

Teachers Metacognitive Strategies And Grade 9 Learners' Attainment On English Learning Competencies In Sdo Batangas City

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Abstract

The attainment of learning competencies remains a key objective in education, yet many learners struggle to achieve expected outcomes due to limited awareness of their own learning processes.

This study examined the extent of teachers' use of metacognitive learning strategies and the proficiency level of Grade 9 students in English learning competencies across public schools in Batangas City, particularly in speaking, listening and viewing, reading and comprehension, grammar, and language use. It aimed to determine how these strategies are recognized and applied in classroom instruction. The study also explored the use of specific metacognitive techniques, including organizing, self-regulation, monitoring, planning, and evaluating. Furthermore, it identified the issues and challenges encountered by teachers in implementing these metacognitive strategies. The researcher used the quantitative design as the most appropriate method in the conduct of the study. A total of 101 English teachers from the Public Junior High School in SDO Batangas City were the respondents of the study which was chosen using a stratified random sampling procedure. A questionnaire and interview were used as the primary data-gathering instruments to obtain the necessary information. The results were analyzed and interpreted based on criteria aligned with a four-point Likert scale.

The findings revealed that teachers highly utilized metacognitive teaching strategies in English, particularly in planning, monitoring, organizing, and self-regulating, while evaluating was less frequently applied. Students demonstrated a moderate level of attainment across all English learning competencies, including listening and viewing, speaking, reading and comprehension, writing and composition, and grammar and language use.

There is no significant relationship found between teachers' use of metacognitive strategies and students' competency attainment in terms of planning, organizing, evaluating, and self-regulating, whereas a significant relationship emerged only in monitoring. Teachers also strongly agreed that various challenges hinder the effective application of these strategies in the classroom.

Based on these findings, enhancement activities were proposed to improve both the utilization of teaching strategies and the attainment of English learning competencies.

Keywords: *metacognitive, competencies, attainment, strategies*

1. Introduction

English serves as the most widely used global lingua franca, enabling communication, research collaboration, trade, diplomacy, and digital interaction across international borders. In the realm of education, English fulfills a dual purpose: it is both a subject for learning and a medium of instruction, especially in multilingual countries such as the Philippines. Mastery of English is frequently essential for academic achievement, standardized tests, and job opportunities, making student performance in this language crucial for equity, upward mobility, and national progress.

International frameworks like the Sustainable Development Goals (SDGs) provided an additional level of accountability. SDG 4: Quality Education emphasizes the need for inclusive and equitable learning opportunities, along with measurable enhancements in foundational skills. Specific aims under SDG 4, including Target 4.1 focused on learning outcomes and Target 4.6 regarding youth literacy, are consistent with the Philippine government's objective of ensuring that every student can read with understanding, communicate effectively, and engage meaningfully in society. Enhancing teacher-led metacognitive instruction in English classrooms directly contributes to these goals by providing students with strategic literacy skills essential for ongoing academic achievement and lifelong learning.

In the Philippine basic education system, English is introduced at an early age and becomes increasingly important in upper elementary and secondary education, especially in subjects taught in English. Achieving English language competencies—covering Listening and Viewing, Speaking, Reading and Comprehension, Writing and Composition, as well as Grammar and Language Use—significantly impacts student performance not just in English classes, but across the entire curriculum.

In response to these challenges, the Department of Education (DepEd) launched the Most Essential Learning Competencies (MELCs) in 2020, during the peak of disruptions caused by the pandemic. The MELCs simplify the K to 12 curriculum by highlighting the competencies considered most vital for student advancement. By concentrating on fundamental, transferable skills—such as understanding different text types, articulating ideas in both spoken and written formats, utilizing grammatical conventions, and critically engaging with audio-visual materials—the MELCs stress the significance of teaching methods like metacognitive scaffolding that aid students in effectively meeting essential goals.

This study intends to produce locally grounded evidence in order to offer supplemental materials that help teachers successfully incorporate metacognitive practices into their limited instructional time. By doing this, the study advances the aims of RA 10533 and the PPST, helps national learning recovery activities, and advances the larger human development goals delineated in SDG 4: Quality Education.

