

Social Networking Usage and Writing Anxiety as Determinants of the Writing Performance of the Public Junior High School Students

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Abstract— This study determined the significant influence of social networking usage and writing anxiety to writing performance of students. A quantitative research design was employed, specifically adopting a descriptive-correlational method. A total of 364 Junior High School students from the Panabo City Division were selected as respondents using a stratified random sampling technique. Moreover, data gathering involved two adapted research questionnaires and an adapted test. The data were analyzed using mean, standard deviation, Pearson's product-moment correlation, and multiple regression analysis. The results revealed high levels of social networking usage, writing anxiety, and writing performance among students. Additionally, a positive relationship was found between social networking usage and writing performance, while a negative relationship was observed between writing anxiety and writing performance. Furthermore, social networking usage significantly influenced students' writing performance, whereas writing anxiety did not significantly influence students' writing performance.

Keywords— Education, social networking usage, writing anxiety, writing performance, descriptive-correlation, Pearson r, multiple regression, public junior high school students.

I. INTRODUCTION

The detrimental effect of social networking on students' writing performance has become a concern for educators and researchers. Bsharat and Behak (2021) stressed that English instructors noticed the decrease in the writing ability of secondary school students as a result of social networking usage. Also, increasing amounts of studies highlight the negative effects of writing anxiety on the writing performance of students. Writing anxiety disrupts cognitive processes, causing tension and avoidance behaviors that ultimately hinder the quality of written output (Haddad, 2018; Sabti et al., 2019). Meanwhile, junior high school students encounter distinct challenges in writing, including inadequate grammar skills, struggles with idea development, and a limited vocabulary Antari (2023). Furthermore, social networking sites can be damaging to their writing performance, and the damage can be heightened by writing anxiety.

In Vietnam, the educational system's focus on examinations exacerbates writing difficulties. Hang points out that a significant portion of assessments for high school students relies on self-constructed responses, yet many teachers do not prioritize writing instruction Hang (2021). This test-oriented approach limits students' opportunities to develop their writing skills, leading to inadequate preparation for academic

writing tasks Truong (2023). Furthermore, Truong's research corroborates this by indicating that Vietnamese students feel their writing skills are insufficient due to a lack of practice and engagement with the writing process Truong (2023). In Pakistan, Fareed et al. (2016) highlight that despite a significant increase in English language users, students still struggle with writing due to problems such as syntax, coherence, and vocabulary usage. This indicates a disconnect between language acquisition and practical writing skills, which is a common theme across different educational contexts. In Iran, writing anxiety is a prominent issue affecting students' performance. Jebreil et al. found that many Iranian EFL learners exhibit inadequate competence in writing, which is compounded by anxiety that negatively impacts their writing outcomes Jebreil et al. (2015). Similarly, (Sabti et al., 2019) emphasize the correlation between high levels of writing anxiety and poor writing performance, suggesting that addressing these emotional factors is crucial for improving writing skills. This highlights the need for educational interventions that not only focus on skill development but also on reducing anxiety and enhancing self-efficacy among students.

A study conducted in the Philippines revealed that the written work produced by second-year students lacked order, unity and coherence. This has been instantiated

that the writing anxiety of students can lead to poor writing performance as they are active in using social networking sites. Sto. Tomas and Dulin (2021). According to a study conducted in the San Carlos City by Esman et al. (2021) which revealed that use of social networking sites, smartphones, electronics and computer games in public high school disturbed learners in making their English writing activities properly. Another study done in Cagayan Valley, it is found out that learning is challenging for students because of limited vocabulary and unclear sentences, that's why standard English grammatical rules were not followed (Lagayan, 2018).

The gap in this study is the lack of adequate investigation on the use of social networking usage as a positive vehicle for improving the writing performance of students, specifically in the Philippine setting. Though previous studies indicated the detrimental effect of overusing social networking usage and writing anxiety on the writing skill of students, few studies examined how social networking sites can be used strategically to reduce writing anxiety and enhance writing skills. Since social networking is closely entrenched in students' everyday life, this study is intended to bridge this divide by investigating if social networking exposure, in conjunction with writing anxiety, is a determinant of writing performance.

