

Meta Cognitive Reading Strategies and Academic Performance of Senior High School Students in English Subjects in Baliguian District

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ABSTRACT: This study aimed to assess the meta cognitive reading strategies and their relationship to academic performance in English subjects among the Senior High School students in Baliguian District during the first quarter of the first semester school year 2024-2025. It employed a descriptive correlational research method. There were two hundred one (201) respondents involved. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (spearman rho) were the statistical tools. The level of meta cognitive reading strategies in terms of problem-solving, *global*, and support reading strategies were high. The level of academic performance was satisfactory. There existed a significant correlation between the meta cognitive reading strategies and academic performance. Based on the findings, the author recommends that the school heads, master teachers, English teachers, and mentors utilize this study as an input to possible enhancement of the schools' policy related to academic concerns. English teachers would incorporate meta cognitive reading strategies into their lessons to help students learn independently and gain new information, skills, and knowledge. The students would use this study to allow them to realize the importance of meta cognitive reading strategies and academic performance.

Keywords: *academic performance, meta cognitive reading strategies, District, Zamboanga del Norte*

I. Introduction

Applying meta cognitive strategies to improving students reading comprehension requires teaching them reading skills. Reading is believed to be the training of the mind and the method of achieving a greater understanding of reality (Gonzales & Velasco, 2021). Meta cognition is considered an important component when evaluating reading competencies. The cognitive processes involved in learning, especially the comprehension of textual material, depend on meta cognition. Reading employs Meta cognition as a strategy (Deliany & Cahyono, 2020). Poor reading comprehension skills can have an adverse effect on other topics and make it more difficult to negotiate future job prospects in foreign marketplaces. A student who lacks fundamental reading skills is incapable of succeeding in school and is excluded from the workforce (De Dios, 2015). Students' meta cognitive reading strategies support their attempts to draw meaning from texts and to overcome comprehension difficulties (Bernardo & Mante-Estacio, 2023). Poor academic performance results not merely from poor instruction in reading, but from poor instruction across the board (De Dios, 2015).

Understanding meta cognitive reading strategies is essential as it pertains to a cognitive process directly related to the processing of information for learning, acquisition, storage, and retrieval of knowledge (Ibidze, 2019). The application of meta cognitive reading strategies plays an important role in the acquisition of literacy in a universal language. Notably, these enable students to achieve enhanced reading proficiency,

even when their language skills are limited (Friesen & Haigh, 2018). Meta cognitive reading strategies are more significant to this process than other learning strategies, as learners tend to acquire language more rapidly when they can regulate their own learning through them strategies and meta cognition is one of the most important aspects of using one's cognitive abilities (Bouknify, 2023).

Meta cognitive strategies are known to be important in improving reading performance and identifying their predictors of academic performance among Senior High School students. Thus, it is important for the students to have good reading strategies so they will not waste their time reading the text again and again without getting the answers demanded from the questions. They also emphasized that meta cognitive strategies play an important role among English majors' and are important and helpful to enhance their reading comprehension (Muhid et al., 2020). Comprehending English text is still regarded as hard for students. Meta cognitive strategies have been considered effective in overcoming reading difficulties by many researchers. Teaching the students to use meta cognitive strategies can be a solution in enhancing students' reading ability (Aziz et al., 2019).

The majority of research has focused on the meta cognitive reading strategies used by senior high school students and their impact on reading comprehension (Deliany & Cahyono, 2020; Bernardo & Mante Estacio, 2023; Meniado, 2016). However, there is a scarcity of studies that investigate the correlation between meta cognitive reading strategies and the students' academic performance. These gaps motivated the researcher to conduct the current study at Senior High School Baliguian District, with the aim to assess the meta cognitive reading strategies and their relationship to academic performance.

