 Turkish, 2 English, 2 Assessment and Evaluation, and 2 Psychometrics field experts to receive their opinions. In line with the opinions of the experts, some changes were made to the items, and the number of items was reduced

to 51 by removing 15 items. Then, a pilot study was run with the thinking aloud method on 7 undergraduate students who were at different levels in terms of year of study, department, and academic achievements. The students were observed while answering the questionnaire items. According to the observations, 3 more items were removed to reach the final 48-item questionnaire to run for this study.

Writing Items

The code, categories, and themes obtained from qualitative interviews were taken into consideration when writing the questionnaire items. Some examples of writing the items based on the obtained code, categories and themes are presented in Table 5.

Table 5. Examples of Writing the Items Based on the Obtained Code, Categories and Themes

Theme	Category	Code	Quotation
1 Sample questionnaire item: Preparing for national exams (KPSS, ALES etc.) distracts me from writing.			
Politics	Appraisal system	Preparing for exams	In fact, I decreased or rather I had to decrease my time allocated to writing because I had to prepare for exams and study. While these were on my agenda, I couldn't focus on writing...
2 Sample questionnaire item: I have been writing continuously since I was a child.			
Writing practice	Frequency	Writing from an early age	As I mentioned above, I have been writing since I was 11-12, and the periods when I omit writing are limited to a maximum of 2 weeks.

Participants in Quantitative Phase

The questionnaire was administered to 351 students. The distribution of the students in terms of department, gender, and grade is presented in Table 6.

Table 6. Demographic Information of Participants of the Quantitative Phase

		f	%
Department	Turkish teaching	127	36,18
	Math teaching	123	35,04
	Primary teaching	101	28,77
Gender	Female	249	70,94
	Male	98	27,92
	Unspecified	4	1,13
Grade	1	113	32,19
	2	51	14,52
	3	136	38,74
	4	51	14,52

However, in factor analysis that was run to analyze the results of the questionnaire, the data related to 57 students who selected more than one scale for each item or left any items blank were excluded from the analysis. Thus, factor analysis was carried out with the data obtained from 294 students.

Findings

The results are presented under the two headings as qualitative and quantitative results. Qualitative results include an analysis of the data obtained from the interviews, and quantitative results, on the other hand, include factor analysis to ensure qualitative results.

Qualitative Results

The codes, categories, and themes obtained as a result of the analysis of the interviews with the students from the categories of "continuing", "decreased" and "lost" were included in the qualitative results are shown in tables. Table 7 shows the codes, categories, and themes obtained from the interviews with the students from the category of "continuing".

Table 7. The Codes, Categories, and Themes Obtained from the Interviews with the Students from the Category of "Continuing"

Theme	Category	Code	Now	Quote
Social Dynamics	Community	That their writings have reached a high number of reads	C1	However, I was already motivated enough because I shared what I wrote on a social platform before my book was published and I could reach 5,5 million reads.
		Votes and comments received on the online application	C5	I regularly publish my writings on an application called Wattpad. I am writing a book in this application. The votes and comments I receive about this book encourage me to write even more.
	Social response	Positive feedback from their environment, family, and readers	C1	I was highly motivated by seeing the material and moral rewards of my writing and receiving feedback from my social circle and my family.
		Readers asking questions	C1	People were constantly asking questions or giving positive feedback in the comments.
		Not sharing one's writings so as not to receive unwarranted criticism	C2	I don't share my writings with anyone, except 3-4 friends whose intellectuals I trust. Both in order to see the mistakes in what I wrote and not to receive unwarranted criticism.
	Experience	Meeting a favorite author	C1	I have often encountered situations in my life that motivated me to write. There are three events that are important to me. First was the arrival of Muzaffer İzgü (an author) to our school in the 4th grade. I remember getting very excited as a student who loves to read thanks to his books. While he was signing his book, his pen ran out of ink and he gave it to me, saying "Maybe you will become a writer in the future too". I can say that this experience kindled my interest in writing.
		Publishing a book at an early age	C1	The third and biggest motivation for me to start writing is, of course, the publication of my book at the age of 17.
Policy	Teaching	Beginning to write at a young age	C3	I started writing at a very young age.
		Positive feedback	C1	I used to write essays frequently in secondary school, and the more I got positive feedback from my teachers, the more enthusiastic I got.

