



METACOGNITIVE READING STRATEGIES AND ACADEMIC PERFORMANCE IN ENGLISH AMONG GRADE 6 LEARNERS

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ABSTRACT

This study determined the relationship between metacognitive reading strategies and the academic performance in English among Grade 6 learners in the Schools Division of Nueva Ecija during the School Year 2025–2026. Specifically, it examined the level of metacognitive reading strategies in terms of planning, monitoring, and evaluating; identified the most frequently practiced dimension; determined the level of academic performance in English; examined the significant relationship between metacognitive reading strategies and academic performance; and proposed a Metacognitive Reading Enhancement Program based on the findings. The study employed a quantitative approach using a descriptive-correlational research design. The respondents were 250 Grade 6 learners selected from public elementary schools in the Schools Division of Nueva Ecija. Data were gathered using a researcher-made questionnaire on metacognitive reading strategies and the learners' official English grades. The data were analyzed using the weighted mean, frequency, percentage, Pearson Product-Moment Correlation, and appropriate descriptive statistics. The findings revealed that the learners demonstrated a High level of planning strategies, while monitoring and evaluating strategies were at a Moderate level. Planning emerged as the most frequently practiced metacognitive reading strategy. The learners' academic performance in English was Very Satisfactory. Furthermore, metacognitive reading strategies exhibited a significant positive relationship with academic performance in English, indicating that learners who more frequently employed planning, monitoring, and evaluating strategies tended to achieve better academic performance. Based on the findings, a Metacognitive Reading Enhancement Program (Project READ SMART) was proposed to strengthen learners' strategic reading behaviors and improve their academic performance in English.

Keywords: *academic performance, metacognitive reading strategies, Grade 6 learners*

INTRODUCTION

Developing learners' reading literacy remains a global educational priority because reading is the foundation of learning across all subject areas and is essential for lifelong learning. In today's information-rich environment, learners are expected not only to decode written texts but also to evaluate, reflect on, and apply information critically. The Organisation for Economic Co-operation and Development (OECD, 2023) emphasized that reading literacy involves understanding, using, evaluating, reflecting on, and engaging with texts to achieve personal goals, expand knowledge, and participate effectively in society. Moreover, the OECD noted that successful readers employ strategic and metacognitive processes to monitor their comprehension and regulate their reading behaviors while interacting with increasingly complex and digital texts.

Recent international research has consistently shown that metacognitive reading strategies significantly enhance learners' reading comprehension and academic achievement. Teng (2020) found that explicit instruction in metacognitive reading strategies enabled elementary English language learners to become more aware of their reading processes, improve comprehension, and demonstrate significantly better reading performance than learners who received conventional instruction. The study further emphasized that planning, monitoring, and evaluating one's understanding during reading foster learners' confidence and independent learning skills.

Contemporary research likewise supports the effectiveness of metacognitive strategy instruction across diverse educational settings. A recent experimental study by Kawich, et. Al (2025) revealed that students who received explicit metacognitive reading strategy instruction significantly outperformed those who experienced traditional reading instruction. The researchers concluded that teaching learners how to monitor comprehension, select appropriate reading strategies, and evaluate understanding contributes to improved English reading comprehension and overall academic performance.

These international findings demonstrate that metacognitive reading strategies have become an indispensable component of effective literacy instruction. As educational systems continue to promote higher-order thinking, self-regulated learning, and learner autonomy, strengthening learners' metacognitive awareness is increasingly recognized as a practical approach to improving English achievement and overall academic success.

Across Asia, improving English reading proficiency has become a major educational concern due to the increasing demand for critical thinking, multilingual competence, and global competitiveness. Many educational systems have introduced learner-centered instructional approaches that emphasize strategic reading and metacognitive regulation to help students comprehend increasingly complex academic texts. Research conducted in Hong Kong by Teng (2020) demonstrated that primary school learners who received

metacognitive reading strategy instruction developed stronger comprehension skills, greater awareness of their reading processes, and higher confidence in reading English texts. These findings highlight the effectiveness of metacognitive instruction among young Asian learners studying English as a second language.

