Metacognitive Cognizance and Reading Comprehension of Learners in Relation to Academic Performance

Rore Rose E. Janeo - Nunay[1], Jobell Cris T. Vibal[2]

[1]DepEd Negros Island Region, Philippines

[2]La Carlota City College, Philippines

DOI: https://doi.org/10.47772/IJRISS.2026.100800038

Received: 13 August 2026; Accepted: 18 August 2026; Published: 25 August 2026

ABSTRACT

The present study aimed to determine the level of metacognitive cognizance and reading comprehension of learners in relation to academic performance. One hundred fifteen Grade 11 students were the respondents of the study. Standardized questionnaires were used in this study adopted from Putri et al. (2024). Descriptive correlational research design was employed. The salient results of the study were as follows: the student exhibits a strong, regular awareness of their learning strategies. They frequently plan and monitor their tasks and have a solid grasp of how, when, and why to use specific strategies, though minor inconsistencies may occur in highly complex tasks: the student can read and understand the material completely on their own without teacher assistance; the learners perform very satisfactorily in their academics mastering the core competencies required in their Grade 11 subjects; metacognitive cognizance does not significantly influence the academic performance of the students; reading comprehension is a contributing factor to the academic performance of the students.

Keywords: Metacognitive Cognizance; Reading Comprehension; Academic Performance; Learning Strategies; Grade 11 Learners; Metacognition; Reading Skills.

INTRODUCTION

In Senior High School (SHS), reading comprehension becomes a critical bottleneck. While primary education focuses on learning to read (word recognition and decoding), senior high school requires students to read to learn. Academic tasks at this level heavily demand higher-order thinking skills (HOTS), conceptual analysis, and abstract problem-solving (Dela Cruz et al., 2026). When students struggle to comprehend complex texts, a domino effect directly impacts their grades, motivation, and overall academic performance. Based on recent literature and studies, the existing problems mapping reading comprehension to academic performance reveal several core issues (Fajardo et al., 2024).

Metacognition plays a crucial role in educational settings, as it influences how individuals approach learning tasks, self-monitor their progress, and regulate their learning strategies. Students with well-developed metacognitive skills are more likely to employ effective learning strategies, have better comprehension, and perform well academically. They are better able to plan their studying, focus on important information, and self-assess their progress. Metacognition also involves students' awareness of their own learning processes, enabling them to reflect upon their strengths, weaknesses, and progress. By engaging in metacognitive reflection, students can better understand their learning strategies, regulate their behavior, and make adjustments for future learning. Metacognitive strategies, such as self-questioning, problem-solving, and self-regulation, have shown positive effects on learning outcomes (Manik et al., 2024).

However, longitudinal data released by the Second Congressional Commission on Education (EDCOM 2, 2026) reveals a massive drop-off in student proficiency rates. While 30.52% of Grade 3 learners achieve a proficient or highly proficient rating (leaving roughly 70% struggling with foundational skills early on), this number drops down to 1.36% by Grade 10 and plummets to a negligible 0.40% by Grade 12. In the Department of Education's (DepEd) benchmark Senior High School Literacy and Numeracy Assessment

(SHS-LNA), a staggering 87% of Grade 11 students were classified as "not independent readers" (EDCOM 2, 2026). Only 12.58% could comprehend text without assistance. The majority (58.9%) scored at the Frustration Level, meaning they cannot process grade-level text independently, while 28.5% sit at the Instructional Level (requiring heavy teacher intervention). By the time students reach high school, the numbers become mathematically negligible. Only 1.36% of Grade 10 students and a mere 0.40% of Grade 12 students achieve a proficient rating (EDCOM 2, 2026). This means only 4 out of every 1,000 graduating SHS students demonstrate complex skills like data analysis, advanced problem-solving, and critical evaluation. This creates a cumulative 5.5-year learning gap by the time a student reaches age 15.

With the premises presented above, this study sought to assess both metacognitive cognizance and reading comprehension together and analyzing their relationship with the academic performance of Grade 11 learners.

METHODOLOGY

The study employed a descriptive-correlational research design to determine the levels of metacognitive cognizance, reading comprehension, and academic performance of Grade 11 learners and to examine the relationships among these variables. The study was conducted among 115 Grade 11 Senior High School students from a public senior high school in the Negros Island Region. Since the entire population was included, total enumeration was employed.

