

The Effects of Various Variables on University Students' Writer's Block Levels

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ABSTRACT This study examined the writer's block levels of the freshman students in a faculty of education based on the relevant variables about socio-economic features and reading-writing frequency. The subjects of the research consisted of 428 students studying at the Mustafa Kemal University, Faculty of Education. In this study, the items in the blocking and lateness sub-scales of the 'Questionnaire for Identifying Writer's Block' were used. The scale was adapted to Turkish with all items in order to determine the functionality of blocking and lateness factors. Considering the faculty of education freshman students' writer's block levels, it was determined that twenty-four percent of the students almost always and often have the writer's block, seventy percent of them have it sometimes or occasionally, and six percent of them have it almost never. It was determined that the students having writer's block vary in accordance to their reading-writing frequencies rather than their socioeconomic features, and the students who had writing activities in secondary and high school and still have the habit of writing have a lesser degree of the writer's block. It was detected that the students who have a regular reading habit also have the writer's block lesser.