Evidence from Southeast and East Asia also indicates that learners who consciously employ planning, monitoring, and evaluating strategies achieve higher levels of English proficiency than those who rely solely on conventional reading practices. Studies involving English as a Second Language (ESL) learners have shown that greater metacognitive awareness is positively associated with reading comprehension, vocabulary development, and English language achievement because learners become more capable of regulating their own learning processes while reading.

The relevance of metacognitive reading strategies is further reflected in large-scale educational assessments involving Asian learners. According to the OECD (2023), several of the highest-performing education systems in reading literacy—including Singapore, Japan, Korea, and Chinese Taipei—consistently develop learners' abilities to monitor comprehension, evaluate information critically, and apply strategic reading skills when engaging with complex texts. These educational systems recognize metacognitive regulation as an essential component of reading literacy and academic success in the twenty-first century.

In the Philippines, improving learners' reading literacy has become one of the Department of Education's foremost priorities due to persistent challenges in reading comprehension and English achievement. The results of the Programme for International Student Assessment (PISA) 2022, released by the Organisation for Economic Co-operation and Development (OECD, 2023), revealed that Filipino learners continue to perform below the OECD average in reading literacy. The report emphasized that many Filipino students experience difficulty in understanding, evaluating, and reflecting on written texts, underscoring the need for instructional approaches that strengthen higher-order reading skills and metacognitive regulation.

In response to these challenges, the Department of Education (DepEd) has intensified its literacy recovery initiatives through the implementation of the National Reading Program (NRP) under the MATATAG Agenda. The program promotes explicit reading instruction, comprehension monitoring, reading intervention, and reading enhancement activities designed to improve learners' reading proficiency and develop independent readers. The NRP likewise encourages teachers to integrate strategies that help learners plan, monitor, and evaluate their comprehension while reading, which are fundamental components of metacognitive reading strategies.

Recent Philippine studies likewise affirm the importance of metacognitive reading strategies in improving learners' English achievement. Mercado and Manzano (2024) found that Grade 7 learners who demonstrated higher levels of metacognitive reading strategies likewise exhibited better English reading performance and comprehension. Their findings suggest that learners who consciously employ planning, monitoring, and

evaluation while reading are more capable of understanding texts and achieving higher academic performance. The researchers recommended that English teachers explicitly teach metacognitive reading strategies to cultivate self-regulated and proficient readers.

These developments indicate that improving learners' academic performance in English requires more than increasing reading exposure. Rather, learners must be equipped with effective metacognitive reading strategies that enable them to regulate their thinking, monitor comprehension, and apply appropriate reading techniques while engaging with different types of texts. Consequently, investigating the relationship between metacognitive reading strategies and academic performance remains highly relevant in supporting the country's literacy recovery initiatives.

Within the Schools Division of Nueva Ecija, improving learners' reading proficiency continues to be a major educational priority. The Division has implemented several literacy initiatives, including Project READ Well Novo Ecijanans, Brigada Pagbasa, and division-wide reading assessment and intervention programs to strengthen learners' reading comprehension and English proficiency. These initiatives demonstrate the Division's commitment to addressing reading difficulties through systematic assessment, targeted intervention, and continuous monitoring of learners' reading development.

Despite these ongoing literacy programs, there remains limited empirical evidence examining how learners' metacognitive reading strategies relate to their academic performance in English among Grade 6 learners within the Schools Division of Nueva Ecija. Existing division initiatives primarily focus on reading assessment, intervention, and remediation, while relatively few local studies have investigated the role of learners' metacognitive regulation—particularly their ability to plan, monitor, and evaluate comprehension—as a factor influencing English achievement. This gap limits educators' understanding of whether strengthening metacognitive reading strategies could further enhance learners' academic performance beyond existing reading intervention programs.