Statement of the problem

This study aimed to examine the extent of teachers' utilization of metacognitive teaching strategies and the level of Grade 9 students' performance on English learning competencies among public schools in Batangas City, with the goal of proposing enhancement activities. Specifically, it sought to answer the following questions:

1. To what extent of utilization are the following metacognitive teaching strategies be utilized relative to:
 - 1.1. planning;
 - 1.2. monitoring;
 - 1.3. evaluating;
 - 1.4. organizing; and
 - 1.5. self – regulating?
2. What is the students' level of attainment of English learning competencies in terms of:
 - 2.1. listening and viewing;
 - 2.2. speaking;
 - 2.3. reading and comprehension;
 - 2.4. writing and composition; and
 - 2.5. grammar and language use?
3. Is there a significant relationship between the assessments on the extent of teachers' utilization of metacognitive teaching strategies and on the level of Grade 9 students' attainment of English learning competencies?
4. What are the challenges faced in the implementation of metacognitive strategies?
5. In light of the study's results, what enhancement activities may be proposed?

Research Hypothesis

there is no significant relationship between the assessments on the extent of teachers' utilization of metacognitive learning strategies and on the Grade 9 students' attainment of English learning competencies.

2. Materials and Methods

To attain the objectives, the researcher used descriptive research design using quantitative method in the conduct of the study. This helped in the examination of the extent of teachers' utilization of metacognitive learning strategies on Grade 9 students' attainment of English learning competencies. The respondents of the study were English teachers from the Public Junior High School in SDO Batangas City. In the division, there were 136 English teachers and 101 out of them teachers served as the respondents of the study, which was determined using the Raosoft Calculator with a 5% margin of error.

The study utilized a four-point Likert scale to interpret respondents' answers regarding the utilization of metacognitive strategies and the challenges encountered in their implementation. Each scale corresponds to a specific numerical range and verbal interpretation, where higher scores indicate greater utilization or agreement. For metacognitive strategies, responses were classified from "Highly Utilized/Highly Attained" to "Least Utilized/Least Attained," while for challenges, responses ranged from "Strongly Agree" to "Strongly Disagree." This scoring system ensured a standardized and systematic analysis of data, allowing for clear interpretation of the extent of strategy use and the level of challenges experienced by the respondents.

The questionnaire was thoroughly reviewed and validated by experts to ensure its clarity, validity, and suitability for the study. After organizing the data, statistical tools such as frequency, ranking, weighted mean, and Pearson's r correlation coefficient were applied for analysis. Additionally, interviews were carried out to further clarify the findings and gather relevant insights from selected participants.

3. Results

Table 1

Utilization of Metacognitive Teaching Strategies in English relative to Planning

Table 1 presents an overview of the utilization of metacognitive teaching strategies in teaching English relative to planning.

Indicators <i>As a teacher, I...</i>	WM	VI	R
1. set specific learning goals before each lesson.	3.74	HU	5.5
2. prepare activities aligned with my lesson objectives.	3.76	HU	4
3. consider students' prior knowledge before teaching.	3.81	HU	2
4. develop materials based on students' learning needs.	3.64	HU	8
5. prepare questions that stimulate critical thinking.	3.74	HU	5.5
6. prepare scaffolding techniques for complex tasks.	3.57	HU	9
7. anticipate possible misconceptions and address them.	3.78	HU	3
8. sequence lessons for progressive understanding.	3.60	HU	7
9. give pre-activity tasks to activate prior knowledge.	4.00	HU	1
10. allocate time for reflection in the lesson plan.	3.52	HU	10
Composite Mean	3.72	HU	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R, Highly Utilized (HU) 3.50 – 4.00, Moderately Utilized (MU) 2.50 – 3.49, Slightly Utilized (SU) 1.50 – 2.49, Least Utilized (LU) – 1.00 – 1.49

According to the teacher-respondent assessment, metacognitive teaching practices in English compared to planning were widely used in the classroom, with a 3.72 composite mean. Meanwhile, delivering pre-activity activities to activate past knowledge obtained the highest mean point of 4.00, indicating that teachers used it extensively. However, they gave the lowest rating for allocating time for reflection in the lesson plan, with a weighted mean of 3.52.