II. Literature Review

Meta cognitive reading strategies

Meta cognitive reading strategies are about the reading comprehension and reading activity in which the students evaluate reading activity, determine the methods and techniques that will be adopted in the future readings (Bouknify, 2023). Meta cognitive reading strategies has emerged as an effective method to enhance students' reading comprehension in foreign language studies. Meta cognitive reading strategies are considered advanced executive skills that utilize knowledge of cognitive processes and encompass reflection on the learning process, planning for learning, monitoring the learning task, and assessing the effectiveness of one's learning (Iobidze, 2019). The effects of the use of meta cognitive reading strategies on reading comprehension vary depending on the reader's existing linguistic knowledge; hence, there is no uniform pattern of findings (Meniado, 2016).

Meta cognitive reading strategies as effective means in overcoming reading difficulties by many struggling students in reading (Aziz, Nasir, & Ramazani, 2019). Meta cognitive reading strategies frequently employed to enhance comprehension among learners include rereading the text, activating prior knowledge, applying contextual clues, making inferences, thinking aloud, summarizing ideas, identifying keywords, making predictions, visualizing mental images, utilizing graphic organizers, and evaluating one's understanding. He recognized that meta cognitive reading strategies are essential for the development of higher-order thinking skills necessary for achieving a learner's functional literacy level (De Dios, 2015). Meta cognitive reading strategies enhance students' learning independence, enable the acquisition of new knowledge, skills, and information, promote the development of higher-order thinking skills, and improve reading comprehension and academic performance (Villanueva, 2022).

Meta cognition refers to the process of reflecting on one's own thinking. Flavell (1979) defines meta cognition as the awareness of one's cognitive processes and products, along with the active monitoring and regulation of cognitive activities. It is divided into four components: 1) Meta cognitive knowledge pertains to an individual's awareness or perceptions regarding the factors (i.e., person, task, strategy) that influence cognitive activities; 2) Meta cognitive experiences involve the individual's mental or emotional responses related to any

cognitive activity; 3) Goals/tasks denote the purpose or objective of any cognitive undertaking; and 4) Actions/strategies refer to the activities performed by learners to achieve their meta cognitive objectives (Meniado, 2016).

Meta cognitive reading strategies not only oversee and regulate the learning process but also influence it. Employing learning strategies allows for reflection on learning processes, planning of learning activities, monitoring of the learning process, and evaluation of outcomes. Meta cognitive reading strategies are more critical to this process than other learning strategies, as learners tend to acquire language more rapidly when they can regulate their own learning through these strategies (Bouknify, 2023). Zhang (2018) indicated that meta cognition plays a role in helping regulate the readers' cognitive aspects of problem-solving. This is because reading in the second language has different characteristics than in the first language (Zhang, 2018). Meta cognitive reading strategies pertain to students being aware of their reading processes, specifically the self-regulated techniques employed to monitor their comprehension (Ahmadi, Ismail, & Abdullah, 2013).

Problem-Solving Reading Strategies

Problem-solving strategies involve the methods employed by readers to address challenges encountered in comprehending complex texts (Deliany&Cahyono, 2020). Meta cognition plays a prominent role in learning and teaching since it impacts many factors such as gaining, understanding, remembering, critical thinking, and problem-solving reading strategies (Bouknify, 2023). Problem solving strategies are employed to address issues encountered during reading that may hinder comprehension. The strategies include: 1) regaining focus after distractions, 2) modifying reading pace according to the material, 3) periodically pausing to reflect on the content, 4) re-reading for comprehension, and 5) inferring the meanings of unfamiliar words or phrases (Deliany&Cahyono, 2020).

Global Reading Strategies

Global reading strategies assist readers in articulating their reading objectives, which in turn enhances vocabulary development and comprehension of specific subjects. Readers manage their reading through general strategies during the initial phase, which can be inferred from pre-reading activities. In the interim, as readers engaged with the text, they employed various problem-solving strategies when confronted with challenges or distractions. Strategies for supporting reading are implemented during post-reading activities to improve comprehension. Nevertheless, it cannot be asserted that the application of the meta cognitive reading strategy is confined solely to the reading phase. The strategies can be employed at any phase of the reading process (Deliany&Cahyono, 2020). Global reading strategies serve to systematically organize and manage the reading process. Primarily, this approach was utilized by students during prereading tasks. This strategy was intentionally utilized prior to delving deeply into the text (Abu-Snoubar, 2017).