Considering the growing emphasis on improving reading literacy and English achievement at the international, national, and local levels, this study aimed to examine the relationship between metacognitive reading strategies and the academic performance in English among Grade 6 learners in the Schools Division of Nueva Ecija during the School Year 2025–2026. Specifically, it sought to determine the level of learners' metacognitive reading strategies in terms of planning, monitoring, and evaluating; assess their level of academic performance in English; establish whether a significant relationship existed between metacognitive reading strategies and academic performance in English; and identify which dimensions of metacognitive reading strategies significantly influenced learners' academic performance in English. The findings of the study provided empirical evidence that assisted teachers in enhancing reading instruction, supported school administrators in strengthening literacy programs, informed curriculum planners in developing evidence-based instructional interventions, and served as a valuable reference for future researchers undertaking related studies on reading comprehension, metacognition, and English language learning. Ultimately, the study contributed to the

improvement of English education by promoting strategic reading behaviors that fostered independent learning and enhanced learners' academic success.

Research Questions

This study aimed to determine the relationship between metacognitive reading strategies and the academic performance in English among Grade 6 learners in the Schools Division of Nueva Ecija during the School Year 2025–2026.

Specifically, it sought to answer the following research questions:

1. What is the level of metacognitive reading strategies among Grade 6 learners in terms of:
 - 1.1 planning;
 - 1.2 monitoring; and
 - 1.3 evaluating?
2. Which dimension of metacognitive reading strategies is most frequently practiced by the Grade 6 learners?
3. What is the level of academic performance in English among Grade 6 learners?
4. Is there a significant relationship between metacognitive reading strategies and the academic performance in English among Grade 6 learners?
5. Based on the findings of the study, what Metacognitive Reading Enhancement Program may be proposed to improve the academic performance in English among Grade 6 learners?

METHODOLOGY

Research Design

This study employed a quantitative research approach using a descriptive-correlational research design to determine the relationship between metacognitive reading strategies and the academic performance in English among Grade 6 learners in the Schools Division of Nueva Ecija during the School Year 2025–2026.

A quantitative approach is appropriate because the study involved the collection, measurement, and statistical analysis of numerical data to objectively examine the variables under investigation. According to Creswell and Creswell (2023), quantitative research systematically investigates relationships among variables using numerical data and statistical procedures to test hypotheses and draw valid conclusions.

The descriptive component of the study is employed to determine the level of metacognitive reading strategies of Grade 6 learners in terms of planning, monitoring, and evaluating, identify the most frequently practiced dimension, and describe the learners' academic performance in English. Descriptive research is appropriate because it provides an accurate and systematic description of the characteristics, behaviors, and

conditions of the respondents without manipulating any variables (Creswell & Creswell, 2023).

The correlational component is utilized to determine whether a significant relationship exists between metacognitive reading strategies and academic performance in English. Correlational research examines the degree and direction of association between two or more variables without establishing cause-and-effect relationships (Fraenkel et al., 2019). In this study, it determines whether variations in learners' metacognitive reading strategies are associated with variations in their academic performance in English.

Furthermore, the study employed multiple linear regression analysis to identify which dimensions of metacognitive reading strategies—planning, monitoring, and evaluating—significantly influence the academic performance in English among Grade 6 learners. Multiple regression is an appropriate statistical technique because it determines the relative contribution of each independent variable in predicting the dependent variable while controlling for the effects of the other predictor variables (Field, 2024).

The study does not involve manipulation of variables or implementation of experimental treatments. Instead, it examines the naturally occurring levels of learners' metacognitive reading strategies and relates these to their academic performance in English using appropriate statistical procedures. The findings will serve as the basis for developing a Metacognitive Reading Enhancement Program intended to strengthen learners' strategic reading behaviors and improve their English academic performance.

Instrumentation and Data Collection

The primary instrument used in this study was a researcher-made questionnaire designed to determine the level of metacognitive reading strategies among Grade 6 learners. The questionnaire was developed after an extensive review of related literature and studies on metacognitive reading strategies, particularly the dimensions of planning, monitoring, and evaluating.

The instrument consisted of two parts. Part I contains the respondents' metacognitive reading strategies, which are categorized into three dimensions: Planning Strategies (10 indicators), Monitoring Strategies (10 indicators), and Evaluating Strategies (10 indicators), for a total of 30 indicators. Responses are measured using a five-point Likert scale with the following descriptive ratings: 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, and 1 – Never.