A standardized questionnaire adopted from Putri et al. (2024) was used to assess the learners' metacognitive cognizance. The instrument consisted of 52 items covering knowledge about cognition and regulation of cognition, including declarative knowledge, procedural knowledge, conditional knowledge, planning, comprehension monitoring, information management strategies, debugging strategies, and evaluation. Reading comprehension was determined using the learners' Phil-IRI results, while academic performance was measured through their General Weighted Average (GWA) for School Year 2025–2026.

The adopted instrument was considered standardized and reliable; hence, no additional validity and reliability testing was conducted by the researchers. Previous evidence reported satisfactory internal consistency and test-retest reliability for the Metacognitive Awareness Inventory, supporting its use in assessing learners' metacognitive cognizance.

Data gathering commenced after securing approval from the Schools Division Superintendent and the school principal. The researcher obtained the necessary permissions and participant consent before administering the instrument. Respondents were informed of the purpose of the study, and confidentiality, anonymity, and responsible handling of the collected information were ensured throughout the research process.

For data analysis, mean and standard deviation were employed to determine the levels of metacognitive cognizance, reading comprehension, and academic performance. Metacognitive cognizance was interpreted using a five-point scale ranging from Very Low to Very High. Reading comprehension was classified into Independent, Instructional, and Frustration levels based on the percentage of comprehension. Academic performance was interpreted according to the established grading scale from Did Not Meet Expectations to Outstanding. To determine the significant relationships between metacognitive cognizance and academic performance and between reading comprehension and academic performance, Goodman-Kruskal's Gamma coefficient was utilized. These statistical procedures provided the basis for describing the learners' characteristics and determining the relationships among the variables under investigation.

RESULTS AND DISCUSSIONS

Level of Metacognitive Cognizance

Table 1. Level of Metacognitive Cognizance of Learners When Taken as a Whole and When Grouped According to Knowledge About Cognition and Regulation of Cognition.

Statements	Mean	Standard Deviation	Interpretation

Knowledge on Cognition	**3.74**	**.43**	**High**
I understand my intellectual strengths and weaknesses.	4.03	.78	High
I know what kind of information is most important to learn.	3.98	.79	High
I am good at organizing information.	3.40	.85	High
I know what the teacher expects me to learn.	3.63	.83	High
I am good at remembering information.	3.35	.84	High
I have control over how well I learn.	3.70	.74	High
I am a good judge of how well I understand something.	3.45	.99	High
I learn more when I am interested in the topic.	4.42	.76	High
I try to use strategies that have worked in the past.	3.83	.79	High
I have a specific purpose for each strategy I use.	3.74	.75	High
I am aware of what strategies I use when I study.	3.68	.81	High
I find myself using helpful learning strategies automatically	3.58	.97	High
I learn best when I know something about the topic	3.93	.90	High
I use different learning strategies depending on the situation.	3.64	.93	High
I can motivate myself to learn when I need to	3.91	.86	High
I use my intellectual strengths to compensate for my weaknesses.	3.68	.73	High
I know when each strategy I use will be most effective.	3.63	.92	High
Regulation on Cognition	**3.73**	**.40**	**High**
I pace myself while learning in order to have enough time.	3.48	.92	High
I think about what I really need to learn before I begin a task	4.01	.88	High
I set specific goals before I begin a task.	3.68	.82	High
I ask myself questions about the material before I begin.	3.78	.75	High
I think of several ways to solve a problem and choose the best one.	3.90	.91	High
I read instructions carefully before I begin a task.	3.98	.94	High
I organize my time to best accomplish my goals.	4.02	.87	High
I ask myself periodically if I am meeting my goals.	3.86	.74	High
I consider several alternatives to a problem before I answer.	3.69	.73	High
I ask myself if I have considered all options when solving a problem.	3.78	.85	High
I periodically review to help me understand important relationships	3.83	.90	High
I find myself analyzing the usefulness of strategies while I study.	3.59	.87	High
I find myself pausing regularly to check my comprehension.	3.68	.87	High
I ask myself questions about how well I am doing while I am learning something new.	3.78	.87	High
I slow down when I encounter important information.	3.91	.89	High
I consciously focus my attention on important information.	3.91	.91	High
I focus on the meaning and significance of new information.	3.83	.83	High
I create my own examples to make information more meaningful	3.73	.92	High
I draw pictures or diagrams to help me understand while learning.	3.19	1.20	High
I try to translate new information into my own words.	3.57	1.02	High
I use the organizational structure of the text to help me learn.	3.60	.90	High

