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Research Article

Metacognitive strategies on reading comprehension and academic performance in purposive communication among the students of JRMSU - Katipunan Campus

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ABSTRACT

The purpose of this study was to ascertain the reading comprehension metacognitive techniques and their correlation with academic performance in purposeful communication among Jose Rizal Memorial State University, Katipunan Campus students in the academic year 2024–2025.The research methodology used was descriptive correlational. One hundred seventy-seven (177) people participated. JAMOVI was the statistical program utilized, and the statistical techniques that were employed were the weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman-RHO). Metacognitive methods were prevalent prior to, during, and following reading. Academic performance was at a good level. Academic performance and the metacognitive methods used for reading comprehension showed a substantial negative small/low connection. Based on the results, the author suggests that the Board of Regents, via the Deans and Campus Directors, use this study as a basis for potential improvements to the university's academic policy. The study's conclusions would be used by the educators to reflect and enhance their lesson plans. Through this study, the students will be able to understand how important metacognitive methods are for both academic success and reading comprehension.

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Introduction

Metacognitive strategies on reading comprehension are largely stressed to facilitate students' reflection on their cognitive processes before, during, and after reading. The application of metacognitive strategies enhances reading comprehension and academic performance (Bouknify, 2023). These strategies involving reading assist students in 'reflecting on their cognitive processes' (before, during, and after) their reading activities. These methods, such as think-aloud, self-questioning, and self-regulation, are employed for the monitoring of learners' reading and understanding. Think-aloud is a scaffolding tool designed to convey cognitive methods, ensuring the modeling of comprehension by vocalizing students' thoughts and reading aloud for the benefit of all classmates (Channa et al., 2015).

Metacognitive strategies on reading comprehension plays a vital role in cognitive functions. Research has repeatedly demonstrated that these strategies, which promote heightened awareness of cognitive processes, significantly improve the process of acquiring and comprehending textual information as it is used as a reading approach (Deliany & Cahyono, 2020). The implementation of metacognitive techniques not only facilitates comprehension but also improves memory retention, reflection and recall. These strategies are seen to be highly significant in education as "teachers supervise, regulate, or guide the language acquisition task, and engage in reflection on the learning process." In educational settings, teachers who use metacognitive strategies help students become more reflective about their learning processes, thereby enhancing their understanding of lesson content and fostering more strategic assessments of their reading comprehension (Fitrisia et al., 2015).

Teaching purposive communication for two (2) years, a course that focuses on developing effective communication in various professional and social contexts, that aims to equip students with the ability to convey ideas clearly, engage in meaningful discussions, and adapt their communication styles to different audience and purposes, it is observed that there are several factors hinder students' literacy development. A common issue is the lack of phonological awareness, where students struggle to decode words due to difficulties in blending sounds and recognizing phonemes, which hampers their ability to process new words effectively. Indeed, according to Selvathurai and Ismail (2024), limited vocabulary, poor word recognition, and fluency difficulties hinder students' reading abilities, as earlier instruction tends to prioritize decoding over comprehension and vocabulary development.

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As a result, even those who read fluently often struggle with comprehension, especially when critical thinking and contextual understanding are required. Furthermore, Ünal (2024) emphasizes that metacognitive skills are a significant predictor of academic performance through the fact that high-achieving students consistently demonstrate stronger abilities and can do better on tactics. Evidently, metacognitive strategies have been shown to be more important to the learning process than other learning strategies, as learners are more likely to acquire language more rapidly when they can manage their own learning through the application of these strategies.

Metacognitive reading comprehension techniques improve language proficiency, according to a wealth of research and literature. The focus of these studies is linguistic proficiency and competency. However, few research have examined the benefits of metacognitive methods for academic achievement and reading comprehension. Because of this disparity, this study examined the effects of metacognitive techniques on academic performance and reading comprehension within the context of teaching English, particularly in purposeful communication among students at Jose Rizal Memorial State University-Katipunan Campus.