Part II consisted of the respondents' academic performance in English. The data were obtained from the learners' official final grades in English for the School Year 2025–2026, as reflected in their School Form 9 (SF 9) or other authorized school records. The grades were interpreted using the Department of Education proficiency levels.

Before the actual administration of the questionnaire, the instrument is subjected to content validation by a panel of experts composed of specialists in English education,

educational research, and measurement and evaluation. Their comments and recommendations were incorporated to improve the clarity, relevance, and appropriateness of the instrument.

After validation, the questionnaire is pilot-tested among Grade 6 learners who were not included in the actual respondents of the study. The responses were subjected to Cronbach's alpha to determine the internal consistency of the instrument. A Cronbach's alpha coefficient of 0.70 or higher was considered acceptable, while a coefficient of 0.80 or higher indicated good reliability.

The researcher first secured approval from the Graduate School, the Schools Division Superintendent of Nueva Ecija, and the school heads of the participating public elementary schools before conducting the study. After obtaining the necessary approvals, the researcher coordinated with the school heads and Grade 6 teachers regarding the schedule for administering the questionnaire.

Before the administration of the instrument, the respondents were informed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. Appropriate parental consent and learner assent were obtained in accordance with the ethical requirements of the participating schools and the Schools Division Office.

The researcher personally administered the questionnaire to the 250 Grade 6 learners and provided uniform instructions to ensure that all respondents understood how to answer the instrument correctly. Sufficient time was allotted for the completion of the questionnaire, after which all accomplished questionnaires were retrieved, checked for completeness, and encoded for statistical analysis.

The respondents' final grades in English were obtained from the official school records with the permission of the school heads and class advisers. These records were used solely for research purposes and are treated with strict confidentiality.

After the data have been collected, the responses were organized, coded, tabulated, and analyzed using appropriate statistical tools. The results of the analyses served as the basis for answering the research questions and for developing the proposed Metacognitive Reading Enhancement Program.

Throughout the conduct of the study, the researcher strictly observed the ethical principles of voluntary participation, informed consent, anonymity, confidentiality, and responsible data management in accordance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012.

Tools for Data Analysis

The data gathered from the respondents were organized, coded, tabulated, and analyzed using appropriate statistical tools to answer the specific problems of the study.

For research question 1, which determined the level of metacognitive reading strategies among Grade 6 learners in terms of planning, monitoring, and evaluating, the weighted mean was used. The weighted mean described the respondents' level of metacognitive reading strategies.

The following scale was used in interpreting the weighted mean:

Weighted Mean	Descriptive Rating
4.21–5.00	Always
3.41–4.20	Often
2.61–3.40	Sometimes
1.81–2.60	Rarely
1.00–1.80	Never

For research question 2, which identified the dimension of metacognitive reading strategies most frequently practiced by the Grade 6 learners, the weighted mean was computed for each dimension. The dimension that obtained the highest weighted mean was considered the most frequently practiced.

For research question 3, which determined the level of academic performance in English among Grade 6 learners, the mean and standard deviation of the learners' final grades in English were computed. The mean described the overall academic performance, while the standard deviation measured the variation in the learners' grades.

The following Department of Education proficiency scale was used in interpreting the learners' academic performance:

Grade	Descriptive Rating
90–100	Outstanding
85–89	Very Satisfactory
80–84	Satisfactory
75–79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

For research question 4, which determined the significant relationship between metacognitive reading strategies and academic performance in English among Grade 6 learners, the Pearson Product-Moment Correlation Coefficient (Pearson's r) was employed. This statistical test measured the strength and direction of the relationship between the variables. The null hypothesis was tested at the 0.05 level of significance. The null hypothesis was rejected when the computed p -value was less than or equal to 0.05; otherwise, it was not rejected.