Table 7. Continued

Theme	Category	Code	Now	Quote
Belief	Emotion	Liberating	C5	Writing liberated me, and unleashed the words enslaved to my mind.
		Making carefree	C5	Another factor that prompted me to write was I realized that writing feelings and thoughts I cannot express in real life made me more carefree.
	Value	Seeing the material and moral rewards of one's writings	C1	I was highly motivated by seeing the material and moral rewards of my writings and receiving feedback from my social circle and my family.
		An inner journey	C3	Writing is an inner journey for me. The moment I realized this, I embarked on this adventure.
		Immortalizing the unforgettable moments	C3	With the desire to immortalize my experiences and unforgettable moments, I slowly began to write by taking small diary-like notes.
		Inner motivation	C5	I stepped into this process as I wanted my interest in reading to turn into words rather than reading.
		Admiring people who write well	C5	I have always envied people whose biggest weapon is words, and I desire for them to notice that I have this quality too, to be curious about me and ask questions. Writing feels good, but the most important thing is the endless pleasure that the things written are valued.
	Self-perception	Moving in a positive direction	C3	I feel that I am moving in a positive direction.
			C4	Although I don't like what I write, there is a huge difference between what I wrote at the beginning and what I am writing now.
			C5	There is a huge gap between the early stages of my writing experience and the present. Yes, although my early writings aren't too bad, my current writings belong to someone who trusts their writings more, compared to them. My words are not timid, they are sharp. This is crystal clear.
		Unsatisfactory	C1	I never thought my writings are satisfactory. My age didn't change this. I was happy when I received positive criticism, but I wasn't really satisfied. This was the case no matter how old I was. It looks like it will continue to be. However, I can see that I have improved over time and progressed as I write, maybe that's why I am never satisfied fully with my writings.
		Not at the desired level	C2	I need to try harder to reach the place I dreamed of, I don't think my writings qualify.
Developed over time	C5	Over time, I became aware that my writing got better. The differences between before and after showed that I was managing my pen more accurately.		

Table 7. Continued

Theme	Category	Code	Now	Quote	
Writing Practice	Action	Creating a writing pad	C3	I have personal notebooks I use for writing, which I don't show to anyone. I keep these notebooks.	
		Writing for the school magazine	C3	When I was in high school, I wrote poetry and essays for the school magazine.	
		Writing on social media	C1	I shared a lot of my posts on social media.	
		Publishing books	C1	Since my book was out, I have also published my articles.	
			C5	I'm writing a book on the Wattpad app.	
	Frequency	Not taking a long break from writing		C1	I started sharing what I wrote at the age of 15 and I was uploading it to the application in the form of chapters.
				C5	I regularly post my writings on an application called Wattpad...
				C1	However, sometimes I don't write for two weeks, but sometimes I spend most of the day writing. As I mentioned above, I have been writing since I was 11-12, and the periods when I omit writing are limited to a maximum of 2 weeks.
	Sharing	Publication	Writing 4 days a week	C3	I write motivational articles for myself two or three times a week. Every week I finish a book, analyze it and write that down. As a result, I add writing to my 4 days a week.
			Writing habit	C1	I think the act of writing has become a habit, like reading a book. So eventually I find myself at the table writing.
			Writing from an early age	C1	As I mentioned above, I have been writing since I was 11-12, and the periods when I omit writing are limited to a maximum of 2 weeks.
				C1	However, before my book was published, I shared what I wrote on a social platform...
Source	Reading		C5	I regularly post my writings on an application called Wattpad...	
		Sharing with some people	C2	I don't share my writings with anyone, except 3-4 friends whose intellectuals I trust. Both in order to see the mistakes in what I wrote and not to receive unwarranted criticism.	
		Sharing occasionally	C3	Unless there is an event (magazine, newspaper...), I keep my articles to myself, I don't share them.	
		Having a reading habit	C1	As far as I can remember, I started writing regularly when I was in the 4th grade. At that time, I had recently acquired the habit of reading books and I began to enjoy spending time with books.	
		Interest in reading	C5	My inner motivation plays the biggest role in my starting to write.	
	Doing research	C3	Whether or not I prolong the process while writing an article may depend on the subject. If knowledge is needed, I write by doing research.		

The themes obtained as a result of the interviews with the students from the "continuing" category were social dynamics, policy, belief, writing practice, and source. The categories in the theme of social dynamics were community, social response, and experience; the category in the policy theme was teaching; the categories included in the theme of belief were emotion, value, and self-perception; the categories in the theme of writing practice were frequency, sharing; and the category in the source theme was reading. Table 8 shows the codes, categories, and themes obtained from the interviews with the students from the category of "decreased".

Table 8. The Codes, Categories, and Themes of the Category of “Decreased”

Theme	Category	Code	Before	Now	Quote
Social Dynamics	Community	Being influenced by a friend who wrote poetry in high school	D3		A friend of mine used to write poetry when I was in high school. He even had a notebook and his poems were beautiful. I tried to write because I envied him.
		Circle of friends	D1,D4		When I started writing, the circle of friends was an important factor. Later on, I started to share my writings with my close friends. Getting their appreciation motivated me a lot to write.
		Having a friend who reads and comments on one's writings	D5		At that time, I used to share my writings with my friends, and when they read and liked them, I would get more excited and enthusiastic. I used to write during the study hours at the dormitory; in the evenings, my study friend would read and comment on all of them.
		Not having a friend who reads and comments on one's writings		D5	I don't have high school friends anymore, I don't have good study friends who read and comment on my articles, maybe this is my lack of motivation.
	Social response	Friends' support	D5		I was staying in a hostel in high school. They loved to listen to me. They mentioned that I could convert this skill into writing over time. They gave me hope, they supported me.
		Those who say study, don't engage in such stuff		D4	Thinking that it's difficult for me to carry out this task together with exams, I began to write less. Not to mention those who say study and don't engage in such stuff.