For effective dissemination of findings, the researcher intends to give the study in academic conferences, especially language education and e-learning conferences. In addition, research papers will be published in peer-reviewed education and linguistics journals. English teacher workshops will also be organized to operationalize findings into effective teaching practices, with a focus on the ethical use of social networking in writing pedagogy. Lastly, findings will be disseminated to local education authorities and schools to promote policy debates on digital literacy and writing pedagogy.

This research is based on the Uses and Gratification theory developed by Katz et al. (1974). This theory is founded on the idea that individuals employ social networking platforms to satisfy their psychological, social, and emotional needs. People are satisfied by using social networking sites features that are tailored to their preferences Ryan et al. (2014). In this theoretical framework, Katz (1974) identified five fundamental requirements: personal integrative needs, focused on enhancing one's reputation and standing; affective

needs, encompassing emotions, enjoyment, and sentiments; cognitive needs, which involve gaining information and understanding; tension alleviation needs, associated with escapism and diversion; and social integrative needs, pertaining to connecting with family and friends.

The conceptual framework of the study consisting of the main variable, such as social networking usage, writing anxiety and junior high school students' English writing performance in the selected schools of Panabo City. The researcher seeks to find out how students' usage of social networking sites and writing anxiety bear significant relationship and influence to writing performance in English.

II. METHODOLOGY

This chapter provided the crucial justification for the tools the researcher employed to collect data and evaluate statistical mechanics.

Research Design

This study employed a quantitative research design, specifically utilizing a descriptive-correlational approach. This method involved the use of measurement tools to quantify variables, allowing numerical data to be analyzed through statistical techniques (Creswell, 2012).

Moreover, Aggarwal (2019) emphasized that in order to describe and comprehend recent events or conditions, descriptive research seeks to gather knowledge. This kind of study required accurate analytics, interpretation and comparisons, the identification of patterns and connections.

Research Locale

This research was administered to junior high school students studying Panabo City, Philippines chosen public schools. The schools were given the codes A, B and C to maintain their confidentiality. These institutions were chosen because they provide junior high education. School A is located at Purok Guyabano Barangay Cagangohan Panabo City. Secondly, School B is located at New Site Barangay Gredu Panabo City. Lastly, School C is located at Baragay Little Panay Panabo City.

Respondents of the Study

The respondents of the study are the public Junior High School students for the School Year 2023-2024. There are 364 respondents asked to answer. The researcher

requested 37 students from School A, 298 from School B and 29 students from School C.

In this research, stratified random sampling was utilized to ensure respondents' representation from varied schools in an equitable manner, with proportional representation of various subgroups. The differences in locations of schools, students' demographic profiles, and learning environments called for this technique, which made it possible to conduct a richer analysis of writing anxiety, the use of social networking, and writing performance.

Research Instrument

The researcher adapted two research questionnaires. The first instrument is the Social Networking Usage Questionnaire developed by Gupta and Bashir (2018). This tool measures the extent and purpose of students' engagement with social networking platforms, with a Cronbach's alpha of 0.830, indicating strong consistency in measuring social networking behaviors.

The second instrument is the Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004). This tool assesses students' levels of writing anxiety in a second language, categorizing anxiety into cognitive, somatic, and avoidance behaviors. The SLWAI has been widely validated, showing a Cronbach's alpha of 0.89, which reflects high internal reliability and dependability in measuring writing anxiety.

On the last part of the adapted questionnaire is the Writing Performance Test. This is to determine the level of writing performance of the respondents; a Language Teaching Evaluation (Testing Writing) developed by Saputra (2014). A writing test is given to the respondents in order to describe their writing skills in terms of content, organization, grammar, vocabulary and mechanics. The respondents are asked to write a paragraph on about their unforgettable experience in life.

Data Gathering Procedure

The researcher secured a certificate from the Research Ethics Committee. Upon having the certificate to carry out the study, the researcher asked the graduate school dean for approval. After obtaining the dean's approval, the researcher then sought permission from the Division Office of Panabo City to proceed with the study.

The researcher requested for permission from the respondents to conduct the study in accordance with the

correct methodology and guidelines provided by the Schools Division Office of Panabo City after acquiring the necessary approvals.

The researcher asked the respondents for their consent before proceeding with the study in accordance with the systematic approach and rules supplied by the Schools Division Office of Panabo City. It was evident that the researcher clearly conveyed that the child must sign the Informed Consent Form.

