**DIDACTIC TEACHING APPROACH AND METACOGNITIVE AWARENESS**

**OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS**

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Chapter 1: Introduction

The chapter introduces the **didactic teaching approach**, a method emphasizing direct instruction through structured and teacher-centered lessons. This approach is designed to ensure the effective delivery of knowledge by presenting clear objectives and guiding learners through carefully planned steps (Clark, 2020). Didactic teaching often relies on lectures, demonstrations, and practice exercises to facilitate comprehension and mastery of content. While this approach has been criticized for being rigid and less interactive, its ability to provide clarity and consistency makes it valuable, particularly in subjects requiring foundational knowledge and skills (Larsen & Lock, 2019).

Alongside this, the concept of **metacognitive awareness** is explored. Metacognitive awareness refers to an individual's understanding and regulation of their own thought processes, including planning, monitoring, and evaluating their learning strategies (Schraw & Dennison, 2020). It empowers learners to recognize their cognitive strengths and weaknesses, adapt their learning strategies, and engage deeply with educational content (Dignath et al., 2021). For instance, students with high metacognitive awareness are better equipped to approach complex tasks systematically and assess their progress, thereby improving their academic performance and problem-solving abilities.

The interplay between didactic teaching and metacognitive awareness can significantly enhance teaching and learning outcomes. Didactic teaching provides the structured framework within which metacognitive strategies can be explicitly taught and practiced. For example, teachers can integrate metacognitive prompts, such as reflective questioning and self-assessment activities, into their lessons to encourage students to think about their learning processes (Turan & Akdag-Cimen, 2020). This integration not only promotes critical thinking but also fosters a culture of lifelong learning by equipping students with the skills needed to navigate various learning contexts independently.

Moreover, combining didactic teaching with metacognitive awareness can prepare students for active civic engagement by developing their capacity for critical analysis, empathy, and informed decision-making. In an increasingly complex and interconnected world, these skills are essential for addressing societal challenges and contributing meaningfully to community development (Meyer et al., 2021). For instance, students trained to reflect on their thought processes and actions are more likely to engage in constructive dialogues, challenge biases, and advocate for inclusive policies.

This dual approach aims to create a more adaptable and reflective learning environment. It encourages students to take ownership of their learning while benefiting from the structure and guidance provided by didactic instruction. Such an environment not only supports individual academic success but also has broader societal implications. As students become more metacognitively aware and critically engaged, they are better equipped to tackle complex real-world problems, fostering innovation and resilience within their communities.

*Review of Significant Literature*

The literature review provides a comprehensive analysis of didactic teaching and metacognitive awareness, exploring their individual strengths and the synergies they create when combined to enhance teaching effectiveness and foster student learning.

*Didactic teaching* is a structured, teacher-centered approach focused on delivering clear and detailed instruction. Research underscores its effectiveness in conveying complex information, particularly in disciplines requiring a foundational understanding of concepts and procedures (Larsen & Lock, 2019). However, while didactic teaching is effective for ensuring clarity and consistency, scholars argue that it must evolve to include strategies that engage students actively in their learning processes. One way to achieve this is by integrating metacognitive practices into the didactic framework, which can enhance not only the delivery but also the reception and application of knowledge (Clark, 2020).

*Metacognitive awareness* refers to individuals’ ability to understand, regulate, and reflect on their thought processes. In the context of education, it allows both teachers and students to evaluate their strategies, adapt approaches, and engage in deeper learning (Schraw & Dennison, 2020). For teachers, metacognitive awareness involves reflecting on their instructional methods, identifying areas for improvement, and adjusting their approaches to cater to diverse learner needs. By modeling reflective thinking, teachers can demonstrate how to approach problems critically and systematically, encouraging students to adopt these practices (Turan & Akdag-Cimen, 2020).

The literature highlights that the combination of didactic teaching and metacognitive awarenes not only enhances instructional effectiveness but also fosters an environment where students are empowered to take control of their learning journey. When teachers move beyond controlling students and instead focus on empowering them, they cultivate opportunities for creativity, self-direction, and deeper engagement (Dignath et al., 2021). For instance, embedding metacognitive prompts within structured lessons encourages students to assess their understanding, question their assumptions, and refine their approaches to problem-solving.