Table 8. Continued

Theme	Category	Code	Before	Now	Quote	
Policy	Appraisal system	Preparing for exams		D1	Another reason was, of course, the exams and I had to study.	
				D2	In fact, I decreased or rather I had to decrease my time allocated to writing because I had to prepare for exams and study. While these were on my agenda, I couldn't focus on writing...	
				D3	Exam anxiety caused me to reduce my writing because when I was at 6th grade, I was told that I had to study for an exam called SBS. I was told that if I didn't get a high grade, I would go to a bad high school and as a result, I would have a bad future. So I thought I had to give priority to studying for the exam.	
				D4	Once I began to prepare for the exam, I spent less time in writing and came to a point where I almost wrote nothing at all. Thinking that it's difficult for me to carry out this task together with exams, I began to write less.	
	Teaching	Requirement of studying for the exam	Feedback		D1	Another reason was, of course, the exams and I had to study.
					D1	I was very happy when my Turkish teacher at the study center I went to in secondary school noticed my writings and encouraged me to write. It felt so good to get the appreciation of someone from the literary field.
		In-class writing activities			D2	I actually began to write when I was in secondary school. Turkish language teacher asked the class to write an essay about friendship. It was my turn and he called me over to talk... He liked the text connections and the harmony of the paragraphs, I even completed my writing with a quote, he circled that quote with a red pen and wrote well done. I liked it very much and from that day I started writing.
					D2	When I was in the 3rd year of my studies, my instructor gave a topic and asked us to write any type of article on that subject, so I wrote a short essay and I wanted to read it, but I didn't read it because I would get negative criticism, then I summoned up the courage to read it and my instructor liked my article very much and suggested I share it in a magazine. I was ecstatic. After that day, I began to write frequently and collected my writings at the end of the semester.
					D2	

Table 8. Continued

Theme	Category	Code	Before	Now	Quote
Belief	Attitude	Not being relaxed		D1	Previously while I was writing, I thought I had difficulty in writing when relaxed and I couldn't write well.
		Relaxing		D1	I felt good when I narrated my dreams, wishes and thoughts.
	Value	Inner motivation	D3		My reason for writing at that time was my own inner motivation. I was writing instead of telling the people around me.
				D4	My own inner motivation is the most important factor.
	Self-efficacy	One thinking that they will improve as they write	D5		The feeling that I would improve as I write and my writing would get better as I write would naturally motivate me.
	Self-perception	Having trouble in writing		D1	Previously while I was writing, I thought I had difficulty in writing when relaxed and I couldn't write well.
		Unsuccessful		D3	But I stopped writing because I thought I wasn't successful.
		Very well		D4	While I was writing, I used to say that I could actually write a book. I used to write like a writer.
		I can write better		D4	I think I can write better.
		Not good		D1	As I moved away from writing, I began to think that I had difficulty in writing and that I couldn't write well.
				D5	I think I can't write as well as I used to, maybe it's because I don't feel as good as I used to. I experienced some negative things, and as a result, I lost some things... and I didn't need to look back. This, of course, influenced my writing.
		Good		D3	At first I thought it was perfect.
		Sincere and real		D6	They weren't perfect, but they were sincere, real.
		Ordinary		D3	I feel like I did good descriptions but wrote simple and mundane things.
	Better		D6	I like the new version better.	
	Thinking that writing is a talent		D2	I thought writing was a talent when I came across outcomes that made me think that some of my writings were bad.	

Table 8. Continued

Theme	Category	Code	Before	Now	Quote	
Writing Practice	Frequency	Taking a break from writing		D2	I took a break from writing because of my exams, so I don't write.	
		Every 2 days	D2		I used to write every other day, and sometimes even when there was school or lessons, I used to write twice a week; even at that time, I did not take a long break, I wrote something albeit little.	
		Once a week	D3		I used to write a story almost every week.	
	Sharing	Daily		D5		I used to write almost every day.
		Not sharing			D1	
		Sharing occasionally			D5	Sometimes I share. Anyway, why should I write if someone else can't even feel what I feel, think and evaluate?
		Sharing with some people		D1		I didn't share much in early days of my writing. Later on, I started to share my writings with my close friends.
				D5		At that time, I used to share my writings with my friends, and when they read and liked them, I would get more excited and enthusiastic. I used to write during the study hours at the dormitory; in the evenings, my study friend would read and comment on all of them.
				D6		Normally, I wouldn't send it to anyone because I couldn't talk to anyone and started writing. After much later, when I could write with love, I wanted him to read it, he liked it very much, but I wish I hadn't shared it.
Source		Reducing reading		D1	I can say that I am further away because I cannot read as many books as I used to.	

The themes obtained from the interviewed students of the "decreased" category included social dynamics, policy, belief, writing practice, and source. The categories in the theme of social dynamics involved community, and social response; the categories in the theme related to policy were identified as appraisal system, and teaching; the category in the theme related to belief was self-perception; the categories in the theme of writing practice included action, frequency, sharing; and the category in the source theme was identified as reading. The codes, categories, and themes are presented in Table 9.

