

The Impact of Reading Anxiety on Undergraduate Students in Pakistan: An Exploration of Meta-Cognitive Strategies

Alia Ali Bhutto^{*}, Asif Ahmad[†], Suhail Ahmed Sarhandi[‡]

Abstract

Previous studies have linked second language reading strategies to decreased reading anxiety. Nevertheless, current study had generated a model by adding reading proficiency and reading self-efficacy. This research aimed to explore the co-relations between reading anxiety, reading strategies and self-efficacy in English as a foreign language. Four different adapted tools were brought together to form a comprehensive survey questionnaire in order to collect data from undergraduate university students in Pakistan. Two-hundred and forty participants responded to the survey by using convenient sampling technique. Data were analyzed by using SPSS 22 version. A set of various tests were applied to test the generated hypotheses. The results suggest that reading anxiety is a constant factor, but students utilize their reading strategies to decrease the anxiety issues. Overall, a positive correlation was identified and none of the variable was insignificant. This research is likely to help EFL teachers to explore students' beliefs about effective reading strategies.

Keywords: second/foreign language reading anxiety, meta-cognitive strategies, reading efficacy and proficiency.

Introduction

Reading is the practice of interpreting written text in a language. It is also known as the process of acquiring knowledge in a systematic order to develop the human mind with the help of reading (Amazie & Buiguit, 2018). Reading habits are necessary for intellectual evolution which leads to helping minds for being innovative and creative. Researchers, for decades, have been working on reading proficiency and the development of reading stages.

Besides, reading anxiety with negative and positive emotions is commonly reported in their studies (Mega, Ronconi, & De Beni, 2014; Pekrun, Goetz, Titz, & Perry, 2002). Reading anxiety usually refers to negative emotions and attitudes towards the process of decoding a text in a second/foreign language. In addition, its negative impact on reading in

^{*} Lecturer in TESOL, Begum Nusrat Bhutto Women University, Sukkur. Email: alia.bhutto@bnbwu.edu.pk

[†] Assistant Professor in TESOL, Begum Nusrat Bhutto Women University, Sukkur. Email: asif.ahmad@bnbwu.edu.pk

[‡] Registrar, Aror University of Art, Architecture, Design & Heritage, Sukkur. Email: sarhandi@aror.edu.pk

the target language is reported widely and it is more difficult to explore as compared to the other skills, for example, speaking (Saito, Garza, & Horwitz, 1999; Saito et al., 1999).

Lower order thinking skills can lead to frustration and demotivation among the learners (Chow, Chui & Wong, 2017). Reading anxiety may be considered as one of the factors which may result in insufficient performance in second or foreign language interpretation (Saito, Horwitz, & Garza, 1999; Saito & Samimy, 1996; Sellers, 2000). To overcome anxiety and negative feelings, effective readers have found meta-cognitive strategies to deal with. Reading with care and concern may help learners to deal with the negative emotions which are aroused while reading a text in a target language (Urquhart and Weir, 2014). Researchers have found that meta-cognitive awareness of reading has a positive effect on the decoding process of a text (Hong-Nam, 2014; Mokhtari & Sheorey, 2002; Zhang, 2001).

Previous studies suggest that learning pre-reading vocabulary and reading different genres of texts serve as remediation strategies to reduce reading anxiety (Hong-Nam, 2014; Wang, Spencer, & Xing, 2009). Furthermore, students use meta-cognitive strategies in their daily routine while reading a text in a foreign language (Alsheikh & Mokhtari, 2011). Attitudes toward reading particularly on horizons of interests, motivation, and related reading behavior have been studied by a number of educators and several researchers (Sainsbury & Schagen, 2004; Schunk, Meece, & Pintrich, 2012; Wigfield et al., 2008). The reading process also involves *Cognitive Awareness* and *Reading Strategies* during reading activities. Self-assurance of reading is a personal belief of every individual that leads to managing successful reading tasks.

Cognitive and meta-cognitive strategies are the tools used to decrease anxiety in reading in a second language (Maghsudi & Talebi, 2009). This study aims to record the anxiety and the meta-cognitive strategies preferred by undergraduate university students of public and private sector universities located in rural and urban parts of Sindh. The objective of the study is also to explore the co-relations between reading anxiety, reading strategies, and self-efficacy in English as a foreign language.