Table 2

Utilization of Metacognitive Teaching Strategies in English relative to Monitoring

Indicators <i>As a teacher, I...</i>	WM	VI	R
1. check students' understanding through activities	3.79	HU	2
2. ask guiding questions to track student progress.	3.73	HU	4
3. observe body language and engagement as indicators of comprehension.	3.28	MU	10
4. pause during lessons to clarify difficult concepts.	3.80	HU	1
5. provide immediate feedback when needed.	3.72	HU	5
6. encourage students to ask for clarification.	3.62	HU	7
7. adjust instruction based on students' responses.	3.68	HU	6
8. use formative assessment techniques during class.	3.74	HU	3
9. guide students to monitor their own learning.	3.57	HU	8.5

Indicators <i>As a teacher, I...</i>	WM	VI	R
10. encourage students to ask reflective questions.	3.57	HU	8.5
Composite Mean	3.65	HU	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R, Highly Utilized (HU) 3.50 – 4.00, Moderately Utilized (MU) 2.50 – 3.49, Slightly Utilized (SU) 1.50 – 2.49, Least Utilized (LU) – 1.00 – 1.49

The findings demonstrated, based on the composite mean of 3.65, that metacognitive methods are often used in English instruction for monitoring purposes. The highest mean rating of 3.80 indicated that pauses during classes to elucidate difficult concepts were widely used. The lowest evaluation, with a mean value of 3.28, examined how teachers used body language and involvement to measure comprehension.

Table 3
Utilization of Metacognitive Teaching Strategies in English relative to Evaluating

Indicators <i>As a teacher, I...</i>	WM	VI	R
1. help students reflect on their learning after each lesson.	2.25	SU	9
2. assess whether my objectives were achieved.	2.20	SU	10
3. ask students to evaluate their performance.	2.31	SU	7
4. analyze student outputs to inform next steps.	2.48	SU	3
5. gather student feedback to improve instruction.	2.49	SU	2
6. review students' metacognitive journal entries.	2.35	SU	6
7. facilitate peer assessment activities.	2.40	SU	4
8. encourage students to revise their work after self-checking.	2.37	SU	5
9. assess the effectiveness of strategies I used.	2.30	SU	8
10. make instructional changes based on student evaluation results.	2.50	MU	1
Composite Mean	2.36	SU	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R, Highly Utilized (HU) 3.50 – 4.00, Moderately Utilized (MU) 2.50 – 3.49, Slightly Utilized (SU) 1.50 – 2.49, Least Utilized (LU) – 1.00 – 1.49

The composite mean of 2.36 indicates that respondents were slightly more likely to use metacognitive teaching strategies in English instruction than in evaluation. The findings suggested that teachers who moderately used student evaluation results to make instructional modifications received the highest mean rating of 2.50. While the lowest mean score of 2.20 indicated that analyzing whether teachers' objectives were met was only partially employed.

Table 4
Utilization of Metacognitive Teaching Strategies in English relative to Organizing

Indicators <i>As a teacher, I...</i>	WM	VI	R
1. arrange lesson activities logically to help students build on prior knowledge.	3.75	HU	4.5
2. use visual organizers (e.g., mind maps, outlines) to present English concepts clearly.	3.75	HU	4.5
3. plan sequence tasks to ensure smooth transitions between English competencies.	3.78	HU	2
4. group related topics or skills to make lessons more coherent and meaningful.	3.61	HU	7
5. design class schedules and materials to maximize time and learning efficiency.	3.74	HU	6
6. organize instructional content from simple to complex.	3.53	HU	9
7. arrange classroom activities logically to promote comprehension.	3.77	HU	3
8. structure lessons to balance teacher and student participation.	3.54	HU	8
9. integrate materials that support skill progression in English	4.00	HU	1
10. use sequencing techniques to enhance content retention.	3.46	MU	10

Indicators <i>As a teacher, I...</i>	WM	VI	R
Composite Mean	3.69	HU	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R, Highly Utilized (HU) 3.50 – 4.00, Moderately Utilized (MU) 2.50 – 3.49, Slightly Utilized (SU) 1.50 – 2.49, Least Utilized (LU) – 1.00 – 1.49

The composite mean of 3.69 indicated that metacognitive teaching strategies are widely used for arranging classroom instruction. This was technically demonstrated by the highest weighted mean of 4.00, indicating that integrating materials to enhance skill advancement is widely used. As a result, the lowest-ranking 3.46 mean value demonstrated the use of sequencing approaches to improve material retention.

