Metacognitive Writing Strategies and Writing Apprehension as Predictors of Task-based Learning of Grade 12 Senior High School Students

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ABSTRACT

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| Learners often struggle with task-based learning due to unclear tasks and misalignment with their cognitive abilities. Guided by Information Processing Theory, the research sought to determine the levels of metacognitive writing strategies, writing apprehension, and task-based learning, determine the significance of the correlation between metacognitive writing strategies and writing apprehension, and task-based learning, and determine the significance of the degree of influence of metacognitive writing strategies and writing apprehension on task-based learning. **Aims:** This study determined the significance of metacognitive writing strategies and writing apprehension as predictors of task-based learning. **Methodology:** A quantitative descriptive-correlational design was employed. The study was conducted in the municipality of Lupon, province of Davao Oriental, specifically in a private Diocesan Catholic school, from March to April of School Year 2024 – 2025.In this study, 115 respondents were selected through quota sampling. A survey questionnaire, adapted and modified, validated by language experts, was utilised to gather quantitative data. Overall, the questionnaire contained 45 survey items, in which each variable, namely, metacognitive writing strategies, writing apprehension, and task-based learning, contains 15 items. The resulting Cronbach’s Alpha coefficient of 0.931 indicated excellent reliability. The magnitude of the correlation between metacognitive writing strategies and task-based learning and writing apprehension and task-based learning will be given further emphasis with the utilisation of the Pearson Product-Moment Correlation Coefficient. Further, it was made possible to identify which among the indicators of the independent variables (metacognitive writing strategies and writing apprehension) significantly predict task-based learning by means of Multiple Linear Regression.**Results:** Descriptive analysis results show that the variable **metacognitive writing strategies** obtained an overall mean of **4.25**, described as very high, which indicated that the respondents demonstrated excellent use of metacognitive writing strategies. The variable, **writing apprehension,** obtained an overall mean of **4.11**, described as high*.* This suggested that the respondents experienced a significant level of writing apprehension. The final variable, **task-based learning,** yielded an overall mean of **4.29,** described as very high*.* This denoted that the respondents exhibited excellent engagement in task-based learning activities. The correlation analysis results illustrated the relationship between **metacognitive writing strategies** and **task-based learning**. The obtained p-value of **.000** was less than the 0.05 level of significance; therefore, the null hypothesis was rejected. This indicated that the correlation between the two variables was statistically significant. Furthermore, the r-value of **.546** revealed a moderately highstrength of correlation. The variable **metacognitive writing strategies** obtained an unstandardized beta coefficient of **.316,** indicating that it had a **31.6%** degree of influence on **task-based learning.** With a p-value of .000, which was less than the 0.05 level of significance, the null hypothesis was rejected. This confirmed that a significant relationship existed between metacognitive writing strategies and task-based learning.**Conclusion:** Metacognitive writing strategies and writing apprehension are significant predictors of task-based learning among Grade 12 Senior High School students, with a 31.20% combined degree of influence of the predictors on the criterion variable. This conclusion affirms the Information Processing Theory. |

*Keywords: Metacognitive Writing Strategies, Writing Apprehension, Predictors of Task-based Learning, Grade 12 Senior High School Students*

1. INTRODUCTION

Task-Based Learning (TBL) has emerged as a prominent methodology, garnering substantial attention since the 1980s (Sholeh, 2023). The approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical, and functional use of language for meaningful purposes (Kimario & Mtana, 2023). Despite the promise of 21st-century learning, TBL poses challenges due to ambiguous task structures and misalignment with learners’ cognitive abilities, reducing engagement and effectiveness, especially amid increasing demands for communicative proficiency and implementation issues (Abdallah & Mansour, 2015). One of the major drawbacks of task-based learning is that it can be time-consuming. The preparation for tasks, particularly more complex ones like projects or problem-solving activities, may take significant time (Kaxarova, 2025). Additionally, Iveson (2015) discusses challenges in online and blended learning contexts, emphasising the need for a comprehensive reassessment of TBL frameworks to address technology-related challenges. Similarly, Butarbutar (2021) highlights difficulties in technology-mediated TBL, including challenges in understanding task instructions, lack of direct feedback, and issues related to digital literacy and assessment.