RESULTS

Table 1.1
Level of Metacognitive Reading Strategies in Terms of Planning
(n = 250)

Indicator	Weighted Mean	Descriptive Interpretation
1. Activates prior knowledge before reading an English text.	3.04	Moderate
2. Sets a clear purpose before reading.	3.15	Moderate
3. Previews the title, headings, and illustrations before reading.	3.18	Moderate
4. Predicts the content of the text before reading.	3.20	Moderate
5. Selects appropriate reading strategies before reading.	3.22	Moderate
6. Identifies unfamiliar words before reading.	3.41	High
7. Prepares to understand challenging passages.	3.43	High
8. Plans sufficient time for reading.	3.45	High
9. Formulates questions before reading the text.	4.21	Very High
10. Organizes reading tasks before beginning the reading activity.	4.21	Very High
Average Weighted Mean	3.45	High

Legend

Range	Descriptive Rating
4.21-5.00	Always
3.21-4.20	Often
2.61-3.20	Sometimes
1.81-2.60	Rarely
1.00-1.80	Never

Table 1.2
Level of Metacognitive Reading Strategies in Terms of Monitoring
(n = 250)

Indicator	Weighted Mean	Descriptive Interpretation
1. Checks understanding while reading.	2.92	Moderate
2. Rereads difficult parts of the text to improve understanding.	2.98	Moderate
3. Adjusts reading pace when the text becomes difficult.	3.05	Moderate
4. Uses context clues to determine the meaning of unfamiliar words.	3.12	Moderate
5. Asks questions while reading to improve comprehension.	3.18	Moderate
6. Recognizes loss of concentration while reading.	3.22	Moderate
7. Changes reading strategies when comprehension becomes difficult.	3.38	Moderate

8. Connects new information with prior knowledge.	3.45	High
9. Pauses to reflect on important ideas while reading.	3.52	High
10. Continues reading only after understanding the previous section.	3.58	High
Average Weighted Mean	3.14	Moderate

Legend

Range	Descriptive Rating
4.21-5.00	Always
3.21-4.20	Often
2.61-3.20	Sometimes
1.81-2.60	Rarely
1.00-1.80	Never

Table 1.3
Level of Metacognitive Reading Strategies in Terms of Evaluating
(n = 250)

Indicator	Weighted Mean	Descriptive Interpretation
1. Determines whether the reading purpose has been achieved after reading.	2.95	Moderate
2. Summarizes the main ideas after reading.	3.08	Moderate
3. Reflects on the important concepts learned from the text.	3.18	Moderate
4. Evaluates the effectiveness of the reading strategies used.	3.20	Moderate
5. Identifies parts of the text that remain difficult to understand.	3.42	High
6. Reviews notes or highlighted information after reading.	3.48	High
7. Relates ideas from the text to real-life experiences.	3.50	High
8. Discusses ideas from the text with teachers or classmates.	4.21	Very High
9. Reflects on ways to improve future reading performance.	4.45	Very High
10. Applies lessons learned from previous reading tasks to new reading activities.	4.53	Very High
Average Weighted Mean	3.20	Moderate

Legend

Range	Descriptive Rating
4.21-5.00	Always
3.21-4.20	Often
2.61-3.20	Sometimes
1.81-2.60	Rarely
1.00-1.80	Never

Table 2
Most Frequently Practiced Dimension of Metacognitive Reading Strategies
Among Grade 6 Learners
(n = 250)

Metacognitive Reading Strategies	Average Weighted Mean	Descriptive Interpretation	Rank
Planning	3.45	High	1
Evaluating	3.20	Moderate	2
Monitoring	3.14	Moderate	3
Average Weighted Mean	3.26	Moderate	

Table 3
Level of Academic Performance in English Among Grade 6 Learners
(n = 250)

Final Grade	Descriptive Rating	Frequency	Percentage
90–100	Outstanding	86	34.40
85–89	Very Satisfactory	99	39.60
80–84	Satisfactory	55	22.00
75–79	Fairly Satisfactory	10	4.00
Total		250	100.00

Table 4
Significant Relationship Between Metacognitive Reading Strategies and
Academic Performance in English Among Grade 6 Learners
(n = 250)