Literature

Metacognitive Strategies on Reading Comprehension

A high level of reading comprehension is now required for many professions. Notably, students will do better in their language studies if they work on their reading skills. In order to gain access to fresh knowledge, students are expected to master reading as part of their academic preparation. Additionally, before they may enroll in graduate and postgraduate programs, they must complete a standardized test. They will achieve better results in all of their classes if they work on improving their reading skills. Metacognitive strategies on reading comprehension pertain to the comprehension of texts and the reading process itself, wherein students assess their reading activities and identify the methods and techniques to be employed in future readings (Bouknify, 2023). Metacognitive strategies on reading comprehension have emerged as an effective method to enhance students' reading comprehension in foreign language studies. Metacognitive strategies on reading comprehension 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).

Reading is a multifaceted skill that involves processes such as sensing, perceiving, understanding, applying, and integrating information. It is the act of interpreting and deriving meaning from written words and symbols. Overall, reading serves as a tool for communication and the exchange of information and ideas and approximately 85% of daily activities require reading (Tomas et al., 2021). People engage with texts when they read road signs, reading books in school, advertisements, restaurant menus, recipes, medication dosages, and more. Furthermore, reading is considered the cornerstone of academic performance and lifelong learning (Tomas et al., 2021). Reading comprehension is indeed a fundamental skill essential for academic success, yet many college students face significant challenges in understanding and retaining what they read.

Additionally, a troubling trend of declining English proficiency has emerged in the Philippines. According to the 2023 English Proficiency Index (EPI) by Education First, from 13th-place ranking in 2016, the country has slipped to 22nd in 2022, reflecting challenges in sustaining its historically strong performance in reading with comprehension. This decline is further underscored by the 2018 Program for International Student Assessment (PISA), where the Philippines ranked the lowest in reading comprehension among 79 countries, with an average score of 340—significantly below the average of 487 (Bayirli et al., 2023). In addition, an article published in the Philippine Star (2010) highlights that most Filipino students lack both the skills and the interest to read. In today's rapidly changing and technology-driven world, reading is often overlooked or undervalued (Servallos, 2023). This growing concern over declining reading skills and motivation among Filipino students calls for innovative approaches to bridge literacy gaps and improve comprehension.

In order to improve the student's reading comprehension and cognitive activity monitoring, teachers agree that a Metacognitive strategy on reading comprehension can be useful. Assisting independent readers in learning to control their learning and determine when and how to use these techniques—such as self-awareness and self-evaluating—is the relevance of integrating these methods into reading instruction. Reading comprehension, especially of academic English materials, is another area that aims to help students (Bouali, 2022). The effects of the use of metacognitive strategies on reading comprehension vary depending on the reader's existing linguistic knowledge; hence, there is no uniform pattern of findings (Meniado, 2016).

Moreillon (2007) explained that there is a direct relationship between literacy and academic performance. Consequently, equipping students with strong literacy skills, enabling them to comprehend and critically engage with what they read, stands as one of the primary objectives of contemporary education. This emphasis on literacy underscores its vital role in fostering academic success and lifelong learning to students. Moreover, metacognitive strategies that encourage students to reflect on their cognitive processes before, during, and after reading are increasingly emphasized for improving comprehension and academic performance (Bouknify, 2023). These techniques help students become more aware of their thought processes throughout their reading activities. Methods like think-aloud, self-questioning, and self-regulation are used to monitor and enhance learners' reading and understanding. The think-a loud technique, for example, serves as a scaffolding tool designed to convey cognitive methods, ensuring the modeling of comprehension by vocalizing students' thoughts and reading aloud for the benefit of all classmates (Channa et al., 2015).

Metacognitive strategies on reading comprehension serve as effective tools for addressing reading difficulties encountered by numerous students who struggle with reading (Aziz, et al., 2019). Metacognitive strategies on reading comprehension 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 metacognitive strategies on reading comprehension are essential for the development of higher-order thinking skills necessary for achieving a learner's functional literacy level (De Dios, 2015). Metacognitive strategies on reading comprehension 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).

Metacognition refers to the process of reflecting on one's own thinking. Flavell (1979) defines metacognition 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) Metacognitive knowledge pertains to an

individual's awareness or perceptions regarding the factors (i.e., person, task, strategy) that influence cognitive activities; 2) Metacognitive 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 metacognitive objectives (Meniado, 2016).

Metacognitive strategies on reading comprehension 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. These 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 metacognition 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.