With an academic traverse in the global context, a 2016 study by Nguyen in Hanoi, Vietnam, highlighted persistent concerns in task-based learning, including task difficulty, cognitive suitability, vocabulary demands, and limited focus on form, which hindered learners’ linguistic development and reduced opportunities for immediate corrective feedback during tasks. Also, a study by Helaludin et al. (2024) in Banten, Indonesia, examined task-based teaching as an independent variable affecting writing ability and metacognitive awareness.

In the Philippines, a 2023 study by Eslit in Iligan City emphasised concerns in task-based learning, including insufficient teacher training, lack of authentic materials, misalignment with curricular goals, and challenges in standardising tasks and integrating technology to achieve transformative instructional outcomes. Additionally, a 2022 study by Berame in Davao City highlighted challenges in task-based learning, including unstable internet access, limited learning resources, environmental constraints, and reduced hands-on engagement due to insufficient technology, revealing notable gaps needing exploration to advance related research.

Poor task-based learning significantly impeded the development of essential learning skills among students. When tasks failed to challenge learners appropriately or lacked meaningful context, students struggled to develop critical thinking, creativity, and independent problem-solving abilities (Vyatkina, 2020). Hopp (2021) further emphasised that poorly designed tasks limited opportunities for collaboration and communication, which were crucial for cultivating interpersonal and teamwork skills. Similarly, Yen (2016) noted that such consequences led to students becoming overly reliant on teacher guidance, lacking the autonomy and self-regulation needed for lifelong learning. This ultimately diminished their ability to transfer knowledge across contexts and adapt effectively in both academic and real-world settings. Given these implications, it was necessary to examine the factors that influence task-based learning to address existing gaps and develop more effective, learner-centred instructional approaches.



2. methodology

**2.1 Research Design**

With the intent to collect and analyse numerical data to identify patterns and relationships, this study utilised a descriptive-correlational design. As the study endeavoured to peek through on more than one independent variable as predictors of the dependent variable, the multiple linear regression analysis was deemed appropriate since the value of the dependent variable, task-based learning, is predicted based on the predictors, metacognitive writing strategies and writing apprehension. As stated by Thompson (2024), non-experimental studies are purely observational, and the results are intended to be purely descriptive.

**2.2 Sample and Sampling Technique**

As the sole source of generated data needed for the research study, the sample comprised 115 Grade 12 Senior High School Students officially enrolled for the School Year 2024-2025. With the acquired sample, Taherdoost (2016) mentions that formulating inferences about the population and making generalisations in relation to the existing theory can be exercised. The aforementioned sample was generated by means of the Raosoft Sample Size Calculator to ensure gaining a sufficient number of research respondents for the study. The mentioned sample size positively conforms to the statement of Hair et al. (2018) that in general research situations, a sample size of 100 is acceptable. Further, Bullen (2022) strengthens the statement by reiterating that the minimum sample size to get any kind of meaningful result is 100.

In terms of respondent selection, quota sampling was identified as a preferable sampling technique. Sitting in almost similar seats with stratified sampling, with which both select a sample from a population that has been divided into subgroups, it distinctively uses a convenience method within each subgroup (Iliyasu & Etikan, 2021). The selection began with the division of the population into distinct subgroups or strata based on the class section as objectively preferred by the researcher. The percentage of the population that falls into each stratum was then identified. With the generated sample size of 115 from the Raosoft Sample Size Calculator, the population proportion was multiplied to find the number of respondents needed from each specific stratum.

**2.3 Research Instrument**

A survey questionnaire, adapted and modified, validated by language experts, was primarily utilised to gather quantitative data on the metacognitive writing strategies, writing apprehension, and task-based learning of Grade 12 Senior High School students.