Support Reading Strategies

Support reading strategies equip readers with additional techniques to enhance their reading through the utilization of reference materials. Supportive reading strategies are implemented during post-reading activities to improve comprehension. Nonetheless, the application of the meta cognitive reading strategy cannot be confined solely to the reading phase. The strategies may be employed at any stage of reading (Deliany&Cahyono, 2020). Support reading strategies include techniques that help reader in comprehending the text (for example, I take notes while reading to help me understand what I read) (Alami, 2016).

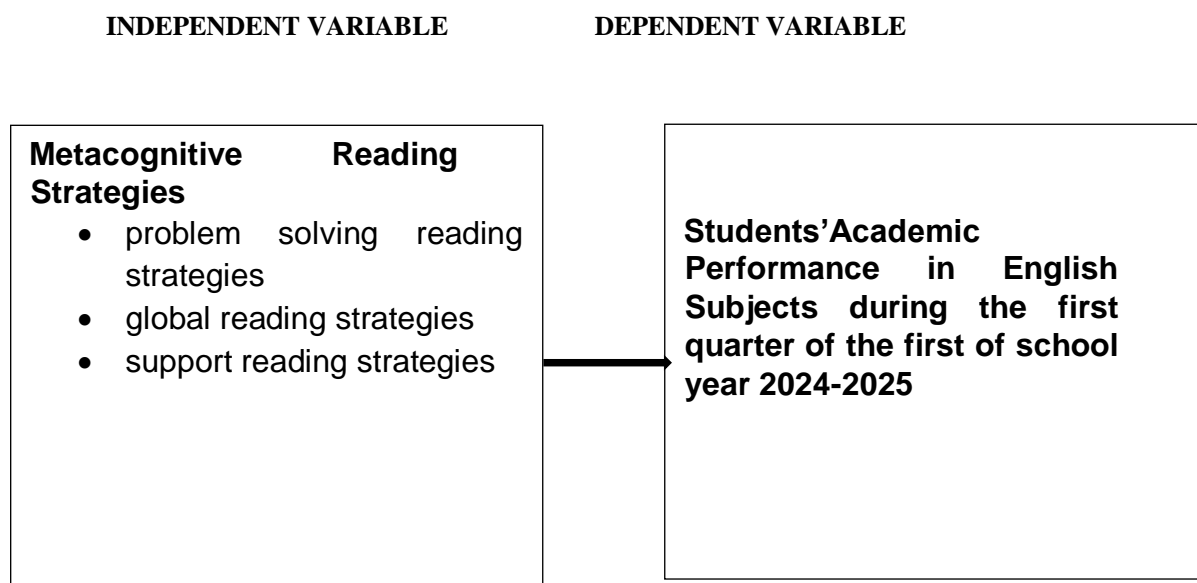
Academic performance

Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA) (Tadese, Yeshaneh and Mulu 2022). The

grade point average, or GPA, is commonly employed as a handy summary measure of academic performance by the majority of colleges and universities (Rashida and Asghar 2016). Khan (2012) stated that Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors (Khan, et al. 2020).

Academic performance denotes the extent of knowledge acquired by students, quantifiable through attained numerical scores and their corresponding transmuted grades. Academic performance pertains to how students engage with their studies and manage or complete various assignments assigned by their educators. The factors influencing a student's academic achievement are both internal and external to the school environment. Series variables must be considered to identify the factors influencing the quality of academic success (Lozano-Parra, 2025). Academic performance is considered an accomplishment that reveals the potential abilities of every student and the success of every school. Furthermore, a student's motivation directly influences their performance in the curriculum. Motivation is an inner drive that causes an individual to do something and persevere at it. It also energizes one to take action. It initiates, directs, and intensifies the persistence of behavior. Many factors affect a given student's motivation to learn. This includes, interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, patience and persistence, and, approval of others, and some overcoming challenges (Agito, 2013).