This strategy has become a central focus in educational research due to their potential to enhance students' reading comprehension. Metacognition refers to the awareness and regulation of one's cognitive processes, such as planning, monitoring, and evaluating cognitive tasks (Flavell, 1979). These strategies are integral in reading comprehension, as they help students manage the complexities of understanding and interpreting text. Bouknify (2023) discusses how metacognitive strategies allow learners to assess their reading processes, identify helpful techniques, and adapt their strategies to improve comprehension. This process is vital in academic settings, especially for students tackling dense and challenging material, such as academic English texts.

Metacognitive strategies on reading comprehension allow learners to engage in reflective practices before, during, and after reading, thereby enabling them to better understand and retain information. According to Iobidze (2019), metacognitive strategies are essential for cognitive development as they not only involve self-reflection but also enable students to plan and regulate their learning tasks. These strategies go beyond mere problem-solving, aiming to develop an awareness of the learning process itself, which in turn can foster higher-order thinking skills. Bouali (2022) supports this view by highlighting that the use of metacognitive strategies enhances students' ability to comprehend complex texts, particularly those encountered in academic settings.

Metacognitive strategies used in reading include activities such as self-monitoring, summarization, making inferences, predicting, and activating prior knowledge. Aziz et al., (2019) confirm that these strategies are widely employed by learners to improve comprehension, particularly when reading challenging materials. Villanueva (2022) adds that metacognitive strategies not only enhance comprehension but also improve students' independence in learning. For example, students who actively engage in the process of monitoring their understanding of the text are better equipped to correct any misunderstandings and retain more information.

Metacognitive reading practices allow students to practice before reading, check for comprehension as they work, and evaluate their progress after class. Therefore, by implementing these tactics, one can enhance their ability to understand and make sense of the text. As they read, proficient English readers are anticipated to keep tabs on how well they are doing, which is an advanced type of metacognition (Bouali, 2022). Metacognitive experiences are aware cognitive or personal experiences that accompany and relate to intellectual activities. They transpire before, during, and after to the reading. It delineates pre-reading knowledge pertaining to personal strengths, during-reading information as strategic knowledge, and post-reading knowledge as task-related information. In all three experiences, metacognitive information serves as a foundation for metacognitive experiences manifested as consciousness (Fitrisia et al., 2015).

Academic Performance

Academic performance 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 et al., 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 & 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).

Conceptual Framework

The conceptual framework is presented in Figure 1. *First,* the demographic profile consists of gender, age and course/program. *Second,* the independent variable consists of metacognitive strategies on reading comprehension with three (3) indicators categorized into metacognitive strategies on reading comprehension used before reading, during reading and after reading with twenty- eight (28) items. *And third*, the dependent variable is the students' academic performance in purposive communication.

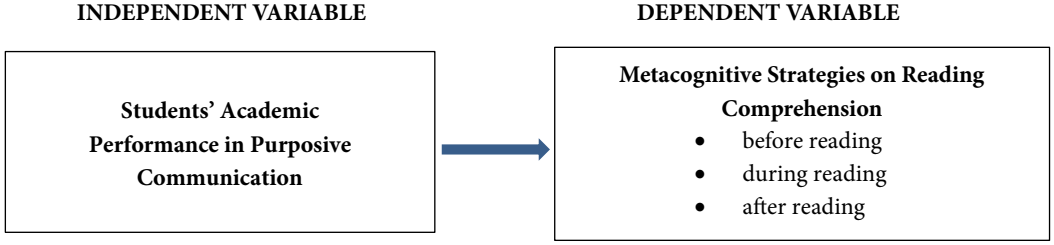

Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the metacognitive strategies on reading comprehension and their relationship to academic performance in purposive communication among the students in Jose Rizal Memorial State University, Katipunan Campus during the school year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of metacognitive strategies on reading comprehension in terms of:
   1.1 before reading;
   1.2 during reading; and
   1.3 after reading?
2. What is the respondents' level of academic performance?
3. Is there a significant relationship between the perceived level of metacognitive strategies on reading comprehension (before reading, during reading, and after reading) and level of academic performance?

Hypothesis

1. There is no significant relationship between the perceived level of metacognitive strategies on reading comprehension (before reading, during reading, and after reading) and level of academic performance.

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 metacognitive strategies on reading comprehension. Creswell and Guetterman (2019) 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 metacognitive strategies on reading comprehension and students' academic performance.