**2.3.1 Metacognitive Writing Strategies**

The first part of the adapted and modified questionnaire laid out choices to gather responses with regard to the first variable, which consists of three indicators, namely planning, monitoring, and evaluating (Diaz, 2013). This was been adapted and modified based on the tool of Farahian (2018) entitled, *“Metacognitive awareness of skilled and less-skilled EFL writers.”* This part has a total of 15 items laying five for each mentioned indicators. Consequently, a five-point Likert scale response option was used in rating the statements arranged under each indicator in this portion.

|  |  |  |
| --- | --- | --- |
| **Range of Mean** | **Description** | **Interpretation** |
| 4.20 – 5.00 | Very High | The metacognitive writing strategies was excellent. |
| 3.40 – 4.19 | High | The metacognitive writing strategies was very good. |
| 2.60 – 3.39 | Moderate | The metacognitive writing strategies was good. |
| 1.80 – 2.59 | Low level | The metacognitive writing strategies was poor. |
| 1.00– 1.79 | Very Low level | The metacognitive writing strategies was very poor. |

**2.3.2 Writing Apprehension**

The second part of the adapted and modified questionnaire laid out choices to gather responses with regard to the second variable, which consists of three indicators, namely student-related factors, teacher-related factors, and course-related factors. This was adapted and modified based on the tool from the study, *“Factors causing writing apprehension among English-majored students”* by Nguyen et al. (2023). This part of the questionnaire was made up of 15 items, with five allotted to each indicator. Accordingly, a five-point Likert scale response option was used in rating the statements arranged under each indicator in this portion.

|  |  |  |
| --- | --- | --- |
| **Range of Mean** | **Description** | **Interpretation** |
| 4.20 – 5.00 | Very High | The writing apprehension was extremely strong. |
| 3.40 – 4.19 | High | The writing apprehension was very strong. |
| 2.60 – 3.39 | Moderate | The writing apprehension was strong. |
| 1.80 – 2.59 | Low level | The writing apprehension was weak. |
| 1.00 – 1.79 | Very Low level | The writing apprehension was very weak. |

**2.3.3 Task-based Learning**

The third and final part of the adapted and modified questionnaire laid out choices to gather responses with regard to the third variable, which consists of three indicators, namely the pre-task stage, task-cycle stage, and language focus stage (Willis & Willis, 1996)*.* Adapted and modified from the tool of Zahra (2024) entitled, *“Implementing Task-based Approach in ESP Education: Business Schools as a Case Study,”* statements with regard to the indicators were placed under which and were responded in similar ways to the preceded part.

|  |  |  |
| --- | --- | --- |
| **Range of Mean** | **Description** | **Interpretation** |
| 4.20 – 5.00 | Very High | The task-based learning was excellent. |
| 3.40 – 4.19 | High | The task-based learning was very good. |
| 2.60 – 3.39 | Moderate | The task-based learning was good. |
| 1.80 – 2.59 | Low Level | The task-based learning was poor. |
| 1.00 – 1.79 | Very Low Level | The task-based learning was very poor. |

**2.4 Data Gathering Procedure**

The researcher was guided accordingly by this process throughout the conduct of the study. Following the successful defence of the research proposal, the adapted and modified questionnaire was validated by three language experts. After validation, a pilot test was conducted with 30 respondents to assess the reliability of the instrument. The resulting Cronbach’s Alpha coefficient of 0.931 indicated excellent reliability.

Subsequently, the researcher secured informed consent from the respondents and obtained a Certificate of Compliance from the Society for Moral Integrity and Legal Ethics (SMILE) of the Holy Cross of Davao College Graduate School. With the endorsement letter from the Dean of the Graduate School, the request was forwarded to the School Directress/Principal of the institution where the respondents were based.

Prior to the distribution of the survey questionnaires, the researcher obtained permission from the respondents through an Informed Consent Form and from their parents or guardians through an Assent Form. The data collection process commenced with a brief but comprehensive orientation to ensure clear and transparent communication with the respondents. Ample time was provided for them to complete the questionnaires.

Upon the conclusion of data gathering, the responses were securely stored. The collected data were then tabulated, statistically treated, interpreted, and appropriately analysed.