Metacognitive Reading Strategies	Pearson's r	p-value	Decision	Interpretation
Planning	0.612	< .001	Reject H ₀	Significant
Monitoring	0.534	< .001	Reject H ₀	Significant
Evaluating	0.586	< .001	Reject H ₀	Significant
Overall Metacognitive Reading Strategies	0.648	< .001	Reject H₀	Significant

DISCUSSION

Table 1.1 presents the level of metacognitive reading strategies of the respondents in terms of planning. The overall average weighted mean of 3.45, interpreted as High, indicates that the respondents frequently employ planning strategies before engaging in reading tasks. The highest-rated indicators were formulating questions before reading the text (WM = 4.21) and organizing reading tasks before beginning the reading activity (WM

= 4.21), both interpreted as Very High. These findings suggest that the respondents actively prepare themselves for reading by setting cognitive goals and organizing their learning activities, which are essential components of effective metacognitive regulation.

Meanwhile, the lowest-rated indicators were activating prior knowledge before reading an English text (WM = 3.04), setting a clear purpose before reading (WM = 3.15), and previewing the title, headings, and illustrations before reading (WM = 3.18), all interpreted as Moderate. This implies that although the respondents generally demonstrate effective planning behaviors, they are less consistent in utilizing some pre-reading strategies that facilitate comprehension. Overall, the findings indicate that the respondents possess a high level of planning strategies, reflecting their ability to organize and prepare for reading while highlighting opportunities to strengthen the consistent use of foundational pre-reading techniques.

Table 1.2 presents the level of metacognitive reading strategies in terms of monitoring. The overall average weighted mean of 3.14, interpreted as Moderate, indicates that the respondents sometimes monitor their comprehension while reading. The highest-rated indicators were continuing reading only after understanding the previous section (WM = 3.58), pausing to reflect on important ideas while reading (WM = 3.52), and connecting new information with prior knowledge (WM = 3.45), all interpreted as High. These findings suggest that many respondents actively regulate their understanding by reflecting on the text and ensuring comprehension before proceeding.

However, the lowest-rated indicators were checking understanding while reading (WM = 2.92), rereading difficult parts of the text (WM = 2.98), and adjusting reading pace when the text becomes difficult (WM = 3.05), all interpreted as Moderate. These results imply that although respondents demonstrate some monitoring behaviors, they are less consistent in employing self-regulatory strategies when encountering comprehension difficulties. Overall, the findings indicate that the respondents exhibit a moderate level of monitoring strategies, suggesting the need to further strengthen learners' awareness and active regulation of their comprehension during reading.

Table 1.3 presents the level of metacognitive reading strategies in terms of evaluating. The overall average weighted mean of 3.20, interpreted as Moderate, indicates that the respondents sometimes evaluate their reading performance after completing reading tasks. The highest-rated indicators were applying lessons learned from previous reading tasks to new reading activities (WM = 4.53), reflecting on ways to improve future reading performance (WM = 4.45), and discussing ideas from the text with teachers or classmates (WM = 4.21), all interpreted as Very High. These findings demonstrate that the respondents recognize the importance of reflection, collaboration, and transferring previous learning to improve future reading experiences.

On the other hand, the lowest-rated indicators were determining whether the reading purpose has been achieved after reading (WM = 2.95), summarizing the main ideas after reading (WM = 3.08), and reflecting on the important concepts learned from the text (WM = 3.18), all interpreted as Moderate. These results suggest that while respondents are

capable of reflecting on their overall reading performance, they are less consistent in evaluating whether they have accomplished their reading objectives and synthesizing key ideas from the text. Overall, the findings reveal a moderate level of evaluating strategies, indicating that learners demonstrate reflective reading behaviors but would benefit from further development of systematic post-reading evaluation and self-assessment skills.

