

**TEACHERS' REFLECTIVE PRACTICES IN A
SECONDARY SCHOOL IN SOHAWA: A
CASE STUDY**

BY

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

August, 2022

**TEACHERS' REFLECTIVE PRACTICES IN A SECOND-
ARY SCHOOL IN SOHAWA: A CASE STUDY**

By

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B.Ed. (Hons), Fatima Jinnah Women University Mall Road Rawalpindi, 2016

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In Education

To

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

Thesis Title: Teachers' Reflective Practices in a Secondary School in Sohawa: A Case Study

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis "**Teachers' Reflective Practices in a Secondary School in Sohawa: A Case Study**" submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Teachers' Reflective Practices in a Secondary School in Sohawa: A Case Study

The aim of the study was to investigate the reflective practices of secondary school of Sohawa. For this purpose, researcher conduct a case study to investigate the reflective practices of secondary school teachers of Sohawa, a small tehsil of district Jhelum. To conduct study on reflective practices researcher used reflective practitioner theory by Donald A Schon (1938) and Gibbs reflective cycle (1983). The approach pf the study was mixed method and design was case study. The participants of the study were 13 secondary school teachers at Seena Academy School Sohawa. The researcher used Purposive Sampling Technique. Data were collected through questionnaire, open ended questions, and observations. Data were analyzed through mean, percentages, t-test, and thematic analysis. The findings of the study indicated that teachers at secondary school are involved in the process of reflection and perform reflective practices unconsciously, but they were unaware of the concept and specifically the term 'reflective practice', 'reflection-in-action' and 'reflection-on-action'. The study also concludes that secondary school teachers perform reflection-on-action more than reflection-in-action. The data also concludes that secondary school teachers have a file where they keep record of their lesson plans, but they don't have reflective diary to record their experiences of teaching on daily or weekly basis. Therefore, it is recommended that to understand the concept and process of reflection, there should be sessions on which teachers at secondary school of Sohawa learn the importance of reflection in teaching and the reflection-in-action-and reflection-on-action is important in professional development of teachers. Teachers at secondary school of Sohawa may keep diary with themselves to record their teaching experiences. Teachers should set discipline rules for each class to avoid the discipline problems during teaching.

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LIST OF ABBREVIATIONS

DATA	Describe, Analyze, Theorize and Act
HEC	Higher Education Commission
RP	Reflective Practices
RIA	Reflection-in-Action
ROA	Reflection-on-Action
RFA	Reflection-for-Action
RPQ	Reflective Practice Questionnaire
TDG	Teacher Development Groups

ACKNOWLEDGEMENTS

Allah Almighty is the only one who is most gracious and compassionate and admirable of all the admirations and praises. I am greatly obliged to my Almighty Allah; he is the one and only who consecrated me with the opportunity to acquire and communicate with the very knowledge to do effort in this field. It is merely the consecration of the All-knowing being to give upon us His Holy Prophet (SallallahuAlaihayWa'alihiWasalam) the last human appearance of his complete information, who has deposited all ground of knowledge and will continue the source of all intelligence that is to transpire in the forthcoming.

I owe my deepest gratitude to my supervisor Dr Wajeeha Aurangzeb for her superb guidance, expert suggestion, and systematic supervision this work was completed. I am also thankful to all my teachers especially, Dr Shazia Zamir and Dr Farkhanda Tabbasum for their kind guidance and support.

I am also very thankful to my parents; this research and master's degree would not have been possible without the support and encouragement of my parents, my close family members, my friends and my husband who were always there when I needed them, and who kept me motivated and without their support, completing the dissertation would not have been possible. Thank you all.

Rubbia Nawaz

DEDICATION

This thesis is dedicated to
Seena Academy School Sohawa

CHAPTER 1

INTRODUCTION

“Human do not learn from experience, rather they learn by reflecting upon experience.”

A saying by well-known educationist John Dewey. Reflection is a mental activity that allows one to critically evaluate their personal and professional life. Dewey (1938) believes that human beings not only acquire knowledge by doing things, instead of, they acquire knowledge when they critically evaluate the events by thinking. Reflection assists individuals to build understandings by evaluating the consequences both negative and positive. And when individual is in the state of thinking they come to know about their strengths and weakness. As stated by Steier (1995), reflection is a like a mirror in which individual can turn on self. According to him, Reflection is a two-way process that plays role of subject (the one who is thinking) and object (thinking about oneself) as well. The approaches that individual use in reflection is acknowledged as reflective practices.

The notion of reflection is considered as significant in every aspect of life for centuries. Though the term reflective practices in teaching originates from the literal meaning of reflection i.e. the formation of an image by a mirror (Akbari et al., 2008). So, the concept of reflection in teaching refers to the reflective teacher who possess the capability of thinking and looking onto his/her teachings (Kayapinar, 2016). The Socratic Method and Platonic Spiritual Theory both documented the early acknowledgment of reflective activity in education. The analogy of self-questioning and self-dialogue is used in both systems. Self-questioning, according to Socrates, is the key to reflective thought. (Brockbank & McGill, 2000). Whereas John Dewey identifies that reflection is a thought-provoking practise. The process of reflective thinking starts When teachers meet a professional challenge (practise puzzles) and are unable to locate a predetermined answer (Dewey, 1933; Zeichner &

Liston,2013). Another American philosopher, Donald Schon, wrote in 1983 that teachers frequently encounter undefined numerous aspects of difficulties (swampy lowlands) for which there are no ideal solutions. To overcome such issues, they use well-defined solutions. However, if they are unable to do so, they strive to solve the problem through reflective practises. Schon has used several terminologies to describe reflective practise, including reflection in action and reflection on action. The process of reflection helps teachers to critically analyse their own teachings. What happened in the class? How well the objectives met? How I react during the class and what are strengths and weakness in my desired profession. (Budevac at al., 2013). The spotlight has given way to reflective practices in the past two decades since they are a powerful component in any successful teacher preparation program. This is because these practices aid teachers and learners alike in their problem-solving and appropriate decision-making processes, in addition to encouraging their critical thinking (Odeh, Kurt & Atamtürk, 2010) and improving student academic achievement (Akbari, Kiany, Imani Naeeni & Karimi Allvar, 2008). More recently, it has also become the subject of empirical investigations leading to a better understanding of reflective practice among secondary school teachers (Farrell, 2018) and to the active encouragement of teachers to systematically engage in such practice (Cirocki & Farrell, 2017a; Cirocki & Burns, forthcoming/2019).

According to (Soisangwarn & Wongwanich, 2014), reflective practitioners involve themselves in critical thinking and explore innovative means to reach the desired goals. Kumari (2014), believes that reflective practices are changing mediator of quality teaching. Reflective practices are a meaningful process that enriches the professional development of teachers and contribute to gain new ideas and visions Jasper (2006). Teachers must constantly analyse their classroom practises to find gaps between theory and practise and seek out professional development opportunities. The act of unfolding, describing, analysing,

and assessing one's own thoughts, beliefs, assumptions, theories, behaviours, and practises is known as reflective practise (Schon, 1983). Many studies have found that engaging instructors in Reflective Practices gave a mirror through which to look at and critique their own teaching practises, that enhanced their professional growth. (Greenwood, 1998; Lougheran, 2002; Bulman & Schutz 2004; Pedro, 2005 & Pollard, 2007).

Soisangwarn & Wongwanich (2014) also supports this notion that reflective practices help teachers in maintaining classrooms and come to know about student's needs. Eneogu, (2012) defines reflection as a meta-cognitive approach that allows learners to think on their perceptions, behaviours, and decision individually or collaboratively. It is a method of examining individual's experiences to improve the approach and manner of their working. Reflection helps in developing one's self-confidence and turn out to be more practical and qualified professional and process of reflection enables individual to solve the problems that occurs during teaching. According to Tomlinson (1995) and Zhu (2011), reflection has been universally applied by teachers to represent various distinct mental practice areas, such as analytical methods and decision-making process. All forms of reflection are beneficial in teaching, but two main types of reflection are reflection in action: and reflection on action (Zhu, 2011). When acting, reflection in action is the act of making a decision based on implicit information, while reflection after action occurs after the action has taken place. At any point during the teacher training process, all forms of reflection are important. Ferraro, (2000) states that process of reflection is beneficial in professional development of both pre-service and in-service teachers. Using the reflective approach to develop teachers reinforces their inner doubt and dissatisfaction regarding what they do, which in turn encourages them to reflect on their actions, play the role of the researcher in collecting data, and use critical thinking to reach a deeper understanding of the problem, and thus develop appropriate solutions for it (Rayan, 2014).

Yaffe (2010) recommended to improve self-awareness and reflective ability through different stages of reflections: Learners started with self-reflection through video-taping the lessons from their perspectives. Both mentors and learners then watched the recorded lessons and identified the strengths and weaknesses of learners' practical tasks and looked for alternatives and ways in which the tasks could be improved. The purpose was to improve the ability of learners to reach to a higher level of reflection, increase their self-awareness in their work, and make their implicit knowledge explicit.

Reflective approach is one that places a high emphasis on reflection. It is the ability to reflect on one's behaviour to participate in a lifelong learning process. It entails paying more attention to the practical principles and hypotheses that guide daily behaviour and analysing them critically. Teachers benefit most from reflective practise because it allows them to gain a better understanding of their own teaching style and, as a result, become more successful as they apply theory to classroom practise (Ferraro, 2000). Reflective activities help teachers become more effective decision-makers who take ownership of their decisions. Reflective practises allowed schoolteachers to address students' learning needs effectively (Zeichner, 2013; Ghaye, 2011; Roadman, 2010; Anita, 2011; Osterman & Kottkamp, 2004; McGregor & Cartwright, 2011; Rodgers, 2002; Larrivee & Cooper, 2006, Zengzro & Nejad, 2007). At present reflective practice has grown into an extensively used word in teacher education.

Background of Sohawa

The aim of this research was to investigate whether the educational standards are involving in small localities therefore researcher study the reflective practices of secondary school teachers of Sohawa. Sohawa is in the north-western part of Jhelum district, Punjab, on the subcontinental Grand Trunk Road (GT Road). Sohawa has grown up from a minor

community in 1947 to a large town in 2014, with major developments in transport, education, and health. According to 2017 Census of Pakistan the total population of Sohawa is 201, 948. Sohawa has two police station and railway station as well. There are two government degree colleges for boys and girls. And according to information provided by Education department of Sohawa there are 24 high schools for girls and 20 high schools for boys. The total number of private Sectors schools are 60 in Sohawa Markaz. The literacy rate of Sohawa is approximately 80%. The renowned places of Sohawa are tomb of Shehab-ud-din Muhammad Ghori.

1.1 Rationale of the Study

In this information age, the role of teachers are not limited to provide information or transfer knowledge to the students, instead, now a days teachers are known as mentors, leaders, counsellors, reflective practitioners and many more. As stated by Ambady K.G (2018), teachers have more responsibilities and accountabilities as compared to any other profession because they have to play multiple roles in their classrooms. So, to meet the requirement of current age teachers, we need to know about new philosophies and methodologies of education and society.

Teachers should be able to use effective teaching strategies to acquire desired outcomes. For this purpose, teachers must possess the skill of reflection. Reflection is a process of critically thinking and evaluating about events and action and is important in personal and professional life (Steier, 1995, p.163). The ability of reflection or thoughtful performances are acknowledged as indispensable element of specialised growth of teachers (Bubnys. R, 2017).

The process of reflection helps teachers to analyse the situation from different perspectives. The human brain is constantly working, and being a teacher reflect on oneself play an important role in acquiring awareness and information. Reflection or reflective

practices help teachers to identify the problems they faced during teaching, and they can also find solution of the problem by reflecting on their own actions. Such as (Kaypinar, 2016), identifies that reflection benefits teachers to build new learning by investigating and analysing their own performance.

In pursuit of high-quality teacher education programmes and CPD activities, reflective practice has received wider attention because teaching experience itself does not guarantee improved practices (Nguyen, 2017, Widodo & Ferdiansyah, 2018). In the Asian context, for example, reflective practice is implemented in university-based teacher education programmes and promoted in such modules as Micro-teaching and Teaching Practicum to assist pre-service teachers in developing reflection routines (Cirocki, Madyarov, & Baecher, in press; Widodo, 2018).

As critical reflection constitutes a significant part of professional development for pre- and in-service secondary school teachers teachers, a large body of research on reflective practice and teacher CPD has been conducted at higher education level (e.g., Farrell, 2018). Various studies examine the practice from different angles and employ quantitative, qualitative and mixed approaches. Some are short-term case studies, others longitudinal in nature, but all contribute to a better understanding of teacher learning, reflective practice, the relationship between reflective practice and teacher CPD, and how each lead to improved learning and teaching.

Keeping in mind the importance of reflective practice, Higher Education Commission (HEC) invigorated the basic prospectus of instructor education packages and incorporated 4 components on contemplative strategies and rational thinking in the current outline of studies to teach the capability of consideration and creative intellectual within novice instructors and to empower them to make connections of philosophy through practical.

Research shows that plenty of work have been done on the importance of reflective practices at advanced education level and federal institutes of Pakistan. The reason of conducting this research in Sohawa is that we may come to know whether education standards are evolving in small localities like Sohawa or not? To know that if teachers of such localities got enough exposure to carry out such activities in their classrooms or they just rely on passing the surface knowledge to their students. And if yes to what extent they are aware of the concept reflective practices and what sort of reflective strategies they used in their classrooms? And if they are not aware, then what measure should be considered for improvement of quality teaching.

Researcher also done practicum in Seena Academy School Sohawa and find out that school is trying their best to facilitate their students. Therefore, researcher wants to explore the other aspects of professional development of teachers at Seena Academy Secondary School Sohawa. Moreover, the researcher also belongs to Sohawa, so the researcher wants to explore if there are any gaps regarding teaching strategies of Secondary school teachers and if there are, then to inform the higher authorities of School so they make further improvements in their practices.

1.2 Statement of the Problem

The notion of reflective practice is not new in the field of education. Different theorists threw light on the significance of reflective practices in teaching and the character of reflective practices on the personal and specialised growth of teachers. Despite the huge role and importance of reflection/reflective practices in the improvement of educators, this aspect of teacher learning is rare among teachers particularly in developing countries. Rarieya (2005) claims that teachers in evolving context are not aware of the word reflection and reflective practice. She believes that even if teachers are aware of the concept, they are incapable of applying it successfully. According to her, countries like Pakistan where the

quality teachers and their consistent development is uncertain, reflective practice is entirely professional approach for educators. Sohawa, a small town of Punjab where qualified teachers are serving in private and public organizations (schools). But the main concern is that whether they are professionally developed and competent or they just passing the factual knowledge to students. Although reflective teaching is an essential tool of pre-service, as well as in-service teachers' professional development in the field, as the subject of this study, there are few numbers of studies concerning with reflective teaching practices of secondary school teachers of small towns of Pakistan. Lack of empirical studies on reflective practices of secondary school teachers may create a big gap between theoretical and empirical studies in the literature. The aim of this research project has therefore, the to investigate teacher's reflective practices in a secondary school of Sohawa.

1.3 Research Objective

1. To investigate the Reflective Practices of Secondary School Teachers in Sohawa.
 - 1a. To identify the Reflection-in-action of Secondary School Teachers in Sohawa.
 - 1b. To explore the Reflection-on-action of Secondary School Teachers in Sohawa.
2. To compare the test scores of reflection-in-actions and reflection-on-action taken from teachers at different points of time.

