



## METACOGNITION AND LEARNING COMMITMENT OF GRADE 12 LEARNERS IN THE PHILIPPINES

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### ABSTRACT

*This study aimed to investigate the degree of metacognition and the level of learning commitment among 387 Grade 12 learners in the Philippines. The context of the study included an examination of metacognitive aspects such as self-monitoring, self-regulation, and reflective practices, as well as curricular and non-curricular school engagements as measures of learning commitment. Utilizing a correlational design, data were collected to explore relationships between these variables. The analysis indicated a high level of metacognition in terms of self-monitoring, self-regulation, and reflective practices among the learners. Similarly, a high level of commitment to learning was observed, both in curricular and non-curricular engagements. No significant differences were found in the degree of metacognition when considering sex and residential location, but significant differences were noted concerning the respondents' strand, parents' highest educational attainment, and parents' occupation. Similarly, no significant differences in learning commitment were found concerning sex, parents' highest educational attainment, parents' occupation, and residential location, but differences were significant with respect to the respondents' strand. A significant relationship was identified between the degree of metacognition and the level of learning commitment. The findings imply that enhancing metacognitive skills may foster greater commitment to learning among students, highlighting the importance of tailored educational strategies that address various demographic factors.*

**Keywords:** *Metacognition, Learning Commitment, Grade 12 learners, Self-monitoring, Self-regulation, Reflective Practices*

### 1. Introduction

Metacognition is an instructional strategy intended for the learners to 'think' as they 'think' and increases their ability to solve technical problems and finish tasks, as well as their basic cognitive functions including memory, attention, and prior knowledge activation. It entails helping students reflect on what they have learned through exercises and pushing them to apply these skills and ways of discerning when opportunities arise (Brown, 2019).

Many learners lack metacognitive awareness, limiting their ability to self-monitor, self-regulate, and reflect on their learning, which impedes problem-solving and academic performance. Additionally, concerns about students' commitment to learning manifest as low engagement, poor performance, and high dropout rates. Educational disparities, influenced by students' backgrounds, create unequal opportunities and outcomes, necessitating targeted interventions. Effective strategies to enhance metacognitive skills and learning

commitment are needed, as current methods may not sufficiently address these areas. This study aims to provide insights to improve educational practices and outcomes, preparing students for future challenges. Self-directed learning is one example of an active, creative behavior that is facilitated by metacognition. An individual needs a way to keep an eye on and exert control over their own dreams in order to be able to set and accomplish goals. Thus, learning commitment among learners requires giving something up, committing oneself to a plan of action, a pledge, an obligation, assurance, or a compacted understanding. Therefore, making a commitment requires being serious about something, making decision with honesty, and sticking with it through to the end.

As an educator, she hoped that her willingness to work on this study on the degree of metacognition in relation to the learning commitment of Grade 12 learners in the Philippines could assist the institution with which she is currently affiliated. Also, it offers insightful suggestions that could enhance metacognitive skills and learning commitment practices not only in the school where she is enrolled but also across the board for all the schools that make up the Philippines

This study sought to determine the degree of metacognition in relation to the learning commitment of Grade 12 learners in the Philippines during the school year 2023 – 2024. More specifically, it sought to answer the following questions:

1. What is the degree of metacognition of Grade 12 learners in the Philippines as a whole and in terms of self-monitoring, self-regulation, and reflective practices?
2. What is the level of learning commitment of Grade 12 learners in the Philippines as a whole and in terms of curricular and non-curricular school engagements?
3. Is there a significant difference in the degree of metacognition of Grade 12 learners in the Philippines and when grouped according to sex, strand, parents' highest educational attainment, parents' occupation, and residential location?
4. Is there a significant difference in the level of learning commitment of Grade 12 learners in the Philippines and when grouped according to sex, strand, parents' highest educational attainment, parents' occupation, and residential location?
5. Is there a significant relationship between the degree of metacognition and the level of learning commitment of Grade 12 learners in the Philippines

#### Hypotheses

1. There is no significant difference in the degree of metacognition of Grade 12 learners in the Philippines and when grouped according to sex, academic strand, parents' highest educational attainment, parents' occupation, and residential location.
2. There is no significant difference in the level of learning commitment of Grade 12 learners and when grouped according to sex, academic strand, parents' highest educational attainment, parents' occupation, and residential location.
3. There is no significant relationship between the degree of metacognition and the level of learning commitment of Grade 12 learners in the Philippines.

