

 Research Article

Writing Metacognitive Awareness and Writing Performance Anxiety among Senior High School Students at a Philippine University

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Abstract

Strengthening senior high school learners' oral and written language skills is a prominent focus of the K12 program. In this level, students encounter intricate writing concepts that necessitate advanced cognitive abilities. Hence, metacognitive awareness is crucial in scaffolding students' development and understanding of complex writing skills and conventions. This study sought to assess the relationship between senior high school students' writing metacognitive awareness and writing anxiety. Two adopted questionnaires—the Metacognitive Awareness Writing Questionnaire (MAWQ) by Farahian (2017), and the Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) were administered to 120 senior high school students who were selected through convenience and availability sampling. The data were analyzed using descriptive statistics (frequency, percentage, and mean), and Spearman's rho test of relationship. The results revealed that the respondents demonstrate a commendable degree of metacognitive awareness in various aspects of writing. The study further noted that the respondents experience anxiety in performing writing tasks. Their anxiety in writing impacts their metacognitive abilities, as the analysis showed a significant moderate positive monotonic relationship ($r_s = 0.36224$, p (2-tailed) = $5E-05$) between the respondents' extent of writing metacognitive awareness and level of writing anxiety. Therefore, students who have a high extent of metacognitive awareness may experience a high level of writing anxiety, and vice versa. Anchored on the findings, the study recommends that teachers implement various strategies to support students in managing their anxiety during the writing process. These strategies can contribute to improving the overall writing experience for senior high school students.

Keywords: Writing Metacognitive Awareness, Writing Anxiety, Metacognition, Correlational Design, Senior High School, UPHSD-Molino

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1. INTRODUCTION

In today's education system, writing competence is a vital predictor of academic success. For senior high school (SHS) students, writing is not merely a subject requirement but a core skill that influences performance across disciplines. Yet, despite its importance, writing remains a challenging and often anxiety-inducing task for many learners. A recent global survey by the Programme for International Student Assessment (PISA, 2018) reported that writing proficiency is one of the weakest areas among secondary-level students, underscoring the urgency of addressing writing-related difficulties in schools. In the Philippine context, the Department of Education's implementation of the K–12 program in 2016 further amplified the demand for advanced literacy skills, particularly in English academic writing. This transition highlights the need to equip SHS students with language proficiency and higher-order cognitive and metacognitive strategies to manage complex writing tasks.

Metacognition—"thinking about thinking"—is a critical construct in this regard. It equips learners with self-awareness and self-regulation strategies that enable them to plan, monitor, and evaluate their

writing processes (Zhafransyah & Anwar, 2023). Prior research shows that metacognitive instruction fosters deeper learning and helps students enhance their writing outcomes. However, one persistent obstacle to effective writing is performance anxiety. Writing anxiety, defined as the fear or apprehension experienced when tasked with writing (Cheng, 2004), has been linked to reduced writing performance and cognitive overload. Studies by Baful and Derequito (2022), Balta (2018), and Stewart et al. (2015) consistently highlight the negative correlation between high anxiety and writing success, with evidence suggesting that students who experience lower anxiety demonstrate stronger metacognitive awareness and writing competence.

Despite these findings, gaps remain. While most existing studies focus on tertiary-level or second-language learners, limited research examines how writing metacognitive awareness and writing anxiety interact at the senior high school level, particularly in the Philippine context. This is a critical omission, as SHS represents a developmental stage where students must transition from basic writing proficiency to academic and professional writing readiness. Addressing this gap provides both theoretical contributions—by clarifying the interplay between awareness and anxiety—and practical implications for SHS instruction and curriculum design.

This study, therefore, seeks to explicitly address the following problem: *What is the relationship between senior high school students' writing metacognitive awareness and their writing process anxiety?* Understanding this relationship is significant not only for educational psychology and language learning but also for informing teaching practices aimed at reducing anxiety and promoting reflective writing strategies among SHS learners.

1.1. Objectives

This paper sought to provide an analysis of senior high school students' writing metacognitive awareness and writing performance anxiety. Specifically, it aimed to:

1. Assess the senior high school students' extent of writing metacognitive awareness.
2. Explore the senior high school students' level of writing process anxiety.
3. Identify the relationship between senior high school students' extent of writing metacognitive awareness and level of writing process anxiety.
4. Ascertain the impact of senior high school students' extent of writing metacognitive awareness on their level of writing process anxiety.