1.4 Hypothesis

Ho There is statistically no significance difference between the test scores of reflection-in-action and reflection-on-action taken from teachers at different points of time

1.5 Research Questions

3. What is the level of Reflective Practices of Secondary School Teachers in Sohawa?

4. What is the level of Reflection-in-action of Secondary School Teachers?
5. What is the level of Reflection-on-action of Secondary School Teachers?

1.6 Significance of the Study

The first and foremost significance of the study will be that if teachers of Sohawa are not familiar with the notion of reflective thinking, by taking part in the research they come to know about the idea of reflective thinking. They will also be able to identify about the role and importance of reflective practices in solving the complexities and problems they faced during teaching process. Therefore, in future, they may engage themselves in such practices. The study also provokes the concept that reflection would be helpful in polishing their professional capabilities. Study also sheds light upon the role of reflection in action, reflection on action through self-reflection, peer observation, audio-video taping, students & colleagues' feedback, discussions with senior colleagues, and critical thinking upon the professional development of secondary school teachers.

The information gathered from this study will help school managers and administration to understand the importance of reflective practices for professional development and personal growth of teacher. Moreover, the study will provide an outlook of the reflective practices performed by the teachers of small town of Punjab.

1.7 Delimitations

The study was delimited to

1. Secondary Schools Teachers of Tehsil Sohawa.
2. Private Sector only.
3. Only One School of Sohawa i.e., Seena Academy School Sohawa.

1.8 Theoretical Framework

This research was concerned with theory of Donald A Schon (1983) along with Gibbs reflective cycle. The reflective practitioner theory was proposed by Donald A Schon (1983). Donald A Schon believes that reflective practice is vital in many professions for continuous improvement and learning of individuals. Schon proposed the model of reflective practices that is valuable for individuals to develop professionally in their fields. In the research *'Development of reflective practice questionnaire preliminary findings'*, quoted that, Schon (1983) model of reflective practice is still persuasive and powerful.

Schon proposed the notion of reflection and he identified two major aspects of reflection i.e., reflection in action and reflection on action. Reflection-in-action deals with “thinking on feet” means to reflect about activity while doing it. Schon believes that such type of reflection also occurs when practitioners face sudden situations and difficulties. According to him reflection-in-action allows practitioners to discover the quick solution of the problem they faced abruptly. Reflection-on-action is that which happens at the end of the activity (Schon, 1983, 1987). It allows practitioners to contemplate and recall about the event or activity. It enquires what happened in the event, how well the event goes and ponders that to what extent one achieves the desired goal. The recall of event allows practitioners to think about the whole activity to produce better understanding. A pictorial description of reflective practitioner theory

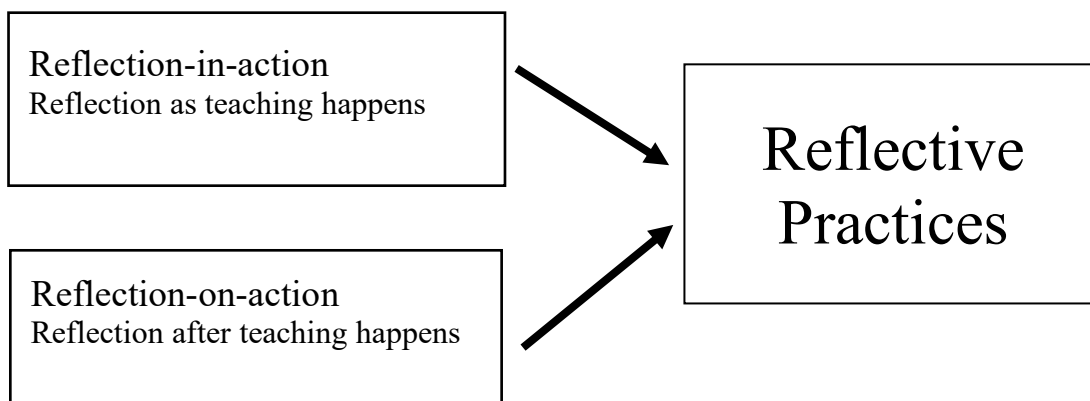


Figure 1.1 *The Reflective Practitioner theory*

For this research, reflective practitioner theory was used to analyse the data, this theory allows the teachers to think about themselves and the problem they faced during their professions and helps practitioners to become professionally developed by reflecting on their mistakes. Moreover, theory also focus on the problems of teachers that they faced during and after the situation.

1.8.2 Gibbs Reflective Cycle

Gibbs Reflective model inspires teachers to reflect thoroughly about the practices in a given scenario event, or activity. Utilizing a circle, thinking on those events can be organised in stages (Mulder, 2018). It breaks down the experience, allowing one to reflect upon their experience as they happen. Gibbs reflective cycle was entitled subsequently to American sociologist and psychologist. He presented the reflective series in volume named '*Learning by Doing*' in 1988. Gibbs reflective cycle inspires practitioners to critically reflect and evaluate the situations and experiences in a logical and sequential manner. Gibbs believes that reflective cycle allows practitioner to evaluate both sides of the event either it is positive or negative. The cycle comprised of six components, starts from the Description, and then come to an end circular to "Feelings, Evaluation, Analysis, Conclusion and ends at Action plan, to finally return to Description".

1.8.2.1 Description

Description is the first step of Gibbs reflective cycle. At this stage one must explain and describe about the situation in detail. This stage concerned with following questions:

What happened?

Where and when did it happen?

1.8.2.2 Feelings

The second stage is known as feelings. This stage helps the practitioner to depict their feelings and thoughts about the experience or event. Following questions are included at this stage:

What were you thinking during the situation?

What were your feelings after the situation?

1.8.2.3 Evaluation

This stage provides a chance of evaluation about the experience. What was good and bad about the experience? One should be unbiased while evaluating the experience. This stage helps to know whether the strategies worked or not?

What are the positive and negative aspects of the experience?

1.8.2.4 Analysis

After evaluating, the next step is to analyse. Here one gets the chance to extract meaning from the gathered information about the experience. Previous stages allow you to collect data about the experience, this stage helps you to investigate the experience. Following questions are included at this stage:

Why did things go well?

What sense one can make of experience?

1.8.2.5 Conclusion

This phase provides the opportunity of deducting the information regarding the experience. At this stage, one comes to know about their learning and concludes the whole scenario and one decides the actions for better outcome in the future.

What did I acquire from this experience?

What expertise should I practice enhancing the outcome?

1.8.2.6 Action Plan

This is the last step of cycle that allows you to act differently in future. This is the planning stage where you plan about the strategies and schemes to apply in the future. This stage deals with following questions:

What would I do differently if the situation arose again?

How will I acquire the required skills?

The two theories discussed above, was used for in depth investigation of the reflective practices of secondary school teachers of Sohawa. The purpose of adjoining two theories were that different dimensions and steps of two theories helped in answering the research objectives and research questions in detail.

1.9 Operational Definitions

1. Reflective Practices: refers to the capability of teachers to reflect-in-action and on-action to engage in a process of continuous learning (Schon 1983).

a) Reflection-in-action: Means “thinking on feet”. In this process the reflection occurs in the middle of the activity. Reflection-in-action allows teachers to think during the event.

b) Reflection-on-action: Means “thinking after the event”. In this process reflections occurs at the end of the activity.

2 Seena Academy Secondary School Sohawa: Seena Academy Secondary School Sohawa was established in 1996 and is affiliated with Board of Intermediate Secondary Education. The school is playing vital role in educating the children of Sohawa. Every year, almost 70-80 students are having their matriculation done.

1.10 Approach of the Study

The approach of the study was mixed to investigate the cognitive and behavioural aspect of reflective practices of secondary school teachers of Sohawa. For cognitive aspect researcher used survey questionnaire and for the behavioural aspect researcher used observation checklist and open-ended responses.

1.10.1 Population

The population of the study were all the teachers of Secondary Schools of Tehsil Sohawa. According to the list provided by Education Department of Tehsil Sohawa the total number of Secondary Schools of private sector are 60.

1.10.2 Sample

The researcher selected Single Case Study Method. According to Jacobsen 2002, a case study can be referring as in-depth investigation of an individual, a cluster of individuals or an entity, that is intended to generalize over numerous elements. The focus of the case study is specific unit. Therefore, sample of the study were teachers of One school of Sohawa i.e., Seena Academy Secondary School Sohawa. The Seena Academy Secondary School Sohawa is affiliated with Board of Intermediate Secondary Education and is serving in Sohawa for 25 years. The school is trying to provide quality education to the children of localities. Every year almost 70-80 students do Matriculation from the school. The total numbers of secondary school teachers were 13.

1.10.3 Sampling Technique

The researcher used Purposive Sampling Technique. As stated by Ashley (2002), purposive sampling technique is non-probability sample that is based on the objective of the study and sample are nominated according to the requirements of the study.

1.10.4 Research Instruments

For this research the approach was mixed method and to collect data both quantitatively and qualitatively the researcher used three different instruments to conduct the study. Three tools were used to in depth and broad investigation of the variable, and it also allows the researcher to triangulate and validate the finding of the study. The questionnaire was self-constructed and was comprised of two parts. The part A was comprised of close ended questions. The close ended questions were divided into two main dimensions based on the conceptual framework of the study. Each dimension is comprised of 15 items, respectively. Researcher used Likert's 5-point scale. The part B consisted of open-ended questions based on Gibbs Reflective Cycle. In second phase researcher took observations and for this purpose researcher used adapted classroom observation checklist related to reflection-inaction and reflection-on-action. The checklist comprised of 20 items with Likert's 4-point scale.

1.10.5 Data Analysis

The objective of the study was to in depth investigation of teachers' reflective practices in secondary school Sohawa. Researcher opted mixed method for in-depth investigation of teachers' reflective practices. The data were analysed in sequential manner from quantitative to qualitative. Following tests were applied

Table 1.1*Description of Data Analysis*

Sr. No.	Data	Data Analysis Techniques
1	Quantitative data (Survey Questionnaire)	Mean Score
2	Qualitative data (Open ended questions)	Thematic Analysis Theme and sub themes will be developed.
3	Observation checklist	Paired Sample t-test

CHAPTER 2

LITERATURE REVIEW

The researcher briefly discussed the study's background, objectives, purpose, and problem in the previous chapter; this chapter provides a critical examination of the phenomena of Reflective Practices (RPs) to establish a theoretic understanding of the idea. This chapter covers the basics of reflective practises, including their meaning, nature, terminology, and history, as well as a critical examination of various models, views, and styles of reflection. There is also a focus on critical review of prior studies and the necessity for teacher training to build reflective practitioners.

Concept of Reflective Practices

The impression of reflective practices first originates from the effort of John Dewey a renowned educationist and philosopher in 1938. According to him, reflective practices is careful and persistent effort of reflecting on some idea, belief, and action based on theories to find new information and understanding. (Cited in Sibahi, 2015, p. 339). In the light of Dewey works, an American philosopher Donald A Schon identifies the term reflection in teaching in 1983. Schon recognise that teachers face many complex challenges which they are unable to solve. He believes that reflection is a process that assist teachers to cope the challenges during teaching. According to Schon, reflection is vital in the specialised growth of educators. Schon classifies two major aspects of reflection i.e., reflection-in-action and reflection-on-action (Finger & Asun 2000). Scientifically, the concept of 'reflection' discusses the procedure of mindful and cautious thinking and making self-analysis, interrogate individual's attitudes, observing variances and detecting hindrances to discover the possible answer of reservations and complexities done by professionals. Numbers of words or terms are used e.g 'reflection', 'reflective practice', 'reflective thinking' is interchangeably.

But mostly, reflective practice states the process of critical thinking. A Famous theorist Confucius articulates that an individual study knowledge and understanding using three approaches: first, by copying, repeating which is informal, next, by practicing and experiencing and is hardest and last, by reflection and thinking which is the magnificent. A lot of theorists articulate their perspectives regarding reflective strategies in diverse means. A rational examination of limited descriptions and perspectives is presented under.

2.2 Reflective Practices Discourse

Since 1987, the notion of reflective practices had extensively recognised in the specialized growth of educators. It is considered as key element of different educator training sessions (Pollard, 2005). Number of theorists have been established and share their perspectives regarding reflective. Dewey was considered as pioneer to pen about reflective practice with his examination of knowledge, collaboration, and reproduction. Donald Schon, considered as initiator of the concept of reflective practices. According to him, “Reflective Practice is attentive and focused contemplation of own practise in smearing information and understanding to practice” (Schon, 1983).

Later, another theorist illustrates the impression as below:

The procedure of acquiring innovative intuition of personal and professional of individual through practise is called reflective practices” (Boud et al 1985). Ghaye elucidates the reflective thinking as under:

“Reflective practice is a method that allows practitioner to make logic of the problems that occurred during teaching, giving a spirit to make effort proficiently and morally in hurdles and confusion” (Ghaye, 2000).

The word reflective thinking denotes to the dynamic progression of investigating personal practices to construct prospects for skilled education. In the context of education,

reflective practice encompasses readiness of tutors to vigorously contribute to a continuous developing method demands constant critical thinking in teaching practices (Larrivee, 2010).

These descriptions depicted that deep thinking strategies are sensible and cautious reflection to explore the doubts of specialised growth. A course of rational to comprehend the classroom strategies in the light of the situation instructors confront at present. Similarly, such kind of incidents contribute as an instance to corporate with unpredicted conditions. Simply knowing of reflective skills are not referred as reflective practitioners but one must make sensible effort to hunt out innovative methods to reinforce the skills in accordance with earlier practises (Schon 1983). Bolton (2010) express his understandings regarding RP in following manner:

“Careful consideration of instructors headed for proficient principles and to discover the philosophies employed in daily activities is termed as reflective practice” Overhead delineations showed that reflective practice is deep contemplation of experiences and inspection of entire teaching situation from every aspect. This process involves vigilant thoughtfulness to the overlooked particulars of the event that are neglected throughout the practise of education. Moon (2003) also defined the reflective practice are:

“Capability of the educators to do careful refection to resolve teething troubles are referred as reflective practisers. It allows the teachers to re-examine and re-evaluate the understanding surrounded by a framework of philosophies to realize the transformations among the concrete exercise and potentials of the concept” (Moon, 2003). Russell, (1999) defined the notion as under:

“Aptitude of instructors to reconsider their trainings experiences in order to know about their learner’s ability to their instruction and examining out the fresh and original means of coaching is named as reflective practice” (Russell, 1999).

Osterman & Kottkamp, (2004) define this concept as;

“An organized as well as inclusive procedure of information collecting enhanced through discussion, combined with co-operative hard work that empowers the educators to comprehend and scrutinise their training skills (Osterman & Kottkamp, 2004). A well-known instructive psychologist explains the concept as under:

“Thoughtful actions to develop cognizant of individual professional activities that convert into skilful teacher is termed as reflective practice” (Wolfook, 2004). Sotto, (2004) described the idea as below:

“Capacity of professors to understand their particular activities in terms of their previous practise and philosophies they already known are known as reflective practice” (Sotto, 2004).

Likewise, Brightside 2012 expounds the thought as below: “Reflective practice refers to methods of reviewing individual performs to expand the means of training” Different perspectives of philosopher exposed that contemplative training is a careful discerning and attentive contemplation of the skill to upgrade specialized learning expertise. If teacher do reflective practice is shows the interest of the teacher about the influence of his/her own activities on learners.

The reflective practiser carries the role of drama performer at one time and on the other hand, perform his character like a criticiser who stands midst of the viewers and unsympathetically assess the complete presentation so that they propose strategy for improvements. Numerous philosophers jot the knowledge concluded reflective practice with

empirical and pragmatic knowledge, but there is cautious variance among empirical education and education done by reproduction. Though, expert knowledge through reflective practices fundamentally receipts practise as an initial step and reinforces the proficient awareness through knowledge (Jasper, 2003).