Conceptual Framework



Source: Villanueva (2022). Figure 1. Conceptual Framework of the Study

The conceptual framework (Figure 1) includes meta cognitive reading strategies with three (3) indicators categorized into problem-solving reading strategies, global reading strategies and support reading strategies with thirty (30) items. And the students' academic performance in English subjects during the first quarter of the first semester of school year 2024-2025.

Statement of the Problem

This study aimed to assess the meta cognitive reading strategies and their relationship to academic performance in English subjects among the Senior High School students in Baliguian District during the first quarter of the first semester, school year 2024-2025. Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of meta cognitive reading strategies in terms of:
 - 1.1 problem-solving reading strategies;
 - 1.2 global reading strategies; and
 - 1.3 support reading strategies
2. What is the respondents' level of academic performance in English subjects during the first quarter of the first semester?
3. Is there a significant relationship in the perceived level of meta cognitive reading strategies and level of academic performance?

Hypotheses

There is no significant relationship in the perceived level of meta cognitive reading strategies and level of academic performance in English subjects during the first quarter of the first semester.

III. Research Methodology

Method Used

The study included survey and descriptive-correlational research methods. The survey method was employed since the researcher gathered data through a questionnaire of meta cognitive reading strategies. Clark et al. (2021) defined a survey as a research method used for collecting data from a predefined group of respondents to gain information and insights on various topics of interest. On the other hand, correlational research is a non-experimental research method in which a researcher measured variables, understands, and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019). Therefore, a correlational analysis was performed to determine the significant relationship between meta cognitive reading strategies and students' academic performance.

Research Environment

The study was conducted in Baliguian National High School, Baliguian District, Baliguian, Zamboanga del Norte, Philippines. It has two hundred one (201) Senior High School Students in English subjects in and AlamMudja Sai National High School, Baliguian District during the school year 2024-2025.

Respondents of the Study

The respondents of the study were the two hundred one (201) Senior High School Students in English subjects in and AlamMudja Sai National High School, Baliguian District during the school year 2024-2025. The respondents are the students in English subjects with different meta cognitive reading strategies and levels of academic performance. The researcher used complete enumeration to obtain the exact sample size of the respondents needed in the study.

Data Gathering Procedure

The adviser sent a letter request to the Dean's office, Graduate School, Andres Bonifacio College, Inc., Dipolog City, requesting permission to field the study's instrument. The researcher's letter, along with the Dean's endorsement letter, was then forwarded to the Schools Division Superintendent and the approved endorsement letter was sent to the Baliguian District Research and Ethics Committee, requesting ethics clearance to approve the study's instrument for field distribution.

Statistical Treatment of the Data

The statistical treatment of the data involved several techniques to analyze the respondents' ratings.

Weighted Mean. This is used to quantify the respondents' ratings on the meta cognitive reading strategies and academic performance. Presented below is the scoring guide in giving qualitative descriptions and interpretation of the responses of the items in meta cognitive reading strategies and students' academic performance.

Meta cognitive Reading Strategies

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very high
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very low

To describe the performance of the respondents, the researcher used the following descriptors, and grading scale based on DepEd order No. 8 S. 2015.

Students' Academic Performance

Scale	Description	Grading Scale
5	Outstanding	90 – 100
4	Very Satisfactory	85 – 89
3	Satisfactory	80 – 84
2	Fair Satisfactory	75 – 79
1	Did Not Meet Expectation	Below 75

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio et al., 2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between meta cognitive reading strategies and academic performance. The following guide in interpreting the correlation value suggested by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.00	No correlation	

The data gathered in this study were tallied, treated, and analyzed using Microsoft Excel Data Analysis ToolPak and IBM Statistical Package for Social Sciences. Thus, displaying of the statistical formulas is not necessary. All statistical tests were performed at 0.05 level of significance.