1.2. Hypotheses

H₀ – There is no significant relationship between senior high school students' extent of writing metacognitive awareness and level of writing process anxiety.

H₁ – There is a significant relationship between senior high school students' extent of writing metacognitive awareness and level of writing process anxiety.

2. METHODOLOGY

2.1. Research Design

A quantitative approach with a correlational research design was utilized to ascertain the relationship between students' metacognitive awareness and their own fear of writing. This design was deemed appropriate because the primary objective of the research was to determine whether and to what extent these two variables are related.

2.2. Respondents of the Study

The respondents of the study were 120 senior high school students from the University of Perpetual Help System DALTA - Molino Campus. These students were enrolled in the Science, Technology, Engineering, and Mathematics (STEM) and General Academic Strand (GAS) tracks. The participants were selected using availability and convenience sampling, ensuring accessibility and feasibility in data collection.

A post hoc power analysis was conducted using G*Power software to assess the adequacy of the sample size. The analysis indicated a statistical power of 0.92 (rounded from 0.9195366), signifying a 92% probability of correctly identifying a true effect in the population. This exceeds the commonly accepted threshold for adequate statistical power, which is 0.80 (Lougheed et al., 1999; Steidl et al., 1997). Thus, the sample size was deemed sufficient for detecting meaningful relationships between the variables under investigation.

2.3. Research Instrument and Data Collection

To gather the necessary data, two instruments were utilized in this study. The first was the Metacognitive Awareness Writing Questionnaire (MAWQ), developed by Farahian (2017). Grounded in Flavell's (1979) framework of metacognition, the MAWQ is based on a two-dimensional model encompassing the knowledge and regulation of cognition. Farahian's approach integrates these dimensions to provide a comprehensive understanding of metacognition in the writing process. The declarative knowledge component of the MAWQ focused on aspects such as self-efficacy and general beliefs about writing. Specifically, it assessed factual beliefs about writing rather than value-based judgments, aligning with Flavell's (1987) concept of metacognition. Flavell emphasizes that personal knowledge includes learners' understanding of themselves as writers and their general beliefs about effective writing practices. Interview data further supported the inclusion of these aspects, highlighting the development of students' beliefs about good writing as part of their declarative knowledge. The second instrument was the Second Language Writing Anxiety Inventory (SLWAI), created by Cheng (2004). Designed to measure writing anxiety in English as a second language, the SLWAI evaluates three key dimensions: avoidance behaviors, physical reactions, and cognitive responses. Its focus on second-language contexts made it an ideal tool for understanding students' writing challenges in English. Both the MAWQ and SLWAI were administered concurrently via Google Forms, ensuring accessibility and streamlined data collection. Both questionnaires were distributed to the respondents using Google Forms, ensuring ease of access and efficient data collection.

2.4. Data Analysis

Descriptive statistics, including frequency, percentage, and mean, were utilized to summarize and provide a clear overview of the data. To examine the relationship between senior high school students' writing metacognitive awareness and writing performance anxiety, Spearman's rho correlation was employed, as it is suitable for ordinal data and non-linear relationships.

All statistical analyses were conducted using Jamovi statistical software, a user-friendly platform for robust data analysis. The results were interpreted with a 95% confidence interval and a 5% significance level ($p < 0.05$) to ensure reliability and statistical validity.

2.5. Ethical Considerations

The study adhered to strict ethical standards to ensure the rights and well-being of participants. Informed consent was obtained from all respondents, with additional parental consent for minors, and participation was entirely voluntary, with the right to withdraw at any time. Confidentiality and anonymity were maintained by anonymizing data and securely storing it in password-protected files. Validated instruments were used to minimize harm and ensure fairness in data collection, and ethical approval was obtained from the relevant review board. The study's procedures were transparent, avoiding coercion and accurately reporting results to uphold research integrity.

Table 1. Senior High School Students' Writing Metacognitive Awareness (n=120)