Reflective practice is a knowledge gaining approach that is used to indorse experiential knowledge and learning by performance” (Gidmnan, 2000). The concept of reflection has no explanation. Countless thinkers have assumed the idea in specific sense. John Dewey (1933) articulates:

“Insightful reflecting is an organised, careful and self-oriented knowledge that expands individuals learning”. Number of philosophers designated that contemplative training is rational thinking that allows practitioners to recognise the pitfalls among philosophy and training and to improve and enhance knowledge related to professional development. According to Bolton, (2010) somewhat it is hard for educators to highlight their everyday practices to assume their incorrect conceptual understandings, common discernments, individual differences and interrogate about individual actions.

2.3 History of the Thought

The notion of reflective practice arises by the words of renowned thinker and philosopher Socrates. According to him, “the unexamined life is not worth living”. Likewise, Plato contended that “behind every experience there is room for interpretation”. The life of human being turns out to be worth living with the understanding of events. The elenctic method also known as Socratic Method mainly established on continuous interrogation (Jennifer, etal, 2006). Similarly, Aristotle’s approach of “Eudemonic Well Being” based on wellbeing of human. Aristotle believes that the definitive aim of individual life is the recognition of one’s own capacities by reflecting (Ghaye, 2011). Although Reflective

practice is a recent concept, but since from the beginning of the life individual embraced RPs to figure out the way out of the complicated situations. Killen (2003), states that all the philosophers Aristotle, Plato, Galileo, Newton, Confucius, and Einstein focused on the contemplation. Therefore, we might say that the meaning of RPs has grown from centuries various theorists have impart the body of acquaintance, by cautiously created philosophies, attentively organized studies, and vigilant findings and presentations.

2.3.1 John Dewey founder of the idea

Dewey is considered the pioneer who try to find out the difference among impetuous activities, repetitive behaviours and reflective practices and initiated the notion of reflective education. The impetuous activities deal with the notion of learning through repeated trials process, while the repetitive behaviours focused on primitive methods of learning endorsed by the expertise on the other hand the reflective learning is created by own assessment (Ryan, 2010, Ferguson 2011). In 1933, John Dewey provoked notion of introspective education. He believes that the process of reflection occurs when experts encounter ambiguous and uncertain circumstances. The process of obtaining knowledge through reflection is not novel concept but it roots from centuries as the cohorts of Buddhism employ reflective approaches to quest the realities and truth (Loughran, 2002 & Farrell, 2007). Titles of John Dewey, and Donald A Schon are repeatedly quoted in literature; however, opinions of both theorists may differ from one another. The opinions of John Dewey developed thru the epoch of reformism (progressivism) when technical developments were at highest also inducing edification. Dewy accentuated on systematic education and knowledge gained thru experimentation. While Schon mainly stressed on investigation of several frameworks of the event to acquire specialised skills (Jennifer, et al, 2006). According to Dewey reflective or critical thinking refers to capability of being to face the doubtful circumstances. On the other hand, Schon believes reflective thinking refers to capability of

experts to discover specialized skills to become professionals. Literature shows that from the past thirty years the role of reflective approaches is rising in specialised education.

2.3.1.1 Dewey's Theory of Reflective Thinking

John Dewey characterised the human knowledge into two chief categories i.e., “educative and miss educative experiences”. And he believes that reflection is a mindful process to learn about the two main experiences. Dewey contented; “thinking & thought” are two common terms that we often used but both terms have different meaning. The first thing that come to our mind is refers to as thought while, experience vary from thought it involves comprehensive base for acquiring knowledge (Dewey, 1910). According to Dewey a reflective thinker possesses inimitable abilities such as open mindedness, wholeheartedness, and a sense of responsibility. Dewey also discussed the process of reflection in a form of model that is presented below.

2.3.1.2 Model of Reflection by Dewey's (1938)

Dewey (1938) proposed five stages of reflection. The model is comprised of subsequent major stages:

1. Recognition of the trouble instigating confusion.
2. Reflexion & refining the trouble to get a comprehensive information.
3. Making possible assumptions (hypothesis) after observing the problem.
4. Next step is to test the assumptions through enquiry and analysis.
5. Implementation of the new knowledge into practice (Dewey, 1938).

Dewey five phases of reflection are analogous of scientific method.

Dewey's support for systematic learning and understanding thru experience is

imitated in his five steps of reflection. Moreover, these five steps also resembled to action research. In 1987 American educationalist Donald A Schon invigorated Dewey's idea of reflective learning.

2.3.2 Contribution of Donald A Schon on Reflective Practices

Donald A Schon revitalised the effort of Dewey and emphasised on significance of reflection and reflective strategies for professional development. The efforts of Schon are known as "The Reflective Practitioner" (Rodgers, 2002; Suibhne, 2009; Marzano, etal, 2012). He thinks that specialists are not limited with simply factual information, but reflective practitioner is one who create knowledge by critically reflect and evaluate their practices. Usually, experts have more knowledge than they believe, and they called the on-the-spot information. Schon was deeply attracted with Dewey's viewpoint and rationalist's theory. The pivotal theme of Schon's doctoral dissertation was "Review of Dewey's Work". Schon's chief articles are comprised of (i) Growth of Professional Competence (ii) Administrative Education: Philosophy and Preparation; Dislocation of Notions; 1963, Technology and Revolution: The innovative Heraclitus; 1967. While working in MIT, he established his concentration in professionalism of professionals. Schon extensively examined all the philosophies of knowledge and practice and thoroughly scrutinised the practices of professionals. His vigilant reflexion results in the form of significant classification of manuscripts related to method and advancement of professional learning. His careful observations lead him to examine the learning attitudes of several experts. In 1987 he came up with a new volume named 'Educating the Reflective Practitioners' and discussed "Theory of Reflective Professional Development" related to procedure of reflection during and after the teaching. On spot expertise differentiates trained professionals from untrained professionals.

2.3.3 Donald A Schon's Model of Reflection (1983)

Donald a Schon is recognized as founder of reflective practitioner theory (Rodgers, 2002; Suibhne, 2009; Marzano, etal, 2012). Donald a Schon revived the work Dewy and emphasised on the importance of reflective strategies for professional growth of teachers. Schon identifies that during teaching teachers face many problems, from ups and downs, from swampy lowlands and to many other situations. Schon believes that by reflection on feet and after the event helps individual to build expertise in their desired profession. Schon identify the two main aspect of reflection that is “reflection-in-action and reflection-on-action”.

Since 1983, a variety of models have been proposed by different philosophers and educationist in the field of education and professional practice. The purpose of each model is to provide a systematic way of reflection on owns experiences. Finaly (2008) identifies that these models may vary from the level of description and interpretation but focus of all models are on reconsidering and reflection. Generally following models are appreciated.

2.3.4 Reflective practice Model of Kolb's (1984)

Based on John Dewy and Donald a Schon thoughts Kolb's creates a model of reflective practice in 1984. Kolb's presented reflective practices in a continual process. According to him, this cyclic process gives teachers opportunity to recall the whole event and to verify the experience from all aspect and after that build knowledge from it.

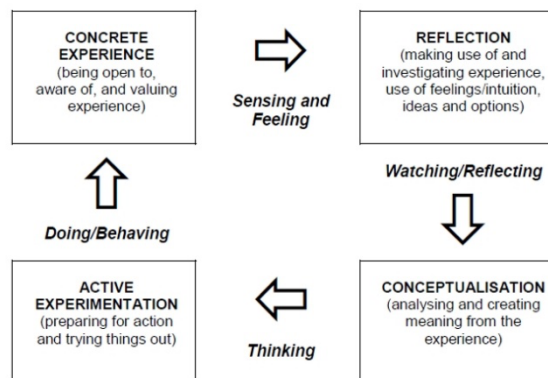


Figure 2.1: Kolb's Model of Reflective Practices

Once educators purposely finish initial round of thinking and observed similar outcomes. The second phase allows teachers to reflect about the inadequacies of their method and implement a changed approach to manage with the shortages. In this manner their similar practice changes into meaningful understandings. Then after four years another model of reflective practices was developed by Gibbs which is described as under

2.3.5 Gibbs's Model of Reflection (1988)

In 1988 Gibbs reflective cycle was named after American sociologist and psychologist Graham Gibbs. He presented the reflective sequence in the book named 'Learning by Doing'. Gibbs considers that reflective rotation permits practitioner to inquire both aspects of the event either it is positive or negative. The sequence is consisting of six phase's starts from the Description and then come in spiral to "Feelings, Evaluation, Analysis, Conclusion and ends at Action plan, to finally coming back to Description".

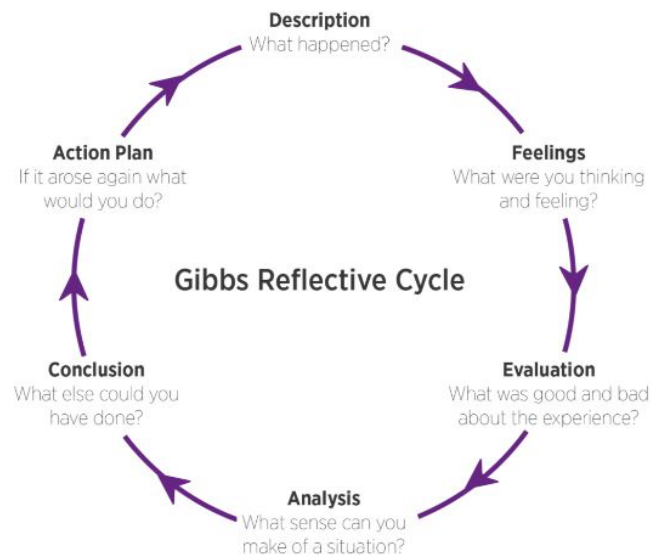


Figure 2.2: *Gibb's reflective Cycle 1988*

Gibbs reflective model is considered as the most admired model of reflection. Bentham (2004) elaborates that at first step schoolteachers can compose the particulars of the experience to record their thoughts, rate their degree of self-confidence, what was the strengths and weakness of the experience, what are the complexities and what is easy to understand? He states that it is very hard for teachers to assess the cons of the experience as compared to the scenario where the progression of lesson is smooth, it is easy for teachers to identify the reasons of smooth progression. But if the lesson is not smooth teachers hardly recognise the reasons (Bentham, 2004). Dedicated consideration about undesirable facets of presentation may possibly lead to mediocrity intricate. Educators should assess the adverse facets of their teaching including constructive facets. Jasper (2003) declares that even though Gibbs Model offers a useful outline for contemplative procedures, however it does not offer the way for the sequence to be ended (Jasper, 2003). Gibbs model lets instructors to consider and preparation of taking place of the similar incident once again and what would to do in a different way for next time. In 1988 Greenway created an alternative model which is reviewed further down.

2.3.6 Greenway Model of Reflective Practice

Greenway (1988) discussed triplet steps of reflection. His model lay emphasis on empirical knowledge. Representation of Greenways model

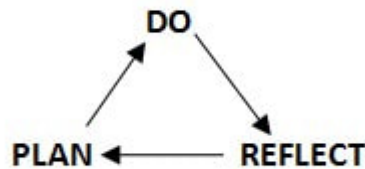


Figure 2.3: Greenway (1988) Model of Reflective Practice

Greenways prototypical of reflection defined that instructor have the knowledge, to analyse that the happenings and what sort of information they learned from that event. Last of all reflect out a strategy that will help them in future.

By and large, several specialists embrace this tactic to become professionals and improve their professional competency. Gibbs reflective model (1988) comprise of six phases and is a time taking process While, Greenways model comprises of simply three phases. If teachers got less spare time to reflect this model is beneficial as compared to Gibbs reflective model. Greenways model allows instructors to embrace trial and error technique to acquire instructional abilities.

2.3.7 DATA Model of Reflective Practice (1991)

Peter's model is commonly known as DATA Model of reflection that is comprised of subsequent four steps:

1. Describe
2. Analyse
3. Theorize and

4. Act (Peter,1991)

1) Describe: On “describe” phase teachers identifies circumstances classifies the background in which present happening occurred and figure out the solutions to improve it.

2) Analyse: at this stage lecturers find the aspects subsidising to their existing performances. A significant feature of this phase is to recognise the conventions, fundamental theories, procedures, and intentions previously prevailing their performances.

3) Theorize: Educators hypothesise about substitute teaching methodologies. Teachers try to apply the concept on which different teaching method will work.

4) Act: and finally on this phase educators perform according to the recently expanded acquaintance (Peter, 1991).

Above demonstrated model lay stress mainly on investigation of understanding. However, for educators it is requisite to think on the societal and traditional values of the society as well.

2.3.8 John’s Model (1995)

John’s model is grounded on five indicators questions which allows practitioner to analyse the experience and reflect on the procedure and products in chunks. John (1995) takes influential work of Carper (1978) as the foundation for model comprising Aesthetics: to figure out the concrete objects that are involved in the event. What are the role of solid things rather than abstract.

- Personal knowing: to reflect oneself, knowing the inner capacities of self.
- Ethics: ethics concerned with the queries such as that what I am doing is according to the situation or not? Reflection of one’s own belief thoughts and values.
- Empirics: this stage allows practitioner to think about the learning and understanding they gained from the experiment. What are the new understandings, and to what extent knowledge is increased and how one utilized in the future?

Moreover, Johns model give opportunity of reflexivity that how practitioner can link the experience with previous learning.

2.3.9 Rolfe's Model (2001)

Rolfe, Freshwater and Jasper illustrates the “WHAT” model of reflective thinking in 2001. According to this model the professionals are not only aware of what they are doing but also how they are doing? The “WHAT” model is comprised of only three aspects. Therefore, by applying this model the practitioner reflects the scenario by three questions: What? So What? And Now What? The first stage that is known as “What” specialists think to explain the condition? And on the next phase “So What” professionals postulate their own ideas to comprehend the condition and to understand it. Finally, on the last phase teachers think about their activities, what can be further acted to enhance their performance and have a mindful regarding the outcomes of their performances (Rolfe,2001). Of this model are presented in picture as under:

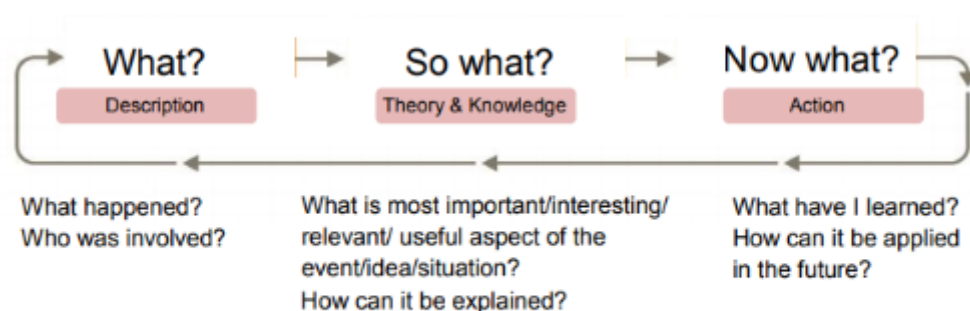


Figure 2.4: what model of reflection by Rolfe, (2001)

2.3.10 Ghaye's (2008) Strength-Based Big "R" Model of Reflective Practice

In 2008, Ghaye introduced a new model, which is largely known as "Strength Based Big R Model of Reflective Practices".