IV. Results

Meta cognitive Reading Strategies

Table 1

Respondents' perceived level of meta cognitive reading strategies in terms of problem-solving

Descriptors	AWV	SD	Description	Interpretation
1. I try to get back on track when I lose concentration.	3.85	0.921	Agree	High
2. I adjust my reading speed according to what I am reading.	4.05	0.942	Agree	High
3. I stop from time to time and think about what I am reading.	3.86	0.908	Agree	High
4. I read slowly but carefully to be sure I understand what I am reading.	4.17	0.951	Agree	High
5. I think about whether the content of the text fits my reading purpose..	3.78	0.855	Agree	High
6. I try to picture or visualize information to help remember what I read.	3.94	0.970	Agree	High
7. When text becomes difficult, I pay closer attention to what I am reading.	4.03	0.877	Agree	High
8. I guess the meaning of unknown words is by separating different parts of a sentence.	3.59	0.838	Agree	High
9. When text becomes difficult, I reread to increase my understanding.	4.14	0.933	Agree	High
Mean & SD	3.93	0.569	Agree	High

AWV-Average Weighted Value, SD-Standard Deviation

Table 1 illustrates the respondents' perceived level of meta cognitive reading strategies for problem-solving. Nine statements characterized problem-solving as a meta cognitive reading strategy, and respondents rated each highly based on their application in English class. The table indicates that respondents

highly regarded problem-solving as an applicable meta cognitive reading strategy. This suggests that students engaged in monitoring and reflecting on their comprehension during reading by employing techniques such as rereading, questioning, and adjusting their pace to enhance understanding, thereby improving their reading comprehension and overall learning outcomes. The findings suggest that learners actively engage with the text by checking their knowledge, identifying areas of difficulty, and adjusting their reading speed according to text complexity or comprehension level. They may reread sections for clarity, pose questions to themselves regarding comprehension or ambiguities, utilize prior knowledge and experiences to interpret the text, discern main ideas and supporting details, and make predictions about subsequent developments in the text.

However, the current finding contradicts Villanueva (2022), who reported that problem-solving as a meta cognitive reading strategy was utilized moderately. The strategy was identified as the most frequently used. Meniado (2016) indicated that Problem-Solving Strategies were the most commonly employed in reading academic texts. Khoshsima and Samani (2015) demonstrated that Problem solving Meta cognitive Reading Strategies ranked highest. Dari and Naviabahari (2018) investigated the reading strategies employed by first-year students and found a preference for Problem-solving Reading Strategies among the participants. Rajab et al. (2017) disclosed that undergraduate students predominantly utilized Problem-Solving Reading Strategies compared to other reading strategies. He proposed that language practitioners train students to adapt diverse strategies during reading effectively.

Table 2

Respondents' perceived level of meta cognitive reading strategies in terms of global

Descriptors	WV	D	S ption	Descri ption	Inter pretation
1. I have a purpose in mind when I read.	.02	877	0.	Agree	High
2. I decide what to read closely and what to ignore.	.72	027	1.	Agree	High
3. I try to guess what the material is about when I read.	.78	855	0.	Agree	High
4. I preview the text to see what it is about before reading it.	.99	903	0.	Agree	High
5. I think about what I know to help me understand what I read.	.01	922	0.	Agree	High
6. I check to see if my guesses about the text are right or wrong.	.93	938	0.	Agree	High
7. I use context clues to help me better understand what I am reading.	.97	877	0.	Agree	High
8. I critically analyze and evaluate the information presented in the text..	.96	882	0.	Agree	High

9. I use tables, figures, and pictures in the text to increase my understanding.	.84	951	0.	Agree	High
10. I use typological aids like boldface and italics to identify key information.	.68	025	1.	Agree	High
11. I check my understanding when I come across conflicting information.	.95	955	0.	Agree	High
12. I skim the text first by noting characteristics like length and organization.	.72	981	0.	Agree	High
Mean & SD	.88	593	0.	Agree	High