Table 5
Utilization of Metacognitive Teaching Strategies in English relative to Self - Regulating

Indicators <i>As a teacher, I...</i>	WM	VI	R
1. assess my teaching performance and adjust strategies when students struggle.	3.76	HU	2
2. set clear goals and performance indicators for my English lessons.	3.69	HU	4
3. reflect on lesson outcomes to identify areas for improvement.	3.28	MU	10
4. encourage my own continuous learning (e.g., attending seminars, self-study) to enhance teaching.	3.78	HU	1
5. monitor and manage my emotions and behavior to maintain an effective teaching environment.	3.65	HU	5.5
6. reflect on my teaching strengths and weaknesses regularly.	3.57	HU	7
7. modify teaching strategies based on classroom experiences.	3.65	HU	5.5
8. manage my time effectively to achieve lesson goals.	3.70	HU	3
9. seek feedback from peers or supervisors to improve teaching.	3.52	HU	9
10. evaluate my professional growth in relation to student performance.	3.56	HU	8
Composite Mean	3.62	HU	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R, Highly Utilized (HU) 3.50 – 4.00, Moderately Utilized (MU) 2.50 – 3.49, Slightly Utilized (SU) 1.50 – 2.49, Least Utilized (LU) – 1.00 – 1.49

In terms of self-regulation, respondents declared that metacognitive methods are often used in teaching English, as evidenced by a composite mean of 3.62. The highest mean of 3.78 suggested that promoting teachers' own ongoing learning (for example, attending seminars, self-study) to improve teaching was widely used by respondents. In contrast, in the lowest rank, reflecting on lesson results to suggest areas for development resulted in a mean grade of 3.28.

Table 6
Level of Attainment of English Competencies in Listening and Viewing

The data show that the overall attainment of English learning competencies in listening and viewing is moderately achieved, with a composite mean of 3.38. Among the indicators, drawing conclusions from information heard or viewed obtained the highest mean of 3.51, suggesting that this skill is highly developed in the classroom. On the other hand, relating visual cues to spoken or written content received the lowest mean of 3.20, indicating a moderate level of attainment in this area.

Indicators <i>The students can...</i>	WM	VI	R
1. understand the main ideas and supporting details of audio or visual English materials.	3.33	MA	8
2. identify the speaker's tone, attitude, and purpose when listening or viewing.	3.40	MA	5.5
3. follow spoken instructions and directions delivered in English.	3.21	MA	9
4. relate visual cues (images, gestures, videos) to the spoken or written content.	3.20	MA	10
5. summarize or paraphrase information gathered from listening and viewing activities.	3.45	MA	4
6. recognize tone, emotion, and intent of the speaker.	3.35	MA	7
7. distinguish facts from opinions in spoken or viewed materials.	3.50	HA	2.5
8. respond appropriately to questions about listened or viewed texts.	3.50	HA	2.5
9. draw conclusions based on information heard or viewed.	3.51	HA	1
10. show critical understanding of messages from various media formats.	3.40	MA	5.5
Composite Mean	3.62	HU	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R

Highly Attained (HA) 3.50 – 4.00, Moderately Attained (MA) 2.50 – 3.49, Slightly Attained (SA) 1.50 – 2.49, Least Attained (LA) – 1.00 – 1.49

Table 7
Level of Attainment of English Competencies in Speaking

Indicators <i>The students can...</i>	WM	VI	R
1. express their thoughts and opinions in English with clarity and confidence.	3.40	MA	1
2. participate actively in class discussions and oral activities in English.	3.22	MA	7
3. demonstrate proper pronunciation, intonation, and fluency when speaking.	3.33	MA	3
4. organize ideas logically before expressing them orally in English.	3.34	MA	2
5. use appropriate vocabulary and grammar when speaking.	3.31	MA	5
6. speak with correct pronunciation and intonation.	3.25	MA	6
7. ask and respond to questions effectively in English.	3.23	MA	8
8. communicate orally with courtesy and respect.	3.32	MA	4
9. adapt speech based on audience and situation.	3.22	MA	9
10. present information logically and coherently.	3.14	MA	10
Composite Mean	3.27	MA	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R

Highly Attained (HA) 3.50 – 4.00, Moderately Attained (MA) 2.50 – 3.49, Slightly Attained (SA) 1.50 – 2.49, Least Attained (LA) – 1.00 – 1.49

The grand mean of 3.27 implied that the attainment of English learning competencies in terms of speaking is in moderate level. Meanwhile, the 3.40 highest mean value was obtained by the indicator - expression of the learners' thoughts and opinions in English with clarity and confidence. On the other hand, the lowest rank with mean rating of 3.14 pinpointed that there is a moderated attainment of presenting information logically and coherently.