**2.5 Data Analysis**

In carrying out the analysis of the gathered data, the researcher resorted to the utilisation of the following statistical tools:

**2.5.1 Mean**

As identified by Dudovskiy (2018), this tool is the sum of a given set of data divided by the number of data which can clearly serve as an effective tool when the researchers intend to compare varying sets of information. This shall be used to answer the first three research problems. Delving into the specifics, the utilisation of this statistical tool will pave the way for the description of the level of metacognitive writing strategies, writing apprehension, and task-based learning of Grade 12 Senior High School students.

**2.5.2 Pearson Product-Moment Correlation Coefficient**

This statistical tool measures the strength of a linear association between two variables, denoted by *r*(Chee, 2015). Thus, the magnitude of the correlation between metacognitive writing strategies and task-based learning and writing apprehension and task-based learning will be given further emphasis with its utilisation. For a more vivid understanding, Bartz (1999) provided a scheme for interpreting the correlation coefficient. The categorical descriptions for the interpretation follow as stated:

|  |  |
| --- | --- |
| **Computed r** | **Descriptive Interpretation** |
| +/- 1.00 | Perfect Correlation |
| Between +/-0.75 - +/-0.99 | High Correlation |
| Between +/-0.51 - +/-0.74 | Moderately High Correlation |
| Between +/-0.31 - +/-0.50 | Moderately Low Correlation |
| Between +/-0.01 - +/-0.30 | Low Correlation |
| 0.00 | No Correlation |

**2.5.3 Multiple Linear Regression**

According to Hayes (2021), this particular statistical tool makes use of several explanatory variables for the purpose of predicting the outcome of a given response variable. With this, it shall be made possible to identify which among the indicators of the independent variables (metacognitive writing strategies and writing apprehension) significantly predict task-based learning.

3. results and discussion

**3.1 Descriptive Analysis**

Table 1 is the descriptive table.It contained the variables of the study, namely metacognitive writing strategies, writing apprehension, and task-based learning. Further enclosed in the table are the indicators, mean, standard deviation, and the corresponding description.

**Table 1. Descriptive Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **Description** |
| **Metacognitive Writing Strategies** | **4.25** | **0.352** | **Very High** |
| Planning | 4.16 | 0.469 | High |
| Monitoring | 4.26 | 0.483 | Very High |
| Evaluating | 4.24 | 0.408 | Very High |
| **Writing Apprehension** | **4.11** | **0.386** | **High** |
| Student-Related Factors | 4.19 | 0.519 | High |
| Teacher-Related Factors | 4.08 | 0.508 | High |
| Course-Related Factors | 4.06 | 0.521 | High |
| **Task-Based Learning** | **4.29** | **0.299** | **Very High** |
| Pre-task Stage | 4.29 | 0.377 | Very High |
| Task Cycle Stage | 4.33 | 0.393 | Very High |
| Language Focus Stage | 4.26 | 0.423 | Very High |

Specifically, the table showed that the variable **metacognitive writing strategies** obtained an overall mean of **4.25,** which was described as very high*.* This indicated that the respondents demonstrated excellent use of metacognitive writing strategies. Among its three indicators, two were classified as very high*,* while one was classified as high*.*

With regard to the next variable, **writing apprehension** obtained an overall mean of **4.11,** described as high*.* This suggested that the respondents experienced a significant level of writing apprehension. All three indicators of this variable were consistently rated ashigh*.*

As for the final variable, **task-based learning** yielded an overall mean of **4.29,** which was likewise described as very high*.* This denoted that the respondents exhibited excellent engagement in task-based learning activities. Furthermore, all three indicators under this variable were consistently rated at a very highlevel.

Overall, the findings revealed that the respondents demonstrated excellent levels of metacognitive writing strategies and task-based learning. However, writing apprehension remained a concern, as it was notably strong among the participants.

**3.1.1 Metacognitive Writing Strategies are Excellent**

The findings of this study **show** that the **very high level of metacognitive writing strategies** among Grade 12 Senior High School students **reflects** an excellent degree of self-regulated learning. This **affirms** the study of **Henry and Austin (2021),** which **underscores** that learners are no longer passive recipients of information but active participants in shaping their own learning experiences, taking control, adapting, and applying strategies that enhance their effectiveness across various learning contexts. This is consistent with the earlier report of **Mamon et al. (2020),** which **states** that metacognitive writing strategies among pre-college students significantly increase in response to the rising demand for research-based activities, particularly in planning and evaluation. Furthermore, the present finding **supports** the study of **Villaruz and Palma (2024),** which **demonstrates** that metacognitive writing strategies, along with oral proficiency and structured writing instruction, are major contributors to high levels of academic writing performance in language among Grade 12 students.