#### LITERATURE REVIEW

The idea of metacognition is comparatively innovative in the arena of foreign education. Understanding the definition of metacognition and what it entails in detail is essential to appreciating its importance in the classroom.

In the literature, metacognition is defined and modeled in a variety of ways (Lixun, 2020). Executive function definitions and studies of metacognition are common among cognitive psychologists. It is crucial for the development of metacognition in learning, which includes the capacity for sustained attention and task switching cognitive flexibility, working memory; the capability to hoard and recall evidence and the recognition and regulation of distracting impulses (Rasnak, 2019). Although executive functions and metacognition are related, this policy paper is not equipped to adequately address that significant topic. Rather, we concentrate on the part that metacognition plays in the process of self-regulated learning—a notion that has been thoroughly examined in elementary and secondary education.

In China, the most prevalent scenario in which metacognition is examined is self-regulated learning, which is a competency shared by high achievers. In terms of the learning process, self-regulation comprises self-reflection, tracking and managing one's continuous performance, and creating a strategy to accomplish a task-specific goal. Motivation, emotion, and metacognition are only a few of the psychological ideas that make up the broad concept of self-regulated learning, which also takes contextual influences into account (Young et., al., 2021).

### **Self-regulation**

University reputation refers to "the subjective and collective recognition or assessment of the parties involved In Canada, students who are able to control their emotions can learn more actively and less reactively. A self-regulated learner usually follows a three-step process in their thinking: Plan: Establish smaller objectives, such deciding on a study schedule and time or how to approach a particular assignment, test, or assessment type (Young, 2021).

### **Self-monitoring**

In Canada, one of the most significant components of self-thinking and learning is the ability of students to monitor their own knowledge. By knowing how well they are grasping the information, they can modify their study schedules and methods. A variety of ideas have been employed in the last ten years to characterize students' awareness of their learning. Originally, these ideas were studied in an experimental setting at the micro-level with an emphasis on metamemory (Killen, 2022). Throughout the learning process, self-monitoring can be impacted by accurate learning monitoring.

According by investigation of Thompson (2020) suggests a three-phase approach to self-monitoring that includes self-thinking skills. In the first stage, known as foresight, students create objectives, make plans for reaching them, and assess their likelihood of success. This includes strategic planning, goal setting, and self-efficacy. In the second stage, known as performance or volitional control, students undertake the learning activities and keep track of what they are learning. This includes self-instruction, attention focusing, and self-monitoring. The third stage, known as self-reflection, is evaluating one's own information in relation to a benchmark or objective and retorting accordingly to the discoveries (Collins, 2020)..

### **Reflective practices**

In China, in directive to participate in a progression of unceasing knowledge, people and groups can benefit from reflective practices, which are approaches and maneuvers that assist in reflecting on experiences and actions. It is the capacity to consider one's events in directive to espouse a perilous defiance toward single's own profession and that of single's peers, partaking in an enduring progression of learning and adaptation (Mante, 2019)..

### **Curricular**

It associated to the subjects covered in a school or college course of study when learning a foreign language and education. The curricula (official programs) created by the Ministry of National Education (MNE) are implemented in all Turkish educational institutions. According to recent scholarly research, there are notable distinctions between official programs and the implemented programs in classrooms, and some teachers do not adhere to them (Bümen and Yazıcılar, 2020; Bütün and Gültepe, 2019; Öztürk, 2018; Tokgöz, 2019; Yazıcılar, 2021). Teachers modify the curriculum for a variety of reasons, which accounts for this discrepancy. It is becoming more and more obvious every day that a country cannot prosper or grow without having professors of the highest level. Considering that they will shape the majority of a society's members, teachers are nation builders. Thus, it may be claimed that the quality of the teachers will have a role in determining the stages of growth that a certain country experiences.

