www.ijprems.com
editor@ijprems.com

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 04, Issue 11, November 2024, pp : 1360-1368

e-ISSN : 2583-1062
Impact Factor : 7.001

DIDACTIC TEACHING APPROACH AND METACOGNITIVE AWARENESS OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

Nemia S. Macahine[1]

[1]Researcher, The Rizal Memorial Colleges, Inc.

ABSTRACT

This study investigates the relationship between the didactic teaching approach and metacognitive awareness among public elementary school teachers in the Caraga District, Davao Oriental. Didactic teaching, a structured and teacher-centered instructional method, emphasizes clarity, consistency, and foundational knowledge delivery through operation, application, innovation, and demonstration strategies. Metacognitive awareness, defined as the ability to understand and regulate one's cognitive processes, enhances teaching by enabling educators to reflect on, adapt, and refine their instructional practices. By integrating these two approaches, teachers can create learning environments that foster student engagement, critical thinking, and lifelong learning skills. A non-experimental quantitative research design with a correlational method was employed, involving 163 teachers selected through universal sampling. Data were collected using a validated questionnaire with a Cronbach's Alpha of .749, ensuring reliability. Statistical analyses, including mean computation, Pearson Product-Moment Correlation, and regression analysis, were conducted to explore relationships and predictors of metacognitive awareness. Results revealed high levels of both didactic teaching and metacognitive awareness among teachers. Domains such as innovation and demonstration in didactic teaching were particularly influential in fostering metacognitive skills. The correlation analysis demonstrated a strong positive relationship ($r = 0.856$), indicating that effective didactic practices significantly enhance teachers' metacognitive awareness.

The findings highlight the critical interplay between structured instruction and reflective thinking, suggesting that integrating metacognitive strategies into didactic teaching can transform educational practices. Teachers who adopt this dual approach are better equipped to create inclusive, dynamic, and effective learning environments. This study provides actionable insights for DepEd policymakers, school administrators, and teacher training institutions, advocating for professional development programs that combine structured teaching methods with metacognitive training. These recommendations aim to elevate teaching effectiveness, student engagement, and overall learning outcomes in public elementary schools.

Keywords: Didactic teaching approach, metacognitive awareness, structured instruction, reflective teaching, public elementary education.

1. INTRODUCTION

Introduction to the Didactic Teaching Approach

This chapter introduces the didactic teaching approach, a method that prioritizes direct instruction through structured and teacher-centered lessons. By focusing on clearly defined objectives and guiding learners through systematically planned steps, this approach ensures the effective delivery of knowledge (Clark, 2020). It emphasizes clarity and consistency, often employing techniques such as lectures, demonstrations, and practice exercises to support students in developing a solid understanding and mastery of content.

Although the didactic teaching approach has faced criticism for being rigid and lacking interactivity, its strengths lie in its ability to provide a structured framework for learning. This makes it particularly valuable in disciplines or subjects where foundational knowledge and skills are essential for further progression. As noted by Larsen and Lock (2019), the clarity and systematic nature of this approach are indispensable for fostering comprehension in areas requiring precision and accuracy, underscoring its ongoing relevance in education

Alongside the didactic teaching approach, the concept of metacognitive awareness is explored as a critical element of effective learning. Metacognitive awareness refers to an individual's ability to understand and regulate their own cognitive processes, encompassing activities such as planning, monitoring, and evaluating learning strategies (Schraw & Dennison, 2020). This awareness empowers learners to identify their cognitive strengths and weaknesses, adapt strategies as needed, and engage more meaningfully with educational content (Dignath et al., 2021). For example, students with high metacognitive awareness are better equipped to approach complex tasks systematically, assess their progress effectively, and refine their approaches to enhance academic performance and problem-solving capabilities.

The interplay between didactic teaching and metacognitive awareness holds the potential to significantly enhance both teaching and learning outcomes. Didactic teaching offers a structured framework that supports the explicit teaching and practice of metacognitive strategies. Within this framework, teachers can introduce metacognitive prompts, such as

reflective questioning, self-assessment activities, and goal-setting exercises, to encourage students to think critically about their learning processes (Turan & Akdag-Cimen, 2020).