However, contrasting findings **emerge** from previous studies. For example, **Masyithoh and Suhartoyo (2021) find** that students exhibit low levels of metacognitive writing strategies, suggesting limited awareness and regulation of their writing processes. Similarly, despite the widespread use of internet resources, **Gioia et al. (2023) observe** that learners often possess weaker capacities in cognition, metacognition, and the authentic application of skills. This finding also **diverges** from the study of **Hacermida and Aboy (2021),** which **reveals** that even with the use of metacognitive strategies, students’ writing competence remains low.

**3.1.2 Writing Apprehension is Very Strong**

The findings of this study **show** that the **high level of writing apprehension** among Grade 12 Senior High School students **is notably strong.** This observation affirms the earlier assertion of **Alfaifi (2022),** who **states** that learners often feel apprehensive during tasks that involve understanding information, setting goals, and modifying strategies—key components of the writing process. The finding also **corroborates** the results of **Combong and Napil (2022)**,who **report** that students commonly experience significant anxiety and discomfort when engaging in writing tasks driven by fear of evaluation and self-assessment. Additionally, this study **supports** the conclusions of **Siddiqui et al. (2022),** who identify challenges in developing stable self-perception and emotional regulation as critical setbacks for learners dealing with writing apprehension.

While this study **indicates** a high level of writing apprehension, recent research presents contrasting findings. For example, **Amarillo and Bagamano (2024) find** that students generally exhibit **lower** levels of writing apprehension, likely due to increased exposure to digital communication platforms and the implementation of interactive, student-centred writing instruction that **fosters confidence** and **reduces fear of judgment.** Similarly, the current study’s finding **contrasts** with that of **Liu (2023)**, who **notes** that senior high school English learners display relatively **low levels of apprehension**, possibly influenced by the integration of educational technology and the use of formative feedback, which emphasises improvement over high-stakes evaluation. Moreover, **Pambayun (2022) reports** that while students experience cognitive anxiety, mainly due to grammar and vocabulary difficulties, it does not amount to a strong overall level of writing apprehension.

**3.1.3 Task-based Learning is Excellent**

The findings of this study **show** that the **very high level of task-based learning** among Grade 12 Senior High School students **reflects excellent engagement and performance.** This result **strongly affirms** the assertion of **Dumbadze (2021),** who **emphasises** that academic activities centred on engaging students in various learning tasks are highly preferable, as they positively stimulate interest and enhance the productivity of lessons. The findings also **support** the claim made by **Pietri (2015)**, who **states** that learners become more proactive when immersed in task-based learning, as this approach focuses on their individual needs. Furthermore, the results **align** with the findings of **Nita et al. (2020)**, who **report** that students demonstrate significant improvements in speaking test scores and real-world language application when engaged in task-based learning, thereby indicating strong classroom performance.

However, while this study **indicates** a very high level of task-based learning, it **contradicts** earlier research findings. For instance, **Parcon (2022) finds** that although students understand the concept of task-based instruction, challenges such as language barriers and unfamiliarity with assigned tasks lead to poor task performance. Similarly, **Parmawan et al. (2022) report** that implementing task-based learning through online platforms is hampered by factors such as large class sizes and limited instructional time, which negatively impact student performance and reduce the approach’s overall effectiveness. Additionally, this study’s results **diverge** from those of **Tallungan (2023)**, who **argues** that insufficient strategies for addressing context-specific issues, such as time constraints, overcrowded classrooms, and a lack of resources, adversely affect students’ learning outcomes under task-based instruction, often resulting in subpar academic performance.

