

Mindfulness and Metacognitive Beliefs as Predictors of Students' Coping Strategies in Learning Filipino

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Abstract. Learning Filipino as a subject has concerned college students, leading to academic stress due to a lack of proficiency in the subject. This implies the need to investigate factors that can mitigate academic stress in learning Filipino, as it directly affects their performance. This study aimed to identify the relationship between mindfulness and metacognitive beliefs as predictors of students' coping strategies in learning Filipino. A quantitative descriptive-correlational design was utilized to investigate the relationship and influence of the independent variables on the dependent variable. The participants of the study were 200 college students from a private school selected through random sampling. The study used adapted questionnaires for data collection and employed mean, Pearson r, and regression analysis to interpret the data. The findings indicated that students exhibited a high level of mindfulness and metacognitive beliefs, suggesting that these traits are often present. In contrast, their coping strategies for learning Filipino were moderate, implying that these strategies were used occasionally. A significant relationship was found between mindfulness and metacognitive beliefs; however, no such relationship was observed between these variables and students' coping strategies. Moreover, mindfulness and metacognitive beliefs did not significantly affect students' coping strategies in learning Filipino, suggesting that they are not predictors of the dependent variable. Overall, the study found no strong evidence of a direct effect between mindfulness, metacognitive beliefs, and students' coping strategies. Considering these findings, further investigation into additional factors that may significantly influence coping strategies is recommended to address academic stress.

Keywords: Filipino subject; Language learning; Metacognitive beliefs; Philippines.

1.0 Introduction

Learning poverty in the Philippines continues to hinder students' performance in local, national, and international assessments. Furthermore, many students across all educational levels express concerns about the Filipino language, which adds to their academic stress. A lack of proficiency in Filipino significantly impacts their academic success. Moreover, college students face challenges in participating effectively in classroom discussions due to difficulties in using Filipino as a medium of instruction and communication (Ancheta & Napil, 2022). Despite these obstacles, many students are employing various strategies to cope with the challenges of learning Filipino. However, not all of these strategies prove effective, highlighting the need to explore methods to facilitate and enhance Filipino language learning across diverse educational levels. To reduce academic stress, a coping strategy must be employed, as it helps address the problem and improves students' proficiency in the subject. Exploring mindfulness and metacognitive beliefs is recognized as a factor

that can foster effective coping strategies in learning Filipino as a subject, given their significant impact on educational outcomes.

Mindfulness, as defined by Liang et al. (2024), involves being aware of a person's thoughts, emotions, and physical sensations without judgment. In terms of coping, it relates to effectively regulating emotions and reducing stress among Filipinos. Furthermore, mindfulness fosters metacognitive awareness, enabling individuals to explore their thoughts more deeply and manage their emotions effectively (Guendelman et. al, 2017). Meanwhile, metacognitive beliefs refer to how individuals process and control their thoughts, which affects their stress management and emotional regulation (Solem et al., 2015). Individuals with higher metacognitive beliefs tend to adopt coping strategies such as problem-solving and seeking social support, demonstrating a strong capacity to manage their thoughts and emotions (Fernie et al., 2009). Those with greater metacognitive awareness can organize and adjust their thought patterns, which is crucial for employing effective coping strategies. Overall, mindfulness, metacognitive awareness, and metacognitive beliefs highlight their importance in developing effective coping strategies.

Coping strategies encompass a variety of approaches, including analysis, seeking help, emotional responses, religiosity, endurance, overcompensation, leisure activities, and vices. These strategies are rooted in the experiences of Filipinos, fostering an understanding of how they manage stress and recognizing their strengths in overcoming it (Rilveria, 2018). All these strategies yield a wide range of responses—from analytical methods and emotional expressions to seeking social support and engaging in leisure activities. These responses represent effective ways to cope with challenges. Filipinos demonstrate remarkable strength and resilience when facing difficulties, reflecting their perseverance and faith. Bandura's Social Cognitive Theory and the Cognitive-Affective Processing System support the connection between mindfulness and students' coping strategies in learning Filipino (Bandura, 2020). The theory explains that we do not passively react to our surroundings; rather, we actively shape our actions. Our thoughts and emotions, external environmental factors, and past experiences or learned behaviors influence our behavior.