This area of interest is under-researched in Pakistan, and the current study aims to fill this perceived research gap. In previous studies, reading anxiety with the collaboration of reading strategies has been explored. This research explores the relationship among reading anxiety, reading proficiency, reading efficacy, and reading strategies. The findings of the study might be useful in identifying the causes of reading anxiety and it also suggests possible strategies to deal with this issue.

Review of Literature

Reading anxiety: Positive and negative emotions of students towards reading in a foreign language have been researched by many scientists and researchers across the world (Sainsbury & Schagen, 2004; Wigfield et al., 2008; Schunk, Meece, & Pintrich, 2012). Reading anxiety refers to negative emotions and attitudes towards the process of decoding a text in a foreign language. Moreover, the negative impact on reading in a target language is reported widely as being more difficult to explore as compared to other skills such as speaking (Saito, Garza, & Horwitz, 1999; Saito et al., 1999). Anxiety is also defined as an apprehension that is related to different situations and how learners of different age groups experience it; it occurs when a reader is not able to decode the written text (Ramirez et. al, 2018). In other words, reading anxiety in a foreign language may increase the level of frustration among readers (Chow & Chui, 2017).

It is also said that self-assured readers experience low anxiety, and this affirms that they are able to perform well in any reading task. In addition, the learners with low confidence experience high levels of stress during the reading process (MacIntyre, Noels, & Cle´ment, 1997; Spezzini & Oxford, 1998). One cannot address the reasons for reading anxiety in a foreign language until the researcher is immersed with a particular society (Sellers, 2000). The students who consider themselves as successful readers, have positive experiences with various reading texts and confident readers have habit of reading efficiently. Students tend to be successful readers when they are exposed to new reading texts (Unrau et. al, 2018; Henk & Melnick, 1992). Reading may be a cause for their frustration. (Henick, Barbra & Melnick, 2012). Previous studies suggest that students who acquire better language proficiency in a target language, use a variety of reading strategies and various plans towards reading are used while reading a text (Oded & Walters, 2001; Perkins & Brutton, 1992; Zhang, 2001).

Researchers need to get comprehensive information to observe and address the reading-related issues (Zoghi & Alivandivafa, 2014). Additionally, readers from Asian countries tend to encounter reading anxiety. They are mostly not satisfied with their reading ability because of their mother-tongue influence and academic pressure (Oettingen, Little, Linderberger, and Baltes, 1994).

To explore the significance between reading anxiety and proficiency, the following five hypotheses are generated:

H^o1= There is a negative correlation between reading anxiety and

proficiency.

H^o2= Students enrolled in private sector universities have lower reading anxiety as compared to the students at public sector universities.

H^o3= Reading anxiety has an insignificant impact on reading efficacy.

H^o4= Reading anxiety is constant in students of different semesters.

H^o5= Confident learners face lower anxiety while reading a text in a foreign language.

Meta Cognitive Reading Strategies

Lien (2016) describes meta-cognitive strategies as an approach that readers employ to evaluate a reading task to get maximum information about the task at hand and it also contains a list of strategies and cognitive creativities (Mokhtari, 2001). It also denotes high order decision-making abilities which enforce the intellectual processes to control the process of thinking, observing and evaluation (Chamot & O'Malley, 1990; Cohen, 2005; Oxford, 1990). Reading strategies are the reflection of the various practices used by readers to improve their reading skills (Sheorey and Mokhtari, 2001). Additionally, in both (L1 and L2) contexts various strategies are used by the readers of mother-tongue and target language (Iwai, 2008; Shang, 2010). Another example of reading strategies is top-down and bottom-up approaches (Taki, 2016). Interactive reading model involves a contrast of lower and higher level of processing of knowledge, that is bottom-up and top-down process of understanding the written information; the bottom up is described as interpreting and top-down is the practice of additional comprehensive reading (Brevik, 2014). Furthermore, she also explored that readers are engaged with their cognitive and meta-cognitive behaviors. Approaches towards reading involve the essential factors such as motivation, which encourage readers to engage themselves during the decoding process of manuscript for long time and their beliefs about reading are also related to the motivation in reading (Day & Bamford, 1998; Mori, 2004).

Meta-cognitive Awareness of Reading Strategies Inventory (MARSII) was developed by the Mokhatri and Richard (2002) in which they enlist all the possible items which represent the meta-cognitive reading strategies in ESL/EFL contexts. It is used for both adults and young learners. This instrument is categorized in three parts: the items of part one represents cognitive strategies, the items of part two represent the meta-cognitive strategies, and the items of last part are the reflection of supportive strategies. This instrument aimed to discover the students' attentiveness towards the practice of reading strategies. To record

different strategies to overcome the reading anxiety hypotheses six and seven were built.

