



## Teachers' Strategies For Developing Metacognitive Behaviors And Ability To Facilitate Learning In Relation To Students' Level of Cognition In Biology

Bienvenida Nisnisan  
*Lala National High School*  
*nis\_bien@yahoo.com*

**Abstract:** Identification of teachers' strategies for developing metacognitive behaviors and ability to facilitate learning in relation to the students' level of cognition in Biology was conducted. Descriptive method of research was employed with the questionnaires for teachers and department heads and test for the students in cognition as data gathering tools. Results revealed that the teachers were effective in developing students' metacognitive behaviors in terms of identifying what students know; talking about thinking; planning and self-regulations; debriefing the thinking process; and self-evaluation. Statistical analysis using t-test revealed that a significant difference exists between the perceptions of the department heads and teachers on the effectiveness of teachers' in developing students' metacognitive behaviors in terms of identifying what students know; talking about thinking; planning and self-regulation; debriefing the thinking process and self-evaluation. Most of the teachers have satisfactory level of abilities in facilitating learning in terms of setting up the learning environment; activating prior learning; reinforcing the learning using a variety of approaches and engaging learners in a dialogue. It was also found out that majority of the students have fair level of knowledge, comprehension, application, analysis, synthesis and evaluation indicating that the students fairly achieved the knowledge competencies in Biology. A significant relationship exists between the teachers strategies in developing metacognitive behaviors of the students in terms of (a) identifying what students know and students' comprehension, application, analysis, synthesis and evaluation cognition levels; (b) talking about thinking and students' knowledge, comprehension, analysis, and synthesis cognition levels; (c) planning and self-regulation and students' application cognition level; (d) debriefing about thinking process and self-evaluation and students' knowledge, comprehension, application, analysis and synthesis cognition levels. The results indicate that the teachers' reinforcing of the students' learning affects the students' cognitive levels in Biology.

**Key Words:** strategies, metacognitive behaviours, facilitate learning, level of cognition in Biology