

READING SELF-EFFICACY, META COMPREHENSION STRATEGY AWARENESS, AND ACADEMIC ACHIEVEMENT IN ENGLISH OF GRADE 8 STUDENTS

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ABSTRACT

Reading comprehension is a crucial skill for learners' educational achievement. Given the Philippines' low performance in the 2018 PISA, reading comprehension abilities among Filipino pupils have lately become a concern. The students' beliefs about their capacity to excel at reading and the reading strategies were the subject of this study. A quantitative research design employing a correlational approach was taken to investigate relationships among reading self-efficacy, metacomprehension strategy awareness, and English academic achievement. The research subjects were 59 eighth-grade pupils who were enrolled for the school year 2019-2020. The sample was chosen using a systematic sampling approach. An adopted Reader Self-Perception Scale (RSPS) was used to measure the children's reading self-efficacy, and the Meta-Comprehension Strategy Index (MSI) was used to assess their level of metacomprehension strategy awareness. Findings revealed no significant relationship between reading self-efficacy and academic achievement ($r = -.22, p = .10$). An increase in academic achievement in English was not associated with the students' reading self-efficacy. Their reading self-efficacy was also found to be not associated significantly with metacomprehension strategy awareness ($r = .15, p = .27$). Moreover, academic performance in English was not significantly related to metacomprehension strategy awareness ($r = .18, p = .16$). Empirical evidence on this study negates most of the theoretical anchorage regarding how metacomprehension and reading self-efficacy increase academic achievement. Other implications, conclusions, and recommendations were incorporated in the study. Future directions for other researchers to validate the results were given.

Keywords: metacomprehension strategy awareness, reading self-efficacy, academic achievement, correlation