### **Non-curricular**

An activity that involves direct and individual services for students' enjoyment that are overseen and administered by an adult or staff member are classified as noncurricular.

In China, beyond just teaching students how to read, comprehend and do arithmetic, schools also do more. Aside from joining clubs and sports teams sponsored by the school, students can share lunch together and participate on field trips (Ming, 2012).

### Learning Commitment

Local studies indicate that students who make a sincere effort to excel in the classroom tend to achieve higher marks, have a higher probability of completing high school, and have improved coping mechanisms. They also have superior goal-setting skills and are more likely to pursue postsecondary education (Velasco, 2020).

This would indicate that, regardless of their starting positions, your youngster makes the best potential progress through positive behavior and active learning (Honrado, 2022). When you make a commitment, you have to fulfill it.

## 2. Method

**Design.** The researcher utilized a descriptive-correlational research design that employed quantitative and qualitative data. It enlightens that correlation method examines possible relationships between research variables independent of situational or contextual factors. Additionally, it is employed to determine whether a relationship between variables currently exists or not in the current study's examination in the Philippines.

**Sampling.** The study respondents were the 387 learners from the total population of 12, 101 Grade 12 learners and 9 participants for FGDs. The sample size for the study was determined through appropriate enumeration and statistical tool.

**Research Procedure.** First, the researcher wrote a letter to the Office of the Superintendent on the Division of Capiz and Roxas City Division in the Philippines requesting permission to perform the study prior to the formal data collection. The researcher, the dean of the graduate program, as well as her dissertation adviser and co-adviser, signed this letter. The authorized request letter was sent to basic education organizations to request a list of Grade 12 learners for the academic year 2023–2024 in the Division of Capiz and Roxas City Division in the Philippines. The sample size for the study was determined once the appropriate information have been collected.

**Ethical Issues.** The right to conduct the study was strictly adhered through the principal's approval, approval of the Superintendent of the Division and approval of the office under research guidelines for graduate studies. Orientation of the respondents and FGDs participants were done separately. In the orientation, the issue on, an Informed Consent Form was accomplished prior to distribution of questionnaires. The secondary data needed a written permission was sought to the principal and parents. As such, confidentiality and anonymity were followed.

**Treatment of Data.** Weighted Mean - this was used to determine the degree of metacognition and the level of learning commitment of 387 Grade 12 learners in the Philippines. T-Test for Mean Difference – this was used to determine the test of difference in the two dependent variables as a whole and when respondents are grouped according to their profiles. Pearson r product correlation – this was utilized to measure the relationship between the two dependent variables.

## 3. Results and Discussion

The scoring interval for degree of metacognition and learning commitment of Grade 12 learners were as follows.

SCORE	VERBAL INTERPRETATION	MEANING OF VERBAL INTERPRETATION
5 4.21 – 5.00	Very High	The specified statement and indicator are excellently manifested; there is extra evidence to prove that they are demonstrated with very high participation at all the time.

4 3.41 – 4.20	High	The specified statement and indicator are satisfactorily manifested; there is consistent evidences to prove that they are demonstrated participation with quality most of the time.
3 2.61 – 3.40	Good	The specified statement and indicator are manifested in an average manner; there are evidences to prove that they are demonstrated participation only with certain quality and on a regular basis.
2 1.81 – 2.60	Fair	The specified statement and indicator are manifested below average; there are inconsistent evidences to prove that they are demonstrated participation most of the time.
1 1.00 – 1.80	Poor	The specified statement and indicator are not manifested at all; there are no evidence to support it. The situation needs serious attention.

Note: Negative statements are to be treated in reverse.