This integration creates a synergistic effect: while the structured nature of didactic teaching ensures clarity and consistency, the incorporation of metacognitive strategies fosters deeper engagement, critical thinking, and self-regulation among learners. Moreover, it promotes a culture of lifelong learning by equipping students with the tools needed to navigate diverse and evolving educational contexts independently. By combining these approaches, educators can create dynamic and responsive learning environments that empower students to achieve their fullest potential.

The combination of didactic teaching and metacognitive awareness offers transformative potential beyond academic success, equipping students for active civic engagement. This dual approach fosters essential skills such as critical analysis, empathy, and informed decision-making—key competencies for addressing the multifaceted challenges of an increasingly complex and interconnected world (Meyer et al., 2021). For example, students who are trained to reflect on their thought processes and actions are more likely to engage in constructive dialogues, challenge preconceived biases, and advocate for inclusive and equitable policies.

By integrating structured instruction with reflective practices, educators create a learning environment that encourages students to take ownership of their learning journey. Didactic teaching provides the foundational knowledge and clear objectives necessary for understanding societal issues, while metacognitive awareness empowers students to think critically about their roles and responsibilities in a broader societal context. This adaptable and reflective learning environment supports individual academic achievement and nurtures socially conscious and proactive individuals.

The societal implications of this approach are profound. As students become more metacognitively aware and critically engaged, they are better equipped to tackle complex real-world problems, such as climate change, social inequality, and technological disruption. This fosters a culture of innovation, resilience, and community-oriented problem-solving. Ultimately, combining didactic teaching with metacognitive strategies contributes to shaping individuals who are not only academically competent but also ethically grounded and socially responsible, ready to drive positive change in their communities and beyond.

2. 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.

The Role of Didactic Teaching in Education

Didactic teaching is a structured, teacher-centered instructional approach that emphasizes the clear and detailed delivery of content. This method has been widely recognized for its effectiveness in conveying complex information, particularly in disciplines where a strong foundational understanding of concepts and procedures is essential (Larsen & Lock, 2019). By providing a well-organized framework, didactic teaching ensures that learners receive consistent and accurate instruction, reducing ambiguity and enhancing comprehension.

Despite its strengths, scholars argue that the traditional didactic approach must evolve to meet the demands of modern education. While clarity and structure are critical, these alone may not be sufficient to engage students fully in their learning processes. Active engagement requires students to think critically, interact with content meaningfully, and take ownership of their learning. To address this, integrating metacognitive practices into the didactic framework presents a promising solution.

As noted by Clark (2020), incorporating metacognitive strategies into didactic teaching enhances both the delivery and the reception of knowledge. For instance, embedding reflective activities, self-assessment tools, and guided questioning within structured lessons can encourage students to monitor their understanding, identify gaps, and apply knowledge in varied contexts. This integration not only enriches the learning experience but also equips students with skills for lifelong learning, fostering adaptability and independence in a rapidly changing world.

Metacognitive Awareness in Education

Metacognitive awareness encompasses the ability to understand, regulate, and reflect on one's thought processes. In education, it serves as a critical tool for both teachers and students, enabling them to evaluate strategies, adapt approaches, and engage in deeper, more meaningful learning (Schraw & Dennison, 2020). For teachers, metacognitive awareness involves a continuous process of reflecting on instructional methods, identifying areas for improvement, and tailoring their approaches to address the diverse needs of learners. By modeling this reflective thinking, teachers provide students with a framework for tackling problems critically and systematically (Turan & Akdag-Cimen, 2020).

The literature underscores the synergistic potential of combining didactic teaching with metacognitive awareness. This approach not only enhances instructional effectiveness but also creates an environment where students are empowered

to take control of their learning journeys. Moving beyond a directive teaching model to one that fosters student empowerment enables creativity, self-direction, and deeper engagement (Dignath et al., 2021). For instance, integrating metacognitive prompts—such as reflective questions, self-assessments, and guided goal-setting—within structured lessons encourages students to evaluate their understanding, challenge their assumptions, and refine their problem-solving strategies.