Statistical Tool

The data was treated using the descriptive statistics, mean, Pearson-r correlation method, standard deviation and multiple regression.

Mean. In order to measure the level of social networking use, writing anxiety, and writing performance, the mean was used. The mean gives a brief overview of the central tendency so that the researcher can identify the average level of students' use of social networking, their writing anxiety level, and their writing performance.

Standard Deviation. To quantify the consistency and variability of the responses, the standard deviation was used. The standard deviation shows how spread out or clumped the responses are around the mean.

Pearson-r. The research further used Pearson's correlation coefficient (Pearson-r) to explore the correlation among social networking use, writing anxiety, and writing performance. Pearson-r identifies the strength and direction of the relationship among these variables, offering an understanding of whether higher social networking use and writing anxiety positively or negatively influence the writing performance of students.

Multiple Regression. To further examine the predictive power of social networking use and writing anxiety on writing performance, multiple regression analysis was used. This statistical method determines the degree to which social networking use and writing anxiety account for differences in writing performance.

III. RESULTS AND DISCUSSION

This chapter presents the analysis of the results obtained from the gathered data. The order of discussion follows the objectives established in the initial chapter. Additionally, it includes the findings from both the descriptive and inferential analyses.

Table 1: Level of Social Networking Usage of Students

Academic	Mean	SD	Description
1. I use social networking sites to solve my academic problem.	3.87	0.80	High
2. I use social networking sites to do research work.	4.10	0.75	High
3. I use social networking sites for online academic group discussion.	4.14	0.81	High
4. I communicate with my friends via social networking sites for preparation of exam.	4.52	0.75	Very High
5. I use social networking sites for collaborative learning.	4.01	0.81	High
6. I use social networking sites to learn about my curricular aspect.	4.01	0.38	High
7. I use social networking sites to seek help from my teachers.	4.27	0.81	Very High
Category Mean	4.08	0.38	High
Socialization	Mean	SD	Description
1. I use social networking sites to become more sociable.	4.18	0.86	High
2. I use social networking sites to create my social identity.	4.04	0.81	High
3. I prefer using social networking sites to attending social gathering.	4.35	0.82	Very High
4. I use social networking sites to attend social gathering.	4.30	0.76	Very High
5. I use social networking sites to keep in touch with my relatives.	4.23	0.75	Very High
6. I use social networking sites to get information regarding current social events.	4.26	0.81	Very High
Category Mean	4.17	0.46	High
Entertainment	Mean	SD	Description
1. I use social networking sites for sharing pictures.	4.07	0.86	High
2. I use social networking sites to look at funny sharing.	4.13	0.84	High
3. I use social networking sites for watching movies.	4.30	0.80	Very High
Category Mean	4.09	0.59	High
Informativeness	Mean	SD	Description
1. I use social networking sites for reading news.	4.14	0.81	High
2. I use social networking sites to share new ideas.	4.18	0.84	High
3. I use social networking sites for getting jobs related information.	4.12	0.92	High
Category Mean	4.13	0.77	High
OVERALL MEAN	4.07	0.38	HIGH

Table 1 reveals the level of social networking usage of public junior high school students. Four indicators of levels of social networking usage are presented on the table with corresponding mean and standard deviation; these indicators include academic, socialization, entertainment, and informativeness. Results show that the overall mean of 4.07, described as high, indicates that social networking usage among students is oftentimes manifested. The overall standard deviation measures at 0.38 implying that the responses are consistent.

The result in line with the work of Puspita (2023) highlights that writing anxiety is a prevalent challenge among EFL and ESL learners, as it revealed that students in class X-6 at SMAN 1 Prambon exhibited a significantly high level of writing anxiety. Findings from the SLWAI test indicated an average score of 68, exceeding the standard range for writing anxiety assessments. Several factors contributed to this

heightened anxiety, including low self-confidence, language-related difficulties such as limited vocabulary and spelling knowledge, insufficient topical understanding, the pressure to produce flawless work, and time constraints.

This agrees with the conclusion of (Rulyandi, 2022), the study found that cognitive problems were the most significant contributor, with a mean score of 35.39% which is the highest level among all identified factors in the writing classroom. This suggests that cognitive challenges are the primary cause of writing anxiety, particularly among Grade XII MIPA 3 students at SMAN 6 Padang. Among the internal factors, difficulties in word choice had the lowest score at 31.86%, while for external factors, the lack of knowledge about writing stages was identified as the least influential, with a score of 32.03%. These findings emphasize the need to address cognitive challenges to

help students manage their writing anxiety more effectively.