Research Environment

The study was conducted in Jose Rizal Memorial State University. It is located in the municipality of Katipunan where it is situated on the northwestern side of Zamboanga del Norte. It has one hundred seventy-seven (177) first year students enrolled in Purposive Communication at Jose Rizal Memorial State University, Katipunan Campus during the school year 2024-2025.

Respondents of the Study

The respondents of the study were one hundred seventy-seven (177) first year students enrolled in Purposive Communication at Jose Rizal Memorial State University, Katipunan Campus during the school year 2024-2025. The researcher used complete numeration 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 forwarded to the Campus Administrator. The request was then submitted to the President of JRMSU for final approval. Once approved, the Ethics Clearance was issued and distributed to the respective Dean or Department Head, requesting permission to administer the instrument.

Statistical Treatment of the Data

Presented are the statistical tools utilized in the treatment and analysis of the data gathered.

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

Metacognitive Strategies on Reading Comprehension

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 academic performance of the respondents, the researcher used the grading system in the undergraduate program of Jose Rizal memorial State University (JRMSU) with following descriptors, and grading scale (http://katipunan.jrmsu.edu.ph/academics/academic-policies/).

Students' Academic Performance

Scale	Description	Grading Scale
5	Excellent	1.0
4	Very Good	1.1-1.4
3	Good	1.5-2.5
2	Fair	2.6-3.0
1	Failure	3.1-5.0

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' scores where SD ≤ 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 metacognitive strategies on reading comprehension 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 ±.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	

Results

Metacognitive Strategies on Reading Comprehension

Table 1

Perceived Level of Metacognitive Strategies on Reading Comprehension Used Before Reading

A. Metacognitive Strategies on Reading Comprehension Used Before Reading the Text	**AWV**	**SD**	**Description**	**Interpretation**
1. I decide what I want to read for (learning, amusement, memory, etc.).	3.90	0.85	Agree	High
2. I swiftly scan the material to determine its subject and kind.	3.85	0.74	Agree	High
3. I suppose the text visuals serve as the basis for the content.	3.95	0.74	Agree	High
4. Based on the title, I inferred the text's content.	3.90	0.84	Agree	High
5. I consider the text's subject, length, and type while determining how to read.	3.73	0.68	Agree	High
6. I mentally prepare questions about the topic.	3.55	0.82	Agree	High
7. Before I read the book, I make a mental note of what I want to accomplish both during and after reading.	3.72	0.86	Agree	High
Overall	**3.80**	**0.63**	**Agree**	**High**

The perceived degree of metacognitive reading comprehension techniques employed prior to reading is shown in Table 1. According to the results, the respondents concur that they choose their reading goals (study, amusement, memorization, etc.), quickly scan the text to grasp its type and subject, infer the text's content from the title, choose how to read by examining the text's type, length, and subject, mentally prepare questions about the subject, and make plans for what to do both before and after reading the text. The majority of respondents concur that they employ a high degree of metacognitive methods for reading comprehension prior to reading. This result indicates that first-year college students enrolled in Purposive Communication at Jose Rizal Memorial State University (JRMSU)-Katipunan have a high level of metacognitive methods on reading comprehension employed prior to reading. All pupils exhibit significant levels of metacognitive methods on reading comprehension prior to text reading, according to Bouknify's (2023) study. Additionally, it implies that every student should use their cognitive processes to read the material effectively, repeating it to themselves and assessing their comprehension.

Table 2

Perceived Level of Metacognitive Strategies on Reading Comprehension Used During Reading

