

Perspectives on Quality Teacher Education: A Study on Reflective Teaching Practices and Teaching Performance among Pre-service Teachers of Secondary School Level

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Abstract-*The Practice of Reflective Teaching is considered as one of the determiners for effective professional development and is a highly desirable characteristic of prospective teachers. The importance of developing the ability of reflection among pre-service teachers during their teaching practices would enhance their teaching performance. Pre-service teachers' self-assessment on their teaching practices provides better knowledge and understanding of their teaching process and thereby an insight for improvement. In the present study an attempt has been made to study the relationship between Reflective Teaching Practices and Teaching Performance of Pre-service Teachers. The study utilized descriptive survey method which involved a sample of 50 Pre-service Teachers. Reflective Teaching Practices of pre-service teachers were measured by using a rating scale on 'Reflective Practices' prepared by the investigator. Teaching Performance of the pre-service teachers were measured using a 'Supervisor's Assessment' prepared by St. Ann's College of Education (Autonomous) Mangaluru. The findings of the study revealed that Teaching Performance and Reflective Teaching Practices of Pre-service Teachers are at average level. Results also indicated a significant positive relationship between Reflective Teaching Practices and Teaching Performance of Pre-service Teachers.*

Key Words- *Reflective Teaching Practices, Teaching Performance, Pre-service Teachers, Quality Assurance, Teacher Education.*

I. INTRODUCTION

Quality Assurance is currently a major concern in higher education. Quality Assurance is a holistic approach covering all the processes in a higher education institution, in order to serve the students and other stakeholders in expected quality standards [3]. The ultimate purpose of higher education is to promote autonomous graduates who can manage their own learning. The process of reflection can aid students to advance in their learning by taking responsibility for their own development. To sustainably improve the quality of higher education Reflective Practices must be included as a part of higher education.

Reflective Teaching Practice is a method of critically evaluating and assessing one's actions and thought. The concept of 'Reflective Practices' was introduced by Donald Schon in his book *Reflective Practitioner*, focusing on reflection-on-action (looking back on an incident) and reflection-in-action(considering the incident as it unfolds). Reflective practitioners develop their professional knowledge by questioning their own teaching, framing and reframing their knowledge in the light of experience, and reconstructing their

experience [9]. John Dewey is generally regarded as the modern day “father of reflection”. He called reflection ‘a kind of thinking that consists in turning a subject over in the mind and giving it serious thought. In a more recent contribution to educational theory, reflective practices have been associated with Kolb’s Experiential Learning Cycle [4]. John Smyth of Flinders University of South Australia in his paper on ‘Reflective Practice in Teacher Education’ made a strong point of the need for reflective teacher education [10]. In teacher education, reflective practice refers to the process of the teacher educators studying his or her own teaching methods and determining what works best for the student teachers. Thus, reflecting on different version of teaching and reshaping the past and current experiences will lead to improvement in teaching practices.

II. RATIONALE FOR THE STUDY

Quality enhancement in teacher education is also a matter of concern and very much essential to bring deliberate changes in present educational set up. A reflective practice has been the focus and serves as an important tool for the quality assurance of teachers and teacher education programme. Reflective Practice is a way of maximizing learning by putting structure to their experiences and continuously improving the teaching learning process. It not only facilitates independent learning and effective teaching learning but also better understanding of the concept by constantly reflecting upon it. It has become a focal point of professional development both at in-service and pre-service teacher education level. The pre-service teacher education programme must give strong base for developing effective reflective practitioners to cope with the challenging task of teaching.

Review of literature in the current field revealed that several studies have been conducted with regard to reflective practices of pre-service teachers. A qualitative study with a purpose of studying the understanding of Reflective Practices in Teacher Education revealed that pre-service teachers had general understanding of reflection and learned to reflect through different context and various opportunities [8]. A study [6] conducted on 20 student teachers examined the observation report and practice teaching report during practice teaching course revealed that student teachers didn’t show substantial development of critical reflection. The study suggested to incorporate teacher development and reflective training in teacher education curriculum. A study was conducted to intervene and introduce the use of various tools, strategies and values to engage in collaborative and dialogic reflection. The findings of the study revealed that participants positively engaged in reflective practices by following the process of reflection [2]. A study was conducted to examine the role of teacher educators in creating opportunities for student teachers to develop reflective practices during their practice teaching session. The paper attempt to establish that reflective practice is a tool to explore themselves and thereby leading to professional development [7].