H^{°6}= Different strategies are used by students in order to overcome anxiety.

H^{°7}= Different Meta-cognitive strategies are used by both genders.

Reading and Self-Efficacy

Self-efficacy is illustrated as personal beliefs to accomplish the different reading tasks with passion and it also involves motivation and emotional practices (Bandura, 1977). Self-efficacy is a tool to examine causes when a person faces difficulties. Struggling readers who have doubts about their reading abilities may experience certain problems in prolonged reading activities. Furthermore, they have a challenging experience of facing issues regarding reading (Cho et. al., 2015) and motivated readers are able to read more efficiently (Uran et. al., 2018). The ability of self-efficacy is connected with the age of students, as they grow older, they are likely to become more confident readers. (Chapman & Tunmer, 1997; Lepola, Vauras, & Maki, 2000), and females have higher reading efficacy as compared to males (Hartley and Sutton, 2013). To explore the high self-efficacy of reading following hypotheses were generated.

H^{°8} = Students from private sector universities have higher reading efficacy as compared to students of public sector universities.

H^{°9}= Girls have high reading self-efficacy

H^{°10}= students enrolled in 6-7 semester are more confident readers.

Methodology

The model of current study's use of meta-cognitive reading strategies and reading proficiency towards reading anxiety is as given below:

$$RA = \alpha + \beta_1 GLOB + \beta_2 PROB + \beta_3 SUP + \beta_4 + RE + \beta_5 RP + e$$

To record the participant's reading anxiety level, an adapted version of foreign language reading anxiety scale (FLRAS) developed by Satio, Howtiz and Garza (1999) was used. Total numbers of items were 20 and it was designed on five points Likert scale scoring system. Scores were set from 1-5.

Meta-cognitive Awareness of Reading Strategies Inventory (MARSI) is developed by Mokhatri and Richard in 2002. It was used as an adapted tool for the present study to explore the different reading strategies used by undergraduate students of public and private sector universities. MARSI consists of 30 items and three factors. The first factor is global reading strategies (GLOB), and it consists of 13 items. The second factor is the representation of problem-solving strategies (PROB) and it contains 8 items. The last factor is regarding support reading strategies (SUP) and it contains 9 items. It was measured on a five-point scale i.e., 1= Never, 2= rarely, 3= Sometimes, 4= Often and 5= Always.

Reading self-efficacy (RSE) questionnaire was adapted from Zare and Mobarakeh (2011). It aimed to measure the beliefs and the reading abilities of the readers. That consists of 5 items. It was developed on 5 points Likert scale: 1= indicated that I cannot do well, 2= indicated Maybe I can do it, 3= maybe I cannot, 4= I basically can do it and, 5= I can do it. Tool of reading proficiency (RP) was adapted from Lien (2016). It forecasts reading proficiency of undergraduate students and it contains two items and the same 5 points Likert scale was selected to collect data.

Questionnaire Reliability analysis was reported between variables as well as among different variables items. OLS Linear Regression Analysis by using SPSS Version 22 was applied for measuring co-linearity among different variables. *t*-tests were applied to compare means among variables and to evaluate the hypothesis which were generated with the help of literature review.

An adapted survey questionnaire of fifty-seven items was used to collect data from 240 university students from Sindh (including private and public sectors). Data were collected by applying convenience sampling technique. The sample size of fifty students was used for pilot study. Three items and two cases were removed from the data to ensure the reliability of data and questionnaire to ensure the reliability of the tool.

Results and Estimations

Analyses: To assess the reliability of the questionnaire and data, a reliability analysis test was performed. To test H^o 2, 6, 7, 8 and 9, an independent *t* test was applied. Regression analysis was operated to analyze the possible relationship among variables and to counter H^o 1 and 3. One way of analysis of variance (ANOVA) was employed to examine the difference of reading anxiety with another independent factor H^o4 was tested with ANOVA.

Reliability Analysis: Cronbach's alpha reliability analysis was used for the data collection tool (questionnaire) to determine consistency of multiple items scale. Cronbach's alpha resulted in the average and mean

score of all variables with items. According to the parameter (Leech et al., 2005, p. 67), the value of Cronbach's alpha should be greater than 0.5, in reliability test. Table 1 shows the results of reliability analysis. The value of Cronbach's alpha of the overall questionnaire was 0.74 which specified that data and the instrument were 74 % reliable.