Furthermore, fostering metacognitive awareness among students is linked to improved academic outcomes and the development of lifelong learning skills. Students who are equipped with metacognitive strategies demonstrate greater resilience and adaptability, enabling them to navigate both academic and real-world challenges effectively (Meyer et al., 2021). This shift from a passive to an active learning paradigm aligns with contemporary educational goals that prioritize critical thinking, collaboration, and innovation over rote memorization and standardized instruction.

In conclusion, the literature emphasizes the importance of integrating metacognitive awareness within the didactic teaching framework to create a balanced and transformative educational approach. Such integration not only supports academic achievement but also nurtures students’ ability to think critically, act independently, and engage deeply with their learning experiences.

*Theoretical and Conceptual Framework*

This study is grounded in two foundational theories: Jacobs and Paris' (1987) Didactic Teaching Approach Theory and Vélaz and Pastoriza's (2003) Empowerment Theory. Together, these theories provide a robust foundation for examining the role of didactic teaching and metacognitive awareness in public elementary schools in the Caraga District.

Jacobs and Paris' Didactic Teaching Approach Theory emphasizes structured, teacher-led instruction while promoting meaningful relationships within educational environments. The theory highlights the importance of collaboration and participation, suggesting that didactic teaching is most effective when it fosters interactive learning experiences. While traditionally associated with teacher-centered methods, the theory also aligns with contemporary practices that integrate active engagement and reflective strategies, enabling both teachers and students to enhance their learning processes (Clark, 2020). The study operationalizes this framework by exploring the components of operation, application, innovation, and demonstration, examining how these elements influence the effectiveness of didactic teaching in elementary classrooms.

In tandem, Vélaz and Pastoriza's Empowerment Theory underlines the necessity of enabling individuals to gain control and power over their learning to achieve both personal and collective aspirations. This theory emphasizes that empowering learners fosters independence, creativity, and resilience, which are critical for navigating modern educational and societal challenges (Dignath et al., 2021). Empowerment is particularly relevant in the context of metacognitive awareness, as it involves equipping students with the skills to plan, monitor, control, and evaluate their learning strategies. By promoting a sense of ownership and self-direction, empowerment theory aligns with the broader goal of preparing students for lifelong learning and active civic participation (Turan & Akdag-Cimen, 2020).

The conceptual framework integrates these theories to explore the interplay between didactic teaching and metacognitive awareness. The framework posits that didactic teaching, when enhanced by reflective practices, can improve student outcomes by promoting structured learning environments that support critical thinking and self-regulation. Specifically, the study examines:

*Didactic Teaching:* Analyzing its components of \*\*operation, applications, innovation, and demonstration\*\* to understand how structured instructional strategies can be made more dynamic and interactive.

*Metacognitive Awareness*: Focusing on \*\*eloquence, planning, monitoring, controlling, and evaluating\*\*, which represent the processes students engage in to become active participants in their learning.

By applying these components within the context of public elementary schools in the Caraga District, the framework seeks to uncover practical strategies for improving both teaching and learning. The integration of these theories addresses the dual objectives of providing effective, structured instruction while cultivating independent, reflective learners capable of adapting to diverse educational and real-world challenges.

*Statement of the Problem*

The study aims to examine the didactic teaching approach and metacognitive awareness of teachers in public elementary schools in the Caraga District, Davao Oriental. Specifically, it seeks to assess the extent to which teachers employ the didactic teaching approach, focusing on its core components—operation, applications, innovations, and demonstration—and evaluate the levels of metacognitive awareness among teachers, considering key dimensions such as eloquence, planning, monitoring, controlling, and evaluating.

Furthermore, the study explores the relationship between the didactic teaching approach and metacognitive awareness, aiming to identify significant correlations. It also investigates which specific domains of the didactic teaching approach have the most substantial influence on teachers' metacognitive awareness. The findings of this research aim to provide valuable insights for enhancing teaching strategies and fostering reflective practices in educational settings.