Furthermore, (Wen et al., 2020) performed a latent profile analysis revealing that a considerable number of

junior high school students suffer from moderate to severe anxiety, with 24.78% reporting severe levels, this highlights the pressing need for interventions targeting writing anxiety, particularly in underdeveloped areas with limited educational resources.

Table 2: Level of Writing Anxiety of Students

Cognitive Anxiety	Mean	SD	Description
1. While writing in English, I'm not nervous at all.	3.81	0.85	High
2. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	4.20	0.80	Very High
3. I don't worry that my English compositions are a lot worse than others.	4.07	0.86	High
4. If my English composition is to be evaluated, I would worry about getting a very poor grade.	4.13	0.84	High
5. I'm afraid that the other students would deride my English composition if they read it.	4.30	0.80	Very High
6. I don't worry at all about what other people would think of my English compositions.	4.06	0.82	High
7. I'm afraid of my English composition being chosen as a sample for discussion in class.	4.20	0.84	Very High
8. I'm not afraid at all that my English compositions would be rated as very poor.	4.06	0.87	High
Category Mean	4.01	0.46	High
Somatic Anxiety	Mean	SD	Description
1. I feel my heart pounding when I write English compositions under time constraint.	4.15	0.82	High
2. My mind often goes blank when I start to work on an English composition.	4.22	0.82	Very High
3. I tremble or perspire when I write English compositions under time pressure.	4.07	0.86	High
4. My thoughts become jumbled when I write English compositions under time constraint.	4.15	0.83	High
5. I often feel panic when I write English compositions under time constraint.	4.32	0.80	Very High
6. I freeze up when unexpectedly asked to write English compositions.	4.21	0.80	Very High
7. I usually feel my whole-body rigid and tense when I write English compositions.	4.30	0.82	Very High
Category Mean	4.22	0.57	Very High
Avoidance-Behavior	Mean	SD	Description
1. I often choose to write down my thoughts in English.	4.15	0.82	High
2. I usually do my best to avoid writing English compositions.	4.22	0.82	Very High
3. I do my best to avoid situations in which I have to write in English.	4.15	0.91	High
4. Unless I have no choice, I would not use English to write compositions.	4.07	0.86	High
5. I would do my best to excuse myself if asked to write English compositions.	4.13	0.84	High
6. I usually seek every possible chance to write English compositions outside of class.	4.31	0.80	Very High
7. Whenever possible, I would use English to write compositions.	4.07	0.86	High
Category Mean	4.15	0.55	High
OVERALL MEAN	4.13	0.50	High

Table 2 shows the level of writing anxiety among the public junior high school students. Three indicators of levels of writing anxiety of public junior high school students are presented on the table with their corresponding mean and standard deviation; these indicators include cognitive anxiety, somatic anxiety, and avoidance-behavior. Results show that the overall mean is 4.13, which is described as high. This indicates

that the writing anxiety among the students is often evident. The overall standard deviation is 0.50 which implied that the data are clustered around.

The result reinforces the study of Sursur and Dengela (2019) found that about 91% of respondents either agreed or strongly agreed with the SLWAI category related to cognitive anxiety, which involves negative expectations, fear of criticism and test-related worries.

The results suggest that a majority of student's experience cognitive anxiety, which, in turn, hinders their active participation in writing activities.

Also, Arisman (2023) supports this finding, revealing that two statements from the SLWAI research tool reflected low levels of anxiety, five were at a moderate level, and one indicated a high level of anxiety. The lowest level of anxiety was observed in Statement 1, with a mean score of 2.42, suggesting that students experienced little to no anxiety when writing English sentences. Conversely, the highest level of anxiety was recorded in Statement 9, with a mean score of 3.87, indicating that students felt most anxious when their English sentences were evaluated, particularly due to concerns about receiving a poor grade. The findings of this study align with those of Wardani and Mbato (2021), which indicate that the correlation between

students' cognitive anxiety and their writing ability and behavior was both very weak and statistically insignificant ($r = -0.098$, $p = 0.614$). As a result, the null hypothesis (H_0) was accepted, while the alternative hypothesis (H_1) was rejected. Additionally, the regression analysis revealed that cognitive anxiety ($\beta = -0.166$) had a negative influence on students' writing performance and behavior.