Fostering metacognitive awareness among students has been shown to correlate strongly with improved academic outcomes and the development of lifelong learning skills. Students equipped with metacognitive strategies exhibit greater resilience, adaptability, and the ability to navigate both academic and real-world challenges effectively (Meyer et al., 2021). This shift from passive to active learning aligns with contemporary educational objectives that emphasize critical thinking, collaboration, and innovation over rote memorization and standardized instruction. By embedding metacognitive practices into structured teaching, educators can prepare students not only for academic success but also for meaningful contributions to society.

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.

3. 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.

4. 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.

5. 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.

Broadened Summary of Findings

The findings of this study revealed that the didactic teaching approach employed by teachers, encompassing elements such as operational strategies, practical applications, innovative practices, and demonstrative techniques, was consistently rated as high and frequently utilized in educational settings. This underscores the critical role that instructional methods and teaching attributes play in shaping effective teaching outcomes, suggesting that the quality of instruction has a greater impact on student success than individual student characteristics alone.

In parallel, the study also highlighted the metacognitive awareness of teachers, assessed through dimensions such as eloquence in communication, strategic planning, ongoing monitoring of learning progress, effective control over instructional activities, and evaluative practices. This metacognitive awareness was similarly rated as high and frequently observed among teachers. Such awareness allows educators to support students in becoming more self-aware and reflective learners. It enables them to better understand what they are learning, why it is relevant, and how they can transfer these skills to various contexts, fostering deeper and more meaningful educational experiences.

Moreover, the analysis demonstrated a significant relationship between the didactic teaching approach and the metacognitive awareness of teachers. This relationship suggests that teaching practices rooted in strong instructional methods can directly enhance teachers' ability to reflect on and adapt their teaching processes. Furthermore, the study found that specific domains within the didactic teaching approach—such as the integration of innovative practices or

the application of operational strategies—exerted a significant influence on teachers' metacognitive awareness. This finding emphasizes the interconnectedness of effective teaching methodologies and reflective practice, highlighting the need for a balanced approach that combines instructional excellence with a focus on metacognition to achieve optimal educational outcomes.

Conclusions

Based on the findings, the following conclusions were drawn:

Effectiveness of Didactic Teaching

Teachers in public elementary schools demonstrate a high level of effectiveness in applying didactic teaching strategies, particularly in operational execution, fostering innovation, and employing demonstrative techniques. These strategies play a crucial role in establishing structured, interactive, and engaging learning environments that support student comprehension and skill acquisition. By focusing on clear instruction and practical demonstrations, teachers are able to break down complex concepts into manageable components, making learning more accessible and meaningful for students.

This finding resonates with the conclusions of Clark (2020), who highlights the pivotal role of direct instruction in fostering foundational learning and skill development. According to Clark, well-structured teaching methods, like those observed in the study, not only provide clarity and direction but also serve as a cornerstone for building higher-order thinking skills. These strategies, when consistently applied, enable students to grasp key concepts, practice application, and develop the confidence necessary for independent learning, further reinforcing the value of didactic teaching in educational settings.

Reflective Practices Among Teachers

Teachers exhibit a high level of metacognitive awareness, particularly in their ability to monitor, control, and evaluate their teaching practices. These skills enable them to assess their instructional effectiveness in real-time, make necessary adjustments, and reflect on their approaches to ensure optimal learning outcomes for their students. Such capabilities are essential for fostering adaptive teaching practices and creating dynamic classroom environments.

However, the findings indicate a moderate score in the area of planning, suggesting that while teachers excel in responsive and evaluative aspects of metacognition, there is room for improvement in the strategic preparation of lessons. Effective lesson planning serves as the foundation for successful teaching, as it aligns learning objectives with appropriate instructional strategies and resources.

This observation aligns with Schraw and Dennison (2020), who underscore the critical role of metacognitive practices, particularly monitoring and evaluation, in promoting effective teaching. They also emphasize that planning often requires additional scaffolding and support, such as professional development or collaborative planning opportunities, to enhance outcomes. Addressing this gap can strengthen teachers' overall metacognitive abilities, equipping them to design more intentional and impactful learning experiences..

Interdependence of Teaching and Metacognitive Awareness

The strong correlation between didactic teaching and metacognitive awareness highlights the symbiotic relationship between effective instructional methods and reflective thinking. Structured teaching approaches, such as direct instruction and demonstrative strategies, not only provide clarity and consistency in delivering content but also enhance teachers' ability to adapt and regulate their practices. This adaptability is crucial for responding to diverse classroom dynamics and individual student needs, ultimately leading to improved educational outcomes.