B. Metacognitive Strategies on Reading Comprehension Used During Reading the Text	**AWV**	**SD**	**Description**	**Interpretation**
1. I picture what the text says.	3.96	0.98	Agree	High
2. To make things easier to understand, I highlight key facts.	4.06	0.94	Agree	High
3. Regarding the text, I make notes.	3.86	0.93	Agree	High
4. I read quickly when I needed to and gently when I needed to.	4.11	0.60	Agree	High
5. I attentively and deliberately read the passages of the book that I did not comprehend.	4.28	0.83	Strongly Agree	Very High
6. I look for the text's responses to the questions that come to mind regarding the topic.	3.92	0.83	Agree	High
7. I make connections between what I already know and what I've learned.	4.01	0.85	Agree	High
8. I attempt to comprehend the text's primary point.	4.24	0.78	Strongly Agree	Very High
9. I assess my comprehension of the book.	4.14	0.93	Agree	High
10. I occasionally read a passage and mentally repeat it.	4.04	0.93	Agree	High
11. I look for and comprehend concepts that the text is unable to adequately convey.	3.95	0.78	Agree	High
12. I use dictionaries and the internet to try to comprehend the meaning of unfamiliar words.	4.10	0.84	Agree	High
13. By examining the sentence in which the term appears, I infer its meaning from the context.	3.66	0.92	Agree	High
14. I won't comprehend.	2.74	1.23	Somewhat Agree	Moderate
15. I don't think I've learned anything new from what I've read.	3.19	1.28	Somewhat Agree	Moderate
Overall	**3.88**	**0.93**	**Agree**	**High**

The perceived level of metacognitive reading comprehension methods employed during reading is shown in Table 2. According to the results, the respondents overwhelmingly concur that they read the passages they find difficult to understand more slowly and attentively in an effort to grasp the text's core meaning. They also concur that they visualize what is being told, highlight key information to help them understand it, take notes, read the text slowly and quickly when needed, try to answer questions about the text's subject, make connections between what they already know and what they have learned, assess their level of comprehension, occasionally repeat what they have read in their minds, look up and comprehend ideas that are difficult to express

in the text, try to understand the meaning of words they are unfamiliar with using a dictionary or the internet, and guess the meaning of a word they don't know by looking at the sentence in which it appears. The respondents do, however, somewhat concur that they would not comprehend and believe that the information they read does not provide them with new knowledge. The majority of respondents concur that there is a high degree of metacognitive tactics used to improve reading comprehension. This result implies that first-year college students enrolled in Purposive Communication at Jose Rizal Memorial State University (JRMSU)-Katipunan employ a high degree of metacognitive reading comprehension strategies. Deliany and Cahyono's (2020) study, which found that all students use metacognitive methods at high levels when reading, supports the present. Additionally, it implies that every student uses a high degree of metacognitive techniques when reading.

Table 3

Perceived Level of Metacognitive Strategies on Reading Comprehension Used After Reading

C. Metacognitive Strategies on Reading Comprehension Used After Reading the Text	AWV	SD	Description	Interpretation
1. I assess my reading proficiency.	3.97	0.84	Agree	High
2. I attempt to comprehend the entire text and reiterate the key points.	4.12	0.78	Agree	High
3. I reread the text if required.	4.28	0.80	Strongly Agree	Very High
4. I assess whether the text's content aligns with its title.	3.74	0.76	Agree	High
5. To help me recall the content, I describe what I've read.	3.99	0.87	Agree	High
6. I go over the text again.	4.29	0.70	Strongly Agree	Very High
Overall	**4.06**	**0.65**	Agree	High

The perceived amount of post-reading metacognitive methods for reading comprehension is shown in Table 3. According to the data, the respondents firmly agreed that they review and reread the content as needed. They also concur that they assess their reading comprehension, go over key points again and attempt to comprehend the entire text, determine whether the text's substance aligns with its title, and summarize what they have read in order to retain the knowledge. The majority of respondents concur that there is a high degree of metacognitive methods employed after reading. According to this result, first-year college students enrolled in Purposive Communication at Jose Rizal Memorial State University (JRMSU)-Katipunan have a high level of metacognitive methods on reading comprehension that they employ after reading. According to a study by Bouknify (2023), students often assess, go over, and manage their comprehension of the content after reading it.

Table 4

Summary of the Perceived Level of Metacognitive Strategies on Reading Comprehension

Metacognitive Strategies on Reading Comprehension Used	AWV	SD	Description	Interpretation
A. Before Reading	3.80	0.63	Agree	High
B. During Reading	3.88	0.93	Agree	High
C. After Reading	4.06	0.65	Agree	High
Overall	**3.91**	**0.65**	**Agree**	**High**

The respondents' perceived level of metacognitive methods before, during, and after reading is summarized in Table 4. The findings demonstrate that the respondents' levels of metacognitive methods before, during, and after reading are high. This result suggests that first-year college students enrolled in Purposive Communication at Jose Rizal Memorial State University (JRMSU)-Katipunan are using high levels of metacognitive reading comprehension strategies. The current results go counter to Alami's (2016) study, which found that most students used metacognitive methods for reading comprehension at a generally moderate level.