Table 8
Level of Attainment of English Competencies in Reading and Comprehension

Indicators <i>The students can...</i>	WM	VI	R
1. understand the main idea and key details of English reading materials.	3.26	MA	6.33
2. infer meaning and identify context clues while reading.	3.26	MA	6.33
3. analyze the author's tone, point of view, and purpose in English texts.	3.27	MA	9
4. answer comprehension questions based on reading materials accurately.	3.37	MA	4

Indicators <i>The students can...</i>	WM	VI	R
5. summarize or synthesize information from texts they have read.	3.42	MA	3
6. identify supporting details and examples.	3.28	MA	5
7. recognize the author's purpose and point of view.	3.26	MA	6.33
8. analyze characters, setting, and plot in literary selections.	3.19	MA	10
9. evaluate the credibility and accuracy of written information.	3.44	MA	1.5
10. draws conclusions and makes predictions based on the text.	3.44	MA	1.5
Composite Mean	3.32	MA	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R

Highly Attained (HA) 3.50 – 4.00, Moderately Attained (MA) 2.50 – 3.49, Slightly Attained (SA) 1.50 – 2.49, Least Attained (LA) – 1.00 – 1.49

The composite mean of 3.32 highlighted that the attainment of English learning competencies in terms of reading and comprehension is moderately attained. Evaluating the credibility and accuracy of written information and drawing conclusions and makes predictions based on the text got the highest mean rating of 3.44, interpreted as moderately attained. Thus, analyzing characters, setting and plot in literary selection yielded a 3.19 mean value with verbal interpretation as moderately attained was in the lowest rank.

Table 9

Level of Attainment of English Competencies in Writing and Composition

Indicators <i>The students can...</i>	WM	VI	R
1. write clear, coherent, and well-organized sentences and paragraphs in English.	3.34	MA	5
2. use correct punctuation, spelling, and capitalization in writing tasks.	3.35	MA	4
3. create compositions (e.g., essays, letters) with a clear introduction, body, and conclusion.	3.28	MA	8
4. revise and edit their written work to improve clarity and quality.	3.27	MA	9
5. express effectively their ideas and opinions in written English tasks.	3.33	MA	6.5
6. organize ideas logically with appropriate structure.	3.20	MA	10
7. develop a main idea with sufficient supporting details.	3.36	MA	3
8. revise and edit written work to improve clarity and accuracy.	3.33	MA	6.5
9. adhere to proper writing conventions and format.	3.44	MA	1
10. demonstrate creativity in composing written outputs.	3.41	MA	2
Composite Mean	3.33	MA	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R

Highly Attained (HA) 3.50 – 4.00, Moderately Attained (MA) 2.50 – 3.49, Slightly Attained (SA) 1.50 – 2.49, Least Attained (LA) – 1.00 – 1.49

The grand mean of 3.33 suggested that the level of attainment of English learning competencies in terms of reading and comprehension is moderately attained as per teacher – respondents. On the first rank, obtaining the highest mean value of 3.44, the data exposed that there is a moderate attainment of adhering to proper writing conventions and format with learners. In contrast, having a mean rating of 3.20, placing in the lowest rank, the data displayed that there is moderate attainment of organizing ideas logically with appropriate structure.

Table 10

Level of Attainment of English Competencies in Grammar and Language Use

Indicators <i>The students can...</i>	WM	VI	R
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Indicators	WM	VI	R
<i>The students can...</i>			
1. use correct grammar when writing or speaking in English.	3.23	MA	6
2. recognize and correct grammatical errors independently.	3.27	MA	3
3. use correct verb tenses in sentences.	3.33	MA	1
4. maintain correct subject-verb agreement in their outputs.	3.07	MA	10
5. use cohesive devices (e.g., connectors, transitions) effectively to link ideas.	3.14	MA	8.5
6. use adjectives and adverbs appropriately.	3.25	MA	4
7. use language suitable for formal and informal situations.	3.31	MA	2
8. integrate grammatical accuracy in both oral and written communication.	3.22	MA	7
9. use variety in sentence structures.	3.24	MA	5
10. use prepositions and articles correctly	3.14	MA	8.5
Composite Mean	3.22	MA	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R

Highly Attained (HA) 3.50 – 4.00, Moderately Attained (MA) 2.50 – 3.49, Slightly Attained (SA) 1.50 – 2.49, Least Attained (LA) – 1.00 – 1.49

The composite mean of 3.22 revealed that the respondents' attainment of English learning competencies in terms of grammar and language use was moderately attained. A weighted mean of 3.33, verbally translated as moderately attained, was obtained by using the proper verb tenses in the statement. In lowest rank, there is a moderate attainment of maintaining correct subject-verb agreement in students' outputs yielded a 3.07 mean value.