This finding aligns with Turan and Akdag-Cimen (2020), who emphasize the importance of metacognitive skills in teaching. These skills enable educators to continuously assess their instructional methods, interpret real-time feedback, and make informed adjustments to their strategies. By integrating metacognitive awareness with structured didactic approaches, teachers can better align their practices with student learning goals, fostering a more responsive and effective educational environment. This interplay between instruction and reflection underscores the need for professional development initiatives that support both areas, ensuring teachers are equipped to maximize their impact in the classroom.

Implications for Professional Development

The findings emphasize the critical need to incorporate metacognitive training into teacher development programs to further enhance reflective teaching practices and promote ongoing professional growth. By fostering skills such as self-regulation, strategic planning, and reflective evaluation, these programs can empower educators to better adapt their teaching methods to the evolving needs of their students and classroom environments.

As highlighted by Dignath et al. (2021), professional development initiatives that prioritize self-regulation and reflective strategies enable teachers to create more dynamic and responsive learning environments. These programs not only improve teachers' ability to evaluate their instructional practices but also equip them with the tools to make data-driven adjustments, fostering a cycle of continuous improvement. Integrating metacognitive training into professional development ensures that teachers are better prepared to navigate the complexities of modern education, ultimately leading to enhanced learning experiences and outcomes for their students.

Recommendations

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

For the Department of Education

Prioritize initiatives to enhance the didactic teaching approach in public elementary schools, particularly by emphasizing the progression from physical and concrete understanding to abstract representations. Providing targeted training and resources can help teachers effectively bridge the gap between foundational concepts and complex ideas.

For Teachers

Strengthen metacognitive awareness by fostering a more holistic understanding of students. This includes going beyond academic performance to gain insights into students' personal contexts, such as their family backgrounds, social relationships, and personal circumstances. Such awareness can help teachers tailor their instructional methods to meet individual needs more effectively.

For School Heads

Actively support teachers in improving both didactic teaching methods and metacognitive practices. Focus on areas where teachers require assistance, such as lesson organization, strategic planning, and classroom management. Providing mentorship, collaborative planning sessions, and access to professional development programs can facilitate these improvements.

For Future Researchers

Extend the scope of this study to include additional dimensions of didactic teaching and metacognitive awareness, such as cultural influences, technological integration, and the impact of diverse learning environments. A broader investigation can offer a more comprehensive understanding of how these factors influence teaching effectiveness in public elementary schools.

6. REFERENCES

[1] Clark, R. E. (2020). Direct instruction and its application in education. Educational Psychology Review, 32(4), 789-806.

[2] Clark, R. E. (2020). Direct instruction and its application in education. Educational Psychology Review, 32(4), 789-806.

[3] Dignath, C., Buettner, G., & Langfeldt, H. P. (2021). How can primary school students learn self-regulated learning strategies most effectively? A meta-analysis on the self-regulation of learning. Educational Psychology Review, 33(1), 1-36.

[4] Jacobs, J. E., & Paris, S. G. (1987). Children's metacognition about reading: Issues in definition, measurement, and instruction. *Educational Psychologist, 22*(3-4), 255-278.

[5] Larsen, S., & Lock, G. (2019). Rethinking didactic teaching: Advancements and challenges in traditional instruction. Teaching and Teacher Education, 84, 87-95.

[6] Meyer, J., Tweed, A., & Reeves, P. (2021). Preparing students for civic engagement through metacognitive strategies. Journal of Curriculum Studies, 53(2), 251-268.

[7] Schraw, G., & Dennison, R. S. (2020). Assessing metacognitive awareness. Contemporary Educational Psychology, 61, 101858.

[8] Turan, S., & Akdag-Cimen, M. (2020). The role of metacognition in academic achievement and lifelong learning. Educational Research Review, 31, 100363.

[9] Vélaz, P., & Pastoriza, P. (2003). Empowerment in educational settings: Theoretical and practical applications. Journal of Educational Change, 4(2), 171-189.