



Media and Information Literacy and Academic Performance Among Grade 7 Learners: The Mediating Role of Self-Regulated Learning under the MATATAG Curriculum

Fatimah M. Macabando

Laranjo Elementary School, Iligan City, Lanao Del Norte, Philippines

E-mail: fatimah.macabando@deped.gov.ph, ORCHID ID: <https://orcid.org/0009-0005-3912-4013>

Jasmin Sangcad

Tangcal National High School, Lanao del Norte, Philippines

E-mail: jasmin.sangcad@nmsc.edu.ph, ORCHID ID: <https://orcid.org/0009-0009-1703-8113>

Arlyn U. Granada

Ozamiz City National High School, Ozamiz City, Misamis Occidental, Philippines

E-mail: arlyn.granada@nmsc.edu.ph, ORCHID ID: <https://orcid.org/0009-0004-7215-8058>

Ronalyn T. Langam

Northwestern Mindanao State College of Science and Technology, Tangub City, Misamis Occidental, Philippines

E-mail: ronalyn.langam@nmsc.edu.ph, ORCHID ID: <https://orcid.org/0000-0001-8830-9093>

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Abstract

Background and Aim: In contemporary educational environments, Media and Information Literacy (MIL) and Self-Regulated Learning (SRL) are widely recognized as critical competencies for academic success. However, limited empirical evidence exists regarding how these constructs interact within highly structured curriculum reforms in developing educational contexts. This study investigated the levels of MIL, SRL, and academic performance among Grade 7 learners in the Philippines and examined whether SRL mediates the relationship between MIL and academic performance under the recently implemented MATATAG Curriculum.

Materials and Methods: A quantitative descriptive-correlational research design was employed. Participants consisted of 104 Grade 7 students enrolled in selected public secondary schools in Ozamiz City, Misamis Occidental, Philippines. Data were collected using validated and reliable instruments measuring MIL and SRL, while academic performance was obtained from verified first-quarter general averages. Descriptive statistics, Pearson's product-moment correlation, and mediation analysis using Hayes' PROCESS Macro Model 4 with bootstrap estimation were utilized to analyze the data.

Results: Findings revealed that students demonstrated a high level of Media and Information Literacy ($M = 3.84$, $SD = 0.42$) and a moderate level of Self-Regulated Learning ($M = 3.12$, $SD = 0.51$), while achieving outstanding academic performance ($M = 90.20\%$, $SD = 2.15\%$). Correlation analysis indicated a significant positive relationship between MIL and SRL ($r = .38$, $p < .01$), suggesting that learners with stronger digital and information competencies tend to exhibit better self-regulatory behaviors. However, neither MIL ($\beta = 0.12$, $p > .05$) nor SRL ($\beta = 0.11$, $p > .05$) significantly predicted academic performance. Furthermore, the indirect effect of MIL on academic performance through SRL was not statistically significant ($\beta = 0.05$, 95% CI $[-.071, .182]$), indicating the absence of a mediation effect.

Conclusion: The findings suggest that outstanding academic performance among early secondary learners may be influenced more by external instructional support, structured learning environments, and institutional scaffolding than by autonomous self-regulatory processes. Within the MATATAG Curriculum context, academic success appears to be sustained through guided compliance rather than independent cognitive regulation. These results underscore the importance of intentionally integrating self-regulation training into digital literacy instruction to foster learner autonomy and support long-term educational development.

Keywords: Media and Information Literacy, Self-Regulated Learning, Academic Performance, MATATAG Curriculum, Mediation Analysis, Grade 7 Learners.





Introduction

The rapid digitalization of global educational landscapes has altered how information is acquired, processed, and utilized by young learners. The United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2021) positions Media and Information Literacy (MIL) as an indispensable 21st-century core competency, safeguarding learners against digital misinformation while empowering them to interact critically with technological spaces. Within modern academic environments, digital competencies are rarely independent drivers of success; instead, they operate alongside cognitive self-regulation mechanisms. Researchers have frequently posited that a learner's capacity to plan, monitor, and assess their cognitive strategies—collectively defined as Self-Regulated Learning (SRL)—serves as a vital pathway converting technical literacy into tangible academic outcomes.