*Hypothesis*

Two null hypotheses were tested: (1) there is no significant relationship between didactic teaching and metacognitive awareness of teachers, and (2) none of the domains of didactic teaching significantly influence metacognitive awareness.

Significance of the Study

The study's findings hold significant value for DepEd officials, school administrators, teachers, and future researchers. By providing actionable insights into improving teaching effectiveness and promoting metacognitive awareness, the research contributes to the enhancement of teacher-student relationships and the development of more cohesive and dynamic work environments.

For *DepEd officials*, the findings can inform policy-making and professional development programs, ensuring that educational strategies align with contemporary demands for reflective and adaptive teaching practices. \*\*School administrators\*\* can utilize these insights to design targeted interventions and training workshops that empower teachers to integrate metacognitive strategies into their instructional approaches, ultimately creating more supportive and effective learning environments.

For *teachers*, the study emphasizes the importance of fostering metacognitive awareness not only in their students but also in their professional practices. By cultivating self-reflection, teachers can improve their instructional methods, better address diverse learner needs, and build stronger, more meaningful connections with students.

Finally, the research provides a valuable foundation for future researchers, offering a framework for exploring the interplay between didactic teaching and metacognitive awareness in various educational contexts. It opens avenues for further investigation into how these approaches can be tailored to suit different age groups, cultural settings, and subject areas, ensuring broader applicability and impact.

Overall, this study contributes to the creation of effective, inclusive, and adaptable learning environments that prioritize both academic achievement and the holistic development of learners, aligning with the broader goals of 21st-century education.

*Definition of Terms*

Key terms are defined to establish a common understanding: Didactic teaching approach involves structured methods used in classrooms, focusing on elements like operation, applications, innovations, and demonstration. Metacognitive awareness refers to self-reflecting on learning processes to understand and improve them, emphasizing aspects like planning, monitoring, and evaluating.

**Chapter 2: Methods**

This chapter details the methodology used in the study, focusing on research design, participants, instruments, data gathering, and analysis related to the didactic teaching approach and metacognitive awareness of teachers in public elementary schools in Caraga District, Davao Oriental.

*Research Design*

The study employed a non-experimental quantitative design with a correlational method to explore the relationship between didactic teaching and metacognitive awareness. This design was chosen to provide a snapshot of the current status of these variables within the context of public elementary schools in the Caraga District and to investigate potential associations between them without manipulating the study environment.

By focusing on a correlational approach, the research aimed to identify whether and to what extent a relationship exists between the two constructs, offering insights into how they may influence one another. The data collected was quantitative, enabling objective and precise analysis through numerical representation. Standardized surveys were utilized as the primary data collection tool, ensuring consistency and reliability in responses while minimizing biases in interpretation.

The quantitative design also allowed for the use of statistical methods to analyze patterns and relationships, providing evidence-based conclusions about the interplay between didactic teaching practices and levels of metacognitive awareness. This approach ensured that findings were grounded in measurable outcomes, reinforcing the study's validity and its contribution to educational research.

*Research Respondents*

The research respondents consisted of 163 teachers from public elementary schools in the Caraga District, Davao Oriental. The study employed a universal sampling method, which included all eligible teachers who had been serving in public schools for at least three years. This sampling technique was chosen to ensure a comprehensive representation of the teaching population, as it captured the perspectives and experiences of all qualified individuals within the target group.

By incorporating all eligible teachers, the study minimized sampling bias and provided a robust dataset that reflects the broader realities of didactic teaching and metacognitive awareness in the district. The selection criteria emphasized teachers with at least three years of experience, as this timeframe was considered sufficient to develop professional practices and insights relevant to the study's objectives. The inclusion of respondents during the school year 2022-2023 further ensured the findings were contextually relevant and aligned with current educational practices and challenges.