Level of Academic Performance

Table 5

Level of Academic Performance

Range of Values	Description	Frequency	Percent	Mean	Interpretation
3.1-5.0	Failure	0	0.00		
2.6-3.0	Fair	3	1.69		
1.5-2.5	Good	116	65.54	**1.77**	**Good**
1.1-1.4	Very Good	58	32.77		
1.0	Excellent	0	0.00		

The respondents' degree of academic performance is displayed in Table 5. According to the data analysis, 32.77% of respondents received very good grades, 1.69% received fair grades, and the majority (65.54%) received good grades. The mean, which is 1.77, is considered to be decent. This result indicates that JRMSU-Katipunan first-year students who are enrolled in Purposive Communication are doing well academically. Dajuela et al.'s (2024) study, which found that students' academic achievement was regarded as "very satisfactory," is in conflict with the current findings.

Relationship between the Levels of Metacognitive Strategies on Reading Comprehension and Academic Performance

Table 6

Test of Relationship between the Levels of Metacognitive Strategies on Reading Comprehension and Academic Performance

Metacognitive Strategies on Reading Comprehension	Correlation Coefficient and p-value	Academic Performance	Interpretation
Metacognitive Strategies on Reading Comprehension Used **Before** Reading	Correlation Coefficient	-0.2080	Small/Low Negative Correlation
	p-value	0.0055	Not Significant
Metacognitive Strategies on Reading Comprehension Used **During** Reading	Correlation Coefficient	-0.1279	Small/Low Negative Correlation
	p-value	0.0897	Not Significant
Metacognitive Strategies on Reading Comprehension Used **After** Reading	Correlation Coefficient	-0.2140	Small/Low Negative Correlation
	p-value	0.0043	Significant
Overall	**Correlation Coefficient**	**-0.1780**	**Small/Low Negative Correlation**
	p-value	**0.0177**	**Significant**

The test of the correlation between academic achievement and the degree of metacognitive methods on reading comprehension is shown in Table 6. Using the Spearman Rank-Order association Coefficient (Spearman-RHO), the findings indicate a substantial small/low negative association between academic achievement and the number of metacognitive methods used in reading comprehension. The null hypothesis is thus disproved. This research suggests that reading comprehension metacognitive techniques have a detrimental effect on academic achievement. Nevertheless, the influence is minimal and inconsequential. The present results are at odds with the findings of Turhan and Zorluel Özer's (2017) study, which found no connection between the academic achievement of the respondents and their metacognitive reading comprehension strategies.

Discussion

This study's main goal is to assess the connection between academic achievement and the degree of metacognitive methods used in reading comprehension. The results show that before, during, and after reading, respondents employed a high degree of metacognitive techniques. According to this research, first-year students at Jose Rizal Memorial State University (JRMSU)—Katipunan Campus who are enrolled in the Purposive Communication course employ sophisticated metacognitive strategies for reading comprehension. Academically, Purposive Communication's first-year college students did well. According to this data, Purposive Communication first-year students at JRMSU-Katipunan have excellent academic standing. Metacognitive strategies for reading comprehension were found to have a significant negative small/low relationship with academic achievement. This research suggests that reading comprehension-related metacognitive processes have a detrimental effect on academic achievement. According to this study, reading comprehension-related metacognitive processes have a detrimental effect on academic achievement.

Conclusions

The results of the study show that first-year college students at the JRMSU-Katipunan Campus can use a variety of ways while interacting with texts, including metacognitive reading strategies on reading comprehension. These tactics involve a variety of exact behaviours that aid in transforming text into meaning. First-year college students understand that metacognition—the act of reflecting on one's own thinking—is a crucial component of reading strategies that enhance academic achievement and comprehension. Students must consistently self-monitor their thinking in order to become proficient in reading comprehension, which enhances their English language proficiency and academic performance. Furthermore, scholastic accomplishment was judged as good, very good, or exceptional for first-year college students who successfully used metacognitive reading strategies in their subject-purposive communication. Students who do not frequently employ metacognitive reading skills for reading comprehension—purposive communication—perform badly in the English classroom.

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