In the Philippines, this digital paradigm intersects with sweeping structural reforms. The Department of Education recently initiated the phased rollout of the MATATAG Curriculum, a basic education overhaul designed to combat learning poverty by de-cluttering competencies and focusing on foundational literacy, numeracy, and digital awareness skills. However, the operationalization of this curriculum faces deep systemic obstacles. Regional centers and localized areas, such as public schools in Ozamiz City, continue to experience severe digital divide challenges, including unstable internet connectivity, fluctuating electrical power grids, and disparate student access to hardware. Moving from global competency definitions straight to specific local contexts reveals a critical gap: there is very little empirical literature exploring how digital literacy and self-regulation actually interact during the early high school transition under a newly adjusted national curriculum framework.

Investigating Grade 7 learners during this specific transitional phase is highly significant. Early adolescence marks a developmental period where academic tasks become structurally complex, demanding that students shift away from the constant supervision of primary schooling toward independent study habits. Prior research has frequently assumed a linear progression where high digital capacity automatically improves self-regulation, which subsequently guarantees higher school marks. However, within localized, under-resourced public school systems facing connectivity boundaries, this relationship cannot merely be assumed. Empirical validation is required to determine whether internal cognitive mechanisms like SRL truly mediate the connection between a student's digital literacy and their final school grades.

Research Objectives

This study aimed to analyze the relationships among Media and Information Literacy, Self-Regulated Learning, and academic performance among Grade 7 learners in Ozamiz City. Specifically, it sought to achieve the following objectives:

To determine the empirical levels of Media and Information Literacy, Self-Regulated Learning, and Academic Performance within the student sample.

To evaluate the bivariate correlations between Media and Information Literacy and Self-Regulated Learning, and their respective relationships with Academic Performance.

To determine whether Self-Regulated Learning significantly mediates the relationship between Media and Information Literacy and Academic Performance.

Hypotheses

To fulfill the research objectives, the following null hypotheses were tested at a .05 level of significance:

H₀₁: There is no significant relationship between Media and Information Literacy, Self-Regulated Learning, and Academic Performance.

H₀₂: Self-Regulated Learning does not significantly mediate the relationship between Media and Information Literacy and Academic Performance.





Literature Review

The Landscape of Media and Information Literacy (MIL) in Secondary Education

The conceptual evolution of Media and Information Literacy (MIL) shifts the analytical focus from mechanistic computer operation toward deep, critical cognitive processing. In contemporary pedagogy, MIL is no longer conceptualized as a static set of technical skills; rather, it is defined as an integrated framework of competencies enabling individuals to access, critically analyze, evaluate, and ethically synthesize information across diverse digital landscapes UNESCO, 2021. Research on media and information literacy suggests that students who develop strong competencies in evaluating, interpreting, and managing information are better equipped to cope with the challenges of digital learning environments. Such literacy serves as a cognitive resource that enables learners to distinguish credible information from misinformation, navigate online repositories effectively, and engage with complex learning materials while reducing the cognitive burden associated with information overload UNESCO, 2021; OECD, 2024.

Environmental and socio-economic variables, particularly within developing educational systems, strictly limit the acquisition of digital literacy. Tibaldo (2022) notes that while the institutional integration of digital literacy frameworks is mandated at the national policy level, its grassroots operationalization in the Philippines remains uneven due to a persistent and pervasive digital divide. In public school settings, particularly those situated outside premier metropolitan hubs, students regularly encounter environmental barriers such as unstable internet connectivity, intermittent electrical supplies, and restricted institutional access to computational hardware. Consequently, a critical gap emerges: while learners may display high localized familiarity with digital interfaces, their practical capacity to critically evaluate information is constrained by these contextual access deficits. This infrastructure gap underscores the necessity of evaluating literacy not as an isolated skill, but as an environmentally mediated practice.