**3.2 Correlation Analysis**

Table 2 is the correlation table. Reflected in the table were the independent variables, the *r*-value, *P*-value, null hypothesis testing at a 0.05 level of significance, and the corresponding interpretation.

|  |
| --- |
| **Table 2. Correlation Table** |
|  | **Task-Based Learning** |
| **Independent Variables** | **R** | **p-value** | **Decision on H01 at 0.05 level of significance** | **Interpretation** |
| **Metacognitive Writing Strategies** | .546 | .000 | Reject H01 | Significant |
| **Writing Apprehension** | .420 | .000 | Reject H01 | Significant |

The correlation analysis results presented in Table 2 illustrate the relationship between **metacognitive writing strategies** and **task-based learning.** The obtained P-value of **.000** was less than the 0.05 level of significance; therefore, the null hypothesis was rejected. This indicated that the correlation between the two variables was statistically significant. Furthermore, the r-value of **.546** revealed a moderately high strength of correlation.

Similarly, the table also detailed the correlation between **writing apprehension** and **task-based learning.** The analysis showed a P-value of **.000,** which likewise fell below the 0.05 threshold, leading to the rejection of the null hypothesis. This confirmed a significant correlation between the variables. Additionally, the obtained r-valueof **.420** indicated a moderately high strength of association.

Overall, the correlation analysis demonstrated that both **metacognitive writing strategies** and **writing apprehension** had statistically significant relationships with **task-based learning.** The moderately high correlation coefficients suggested that these variables contributed meaningfully to learners’ performance in task-based writing contexts.

The findings of this study **show** that **metacognitive writing strategies** and **writing apprehension** are significantly correlated with **task-based learning** among Grade 12 Senior High School students. This **affirms** the earlier claim of **Zhang and Qin (2018)**, who **assert** that metacognition enables students to become more reflective and self-regulated in completing tasks while writing apprehension **negatively impacts** task-based learning by limiting students’ ability to fully engage in the writing process. Similarly, the results **reinforce** the claim of **Teng and Huang (2019)**, who **argue** that sustaining both cognitive and affective aspects positively contributes to students’ ability to regulate their thinking and manage any apprehension they may experience.

Conversely, more recent findings **offer** a different perspective. **Hashemian and Farhang-Ju (2022) report** that the availability of computer-mediated feedback, which provides immediate corrections on task-based outputs, has led to increased learner dependence, reducing the need for metacognitive reflection and internal management of apprehension. In the same vein, **Geng and Razali (2022) maintain** that neither metacognition nor apprehension directly influences learners’ performance in task-based contexts; rather, it is the presence of automated corrective prompts that makes a more notable difference. Nevertheless, **Pourfeiz (2022) contends** that when students actively engage in monitoring and assessing their own writing strategies—and in regulating their feelings of anxiety in the face of academic tasks—they are more likely to achieve satisfactory outcomes through task-based learning.

**3.3 Regression Analysis**

Table 3 is identified as the regression table. This precisely encompassed the predictive variables, namely metacognitive writing strategies and writing apprehension, and the criterion variable, task-based learning, along with the unstandardized coefficients, standardised coefficients, decisions regarding null hypotheses, and the corresponding interpretation.

**Table 3. Regression Table**

|  |  |
| --- | --- |
| **Model** | **Task-based Learning** |
| Unstandardized Coefficients | Standardized Coefficients | *t* | Sig. |
| B | StandardError | Beta |
| (Constant) | 2.050 | .316 |  | 6.485 | .000 |
| **Metacognitive Writing Strategies** | .316 | .067 | .394 | 4.708 | .000 |
| **Writing Apprehension** | .219 | .065 | .283 | 3.383 | .001 |

R=.559, R Square=.312, F-ratio=25.448, p-value=.000

As shown in Table 3, the variable **metacognitive writing strategies** obtained an unstandardized beta coefficient of **.316,** indicating that it had a **31.6%** degree of influence on **task-based learning.** With a P-value of **.000,** which was less than the 0.05 level of significance, the null hypothesis was rejected. This confirmed that a significant relationship existed between metacognitive writing strategies and task-based learning. Specifically, this implied that for every one-unit increase in metacognitive writing strategies, there was a corresponding **.316 unit** increase in task-based learning.