Table 1
Reliability Analysis

Variable	Items	Reliability
Overall reliability of the items	54	0.74

Kaiser-Meyer-Olkin and Bartlett's tests of sample size acceptability: A Kaiser-Meyer-Olkin (KMO) and Bartlett's test was used to analyze whether each factor had sufficient items for making proper group as well as for sample size adequacy. If the measure of the KMO test is less than 0.50, it means that the insufficiency exists in the factors to make appropriate groups, however, if the value of KMO exceeds 0.5 then it indicates that each factor has enough items for making a group. If identity matrix among factors exists, then there will be no correlation matrix. Hence it was indicated that the correlation matrix had significantly different properties from an identity matrix. Table 2 highlights the result of KMO and Bartlett's tests.

Results show that KMO value is .645 which is greater than 0.5, it means that items within each factor were adequate and acceptable for making groups. The KMO test also highlights the probability value which is less than .05. Again, it is acceptable phenomena for adequacy of correlation among variables.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.645
Bartlett's Test of Sphericity	Approx. Chi-Square	2269.654
	Df	946
	Sig.	.000

Inferential statistics

(Compare means of different reading strategies used by both genders):

The independent *t*-test measured the means of two different groups. This test was applied to inquire the H^o. The hypothesis for Levene's test was that different reading strategies were used by undergraduate students to overcome second language reading anxiety. The result of Sig value for the Levene's test was .969 that is > 0.05 in this case

null hypothesis was accepted that supportive reading strategies were used by different groups of students. The mean of two groups was male= 3.35385, female = 3.35940.

In order to evaluate global reading strategies used by both genders, an independent *t*-test was applied on global reading strategies. As the sig indicated to accept the H^0 , *t* value lower than sig, sig value is = .708, the mean of each gender was male = 3.7546 and female = 3.7187. Additionally, same procedure was performed to evaluate problem solving strategies used by both undergraduate groups (male & female) enrolled in universities. The sig value emphasized to accept the H^0 because it was > 0.05. Sig value was= 9.85 weather mean of each gender was male= 3.6469 and female =3.6469. The value of *t* was turned down because Sig value was greater than 0.05 percent.

Table 3

Independent t-tests

Sig.	F	Mean	T	Sig (2-tailed)
.969 (SUP)	.002	Male= 3.5385 Female =3.5940	.432	.666
Sig.	F	Mean	T	Sig (2-tailed)
.708 (GLOB)	141	Male= 3.7546 Female= 3.7187	-.264	.792
Sig	F	Mean	T	Sig (2-tailed)
.985 (PROB)	.000	Male= 3.6469 Female= 3.6469	-.480	.632
Sig	F	Mean	T	Sig(2-tailed)

Reading Anxiety and Self-Efficacy: It was hypothesized that students who were enrolled in private sector universities did not encounter anxiety while reading in the target language. In order to test hypothesis number two, an independent *t*-test was applied. The results suggested rejecting the H^0 because the sig value was < 0.05 and the *t* value was > to sig value. The Sig was 0.01 and *t* value was = .753 and the mean of both two groups was students of the private sector =3.2066 and public sector 3.2827. This resulted in reading anxiety being explored in both groups.

The test results show that female students had high reading efficacy as compared to male students. The reported sig value was = .176 and *t* value was = .006. The mean of both two groups was male= 3.7844

and female= 3.7853. However, it was hypothesized that students at private-sector universities did not encounter reading anxiety issues as compared to public-sector students. The estimated result of the sig value was in favor of H^o, reported sig value was = .541 and *t* value -.38. The mean of both groups was private =3.8262 and public = 3.7785.

In order to test the last hypothesis which claimed that as students' level increases, they tend to have higher self-efficacy *t*-test was applied to two groups. In group 1, students from semester 1-3 were placed and in the second group students from semester 6-7 were placed. The approximated results of sig value were not in favor of accepting the hypothesis. The sig value was= .000 and value of *t* was= 1.919, mean was Semester 1-3= 4.0579 and semester 6-7= 3.6712.