Dynamics of Self-Regulated Learning (SRL) among Early Adolescents

Self-Regulated Learning (SRL) represents an essential metacognitive engine, encompassing a learner's systematic capacity to autonomously plan, control, monitor, and reflectively adapt their cognitive processes toward the attainment of specific academic milestones Zimmerman, 2000. For early adolescent learners making the transition into Grade 7, the operational stability of these self-regulatory mechanisms undergoes significant developmental and structural stress. In the primary educational tier, student learning behaviors are predominantly scaffolded by intense, external institutional controls—characterized by continuous teacher supervision and highly direct parental oversight. The transition into secondary education under contemporary educational frameworks often requires students to engage in more independent learning, manage increasingly abstract concepts, and navigate complex digital learning environments. These demands necessitate the development of self-regulatory skills and greater cognitive autonomy, enabling learners to effectively plan, monitor, and evaluate their own learning processes Bandura, 1986; Zimmerman, 2000; Pekrun et al., 2023.

Empirical and developmental literature indicates that early adolescence is marked by a structural volatility in self-regulatory capacity. While junior high school students frequently demonstrate high external familiarity with technological software and applications, their underlying psychological capacity to execute strategic goal setting, systematic time management, and self-directed behavioral monitoring remains developmentally fluid. When operating within unmonitored digital learning platforms, early adolescent learners frequently exhibit high vulnerability to academic procrastination and cognitive distraction. This variance reveals a critical developmental asymmetry: mechanical digital fluency does not automatically translate into cognitive self-regulation. Therefore, understanding how technical capacities interact with internal self-regulatory controls during this critical educational transition requires rigorous, empirical investigation.





Structural Compliance versus Cognitive Autonomy in Academic Performance

A critical, long-standing debate within educational measurement concerns the exact construct validity of institutional grading systems. Traditional educational psychology models operate under the assumption that academic performance—quantified through cumulative school grades—serves as a direct, unmediated reflection of a student's internal cognitive capacity, intrinsic motivation, and self-regulated learning proficiency Pekrun et al., 2023. However, contemporary evaluations of heavily structured educational environments suggest a potential disconnect between superficial academic success and genuine cognitive autonomy. Organization for Economic Co-operation and Development (OECD, 2024) data reinforce this concern, indicating that in highly standardized or newly transitioned basic education frameworks, short-term report card marks are frequently sustained by intensive external scaffolding, institutional pacing guides, and defensive teacher monitoring rather than the internalized cognitive maturity of the individual learner.

This structural reality creates an analytical tension between outward academic compliance and authentic internal self-regulation. Within curriculum reform initiatives that emphasize foundational learning recovery and structured competency development, instructional activities are frequently organized into clearly sequenced and scaffolded learning tasks. Although these approaches can help address learning gaps and support academic achievement, they may simultaneously limit opportunities for students to develop autonomous self-regulated learning behaviors unless deliberate mechanisms for independent learning are incorporated into instruction Zimmerman, 2000; OECD, 2024. While this programmatic design provides an essential safety net for early secondary learners, it can inadvertently mask a student's actual level of cognitive independence. Because the educational system heavily rewards the structured completion of pre-scaffolded milestones, a student can secure an outstanding academic mark simply by adhering to explicit institutional scripts and maintaining passive compliance. This systemic masking effect highlights the possibility that excellent grades can coexist with low or moderate levels of internal self-regulation, rendering the traditional predictive power of cognitive autonomy statistically non-significant within transitioning educational landscapes.

Theoretical and Conceptual Framework

This study is theoretically anchored on Albert Bandura's Social Cognitive Theory (1986), specifically through its core principle of triadic reciprocal causation. This principle dictates that human functioning is a product of continuous, dynamic interactions among environmental influences (such as digital resources, curriculum structures, and internet access stability), personal cognitive factors (such as internal self-efficacy and psychological literacy), and actual behavioral actions (such as school attendance and academic output). To map the personal cognitive component of this triad, the study integrates Barry Zimmerman's Self-Regulated Learning Model (2000). Zimmerman outlines a three-phase cyclical process: forethought (task analysis and goal setting), performance (self-control and self-observation), and self-reflection (self-judgment and adaptive reactions). Within this integrated framework, Media and Information Literacy is operationalized as an environmental-cognitive asset that feeds directly into the forethought and performance phases of Zimmerman's cycle.