This is further supported by (Yao & Chen, 2023), who found that academic pressures, brought by the COVID-19 pandemic, have led to higher writing anxiety levels among junior high students in China.

Similarly, (Wen et al., 2020) reported that a large number of junior high student's experience moderate to severe anxiety, which can negatively affect their academic performance and overall well-being.

Table 3: Level of Writing Performance

Writing Performance	Mean	SD	Description
1. Content	3.87	0.80	High
2. Organization	4.10	0.75	High
3. Grammar	4.14	0.81	High
2. Vocabulary	4.18	0.84	High
3. Mechanic	4.12	0.92	High
Overall Mean	4.01	0.57	High

Table 3 presents the level of writing performance among public junior high school students. The mean values of the different aspects of writing performance vary between 3.87 and 4.18. For content, the mean value is 3.87 with a standard deviation of 0.80 and described as high. For organization, the mean is 4.10 with a standard deviation of 0.75, also described as high. Moreover, grammar got a mean of 4.14 and 0.81 standard deviation, also described as high.

With a mean of 4.18 and a standard deviation of 0.84, vocabulary is also described as high. For mechanics, the mean value is 4.12 with a standard deviation of 0.92, also described as high. The results reveal that the writing performance of students in terms of content, organization, grammar, vocabulary, and mechanics are oftentimes evident.

Effective writing relies on well-developed content and logical organization. Suparsa et al. (2023) highlighted that students' proficiency in essay writing plays a crucial role in their academic success and future career readiness, emphasizing the need for mastery of content

in written tasks. Similarly, Rushidi (2012) examined students' attitudes toward academic writing, showing that their perceptions of their writing abilities are closely related to their actual performance, particularly in terms of content depth and organizational coherence. Moreover, Ghani (2021) underscored the role of structured assessments, in providing valuable feedback for educators, which helps refine students' content structuring and writing strategies.

Grammar serves as a fundamental component of writing, as errors in structure and mechanics can compromise the clarity of ideas conveyed.

Fareed et al. (2016) emphasized that Pakistani ESL learners often struggle with linguistic proficiency, particularly in grammar and mechanics, which significantly affects the overall quality of their writing. This observation is consistent with findings by Sakkir et al. (2022), who identified a negative correlation between writing apprehension and writing performance, highlighting the importance of mastering writing mechanics.

Table 4: Significance of the Relationship of Social Networking Usage and Writing Anxiety to Writing Performance

	Writing Performance		
	R	p-value	Remarks
Social Networking Usage	0.762	0.000	Significant
Writing Anxiety	-0.563	0.000	Significant

The table displays the correlation between writing anxiety and writing performance among students. The findings indicate that there is moderate and inverse relationship between writing anxiety and writing performance ($r=.563$, $p<.05$). In other words, the increase in social networking usage would also likely increase the writing performance of junior high school students. This suggests that the writing anxiety of students is significantly correlated to their writing performance.

The findings reveal that as writing anxiety increases, writing performance tends to decline, indicating that higher levels of anxiety can hinder students' ability to perform well in their writing tasks. Conversely, if writing anxiety lessens, writing performance is likely to improve, suggesting that lower anxiety levels may enable students to write more effectively with greater focus and confidence.

The findings aligned with the results of the study of Soleimani et al. (2020) which demonstrated that writing anxiety and writing performance are significantly and negatively correlated. This means that as writing anxiety increases, writing performance tends to decrease, highlighting the detrimental effect that anxiety can have

on students' ability to perform well in writing tasks. Moreover, the results are also supported by Sabti et al. (2019) that writing anxiety and writing performance have a significant relationship. It was emphasized that when students feel anxious, as evidenced by symptoms like sweating, flushed faces, and silence, their writing performance tends to suffer. In a similar manner, Majeed et al. (2022) also reported that students' writing anxiety had a negative impact on their writing performance.

Additionally, the results of this investigation are consistent with Surur and Dengela (2019), in which it was stressed that writing anxiety that students feel significantly correlates with their performance in writing.