This inclusive approach strengthens the study's generalizability within the Caraga District, offering valuable insights for stakeholders aiming to enhance teaching effectiveness and learning environments in similar educational settings.

*Research Instruments*

The study utilized a questionnaire as the primary research instrument, which was adopted from various established sources and carefully contextualized to reflect the specific educational setting of public elementary schools in the Caraga District. The instrument underwent a rigorous process of validation by experts to ensure its relevance, clarity, and alignment with the study's objectives. Additionally, it was pilot tested to assess reliability, achieving a Cronbach’s Alpha of .749, indicating acceptable internal consistency.

The questionnaire comprised 45 items distributed across 9 indicators that captured key aspects of didactic teaching and metacognitive awareness. These indicators were designed to provide a comprehensive assessment of teaching practices and cognitive self-regulation strategies. A Likert scale was employed for scoring, with response options ranging from "Poor" to "Very High", allowing for the evaluation of participants' perceptions of the degree of implementation of didactic teaching approaches and the level of metacognitive awareness.

This instrument's robust design and validation ensured that the data collected was both reliable and meaningful, enabling an accurate analysis of the relationship between the two variables under investigation. By tailoring the instrument to the local context, the study enhanced its applicability and ensured that the results were reflective of the unique dynamics within the Caraga District's public elementary schools.

*Data Gathering Procedure*

The data gathering procedure followed a systematic approach to ensure ethical compliance and the accuracy of the collected data. The researcher began by seeking formal permission from relevant educational authorities, including the DepEd division office and school administrators, to distribute the questionnaires within the Caraga District's public elementary schools. This step ensured that the study adhered to institutional policies and gained the necessary support for smooth implementation.

The researcher personally administered the questionnaires to the respondents, providing clear instructions and addressing any questions to ensure proper understanding of the items. This hands-on approach also helped establish rapport with the participants, encouraging honest and thoughtful responses. Respondents were assured of the confidentiality of their answers, fostering a sense of trust and further ensuring the reliability of the data.

After the questionnaires were completed, the responses were systematically collected, collated, and tabulated to prepare the dataset for statistical analysis. The researcher ensured that the data was organized accurately and comprehensively, minimizing potential errors during the analysis phase. Once prepared, the data underwent statistical treatment and interpretation to address the research objectives and identify patterns, relationships, and insights related to didactic teaching and metacognitive awareness.

By taking these steps, the study ensured that the data gathering process was both ethical and efficient, producing a reliable foundation for meaningful analysis and interpretation.

*Data Analysis*

The data analysis in this study employed a structured and systematic approach to ensure the reliability and validity of the findings, particularly concerning the relationship between didactic teaching and metacognitive awareness in the context of public elementary education. The following statistical tools were utilized:

*Mean:* The mean was calculated to determine the levels of both didactic teaching and metacognitive awareness among the respondents. By analyzing the average scores across the indicators, this measure provided a clear overview of the prevailing practices and perceptions related to these two constructs.

*Pearson Product-Moment Correlation:* This statistical method was used to examine the relationship between didactic teaching and metacognitive awareness. The correlation analysis helped identify whether a significant association existed between these variables and the direction and strength of this relationship, offering insights into how these constructs influence one another in practice.

*Regression Analysis*: Regression analysis was conducted to explore the influence of didactic teaching on metacognitive awareness among teachers. This analysis aimed to determine the extent to which variations in didactic teaching practices could predict or explain changes in metacognitive awareness. It provided deeper insights into the potential causal relationship and practical implications for improving educational practices.

By employing these analytical methods, the study was able to comprehensively address its objectives. The use of multiple statistical tools ensured a robust analysis, offering nuanced insights into the interplay between didactic teaching and metacognitive awareness. These findings contribute to a better understanding of how teaching practices impact cognitive regulation and reflective thinking in public elementary education, paving the way for informed interventions and policy recommendations.

**Chapter 3: Results and Discussions**

This chapter presents the results of the data gathered on the didactic teaching approach and metacognitive awareness of teachers in public elementary schools. It provides a comprehensive discussion of the findings, highlighting their implications for teaching effectiveness and learning outcomes.