Indicators	Strongly Agree		Agree		No Idea		Disagree		Strongly Disagree		$\bar{x}$	Inter-pretation
	f	%	f	%	f	%	f	%	f	%		
1. I know that the necessary components of an essay are the introduction, body, and conclusion.	35	29.17%	67	55.83%	11	9.17%	7	5.83%	0	0%	4.52	Very High Level of Awareness
2. A skillful writer is familiar with writing strategies (e.g., planning or revising the text).	65	54.17%	49	40.83%	6	5.00%	0	0	0	0%	4.49	Very High Level of Awareness
3. Topic familiarity has a significant effect on one's writing output.	54	45.00%	52	43.33%	10	8.33%	2	1.67%	2	1.67%	4.28	High Level of Awareness
4. When I cannot write complicated sentences, I develop other simple ones	42	35.00%	72	60.00%	4	3.33%	2	1.67%	0	0%	4.28	High Level of Awareness
4. Before I start to write, I find myself visualizing what I am going to write.	47	39.17%	64	53.33%	4	3.33%	4	3.33%	1	0.83%	4.27	High Level of Awareness
5. At every stage of writing, I use my background knowledge to create the content.	38	31.67%	74	61.67%	4	3.33%	3	2.50%	1	0.83%	4.21	High Level of Awareness
6. I am familiar with cohesive ties (e.g., therefore, as a result, firstly)	44	36.67%	59	49.17%	14	11.67%	2	1.67%	1	0.83%	4.19	High Level of Awareness
7. After I finish writing, I edit the content of my paper.	44	36.67%	61	50.83%	8	6.67%	7	5.83%	0	0%	4.18	High Level of Awareness
If I do revision, I do it at the textual features of the text (e.g., vocabulary, grammar, spelling).	40	33.33%	65	54.17%	11	9.17%	4	3.33%	0	0%	4.18	High Level of Awareness
8. I am aware of different types of text types in writing (e.g., expository, descriptive, narrative).	35	29.17%	67	55.83%	11	9.17%	7	5.83%	0	0%	4.08	High Level of Awareness
9. If I do revision, I do it at both textual and the content levels.	30	25.00%	68	56.67%	18	15.00%	3	2.50%	1	0.83%	4.03	High Level of Awareness
10. I automatically concentrate on both the content and the language of the text.	25	20.83%	77	64.17%	13	10.83%	4	3.33%	1	0.83%	4.01	High Level of Awareness

3. RESULTS AND DISCUSSION

The following results were generated anchored on the gathered data.

3.1. Senior High School Students' Extent of Writing Metacognitive Awareness

The results in Table 1 highlight the respondents' strengths in specific aspects of metacognitive writing awareness, reflecting their ability to identify and apply strategies that contribute to effective writing.

The very high level of awareness on essay components ($\bar{x} = 4.52$) suggests that students are highly familiar with the structural requirements of essay writing, such as introductions, body paragraphs, conclusions, and transitions. This familiarity likely stems from frequent exposure to essay-writing exercises in academic settings, where structured formats are emphasized. Similarly, the high rating for various writing strategies ($\bar{x} = 4.49$) indicates that students recognize techniques like brainstorming, outlining, and drafting as critical to the writing process. These strategies are essential for organizing thoughts and ensuring clarity in written outputs.

The respondents also show a high level of awareness in areas that facilitate clarity and coherence in writing. For instance, their understanding of the effects of topic familiarity on output quality ($\bar{x} = 4.28$) underscores the role of prior knowledge in producing well-informed and engaging content. Simplifying sentences ($\bar{x} = 4.28$) indicates a focus on clarity and accessibility, an important skill for effective communication. Visualizing content before writing ($\bar{x} = 4.27$) reflects their ability to plan and conceptualize ideas, which is crucial for coherent and organized writing.

Furthermore, leveraging background knowledge ($\bar{x} = 4.21$), using cohesive ties ($\bar{x} = 4.19$), and considering textual features ($\bar{x} = 4.18$) reveal their awareness of elements that contribute to both the logical flow and the aesthetic quality of their texts. This indicates a recognition of the importance of linking ideas effectively and maintaining a consistent tone and style throughout their work.

Their awareness of revising at both the textual and content levels ($\bar{x} = 4.03$) and focusing on content and language simultaneously ($\bar{x} = 4.09$) reflects a developing ability to refine their work comprehensively. This awareness highlights their understanding of the iterative nature of writing, where drafts are revisited to improve coherence, grammar, and overall quality.

Overall, the aforementioned results reveal that the respondents possess a well-rounded understanding of the key components and strategies involved in writing. However, the slightly lower ratings in areas such as revising and focusing on content and language suggest that while their awareness is high, there may still be room for improvement in consistently applying these strategies during the actual writing process. This indicates potential areas for targeted instruction or practice to further enhance their metacognitive writing skills.