Table 9. The Codes, Categories, and Themes Obtained from the Interviews with the Students from the Category of “Lost”

Theme	Category	Code	Before	Now	Quote
Social Dynamics	Social response	Mother's appreciation	L2		I wrote for a certain period because my mother liked and appreciated it.
	Appraisal system	Preparing for exams		L1	The biggest factor, of course, is the exams. The biggest reason I hate my whole life.
			L3	Preparation for exams and academic considerations. Exams I have to take, issues I have to deal with... Since writing remains a hobby, I thought it would just keep me busy during this process.	
Policy	Teaching	Literature classes	L1		The patriotic writers I saw in the literature classes we began to take in high school and their important works for society led my writing.
		Guidance	L3		The most important factor for me to start writing was my Turkish language teacher. Even though I was a social student during secondary school, I preferred to remain silent on some issues or to live inside of myself; one of the most important reasons for this was the family problems I had at that time. My teacher, who was aware of this situation and observed closely, said that I would be able to express myself and relax by writing.
Belief	Self-perception	Thinking don't have the ability to write		L1	I also thought that I was no longer skilled at this.
		Unprofessional		L1	I have never been an arrogant person. That's why I always thought that what I wrote was unprofessional.
	Artwork	L2	L2	I thought my writing was a work of art. I still thought they were works of art because they are so precious to me.	
	Not of quality		L3	I can't argue that my writings are highly qualified in general, mostly they were emotional articles. Accumulated bursts of emotion...	
	Qualified		L4	L4	I used to think that what I wrote was unqualified compared to the author I was reading. However, over time, I began to like my writing, having been told that my way of expressing myself through my images was impressive by bookworms who are interested in the world of literature.

Table 9. Continued

Theme	Category	Code	Before	Now	Quote
Writing Practice	Frequency	Once or twice a week	L1		I started by scribbling like every person who has just started writing. Mostly I would write once or twice a week. That number would go up if I felt full of ideas. In a sense, it depended on my mood at the time.
		Every day of the week	L2		I used to write every weekday and spend time with my father at the weekends.
		Daily	L3		When I first started writing, I used to write a little bit almost every day due to the novelty of the situation and my fresh enthusiasm.
	Sharing	Five days a week	L4		It became a habit for me to write 5 days a week.
			L2		I would share it with my mother because it was a good feeling for me to be liked by her.
		Sharing with some people	L4		At first, I didn't share what I wrote because I wrote it just to explain myself to myself.
			L3		I wouldn't share what I wrote with anyone because I would usually be criticized negatively. But I have shared my writings with my Turkish language teacher 2-3 times.
Not sharing	L4		But I shared my writings later because I realized that this is the most effective way to touch people's thoughts.		

The obtained themes from the "lost" category included social dynamics, policy, belief, and writing practice. The category in the theme of social dynamics was identified as response; the categories in the policy were contributed to appraisal system, and teaching; the category in the theme of belief included self-perception; and the categories in the theme of writing practice involved frequency and sharing.

As a result of the interviews with the students in all of the three groups, different codes, categories, and themes emerged in each group. A list, given in Table 10, was created based on the common codes, categories, and themes.

Table 10. The List of Common Codes, Categories, and Themes Obtained as a Result of Qualitative Analyses, Referred to during the Preparation of the Questionnaire Items

Theme	Category	Code
Social Dynamics	Community	Circle of friends
		Family
		Teacher
		Reader
	Social response	Supportive
		Obstructive
	Experience	Positive experience
		Negative experience
Policy	Appraisal system	National assessment system
	Teaching	Feedback
		In-class writing activities
Belief	Emotions	Feelings towards writing
	Value	Thoughts on the usefulness and utility of writing
	Self-efficacy	One's thoughts on they can write
	Self-perception	One's thoughts about their own writing skill
		One's thoughts on their written products
	Thoughts on the writing itself	
Writing Practice	Action	Concrete indicators
	Frequency	Writing interval
	Sharing	Publishing
Source	Reading	Reading habit
		Interest in reading
		Reading rate

Quantitative Results

Cronbach's alpha reliability index for the Alienation from Writing (ALW) questionnaire was calculated, and the results showed that the questionnaire enjoyed a reliability index of .798. According to Tseng, Dörnyei, and Schmitt (2006), Dörnyei and Taguchi (2009), DeVellis (2012), Harrison, Kemp, Brace, and Snelgar (2021) the reliability index of .798 can be considered as an appropriate one.

To extract the underlying constructs of the 48 items of the ALW questionnaire an Exploratory Factor Analysis (EFA) based on Principal Axis Factoring and Varimax rotation was carried out. Inspecting the "Component Correlation Matrix", since nearly most of the correlation coefficients between initial factors were lower than +/- .32 (Dagdag, Anoling, Salviejo, & Pascual, 2020), it can be concluded that the factors are uncorrelated, therefore Varimax rotation was used to analyze the questionnaire data.

The KMO index and Bartlett's test of sphericity were calculated for checking sample adequacy. The KMO index of .901 showed that the sample size of 294 was "Marvelous" according to Field's (2018) indices of KMO for running an Exploratory Factor Analysis (EFA). The significant results of Bartlett's test ($\chi^2_{(1128)} = 6426.268, p < .05$) also showed that the correlation matrix was appropriate for running the factor analysis.

Table 11 shows the number of extracted factors with the total variance explained by the EFA model. The SPSS extracted 10 factors which accounted for 59.753 percent of the total variance.