I ask myself if what I'm reading is related to what I already know	3.75	.81	High
I try to break studying down into smaller steps.	3.50	.86	High
I focus on overall meaning rather than specifics.	3.57	.92	High
I ask others for help when I don't understand something.	3.90	.95	High
I change strategies when I fail to understand.	3.69	.86	High
I reevaluate my assumptions when I get confused	3.57	.89	High
I stop and go back over new information that is not clear.	3.77	1.01	High
I stop and reread when I get confused	3.93	.99	High
I know how well I did once I finish a test.	3.67	.90	High
I ask myself if there was an easier way to do things after I finish a task.	3.67	.92	High
I summarize what I've learned after I finish.	3.58	.95	High
I ask myself how well I accomplish my goals once I' m finished.	3.83	.86	High
I ask myself if I have considered all options after I solve a problem.	3.66	.90	High
I ask myself if I learned as much as I could have once, I finish a task.	3.76	.80	High
Metacognitive Cognizance of learners	**3.74**	**.38**	**High**

Legend:(4.21-5.0)-Very High;(3.41 – 4.20)-High;(2.61-3.40) Moderate (1.81 – 2.60)-Low;(1.00 – 1.80)-Very Low

As shown in Table 1, the learners obtained an overall mean score of 3.74 with a standard deviation of 0.38. This yields a verbal interpretation of High. The high level of metacognitive cognizance implies that the learners possess a strong awareness and understanding of their own cognitive processes. Furthermore, the low standard deviation (SD = 0.38) indicates that the scores are closely clustered around the mean. This suggests homogeneity among the respondents, meaning that the high level of metacognitive cognizance is a consistent trait across the student sample rather than being driven by extreme outliers.

As displayed in the table above, the learners obtained a grand mean of 3.74 for Knowledge about Cognition, which falls under the High descriptive interpretation. This statistical value indicates that the participants possess a robust, well-developed awareness of their own memory, cognitive strengths, weaknesses, and learning mechanisms. They do not merely consume information passively; rather, they understand themselves as active cognitive agents. The calculated standard deviation (SD = 0.43) is notably low. A low standard deviation suggests that the data points are clustered closely around the mean, reflecting high homogeneity among the respondents. In a classroom context, this indicates that the high level of cognitive awareness is uniform across the learner sample, rather than being skewed by a few exceptionally high or low-performing individuals.

Furthermore, the learners obtained a grand mean of 3.73 with a standard deviation of 0.40 for the component of Regulation of Cognition, which yields a verbal interpretation of High. The high mean score indicates that the respondents possess a strong capability to actively manage their own learning. In academic settings, learners with high regulation of cognition do not simply absorb information passively. Instead, they are highly capable of setting clear academic goals, allocating time efficiently, and selecting appropriate strategies before jumping into a task, checking their understanding in real-time while reading or problem-solving, and assessing the final outcomes of their learning processes and adjusting their strategies for future academic tasks based on past performance.

The high level of metacognitive cognizance observed in this study aligns with several recent educational investigations using standardized metrics like the Metacognitive Awareness Inventory (MAI). For instance, related studies have similarly demonstrated that modern student demographics frequently exhibit high baseline levels of metacognitive knowledge and regulation (Sadykova et al., 2024).

Learners processing at a "High" tier of metacognition successfully evaluate their cognitive strengths or deficiencies, allowing them to autonomously select appropriate learning techniques to manage academic challenges (Philip & K. Alex, 2024). Individuals who actively track their thinking processes routinely outperform peers who rely strictly on raw intelligence or baseline IQ alone. When mastery is expected, focusing on the how and what of understanding results in demonstrably better learning outcomes.

Level of Reading Comprehension of Learners

Table 2. Level of Reading Comprehension of the Learners.

Level of Reading Comprehension	N	Mean	Std. Deviation	Interpretation
Instructional Level	103	84.85	7.3	Independent Level
Instructional Level	10			
Frustration Level	2			

The data reveals that the vast majority of the Grade 11 participants (N = 103) fall within the Independent Level of reading comprehension. The students achieved a mean score of 84.85. In the context of the Phil-IRI criteria, this indicates a high level of reading proficiency. Students at this level demonstrate a strong capability to recognize words accurately and comprehend text independently, requiring minimal to no assistance from the teacher.