It is clear from the above-mentioned studies that reflective practice at pre-service teacher education programme is a major concern and needs improvement. The complexity of teaching requires teachers to question their practices for their own professional development in order to improve and to increase learner performance [7]. Therefore, pre-service teachers need to develop their ability of reflection to engage in a process of continuous development. Hence, the present study was undertaken to strengthen the reflective practices at pre-service

teacher education level and to study the relationship between of Reflective Practices and Teaching Performance of pre-service teachers.

A. Statement of Problem

A study on relationship between Reflective Teaching Practices and Teaching Performance among Pre-service Teachers of Secondary School Level of Dakshina Kannada District.

III. METHODS

A. Operational Definitions of the Study

1) Teaching Performance

Teachers' performance is the ability of the teacher to impart the relevant skills, knowledge using appropriate methods consistently over time to enhance students' learning and achievements. It denotes teachers' ability to functions effectively in performing his teaching tasks with high skills and effort with regards to his subject matter using a sound pedagogical content that leads to student's understanding and effective learning [1].

In the present study Teaching Performance refers to the different teaching skills exhibited by the pre-service teachers during their practice in teaching session. It was assessed by the teacher educators using the supervisor's assessment scale prepared by St. Ann's College of Education (Autonomous) Mangaluru based on lesson plan writing, content competency, transaction of content effective classroom management, communication and competencies in core teaching skills.

2) Reflective Teaching Practices

Reflective Practice is the ability to reflect on one's action to engage in process of continuous learning. Reflective practice is a process that facilitates teaching, learning and understanding, and it plays a central role in teachers' professional development. When student teachers carry out systematic enquiry into themselves, they understand themselves, their practices and their students. By constantly looking into their own actions and experiences, they professionally grow in their own ((Mathew, Mathew, & Peechattu, 2017).

In the present study Reflective Teaching Practice refers to the extent the pre-service teachers utilize the knowledge of reflective teaching to reflect upon their teaching at planning stage, execution stage and evaluation stage during their practice in teaching session. It was measured administrating a 'Rating Scale on Reflective Practices' developed by the investigator.

3) Pre-service Teachers

Pre-service Teachers are the prospective teachers who gradually introduced to the teaching profession. These are the student teachers who have been enrolled in initial teacher education programme. In the present study Pre-service Teachers refers to the student teachers of Secondary School Level pursuing Two-year B.Ed. Degree of the year 2017-2019 under Mangalore University

B. Objectives of the Study

- 1) To study Reflective Teaching Practices among Pre-service Teachers
- 2) To study the Teaching Performance of Pre-service Teachers
- 3) To study the relationship between Reflective Teaching Practices and Teaching Performance of Pre-service Teachers

C. Hypothesis of the study

- 1) There is no significant correlation between Reflective Teaching Practices and Teaching Performance of Pre-service Teachers

D. Methodology

The study followed descriptive survey method. All the Pre-service Teachers pursuing two-year B.Ed. degree course under Mangalore University of the academic year 2017-19 were the population of the study. Sample of the study included 50 pre-service teachers. Reflective Practice were measured using a 'Rating Scale on Reflective Practices' developed by the investigator and Teaching performance using 'Supervisors Assessment' developed by St. Ann's College of Education (Autonomous) Mangaluru. Descriptive statistics namely Mean, Median S.D and Skewness were used to analyse the data. Hypothesis of the study was tested using Pearson Product Moment Correlation 'r' at 0.05 level of significance.

IV. ANALYSES AND INTERPRETATION OF THE DATA

A. Objective 1: To study the Reflective Teaching Practices among Pre-service Teachers

This objective was analysed using Descriptive Statistics namely Mean, Median, Standard Deviation

Table 1

Mean (M), Median (Mdn), Standard Deviation (SD) and Skewness of The Distribution Of Scores On Reflective Teaching Practices

Variables	N	Mean	Median	SD	Skew
Reflective Practices	50	94.8	95.5	11.60	0.08

From the Table 1, it is observed that the average scores on Reflective Teaching Practices among Pre-service Teachers is 94.8. Median is 95.5. SD of the score is 11.60. The skewness of the probability score is 0.08. Since the obtained mean value is less than the median and probability curve having a skewness of 0.08, it can be concluded that the scores on Reflective Teaching Practices is normally distributed.

Table 2

Distribution Of Scores On Reflective Teaching Practices Among Pre-Service Teachers

Reflective Teaching Practices	High	Average	Low	Total
Number	6	36	8	50
Percentage	12	72	16	100

From the Table 2, it is observed that 72% of the Pre-service Teachers fall in the average category. Remaining 6% and 8% are above and below average respectively. The majority of the students i.e 72 percent have average scoring. This indicates that Reflective Teaching Practices of Pre-service Teachers is average and distribution of scores is nearly normal.