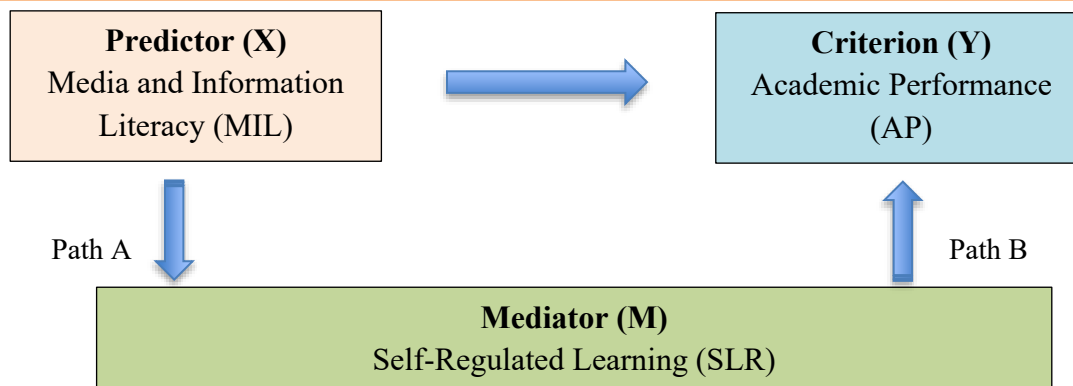


Figure 1. Operational Structural Schema of the Hypothesized Mediation Framework.

The conceptual model (Figure 1) hypothesizes that high MIL equips a student with the digital tools needed to locate and verify information, which strengthens their internal capacity to self-regulate (Path A). This heightened self-regulation is then hypothesized to optimize learning behaviors, resulting in superior academic performance (Path B). By evaluating this model, the study seeks to discover whether SRL acts as the foundational cognitive engine driving academic achievement or whether alternative environmental structures under the MATATAG curriculum carry a stronger influence.

Methodology

Research Design

This study employed a quantitative, descriptive-correlational research design using path analysis to evaluate mediation effects. This design is highly appropriate because it allows the researcher to systematically measure existing variables and calculate direct or indirect pathways without manipulating the natural educational setting.

Participants and Sampling Technique

The target population comprised early adolescent learners within public secondary institutions in the Division of Ozamiz City, Misamis Occidental, Philippines. A verified sample of $N=104$ Grade 7 students was selected using a Purposive Sampling Technique. The inclusion criteria required that participants were officially enrolled in the regular Grade 7 academic stream under the MATATAG Curriculum and possessed regular access to hybrid or blended learning materials.

Research Instruments

Data were gathered using two primary scales adapted from established educational research tools, modified slightly to fit local language contexts:

1. Media and Information Literacy Scale:

Adapted from the UNESCO (2021) Media and Information Literacy framework, this 15-item scale measures students' competencies across three core dimensions: information access, critical evaluation of information, and ethical content creation. Responses were recorded on a 5-point Likert scale ranging from 1 (Very Low) to 5 (Very High), with higher scores indicating stronger media and information literacy competencies.

2. Self-Regulated Learning Scale

Adapted from Zimmerman's (2000) social cognitive framework of self-regulated learning, this 15-item instrument measures students' behavioral self-regulation across three dimensions: goal setting, time management, and self-monitoring of performance. Responses were recorded using a 5-point Likert scale ranging from strongly disagree to strongly agree.



3. Psychometric Validity and Reliability

To establish structural validity, the instruments were reviewed by three panel experts in educational technology and measurement. Instrument reliability was established by computing internal consistency coefficients using a pilot-test sample independent of the final participants.