Table 1.  
Degree Of Metacognition As A Whole

Components	Mean	Interpretation
Self-monitoring	3.961	High
Reflective practices	3.941	High
Self-regulation	3.745	High
Grand Mean	3.882	High

Table 1 disclosed the degree of metacognition of Grade 12 learners in the Philippines as a whole and in terms of three (3) components. The mean scores of the three (3) components ranged from 3.745 to 3.961. However, the highest mean score of 3.961, which was verbally interpreted as “High” was on self-monitoring in the degree of metacognition. Next, was on component reflective practices with a mean score of 3.941, with verbal interpretation of “High” as recognized by the respondents. While, mean score of 3.745 was on self-regulation in the degree of metacognition among three (3) components. The degree of metacognition of Grade 12 learners in the Philippines as a whole and in terms of self-monitoring, self-regulation, and reflective practices had a grand mean of 3.882, as rated with a verbal interpretation of “High” as acknowledge by the respondent.

The data revealed that in all components covered in this study, self-monitoring had manifested a “High” indicator on the degree of metacognition of Grade 12 learners in the Philippines. The result implied that the respondents were occasionally exhibiting a “High” participation and partaking at entirely the time were observed in a consistent manner.

In particular, this affirmation was intended to help students respond to a need that could seriously affect their experiences, learning, and quality of application of knowledge, critical thinking, and overall health and nutrition (Sta. Maria, 2022). The information manifested the occasionally evidence of progress towards metacognition and thinking skills when grouped as completed. Metacognitive abilities support students in controlling their progress toward goals and objectives. These abilities include asking intrapersonal inquiries, self-instruction, self-monitoring one's performance, and putting thoughts and ideas in paper (Burne, 2023).

Table 1-A  
Degree Of Metacognition In Terms Of Self-Monitoring

Indicators	Mean	Interpretation
10. I have hopes.	4.297	Very high
2. I base my learning from my experiences.	4.093	High

1. I am aware of my strength.	4.078	High
4. I am aware of my intentions.	4.065	High
7. I have clear priorities.	4.031	High
9. I can manage my skills.	3.861	High
3. I have created realistic goals.	3.858	High
6. I explore my emotions.	3.839	High
5. I have a deeper self-understanding.	3.780	High
1. I can make informed decisions.	3.705	High
Grand Mean	3.961	High

Table 1-A reveal the degree of metacognition of Grade 12 learners in the Philippines in terms of self-monitoring. The findings suggested that students assess their learning in light of their academic goals; to apply a self-monitoring analogy, goals function as the standard.

The grand mean of 3.961, evaluated with a verbal interpretation of “High”. This assertion was supported with the highest mean score of 4.297 with a verbal interpretation of “Very high” on statements and indicators, “I have hopes” as declared by the Grade 12 learners. The findings implied that student's study time and effort is influenced by these evaluations of learning, which has significant implications for self-monitoring learning.

The lowest mean score was on statement indicator “I can make informed decisions”, rated by the respondents of 3.705 mean score with corresponding verbal interpretation of “High” in terms of self-monitoring on the degree of metacognition. It was clearly that respondents in this study revealed the lowest mean score on the statement and indicators on self-monitoring, Matthew (2022) competent self-monitoring should be able to gauge more than just how well they can recollect information; they should be able to gauge how well they have mastered a body of knowledge and how well they will be able to demonstrate that mastery

Table 1-B  
Degree Of Metacognition In Terms Of Reflective Practices

Indicators	Mean	Interpretation
10. I value my past experiences.	4.264	Very high
3. I am aware of what truly matters to in my studies.	4.215	Very high
1. I know the manners required in a situation	4.209	High
6. I look for what could be beneficial to me.	4.054	High
2. I am aware of the implications of my actions.	4.047	High
4. I am thirsty for more information.	4.003	High
5. I ask question when decisions affect my pleasure.	3.928	High
8. I measure the effectiveness of my strategies.	3.835	High
9. I gauge the rationality of instructions I receive.	3.703	High
7. I want to evaluate others but not my work.	3.158	High
Grand Mean	3.941	High