B. Objective 2: To study the Teaching Performance among Pre-service Teachers

This objective was analysed using Descriptive Statistics namely Mean, Median, Standard Deviation

Table 3

Mean (M), Median (Mdn), Standard Deviation (SD) and Skewness Of The Distribution Of Scores On Teaching Performance Of Pre-Service Teachers

Variables	N	Mean	Median	SD	Skew
Teaching Performance	50	40.6	41	2.37	-0.90

From the Table 3, it is observed that the average score on Teaching Performance among Pre-service Teachers is 40.6. Median is 41. SD of the score is 2.37. The skewness of the probability score is -0.90. Since the obtained mean value is less than the median and probability curve having a negative skewness of 0.90, it can be concluded that the scores on Teaching Performance is normally distributed.

Table 4

Distribution of Scores on Teaching Performance among Pre-Service Teachers

Teaching Performance	High	Average	Low	Total
Number	4	42	4	50
Percentage	8	84	8	100

From the Table 4, it is observed that 84% of the Pre-service Teachers fall in the average category. Remaining 8% each are above and below average respectively. The majority of the students i.e 84 percent have average scoring. This indicates that Teaching Performance of Pre-service Teachers is average and distribution of scores is nearly normal.

C) Objective 3: To study the relationship between Reflective Teaching Practices and Teaching Performance of Pre-service Teachers

The objective was analysed and interpreted using Product Moment Correlation(r). In order to test this objective, it is stated in null form as follows.

HO: There is no significant correlation between Reflective Teaching Practices and Teaching Performance of Pre-service Teachers

Table 5

' r ' Value of the Reflective Teaching Practices And Teaching Performance Of Pre-Service Teachers

Variables	N	Table Value	Correlati on ' r '	Result
Reflective Teaching Practices	50	0.27	0.44	Significant at 0.05
Teaching Performance	50			

It is observed from the Table 5 that the obtained ' r ' value 0.44 is greater than the theoretical value of 0.27 at 0.05 level. Hence the null hypothesis 'There is no significant correlation between Reflective Teaching Practices and Teaching Performance of Pre-service Teachers' is rejected. Thus, it can be concluded that there exists a significant positive correlation between Reflective Teaching Practices and Teaching Performance of Pre-service Teachers.

V. CONCLUSION

A. Major Findings of the Study

- The scores on Reflective Teaching Practices of Pre-service Teachers are at an average level.
- The scores on Teaching Performance of Pre-service Teachers are at average level.
- Significant positive correlation exists between Reflective Teaching Practices and Teaching Performance of Pre-service Teachers.

B. Educational Implications

The present study revealed significant positive correlation between Teaching Performance and Reflective Teaching practices. Based on the findings of the study the following implications could be drawn

Even though Reflective Practices has been introduced in the current NCTE (2014) teacher education curriculum, the Reflective Practices of Pre-service Teachers are at an average level as well as Teaching Performance of Pre-service Teachers are also at an average level. Study

also revealed that significant positive relationship exists between Reflective Practices and Teaching Performances. Thus, the findings suggest that the reflective practices need to be strengthened by giving due importance during teaching practices. An orientation programme needs to be organized for teacher educators to train student teachers in reflective practices. Various models on reflective practices could be introduced. Integrative Model for Reflective Teaching (IMRT) can be implemented to develop Reflective Practices among Pre-service Teachers [5]. Strategies such as reflective journal writing, peer observation and feedback, video recording and critical reflection could be made a part of their study. Reflective Practices should become an integral part of Pre-service Teacher Education. These practices should be started during micro-teaching sessions and constructive feedback and intensive training in various models of reflective practices need to be given. For the professional development of in-service teachers' continuous application of reflective practices is essential. Therefore, effort must be made to introduce the strategy of reflective practices through various educational bodies such as CTE, DIET and DSERT. Various seminars, workshops need to be organized for effective implementation of Reflective Practices.

C. Concluding Note

Reflection is an important component for professional development of pre-service teachers. The main purpose of introducing reflective teaching practices is to enable the pre-service teachers to evaluate and analyse their own teaching practices and to plan for future action to improve their overall teaching performance. The present study revealed that reflective practices have significant positive correlation with teaching performance of pre-service teachers. Since Reflective Practices enable the pre-service teachers to be an effective teacher it must be implemented on daily teaching learning activities for the continuous learning. Thus, the findings of the present study paves way for further research in the field of teacher education on reflective practices of pre-service teachers.

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