The standard deviation obtained is 7.30. This relatively low standard deviation suggests that the scores are clustered closely around the mean. It indicates homogeneity among the students within the Independent Level, showing consistent and stable reading comprehension skills across this large subgroup of learners.

The overarching data suggests that the Grade 11 learners exhibit robust reading comprehension capabilities overall, driven by a highly consistent, high-performing independent reading majority. However, the presence of students at the instructional and frustration levels highlights the ongoing need for differentiated reading interventions to bridge the remaining proficiency gaps.

In the context of the Philippine Informal Reading Inventory (Phil-IRI), achieving an independent status signifies that learners have fully transitioned from basic text decoding to high-level conceptual processing (Casingal, 2026; Sambo, 2024).

According to Sambo (2024), high school students who reach the Independent Level demonstrate advanced metacognitive strategies, allowing them to extract meaning, synthesize text, and resolve contextual ambiguities with minimal to no external pedagogical guidance. Furthermore, Casingal (2026) points out that while elementary cohorts often demonstrate fluctuating reading profiles, junior and senior high school groups typically exhibit more stable, upward trends toward independent proficiency. This maturity is driven by years of cumulative exposure to instructional reading and academic vocabulary, validating the high mean performance observed in advanced secondary school learners (Casingal, 2026).

Baldonado (2023) posits that relying strictly on holistic or generalized instructional pacing frequently isolates struggling readers who remain trapped in lower tiers due to unaddressed decoding or vocabulary deficits. Furthermore, Abalos and Consigna (2026) emphasize that reading disparities are often compounded by lingering post-pandemic learning disruptions, varying home literacy environments, and academic anxiety. Consequently, contemporary educational literature strongly advocates for the institutionalization of

differentiated instruction and targeted remediation programs—such as specialized scaffolding and structured reading interventions—to actively bridge remaining proficiency gaps and elevate instructional or frustrated learners toward complete independence (Abalos & Consigna, 2026; Baldonado, 2023; Sambo, 2024).

Level of the Academic Performance of Learners

Table 3. Level of the Academic Performance of Learners.

Level of Academic Performance	N	Mean	Std. Deviation	Interpretation
Outstanding	52	88.66	4.37	Very Satisfactory
Very Satisfactory	47			
Satisfactory	14			
Fairly Satisfactory	2			

The data indicates that the largest segment of the Grade 11 cohort (N = 52) achieved an Outstanding level of academic performance. The calculated mean score is 88.66. According to standard grading scales in the Philippine basic education curriculum, this reflects a highly commendable level of scholastic achievement, showing that a significant portion of the class has mastered the core competencies required in their Grade 11 subjects.

The standard deviation obtained is 4.37. This exceptionally low standard deviation signifies that individual student grades are tightly clustered around the mean of 88.66. Statistically, this reveals a high degree of homogeneity among these top-tier students, indicating that their excellent academic performance is consistent, uniform, and stable rather than being skewed by extreme outliers.

The overarching academic profile of the Grade 11 learners is overwhelmingly positive, characterized by a massive cluster of students occupying the Outstanding and Very Satisfactory brackets (N = 99 combined). The minimal standard deviation (4.37) in confirms a reliable, high-performing academic core. Nonetheless, the presence of students in the Satisfactory and Fairly Satisfactory bands emphasizes that localized, targeted instructional scaffolding is still required to lift the remaining learners into higher brackets of academic excellence.

According to Dimal (2024), senior high school students in the Philippine context often manifest solid scholastic performance when transitioning to specialized tracks, as the curriculum allows them to focus on areas corresponding to their direct academic interests and career tracks. Furthermore, recent data from Moroscallo (2025) underscores that achieving a high collective mean score in the secondary curriculum reflects effective alignment between instructional practices and classroom assessments. This means that high concentration in upper-tier passing brackets indicates that the majority of learners have effectively acquired the 21st-century skills and core competencies prescribed by the national basic education curriculum (Dimal, 2024; Moroscallo, 2025).

Montalla (2026) points out that a low standard deviation across a specific cohort often points to a standardized learning environment where curriculum delivery, pacing, and teacher intervention are uniformly effective across the student body. This consistency ensures that the high performance recorded is a stable and reliable metric for the group rather than an accidental inflation caused by a few exceptionally advanced individuals. Consequently, when senior high school tracks demonstrate this level of statistical tight-clustering, it reveals a reliable, high-performing academic core that responds predictably to the established instructional parameters (Montalla, 2026; Tellor, 2026).