Table 1 Instrument Reliability Matrix

Variable Scale	Number of Items	Scoring Range	Cronbach's Alpha (α)	Verbal Interpretation
Media and Information Literacy (MIL)	15	1.00 – 5.00	.86	Highly Reliable
Self-Regulated Learning (SRL)	15	1.00 – 5.00	.81	Highly Reliable

Note: Standard Deviation reporting has been replaced with standard Cronbach's Alpha coefficients to maintain strict psychometric validation protocols.

Data Gathering Procedure

Formal written permissions were secured from the Schools Division Superintendent, school principals, and master teachers before data collection. Because the participants were minors (early adolescents), strict ethical protocols were enforced: signed parental informed consent forms were obtained for every student, and written assent was secured directly from the learners. Data collection was carried out in quiet classroom environments during designated guidance periods. Academic performance records were obtained directly from the official school database using verified first-quarter general averages, completely removing any risks of self-reporting bias.

Statistical Data Analysis

Descriptive data were processed using the mean and Standard Deviation (*SD*). Bivariate associations were calculated using Pearson's Product-Moment Correlation Coefficient (*r*). The mediation analysis was executed using Hayes' PROCESS Macro (Model 4) in SPSS, applying bootstrapping with 5,000 resamples to generate 95% bias-corrected confidence intervals (*CI*) for the indirect path coefficient.

Results

Statistical Assumptions Testing

Before running the main parametric tests, the data underwent strict statistical assumption checks to verify normality. Distribution shapes were analyzed using Skewness and Kurtosis indicators. For Media and Information Literacy, the metrics were safely within range (Skewness = -0.42, Kurtosis = -0.18). Self-Regulated Learning showed similar compliance (Skewness = -0.26, Kurtosis = -0.35). Because both sets of scores fell well within the standard acceptable cutoff range of -1.00 to +1.00, the data met normality assumptions, confirming that Pearson's *r* and ordinary least squares linear regression were the correct tools to use.

Descriptive Analysis of Study Variables

Table 2: The baseline descriptive statistics for the variables are presented.

Variable	Mean (M)	Standard Deviation (SD)	Verbal Interpretation
Media and Information Literacy (MIL)	3.84	0.42	High Level
Self-Regulated Learning (SRL)	3.12	0.51	Moderate Level
Academic Performance (General Average)	90.20%	2.15%	Outstanding





The descriptive data indicate that while Grade 7 students display high capacity in digital and media literacy skills, their internal self-regulation capabilities remain moderate. Concurrently, their actual school performance marks are outstanding.

Bivariate Correlation Analysis

To test the first null hypothesis (H01), Pearson correlation coefficients were computed across all three variables.

Table 3 Bivariate Correlation Matrix

Variables	(1) MIL	(2) SRL	(3) Academic Performance
(1) Media and Information Literacy	1.00	.38**	.14
(2) Self-Regulated Learning	—	1.00	.11
(3) Academic Performance	—	—	1.00

Note: Correlation is significant at the 0.01 level (2-tailed)

The correlation matrix reveals a significant positive relationship between Media and Information Literacy and Self-Regulated Learning ($r=.38, p<.01$). However, neither MIL ($r=.14, p>.05$) nor SRL ($r=.11, p>.05$) exhibited a statistically significant direct correlation with student Academic Performance. Therefore, H01 is partially accepted: there is a significant link between the independent variable and the mediator, but no direct correlation with school performance marks.

Path and Mediation Analysis

To test the second null hypothesis (H02), a mediation analysis was conducted using Hayes' PROCESS Macro (Model 4). This allowed us to split the total effect of MIL into direct and indirect pathways through SRL.