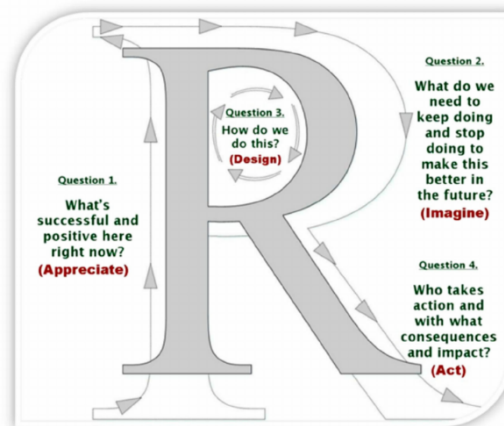


Figure 2.5: Big "R" Strength Based Model of Reflective Practice

To begin the process of reflection, the Big "R" Strength Based Model of Reflective Practice emphasised four basic questions. Any of the four inquiries can be used to start the procedure. Ghaye is influenced by Dewey's 1933 Model of Appreciative Analysis, Schon's 1983 Model, and Cooperrider and Whitney's 2005 model of appreciative aptitude, Four chief phases of the model are discoursed beneath:

Appreciation Stage: (What is beneficial at present?) the first stage of model is an effort to acknowledge and comprehend one's own powers and abilities e.g aptitude and skilful qualities. They can understand the tasks they can carry. teachers recognize the value of their self-expertise, career oriented, self-worth, god gifted abilities and struggles to appreciate the abilities of their fellow teachers to build a greater awareness of their own capabilities Ghaye et al (2008).

Imagination stage: (What are the modifications require for future?) Educators envision how they can develop, reform, and apply their understandings in a clearer manner in forthcoming. teachers try to do an assessment of their expertise via portfolios, reflective diaries, and problem-solving methods to do tasks. They deliberately think that which understanding work out properly? Which information demands to be improved and what are the strategies they can obtain innovative information to enhance their procedures in future. They contemplate about their prior methods of teaching and seek distinct approaches for becoming professional Ghaye et al (2008).

Design Stage: (How do they manage to achieve this?) This phase is inspired with phase one and phase two. This stage allows teachers to link their abilities with isle of improvements. teachers analytically ask about principle laden programs and procedures to construct their own methods. They might need to validate emotive mastery, political vision and moral value to create their own strategies. Teachers need to build shared intelligence by provoking certain useful inquiries regarding qualified methods Ghaye et al (2008).

Acting Stage: (Who take over proceedings and with what consequences?) this stage requires from teachers to understand it's a time to go ahead and there is a necessity to accomplish the outcomes. Teachers determine by what means and at what time to take up measures in forthcoming. Similarly, teachers choose when there is no demand to take some measures. It is vital to discover the rationales of own efforts. If they are not able to decipher the rationales, they are unable to realize what are the initial knowledge and what are the new understandings they gained?

Finally (2008) claims that all models of reflective practices focused on three main features that are:

- Reflection: i.e., thinking back on the event or experience.
- Self-analysis: i.e., analysis and evaluation of oneself regarding experience that what were your feelings regarding the experience?
- Reorientation: i.e., means to apply the learning from previous experience to a new situation.

2.4 Types of Reflective Practices

Schon, 1987 and Zeichner and Liston, (2004), claimed that reflection is distinct course on the other hand Heather and Amy (2012) Osterman and Kotkamp, (2004) and Ghaye, (2011) identified that consideration is a mutual process comprised of two main categories: specific and cluster reflective practices. Discrete performances encompass portfolios, reflection-in-action, and reflection-on-action and writing notes or diary whereas group reflective practices deal with group discussions, peer observations, colleagues, and student's feedback. Both type of reflection contributes a significant part in the improvement of educators.

2.4.1 Reflection in Action

This type of reflection refers to reflecting on the spot, reflecting on the events and activities during teaching process. Educators review the unexpected, exclusive, confusing, and ambiguous conditions they face in teaching teaching to think and reflect (Schon 1983). The RIA category depicts two significant features: (i) reflecting about the specific circumstances of the teaching space, or outside the class such as in lab or meeting room (ii) instant reflecting to decide an act. RIA mostly deals with modification on the feet or modifications

in the centre of action (Ghaye,2011). Schon did not revealed the physical explanations and mental actualities regarding RIA (Russell 1989). Another researcher Dixie (2009) exposed that typically RIA arises when ambiguous situation happens. Professional and trained instructors done this unconsciously without disturbing the process. On the other hand, novice educators perhaps appear complications to encompass RIA. They get disturbed when their efforts did not achieve (Dixie, 2009). Novice instructors might face difficulty in handling discipline regarding problems and turn into unsatisfied while they come across unpredicted conditions in the teaching space. Reflecting on the act in the middle of teaching without any disturbance to improve and re-build the event needs drill and practice. It is essential for novice instructors to reflect to their teaching. However, it is hard task to contemplate through teaching process, they possibly will involve the students in different doings to think on their teaching.

2.4.2 Reflection on Action (ROA)

Reflection on Action stress on reflection after the event. This process requires teachers to think after the teaching so they may be aware of shortcomings of their teaching strategies (Schon, 1987). It denotes to recollecting the facts of teaching scenario after the class. It is hard for teachers to evaluate the events impulsively occurred in the schoolroom for instances their connection to students, demonstration of lecture, beginning and ending of the lesson and deciding the activities for homework. Teachers faced difficulty to do justice and to decide whether their action are appropriate or not. Novice teachers should record or write the detail to evaluate and examine their classroom actions According to Ghaye, (2011) ROA is a course of careful thinking that allows to evaluate strengths and weakness at the end of teaching. But sometimes it is not good examine about every detail and activity. This process involves sensible and cautious records of particulars in the group or alone. It is

group or individual activity, whereas RIA is a separate and personal action. ROA can be done by reflective negotiations with co-workers or by taking notes and maintain diaries.

2.4.3 Reflection for Action

Reflection for Action (RFA) as well known as Future Reflection. Ghaye (2011) called this process as Preventive Reflective Practice. RFA refers to preparing oneself to increase the knowledge and understanding for further development of the individual. This process occurs both in group or individual (Ghaye, 2011) lesson planning and preparing is best illustration of RFA, because RFA allows educators to investigate the possible solutions and reflection what changings they made for future teaching. What sort of strategies are suitable for achieving the outcome? Reflection for action give opportunity to understand own strengths and weakness. Thoughtful process around oneself expertise and abilities of making choices to achieve the desired outcomes in a specific circumstance refers to as thinking for action. Ghaye, (2011) clarified that Schon identifies merely dual kinds of reflection; 'reflection in action' and 'reflection on action' but according to him there are various new categories of reflective strategies that educators practice many other reflective strategies to extract meaning from the proceedings happened in teaching settings. Mostly, novice educators implicate and involves in 'reflection for action' because teachers reflect earlier to the class those which methods and strategies, they will opt in teaching whereas skilled educators encompass to both strategies before and after the execution of lesson (Ghaye, 2011). The process of reflection is not beneficial for just to reason about the previous incidents rather to get trained and practiced for future too (Larrivee & Cooper 2006). Consideration for action has shortcoming like it usually happened in group effort and time consuming. Reflective practitioners generally think and evaluate about their past event they should also contemplate about their upcoming events. Educators might discuss about

the methods that are useful to one another when they have free time. Reflection with action could allow educators to examine why where and when they utilize the specific tactics. For that reason, they may reflect and study numerous methods previously taking inaction in class. RFA is a method of self-analysis concentrating on the profound inspection of own opinions, moulds, standards, prospects and traditional circumstances that might influence the learners. Larrivee & Cooper, 2006 believes that educators embrace some opinions and standards that are impact their personal and specialised conduct and navigate their teachings skills. Skilled philosophies lead those activities are beneficial and useful for students which step they should avoid (Larrivee & Cooper, 2006). Schoolroom attitudes of educators is obsessed of their own views regarding learner's readiness to acquire and teacher's own expertise. Philosophies and opinions of educator's plays a role of mirror in which they see themselves and in the light of their opinions they deal the world. Self-analysis allows and assists educators to comprehend, evaluate their opinions and amend their does. RFA encourages self-accountability, concern, and ethical obligation in educators to beave well and achieve outcome the in class (Farrell, 2008, Tice, 2011).

2.5 Perspectives on Reflection

Since 1980's the concept of reflection has emerged progressively in academia and has been encouraged in activity-based knowledge (Boud, Keogh, & Walker, 2000). As John Dewy also expounded that learning is not doing instead of learning is by doing reflection on experience. Reflection is considered as significant tool both in adult education and school learning (Mezirow, 1990). A remarkable amount of literature indicates that reflection is solely valuable and helpful for teachers (Gould & Taylor, 1996; Johns & Freshwater, 1998; Mayes, 2001; Smith, 1992). Black, (2001) and Loughran, (1996) also throw light that the concept of reflection is widely acknowledged in the field of education. Particularly in

education there are booklets that provides guidance for young teachers to become reflective practitioners and critical reflection is also implemented to train the teachers (Brookfield, 1995).

2.5.1 The Pragmatist Perspective

The pragmatist approach fosters the notion that one can learn something by doing it. The action is effective when the individual does reflection on the experience. Dewey is the proponent of this perspective according to him, “Reflection is the systematic and deliberate contemplation of thoughts, beliefs in the light of previous theories that supports the belief and leads to conclusions. It involves an intended and sensible effort of making new ideas on the basis of reason and logic (1933, p. 9).”

Dewey believes that reflection is a connection between learning and experience. Reflection helps individual to gain control on the experiences. Reflection occurs when individual face some complexities and problems in their personal and professional life. According to Dewey the focus of reflection is on the problem, confusion, and doubt to find the solutions of the problem (Dewey, 1916, p. 148). In his book ‘Democracy and Education’, Dewey creates an association among “learning from experience” and reflection: if knowledge from event refers to become aware of creating “a back and onward link among what we have done to experience and what we like or dislike from the experience” (Dewey, 1916, p. 140), then insightful rational is the psychological process which forms these associations. It is impossible to obtain knowledge from event “excluded lack of aspect of thinking” (Dewey, 1916, p. 145). Preparatory to this supposition, Dewey associates two categories of knowledge based on the type of thinking they infer: when we perform rendering to a “test and error” principle, we are having “unreflective experience,” on the other hand

when one intentionally nurtures a type of reflecting intended at determining the associations among our activities and their significances, we are having a “reflective experience” (Dewey, 1916, p. 145). Therefore, in a Deweyan viewpoint, reflection is targeted at identifying activity so one can get command on it.

Schon (1983) also the proponent of pragmatist approach. He classifies that reflection is necessary when teachers face uncertain and abrupt problems during teaching. He categorizes the two main types of reflection. Schon envisions of such reflection, in consistent with the Deweyan point of view, as taking place when one encounters a surprise, an unpredicted incident. To be competent of this type of reflection should make it possible for social scientists to perform adequately in circumstances where there are no explanations or proper instructions available to encounter challenging and complicated instances. And therefore, in addition to strengthen one's intelligence, the reflection-on-action, that includes of critically reflection of what we've accomplished, and be conducted to determine how one's knowledge-in-action can have impacted to the problem's solution (Schon, 1987, pp. 22-27).

2.5.2 The Critical Perspective

Critical reflection refers to the careful examination of image, work, or performance. This process is not only to find the faults of the work rather than its leads to the effectiveness of work. Michel Foucault (1990) proposed that reflection is very meaningful in non-influencing the mind and thinking. Johan Flanagan, who initiated the American Research Centre in 1946 introduced critical reflection. According to him critical reflection improves the effectiveness of professions such as nursing, education, and technical and vocational centre. Cognitive psychologists contribute to conscious reflection the role of revealing the implicit authoritarian stereotypes that incorporate our meaning of life, to disrupt the replication of structures of caste, ethnicity, and gender inequality (Giroux & McLaren, 1989; Kanpol,

1999; Lather, 1991). (Giroux & McLaren, 1989; Kanpol, 1999; Lather, 1991). In specific, Foucault strives for a skeptical mindset, which examines the ways in which the debate recreates power relations and also how the parameters for determining what reality are and abstractly positioned and involved in power dynamics. According to Foucault's perspective, the process of critical analysis simply means to have the compassion for taking the intense actions to reveal the silent psychological behaviours that control our existences. Criticizing the distinct sorts of governing indicates to submit each declaration to a systematic review, ignoring any predetermined power. Of being sceptical is to adopt "voluntary disobedience and reasoned indocility". Therefore, for Foucault (1985) reflective practice is not only an analytical technique but a mode of living, that helps the individual to obtain an ethical approach. To discover one's identity controlled by influences of authority is not a healthy state of human living but is the result of specific discursive practices that perhaps the person has the moral duty to evaluate objectively. To devote one's own to critical analysis is a practice of freedom. Admittedly, Foucault (1990) envisions the practice of criticism as kind of a morality.

2.5.3 The Hermeneutic Perspective

Van Manen (1977) presents three stages of reflection: technical reflection, which is associated with the quality and efficacy of the resources for achieving unproblematized results; realistic reflection, which considers both the methods and the ends of one's actions; and critical reflection, which examines problems of equity in one's field of work and proposes solutions through an examination of one's practise in the light of larger social, financial, and political contexts. Quite recently (Van Manen, 1991, p. 101), he differentiated between anticipatory reflection, which considers potential future options; proactive reflection, that reflects the Schon main idea of reflection-in-action; and recollective reflection, which is concerned with making awareness of previous experiences. To this, he applies the

mindfulness pose, which is a way in which the practitioner seeks to maintain a state of mind that is free of distractions. However, one might disagree with Van Manen's (1991, p. 98) statement that "to reflect is to think," and that "reflective practice has the quality of deliberation, taking decisions, and coming to conclusions about various alternatives" in the education field. Reflection, on the other hand, is distinct both from thought and contemplation. To think is a broad term that encompasses a variety of psychological activities such as meditation, seeking a response, and seeking an explanation, among others. Deliberately assessing an unknown scenario in order to make the best possible choice for intervention. "To bend, fold back, go back to, rewrite, and recede," translates the Latin verb *reflectere*. Reflecting simply means to "go back," to stop doing something and focus all of one's attention on the thoughts as they flow. Reflection is not to be misunderstood with deliberation; in reality, the first is the state of the second, in the sense that "reflection may provide the foundation for sound, responsible decisions (Fendler, 2003, p. 18).

All approaches of reflective practices focus on the effectiveness of the individual in their desired professions. The purpose of each approach is to enhance the life of individual by reflecting on the problems based on grounded theory.

2.6 Reflection and Teacher

Reflection is a thoughtful process that allows teachers to generate new learnings either from individual analysis or association through others (Benammar, 2004; Dewey, 1933; Mezirow, 1991; Moon, 2004; Schön, 1983). Tutor consideration is related to systematic self-analysis and investigation in a consistent manner to improve and update their knowledge and practices (Husu, Toom, & Patrikainen, 2008). For this purpose, teacher must be an active participant so one can fully involve in process of reflecting their

experiences. In 1933 Dewey expounded that for the practice of reflection teacher possess the capability of accepting of own and others level of individual and professional progress. Slavík (1997) describes that the aim of contemplation is “acquisition of intuition regarding concept within our accountability which have an important impact on us on our environments and therefore entail evaluative argument and regulator”. In addition (Budevaca et al., 2013) stated that by reflecting owns practices teachers come to know about their strengths, weakness, opinions about their profession. Reflection contributes to making quality teachers that are aware of themselves and know about the current needs of students and society. Svojanovský (2014) differentiates among three categories of syllabi of instructive thinking strategies – the instructor’s character (self-analysis), conditional features in education and university setting and the characteristics of the extensive background of schooling, comprising community, moral and administrative circumstances of the teacher’s work. He added that there are three stages of the value of thinking: explanation, rationalisation and valuation and critical imitation.