Table 4*Independent T-tests*

Sig.	F	Mean	T	Sig (2-tailed)
0.01 (RA)	.002	Public= 3.2827 Private= 3.2066	.753	.452
Sig	F	Mean	T	Sig(2-tailed)
.176 (RSE gender)	1.843	Male= 3.7844 Female= 3.7853	.006	.995
Sig	F	Mean	T	Sig (2-tailed)
.541 (RSE US)	.374	Private= 3.8262 Public= 3.7785	-.381	.704
Sig	F	Mean	T	Sig(2-tailed)
.000 (RSE Sem)	16.937	Semester 1-3= 4.0579 Semester 6-7= 3.6712	1.919	.060

Compare Means of Three Independent Variables: The one-way ANOVA (analysis of variance) was performed to measure whether there was any significance between the means of two or more than two independent variables. The H^o for the test was that reading anxiety was constant in students of different semesters of both public and private sector universities. The participants for the test were categorized in three groups, group 1 was semesters 1-3, group 2 was semesters 4-5 and group 3 was semesters 6-7. There was no significant difference found in all three groups. Post Hoc comparison using the Tukey test was carried out.

Results of the Tukey HSD reported that there is no significant difference observed in the statistically performed test. The p value was 1.000 which was > 0.05. Group 1 was compared with group 2 and the mean difference (MD) was = .05411, when group 1 was compared with group 3 MD was = .18143 and reported sig value was = .999. The compared results of group 2 with group 1 MD were = -.05411 along sig value was =.1.000, the contrast evaluation of group 2 with group 3, estimated MD was = .16541 and sig value was = 1.000. The estimations of the contrast of group 3 with group 1 was reported as sig. = .999, MD=-.08173 and the evaluation of group3 with group2 was sig value=1.000 and MD was= -.02761. Therefore, it can be concluded that the results were in the favor of H^o that reading anxiety was constant among all students enrolled in different semesters.

Table 5

One-way ANOVA

(I) semester			Mean Difference (I-J)	Sig.
Tukey HSD	1-3	4-5	.05411	1.000
		6-7	.08173	.999
	4-5	1-3	-.05411	1.000
		6-7	.02761	1.000
	6-7	1-3	-.08173	.999
		4-5	-.02761	1.000

Antecedents of Reading Anxiety: The results OLS reported that co-linearity existed entirely in all variables with R Square value of 0.32 with probability value .021 which is useful for model fitness. From the model it was observed that all variables had significant effect on reading anxiety. The coefficient of Self-efficacy was highest among all variables; the recorded value was .116. This estimated that maximum ratio of university students used reading efficacy to deal with reading anxiety, Therefore, H³ can be rejected.

Reading proficiency was not affected by reading anxiety. The value of reading proficiency was .062. Reading anxiety was not proven to be an obstacle to decrease reading proficiency of undergraduates; thus, the

first hypothesis was rejected. Besides, supportive reading strategies were also used by the students to cope with reading anxiety, the value reported was 0.62. Mostly, students preferred supportive reading strategies to encounter reading anxiety because it had the highest values in all coefficients. After supportive strategies, the well-known strategy used by students was global reading strategies, the value was 0.60 reported by the SPSS. The last strategy was problem solving strategy and it was not as popular as other two strategies; the value of problem solving was 0.19 %. Moreover, fifth hypothesis was confirmed that different strategies were used by students to overcome reading nervousness.

The results of coefficients for reading self-efficacy reported that reading anxiety had no negative impact on reading efficacy and it was proven that confident readers did not face reading anxiety issues.

Table 6

Regression Analysis

F-statistics	1.469			
R square	0.201			
Variables	Coefficients	t-statistics	Probability	VIF
RA	(constant)	7.518	.000	
RSE	.116	1.726	.086	1.021
RP	.062	.919	.359	1.013
GLOB	.060	.804	.422	1.266
SUP	.062	.882	.379	1.123
PROB	0.19	0269	.788	1.134

From regression analysis, it was investigated that reading self-efficacy and reading proficiency were not affected by reading anxiety. Supportive and global reading strategies were mostly used to handle or confront reading anxiety issues. The results show that supportive reading strategies were 0 used to decrease reading anxiety, while the other factors remains constant. Overall, positive correlation among all reading strategies was recorded. The value of r-square is 0.201 indicated that the model was predicted adequately.

Discussion

The present study aimed to explore the relationship among reading anxiety, proficiency, efficacy and different strategies used by undergraduate university students. In order to make data reliable through

reliability analysis, three items were deleted; those items had negative impact on entire data. The total number of items in the questionnaire decreased to 54 from 57. Two outliers were also explored with box plot analysis. The final reported reliability statistics was 0.64.