Table 11

Relationship between Metacognitive Teaching Strategies and English Competencies in Planning

The calculated r-values show that there is no significant correlation between students' English learning competencies and metacognitive teaching practices in terms of planning, as shown in Table 12. In particular, the correlation coefficients for speaking ($r = 0.032$), listening and viewing ($r = 0.040$), reading and comprehension ($r = 0.053$), writing and composition ($r = -0.030$), and grammar and language use ($r = -0.032$) all show weak correlations. These results imply that the development of students' competencies across the designated English learning areas is not statistically significantly influenced by the use of planning as a metacognitive teaching strategy.

English Learning Competencies	r-value	p-value	Decision Ho	Interpretation
1. Listening and Viewing	0.040	0.692	Accept	Not Significant
2. Speaking	0.032	0.752	Accept	Not Significant
3. Reading and Comprehension	0.053	0.598	Accept	Not Significant
4. Writing and Composition	-0.030	0.766	Accept	Not Significant
5. Grammar and Language use	-0.032	0.752	Accept	Not Significant

Legend: Significant at $r\text{-value} < 0.05$, $n = 101$, $\alpha = 0.05$, $rt = 0.195$

Table 12

Relationship between Metacognitive Teaching Strategies and English Competencies in Monitoring

English Learning Competencies	r-value	p-value	Decision Ho	Interpretation
1. Listening and Viewing	0.277	0.005	Reject	Significant

English Learning Competencies	r-value	p-value	Decision Ho	Interpretation
2. Speaking	0.302	0.002	Reject	Significant
3. Reading and Comprehension	0.306	0.002	Reject	Significant
4. Writing and Composition	0.287	0.004	Reject	Significant
5. Grammar and Language use	0.236	0.017	Reject	Significant

Legend: Significant at $r\text{-value} < 0.05$, $n = 101$, $\alpha = 0.05$, $r_t = 0.195$

The results in Table 12 show a significant relationship between monitoring and English learning competencies in all domains when using metacognitive teaching techniques. The null hypothesis is rejected since the calculated r-values for speaking (0.302), listening and viewing (0.277), reading and comprehension (0.306), writing and composition (0.287), and grammar and language use (0.236) are all higher than the crucial value of 0.195 at $\alpha = 0.05$.

This indicates that there is a significant and positive relationship between students' English learning competencies and monitoring strategies. Even though the correlations are in the low to moderate range, they consistently indicate that better performance in various areas of English is a result of increased use of monitoring strategies, such as tracking student understanding, giving feedback, and assisting learners in evaluating their progress.

Table 13

Relationship between Metacognitive Teaching Strategies and English Competencies in Evaluating

English Learning Competencies	r-value	p-value	Decision Ho	Interpretation
1. Listening and Viewing	- 0.092	0.360	Accept	Not Significant
2. Speaking	- 0.096	0.340	Accept	Not Significant
3. Reading and Comprehension	- 0.067	0.506	Accept	Not Significant
4. Writing and Composition	- 0.129	0.199	Accept	Not Significant
5. Grammar and Language use	- 0.206	0.039	Reject	Significant

Legend: Significant at $r\text{-value} < 0.05$, $n = 101$, $\alpha = 0.05$, $r_t = 0.195$

The results in Table 13 show that there is generally no significant relationship between metacognitive teaching strategies in terms of evaluating and English learning competencies, except in the domain of grammar and language use. Since the calculated r-values for speaking (-0.096), hearing and viewing (-0.092), reading and comprehension (-0.067), and writing and composition (-0.129) are all less than the crucial value of 0.195 at $\alpha = 0.05$, the null hypothesis is accepted for these domains. This suggests that students' competencies in these English domains are not greatly impacted by evaluating procedures, such as reflecting on performance or analyzing completed work.

The null hypothesis is rejected and a significant relationship is indicated in the case of grammar and language use ($r = -0.206$), where the computed value surpasses the critical value. This suggests that assessing strategies could have a measurable effect on students' grammatical proficiency, perhaps because learning grammar demands more explicit reflective thinking, error analysis, and self-evaluation than learning other language abilities.