According to Estipona (2025), generalized instruction or uniform pacing often fails to support learners who possess varying study habits, environmental stressors, or varying levels of foundational readiness. To lift students from the lower passing brackets into higher tiers of academic excellence, educational frameworks must implement intentional instructional scaffolding. Ty (2025) highlights that localized interventions, such as peer-tutoring networks, differentiated worksheets, and focused remedial modules, are crucial to preventing trailing students from falling into academic risk. Bridging these remaining proficiency gaps ensures equitable education, allowing the remaining segment of the class to catch up with the high-performing academic core (Estipona, 2025; Ty, 2025).

Relationship Between Metacognitive Cognizance and Academic Performance

Table 4. Relationship Between the Level of Metacognitive Cognizance and Academic Performance of the Learners

Variable	Test Statistics	P-value	Decision for Ho	Interpretation
Metacognitive Cognizance of Learners Vs Academic Performance	-0.036	0.703	Accept Ho	Not Significant

Based on the table above, the statistical test yielded a correlation coefficient of -.036 with an associated p-value of .703. The test statistic of -.036 suggests an extremely weak, negligible negative linear correlation between the two variables. This means that changes in the students' metacognitive awareness do not linearly translate to predictable changes in their academic grades. Because the p-value ($p = .703$) is substantially higher than the standard significance level (alpha = 0.05), the findings are statistically not significant. Consequently, the null hypothesis (Ho) is accepted, confirming that there is no statistically significant relationship between the level of metacognitive cognizance and the academic performance of the learners. This finding implies that, within this specific cohort, a student's self-awareness of their own cognitive and learning processes does not directly dictate or limit their classroom grades.

While educational literature frequently associates strong metacognition with better academic marks, a non-significant result like this can occur due to several factors. The grading system or assessments used to measure "academic performance" might heavily reward rote memorization, compliance, or output compilation rather than deep, metacognitive reflection and problem-solving.

To support the findings of the study, according to Sercenia (2024), despite theoretical frameworks positioning metacognition as a strong predictor of success, several localized studies within secondary school environments demonstrate that the effects of metacognition can be completely unrelated to a student’s formal academic performance. Similarly, Owusu (2026) points out that variations in the strength of this relationship imply that metacognitive awareness does not function as an isolated, independent antecedent of achievement. Instead, its impact is heavily mediated by internal factors like self-efficacy and external learning dynamics, which explains why high self-awareness may not cleanly translate into linear, predictable spikes in a student's numerical grades (Owusu, 2026).

A key factor explaining this non-significant result is the nature of the evaluation tools used to measure "academic performance." When classroom grading metrics heavily reward rote memorization, task compliance, and surface-level output compilation, the analytical advantages of a highly metacognitive student are effectively neutralized (Cerrado, 2025; Csíkos, 2022).

Csíkos (2022) observes that standard object-level cognitive performance assessments frequently evaluate mechanical accuracy and factual retrieval rather than the meta-level cognitive monitoring or strategic problem-solving that deep metacognitive awareness facilitates. Furthermore, within the localized curriculum context, Cerrado (2025) emphasizes that while educational policies increasingly promote performance-based tasks and real-world problem-solving, traditional and highly structured testing parameters still widely dominate basic education grading metrics. Consequently, if an academic framework prioritizes memorization or algorithmic repetition over authentic reflection, a student with exceptional metacognitive cognizance will perform no better

or worse than a student who relies purely on traditional rote study habits, ultimately flattening the statistical correlation between the two variables (Cerrado, 2025; Csíkos, 2022).

Relationship Between Reading Comprehension and Academic Performance

Table 5. Relationship Between the Level of Reading Comprehension and Academic Performance of Learners.