The result of the current study revealed that reading proficiency and reading self-efficacy were not affected by reading anxiety; hence it was proven that readers were confident while reading in second or foreign language reading. Besides reading anxiety in second/ foreign language reading was constant but it did not affect the reading proficiency and reading efficacy. Regression analysis rejected the initial hypotheses which were based on literature review. Though anxiety was observed as constant factor but it did not affect the reading proficiency. The readers were confident while reading. There was not any negative correlation recorded between reading anxiety and reading self-efficacy. It is also said that confident readers do not encounter second language reading anxiety (Lien, 2016), but in present study reading in second/foreign language was constant, but students used different strategies to deal with it. There was a positive correlation among all the variables. Additionally, all the independent variables had a significant impact on the dependent variable. It was informed to the SPSS to plan comparison of more than two variables. One-way ANOVA between groups analysis of variance was conducted to explore the consistency of reading anxiety in three different groups. Three groups were categorized in semesters 1-3, semesters 4-5 and semesters 6-7. There was not any statistically significant difference between all three groups. p value was > 0.05 . There was slightly significant difference between the mean of all three groups, but the p value emphasized that anxiety of second/ foreign language reading remained constant in all groups.

Investigating the meta-cognitive reading strategies preferred by the participants also signified their approaches to deal with second/ foreign language reading anxiety (Taki, 2015). All three types of meta-cognitive reading strategies were positively correlated with dependent variables. The significance of p value of GLOB and SUP reading strategies resulted in the fact that most of students used GLOB and SUP reading strategies to deal with the issue of second language reading anxiety. Estimated p value for GLOB strategies was = 060 and for SUP was = .062. There was not any negative correlation explored in the entire analysis.

Hartley and Sutton (2013) found that female students have high reading efficacy as compared to male students. A null hypothesis was generated with the support of literature, hypothesis was female students from public and private universities had a degree above of reading efficacy. Levenes' test of compare means was applied to test it. The results

were in favor of accepting generated hypothesis, reported sig value > 0.05 , it was $= .995$. However, it was also hypothesized that as the level of students increases they become more confident while reading (Chapman & Tunmer, 1997; Lepola, Vauras, & Maki, 2000). The *t*-test compared two groups of students, in group 1, students of semesters 1-3 were placed, and in group 2 students of semesters 6-7 were placed. It resulted that senior students were not a degree above in reading efficacy.

Conclusion

This study explored second language reading anxiety with contrast of reading proficiency, efficacy and meta-cognitive strategies. Four different instruments were merged to create a questionnaire in order to collect data from undergraduate students of public and private sector universities in Pakistan. The final version of the questionnaire consisted of fifty-four items. A number of two-hundred and forty questionnaires were filled by using convenient sampling technique. A pilot study on sample size of forty cases was performed which resulted in a decrease of three items from the adapted version of questionnaire. On initial stage, questionnaire consisted of fifty-seven items. Later on, it was decreased to fifty-four items in order to enhance the reliability of the questionnaire.

Data were analyzed by using SPSS 22 version. Different tests were performed to test the null hypotheses which were formed with support of literature review. Most obvious findings of the study were that reading anxiety did not affect reading proficiency and effective reading. Though anxiety was a constant factor, the students used different meta-cognitive reading strategies to deal with nervousness in second language reading. The top two suggested reading strategies used by the students were GLOB and SUP reading plans. Female students were observed as more confident readers as compared to male students. It was hypothesized that students from private sectors did not encounter any difficulty while reading texts. The results of analysis suggested that both groups of the students faced this issue, but they used certain strategies to decrease the reading anxiety. Analyses emphasized that all the independent variables co-related with dependent variables and they did not cause any insignificant impact to dependent variables.

Limitations

This study was only limited to the reading anxiety and different strategies used by undergraduate students of public and private universities in Pakistan. Moreover, this study was purely of quantitative nature.

Direction for Future Research

In the current study the relationship of reading anxiety was measured with different strategies and other mentioned factors. Researchers are motivated to explore reading anxiety with one productive skill such as writing or speaking skills. They may add qualitative parts in their study in order to have more rigor and richer analysis for their study. *Suggestions:* University teachers are suggested to motivate students by planning different reading tasks; they assure that the reading text in second or foreign language will not be a cause of mental stress.

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