Reflective practise is characterised as a changing factor of teaching quality because it affects teachers' skilled learning and growth, as well as the implementation of significant differences in educational practise.

To strengthen and understand better the teaching and learning process, reflective practise investigates the consequences of all complex variables (Vijua Kumari, 2014). Analysis and recognition of shortcomings in one's teaching, development of successful methods for its enhancement, and shaping practises with the aim of changing the practise are some of abilities that can be developed with the aid of reflective practise (Bilac, 2015). Class management necessitates a reflective leader, as well as reflective skills and resources

(action research), regardless of whether it occurs in a hall, lab environment, or a traditional classroom (Ryan, 2007). Teachers' professional growth is aided by reflective practise, which encourages them to look for new ways to manage the classroom and guide the students (Soisangwarn & Wongwanich, 2014). Furthermore, according to Singh Gill (2014), reflective practise allows teachers to become informed of their learners' feelings, identify their unique needs, and build ways to monitor thought.

Improvement of one's work, efficient sharing of professional experiences with co-workers, understanding of professional standards, creation into an involved teaching maker, evaluation of one's professional development, greater attention to one's own and learners' practices are all benefits of rethinking one's own practise. More critical analysis of circumstances both inside and outside the classroom, development of an adequate classroom atmosphere, avoidance of routine and repetition, collection of innovative options for future work, and so on. Reflection is difficult to achieve throughout or at the same time as our classroom events, according to Larrivee (2000) since it necessitates the organisation of several activities. Self-reflection normally necessitates a meta position when considering our previous works. Self-reflection heightens a teacher's sensitivity, allowing him or her to spot anomalies or imbalances. Teaching effectively necessitates a constant questioning of one's convictions and reconsideration of one's behaviour in relation to them. Helyer, (2015) stated that the process of reflection utilizes knowledge that “lies deep within (tacit knowledge) – so deep it is often taken for granted and not explicitly acknowledged, but it is the data humans use to make instinctive decisions based upon accumulated knowledge from past actions and experience”

2.7 Reflective Practices Strategies

Following are the strategies that one can use to endorse reflection and be beneficial for the inculcating the concept of reflective practices to the prospective teachers and in-service teachers as well. Some examples of these approaches are lesson plans, interviews, reflective journaling, videotaped lessons, professional portfolios, instructional tools, skill mastery projects, action research and simulation/roleplaying.

2.7.1 Reflective Journaling

RLJs offers an opportunity to the potential instructors to write down their practices and performances on a regular basis (Derya, 2008). Moon, (2003) defines the subsequent approaches of RLJs:

- a) Everyday diary writing
- b) Autobiographical writings
- c) Recording of teacher's responses
- d) Writings sessions at the end of training programme
- e) Professional development profiles (Moon (2003)).

Generally, an apprentice education diary or paper is considered as an important aspect for consideration. The focus of the students' learning journals is mainly on planned activities while, research journals are comprised of studies and work done by the researchers. (Moon, 2003). Reflective diaries are also known as learning logbooks. Educators can write their notes and observations related to different scenarios for RLJs, whereas writing journals, several instructors do not jot down the particulars of their events by using citing resources e.g. pictures, illustrations. In Pakistan, journal publications are considered important at higher level education but not prevalent between schoolteachers.

2.7.2 Videotaped Lessons

Videotaping is considered as simple and preferred method to examine individual performance. Recording and peer observation are frequently utilized reflective procedures among future educators (Derya, (2008) Educators can be able to look at exactly how they began the lecture, in what way they handled the learners and how they reply to learners' queries? This technique is beneficial for prospective teachers that it provides opportunity to find out their teaching experiences. And is not only beneficial for the teachers but also helps teachers to notice their student's behaviour during lecture e.g., students are taking interest in the lecture or not or busy in activities like chatting and note passing during the lesson. Findings of the research of Derya, (2008) shows that videotaping is preferred self-assessment approach between future teachers but frequently teachers do not assess the records. However, they might make a list to assess their own performances (Derya, 2008). Video Recording of lecture process can be useful in providing significant material to the future teachers to replicate on their classroom experiences. They can look at the events occurring in the class and notice the things of which they are not informed while teaching (Tice, (2011).

2.7.3 Professional Portfolio

Student Professional Growth Portfolios encompass the details of teaching experiences. Wisely created portfolios consider as a mean to assess individual's teaching experiences as well as includes accurate information regarding accomplishments and drawbacks of future educators. Proficient portfolios might reveal which lessons educators should understand better (Chye, 2008). Portfolio is not just display volume or simply a photo compilation instead, it's a detailed record of lesson planning and other required documents (Priest, 2010). Erginel, (2006) defines those journals and portfolios are important reflective strategies. Portfolios are also called as living documents because teachers can continually

edit and update their records and for this purpose, they use digital technologies such as Microsoft and other software. Prospective teachers should show more interest in making digital portfolios.

2.7.4 Peer observation

Significance of peer observation cannot be ignored in professional development of future educators. Teachers should not hesitate in being observed by others as stated by Spiller (2011) tradition of hiding and keeping the classroom situations personal is a main obstacle in doing peer observation in educational organizations. Teachers show willingness for being observed as it helps in the professional development of teachers. Future educators might make a timetable to detect the sort of content being teach, time management skills or collaboration with schoolchildren. They can pre planned how to observe and what kind of skills they are going to assess including class structure to teaching methodologies. the observer must take permission from the teacher before taking the observation. And it is the responsibility of observer to give productive feedback to the teachers. And one should show willingness for being observed because this strategy of reflective practice allows teachers to know their strengths and weakness of their teaching. Secrecy is the most important aspect of peer observation.

2.7.5 Mentoring

Mentoring is also an approach of educators teaching. This method involves a qualified and competent colleague known as mentor. A mentor possesses professional skills evaluate the work of trainee also known as mentee, and whenever need a practical example mentor provide them real life examples to develop the professional skills of mentee. Mentoring courses intended to promote the personal and professional development of novice teachers thru current knowledge. Mentee performs their task in the supervision of mentor

to increase their proficiencies and to cultivate understanding to resolve complexities. Mentor is anyone who directs the beginners in the preliminary years of job (Muchinsky, 2003). Blandford, (2000) declares that recognition of the individual's and professional growth of beginners is difficult job. Mentoring process is also affected by extraneous and internal components. Some peripheral components are availability of sources, space, and transportation. Furthermore, relationship of trainer and trainee teachers instinctively seems complicated. Thus, careful organization is necessary to allocate a trainer to novice teachers. Seminar and training session may provide opportunity to interact freely with one another so it may help mentors to pinpoint the areas of improvement of the mentees (Blandford, 2000). Professional educators could casually discuss together with beginner educators to recognize their teaching requirements. Moreover, the process of mentoring partnership extremely hinges on commitment of mentee to be taught specialized skills.

2.8 Need of Teacher's Training for Reflective Practice

Current era is known as digital age and teaching in this age required a lot of passion, knowledge, and skills. Now a day's teacher's role is multifaceted, they are supposed to develop technical expertise and accountable for themselves but also for their learner's outcomes. Reflection and reflective practices are considered as most substantial feature of teacher's professional development. Abundant of researchers have been done on the importance of reflective practices on the professional growth of teachers. As Samaras, (2002) states that reflection plays an important role in teacher education including teachers' philosophies, attitudes, and abilities. And for this purpose, teachers need to be trained to cater the need of current age. Teachers requires training session on importance of reflection that helps them to know what they've learned, and what additional training schemes have been implemented (Cochran, Smith & Zeichner, 2005).

Research about educators tutoring plays an important role in improvement in teacher education courses for preservice and in-service teachers. (Barune, 2004). The composition of teaching courses should focus on the upgradation of the courses that allow teachers to involve in the continuous process of reflection. The technique of training for educators is that training sessions covers concrete schemes of teaching and methods of inquiry since they have to transform schoolroom atmosphere by using their updated knowledge (Miller, 2005).

From past era thinking and reflection for educators training courses has developed considerable and become necessary to encounter the complexities of current age. As per the realm of education is varying so the curriculum or outline of educations also transformed. Teacher's trainings are indispensable for developing skills and knowledge. As (King, Kitchener, 2004) narrates that training sessions regarding reflective practices are very beneficial for the professional development of in-service teachers.

The coaching sessions for professional development teachers must comprised of theory and action. To become professionally developed teachers must be familiar of new technologies and terms such as reflective practice. Collaborative teaching is also significant in gaining new knowledge and learning. It is like a platform where teachers share their own ideas and experience with other and get diverse feedback from one another (Orland & Tillman, 2006). Reflection involves teachers in critically thinking of themselves. Teachers become active and energetic in their classroom. Innovative concepts and ideas developed in the process of reflection. Training regarding reflective practices helps teachers to utilize new learnings in their teachings. Cochran-Smith & Zeichner, (2005, p.2) describes that these aspects must be considered significant in the development of teacher training

programs. Pertinent measures should be taken for effective outcomes and evaluation should be done to expand the worth of teacher training programs.

2.9 Review of Related Studies

Ghaye & Ghaye (1998) defined reflective practice as process of reflecting one experience from past and decide what to do in future. According to him, reflections helps teachers to think about the event and explore the strength and weakness in order to improve their performances and this can be acquired by practicing new methodologies and technologies in teaching (P.3).

Kettle and Sellars (1996) carried out a study that was centred around the participants who are following reflective practices approach for their exams and studies. To accomplish goals, they performed interviewing technique and analysed them in their study of work. Findings of this work suggested that students who were adopting reflective practices are much more confident about their success and educational achievements.

In 2007, University College Dublin's Judith Hrdford and Gerry MacRuaire administered study on the role of prospective teachers. The research's primary aim was to evaluate prospective teachers in a real-world learning environment using peer recorded video. The research findings revealed that video recording is the most powerful method for reflecting, offering specific guidance for future growth.

Sonia J. Rodriguez (2008) as instructor has laid stress on the significance of reflective practice, she carried out a case study on “teacher’s attitudes towards reflective practice for professional development” and found that reflective teaching, and thinking is a key to professional growth of educators. She concludes that reflective teaching discovers and exposes the unknown capabilities of educators and makes development in teaching abilities.

Reflective teaching also provides the ability of decision making and gives ability of problem solving.

M. Carter (2009) indicates that reflective practitioner notices themselves and their teaching methodologies and its effect on students' performance. His viewpoint is that teacher should be cautious of students learning. According to him teachers does not follow firm and traditional ways of teaching, rather reflective practitioner reflects and take vigilant steps in teaching learning practice.

Research shows that reflective practices are not only beneficial for the professional growth of educators but also significant for the students to reflect about their strengths and weakness to improve their performance in future. As Jacqueline (2008) conducted a case study on "Reflective Practice Learning Styles with international Students." According to her; reflective practices helps students to overcome their fear and perform their learning activities in meaningful way.

Research also revealed that majority of teachers are uninformed of the term reflective practices especially in remote areas of developing countries. Rarieya, (2005), states that even if teachers are familiar to the importance of reflective practices, they are incapable of applying it successfully.

Tajuddin Sharar (2012) studied about reflective practice in distant province of Kyber Pakhtunkhwa, Pakistan and found that teachers have minimum exposure to innovative teaching approaches. While working with the teachers of Chitral, Pakistan, he identifies that teacher are not only unaware of the new methodologies but also have limited opportunities of professional development.

Another research on reflective practises was proposed by Hajra and Shamsa (2012). The purpose of the study was to examine the prevalent reflective practices at the university

level, as well as the techniques used by practitioners to reflect on their activities. The study concluded that reflective practise is a valuable technique that can help teachers to improve their effectiveness in the classroom.

An Additional report on reflective practise was proposed by Iqbal (2015). The aim of this work was to explore the reflective approaches used by prospective teachers during their teaching practises. The results of research indicated that prospective teachers use several reflective techniques in their teaching.

This research depicts reflective practices as fundamental for the professional development of teachers. And inclusion of reflective practices is vital in the training sessions of the educators so that they are aware of the concept of reflective practice and its benefit especially introduction of reflective practices is essential for the teachers of remote areas of Pakistan, as reflective practices allow them to critically evaluate themselves by engaging in the process of thinking. This process does not require any gadgets or tangible sources, only it requires awareness and willingness to become professionally competent and personally as well. Though this mode of teaching and learning takes time to become useful for teaching and learning process, but it also creates a positive learning environment. New information cannot be linked to prior knowledge without reflective practise. Reflective practise can meet the needs of students who are studying because it provides them with constructive feedback. It allows teachers to implement new teaching techniques that improve student learning.

Summary

This chapter summarise the brief history of reflective practices starting from the concept, discourse of reflective practices, models to importance of reflective practice in teaching. Moreover, researcher also try to highlight the best possible strategies of reflective practices for teachers. Need of teachers training for reflective practices for professional development of teachers are discussed and chapter also present the review of related studies.

CHAPTER 3

RESEARCH METHDOLOGY

This chapter describes the research paradigm, and rationale for using the selected research method to address the objective of the research. Moreover, the chapters also include explanation of participants, method, and research instrument, procedure of the study and procedure of data analysis.

3.1 Research Approach

This study formed mixed method in nature. After reviewing methods and elements of both quantitative and qualitative as well as a thorough assessment of research literature on research methods, it is recommended to emphasis on the combination of quantitative and qualitative research methods to accomplish the research questions. A mix method research strategy, according to Creswell (2014), involves gathering and analysing data using both quantitative and qualitative methodologies. Mixed method studies seek to justify the application of different methodologies to gain a better knowledge of the phenomena and answer research questions (Pandya, 2010). To grasp the study problem, a mixed method technique combines, integrates, and links two strands of data. Therefore, for in-depth investigation of phenomenon the researcher used multi-level mixed method approach. In which researcher first collect quantitative data by using survey questionnaire then gather qualitative in form of open-ended responses and then conduct quantitative data again by using observation checklist. The results and interpretation triangulate and presented all together. of Following figure shows the research design in detail defining the orientation of the study.

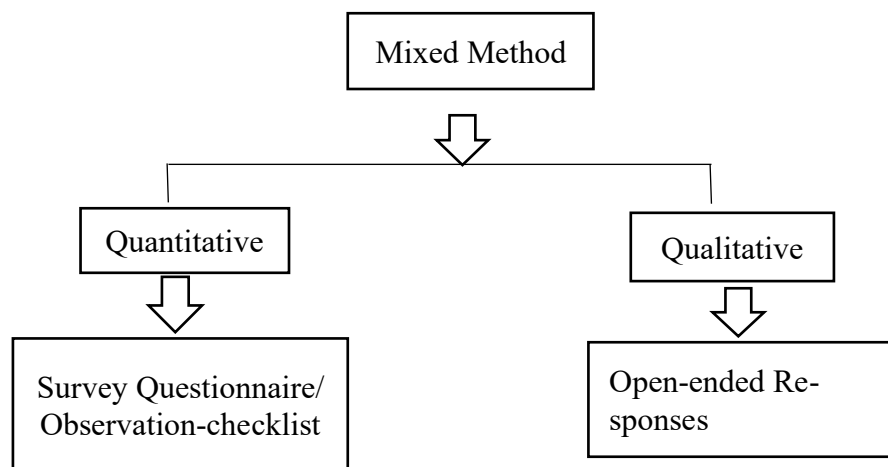


Figure 3.1 Research Approach of Study

3.2 Research Design

Based on the purpose and rationale of the study, the study aimed to investigate the cognitive and behavioural aspect of the reflective practices of secondary school teachers of Sohawa, Therefore the researcher selected Single Case Design. According to Jacobsen 2002, a case study can be referred as in-depth investigation of an individual, a cluster of individuals or an entity, that is intended to generalize over numerous elements. The focus of the case study is specific unit.