Table 1-B disclosed the degree of metacognition of Grade 12 learners in the Philippines in terms of reflective practices. The grand mean of 3.941 implied that the respondents enclosed in this study still had a “High” reflective practice. Thus, statement and indicator were on, “I value my past experiences”, rated with the mean score of 4.264 with corresponding verbal interpretation of “Very high” accordingly. Thus, captivating opportunities consents to learn a new thing, familiarized to follow certain footpaths leading towards attaining goals. It is the ability to reflect on one's actions in order to take a critical stance toward one's own line of work as well as that of one's colleagues, engaging in a continuous process of learning and growth.

However, the lowest statement indicators were, “I want to evaluate others but not my work”, rated with a mean score of 3.158, with verbal interpretation of “High” as seeming by the respondents. This means that entirely are rated by the respondents with the verbal interpretation of “High” across metacognition in terms of reflective

practices designed in Grade 12 learners.

Table 1-C  
Degree Of Metacognition In Terms Of Self-Regulation

Indicators	Mean	Interpretation
9. I evaluate my steps in reaching my dreams.	4.288	Very high
1. I manage my time in school.	4.088	High
8. I focus on the positive outcome.	3.930	High
4. I learn from the mistakes of others.	3.860	High
7. I recognize the negative effects of stress.	3.767	High
5. I stay focus when reward is clearly established.	3.713	High
10. I am dependent on the decisions of my elders.	3.556	High
3. I know how to be street-smart.	3.457	High
6. I maintain my composure when angry.	3.408	High
2. I allot more time for leisure.	3.379	High
Grand Mean	3.745	High

Table 1-C enlightens that this grand mean score of 3.745. It implied that the respondents covered in this study had a “High” degree of metacognition and thinking skills among Grade 12 learners in the Philippines. This had been linked with the real experiences and wider real-life situation among Grade 12 learners in the Philippines. These claims were supported by the statement indicator, “I evaluate my steps in reaching my dreams”, rated with the highest mean score of 4.288 with the verbal interpretation of “Very high” as avowed by the respondents.

The lowest mean score of 3.379 was on the statement indicator, “I allot more time for leisure”, as rated by the participants with the verbal interpretation of “High” as acknowledge by the respondents. This assertion was supported by Paule (2021) investigating how leisure affects society, it has remained a part of social perspective after the discovery of development.

Table 2.  
LEVEL OF LEARNING COMMITMENT OF GRADE 12 AS A WHOLE

Components	Mean	Interpretation
Non-curricular	4.181	High
Curricular	4.012	High
Grand Mean	4.096	High

Table 2 presents the results when taken as a whole had a grand mean of 4.096 with a verbal interpretation of “High. The highest mean score of 4.181 was in the non-curricular followed by a mean score of 4.012 on the component of curricular learning commitment. Evidently, the two (2) components on the level of learning commitment of Grade 12 learners in the Philippines. Thus, commitment is futuristic strength in learning and education journey. The more commitment attained, the more treasure in the future, meaning students are more striking to the countless potential learners in any course.

Table 2-A  
LEVEL OF LEARNING COMMITMENT OF GRADE 12 IN TERMS OF NON-CURRICULAR

Indicators	Mean	Interpretation
10. I am thankful of my experiences in learning.	4.620	Very high
8. I motivate myself to study hard.	4.382	Very high
3. I respond when communication is clearly delivered.	4.357	Very high
9. I acknowledge my own capabilities.	4.323	Very high

6. I admire the dedication manifested by my teachers	4.238	Very high
5. I am dedicated in school works when I am appreciated.	4.184	High
7. I listen well to teachers with credibility.	4.153	High
1. I join groups according to my preferences.	4.036	High
2. I follow when teachers are exemplary.	3.938	High
4. I have to attend leadership trainings.	3.579	High
Grand Mean	4.181	High

Table 2-A elucidated the level of learning commitment of Grade 12 learners in terms of non-curricular activities. The grand mean of 4.181 with verbal interpretation of “High” as acknowledged by the students-respondents in this study. The mean score of 4.620 was on statement and indicator, “I am thankful of my experiences in learning”, rated with verbal interpretation of “Very High” participation. Thus, it could be several reasons why non-curricular activities are perceived to be higher in importance, Zimmerman (2019) explains that non-curricular activities often align more closely with students' personal interests and passions.