Didactic Teaching Approach Operation

The analysis of didactic teaching in terms of operation yielded a high mean rating of 4.01, indicating that teachers frequently employ manipulative techniques to engage students in hands-on learning. These practices align with Jean Piaget’s cognitive development theory, emphasizing the importance of concrete, pictorial, and abstract levels of learning to support concept exploration. This finding underscores the role of active engagement in fostering deeper comprehension and skill acquisition among learners.

*Applications*

In the applications domain, a mean rating of 3.65 suggests that teachers actively incorporate activities encouraging students to apply principles and solve problems. By focusing on the transfer of knowledge to real-world scenarios, teachers ensure that learners can effectively utilize acquired knowledge. This finding reflects Bloom’s taxonomy, which prioritizes the application of knowledge as a critical step in higher-order thinking and problem-solving.

**Innovation**

The innovation aspect of teaching received a high mean rating of 4.07, highlighting teachers' emphasis on creativity, exploration, and connecting learning to opportunities beyond the classroom. This finding aligns with the growing recognition of the need for innovative teaching strategies to maintain engagement and relevance in education. Encouraging innovation in teaching fosters a dynamic learning environment that motivates both teachers and students to pursue excellence.

*Demonstration*

The demonstration component also scored highly, with a mean rating of 4.01. Teachers frequently use demonstrations to model effective teaching practices and promote professional behavior. This approach supports reflective learning and aligns with standards such as those from the National Board for Professional Teaching Standards, which advocate for modeling best practices in education.

*Summary of the Didactic Teaching Approach*

The overall mean score for the didactic teaching approach across all domains was 3.94, indicating that these approaches are widely and consistently applied. This reinforces the idea that effective teaching strategies significantly shape learning outcomes, emphasizing the role of structured instruction in achieving educational goals.

Metacognitive Awareness of Teachers

*Eloquence*

Teachers exhibited a high level of metacognitive awareness in eloquence, with a mean rating of 4.11. This reflects their ability to deeply understand students, create safe learning environments, and analyze data to inform teaching practices. Eloquence in teaching supports clear communication and builds trust, contributing to a productive learning atmosphere.

*Planning*

The level of metacognitive awareness in planning was rated moderately high, with a mean rating of 3.35. This finding indicates room for improvement in strategic lesson planning to ensure alignment with classroom goals and learning standards. Planning is a foundational element of metacognitive awareness, as it involves anticipating challenges and designing activities to address diverse learner needs.

*Monitoring*

The monitoring component achieved a high mean rating of 4.01, demonstrating teachers' ability to assess individual progress and adapt instruction as necessary. Effective monitoring aligns with reflective practices, enabling teachers to provide timely interventions and support differentiated learning.

*Controlling*

The ability to control the classroom was rated highly, with a mean rating of 4.01, highlighting teachers' capability to maintain a conducive learning environment. Teachers demonstrated the use of patience and humor to manage classroom dynamics effectively, fostering a positive atmosphere that encourages participation and collaboration.

Evaluating

The evaluating domain received a high mean rating of 3.85, indicating that teachers effectively utilize multiple sources of feedback to refine their teaching practices. Evaluation is critical in metacognition, as it provides insights into the effectiveness of instructional strategies and informs continuous improvement.

Significance of the Relationship Between Didactic Teaching and Metacognitive Awareness

The study revealed a significant relationship between the didactic teaching approach and metacognitive awareness among teachers, with a high correlation value of 0.856. This finding underscores the interdependence of structured teaching strategies and reflective thinking in enhancing instructional effectiveness. Teachers who apply didactic techniques systematically are more likely to develop a higher level of metacognitive awareness, which, in turn, supports adaptive and responsive teaching practices.

*Domains of Didactic Teaching Influencing Metacognitive Awareness*

The regression analysis indicated that the domains of didactic teaching significantly influence metacognitive awareness, with a computed r-value of 1.134. This result highlights the critical role of operation, applications, innovations, and demonstration in fostering teachers’ ability to reflect on, regulate, and refine their instructional methods. By integrating diverse teaching strategies, educators can enhance their metacognitive skills, ultimately benefiting both their professional development and student outcomes.