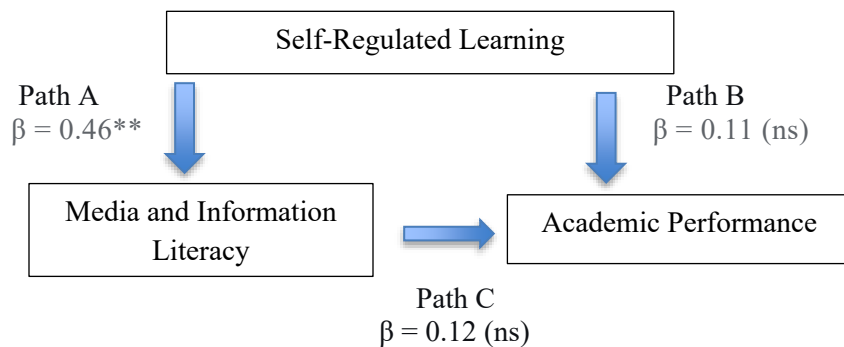


Figure 2. Empirical Regression Path Strengths of the Structural Model.

Table 4. Mediation Analysis Path Coefficients (PROCESS Model 4 Output)

Path Link Type	Regression Coefficient (β)	Standard Error (SE)	t-value	p-value	95% Confidence Interval (CI)
Path A (MIL $\rightarrow$ SRL)	0.46	0.11	4.18	.000	[.241, .678]
Path B (SRL $\rightarrow$ AP)	0.11	0.43	0.25	.803	[-.742, .961]



Path Link Type	Regression Coefficient (β)	Standard Error (SE)	t-value	p-value	95% Confidence Interval (CI)
Direct Path C (MIL $\rightarrow$ AP)	0.12	0.52	0.23	.818	[-.911, 1.152]
Indirect Effect (MIL $\rightarrow$ SRL $\rightarrow$ AP)	0.05	0.06	—	—	[-.071, .182]

The regression data indicate a significant positive predictive effect for Path A ($\beta=0.46, t=4.18, p<.001$), confirming that higher media literacy directly increases self-regulation scores. However, Path B was non-significant ($\beta=0.11, t=0.25, p=.803$), showing that SRL levels do not predict grades. The direct path C' was also non-significant ($\beta=0.12, t=0.23, p=.818$).

Crucially, the bootstrap confidence interval for the indirect effect ($\beta=0.05, SE=0.06$) crosses zero completely (95% BCa CI [-.071, .182]). Because zero falls within this confidence interval, the indirect mediation effect is statistically non-significant. Therefore, the second null hypothesis (H02) is fully accepted: Self-Regulated Learning does not mediate the relationship between Media and Information Literacy and Academic Performance.

Discussion

The results indicate a contextual contradiction wherein Grade 7 students achieved an exceptional mean academic performance of 90.20%, yet their self-regulated learning was merely moderate ($M = 3.12$). Furthermore, the mediation study indicated that self-regulated learning did not significantly moderate the association between media and information literacy and academic achievement. This outcome indicates that elevated grades in the current setting may not inherently signify robust learner autonomy, but rather may be influenced by systematic instructional support, instructor oversight, and compliance-driven classroom methodologies.

This discovery must be contextualized within the framework of the MATATAG Curriculum, which was implemented to alleviate learning competencies and enhance basic education. In a highly structured curriculum, Grade 7 students may achieve academic success as assignments are divided into clear, achievable phases. Consequently, students may achieve elevated marks by engaging in structured activities instead of through sophisticated individual planning, oversight, and introspection. This approach aligns with research indicating that academic accomplishment is affected by internal regulation as well as instructional design, assessment systems, and learning settings (Dent & Koenka, 2016; Dignath & Büttner, 2008; Panadero, 2017; Zimmerman, 2000).

The crucial connection between media and information literacy and self-regulated learning suggests that students with enhanced digital and information skills are more adept at organizing learning materials, assessing information, and managing technology-assisted tasks. This corroborates Social Cognitive Theory, which elucidates learning as an interplay among personal, behavioral, and environmental elements (Bandura, 1986). This is consistent with research indicating that digital literacy, information assessment, and strategic technology use can enhance learning management and metacognitive engagement (Azevedo & Gašević, 2019; Claro et al., 2012; Hatlevik et al., 2015; van Laar et al., 2017).