AWV-Average Weighted Value, SD-Standard Deviation

Table 2 presents the respondents' perceptions of meta cognitive reading strategies in conjunction with global reading techniques. Twelve statements characterized global reading strategies as a category of meta cognitive reading strategies. The table shows that the learners extensively employed each statement in their English class, resulting in an average of highly used reading strategies in the English classroom. It could mean that students understood global reading strategies to refer to deliberate techniques learners employ to oversee and regulate their reading process. Likewise, students comprehended that these techniques include previewing, skimming, scanning, and formulating questions to improve overall comprehension and understanding of a text. They might also considered Global Reading Strategies as universal techniques. With this, students frequently reflect on their reading material and its purpose, with many of these techniques necessitating only the text available.

The present study results indicate that Grade 11 and Grade 12 students at Baliguian Schools District in Zamboanga del Norte exhibit characteristics of global learners. They approach learning holistically, creatively, and intuitively, favoring an understanding of overarching concepts and the interconnections between diverse ideas. They are motivated by curiosity and pursue knowledge from various sources, welcoming change and addressing complex issues.

Furthermore, students in Grades 11 and 12 at Baliguian Schools District in Zamboanga del Norte recognized the pre-, during-, and post-global reading strategies as the breakdown of some key global reading strategies. Students found pre-reading strategies, including previewing, skimming, scanning, activating prior knowledge, setting a purpose, and utilizing text features. Similarly, during-reading strategies, students involved monitoring comprehension, posing questions, making inferences, summarizing, visualizing, and annotating. Moreover, students engaged in post-reading strategies, including text discussion, reflection on the reading, information application, and implementing a structured reading approach that encompasses surveying, questioning, reading, reciting, and reviewing. The current finding, however, contradicts Villanueva (2022), who reported that learners moderately utilized global reading strategies.

Table 3

Respondents' perceived level of meta cognitive reading strategies in terms of support

Descriptors	AWD	S	Description	Interpretation
	D			

1. I ask myself questions I like to have answered in the text	.87	.887	0	Agree	High
2. I discuss what I read with others to check my understanding.	.92	.893	0	Agree	High
3. I take notes while reading to help me understand what I read.	.94	.010	1	Agree	High
4. I go back and forth in the text to find relationships among ideas in it.	.90	.987	0	Agree	High
5. I underline or circle information in the text to help me remember it.	.13	.956	0	Agree	High
6. I summarize what I read to reflect on important information in the text.	.99	.037	1	Agree	High
7. When text becomes difficult, I read aloud to help me understand what I read.	.86	.070	1	Agree	High
8. I use reference materials such as dictionaries to help me understand what I read.	.03	.938	0	Agree	High
9. I paraphrase (restate ideas in my own words) to better understand what I read.	.95	.994	0	Agree	High

Mean & SD

.95 .643 0 e Agree High

AWV-Average Weighted Value, SD-Standard Deviation

Table 3 illustrates the respondents' perceptions regarding meta cognitive reading strategies alongside supportive reading techniques. Students enhance reading strategies by concentrating on comprehension, fluency, and vocabulary through methods such as activating prior knowledge, making predictions, visualizing, posing questions, summarizing, and participating in discussions, alongside the provision of diverse texts and practice opportunities. This research identifies nine statements that define support reading strategies within the framework of meta cognitive reading strategies.

The table indicates that students rated support reading strategies in English classrooms highly, leading to an average of frequently employed meta cognitive reading strategies in the English class. This result suggests that support reading strategies, similar to problem-solving and global reading strategies, were identified by

learners as effective meta cognitive reading strategies that improve reading comprehension and enhance understanding. This may suggest that students recognize support reading strategies that offer assistance and methods to aid those who are struggling to improve their reading skills and comprehension.