*Implications of the Findings*

The findings suggest that prioritizing both structured teaching approaches and the development of metacognitive awareness can transform educational practices. These results provide valuable insights for stakeholders, including school administrators, educational policymakers, and teacher training institutions, emphasizing the importance of empowering teachers with strategies that blend effective instruction with reflective practice.

**Chapter 4: Conclusions and Recommendations**

This chapter presents the summary of findings, conclusions, and recommendations of the study on the didactic teaching approach and metacognitive awareness of teachers in public elementary schools. The study aimed to determine the levels of didactic teaching approach and metacognitive awareness among teachers, using a non-experimental quantitative research design with a correlation method.

Summary of Findings

The findings indicated that the didactic teaching approach of teachers, including aspects such as operation, applications, innovations, and demonstration, was rated as high and was frequently applied. This suggests that effective teaching is influenced more by the attributes of instruction rather than student characteristics.

Similarly, the metacognitive awareness of teachers, measured in terms of eloquence, planning, monitoring, controlling, and evaluating, was also found to be high and frequently manifested. This awareness enables teachers to help students become more mindful of their learning processes, including what they are learning, why, and how they can apply these skills in different situations.

The analysis further revealed a significant relationship between the didactic teaching approach and metacognitive awareness of teachers, implying that better teaching methods enhance metacognitive skills. Additionally, the study found that the domains of didactic teaching significantly influenced the metacognitive awareness of teachers, emphasizing the interconnectedness of effective teaching practices and reflective awareness.

*Conclusions*

Based on the findings, the following conclusions were drawn:

*Effectiveness of Didactic Teaching*

Teachers in public elementary schools effectively apply didactic teaching strategies, particularly in operation, innovation, and demonstration. These strategies contribute to creating structured and engaging learning environments. This finding aligns with Clark (2020), who emphasizes the importance of direct instruction in facilitating foundational learning and skill development.

*Reflective Practices Among Teachers*

Teachers exhibit a high level of metacognitive awareness, particularly in their ability to monitor, control, and evaluate their teaching practices. However, the moderate score in planning suggests a need for enhanced focus on strategic lesson preparation. According to Schraw and Dennison (2020), metacognitive practices such as monitoring and evaluation are critical for effective teaching, but planning often requires additional scaffolding to improve outcomes.

*Interdependence of Teaching and Metacognitive Awareness*

The strong correlation between didactic teaching and metacognitive awareness underscores the symbiotic relationship between effective instructional methods and reflective thinking. Structured teaching approaches significantly enhance teachers' ability to adapt and regulate their practices, ultimately improving student outcomes. This finding is supported by Turan and Akdag-Cimen (2020), who highlight that metacognitive skills are critical in enabling teachers to adjust instructional strategies based on real-time feedback and student needs.

*Implications for Professional Development*

The findings highlight the importance of integrating metacognitive training into teacher development programs to further enhance reflective teaching practices and support continuous professional growth. As noted by Dignath et al. (2021), professional development programs focusing on self-regulation and reflective strategies empower teachers to create more dynamic and responsive learning environments.

*Recommendations*

Based on the findings and conclusions of the study, the following recommendations are offered:

The Department of Education should work towards improving the didactic teaching approach of teachers in public elementary schools, particularly focusing on areas like understanding concepts at the physical, concrete level before moving to abstract representations.

Teachers should enhance their metacognitive awareness, particularly in understanding their students beyond mere academic data, by acquiring a deeper knowledge of students' backgrounds, friendships, and personal circumstances.

School heads should support improvements in both didactic teaching and metacognitive awareness, particularly in areas where teachers need help with organizing their lessons effectively and managing classroom tasks.

Future researchers are encouraged to expand on this study by covering additional aspects of didactic teaching and metacognitive awareness, which can provide a more comprehensive understanding of these factors in public elementary schools.

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