The lowest mean score of 3.579 was on statement indicators, “I have to attend leadership trainings”, rated by the respondents with verbal interpretation of “High” as open by the respondents in this study. Perhaps, according to the study by Dayton (2019) non-curricular activities usually offer more flexibility and freedom of choice. Students can select activities based on their preferences and availability, allowing them to have a sense of ownership and control over their extracurricular experiences.

Table 2-B  
LEVEL OF LEARNING COMMITMENT OF GRADE 12 IN TERMS OF CURRICULAR

Indicators	Mean	Interpretation
9. I give more attention to interesting topics.	4.432	Very high
10. I am more engaged when the teachers are fair in giving grades.	4.403	Very high
7. I want real-life examples to connect the topic in my life	4.171	High
1. I follow structured approaches in completing tasks.	4.137	High
4. I am capable of finishing what I have started.	4.000	High
8. I retain the lesson when I participate in the group work	3.919	High
2. I imitate what my teachers have demonstrated.	3.861	High
5. I adhere to what the school have designed for me.	3.839	High
6. I long for rewarding lessons from teachers	3.801	High
3. I manage to resist distractions when studying.	3.553	High
Grand Mean	4.012	High

Table 2-B clarified the outline on the level of learning commitment of Grade 12 learners in the Philippines in terms of curricular. The grand mean score of 4.012 with the verbal interpretation of “High” as perceived by the respondents. These declarations were supported with the highest mean score of 4.432 in the statement and indicators, “I give more attention to interesting topics”, rated with a verbal interpretation of “Very high”. This finding was supported by the study of Dunton (2019) the advent of knowledge economies has brought to light the necessity for people to prioritize lifelong learning in order to prosper in the contemporary competitive landscape.

The lowest mean score of 3.553 was on statement and indicator, “I manage to resist distractions when studying”, rated by the respondents with a verbal interpretation as “High” in learning commitment as denoted by Grade 12 learners. It implied that an efficient curriculum offers strategy and structure for providing high-quality education to educators, learners, school administrators, and community members (Limmer, 2022).



Test The Difference In The Degree Of Metacognition And When Respondents Are Grouped According To Selected Profile

Variable	F-value/t-value	p-value	Probability
Sex	1.055	0.292	ns
Strand	3.773	0.000	s
Parents highest educational attainment	7.763	0.000	s
Parents occupation	2.015	0.045	s
Residential location	1.040	0.299	ns

Table 3 enlightens the socio-demographic profiles, strand garnered an F-value of 3.773 with p-value of 0.000; for parents' highest educational attainment had an F-value of 7.763 with p-value of 0.00 p-value; and parents' occupation had an F-value of 2.015 with p-value of 0.045, which entirely disclosed significant in this study because of p-value is lower than 0,05 alpha. It suggested that learners in Grade 12 in the Philippines had varying on the degrees of metacognition depending on their individual personal profiles.

While, profiles, sex reaped an F-value of 1.055 with the p-value of 0.292; and residential location earned an F-value of 1.040 with the p-value of 0.299, did not significantly affect the results of this investigation because the p-value is greater than 0.05 alpha. Regardless of their personal profile, it was implied that Grade 12 learners on the degree of metacognition was the same. Thus, the null hypothesis which states that there is no significant difference in the degree of metacognition of Grade 12 learners in the Philippines and when respondents are grouped according to sex and residential location was accepted in this study, but not in respondents strand, parents' highest educational attainment, and parents' occupation.

Table 4.