Table 2. Overall Extent of Senior High School Students' Writing Metacognitive Awareness (N=120)

Grand Mean	Interpretation
3.19	Moderate Level of Awareness

As presented in Table 2, the respondents exhibit a moderate level of metacognitive writing awareness, suggesting that while they possess a commendable understanding of the principles and processes involved in writing, there is room for improvement in fully internalizing and applying this knowledge. A moderate level indicates that students are aware of key writing concepts, such as planning, organizing ideas, and editing, but may not consistently or effectively employ these strategies during writing tasks.

Metacognitively aware learners, as argued by Farahian (2015), have the ability to monitor their progress, evaluate the effectiveness of their strategies, and adapt their approaches to optimize performance. This means they can identify challenges during the writing process and implement corrective measures, such as breaking complex tasks into manageable parts or revising their drafts to address weaknesses. However, for learners with only a moderate level of awareness, this self-regulation may not yet be fully developed or consistently applied.

The findings emphasize the importance of fostering metacognitive writing skills to help learners transition from merely possessing declarative knowledge to actively monitoring and controlling their writing processes. Interventions, such as explicit instruction in metacognitive strategies and reflective practices, could enhance students' ability to self-regulate, solve problems effectively, and produce higher-quality writing outputs.

3.2. Senior High School Students' Level of Writing Process Anxiety

Table 3 highlights the top 5 statements from the Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004), which garnered the highest mean ratings, providing insight into the specific factors contributing to students' writing anxiety in English. The findings reveal several key sources of anxiety among the respondents, with the highest mean ratings reflecting concerns tied to evaluation and performance.

Table 3. Senior High School Students' Level of Writing Process Anxiety (N=120)

Indicators	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			Inter-pretation
	f	%	f	%	f	%	f	%	f	%		
1. If my English composition is to be evaluated, I would worry about getting a very poor grade.	35	29.17%	52	43.33%	9	7.50%	21	17.50%	3	2.50%	3.79	High Level of Anxiety
2. I often choose to write down my thoughts in English.	29	24.17%	55	45.83%	17	14.17%	15	12.50%	4	3.33%	3.75	High Level of Anxiety
3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	23	19.17%	67	55.83%	11	9.17%	13	10.83%	6	5.00%	3.73	High Level of Anxiety
4. My thoughts become jumbled when I write English compositions under time constraints.	25	20.83%	55	45.83%	20	16.67%	16	13.33%	4	3.33%	3.68	High Level of Anxiety
5. I am afraid of my English composition being chosen as a sample for discussion in class.	27	22.50%	47	39.17%	19	15.83%	22	18.33%	5	4.17%	3.58	High Level of Anxiety

First, the respondents exhibit significant anxiety about being evaluated on their writing ($\bar{x} = 3.73$), which suggests a high level of concern about judgment and the potential for negative feedback. This apprehension is common among students in academic settings, particularly when writing in a second language, where there may be a heightened awareness of potential errors in grammar, vocabulary, or structure. The fear of receiving a poor grade ($\bar{x} = 3.79$) further intensifies this anxiety, as students may associate writing tasks with academic success or failure. This connection between writing and grades often creates pressure to perform well, which can undermine students' confidence and hinder their writing ability.

Additionally, the respondents experience anxiety when writing down their thoughts in English ($\bar{x} = 3.75$), which may stem from a lack of fluency or difficulty in expressing ideas accurately and coherently in a second language. This is particularly relevant for second language learners, who often struggle with language production, vocabulary limitations, and sentence structure. As a result, writing becomes a stressful task, as students are conscious of their limited language proficiency and the potential for misunderstanding or miscommunication.

Another source of anxiety identified in the study is the time constraint ($\bar{x} = 3.68$), which causes the respondents' thoughts to become jumbled. Time pressure in writing tasks is a well-known contributor to writing anxiety, as students may feel rushed to organize and express their ideas within a limited timeframe. This leads to cognitive overload, making it challenging to focus on the quality of writing or to think critically about the task at hand. The stress of time constraints can disrupt the writing process, causing students to focus more on speed rather than the clarity and coherence of their ideas.

Finally, respondents expressed anxiety about the possibility of their composition being used as a model in class ($\bar{x} = 3.58$), which may reflect concerns about others judging their work or feeling embarrassed if their writing is critiqued publicly. This fear of being scrutinized by peers can exacerbate performance anxiety, as students might worry about the quality of their work being highlighted in front of others, especially when writing in a second language.