Table 14

Relationship between Metacognitive Teaching Strategies and English Competencies in Organizing

Table 14 shows the relationship between metacognitive teaching strategies for organizing and the several categories of English learning competencies. The r-values for listening and viewing ($r = 0.040$), speaking ($r = 0.020$), reading and comprehension ($r = -0.030$), writing and composition ($r = -0.015$), and grammar and language use ($r = 0.031$) all fall below the limit value of 0.195 at $\alpha = 0.05$ with $n = 101$. This suggests that there is no substantial relationship between teachers' organizational strategies and students' achievement of English learning competencies in all domains. Consequently, the null hypothesis is accepted.

English Learning Competencies	r-value	p-value	Decision Ho	Interpretation
1. Listening and Viewing	0.040	0.692	Accept	Not Significant
2. Speaking	0.020	0.842	Accept	Not Significant
3. Reading and Comprehension	-0.030	0.766	Accept	Not Significant
4. Writing and Composition	-0.015	0.881	Accept	Not Significant
5. Grammar and Language use	0.031	0.758	Accept	Not Significant

Legend: Significant at $r\text{-value} < 0.05$, $n = 101$, $\alpha = 0.05$, $rt = 0.195$

Table 15

Relationship between Metacognitive Teaching Strategies and English Competencies in Self – regulating

English Learning Competencies	r-value	p-value	Decision Ho	Interpretation
1. Listening and Viewing	0.113	0.261	Accept	Not Significant
2. Speaking	0.102	0.311	Accept	Not Significant
3. Reading and Comprehension	0.055	0.585	Accept	Not Significant
4. Writing and Composition	0.080	0.428	Accept	Not Significant
5. Grammar and Language use	0.121	0.229	Accept	Not Significant

Legend: Significant at $r\text{-value} < 0.05$, $n = 101$, $\alpha = 0.05$, $rt = 0.195$

Table 15 shows the relationship between metacognitive teaching strategies in terms of self-regulating and the various domains of English learning competencies. The computed r-values for listening and viewing ($r = 0.113$), speaking ($r = 0.102$), reading and comprehension ($r = 0.055$), writing and composition ($r = 0.080$), and grammar and language use ($r = 0.121$) are all below the critical value of 0.195 at $\alpha = 0.05$ with $n = 101$. These results indicate that there is no significant relationship between teachers' self-regulating strategies and students' English learning competencies. Hence, the null hypothesis is accepted across all domains.

Table 16

Challenges and Issues in the Implementation of Metacognitive Strategies

Indicators	WM	VI	R
1. There is a need for more time to effectively implement reflection activities.	3.57	SA	4
2. Encouraging greater student engagement in metacognitive tasks is necessary.	3.54	SA	5.5
3. Students can benefit from additional support in developing self-assessment skills.	3.17	A	10

Indicators	WM	VI	R
4. Lack of training opportunities in applying metacognitive strategies would be helpful.	3.69	SA	1
5. Strategies to sustain students' attention during metacognitive activities can be strengthened.	3.61	SA	2
6. There is no guidance when supporting low-performing students in planning and monitoring.	3.50	SA	7
7. Lack of teaching resources or tools to enhance strategy integration.	3.54	SA	5.5
8. Students lack of gradual exposure to reflective or evaluative tasks to increase acceptance.	3.59	SA	3
9. Familiarity with metacognitive approaches	3.41	A	9
10. Alignment with curriculum more effectively remains an area for development	3.49	A	8
Composite Mean	3.51	A	

Legend: Weighted Mean – WM, Verbal Interpretation – VI, Rank – R

Strongly Agree (SA) 3.50 – 4.00, Agree (A) 2.50 – 3.49, Disagree (D) 1.50 – 2.49, Strongly Disagree (SD) – 1.00 – 1.49

The composite mean of 3.51 suggested that respondents were strongly agree there were challenges that prevented the application of metacognitive strategies in the classroom. The highest mean point of 3.69 showed that respondents were strongly agree that further training opportunities in applying metacognitive strategies would be helpful. Nevertheless, the lowest rank yielded a weighted mean of 3.17 declared that respondents agreed that students can benefit from additional support in developing self – assessment skills.

5. Proposed Enhancement Activity

The proposed enhancement activities were designed to reinforce learners' mastery of essential English competencies through structured, contextualized, and learner-centered tasks.

The activity sheet, which is based on the Most Essential Learning Competencies (MELCs), lays out specific goals that help students improve their capacity to employ modals, conditionals, and suitable communication styles in a variety of situations. Learners are given the basic knowledge they need to comprehend the form and function of the targeted language structures through the use of succinct concept explorations and vivid examples.