Many studies have shown different elements or influences that lessen academic stress. However, further exploration of mindfulness and metacognitive beliefs as predictors of coping strategies for learning the Filipino language is essential to address these issues. As a result, this study aims to describe the relationship and influence of mindfulness and metacognitive beliefs on coping strategies. Specifically, it seeks to determine the level of mindfulness and metacognitive beliefs among students, assess the utilization of various coping strategies, identify the significant relationship between mindfulness and metacognitive beliefs concerning coping strategies, and determine which of the two factors has the greatest influence on students' coping strategies.

This study expands knowledge for future researchers by providing relevant literature on mindfulness, metacognitive beliefs, and coping strategies. The findings may benefit various institutions, including schools, by aiding counselors and teachers in supporting stressed students. The Department of Social Welfare and Development (DSWD) may also utilize this study as a guide for offering mental and emotional assistance. The education sector can leverage this research to enhance students' coping skills, thereby contributing to Sustainable Development Goal (SDG) No. 4, which promotes inclusive, quality education. By improving students' coping strategies, this study establishes a foundation for quality education and inclusive learning in the Philippines.

2.0 Methodology

2.1 Research Design

This study utilized a descriptive-correlational survey design, which aimed to examine the relationship between two or more variables (Ancheta & Napil, 2022). In this study, the independent variables are mindfulness and metacognitive beliefs, while the dependent variable is coping strategies. Furthermore, the primary objective of descriptive-correlational research is to describe relationships between variables rather than infer causation. This type of study is valuable as it shows how one event is related to another, particularly when researchers have no direct control over the independent variable or its assumed causes or effects on the dependent variable. Accordingly, this study aims to determine the relationship between mindfulness and metacognitive beliefs and their influence on students' coping strategies (Lappe, 2000).

2.2 Research Participants

The study participants consisted of 200 college students enrolled in a Filipino course during the second semester. The Raosoft Sample Size Calculator was used to determine the appropriate number of respondents needed to collect reliable responses. Participants could voluntarily join without risking penalties or losing benefits. Opting out carried no repercussions or fines. They could withdraw their consent at any time without facing penalties. Their rights and benefits remained intact throughout the study.

2.3 Research Instrument

The research utilized questionnaires divided into three sections, sourced from reputable sources. The first section includes an adapted version of the Toronto Mindfulness Scale developed by Lau et al. (2006), which comprises two indicators: curiosity and loss of focus. The second section assesses students' metacognitive beliefs based on the study of James Carmody, covering positive and negative metacognition. Lastly, the Filipino Coping Strategies Scale from Rilveria aims to identify varying levels of coping strategies related to different aspects of student learning, such as analysis, seeking help, emotional responses, religiosity, endurance, emotional expression, overcompensation, leisure activities, and vices. A five-point scale with five descriptive levels- very high, high, moderate, low, and very low- indicates the degree of agreement or disagreement among respondents regarding each item. This structured assessment ensures a systematic evaluation of students' mindfulness, metacognitive beliefs, and coping strategies in learning Filipino.

2.4 Data Gathering Procedure

The data collection process involved several steps. First, relevant questionnaires related to the study were gathered. Second, the research adviser validated these questionnaires to assess their effectiveness and determine whether any revisions were necessary. Third, modifications were made based on the adviser's recommendations. Fourth, the panelists re-evaluated the revised questionnaire to ensure its validity. Fifth, it was submitted to the University of Mindanao Ethics Review Committee. All necessary documents were gathered and resubmitted to UMEREC for final approval. A permission letter was prepared and approved by the research adviser and the Dean of Professional Schools. After receiving UMEREC's approval, the letter was sent to the president of the study's local area, who subsequently confirmed acceptance. Following this, data collection was conducted using printed questionnaires, which were analyzed afterward with the study's statistical tools. In analyzing the data, each variable was assessed by calculating its mean and standard deviation. To examine the relationship between the independent and dependent variables, Pearson's r (product-moment correlation) was used. Multiple regression analysis was then employed to test and identify predictors for the dependent variable.