The aforementioned findings suggest that writing anxiety among the respondents is influenced by both external pressures, such as grading and evaluation, and internal concerns related to language proficiency and self-consciousness. The combination of these factors creates a significant barrier to effective writing, potentially limiting the students' ability to express themselves confidently and clearly in English. Understanding these sources of anxiety is crucial for educators in developing strategies to reduce stress and support students in overcoming their writing challenges.

Table 4. Overall Senior High School Students' Level of Writing Process Anxiety (N=120)

Composite Mean	Interpretation
3.31	Moderate Level of Anxiety

Based on the composite mean shown in Table 4, the findings reveal that students experience moderate anxiety about the writing process. This moderate level of anxiety aligns with various studies identifying the key factors that contribute to writing apprehension among students. Heaton and Pray (1982) outlined several causes of writing anxiety, many of which are evident in the current study's results. These include limited time to plan, write, and revise, which can lead to stress and cognitive overload, making it difficult for students to focus on the quality of their writing. This time pressure can exacerbate anxiety, as students may feel rushed and unable to fully develop or refine their ideas. Additionally, students' anxiety can stem from an absence of good writing skills, such as a lack of sufficient writing instruction and practice. As Heaton and Pray (1982) noted, skills such as brainstorming, organizing ideas, and mastering writing mechanics (e.g., penmanship, punctuation, and vocabulary) are foundational for effective writing. A lack of these skills can cause students to feel unprepared, contributing to their anxiety.

Other sources of writing anxiety identified in the literature also align with the findings of this study. Cheng (2002) emphasized the lack of confidence in writing, which is reflected in students' hesitance and worry about their ability to effectively communicate their ideas. This lack of confidence can be particularly pronounced when students are writing in a second language, as they are often concerned about their grammatical accuracy, word choice, and overall coherence of their writing. Furthermore, Hyland (2003) highlighted the lack of ability to express ideas in appropriate English as a significant source of anxiety. For

second-language learners, this barrier can be especially daunting, as they may struggle with finding the right words, constructing proper sentence structures, and conveying meaning clearly.

Another factor contributing to writing anxiety is the high frequency of writing assignments, as identified by Claypool (1980). When students are faced with frequent writing tasks, they may feel overwhelmed by the sheer volume of assignments, leading to stress and anxiety about meeting deadlines and maintaining quality across multiple writing tasks. This is particularly relevant in academic settings where writing assignments are a primary means of assessment, placing additional pressure on students to perform consistently well.

Finally, fear of negative comments, as noted by Horwitz et al. (1986), is a significant source of anxiety. Students may feel apprehensive about receiving critical feedback from teachers, particularly when writing in a second language. Negative comments can erode self-confidence and create a fear of failure, causing students to become increasingly anxious about their writing abilities. In many cases, this fear can lead to avoidance behaviors, such as procrastination or an overemphasis on perfectionism in writing, further contributing to anxiety.

These factors suggest that writing anxiety stems from a combination of internal and external pressures. The moderate level of anxiety experienced by the students in this study reflects the complex nature of the writing process, which requires not only language proficiency but also effective writing strategies, confidence, and the ability to manage time and feedback. Addressing these sources of anxiety through targeted interventions, such as improving writing skills, offering constructive feedback, and providing more time for planning and revision, could help alleviate students' stress and improve their writing performance.

3.3. The Relationship Between Senior High School Students' Extent of Writing Metacognitive Awareness and Level of Writing Process Anxiety

Table 5 presents the results of the correlation analysis, where the *p*-value is less than the level of significance (0.05). This means that the null hypothesis was rejected, and the alternative hypothesis was accepted. In simple terms, this means there is enough evidence to suggest that there is a significant relationship between the senior high school students' level of writing metacognitive awareness and their writing process anxiety.

Table 5. Relationship Between Senior High School Students' Extent of Writing Metacognitive Awareness and Level of Writing Process Anxiety (n = 120)

Variables	r-value	p-value (2-tailed)	Decision	Interpretation
Writing Metacognitive Awareness Writing Process Anxiety	0.36224	0.00005	H ₀ is rejected	Significant relationship

The results show that the anxiety level of the students affects their metacognitive knowledge in writing. In other words, how aware students are of their own thinking and writing strategies is connected to how anxious they feel about the writing process. The *r*s value of 0.36224 indicates a moderate positive correlation between the two variables, meaning that as students' awareness of their writing processes (metacognitive awareness) increases, their anxiety about writing also tends to increase.