The study resulted in the development of proposed enhancement activities meant to help English language learners close the gap between theoretical understanding and real-world application. The activity sheets use learner-centered, contextualized, and organized assignments to enhance language structure mastery through brief concept explorations and compelling examples.

Discussion

The findings of the study reveal that teachers in SDO Batangas City highly utilize metacognitive teaching strategies such as planning, monitoring, organizing, and self-regulating, while evaluation is less emphasized. This indicates that although teachers actively guide learners during instruction, reflective practices remain underdeveloped. The moderate attainment of English learning competencies further suggests that learners possess basic skills but still encounter difficulties in achieving higher-level proficiency. Notably, the significant relationship found in monitoring highlights its essential role in improving learners' comprehension and performance, as it allows continuous assessment and adjustment of learning strategies.

These findings support the study of Teng and Zhang (2021), who emphasized that metacognitive strategies enhance learners' self-regulation and academic performance, particularly in language learning. Similarly, Taherkhani et al. (2022) found that monitoring strategies significantly improved learners' listening comprehension, which aligns with the present study's result that monitoring is the most influential factor among the metacognitive domains. However, the absence of significant relationships in other areas contrasts with the findings of Rivas et al. (2022), who reported that planning, monitoring, and evaluating collectively contribute to improved learning outcomes, suggesting that these strategies may not have been consistently or effectively implemented in the current context.

In terms of implications, the study highlights the need for strengthening the integration of all metacognitive strategies, particularly evaluation, to promote deeper learning and learner autonomy. This is consistent with the recommendations of Sari et al. (2022), who emphasized the importance of self-assessment and reflective practices in developing metacognitive skills. Moreover, the findings support the need for professional development programs aligned with the Philippine Professional Standards for Teachers (PPST), as noted by Karlen et al. (2020), who stressed that teachers' competence in self-regulated learning directly influences students' learning outcomes.

The challenges identified in the study, such as time constraints, limited resources, and varying learner abilities, are also consistent with the findings of Santos (2020) and Martinez (2021), who reported that lack of training and limited instructional time hinder the effective implementation of metacognitive strategies. Despite its contributions, the study is limited by its reliance on self-reported data and its focus on a specific group of teachers within Batangas City, which may affect the generalizability of the findings.

Additionally, the quantitative nature of the study may not fully capture the complexity of classroom practices, suggesting the need for future research that incorporates qualitative approaches and broader contexts to further validate and expand the results.

5. Conclusion

Based on the data gathered and its corresponding analysis, several conclusions were drawn that highlight the role of metacognitive teaching strategies in English instruction. Teachers were found to highly utilize metacognitive strategies in terms of planning, monitoring, organizing, and self-regulating, indicating that they actively guide learners in managing their own learning processes; however, evaluation was only slightly utilized, suggesting a need for improvement in helping students assess their own performance.

In terms of learners' outcomes, the level of attainment of English learning competencies was generally moderate across key areas, including listening and viewing, speaking, reading and comprehension, writing and composition, and grammar and language use, implying that while students demonstrate acceptable proficiency, there is still room for further development.

Moreover, the results revealed no significant relationship between teachers' utilization of metacognitive strategies and learners' attainment in the domains of planning, organizing, evaluating, and self-regulating, which may indicate that these strategies are not consistently translated into measurable performance outcomes.

However, a significant relationship was identified in terms of monitoring, emphasizing its critical role in enhancing learners' academic achievement. Additionally, teachers strongly agreed that various challenges hinder the effective implementation of metacognitive strategies in the classroom, such as time constraints, limited resources, and varying learner abilities.

In response to these findings, enhancement activities were proposed to address these gaps and strengthen both the utilization of metacognitive teaching strategies and the overall attainment of English learning competencies.

Recommendations

From the aforementioned findings and conclusions of the study, the following recommendations were hereby given:

1. The proposed enhancement activities may be presented to the authorities for validation to public and private junior high schools before possible utilization
2. For other researchers, they may conduct similar study on larger area involving other divisions to validate the findings of the study.
3. Teachers may use various metacognitive strategies in classroom instruction more often to improve the level of attainment of English learning competencies.
4. Future researchers may also conduct further studies on other factors affecting the implementation of metacognitive strategies and explore interventions that may help address the identified challenges.
5. School administrators and educational leaders provide continuous professional development programs, workshops, and training focused on the practical integration of metacognitive strategies in English instruction.

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