However, the present study's findings contradict those of Villanueva (2022), who reported that learners moderately utilized support reading strategies. According to the study, implementing support reading strategies in English classrooms differs significantly based on students' abilities and needs, alongside educators' particular curriculum and pedagogical methods.

Table 4

Summary of respondents' perceived level of meta cognitive reading strategies

Indicators	ean	M	S	Descrip	Inter
		D	tion		pretation
Problem-solving	.93	3 569	0.	Agree	High
Global	.88	3 593	0.	Agree	High
Support	.95	3 643	0.	Agree	High
Overall Mean & SD	.92	3 545	0.	Agree	High

SD-Standard Deviation

Table 4 summarizes the respondents' perceived levels of meta cognitive reading strategies. The table outlines the three classifications of meta cognitive reading strategies: problem-solving, global, and support reading strategies. The table illustrates that all indicators of meta cognitive reading strategies were uniformly utilized by students in their English classrooms, leading to an average outcome of highly employed strategies within the Baliguian Schools District in Zamboanga del Norte, specifically for Grades 11 and 12.

The findings of this study suggest that reading is an essential skill for recognizing and comprehending text, which can enhance student success in the classroom. Reading strategies involve selecting diverse approaches students can employ when engaging with texts. Reading Horizon (Chinpakdee & Gu, 2024) notes that reading strategies encompass a broad range of specific actions that assist readers in converting text into meaning.

However, the current study's findings were inconsistent with those of Villanueva (2022), who reported that students moderately utilized meta cognitive reading strategies in their English classroom. According to the study, many students do not achieve the level of reading automaticity required to allocate cognitive resources for reading comprehension through meta cognition.

Meta cognition, or reflecting on one's thinking, is a foundation for reading strategies that enhance comprehension (Pahrizal, Vintoni, Sotlikova, & Ya'akub, 2025). Proficient readers regularly self-monitor their thoughts to improve comprehension (Wani & Hanim Ismail, 2024).

Table 5

Respondents' level of academic performance

Mean		Grade 11	Grade 12	Overall Mean	SD	Interpretation
		(n=99)	(102)			
Overall	Students'	82.56	84.64	83.61	1.995	Satisfactory
Academic		(3.18)	(4.00)	(3.59)	(0.848)	
Performance						

Table 5 delineates the academic performance levels of students in Grades 11 and 12 within the Baliguian Schools District, Zamboanga del Norte. In Grades 11 and 12, English academic performance is evaluated in multiple essential domains. Students are assessed on their proficiency in reading, writing, speaking, and listening skills, along with their understanding of grammar and literary interpretation. Although certain students may attain elevated scores, particularly in academic performance, there remains a necessity for ongoing enhancement of English proficiency, particularly in reading and writing. The type of school and the selected academic strand can significantly affect a student's overall English competence.

The table displays that the performance of the Grade 11 students was deemed "satisfactory," while the Grade 12 students achieved a rating of "very satisfactory." The standard deviations indicated that the student's grades were close to the mean. The complexity of the courses provided at this level (Grade 11) compared to those available for Grade 12 may explain the satisfactory overall grades students achieve at this stage. Additionally, students in Grade 12 engage in more rigorous coursework compared to their counterparts in Grade 11. However, the overall performance of Grades 11 and 12 was assessed as "satisfactory," with a consistent performance score of 83.61 (3.39), as reflected by a standard deviation of 1.995 (0.848). The performance of the Grades 11 and 12 students was characterized by a systematic approach. It suggests that students have the potential to significantly improve their performance beyond their current levels.

The current results do not align with the findings of Azarcon and Zabala (2022). Respondents demonstrated Approaching Proficiency scores on the English proficiency exam (M = 63.4, SD = 13.4, on a scale of 0-100), and achieved high scores (Very Satisfactory) in scholastic performance (M = 90.3, SD = 5.38, on a scale of 0-100).