Test The Difference In The Level Of Learning Commitment Of Grade 12 Learners And When Respondents Are Grouped According To Selected Profile

Variable	F-value/t-value	p-value	Probability
Sex	1.519	0.130	ns
Strand	4.893	0.000	s
Parents highest educational attainment	1.756	0.155	ns
Parents occupation	0.032	0.974	ns
Residential location	1.184	0.237	ns

Table 4 illustrate in terms of learning commitment of Grade 12 learners, strand (F-valve 4.893; p-value-0.00) was found significant because of p-value was less than 0.05. The findings suggested that when respondents' sexes were taken into account, the Grade 12 learners in the Philippines did not entirely have the same level of commitment to their studies.

However, sex (F-valve 1.519; p-value 0.130); parents' highest educational attainment (F-valve 1.756; p-value 0.155); parents' occupation (F-value 0.032; p-value 0.974); and residential location (F-valve 1.184; p-value 0.237) were entirely found not significant because the p-values were greater than 0.05. Therefore, the null hypothesis which states that there was no significant difference in the level of learning commitment of Grade 12 learners in the Philippines and when grouped according to sex, parents' highest educational attainment, parents' occupation, and residential location was accepted, but not in respondents' strand.

Table 5.

TEST THE RELATIONSHIP BETWEEN TWO DEPENDENT VARIABLES

Variables	N	Mean	Person r-value	Significant Value	Probability
Degree of					

Metacognition	387	4.5436	0.702	0.000	significant
Level of Learning Commitment	387	4.4817			

Table 5 divulge the relationship between the degree of metacognition and level of learning commitment of Grade 12 learners in the Philippines. As shown, there was a significant relationship between the degree of metacognition and level of learning commitment of Grade 12 learners because the Pearson-r value of 0.702 had significant value of 0.000 which was less than 0.05 alpha. This implied that the degree of metacognition was associated with their level of learning commitment among Grade 12 learners in the Philippines.

Therefore, the null hypothesis, states that there is no significant relationship between the degree of metacognition and the level of learning commitment of Grade 12 learners in the Philippines was rejected. Self-regulated learning, a skill that high achievers share, is the most common situation in which metacognition is studied. The ability to deliberately reflect on one's actions and thoughts while employing targeted learning techniques like goal-setting, progress tracking, and thoughtful introspection related to thinking abilities (Lixun, 2020)

#### 4. Conclusion and Implications

. The study reveals that Grade 12 learners consistently exhibit a high degree of metacognition, actively engaging in self-monitoring, self-regulation, and reflective practices. In the Philippines, these learners also demonstrate a high level of learning commitment, participating actively in both curricular and non-curricular activities.

Significant variations in the degree of metacognition were observed when learners were grouped according to their educational strand, parents' highest educational attainment, and parents' occupation. However, no significant differences were found based on sex or residential location. Furthermore, the educational strand was the only factor that significantly influenced the level of learning commitment among Grade 12 learners in Capiz and the Roxas City Division, Philippines.

The findings establish a mutual dependence between the degree of metacognition and the level of learning commitment among Grade 12 learners. This relationship suggests that enhancing metacognitive skills can positively impact learners' commitment to their educational activities.

5. These insights underscore the importance of developing tailored educational strategies that address the specific needs of learners based on their educational strand and parental background. By promoting self-monitoring, self-regulation, and reflective practices, educators and policymakers can foster better academic outcomes and encourage lifelong learning habits among students.

#### Recommendations

1. Students are encouraged their metacognition by engaging and interactive lessons that promote their metacognitive skills to attain a positive learning commitment in the classroom. This can be achieved through the use of hands-on activities, simulations and demonstrations. Teachers may provide clear explanations and instructions to help learners understand complex concepts and to help learners visualize and improve their higher thinking skills.

2. Since metacognition affect learning commitment, awareness and promotion of metacognition measures are to be heightened among school stakeholders. Proper information dissemination through seminars and trainings on metacognition may be considered by the Division offices as part of their programs.

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