3.3 Population

The research aimed to investigate the reflective practices of secondary school teachers of Sohawa therefore the population of the study is all the Secondary School teachers of Tehsil Sohawa. According to the list provided by Education Department of Tehsil Sohawa the total number of Secondary Schools of private sector are 60 (See Appendix D). From the 60 schools only the teachers of one school were selected as target population.

3.4 Sample

As the design of the study is single case study method. Therefore, sample of the study was the teachers of One school of Sohawa i.e., Seena Academy Secondary School Sohawa. The Seena Academy Secondary School Sohawa is affiliated with Board of Intermediate Secondary Education and is serving in Sohawa for 25 years. The school is trying to provide quality education to the children of localities. Every year almost 70-80 students do Matriculation from the school. The total numbers of secondary school teachers were 13.

3.5 Sampling Technique

Based on the purpose of the study the researcher tends to investigate the reflective purpose of one school only. Therefore, the researcher used Purposive Sampling Technique. As stated by Ashley (2002), purposive sampling technique is non-probability sample that is based on the objective of the study and sample are nominated according to the requirements of the study.

3.6 Research Instruments

To explore the reflective practices of secondary school teachers of Sohawa two different tools were used. These tools were used to in depth and broad investigation of the variable, and it also allows the researcher to triangulate and validate the finding of the study. Initially survey questionnaire was conducted from the secondary school teachers and then observations were also taken of the respective teachers. Researcher has discussed each of them individually.

3.6.1. Description of Questionnaire

A survey questionnaire was used for exploring the reflective practices of secondary school teachers of Sohawa. After extensive reading of literature review, researcher have developed the questionnaire on the two main dimensions i.e., Reflection-in-action and Reflection-on-action of reflective practices proposed by Donald A Schon (1983). The questionnaire is divided into three segments (see Appendix B). Whereas section A deals with participant demographics profile i.e., gender, age, years of work experience and educational background. Section B is comprised of close ended statements. Researcher used Likert's 5-point scale to determine the reflective practices of secondary school teachers. Teachers were requested to mark each item in the following way: N = (Never), R= (Rarely), ST= (Sometimes), O= (Often) and A = (Always). Section C deals with open ended questions based on Gibbs Reflective Cycle (1988). The cycle is comprised of 6 components. It helps teachers to understand and practice their reflective skills.

3.6.2. Description of Observation Checklist

In second phase researcher took the observation fortnightly from respective teachers. The first observation was taken on the same day when researcher conducted survey questionnaire from secondary school teachers. And second observation was taken on 26 April 2021. Researcher conducted observations at two different time to avoid the biasness in the results and to know whether time effects the performance of secondary school teachers of Sohawa. For this purpose, observation checklist adapted was used in the research title "The Effect of Reflective Teaching on Iranian EFL Students' Achievement: The Case of Teaching Experience and Level of Education (2018). The correspondence to seek permission through email is attached as appendixes (See Appendix C). The checklist is comprised of 20 items with Likert's 4-point scale.

3.7 Validity and Reliability of Instrument

3.7.1. Content Validity

Hesse-Biber (2017), describes content validity as the accuracy of the content of the tool/instrument and the procedure of validation involves the experts to validate the instrument relevance with the research objectives and purpose.

Therefore, I requested experts from social science group to validate the questionnaire and guide me to adapt a contextually appropriate survey questionnaire for my research study. Instrument validation certificates are attached (See Appendix A).

3.7.2. Pilot Testing

After going through the validation process the researcher then conducted a pilot study where the tool was administered on 20 secondary school teachers of Sohawa. The chosen school/ /pilot testing population was different from the study's sample. Alpha Reliability is a validated quantity recommended by the researchers for the proper application of a standardised research instrument to identify the application and verification of statistics in the necessary framework (Creswell, 2014).

The results from pilot testing are shown as under.

Table No. 1

Reliability of Reflective Practice Questionnaire (n=20)

Variable	N of items	Cronbach's Alpha
Reflective practice	32	.965

This number of the above-mentioned coefficient indicates that the tool's results are reliable and vary little, which is a good sign (Thorndike, 1989; Magnusson, 1983). This assured the researcher that the instrument could be used to perform a survey.

Table No. 2

Item Total Correlation of reflective practice questionnaire (n=20)

Sr.no	Items	Correlation	Sr.no	Items	Correlation
1	CS1	.216	17	A14	.409
2	CS2	.587**	18	RS1	.850**
3	CS3	.278	19	RS2	.756**
4	CS4	.856**	20	RS3	.874**
5	CS5	.615**	21	RS4	.656**
6	CS6	.777**	22	RS5	.895**
7	CS7	.736**	23	RS6	.763**
8	DA1	.639**	24	RS7	.554*
9	DA2	.915**	25	CF1	.397
10	DA3	.782**	26	CF2	.482*
11	DA4	.852**	27	CF3	.785**
12	DA5	.858**	28	CF4	.835**
13	DA6	.794**	29	CF5	.569*
14	AI1	.812**	30	CF6	.912**
15	A12	.866**	31	CF7	.723*
16	A13	.752**	32	CF8	.725**

Table 2 shows the Item Total Correlation of Reflective Practice Questionnaire. The highest correlation was item DA2 (.915) and the lowest correlation was item CS1 (.216).

Table No.3

Reliability According to dimensions of RPQ (n=20)

Sr.no	Subscale	Items	Reliability
Reflective practices	Whole question-naire	32	.965
Sub sections	Consider the situa-tion	7	.797
	Decide how to act	6	.917
	Act immediately	4	.757
	Reconsider the situ-ation	7	.910
	Changes need for future	8	.917

All the 32 items of the questionnaire were further distributed in the above-mentioned dimensions. The table indicates the reliability of “Consider the situation”, “Decide how to act”, “Act immediately”, “Reconsider the situation” and “Changes need for future were .797, .917, .757, .910 and .917, respectively.

3.8 Procedure of Data Collection

The purpose of research was to explore the reflective practices of secondary school teachers. So secondary school teachers are required for the study. Data was collected through personal visits of schools. The university issued a support letter for collecting data. In first phase researcher distributed questionnaire among secondary school teachers. In second phase researcher conducted a focus group on Gibbs reflective Cycle and. The purpose of focus group is to introduce secondary school teachers that they can reflect upon their mistakes by using six steps of Gibbs reflective cycle. After focus group researcher distributed open ended questions based on the 6 steps of Gibbs reflective cycle, and teachers are asked to share their teaching experiences.

In the end researcher took observation fortnightly from the respective teachers for in-depth investigation of the phenomenon.

3.9 Data Analysis

The objective of the study is to in depth investigation of teachers' reflective practices in secondary school Sohawa. Researcher will opt mixed method for in-depth investigation of teachers' reflective practices. The data will be analysed in sequential manner from quantitative to qualitative. Following tests will be applied

Table 4

Description of Data Analysis

Sr. No.	Data	Data Analysis Techniques
1.	Quantitative data (Survey Questionnaire)	Mean score
2.	Qualitative data (Open-ended questionnaire)	Thematic Analysis Theme and sub themes developed.
3.	Observation Checklist	Paired sample T-test

3.9.1. Thematic Analysis

A thematic analysis approach was used to analyse the data. This type of qualitative data analysis focuses on the themes that emerge from the data sets (Boyatzis, 1998). Whereas Content analysis is an enumerative tactic in which numbers are assigned to raw qualitative data, such as the number of words spoken and the creation of word clouds (Schreier, 2012).

Thematic analysis allows the researcher to expose several core themes that emerged from the transcripts as there was no strict, pre-defined outline, which permitted the analyses to be flexible and constant. The themes were determined by looking at how many codes were prevalent and repeated across the transcripts, as well as comparing each transcript to the next to see if there were any similar themes or repetitions.

The researcher was able to establish the true meaning of what was articulated in the transcripts using a thematic analysis approach. As a result, rather than giving percentages to

data, more detailed descriptions of the data and a better comprehension of the research issue became possible.

Braun and Clarke (2006) outline the key phases in data coding and how they lead to the development of themes that will ultimately answer the research questions. The following stages of coding were followed by the researchers (figure 3.2).

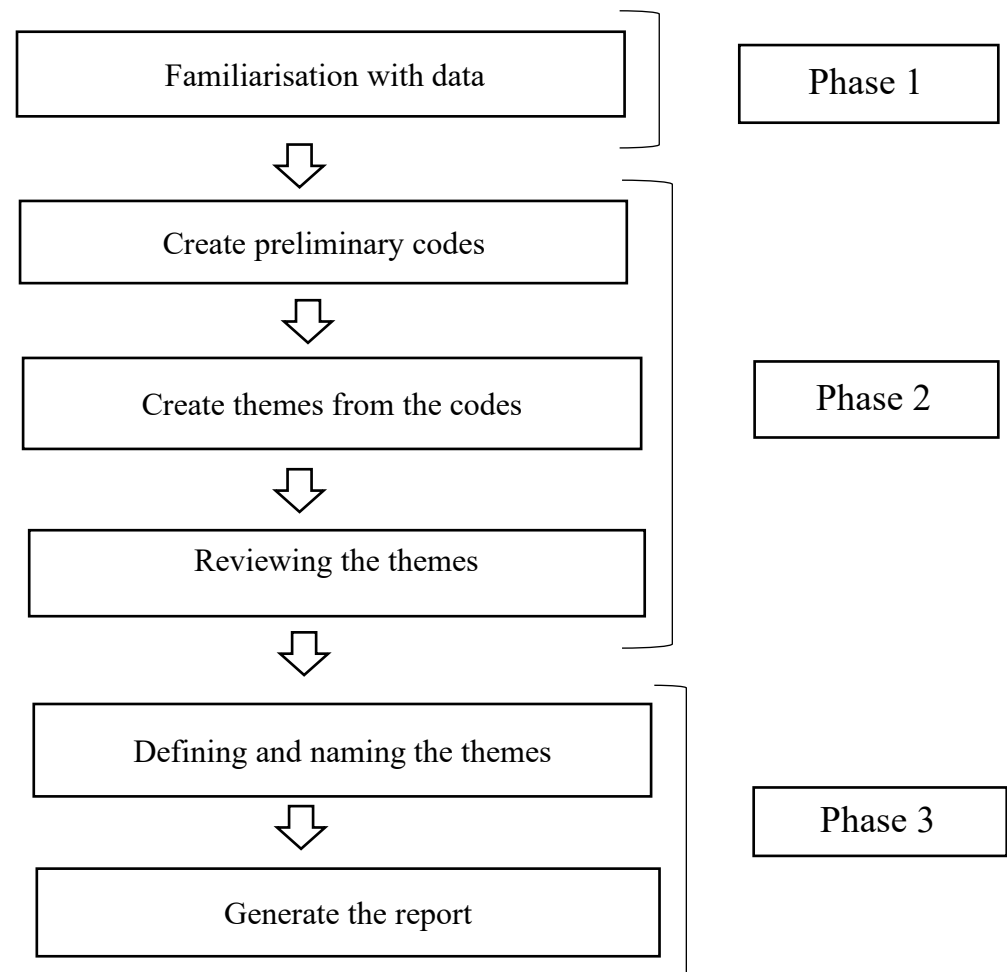


Fig 3.2 Braun and Clarke (2006) Steps of Data Coding

Familiarisation with the data

This step requires putting yourself in the data and becoming intimately acquainted with it by reading and rereading it.

Coding

After getting familiarisation from data next stage is to create brief labels (codes!) identifying critical data features that may be relevant to answering the research question. It includes coding the entire dataset, then merging all the codes with all relevant information excerpts for further analysis.

Generating initial themes

Then next step is to review the codes to determine if there are any major larger connections of meaning in the codes and data (potential themes). The next step is to gather information about each potential theme so that you can work with it and analyse its feasibility.

Reviewing themes

This stage involves comparing candidate themes to the dataset to evaluate if they tell a captivating narrative and answer the research question. In this phase, themes are frequently improved by splitting, combining, or rejecting them. In a thematic analysis approach, a theme is defined as a pattern of common meaning anchored by a fundamental notion or idea.

Defining and naming themes

This step entails conducting a thorough investigation of each subject, deciding the breadth and emphasis on every theme, and defining the 'storey' of each. It also includes giving each subject a name that is descriptive.

Writing up

In this final phase, the analytic narrative and information extracts are woven together, and the study is contextualised in respect to previous literature.

3.10 Research Ethics

Throughout the survey, the researcher was concerned about the participants' safety. During data collection and report writing, the following research ethics were ascertained:

3.10.1 Anonymity

All evidence gathered by participants is kept private and used solely for the purpose of research. The researcher assured the participants that the information they presented would only be seen by the researcher. The names of the participants are not published anywhere in the research report by the researcher. The researcher used abbreviations instead of participants names. The participant key is as under:

Participant Keys

Participant	Abbreviation
Participant 1	P1
Participant 2	P2
Participant 3	P3
Participant 4	P4
Participant 5	P5
Participant 6	P6
Participant 7	P7
Participant 8	P8
Participant 9	P9
Participant 10	P10
Participant 11	P11
Participant 12	P12
Participant 13	P13

3.10.2 Informed Consent

Prior to the administration of the study instruments the informed consent of the respondents was given to the chosen sample. Scholar told the participants beforehand regarding observation. Furthermore, investigator also guaranteed the participants that acquired data would be used only for research intention. The informed consent is attached with the questionnaire.

3.11 Summary of the Chapter

The researcher outlines the research approach, design, instrument, sample, and framework in this chapter. As a result, it establishes the comprehensive and in-depth research techniques. In addition to dealing with both quantitative and qualitative portions, the mix method methodology also describes instrument adaption, validation, certification, designs, respondents, and analysis.

CHAPTER 4

ANALYSIS

This chapter presents the analysis of data along with its complete interpretation. The purpose of this study was to in-depth investigation of reflective practices of secondary school teachers of Sohawa. The researcher used mixed method approach for collecting data, therefore, this chapters deals with three sections. For quantitative data researcher used survey questionnaire and observation checklist whereas for qualitative data researcher used open ended questions based on Gibb's reflective cycle. The analysis was presented in three sections; section A: Survey Questionnaire, section B: open ended questions and Section C: observation checklist.

4.1 Section A: Reflective Practice Questionnaire

The questionnaire was further divided into two sections. Section A answered the demographic statistics of survey respondents; section B was mainly discussing the reflective practices done by Secondary School Teachers of Sohawa.

4.1.1 Demographics

The demographics of respondents were analysed in this area of the results, and participants were then asked about their year of work experience, gender, and greatest degree of formal education. The data is presented in the following table.

Table 4.1

Demographics profile of Participants

Variable	Classification	Frequencies	Percentages
Gender	Male	7	53.8
	Female	6	46.2
Qualification	Bachelors	4	30.8
	Masters	9	69.2
Experience	0-5 years	12	92.3
	5-10 years	1	7.7

The above table represents the demographic profile of secondary school teachers of Sohawa. The table shows that (53.8%) of male were respondents and (46.2%) of respondents contributed to the study, from which (69.2%) possess master's degree and (30.8%) have bachelor's degree that shows that majority of teachers have master's degree. Furthermore, the table shows that (92.3%) have teaching experience from (0-5 years) and few of them have teaching experience from (5-10 years) that shows that most of teachers have less than five years of teaching experience.