The study found that students with higher anxiety generally performed worse on writing assessments, while those with moderate anxiety did better, and students with low anxiety achieved the best results. In a similar manner, Saedpanah and Mahmoodi (2020), also support these findings, highlighting a negative relationship between writing anxiety and writing performance, where higher anxiety levels correlate with poorer writing performance outcomes.

Table 5: Significance of the Influence of Social Networking Usage and Writing Anxiety to Writing Performance

Variables		Writing Performance			
		β	t	p-value	Remarks
Social Networking Usage		1.203	15.195	.000	Significant
Writing Anxiety		-.097	.064	.131	Not Significant
Holistic Model					
r²	.583				
F-value	252.551				
p-value	.000				
Remarks	Significant				

Table 5 presents the results of the multiple regression analysis examining the influence of social networking usage and writing anxiety on junior high school students' writing performance.

As shown, social networking usage significantly influenced students' writing performance, with a p-

value of 0.000, indicating statistical significance at the 0.05 level. Moreover, the standardized beta value of 1.203 implies that for every unit increase in the value of social networking usage, there is a corresponding increase of 1.203 in students' writing performance, provided that all other factors are held constant.

On the contrary, writing anxiety does not significantly influence students' writing performance. The p-value is 0.131 which is not significant at the 0.05 level of significance. This indicates that writing anxiety does not have a meaningful influence on students' writing performance, suggesting that variations in writing anxiety levels do not substantially affect how well students perform in their writing tasks.

This research study's regression finding conform to the Uses and Gratifications Theory of Katz et al. (1974) that indicates users make use of social networking websites in order to meet their social, emotional, and psychological demands. The high negative correlation ($r = -0.563$, $p = 0.000$) between writing performance and writing anxiety further supports the fact that the use of social media by students could be used as a coping mechanism to control their anxiety or a distraction which intensifies their poor academic performance. These students will probably use social networking sites to find social support, entertainment, or information that will either reduce or increase their writing anxiety based on their usage. Maladaptive or excessive use will lead to heightened anxiety, which can hinder their writing ability, whereas purposeful and strategic use can assist them in being confident and performing better. Therefore, the results of this research validate the Uses and Gratifications Theory by showing that students' psychological needs, especially writing anxiety management, affect their academic performance, especially their writing ability.

This finding aligns with the study of Sofia (2020), which found that writing anxiety does not significantly influence students' writing performance and is not the primary barrier to mastering writing skills. The study highlighted that factors such as the quality of teacher's guidance and adequate time allocation are more crucial in determining writing performance. Furthermore, Yige (2022) also supports the present findings, concluding that writing anxiety does not significantly predict students' writing performance. The study highlighted that while anxiety might be present, it is not a significant factor in determining writing performance of students.

Moreover, a study corroborated the results of this present investigation, finding that writing anxiety is not a critical determinant of writing performance among students (Wahyuni et al., 2019). Similarly, Morali and Boran (2021) concluded that writing anxiety does not consistently influence writing performance among students. The research highlighted that manageable

levels of anxiety did not significantly impact students' ability to write effectively, suggesting that other factors play a more significant role.

In contrast, the outcomes of this study differ from the conclusion reported by Khosravi et al. (2023) that students' writing anxiety is a strong predictor of writing performance. Moreover, the results of Rasuan and Wati (2021) also opposed the findings of the current investigation, as they concluded that students' writing anxiety had a positive influence on their writing performance. According to the findings, while English learning anxiety did not necessarily result in poorer writing outcomes, it motivated students to improve and perform better compared to others.

Moreover, the model, which considers the combined influence of social networking usage and writing anxiety, explained 58.3 percent of the variation in students' writing performance. This indicates that 41.7 percent of the variability in writing performance remains unexplained by the model. Consequently, there are likely other factors influencing students' writing performance that were not addressed in this analysis.

IV. CONCLUSIONS AND RECOMMENDATIONS

Presented in this chapter are the findings, conclusions, and recommendations based on the results of the study on social networking usage and writing anxiety as determinants of the writing performance of students.