Table 11. Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	12.741	26.544	26.544	12.297	25.620	25.620	7.408
2	3.141	6.545	33.088	2.658	5.537	31.157	7.645
3	2.447	5.098	38.186	1.932	4.024	35.181	4.843
4	2.088	4.349	42.536	1.564	3.258	38.439	3.104
5	1.805	3.761	46.297	1.317	2.744	41.183	2.577
6	1.633	3.402	49.699	1.128	2.349	43.533	6.143
7	1.354	2.821	52.519	.817	1.702	45.234	1.820
8	1.251	2.607	55.126	.741	1.544	46.779	2.705
9	1.178	2.454	57.580	.641	1.336	48.115	2.971
10	1.043	2.173	59.753	.534	1.113	49.228	1.997
11	.998	2.079	61.832				
12	.950	1.980	63.812				
13	.948	1.974	65.786				
14	.904	1.883	67.669				
15	.874	1.820	69.489				
16	.852	1.775	71.264				
17	.797	1.660	72.924				
18	.758	1.578	74.502				
19	.696	1.451	75.953				
20	.677	1.411	77.364				
21	.664	1.384	78.748				
22	.621	1.293	80.041				
23	.604	1.258	81.299				
24	.593	1.235	82.534				
25	.567	1.182	83.716				
26	.548	1.142	84.858				
27	.510	1.062	85.921				
28	.487	1.014	86.935				
29	.467	.972	87.907				
30	.457	.952	88.859				
31	.440	.917	89.776				
32	.421	.876	90.652				
33	.405	.844	91.496				
34	.396	.825	92.321				
35	.360	.750	93.070				
36	.349	.726	93.796				
37	.338	.703	94.500				
38	.320	.666	95.166				
39	.306	.637	95.802				
40	.283	.590	96.392				
41	.270	.563	96.955				
42	.248	.517	97.472				
43	.242	.505	97.977				
44	.238	.496	98.473				
45	.206	.430	98.903				
46	.187	.389	99.291				
47	.178	.370	99.662				
48	.162	.338	100.000				

Extraction Method: Principal Axis Factoring; a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

The factor loadings of the 48 items of the ALW questionnaire based on the 10 extracted factors are listed in Table 12 according to the Pearson correlation framework between a factor and a variable introduced by Field (2018), in which (10 = weak, .30 = moderate, .50 = large).

Table 12. Factors with the Corresponding Items

Factors	Questionnaire items
Factor 1	(24, 23, 30, 14, 9, 4, 35, 20)
Factor 2	(31, 1, 2, 33, 40, 12, 15, 10, 34)
Factor 3	(18, 27, 3, 41, 11)
Factor 4	(26, 44)
Factor 5	(31, 13, 46)
Factor 6	(32, 28)
Factor 7	(16, 45)
Factor 8	(48, 39)
Factor 9	(8, 29, 17)
Factor 10	(7, 38)

The rotated matrix related to the 10 rotated factors is shown in Table 13. It shows how the variables are loaded for each factor according to their corresponding correlation.

Table 13. Rotated Factor Matrix^a

	Factor									
	1	2	3	4	5	6	7	8	9	10
Q24	.668	.318		.337						
Q23	.668									
Q6	-.657									
Q19	-.655		-.331							
Q30	.602		.322							
Q14	.514									
Q9	.496			.468						
Q5	-.488									
Q7	-.478									.307
Q4	.455									
Q43	-.411	-.334								
Q35	.363	.332		.330						
Q20	.304									
Q36		.741								
Q1		.730								
Q2		.708								
Q33		.700								
Q40		.619								
Q12		.596								
Q15		.582								
Q10		.485								
Q34		.428	.352			.307				
Q38	.334	.349								.330
Q18		.335	.712							
Q27	.346		.692							
Q3			.649							
Q41	.442		.488							
Q25	-.364		-.485							
Q21			-.461	-.306						
Q11			.392						.308	
Q42			-.360							
Q26	.463	.363		.523						
Q44				.399						
Q31					.729					
Q13					.523					
Q46					.447					
Q32						.831				
Q28						.610				
Q16							.640			
Q45							.623			
Q48								.665		
Q39	.303	.343						.475		
Q22										
Q47										
Q37										-.484
Q8										.403
Q29										.374
Q17										.339

Extraction Method: Principal Axis Factoring; Rotation Method: Varimax with Kaiser Normalization; a. Rotation converged in 12 iterations.

Since several factors were extracted by factorial analysis, the Scree Plot was inspected by considering the components above an elbow or a break (Pallant, 2016). Figure 1 shows the Scree Plot of the extracted components.