However, the current research findings support Manuel (2022) and Escobal, Decano, Galdones, Talplacido, and Oficiar (2024). Manuel (2022) indicated that the respondents demonstrated satisfactory performance in reading comprehension at the literal level across all genres; however, they did not perform as well in integration and evaluation levels. Similarly, Escobal, Decano, Galdones, Talplacido, and Oficiar (2024) reported that Grade 12 students under investigation achieved satisfactory language proficiency.

Table 6

Test of relationship between the meta cognitive reading strategies and academic performance

Variables	Academic Performance

Problem-solving	Correlation Coefficient	0.431*
	Sig.(2-tailed)	0.000
	N	201
Global	Correlation Coefficient	0.289*
	Sig.(2-tailed)	0.000
	N	201
Support	Correlation Coefficient	0.277*
	Sig.(2-tailed)	0.000
	N	201
Meta cognitive Reading Strategies	Correlation Coefficient	0.360*
	Sig.(2-tailed)	0.000
	N	201

**Correlation is significant at the 0.05 level*

Table 6 illustrates the correlation between students' utilization of meta cognitive reading strategies (problem-solving, global, and support) and their academic performance among senior high school students at Baliguian Schools District in Zamboanga del Norte. The table indicates a small and low positive correlation between academic performance and global and support reading strategies. In contrast, a medium and positive correlation exists between academic performance and problem-solving reading strategies. In totality, a positive correlation was observed between students' academic performance and their utilization of meta cognitive reading strategies. Additionally, it was found that there was a moderate level of correlation. The findings indicate that students in Grades 11 and 12 who effectively employed meta cognitive reading strategies in their English classroom achieved high levels of academic performance, categorized as satisfactory, very satisfactory, or outstanding. In contrast, Grades 11 and 12 students who rarely employed meta cognitive reading strategies demonstrated subpar academic performance in the English classroom.

The findings of the current study align with those of Ghimire and Mokhtari (2025), who revealed that applying meta cognitive reading strategies positively and significantly influences academic performance, especially in reading comprehension. Implementing these strategies, which focus on monitoring and regulating the reading process, empowers students to take charge of their learning, resulting in enhanced comprehension and academic success (Bernardo & Mante-Estacio, 2023).

V. Discussion

The primary objective of this study is to assess the meta cognitive reading strategies and their relationship to academic performance in English subjects among the senior high school students. The findings indicate that problem-solving, global, and support reading strategies, serving as indicators of meta cognitive reading strategies, were consistently employed by students in their English classrooms. It resulted in an average outcome of highly utilized strategies within the Baliguian Schools District in Zamboanga del Norte, particularly for Grades 11 and 12. The Grade 11 students' performance was deemed "satisfactory," while the Grade 12 students received a rating of "very satisfactory." The total performance of both Grades 11 and 12 was evaluated as "satisfactory." A small, positive correlation existed between academic performance and global and support reading strategies. We observed a medium and positive correlation between academic performance and

problem-solving reading strategies. A positive correlation was observed between students' academic performance and their use of meta cognitive reading strategies.

VI. Conclusions

The study's findings indicate that meta cognitive reading strategies represent various approaches that senior high school students in the Baliguian Schools District of Zamboanga del Norte can utilize when interacting with texts. These strategies encompass a wide range of specific actions that aid in transforming text into meaning. Meta cognition, or the process of reflecting on one's own thinking, is acknowledged by Grades 11 and 12 students as a crucial basis for reading strategies that boost comprehension and enhance academic performance. To achieve proficiency in reading, it is essential for students to consistently self-monitor their thoughts, which in turn improves their understanding and academic performance in English. Furthermore, learners in Grades 11 and 12 who adeptly utilized meta cognitive reading strategies within their English classes demonstrate elevated academic performance, classified as satisfactory, very satisfactory, or outstanding. Conversely, students in Grades 11 and 12 who infrequently utilize meta cognitive reading strategies exhibit inadequate academic performance in the English classroom.

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