2.5 Ethical Considerations

This research guarantees compliance with ethical standards, including voluntary participation, privacy, confidentiality, informed consent, recruitment, risk and benefit assessment, prevention of plagiarism, avoidance of fabrication and falsification, management of conflicts of interest (COI), minimization of deception, institutional approval, and integrity in authorship. The participation of respondents is voluntary; they can join without penalties or loss of benefits. They are free to opt out at any time without incurring fines. Their rights and benefits, as well as the protection of their research data, were ensured throughout the study. As proof of compliance, the study received official certification from the University of Mindanao Ethics Review Committee (UMERC), reference number UMEREC-2023-298, which was approved on June 23, 2023.

3.0 Results and Discussion

3.1 Mindfulness

Table 1 shows that curiosity has the highest mean score of 4.18 (SD=0.59), demonstrating that it is often observed among college students. Conversely, loss of focus has the lowest mean of 3.66 (SD=0.60), implying that it is frequently noted in the participants. Overall, the level of mindfulness among college students is high, with a mean of 3.87 (SD=0.52), suggesting that it is commonly observed in them.

Table 1. *Level of Mindfulness*

Indicator	Standard Deviation	Mean	Descriptive Level
Curiosity	0.59	4.08	High
Loss of Focus	0.60	3.66	Moderate
Overall	0.52	3.87	High

The study's findings indicate that students possess a high level of curiosity, suggesting that they are actively engaged in learning and seeking knowledge through various experiences. This strong interest aligns with previous research by Lau et al. (2006), who asserted that this indicator is essential for student engagement and reflects a proactive approach to education. This willingness to learn through a range of experiences can vastly enhance cognitive development and foster a deeper understanding of the subject matter.

On the other hand, the moderate level of less focus indicates that while students are generally curious, they also face distractions that can impede their learning process. This research suggests that these instances of distraction are not constant but occur occasionally, implying that lapses in focus may affect learning outcomes depending on the situation. Guendelman et al. (2017) explored the relationship between self-awareness and emotion detection. Their findings show that students' experiences influence their awareness and emotional responses, affecting focus and concentration. This reveals a complex dynamic in which heightened interest can divert attention from responsibilities.

The study's findings support Bandura's Social Cognitive Theory, which proposes that student mindfulness affects behavior through personal, contextual, and behavioral factors. The Cognitive-Affective Processing System concurs, asserting that these domains interact in complex ways to influence behavioral and emotional regulation (Bandura, 2020). This indicates that cognitive and environmental factors shape students' behavior, making it essential to employ coping strategies.

3.2 Metacognitive Beliefs of Students

Table 2 reveals students' metacognitive beliefs, measured through both positive and negative metacognition. Negative metacognition has a mean of 3.69 (SD=0.60), indicating a high-level description that suggests students often experience it in various situations. In contrast, positive metacognition has the lowest mean of 3.41 (SD=0.59), implying a moderate level and suggesting that students encounter it occasionally when given the chance. Overall, it recorded a mean of 3.73 (SD=0.43), indicating that students frequently express metacognitive thoughts across different contexts.

Table 2. *Metacognitive Beliefs of Students*

Indicator	Standard Deviation	Mean	Descriptive Level
Positive Metacognition	0.59	3.41	Moderate
Negative Metacognition	0.60	3.69	High
Overall	0.43	3.73	High

The results indicate that positive metacognition is moderate, while negative metacognition is high. This aligns with the findings of Safari and Yousefpoor (2022), which show that the mean score for negative metacognition surpasses that of positive metacognition. The study's findings suggest that negative metacognition is prevalent among students, as they often procrastinate on tasks, leading to increased stress levels.

The results support Bandura's social cognitive theory, which asserts that metacognitive beliefs reflect an individual's capacity to control and manage their behavior. This suggests that mental and emotional processes interact in intricate ways to regulate behavioral and emotional control (Bandura, 2020). It also indicates that cognitive and environmental factors significantly influence students' behavior, underscoring the importance of metacognition in managing their learning processes. The study of Villaruz and Palma (2024) also emphasizes the necessity of metacognitive awareness for personal growth, promoting critical thinking, and enhancing the ability to learn Filipino in various contexts.