4.1.2 Descriptive Analysis of Reflective Practice Questionnaire

This section of study deals with the current reflective practices of secondary school teachers of Sohawa. The questionnaire is mainly divided into two dimensions of reflective practices i.e., reflection in action and reflection on action and these two dimensions have sub themes.

Table 4.2

Mean score of Reflective Practices and sub dimension of secondary school teachers

Variable	N	Mean
Reflective Practices	13	129.7
Reflection-in-action	13	67.46
Reflection-on-action	13	61.9
Consider the situation	13	30.30
Decide how to act	13	20.69
Act immediately	13	16.38
Reconsider the situation	13	28.53
Think what changes need for future	13	33.38

Table 4.2 indicates the mean score of complete profile of reflective practices including main and sub dimensions of reflective practice scale. The result indicates that mean score of reflective practices of secondary school teachers are 129.7 from which 67.46 involves in reflection-inaction and 61.9 performs reflection-on-action. The table further indicates the mean score of sub dimension that is ‘think what changes need for future’ score is 33.38, which shows that secondary school teachers of Sohawa mainly think what changes need for future. Then the dimension ‘consider the situation’ score is 30.30 that means teacher reflect about the situations while teaching and the dimension ‘reconsider the situation’ demonstrates the mean score of 28.53. While ‘decide how to act’ score is 20.69 and act immediately is at last with 16.38 score.

1a. To identify the level of Reflection-in-action of Secondary School Teachers

Table 4.3

Mean score of reflection-in-action of Secondary School Teacher

Sr. no	Items	Mean Score	Remarks
1	I reflect over students' problems during teaching process	4.08	Strongly agree
2	When I teach to the students, I reflect over classroom discipline.	4.62	Strongly agree
3	I reflect over the teaching material while delivering lecture	3.85	Agree
4	I think about smooth progression of lesson plan during teaching	4.38	Strongly agree
5	I consider the situation when the things are not according to the plan	4.38	Strongly agree
6	I reflect over my mistakes which I make during teaching	4.46	Strongly agree
7	I ask form myself, 'are the practices I perform beneficial for my students.	4.54	Strongly agree
8	I plan strategies to overcome students' problem during my lesson	3.85	Agree
9	I plan strategies to maintain classroom discipline during teaching	4.38	Strongly agree
10	I decide how to handle the new situations during teaching	3.77	Agree
11	I decide how to act when unexpected situations will occur in the future	4.15	Strongly agree
12	I decide which strategy is suitable for students based on their performance	4.54	Strongly agree
13	I attempt to rectify my mistakes on the spot	4.38	Strongly agree
14	I try to cope with unexpected situations during teaching process	3.85	Agree
15	I change my teaching strategies if I feel students are not getting the point	3.92	Agree
16	I immediately act on students' problem during teaching	4.23	Strongly agree

The table 4.3 shows the mean score of reflection-in-action item wise. The results indicates that 4.08 teachers agree that they reflect about students' problem during teaching and 4.62 strongly agree that they reflects over classroom discipline during teaching, however 3.85

teachers agree thinking about teaching material while delivering lecture. 4.38 teachers think about smooth progression of lesson plan during teaching, similarly 4.38 teachers think when things are not according to the situation, and 4.46 teachers reflect over their mistakes, whereas 4.45 ask from themselves about their practices.

The result indicates that 3.85 teachers agree that they plan strategies to overcome students' problem while 4.38 plan strategies to classroom discipline this shows that teacher at secondary school reflects more on classroom discipline problems rather than students' problem. 3.77 teachers agree that they think how to handle new situation in the class whereas 4.15 strongly agree how to handle unexpected new situation which means secondary school teachers of Sohawa reflect more on handling unexpected situation in the class.

The data has also demonstrated that 4.54 strongly agree reflects which strategy is suitable for students based on their performance. On the other hand, 4.38 strongly agree that they attempt to solve their mistakes on the spot. The result indicates that 3.85 teachers agree that they try to cope with unexpected situation in class, whereas 3.92 teachers agree that they change their teaching strategies and 4.23 strongly agree that they immediately act on students' problem during teaching

1b. To explore the level of Reflection-on-action of Secondary School Teachers

Table 4.4

Mean score of Reflection-on-action of Secondary School Teachers

Sr.no	Items	Mean Score	Remarks
1	I have a file where I keep my records of lesson plans	4.54	Strongly agree
2	I reconsider my teaching strategies after every lesson	3.69	Agree
3	I review about the student's outcome after the activities	4.23	
4	I review about shortcomings after every lesson	3.69	Agree
5	I reconsider the unexpected situation occurred during teaching	4.38	Strongly agree
6	I reflect about my teaching philosophy and the way it is affecting my teaching	4.23	Strongly agree
7	I seek advice/feedback from my colleagues on my teaching for improvement in future	3.77	Agree
8	I think about the strategies that are beneficial in smooth progression of lesson planning for future	4.15	Strongly agree
9	I always think of what I had done during my lessons so that I can improve it further.	4.38	Strongly agree
10	I try to find out which aspects of my teaching needs more improvement	4.46	Strongly agree
11	I accept productive criticism from my colleagues to improve my teaching	4.00	Strongly agree
12	I make improvements in my lesson in the light of student's feedback.	4.15	Strongly agree
13	I reflect over my practices to improve my pedagogical skills in future	4.31	Strongly agree
14	I think what I might do differently when unexpected situation will happen again	3.77	agree
15	I have a file where I keep my records of lesson plans	4.54	Strongly agree
16	I reconsider my teaching strategies after every lesson	3.69	agree
17	I review about the student's outcome after the activities	4.23	Strongly agree

Table 4.4 shows the mean score of reflection-on-action item wise. The results indicates that 4.54 secondary school teachers have file for record their lesson plans while 3.69 agree that they reconsider their teaching strategies after every lesson. The mean score 4.23 shows that

teachers strongly agree that they review about the student's outcome after the activities, on the other hand 3.69 teachers review about shortcomings after every lesson.

The data has demonstrated that 4.38 teachers reconsider the unexpected situation occurred during teaching whereas 4.23 strongly agree that they reflect about their teaching philosophy. The data shows that 3.77 teachers agree that they seek feedback from their colleagues whereas 4.15 think about the strategies that are beneficial in smooth progression of lesson planning. On the other hand, 4.38 teachers always think what they had done during teaching. The study indicates that 4.46 teachers strongly agree that they try to find out which aspects of their teaching needs more improvement while 4.00 teachers strongly agree they accept productive criticism from their colleagues.

However, 4.15 strongly agree that they make improvements in the light of student's feedback, whereas 4.31 strongly agree that they reflect over their practices to improve their pedagogical skills in future. The data concludes that 3.77 teachers agree think about what might do differently when unexpected situation will happen again, whereas 4.54 teachers have file with themselves and 3.69 reconsider their teaching strategies after every lesson, moreover, 4.23 review about the student's outcome after the activities.

Section B: Open-Ended Responses

This section deals with analysis of open-ended response based on 6 indicators of Gibb's Reflective Cycle. The data was read out by the researcher who carefully transcribed the responses manually and developed themes and subthemes. Thematic analysis technique was used to identify and analyse the qualitative data.

4.2 Description

Description is the first step of Gibbs reflective cycle. At this stage one must explain and describe about the situation in detail. The following themes are extracted from the data.

a. Lack of Time Management Skills

Time management is an indispensable element of school organization from organizing the day, organizing the classroom, planning a lesson, recording students' progress to organizing extracurricular activities in the school. Lack of time management skills often make it difficult or even impossible for teachers to complete projects on time. As quoted by the respondent;

“Being class in-charge and also organizer of extra-co-curricular activities, I was unable to manage my time to cover the syllabus”

(Participant 13)

b. Challenges faced by Novice Teachers

Novice instructors are those who have only recently begun their teaching careers and are still learning how to manage a classroom (Collins & O'Brien, 2011). They believe their initial phase very difficult

“When I joined the school, I was unable to control the class which was creating problem for me while delivering the lecture”

(Participant 2)

Studies confirmed that most common problem faced by novice teachers is classroom discipline (de Jonge and de Muijnck 2002; Schuck et al. 2012). The excerpt from the data is as under;

“On very first day of school, administration sent me to junior section. As soon I entered in class students were making noise and it seemed difficult to control them”

(Participant 4)

Disruptive behaviours are seen as some of the most prevalent challenges widely affecting the teaching experience of novice teachers. The finding indicates that;

“When I started teaching, I had no experience. Some students of class misbehaved and created a lot of problems for me in the beginning”

(Participant 6)

c. Unexpected situation in class

Teachers are frequently confronted with unexpected scenarios in the classroom, situations that they did not anticipate to occur, and they must react and make decisions (Aho, Haverinene, Juuso, Laukka, & Sutinen, 2010). Here is the excerpt from the current study;

“Once I went to class without preparing the lecture. While solving the numerical, a student asked me a question and I was unable to answer him because I was not prepared for such situation”

(Participant 11)

Teaching controversial subject is an inherent part of some disciplines. Topics like race, culture, politics and gender can come in many fields. However, teachers faced difficulty in teaching such topics. One of participant share their experienced as under:

“Once during class discussion, students started argument on politics. Students started blaming one another and situation became worst”

(Participant 9)

4.3 Feelings (what were you thinking and feelings)

The second stage is known as feelings. This stage helps the practitioner to depict their feelings and thoughts about the experience or event. Following theme is extracted:

a. Confusion and uncertainty in the class

This theme captures the feelings of teachers when they are facing difficult situations in the classroom. It is obvious when the things are not according to plan teachers become nervous. Teachers often feel stressed when they are unable to manage time properly as one of secondary school teacher said:

“I was feeling tensed because I had to cover more syllabus in short time and was also thinking how to cope with this situation”

(Participant 13)

Being novice teacher, and first encounter with junior section is a challenging task to handle. Beginner’s teachers faced difficulties and such situation causes stress and anxiety as stated one of novice teacher;

“The situation made me depressed because I was unable to control the class”

(Participant 2)

Similarly, another participant shared their feelings about their first teaching experience as under;

“I got really confused because it was my first experience, and I did not know how to manage the class”

(Participant 4)

Disruptive and chaotic classrooms is a most prominent problem faced by novice teachers and such situations lead to teacher’s stress and burnout. The novice teacher shared their feelings as under;

“I was very disappointed and decided to quit teaching”

(Participant 6)

Unexpected situations are part of teaching process. Especially when teachers enter in a class without preparing the lesson. Once a teacher faced the situation where one of his students asked question and he is unable to answer it. Here is what teacher felt when he was unable to answer the question;

“The situation made me feel uneasy and I felt regretful for that situation”

(Participant 11)

Classroom discussion is integral part of students learning. Yet this mode of students learning is difficult to handle because sometimes group discussions turned into arguments. One of the secondary school teachers share their feelings when their students start arguing with one another.

“It was very tough situation and it made me puzzled”

(Participant 9)

4.4 Evaluation (What are good and bad about experience?)

This stage provide a chance of evaluation about the experience. What was good and bad about the experience?

a. Provides opportunity for students learning

Meaningful group conversations can lead to cognitive gains by involving students in thorough reflections on their ideas, according to Koschmann, Kelson, Feltovich, and Barrows (1996), learners are encouraged to reflect on their own thoughts as well as integrate new concepts into their previous knowledge by discussing ideas and considering others' perspectives. *“Such opportunities provide students to know about other point of views as well”*

(Participant 9)

b. Provides opportunity to think about the situation

Reflection is a process of self-observation and self-evaluation. It provides opportunity to look at what you do in the classroom, thinking about why you do it, and thinking about what have you learnt from the experience. Following are the extracts from the responses of secondary school teachers.

“Though the experience was not good, but it provided me opportunity to seek new ideas of how to control the class”

(Participant 2)

An additional views are;

It became a good experience for me because I learnt that never enter in classroom without preparing the lecture”

(Participant 11)

Identifying your time management issues, learning how to manage your time effectively, and using a well-organized approach to instruction, will help you enhance your work performance, reduce stress, and acquire more free time. Teachers of Sohawa shared his experience when he was stressed because school administration assigned him multiple tasks and he also had to manage the class. He states that;

This experience provided me opportunity to learn how to manage time for every task

(Participant13)

Similarly, one of the secondary school teachers share their feelings as following;

“It was bad experience for me because it was the start of my teaching career, and I had no experience of such situation”

(Participant 6)

4.6 Analysis (What sense can you make of the situation?)

After evaluating, the next step is to analyse. Here one gets the chance to extract meaning from the gathered information about the experience. Previous stages allow you to collect data about the experience, this stage helps you to investigate the experience.

a. Need to adopt effective strategies

According to Gibbs (2002) “Teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching” He quoted that an effective teacher must be able to be persistent, flexible, and innovative when it comes to new teaching methods, as well as be prepared in the event of failure. In the current study, the secondary school teachers of sohawa analysed that there is a need of adopting effective strategies to overcome discipline issues of class. Here are the excerpts from the responses of secondary school teachers;

I analysed that I need to adopt effective strategies to overcome such situations”

(Participant13)

“I thought that I need to improve my teaching method to control the class”

(Participant 12)

Likewise;

“I wanted to maintain classroom discipline but unaware of the strategies”

(Participant 4)

b. Always prepared for uncertain things

Unexpected events might happen at any time, so it's an advisable to plan for uncertain situations in the class as said by one of the secondary school teachers that I analysed from the

experience that teachers must have plan to manage the unexpected situations. Here are the extract;

“I learned that we must have to get ready to cope with any type of situation”

(Participant 9)

Correspondingly another secondary school teacher shares their experience, that sometimes unexpected situations become meaningful, because teacher thought about as many ideas to control the situation on the spot and in future as well. She shared their thoughts as;

“Such situation gave me ideas that how to handle that situation when occurred in future”

(Participant 11)

4.7 Conclusion

This phase provides the opportunity of deducting the information regarding the experience. At this stage, one comes to know about their learning and concludes the whole scenario and also one decides the actions for better outcome in the future. Here are the themes extracted from the responses of secondary school teachers.

a. Seek Advice from fellow Teachers

Novice teachers can turn to their mentors for assistance when times are hard and request advice. Research indicates that, Teachers who seek guidance from colleagues who are knowledgeable in both material and pedagogy have demonstrated increased understanding and enhanced classroom instruction. Here is the extract from response of secondary school teacher;

“I could have shared the experience with my fellow colleagues and seek advice from them”

(Participant 6)

b. Effective management

Teachers undergo classroom management difficulties due to absence of accuracy in planning, clarity in interaction, and stability in implementation of rules/practices. To avoid management problems, one need to be precise and clear about their classroom goals. One of secondary school teacher said that I had faced the situation due to lack of management skills, but experience gave me awareness of effective management. Here is the excerpt from current study;

“I could have managed the syllabus properly to make it easy for students to achieve the set target”

(Participant 10)

Furthermore, another secondary school teacher concludes that to avoid disruptive behaviours of students in classroom discussion in future what would she do;

“If I would have instructed set rules of group discussion then they could have behaved more sensibly”

(Participant 9)

c. Students Contribution in class

When students have opportunities to contribute, they feel a sense of belonging (connection) and significance (capability). Involve students whenever possible. “Students, we are having a problem with disruptions right now. I need your help solving this challenge.” (Jane Nelsen and Kelly Gfroerer). The secondary school teacher of sohawa also promote student’s contribution by involving other students when they were unable to find the answer of the problem. The excerpt from the data is as under;

“I could have asked other students and in this way, we might be able to get the possible solution to the problem”

(Participant 11)

Likewise;

“With the help of sincere students, I could have managed the class in a good manner”

(Participant 2)

4.8 Action Plan

This is the last step of cycle that allows you to act differently in future. This is the planning stage where you plan about the strategies and schemes to apply in the future.