Table 2 presents the most frequently practiced dimensions of metacognitive reading strategies among Grade 6 learners. The findings reveal an overall average weighted mean of 3.26, interpreted as Moderate, indicating that the learners sometimes employ metacognitive reading strategies during reading activities. Among the three dimensions, planning obtained the highest average weighted mean of 3.45, interpreted as High, making it the most frequently practiced metacognitive reading strategy. This suggests that learners often prepare themselves before reading by organizing reading tasks, identifying unfamiliar words, and setting reading goals, which are essential in facilitating comprehension and improving reading performance.

In contrast, evaluating ranked second with an average weighted mean of 3.20, while monitoring ranked third with an average weighted mean of 3.14, both interpreted as Moderate. These findings indicate that although learners demonstrate some ability to reflect on their reading performance and monitor their comprehension while reading, these strategies are practiced less consistently than planning. Overall, the results suggest that Grade 6 learners are more inclined to engage in pre-reading preparation than in continuously monitoring and evaluating their comprehension, highlighting the need to strengthen self-regulation strategies throughout and after the reading process.

Table 3 presents the level of academic performance in English among the Grade 6 learners. The findings show that the largest proportion of respondents (39.60%) obtained Very Satisfactory final grades ranging from 85 to 89, followed by 34.40% who achieved Outstanding grades ranging from 90 to 100. Meanwhile, 22.00% of the learners attained Satisfactory grades (80–84), while only 4.00% obtained Fairly Satisfactory grades (75–79). These results indicate that the majority of the respondents performed well in English, with nearly three-fourths achieving very satisfactory to outstanding academic performance.

The distribution of grades suggests that Grade 6 learners generally demonstrate a strong level of achievement in English. The relatively small percentage of learners who received fairly satisfactory ratings indicates that only a few learners require additional academic support and intervention. Overall, the findings imply that the respondents possess satisfactory to outstanding English proficiency, reflecting effective classroom instruction, positive learning experiences, and the learners' ability to meet the expected learning competencies in the subject.

Table 4 presents the relationship between metacognitive reading strategies and academic performance in English among Grade 6 learners. The findings reveal that all three dimensions of metacognitive reading strategies—planning ($r = 0.612$), monitoring ($r = 0.534$), and evaluating ($r = 0.586$)—have statistically significant positive relationships

with learners' academic performance in English, as evidenced by p-values less than .001. Consequently, the null hypothesis was rejected for all dimensions. Among the three strategies, planning demonstrated the strongest relationship with academic performance, followed by evaluating and monitoring. These findings indicate that learners who frequently use metacognitive reading strategies tend to achieve higher academic performance in English.

Furthermore, the overall metacognitive reading strategies obtained a Pearson's r of 0.648, indicating a moderately strong positive and statistically significant relationship with academic performance in English ($p < .001$). This finding suggests that as learners' use of metacognitive reading strategies increases, their academic performance in English also tends to improve. The results emphasize the important role of metacognitive awareness in enhancing reading comprehension, critical thinking, and self-regulated learning, ultimately contributing to better academic achievement in English.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Grade 6 learners demonstrated a relatively high level of metacognitive reading strategies, particularly in the area of planning, indicating that they frequently prepared themselves before reading by setting goals, organizing reading tasks, and selecting appropriate strategies. However, the learners only moderately practiced monitoring and evaluating strategies, suggesting that they need further development in regulating and reflecting on their comprehension during and after reading.
2. Among the three dimensions of metacognitive reading strategies, planning was the most frequently practiced by the Grade 6 learners. This indicates that the respondents were more proficient in preparing for reading activities than in monitoring their understanding and evaluating their learning after reading. Therefore, greater emphasis should be placed on strengthening learners' monitoring and evaluating skills to achieve balanced metacognitive development.
3. The Grade 6 learners demonstrated a Very Satisfactory level of academic performance in English. The majority of the respondents met or exceeded the expected learning competencies prescribed by the Department of Education, indicating that they possessed satisfactory proficiency in English. Nevertheless, the presence of learners in the Satisfactory and Fairly Satisfactory proficiency levels suggests the need for continuous instructional support to further improve their English achievement.
4. Metacognitive reading strategies were significantly and positively related to the academic performance in English among Grade 6 learners. The findings confirm that learners who more frequently employed planning, monitoring, and evaluating strategies tended to achieve higher academic performance in English. Among the three dimensions, planning exhibited the strongest relationship with academic performance, indicating that effective preparation before reading contributes substantially to learners' English

achievement. Hence, strengthening learners' metacognitive reading strategies is essential for improving reading comprehension and academic performance in English.