3.3 Coping Strategies

Table 3 shows the level of coping strategies among students, evaluated based on analysis, seeking help, response, religiosity, endurance, overindulgence, leisure, and vices. Among all measures, leisure had the highest mean of 4.37 (SD = 0.66), indicating that students consistently utilize this coping technique. Similarly, religion, with a mean of 4.33 (SD = 0.97), and reaction, with a mean of 4.31 (SD = 0.99), demonstrate very high levels, suggesting that students commonly apply these strategies across various settings.

The evaluation of coping strategy levels indicates that many strategies, including analysis, overindulgence, seeking help, and endurance, are frequently utilized, suggesting that students depend on them in various

situations. Meanwhile, religiosity, with a mean score of 4.33 (SD=0.97), remains relatively high, showing that students consistently employ it as a coping method. In contrast, vices had a very low mean of 1.78 (SD=0.97), indicating that students do not rely on them for stress coping.

Table 3. *Level of Coping Strategies*

Indicator	Standard Deviation	Mean	Descriptive Level
Analysis	0.74	3.92	High
Seeking Help	1.04	3.62	High
Response	0.99	4.31	Very High
Religiosity	0.97	4.33	Very High
Endurance	0.79	3.36	High
Overindulgence	1.08	3.66	High
Leisure	0.66	4.37	Very High
Vices	0.97	1.78	Very Low
Overall	0.37	3.28	Moderate

The lower levels of vices as coping mechanisms are particularly significant because they signify a societal rejection of maladaptive behaviors in favor of more constructive responses to stress. This aligns with Bandura's Social Cognitive Theory, which asserts that individuals are shaped not only by their environment but also by their conscious choices regarding coping. It reflects the internalization of cultural values that promote adaptive coping over destructive behaviors (Bandura, 2020). Therefore, fostering awareness and skill development regarding coping strategies is essential, especially as students continue to face academic and personal pressures. Interventions aimed at enhancing adaptive coping techniques while reducing tendencies toward overindulgence could significantly improve student well-being and academic success.

3.4 Relationship between Mindfulness, Metacognitive Beliefs, and Coping Strategies

Table 4 highlights the significant relationship between the independent variables—mindfulness and metacognitive beliefs—and the dependent variable, coping strategies in learning Filipino. The correlation between mindfulness and metacognitive beliefs, with a p-value of .273** (significant at the 0.01 level), indicates a positive relationship.

Table 4. *Correlation between Mindfulness, Metacognitive Beliefs, and Coping Strategies*

	Mindfulness	Metacognitive Beliefs	Coping Strategies
Mindfulness	1	.273**	.125
Metacognitive Beliefs	.273**	1	-.015
Coping Strategies	.125	-.015	1

Correlation is significant at the 0.01 level (2-tailed).

This result leads to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, which asserts that there is a significant relationship between students' mindfulness and metacognitive beliefs. This suggests that as students' levels of mindfulness increase, their metacognitive beliefs also tend to rise. Meanwhile, the correlation between mindfulness and coping strategies (p-value = .125) is positive but not significant at the 0.01 level, indicating inadequate evidence to establish a strong relationship between the two variables. Similarly, the relationship between metacognitive beliefs and coping strategies (p-value = -.015) is non-significant, which supports the prediction that there is no substantial relationship between metacognitive beliefs and coping mechanisms.

This study aligns with previous research on variable correlations, including the findings of Keng et al. (2018) and Liang et al. (2024), who identified a substantial positive relationship between mindfulness and metacognitive beliefs. However, the absence of a strong connection between mindfulness and coping strategy is in line with the findings of Freligh (2020), who reported a negative correlation between these variables. Additionally, the lack of a significant relationship between metacognitive beliefs and coping strategies aligns with the findings of Kooren et al. (2024), who found a negative correlation. These results reinforce Bandura's Social Cognitive Theory, which asserts that independent variables can affect dependent variables, implying that personal, contextual, and other external factors shape behavior. The findings suggest that environmental conditions and individual differences influence both mindfulness and metacognitive perspectives.

This perspective is supported by cognitive-affective processing theory, which suggests that cognitive and emotional processes interact in intricate ways to regulate behavior and emotional responses (Bandura, 2020).