The insignificant correlation between self-regulated learning and academic achievement indicates that self-regulation has not yet served as an effective performance tool for these early secondary learners. This does not imply that self-regulated learning lacks significance. This suggests that Grade 7 pupils may still be cultivating the maturity required to translate planning, monitoring, and reflection into quantifiable academic results. Prior research indicates that self-regulated learning (SRL) is a more robust predictor of accomplishment in contexts that necessitate autonomy, perseverance, and strategic oversight (Broadbent & Poon, 2015; Dent & Koenka, 2016; Sitzmann & Ely, 2011; Winne & Hadwin, 1998). The prescribed





curriculum and intensive adult supervision in this study may have diminished the observable impact of self-regulated learning on academic performance.

The findings also contest the presumption that digital competence inherently enhances academic performance via self-regulated learning. Despite a substantial correlation between MIL and SRL, this internal mechanism did not result in improved report-card grades. This research reinforces the perspective that grades in highly structured educational systems may assess conformity, task fulfillment, and teacher-assisted performance rather than independent cognitive autonomy. Comparable apprehensions have been articulated in studies on assessment validity, digital learning, and the measurement of self-regulated learning, wherein observable performance may inadequately reflect learners' internal regulatory mechanisms (Azevedo & Gašević, 2019; Molenaar, 2022; Panadero, 2017; Pekrun et al., 2023).

The study enhances the literature by demonstrating that, within the MATATAG Curriculum, academic achievement among Grade 7 students may be externally supported rather than internally self-regulated. The findings suggest that schools should not presume that good grades inherently signify competence for independent learning. Teachers should intentionally integrate MIL activities with SRL practices, including goal setting, time management, progress monitoring, source evaluation, and reflection. This approach enables learners to progressively transition from structured compliance to authentic cognitive autonomy.

Conclusion

Based on the findings of the study, it can be said that Grade 7 students already have strong Media and Information Literacy skills and are performing very well academically, even though their Self-Regulated Learning skills are only at a moderate level. This shows that during early adolescence, these skills are still developing separately and are not yet strongly connected.

The study also shows that simply having good media and information literacy skills does not automatically help students become better at managing their own learning or improving their academic performance. In the same way, self-regulated learning skills among Grade 7 students are still developing and may not yet have a strong effect on their grades. This suggests that students may be performing well because of external support such as clear instruction from teachers, guidance from parents, and the strong value placed on education in the Philippine setting.

In addition, the study found that Self-Regulated Learning did not significantly explain the relationship between Media and Information Literacy and Academic Performance. This means that younger learners may not yet know how to use their digital and information skills to improve the way they study and learn independently.

Overall, the study highlights the importance of connecting Media and Information Literacy with self-regulation strategies in classroom teaching. Teachers and schools should not only help students develop digital skills but also guide them in using these skills to set goals, monitor their understanding, learn independently, and reflect on their progress. By doing this, students can gradually become more independent, responsible, and lifelong learners, which supports the goals of the MATATAG Curriculum.

Knowledge Contribution

To clearly illustrate how these localized findings advance existing educational theory, the schema below maps the study's primary breakthroughs against standard educational baseline models.