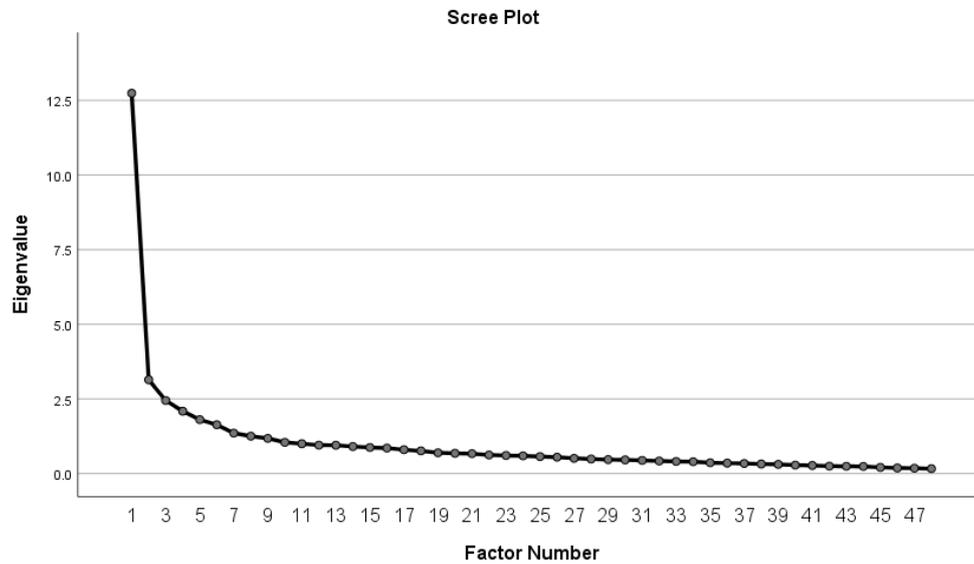


Figure 1. Scree Plot of the Extracted Factors

Since Scree Plot represents several breaks, MonteCarlo Parallel Analysis was employed to check the retained components. Parallel Analysis showed only 6 factors with eigenvalues exceeding the corresponding values from the randomly generated data matrix of the same size (48 variables * 294 respondents) is shown in Table 14.

Table 14. MonteCarlo Parallel Analysis Values

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Number of variables: 48

Number of subjects: 294

Number of replications: 100

Eigenvalue #	Random Eigenvalue	Standard Dev
1	1.8794	.0546
2	1.7831	.0410
3	1.7185	.0368
4	1.6588	.0284
5	1.6034	.0286
6	1.5550	.0234
7	1.5109	.0260
8	1.4702	.0221
9	1.4273	.0235
10	1.3890	.0202
11	1.3545	.0187
12	1.3196	.0198
13	1.2841	.0159
14	1.2480	.0173
15	1.2184	.0172
16	1.1844	.0172
17	1.1556	.0190
18	1.1246	.0182
19	1.0959	.0176
20	1.0701	.0161
21	1.0416	.0163
22	1.0132	.0159
23	0.9884	.0156
24	0.9617	.0138
25	0.9345	.0131
26	0.9104	.0139
27	0.8864	.0131
28	0.8626	.0150
29	0.8377	.0150
30	0.8137	.0144
31	0.7912	.0143
32	0.7673	.0139
33	0.7441	.0143
34	0.7197	.0133
35	0.6973	.0146
36	0.6778	.0127
37	0.6548	.0136
38	0.6305	.0135
39	0.6080	.0146
40	0.5858	.0150
41	0.5629	.0144
42	0.5402	.0172
43	0.5166	.0161
44	0.4919	.0146
45	0.4694	.0149
46	0.4444	.0161
47	0.4165	.0160
48	0.3806	.0184

12/27/2022 10:16:07 PM; Monte Carlo PCA for Parallel Analysis; ©2000 by Marley W. Watkins. All rights reserved

Comparing the eigenvalues from EFA with the criterion values from Parallel Analysis, shown in Table 15, only 6 factors out of the 10 factors were retained.

Table 15. Comparison of the Obtained Eigenvalue with the Criterion Value Analysis

Component number	Actual eigenvalue from EFA	Criterion value from parallel analysis	Decision
(1) Writing practice	12.741	1.8794	accept
(2) Teaching writing	3.141	1.7831	accept
(3) Emotion	2.447	1.7185	accept
(4) Value	2.088	1.6588	accept
(5) Appraisal system	1.805	1.6034	accept
(6) Perception	1.633	1.5550	accept
7	1.354	1.5109	reject
8	1.251	1.4702	reject
9	1.178	1.4273	reject
10	1.043	1.3890	reject

According to the comparison made with Parallel Analysis, a 6-factor solution was forced. The factor transformation matrix, Table 16, was checked. Because each factor had a low or negative correlation with the other ones, it was assumed that the factors were not correlated (e.g., below .3), and therefore, the Varimax rotation was reported (Pallant, 2016).

Table 16. Factor Transformation Matrix

Factor	1	2	3	4	5	6
1	.704	.569	.373	.183	.041	.075
2	-.260	.586	-.600	.311	-.174	.320
3	-.541	.227	.492	.147	.579	.240
4	-.061	.462	-.178	-.739	.255	-.374
5	-.374	.259	.445	.018	-.693	-.338
6	.014	-.031	.170	-.550	-.296	.762

Extraction Method: Principal Axis Factoring; Rotation Method: Varimax with Kaiser Normalization

Table 17 shows the Pattern Matrix of the factor loadings on the variables. For labeling the factors, the highest loading items on each factor were inspected.