This implies that students' mental and situational contexts influence not only their behavior but also their need for coping strategies. Additionally, interventions aimed at enhancing coping could benefit from a dual focus on improving mindfulness and refining metacognitive skills. Therefore, addressing these cognitive and emotional dimensions could foster a more adaptive coping framework for students.

3.5 Influence of Mindfulness and Metacognitive Beliefs on Coping Strategies

Table 5 illustrates the overall significant influence of the independent variables (mindfulness and metacognitive beliefs) on the dependent variable (coping strategies in learning Filipino). Multiple regression analysis assessed whether mindfulness and metacognitive beliefs significantly impact coping strategies. The results indicate that neither variable has a significant effect.

Table 5. Overall Significant Influence of Mindfulness and Metacognitive Beliefs on Coping Strategies

	B	Std. Error	Beta	t	Sig.
Constant	3.01	0.21		14.15	.000
Mindfulness	0.09	0.05	0.13	1.89	.060
Metacognitive Beliefs	-0.02	0.03	-0.05	-0.71	.473

Note: R = 0.135, F = 1.817, R² = 0.018, p = .165

The results indicate a significant influence of mindfulness and metacognitive beliefs on coping strategies. The regression coefficient for mindfulness is 0.097, suggesting a positive relationship; however, the p-value of 0.060 shows that this relationship is marginally insignificant at the 0.05 level. This implies that while there may be a tendency for increased mindfulness to slightly enhance coping strategies, the evidence is not strong enough to draw a definitive conclusion about its effect. In contrast, the regression coefficient for metacognitive beliefs is -0.028, indicating a minor negative impact on coping strategies. The high p-value of 0.473 further verifies that this relationship is not statistically significant. The results emphasize that as metacognitive beliefs increase, they do not significantly improve coping strategies and may even decline; however, the evidence remains insufficient to support a strong relationship.

The correlation coefficients (R-value = 0.135 and R² = 0.018) indicate a weak relationship between the analyzed variables. The R² result shows that mindfulness and metacognitive beliefs have minimal influence on coping techniques, explaining only 1.8% of the variance. Other important factors, such as social and emotional support and the stress levels of students, can significantly impact these strategies. In conclusion, the findings align with previous research, which indicated that mindfulness and metacognitive views do not significantly influence coping mechanisms (Freligh, 2020; Kooren et al., 2024). This underscores the need for further research into additional factors that may influence coping techniques, highlighting the complexities of coping processes among students.

4.0 Conclusion

The results of the study revealed that college students exhibit a high level of mindfulness and metacognitive beliefs, indicating that these traits are often observed in them. However, their coping strategies for learning Filipino are moderate, suggesting that these strategies are seldom employed. Some indicators have peaked, emphasizing the potential for improvement through practice, which could further enhance students' mindfulness and metacognitive beliefs. A significant correlation exists between mindfulness and metacognitive beliefs, although not with coping strategies. Furthermore, mindfulness and metacognitive beliefs exert minimal influence on coping strategies, indicating they are not predictive factors. This research supports Bandura's Social Cognitive Theory by demonstrating how cognitive and emotional processes shape behavior and emotional regulation while also emphasizing the importance of coping strategies for students.

The researcher recommends implementing learning programs to enhance mindfulness and metacognitive beliefs by minimizing distractions. These programs should include workshops on time management and mindfulness, along with activities that focus on self-reflection, self-regulation, and goal-setting activities. Counseling sessions must reinforce Filipino coping strategies focused on problem-solving and decision-making designed according to the needs of the students. Peer support initiatives should encourage mutual support among students. Resilience and stress management training will boost students' ability to face challenges. Awareness campaigns should address undesirable behaviors like excessive indulgence and addiction, offering counseling for those affected. Integrating metacognition into the curriculum requires programs that develop these skills while positively influencing attentional control. Comprehensive programs aimed at enhancing metacognitive skills

and coping strategies must be established, with regular assessments of intervention effects for ongoing improvement. While mindfulness training may not be significantly influential, it can still positively impact students' coping strategies. Workshops to enhance metacognitive skills should be introduced, as they are crucial for the learning process.

5.0 Contributions of Authors

Greaza Peñaflorida – writing, editing
Marilou Y. Limpot – supervising, editing

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7.0 Conflict of Interests

Authors have declared that no competing interests exist.

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