Variable	Test Statistics	P-value	Decision for Ho	Interpretation
Reading Comprehension Vs Academic Performance	.561**	<.001	Reject Ho	Significant

Based on the table above, the statistical test yielded a correlation coefficient of .561 with an associated p-value of <.001. Because the p-value ($p < .001$) is exceptionally lower than the standard significance level alpha = 0.05 or even alpha = 0.01), the findings carry a very high level of statistical significance. Consequently, the null hypothesis (H) is rejected. This confirms that there is a highly significant relationship between the level of reading comprehension and the academic performance of the learners. The test statistic of .561 indicates a moderate-to-strong positive linear correlation between reading comprehension and academic performance. This mathematically implies that as a student's reading comprehension proficiency increases, their academic performance tends to improve predictably as well. This finding highlight reading comprehension as a foundational pillar for general scholastic success among Grade 11 learners. Unlike metacognitive awareness alone, reading comprehension exhibits a direct, statistically verifiable link to the grades students receive. In a senior high school curriculum, text-heavy tasks, complex problem-solving, and conceptual analysis are embedded across nearly all core and specialized subjects (e.g., Science, Mathematics, Humanities). Conversely, the strong positive correlation also implies that students trapped in the lower Instructional or Frustration reading tiers face an automatic barrier to general academic success. Language and comprehension deficits directly spill over into subject-matter performance, dragging down overall grade averages.

This finding is strongly supported by recent literature within the Philippine basic education context. For instance, Cayabyab (2026) conducted a correlational analysis using the Philippine Informal Reading Inventory (Phil-IRI) data and found a highly significant positive correlation ($r = .62$, $p < .05$) between secondary students' reading scores and their academic marks. This aligns with additional empirical findings by Pulido (2026), who reported a moderate positive relationship ($r = .547$) between reading profiles and scholastic proficiency, demonstrating that cross-curricular scores scale directly upward when students possess a solid baseline of literacy. These collective findings validate the claim that reading metrics serve as a reliable, direct predictor of final grades. Cayabyab (2026) emphasizes that reading comprehension is a crucial core competency in secondary education because it enables learners to interpret subject-matter texts, construct meaning, make inferences, and complete higher-order academic tasks. In a rigorous senior high school curriculum, text-heavy tasks, complex problem-solving, and conceptual analysis are deeply embedded across various tracks, including Science, Mathematics, and the Humanities. Landero (2026) corroborates this by pointing out that structural deficiencies in text interpretation do not simply affect language classes; rather, reading comprehension problems directly limit scholastic development and content mastery in subjects like physics, history, and mathematics. Consequently, students who maintain high reading proficiency naturally navigate these complex cross-curricular tasks with greater accuracy, reflecting directly in their higher academic marks. According to Casingal (2026), Phil-IRI diagnostics categorize struggling students into instructional or frustration reading levels to explicitly map out where assistance is required before learning gaps widen. When secondary students remain at the frustration level, they struggle with basic textual processing and conceptual integration, making it difficult to keep pace with standard curriculum delivery (Casingal, 2026; Landero, 2026). As a result, lower reading proficiency is consistently associated with weaker academic performance across the board (Cayabyab, 2026). This structural barrier reinforces the urgent need for secondary institutions to implement targeted, localized reading interventions to elevate frustrated or instructional learners into complete independence, thereby unlocking their broader academic potential (Cayabyab, 2026; Landero, 2026).

CONCLUSIONS

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

The student exhibits a strong, regular awareness of their learning strategies. They frequently plan and monitor their tasks and have a solid grasp of how, when, and why to use specific strategies, though minor inconsistencies may occur in highly complex tasks.

The student in independent level of reading can read and understand the material completely on their own without teacher assistance.

The learners perform very satisfactorily in their academics mastering the core competencies required in their Grade 11 subjects.

Metacognitive cognizance does not significantly influence the academic performance of the students.

Reading comprehension is a contributing factor to the academic performance of the students

ACKNOWLEDGMENT

Above all, the researcher offers deepest thanksgiving to Almighty God, the constant source of wisdom, strength, grace, and guidance. His unwavering presence provided courage and renewed hope throughout the challenges and uncertainties of this academic journey.

The researcher extends heartfelt gratitude to the beloved parents whose love, sacrifices, encouragement, and prayers became a lasting source of inspiration. Their values of hard work, humility, and integrity continue to guide the researcher and serve as a meaningful legacy.

Sincere appreciation is also extended to the researcher's siblings, partner, friends, and extended family for their

unwavering support, encouragement, comfort, and assistance throughout the demanding process. Their presence, understanding, and kindness provided strength during moments of exhaustion and doubt.

The researcher is especially grateful to the research adviser for the patience, expertise, guidance, positivity, and dedication that helped transform challenges into opportunities for growth. His mentorship and encouragement were instrumental in bringing this research to completion.