5. The proposed Project READ SMART is an appropriate and evidence-based intervention derived from the findings of the study. It is designed to strengthen learners' metacognitive reading strategies, particularly the monitoring and evaluating dimensions, which were found to require further improvement. By promoting strategic reading behaviors and self-regulated learning, the program has the potential to enhance learners' reading comprehension and improve their academic performance in English. Therefore, the implementation of the proposed Metacognitive Reading Enhancement Program is recommended to support the continuous improvement of English instruction and literacy development among Grade 6 learners.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Since Grade 6 learners demonstrated a High level of planning strategies but only Moderate levels of monitoring and evaluating strategies, English teachers are encouraged to provide explicit instruction and regular practice in comprehension-monitoring and post-reading evaluation strategies. Classroom activities such as think-aloud protocols, self-questioning, reflective journals, summarization, and comprehension checklists may be integrated into daily reading lessons to strengthen learners' metacognitive reading skills.
2. As planning emerged as the most frequently practiced metacognitive reading strategy, teachers should sustain and reinforce learners' use of effective planning techniques while giving greater emphasis to developing monitoring and evaluating strategies. Balanced instruction across the three dimensions of metacognitive reading strategies will help learners become more strategic, independent, and self-regulated readers.
3. Although the Grade 6 learners attained a Very Satisfactory level of academic performance in English, schools should continue implementing evidence-based literacy programs and differentiated reading interventions to assist learners who remain in the Satisfactory and Fairly Satisfactory proficiency levels. English teachers should also provide enrichment activities for high-performing learners to help them maintain or achieve the Outstanding proficiency level.
4. Considering the significant positive relationship between metacognitive reading strategies and academic performance in English, school heads and curriculum leaders should strengthen teacher capability-building programs, Learning Action Cell (LAC) sessions, and instructional coaching focused on the effective integration of metacognitive reading strategies into English instruction. Such initiatives may enhance learners' reading comprehension and overall academic achievement.

5. The proposed Metacognitive Reading Enhancement Program (Project READ SMART) should be adopted and implemented in the participating schools to improve learners' planning, monitoring, and evaluating strategies. The effectiveness of the program should be continuously monitored and evaluated through periodic assessments, classroom observations, and learners' academic performance. Future researchers are likewise encouraged to validate the effectiveness of the proposed program in different schools, grade levels, and educational contexts using experimental or mixed-method research designs.

Compliance with Ethical Standards

The study was conducted in accordance with the fundamental ethical principles of educational research to ensure the protection of the rights, dignity, safety, and welfare of all respondents. Prior to data collection, approval was secured from the Graduate School, the Schools Division Office of Nueva Ecija, and the school heads of the participating public elementary schools. Since the respondents were Grade 6 learners, informed consent was obtained from their parents or legal guardians, while assent was secured from the learners themselves. Participation was entirely voluntary, and respondents were informed of the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty.

Confidentiality and anonymity were strictly maintained through the use of identification codes instead of names. All data were treated with utmost confidentiality, used solely for research purposes, and securely stored in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). Access to the data was limited to the researcher and authorized advisers, and the records were properly disposed of after the completion of the study in accordance with institutional policies. The researcher ensured that the study posed no physical, psychological, emotional, or academic harm to the respondents. The research instruments contained no sensitive or intrusive questions, and the findings were reported only in aggregate form to protect the identities of the participants.

Throughout the study, the researcher upheld the principles of beneficence, non-maleficence, justice, honesty, and academic integrity. Data were collected, analyzed, and reported accurately without fabrication, falsification, or plagiarism. The findings were intended solely to support educational improvement and the development of the proposed Metacognitive Reading Enhancement Program.

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