This finding suggests that students who are more aware of the steps and strategies in the writing process—such as planning, organizing ideas, and revising—may also feel more stressed or anxious about performing these tasks. The increased awareness of what they should be doing in their writing might make them more critical of their work, leading to greater anxiety about achieving high standards. Conversely, students with lower metacognitive awareness might feel less pressure because they are not as focused on the details of the writing process.

This moderate correlation implies that while the two factors are related, they do not completely depend on each other. Other factors might also influence students' writing anxiety, but metacognitive awareness appears to be one of the contributing factors. Addressing both writing anxiety and metacognitive awareness in educational interventions could help reduce stress and improve writing outcomes for students.

Overall, the results reveal that SHS students demonstrate a moderate level of metacognitive writing awareness and a moderate level of writing process anxiety. Importantly, a statistically significant positive relationship was found between the two variables ($r_s = 0.36224$, $p < .05$), indicating that as students' awareness of writing processes increases, their writing anxiety also tends to rise.

These findings have both theoretical and practical implications. Theoretically, they extend the conversation on writing anxiety by highlighting that metacognitive awareness is not inherently anxiety-reducing; its effect depends on how well students are supported in applying these strategies. Practically, this underscores the importance of embedding guided metacognitive strategy instruction into SHS writing classes. For example, reflective writing journals, structured peer review, and scaffolded drafting exercises can help students transition from "knowing" strategies to confidently applying them. Likewise, interventions that combine skill-building with stress-reduction techniques (e.g., time management coaching, anxiety-regulation workshops) may empower students to harness metacognition without the burden of heightened anxiety.

This study acknowledges several limitations. First, the sample was limited to 120 SHS students from one campus, which may constrain generalizability. Second, the reliance on self-reported measures may introduce bias, as students' responses could reflect perceived rather than actual awareness or anxiety. Finally, contextual factors such as teacher feedback styles, peer comparison, and classroom culture were not explored, though these may significantly influence both constructs.

4. CONCLUSION AND RECOMMENDATION

The study examined the relationship between students' writing process anxiety and their level of metacognitive awareness in writing using quantitative methods and a correlational research design. The results revealed that the respondents demonstrated a moderate level of metacognitive awareness across various writing processes. In particular, they exhibited very high awareness of the essential components of essay writing, including the use of cohesive devices, applying background knowledge to generate ideas, and recognizing the influence of topic familiarity on writing quality. This suggests that students are well-acquainted with the key elements of effective writing and employ strategies that enhance their skills. Furthermore, respondents showed high awareness in outlining, simplifying sentence structures, editing and revising their work, identifying text features, understanding different text types, setting goals, and balancing content and language. Although some of these areas received slightly lower ratings, the findings still reflect a solid grasp of the writing process.

Despite these strengths, the study also found that students experience writing anxiety, which negatively influences their ability to fully utilize their metacognitive skills. High levels of anxiety hinder students' capacity to reflect on their work, set goals, monitor progress, and adjust strategies—key elements of effective metacognition. Consequently, anxiety can prevent them from fully engaging in the writing process, which may affect both performance and overall learning experiences.

Based on these findings, several recommendations are made. First, schools should sustain and strengthen the development of students' metacognitive writing skills. Teachers can explicitly teach strategies such as self-reflection, goal-setting, planning, monitoring, and self-evaluation, enabling learners to take greater control of their learning. Encouraging consistent practice of these strategies may also enhance students' problem-solving abilities. Second, addressing writing anxiety is essential. Educators can foster a supportive, non-judgmental classroom environment where students feel safe to express their ideas. Scaffolding the writing process into smaller, more manageable tasks, while integrating pre-writing activities and graphic organizers, may help ease anxiety. Likewise, relaxation techniques such as breathing exercises and time management strategies can equip students with coping mechanisms during writing tasks. Finally, teachers should highlight the importance of metacognitive strategies by modeling and guiding students in their practical application. Such intentional support can help learners strengthen their writing skills while gradually overcoming writing anxiety.

Ultimately, since this study was limited to a single context and relied on self-reported data, future studies may employ mixed-method approaches, combining surveys with interviews or classroom observations, to gain deeper insights into students' actual writing behaviors. Longitudinal research may also be conducted to examine how metacognitive awareness and writing anxiety evolve over time, especially as

students progress through different academic levels. Comparative studies across grade levels, academic strands, or cultural contexts could further illuminate the nuances in the relationship between anxiety and metacognition. Finally, future research may also explore the effectiveness of specific interventions—such as mindfulness training, peer feedback, or technology-based writing tools—in reducing writing anxiety while strengthening metacognitive awareness.

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