Similarly, the results revealed that the variable **writing apprehension** yielded an unstandardized beta coefficient of **.219,** reflecting a **21.9%** degree of influence on task-based learning. With a P-value of **.001,** also less than the 0.05 significance level, the null hypothesis was likewise rejected. This validated a significant relationship between writing apprehension and task-based learning. This finding suggested that for every one-unit increase in writing apprehension, there was a corresponding **.219-unit** increase in task-based learning.

The overall fit of the regression model was indicated by an **r-value of .559,** suggesting a **moderate correlation** between the predictor variables—metacognitive writing strategies and writing apprehension—and the criterion variable, task-based learning. Furthermore, the **R² value of .312** implied that the combination of the two predictor variables accounted for **31.2%** of the variance in task-based learning. Lastly, Table 3 presents the derived regression formula as follows: **TBL = .316(MWS) + .219(WA) + 2.050.**

The findings of this study **show** that **metacognitive writing strategies** and **writing apprehension** significantly **influence task-based learning** among Grade 12 Senior High School students. This **supports** the earlier findings of **Madeng (2019)**, who **asserts** that the use of self-dialogue in monitoring learning tasks enhances students’ intrinsic motivation to engage in authentic academic activities. Similarly, the research of **Oliva and Ayala (2015) highlights** that learners’ proficiency in macro skills is closely linked to the extent to which they consistently assess themselves throughout the stages of a task. Additionally, **East (2017) notes** that teachers are more inclined to expose learners to both pedagogical and real-world tasks when students are perceived as being adept in applying metacognitive writing strategies across various learning situations.

However, a notable contrast **emerges** in the study of **Lindner and Retelsdorf (2019)**, who **argue** that **self-efficacy**, rather than metacognition, is the primary factor that shapes learners’ responses to task-based learning. They further **point out** that, in addition to the core findings of this study, among the indicators of writing apprehension, **course-related factors** are the only significant predictors of task-based learning. This **reinforces** the earlier claim of **Traga et al. (2017)**, who **observe** that writing apprehension tends to increase when learners are exposed to a limited variety and quantity of instructional materials.

**3.4 Summary of Findings**

1. The metacognitive writing strategies and task-based learning were excellent, while the writing apprehension was very strong.
2. The metacognitive writing strategies and writing apprehension were significantly correlated with task-based learning.
3. The metacognitive writing strategies and writing apprehension significantly influenced task-based learning. Indeed, the model explained 31.2% of the variance in task-based learning.

4. Conclusion

Appertaining to the study’s findings, it is concluded that the metacognitive writing strategies and writing apprehension are significant predictors of task-based learning among Grade 12 Senior High School students, with a 31.20% combined degree of influence of the predictors on the criterion variable. This conclusion affirms the Information Processing Theory, an approach to the cognitive development of a human being, which deals with the study and analysis of the sequence of events that occur in a person’s mind while receiving some new piece of information. In short, it is the analysis of the way a human being learns something new. There is a fixed pattern of events that takes place in such a situation, and by knowing this pattern, we can enable children and people with special abilities to learn new things faster.

**DISCLAIMER (ARTIFICIAL INTELLIGENCE)**

Author(s) hereby declare that generative AI technologies such as Grammarly and Gemini have been used during the writing or editing of manuscripts.

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Competing interests

Authors have declared that no competing interests exist.

Authors’ Contributions

Author**,** Femie C. Goles did the conceptualization and design of the study, providing valuable insights that helped shape the research framework and methodology. Meanwhile, Ariel E. San Jose, PhD provided thorough feedback during the drafting stages, contributing to the refinement and clarity of the final manuscript. All authors read and approved the final manuscript.

Consent (where ever applicable)

Written informed consent was obtained from all respondents prior to their participation in the study. Respondents were fully informed about the purpose, procedures, potential risks, and benefits of the research, and was assured of the confidentiality and anonymity of their responses. Participation was entirely voluntary, and respondents were given the right to withdraw from the study at any point without any consequences. The informed consent process was conducted in accordance with ethical research standards to ensure the protection of respondents’ rights and well-being.

Ethical approval (where ever applicable)

As per international standards or university standards written ethical approval has been collected and preserved by the author(s).

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