Findings

Based on the interpretations of the data, the major findings were presented as follows:

1. The level of students' social networking usage obtained an overall mean of 4.07, described as high, and with a standard deviation of 0.38. The indicators academic, socialization, entertainment, and informativeness had category means of 4.08, 4.17, 4.09, and 4.13, respectively.
2. The level of students' writing anxiety got an overall mean of 4.13, described as high, and with a standard deviation of 0.50. The indicators cognitive anxiety, somatic anxiety, and avoidance-behavior had category means of 4.01, 4.22, and 4.15, respectively.
3. The level of students' writing performance obtained an overall mean of 4.01, described as high, and with a standard deviation of 0.57. The indicators content, organization, grammar, vocabulary, and mechanic

had category means of 3.87, 4.10, 4.14, 4.18, and 4.12, respectively.

- The result showed that there was a moderate positive relationship between social networking usage and writing performance, with a correlation coefficient of 0.762 and a p-value of 0.000, resulting to reject the null hypothesis ($p < 0.05$). Also, writing anxiety and writing performance showed a moderate negative relationship, with an r value of -0.563 and a p-value of 0.000, leading to the rejection of the null hypothesis ($p < 0.05$).
- For the regression analysis, social networking usage significantly influenced students' writing performance, with a p-value of 0.000 which is significant at 0.05 level ($p < 0.05$). This implies the rejection of the null hypothesis. On the contrary, writing anxiety does not significantly influence students' writing performance, with a p-value of 0.131 which is not significant at 0.05 level ($p > 0.05$). This implies the non-rejection of the null hypothesis. The overall model obtained an F-value of 252.551 and a p-value of 0.000 which is significant at 0.05 level. Also, the r^2 explained 58.3 percent of the observed variation in the dependent variable.

Conclusions

Based on the interpretations of the data, the conclusions were presented as follows:

- The social networking usage among students is oftentimes manifested. Thus, the study confirms that students regularly use social networking sites, underlining the increasing contribution of social networking usage to their daily activities. This implies a transformation in how students read and create written content, which can impact their literacy skills and academic interest.
- The writing anxiety among the students is often evident. Writing anxiety is a common challenge among students, indicating potential barriers to their confidence and ability to express ideas effectively. This underscores the need for interventions that address students' emotional and psychological barriers to writing.
- The writing performance among the students is very good. Despite frequent social networking usage and evident writing anxiety, students generally demonstrate strong writing performance. This suggests that external factors, such as instructional strategies or personal motivation, may contribute to their ability to write effectively.

- There is a significant relationship between social networking usage and writing performance. Also, there is a significant relationship between writing anxiety and writing performance. The study established that both social networking usage and writing anxiety are significantly related to students' writing performance. This finding emphasizes that digital engagement and emotional factors are key considerations in understanding students' writing development.
- Social networking usage significantly influenced students' writing performance, while writing anxiety does not significantly influence students' writing performance. Social networking usage is found to significantly influence writing performance, suggesting that online interactions, exposure to digital texts, and informal writing practices may enhance students' writing skills. Conversely, writing anxiety does not have a significant impact on writing performance, implying that despite students' apprehensions, they can still produce quality writing. This challenges the assumption that anxiety always hinders performance and suggests that other factors, such as resilience or instructional support, may mitigate its effects.

Recommendations

Based on the findings and the conclusions, the recommendations were drawn:

- Since students regularly access social networking sites, educators may utilize the same to strengthen writing instruction. Teachers may organize activities like cooperative writing assignments, blogging, or social networking usage conversation to promote legitimate and interactive writing activities. Through this method, writing can be made more participatory and in accordance with digital culture. Instructors may instruct students to learn how to critically evaluate and hone their writing through online feedback and enhance their skill in editing and revising.
- Since writing anxiety is typical among students, schools may implement interventions for enabling students to overcome their anxiety of writing. Methods like workshops in writing, peer review and guided brainstorming.
- Considering that students show good writing performance based on the results of the study, regardless of outside influences, teachers may keep employing diverse instructional strategies that address varying learning styles.

4. On the account that social networking has a profound impact on writing performance, it is essential to encourage its academic and responsible use to optimize its benefits and limit its distracting effects. Teachers may give students guidelines on digital literacy, instructing them on how to identify credible sources, examining misinformation, and participate in constructive online debates. Teachers may persuade students to employ social networking as an instrument for educational collaboration, like membership in online study groups or involvement in virtual writing communities.
5. Since the r^2 value is 58.3 percent, future researchers may consider investigating additional variables or factors that could explain the remaining 41.7 percent of variability in the data. Exploring other potential influences may offer deeper insights and enhance the overall understanding of the factors impacting the writing performance of students.

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