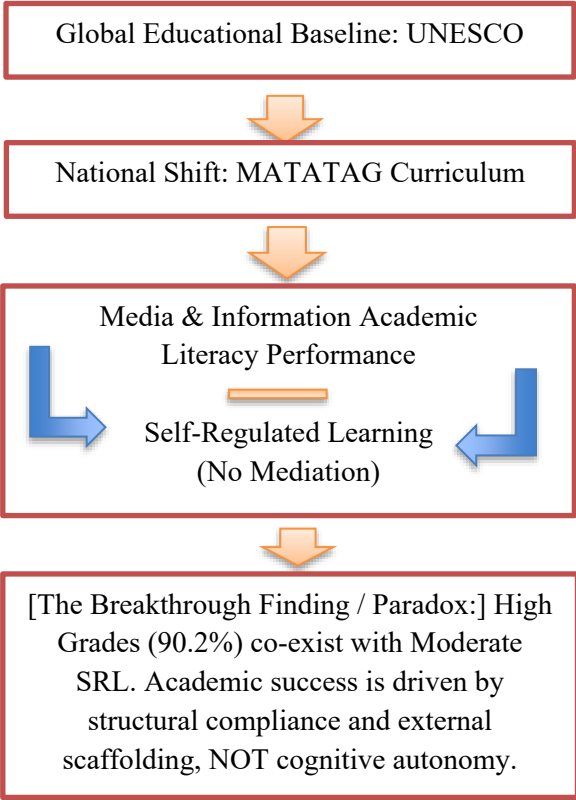


Figure 3. Visual Matrix of Structural Knowledge Breakthrough.

Dimension	Traditional Literature Baseline	This Study's Empirical Contribution
The Core Path	Assumes high digital literacy (<i>MIL</i>) naturally triggers self-regulation (<i>SRL</i>), which directly boosts school performance (<i>AP</i>).	Proves that in early secondary learners (Grade 7), <i>MIL</i> and <i>SRL</i> are highly correlated, but internalized self-regulation does not predict academic performance.
The Contextual Driver	Focuses on global digital standards or legacy K-12 academic frameworks.	Captures the immediate local realities of the MATATAG Curriculum transition amidst digital divide constraints in secondary schools.
The Pedagogical Reveal	Attributes high academic grades solely to a student's internal cognitive capabilities.	Reveals that high student grades (90.20%) are a product of external environmental structural supports (teacher scaffolding and strict parental compliance) rather than independent student maturity.

In conclusion, this study demonstrates that while Grade 7 learners under the MATATAG Curriculum exhibit high digital literacy skills and achieve outstanding academic marks, these two areas are not connected through internal self-regulated learning pathways. The statistical model confirms that self-regulation does not mediate the relationship between information literacy and final grades. Outstanding school performance in early secondary education is currently sustained by heavy teacher guidance and highly structured learning tasks, rather than independent student autonomy. Because these findings are



drawn from a localized public school sample, they apply specifically to regional settings adapting to major curriculum transitions while navigating digital access limitations.

Recommendations

1. School Administration and Institutional Execution

School principals, curriculum coordinators, and master teachers should work together to design and enforce an institutional monitoring framework called the Self-Regulation Scaffolding Matrix (SRSM). Rather than assuming that junior high school students can manage their digital workloads independently, school administrations should require that all hybrid and online assignments include structured planning sheets. Additionally, school leaders should allocate local funds to organize quarterly parent-teacher workshops. These sessions should train guardians in basic digital monitoring skills, ensuring that home supervision stays closely aligned with school performance goals.

2. Pedagogical Design and Curricular Competency Alignment

Classroom teachers must explicitly build self-regulation checkpoints directly into the Grade 7 MATATAG Curriculum framework, specifically targeting subjects like Language, Mathematics, and Science, where digital tasks are most frequent. Instead of assigning open-ended internet research projects that overwhelm young learners, teachers should use a micro-tasking pedagogical approach. This means breaking down large assignments into three distinct, separately graded steps: Information Sourcing (evaluating MIL), Progress Self-Monitoring (evaluating SRL), and Final Content Synthesis (evaluating Academic Performance). This structural change ensures that students systematically convert their reliance on teacher supervision into independent cognitive habits.

3. Directions for Future Research and Moderating Variables

Given the unexpected finding that excellent grades can coexist with only moderate self-regulation, future researchers should expand this mediation model to study key moderating forces. It is highly recommended that upcoming studies introduce Parental Digital Mediation (PDM) and Teacher Scaffolding Intensity (TSI) as specific moderators between SRL and Academic Performance ($SRL \times PDM \rightarrow AP$). Finally, conducting a follow-up qualitative or mixed-methods study using individual interviews with Grade 7 learners would help uncover the hidden behavioral choices students make when navigating highly structured school environments.

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