Table 17. Structure Coefficients

	Factor					
	1	2	3	4	5	6
Q23	.722					
Q24	.718	.348				
Q19	.696					
Q30	.682					
Q9	.584					
Q26	.580	.420				
Q6	-.571					
Q41	.541		.381			
Q43	.540	.328				
Q14	.520					
Q35	.483	.338				
Q4	.471					
Q7	-.470					
Q5	-.462					
Q39	.432	.363				
Q21	-.419		-.397			
Q38	.375	.314				
Q44	.371	.333				
Q20	.363	.321				
Q36		.730				
Q1		.715				
Q2		.708				
Q33	.328	.691				
Q40	.326	.647				
Q12	.325	.597				
Q15		.540				
Q10		.497				
Q18	-.330	-.324	-.689			
Q3			-.633			
Q27	-.496		-.584			
Q11			.472			
Q25	-.407		-.450			
Q34		.351	.437		.316	
Q22			-.351			
Q17			.342			
Q8			.327			
Q13				-.531		
Q31				-.490		
Q46				-.427		
Q29				.395		
Q37				-.389		
Q47				.317		
Q48						
Q32					.654	
Q28					.588	
Q45						.554
Q16						.535
Q42			-.305			-.308

Extraction Method: Principal Axis Factoring; Rotation Method: Varimax with Kaiser Normalization; a. Rotation converged in 11 iterations.

According to the Varimax rotation Structure Coefficient (Table 17), the highest values were checked for each factor. Factor 1 has the highest loading values on items 23 (.722), 24 (.718), 19 (.696), and 30 (.682), which are related to *writing practice*. The loading of factor 2 on items 36 (.730), 1 (.715), 2 (.708), and 33 (.691) supports *teaching writing*. The highest loadings items for factor 3, items 11 (.472), 34 (.437), 41 (.381), and 17 (.342), are associated with the issue of *emotion*. The loadings for factor 4 include items 29 (.657) and 47 (.589) *value*. The highest loadings on factor 5 are those of items 32 (.654) and 28 (.588), which are related to the *appraisal system*. Factor 6 comprises the loadings of items 45 (.554) and 16 (.535) referring to *perception*. The 6 explored factors were labeled and listed in Table 18.

Table 18. Explored Factors with the Corresponding Label

Decided label	Factor
Writing practice	1
Teaching writing	2
Emotion	3
Value	4
Appraisal system	5
Perception	6

Factor 1 comprises four components that relate primarily to the practice of writing, which are as follows: item 23, dedicating separate time for writing beyond examination requirements (e.g., KPSS, ALES); item 24, considering writing as a necessity; item 19, engagement in multiple literary genres such as stories, poems, columns, and essays; and item 30, maintaining a consistent writing habit since an early age. Factor 2 also contains four components, this time relating to teaching writing. They are item 36, feeling uninterested during writing activities; item 1, deriving happiness from writing tasks in school; and items 2 and 33, expressing the desire for more writing activities within the scholastic setting. In Factor 3, there are four components that pertain to emotional reactions towards writing: item 11, negative experiences discouraging the writing process; item 34, the perceived difficulty of writing contributing to distraction; item 41, the perception of good writing skills; and item 17, writing inciting negative emotions like anxiety and stress. Factor 4 involves a pair of components connected to the value attributed to writing. The two items are item 29, questioning the utility of proficient writing skills, and item 47, the influence, or lack thereof, of friends on one's writing. Factor 5 includes two components associated with the appraisal system, specifically external pressures affecting the writing process, such as preparing for national exams (items 32 and 28). Lastly, Factor 6 entails a pair of components related to perception of writing within an educational context. These include item 45, viewing school as a place for cultivating writing skills, and item 16, the belief that school curriculum does not contribute to the enhancement of writing capabilities.

Discussion, Conclusion and Suggestions

The present study aimed at exploring the possible constructs of the concept of alienation from writing. To this aim, first, qualitative data and then quantitative data was collected and analyzed and the results were interpreted together. As a result of the qualitative analysis, five themes were identified: social dynamics, politics, beliefs, writing practices, and resources. The themes were tested with Exploratory Factor Analysis and as a result, 6 constructs emerged: writing practice, writing instruction, emotion, value, national evaluation system, and perception.

The role of mind is not limited only to the cognitive aspect of writing. Writing has always been regarded as an emotional-related activity that can be highly affected by the writers' beliefs. It means that students' emotions and current feelings about writing come into play along with their cognitive skills. While the present study supports the idea by many researchers (Bazerman, 2016; Boscolo, 2023; Graham, 2018; Hull & Schultz, 2001; Mcleod, 1987; Prior, 2006; Shaughnessy, 1977) believing that writing is an affective process as well as a cognitive process expressing what we feel as we think while writing, it was seen that there are most important sub-components of emotion, value, and perception which

build up one's belief in writing alienation. Working on either of the mentioned sub-components can lead to an increased willingness to participate in writing activities from the students' side, and as a result provides them with an inner motivation to build their beliefs which is also proposed by Graham et al. (2007), Graham (2006), and Sarkhoush (2013). The results of the present study follow up the claim discussed by Graham, (2006), Graham (2018) who believe that students' writing beliefs are known to affect their writing performance. Similarly, in line with what was reported by White and Bruning (2005) and Hidi et al. (2023), it was seen that not only do the students' writing beliefs affect their writing quality, but also it improves their active participation in the writing process.