Gratitude is likewise extended to the research panel and committee members for their valuable insights, constructive recommendations, and thorough evaluation, which greatly contributed to the improvement and quality of the study.

Finally, the researcher expresses sincere appreciation to the administrators, faculty, and academic community for providing the knowledge, opportunities, and environment that contributed to this accomplishment. To everyone who offered prayers, encouragement, assistance, and understanding along the way, the researcher is deeply grateful. This achievement is a testament to the collective support, love, and faith that sustained the researcher throughout the journey.

REFERENCES

1. Abalos, R. E. S., & Consigna, R. S. (2026). Factors affecting reading comprehension of the struggling readers of Aragon Elementary School, Davao Oriental Division: A descriptive-correlational approach. *International Journal of Education, Research, and Innovation Perspectives, 2*(2), 145–158.
2. Baldonado, C. (2023). Differentiated instruction on improving reading comprehension of grade three learners. *Psychology and Education: A Multidisciplinary Journal, 11*(3), 12–24.
3. Casingal, C. P. (2026). Filipino reading proficiency changes among elementary and junior high school students through pre-post PHIL-IRI assessment analysis. *MSI Journal of Education and Social Sciences, 5*(2), 89–104.
4. Cayabyab, F. A. (2026). Reading comprehension difficulties and academic performance of secondary learners. *Asian Research Journal of Education, 3*(2), 771–785.

5. Cerrado, P. M. (2025). Enhancing metacognitive awareness, skills, and academic performance: A study on performance-based assessments. *Journal of Mathematical Literacy and Pedagogy, 6*(1), 114–128.
6. Csíkos, C. (2022). Metacognitive and non-metacognitive processes in arithmetic performance: Can there be more than one meta-level? *Journal of Intelligence, 10*(3), 53. https://doi.org/10.3390/jintelligence10030053
7. Dimal, R. J. (2024). Study habits and academic performance: Basis for the optimization of guidance and counseling programs. *Journal of Interdisciplinary Perspectives, 2*(1), 112–125.
8. Estipona, E. P. (2025). Linking wellbeing to success: Life satisfaction on mathematics performance of Philippine public high school students. *Frontiers in Education, 10*, Article 1540813.
9. Landero, C. M. A. (2026). Short reading selections and students' perceived reading comprehension: A correlational and comparative study in South Cotabato. *Pedagogy Review: An International Journal of Educational Theories, Approaches and Strategies, 6*(1), 52–61. https://doi.org/10.62718/vmca.pr-ijetas.6.1.SC-0725-014
10. Montalla, M. L. (2026). Teachers' assessment practices and learners' problem-solving skills on their academic performance. *ISA Publisher, 4*(2), 45–58.
11. Moroscallo, T. T., Jr. (2025). Mathematics anxiety, attitudes towards mathematics, and academic performance of the senior high school students in Katipunan I District. *International Journal of Academic and Social Sciences, 8*(11), 341–356.
12. Owusu, E. (2026). Pre-service teachers' metacognitive awareness and self-perceived mathematics achievement: Assessing the mediating role of self-efficacy. *Frontiers in Education, 11*, Article 1876300. https://doi.org/10.3389/feduc.2026.1876300
13. Philip, R., & K. Alex, J. (2024). Perspective chapter: Optimizing metacognitive knowledge for holistic learner performance. *Education and Human Development*. https://doi.org/10.5772/intechopen.113792
14. Sadykova, A., Iskakova, M., Ismailova, G., Ishmukhametova, A., Sovetova, A., & Mukasheva, K. (2024). The impact of a metacognition-based course on school students' metacognitive skills and biology comprehension. *Frontiers in Education, 9*. https://doi.org/10.3389/feduc.2024.1460496
15. Sambo, T. (2024). Developing reading comprehension through the Read Aloud, Activate Prior Knowledge, Retell, and Summarize (RARS) strategy. *Philippine Journal of Literacy and Curriculum Planning, 15*(2), 156–166.
16. Sercenia, J. C. (2024). *Thinking beyond thinking: Junior high school students' metacognitive awareness and conceptual understanding of integers* (Publication No. 34462) [Master's thesis, City University of New York]. CUNY Academic Works.
17. Ty, G. N. T. (2025). Comparative behavioral and grade analysis between morning and afternoon shifts of SHS academic track students. *International Journal of Multidisciplinary Studies and Management, 3*(1), 134–146.