The present study also enlarges the views put forward by Pajares et al. (2007) who argue that when students think they are sufficient, they consequently find themselves more self-efficacious and play a dynamic role in the writing process. In line with the results reported by Boscolo et al. (2012), De Smedt et al. (2020), Erdoğan and Erdoğan (2013), and Graham et al. (2012), helping students to build up a positive toward writing facilitates the construction of a positive durable belief and performance. Therefore, beliefs about writing undoubtedly have an impact on writing. Positive writing beliefs can support writing practice, while negative beliefs preclude writing and create a sense of alienation from writing. That is, students do not find writing meaningful, and they contemplate that there is no benefit in practicing writing.

Writing is a skill which is learned along with the schooling process. Writing is taught in the language arts class and is used as a supportive skill in other lessons. Therefore, teaching writing has an important role in students' relationship with writing and their writing performance. Supporting writing teaching with different materials, allocating time for writing (Wilby, 2022; Zhang, 2018), determining a process-oriented approach, and giving feedback to students' written work support teaching of writing. In the study conducted by Yengin Sarpkaya and Elitok Kesici (2014) on Turkish students who have acquired the habit of writing, it was determined that the teacher's feedback and verbal motivation were effective in gaining the writing habit by the students. However, it has been determined in a number of studies that sufficient importance is not given to teaching writing (Graham & Perin, 2007; Graham, 2008). Studies conducted around the world (De Smedt et al., 2016; Graham et al., 2014; Hsiang & Graham, 2016; Hsiang et al., 2018) revealed that teachers spend very little time on teaching writing skill. In research by Yengin Sarpkaya and Elitok Kesici (2014), they concluded that one of the reasons why Turkish students do not write is that they are not encouraged to write. In Atasoy's (2023) study, it was found that a student with writing habits took a break from writing due to the teacher's inadequate allocation of time for writing and the school environment's lack of support for writing skills. Therefore, it can be stated that institutional dynamics have important effects on starting, maintaining, and ending the writing process. It seems that people who are not supported by the school will be deprived from writing and will experience alienation from writing.

Another factor that explains alienation from writing is the national evaluation system. Decisions on the national evaluation system are connected with the educational policies of a country. Especially, considering the fact that the assessment and evaluation system in Türkiye determines the course process, students' writing skill is not evaluated in national exams, and as a result it creates a pragmatic context for teaching and causes students to move away from writing. In the study conducted by Yengin Sarpkaya and Elitok Kesici (2014) in Türkiye, it is discussed that one of the most important reasons why students do not write is because of their preparation for national exams. However, in countries where writing skill is assessed by national exams, there is a risk that only exam-oriented writing exercises are carried out. This situation causes the teaching of writing to be limited only to what is measured (Hillocks, 2002).

The relationship between the writing skill and the value given to it can be explained by expectation-value theory (Eccles, 1983; Ryan & Deci, 2000; Wigfield & Eccles, 2000; Wigfield, Tonks, & Eccles, 2004). Value is a system of belief that an individual has about why he or she should perform a task. These are achievement value, intrinsic value/interest, usefulness value, and cost belief (Schunk, 2014). When the policies for teaching writing skill in Türkiye are evaluated, it can be stated that the

usefulness value and the cost belief toward writing are low. To put it more clearly, although to have a good writing skill is not very “useful” (usefulness value), the costs of not having good writing skill (cost belief) can be said to be negligible (Atasoy, 2023).

Considering the above-discussed situation, it can be stated that students are politically and systematically removed from writing during the schooling. Previous research has argued that students' motivation (Boscolo & Gelati, 2019; Boscolo & Hidi, 2007; De Smedt et al., 2020), attitude (Ekholm, Zumbunn, & DeBusk-Lane, 2018; Knudson, 1991, 1992, 1993), self-efficacy (Pajares, 2003), and self-perceptions (Kear, Coffman, McKenna, & Ambrosio, 2000) toward writing decrease during the school years. Remarkably, school plays a critical role (Bazerman, Graham, & Applebee, 2017) in both initiation and culmination of writing from the students' side. In other words, students who learn to write with the reading and writing process distance themselves from writing skill due to the problems in teaching writing skill over time, especially when they face with ignorance of writing skill evaluation at the national level, in which may lead to alienation from writing.

There were also two major limitations for conducting the present study. First of all, this study is limited to the educational context of Türkiye. Second, the data in both phases of the present study was collected from undergraduate students in Türkiye. In view of the point that alienation is a sociological concept, and also considering the importance of social dynamics when defining alienation from writing, it is clear that there is a need for intercultural studies to unveil new related aspects of alienation from writing. Therefore, studies to determine the dynamics of alienation from writing in different cultures can be conducted and discussed concerning the results of this study.

Alienation from writing can be thought of as retire from writing. Considering that students who are not competent in writing may encounter many obstacles, have difficulties in demonstrating their professional, educational, and personal performances, and have difficulties in their school life (Graham et al., 2007). Students must have a strong relationship with writing. Therefore, in the studies to be carried out after this study to explain the concept of alienation from writing, it is recommended to determine the level of alienation from writing of students at different grade levels, to define the possible causes of alienation from writing, to evaluate their relations with different variables, and to try in-class practices that prevent alienation from writing.

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