Set rules before group discussion

Establishing standards prevents disruptive conduct and allows you to counter efficiently in the moment. Defining rules before group discussion is essential to avoid disruptive behaviours. Here is the excerpt that what secondary teacher will do in the future to avoid such situation;

“I thought that group discussion is effective for students but to avoid disruptive behaviour of students I will assign each student a topic and allow them to share their thoughts on it”

(Participant 9)

Incorporate feedback of fellow teachers

Feedback is information regarding a student's performance or knowledge gained through a learning experience delivered by a teacher, a peer, a book or computer programme, or an experience. According to research, one of the most important elements of effective teaching and learning is relevant, constructive, and assessment-based feedback Hattie (2009). As quoted by secondary school teacher;

“If the situation arose again, I would incorporate the feedback of fellow teachers to cope the situation”

(Participant 6)

Hard work and persistence

"Success is the result of perfection, hard work, learning from failure, loyalty, and persistence" (Colin Powell). Here is viewpoint of secondary school teacher;

"I'll make sure that if any un-pleasant situation happens again I'll remain patient and try hard to overcome it"

(Participant 13)

Time Management

Horng (2010) and Master (2013) says that time management is a significant factor in teachers' performance and school results). The secondary school teacher shared their experience of facing difficulty in managing time, however he states that event gave me idea that how to manage the time properly if situation arose again.

If situation arose again in future, I would allocate proper time to every event"

(Participant 10)

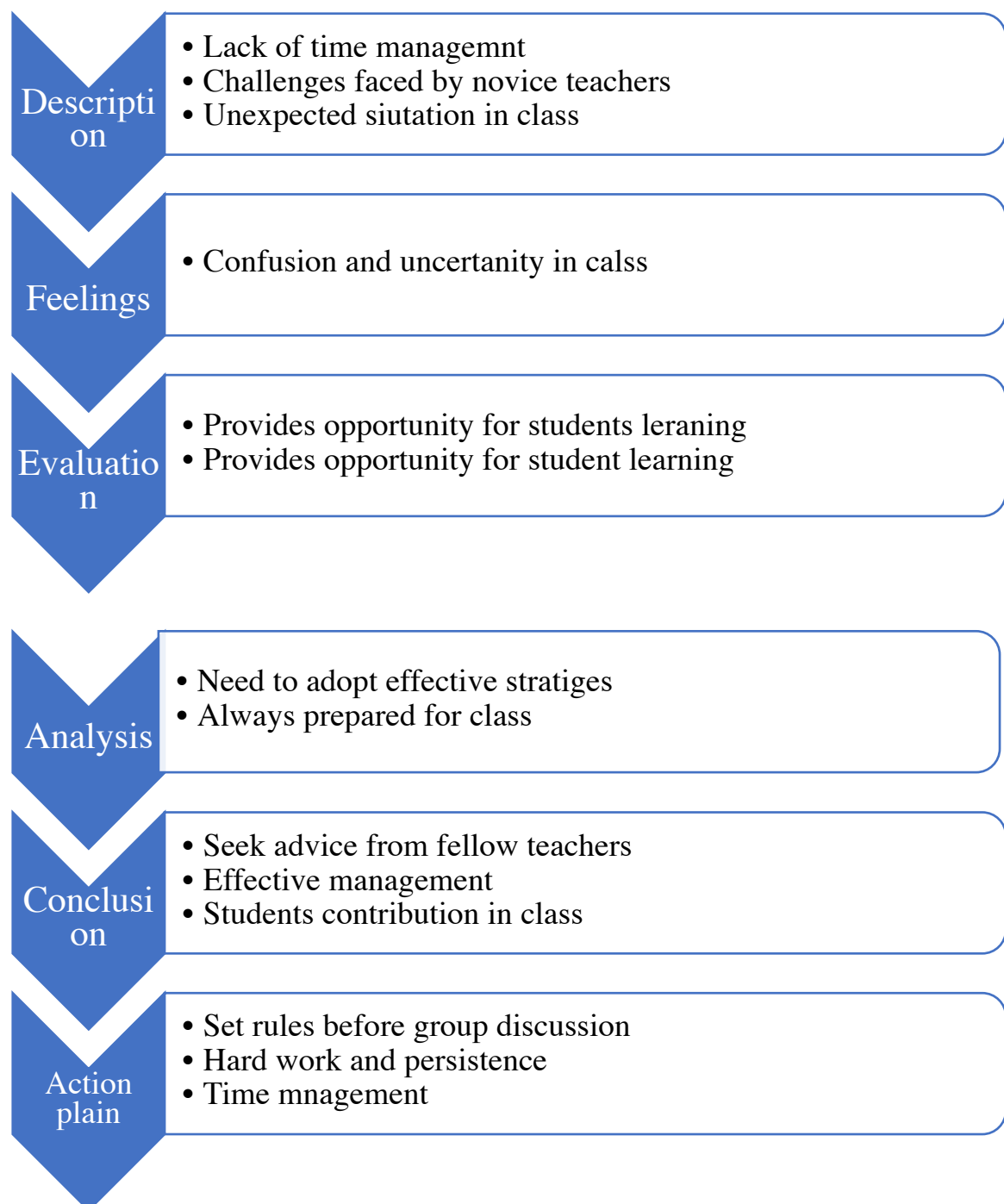
This section discussed the views of secondary school teachers about their teaching experiences. The data was collected from open ended questionnaire based on the 6 steps of Gibbs reflective cycle. teachers at secondary school Sohawa were asked to write down their experiences by using 6 stages of Gibbs reflective cycle. before taking the responses from teachers a small focus group discussion was held between secondary school teachers where researcher briefly described them about the gibbs reflective cycle and its application in teaching. After that a worksheet was given to them. Secondary school, at first stage teachers share their experiences which they faced during teaching. Qualitative data reveals that teachers at secondary school teachers faced more problems regarding classroom discipline and students' problems. Teachers contributed by sharing their experience regarding

unexpected situations that occurred in the classroom during teaching. Teachers also shared their experience of their early phase of teaching.

The second stage of the cycle was to share their feelings about specific event and qualitative data reports that teachers at secondary school expressed their feelings when faced such situations. It was found by the data that confusion and uncertainty were the main aspect of the unexpected situations. Teachers feel stressed when they are unable to manage the problem they faced during teaching. One of secondary school teacher shared that in beginning of her career she doesn't know how to control the class and this situation made me confused. It was also found by qualitative data teachers at secondary school said that although such situations make confusion and uncertainty but at the same time such situations provide them opportunity to think what was good and bad about the activity, event or situation and situations provide them opportunity to analyse the situation and extract meaning from the gathered information about the experience. One of secondary school teacher said such situation helps them in identifying that there is need to adopt effective strategies to control the classroom situations also one must always be prepared for uncertain situations that happened in the classroom. Moreover, qualitative data relates that teacher at secondary school not only analyse the situation but also try to conclude the situation. Teacher narrates that such situations increase their knowledge and prepared them for future as well. It was found that teachers at secondary school seek advice from fellow teachers whenever needed, that is important characteristic reflective practitioner.

The last stage is known as action plan, this allows practitioners to act differently in the future. Qualitative data reports that teachers shared their views as "such situations provide them ideas for future that if the situation occurred again how will one manage the situation. One of teacher said that after facing trouble in group discussion in classroom I learned that set rules before group discussion. One of teacher shared that once I faced problem in

handling the disruptive behaviour of students and being a new teacher, I was unable to control the situation then I not only seek advice from my senior teachers and colleagues but also incorporate their feedback to manage the situation. To better understanding of the emergent themes researcher presented them in pictorial form below.



Section C

Observation Checklist

This section presents the analysis of observation checklist. Researcher twice observed 13 secondary school teachers of Sohawa. Table 39 shows the mean score of the observation checklist and for comparing the means of both observations' researcher made hypothesis. Table 40 shows the comparison of two observations taken at different time. Researcher applied paired sample t-test to compare the mean of both observations. For this purpose, researcher first calculated the mean score of two observations separately by using SPSS software then applied paired sample t-test.

Table 4.5

Mean Score of two Observations

Sr. No.	Statements	Observation 1 Mean Score	Observation 2 Mean Score
1	Does teacher view student and classroom circumstances as beyond her control	54	60
2	Does teacher dismiss students' opinions without due consideration	54	44
3	Does teacher acknowledge problems of students during class	50	50
4	Does teacher consider differing needs of learners	58	60
5	Does teacher thoughtfully connect teaching actions with student learning in class	61	60
6	Does teacher make immediate decisions during class	49	56
7	Does teacher instruct the students according to individual differences	53	58

8	Does teacher connect new concepts to students' prior knowledge?	52	56
9	Does teacher analyse the impact of his/her strategies on students learning?	57	60
10	Does teacher identify alternative ways of to give ideas and concepts to students	57	52
11	Does teacher try to enhance learning for all students	54	48
12	Does teacher consider students' perspectives in classroom	55	60
13	Does teacher adjust methods and strategies based on students' relative performance	52	52
14	Does teacher view practice within the broader sociological, cultural, historical, and political contexts	54	60
15	Does teacher keep diary to review teaching notes in classroom	54	44
16	Does teacher write notes immediately on completion of the lesson	50	50
17	Does teacher take feedback from students after completion of lesson	58	60
18	Does teacher incorporate students' feedback into new lesson	61	60
19	Does teacher view student and classroom circumstances as beyond her control	49	56

The result of two observations showed that there is a difference between mean score of observations taken at two different point of time. This showed that after taking one observation the teachers at secondary school sensitize and try to improve their teaching strategy.

Objective 2: To compare the scores of two observations taken from same sample at different time.

H_0 There is statistically no significant difference in the scores of two observations taken from same sample at different time.

Table 4.6

Comparison of observation checklists (n=13)

Variable	Observation	N	Mean	SD	df	t-value	Sig
Reflection	First	13	54.31	3.326	12	-.539	.600
	Second	13	55.08	5.392			

Level of significance: 0.05

Table shows the comparison of two observations taken by secondary school teachers. The mean score of first observation is 54.31 and mean score of second observation is 55.08 that is slightly higher than first observation. Whereas the t value (-.539) indicates that there is not significant difference between the scores of first observation and second observation. Therefore, the null hypothesis H_0 There is statistically no significant difference in the scores of two participant's observations taken at different time is accepted.

Summary of the Chapter

The study design, techniques, tool, sample, and framework are all defined in this chapter. As a result, it determines the detailed and in-depth research methods. The mix method approach explains tool adaption, validation, authentication, designs, participants, and analysis by responding to both quantitative and qualitative intersections.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION & RECOMMENDATIONS

This chapter particularly presents the summary of the study and summarise all the findings of the study along with conclusion, in this chapter, the researcher has suggested some ideas that stakeholders can use to integrate the findings and make the research findings relevant. Several recommendations are made to expand this research study by specifying the areas for further investigation. This study explored the level of reflective practices of secondary school teachers of Sohawa. The aim of this study was to investigate whether the educational standards are involving in small localities therefore researcher study the reflective practices of secondary school teachers of small town of Sohawa. To conduct study on reflective practices researcher used reflective practitioner theory by Donald A Schon and Gibbs reflective cycle. The design of the study is case study method therefore researcher choose only one school of Sohawa i.e. Seena Academy School Sohawa. The sample of the study is 13 secondary school teachers of Seena academy Sohawa. For in depth investigation researcher used mixed-method approach. Researcher used three instruments to measure the level of reflective practices of secondary school teachers of Sohawa. In first phase researcher conduct a small focus group to gain insights of secondary school teachers about reflective practices and after that reflective practice questionnaire were filled by secondary school teachers. Open ended responses were also taken on Gibbs reflective model. Moreover, researcher twice observed the secondary school teachers to become aware the teaching methods of secondary school teachers of Sohawa. For analysis mean score, t-test and thematic analysis were used. The detail of each section is presented in chapter 4. Here are the findings of the study.

5.1 Findings

Findings of the study are as under;

The aim of the study is to investigate the reflective practices of secondary school teachers of Sohawa. The chief objective is comprised of two sub objectives.

Objective 1 To investigate the level of Reflective Practices of Secondary School Teachers in Sohawa.

The mean score of secondary school teachers about reflective practice is 129.7 from which 67.46 perform reflection-in-action and 61.92 perform reflection-on-action. The means of subscale of reflective practices showed that 'think what changes need for future' is 33.8 which shows that most of the secondary school teachers of Sohawa think what changes need for future. And then the mean score of 'consider the situation' is 30.30 that means the secondary school teachers of Sohawa think about the situation during the teaching and mean score of 'reconsider the situation' is 28.53 that is slightly lower than the mean score of 'consider the situation'. While 'decide how to act' score is 20.69 and 'act immediately' is last with 16.38 mean score that shows that secondary school teachers of Sohawa less think about these two dimensions.

1a. To identify the level of Reflection-in-action of Secondary School Teachers

It is revealed that classroom discipline and students' problem are the most common problems where secondary school teachers of Sohawa perform reflection-in-action.

- a. Results indicates that 4.08 secondary school teachers reflect over students' problems that shows many teachers think about the student's problem during teaching.

- b. Classroom discipline means the techniques that teacher practices to manage student behaviours and attitudes during instructional time. The data shows that 4.62 of teachers always think and consider about classroom discipline while teaching.
- c. Similarly, qualitative data also claimed that classroom discipline and students' problems are challenging tasks for secondary school teachers of Sohawa especially when teachers are at beginning of their career, they faced a lot of discipline problems in classroom.

The result also indicates that secondary school teachers of Sohawa regularly think and decide about handling new situation in classroom.

- a. The result has indicated that 3.77 of secondary school teachers of Sohawa regularly decide about handling new situations in classroom, Therefore, this showed up that majority of teachers make decision to handle new situations during teaching.
- b. Unexpected situations are part of teaching and learning process but most important is to handle such situations. The data has showed that 4.15 of secondary school teachers of Sohawa always decide how to act when unexpected situation occur in future.
- c. Choosing a teaching and learning method is difficult. Strategies must be carefully chosen in order to contribute most effectively to student learning. The result has indicated that majority of 4.54 secondary school teachers of Sohawa think that which is strategy is suitable for students based on their performance
- d. The result has indicated that 4.38 of secondary school teachers of Sohawa always try to correct their mistake immediately.

- e. A reflective teacher always tries to manage unexpected situations during teaching. The data in table shows that interestingly 3.85 of secondary school teachers of Sohawa try to cope with unexpected situations during teaching.
- f. A good teacher immediately acknowledges student's problem and try to resolve them. The result has indicated that 4.23 of secondary school teachers of Sohawa often take immediate Thus, this result showed up that majority secondary school teachers of Sohawa are vigilant to solve students' problem.
- g. According to results 3.85 teachers always think about teaching material, while delivering lecture that shows that majority of teachers reflect on it.
- h. Smooth progression of lesson planning is essential in teaching and learning process. Results indicates that 4.38 teachers think about smooth progression.
- i. The job of a teacher is not limited to the activities that take place in the classroom, nor is it limited to school hours. Teachers are required to plan, that is, to anticipate what will occur in the classroom during school hours. Data has demonstrated that 46.38 of teachers consider the situation when the things are not according to the plan.
- j. Mistakes are natural part of teaching; a good teacher is one who learn from their mistakes. Results has indicated that majority of 4.46 teachers reflect on their mistakes which they made during teaching.
- k. Self-assessment is a key tool of reflection. The data reported that 4.54 of teachers always analyse themselves and their practices.
- l. The effective teacher plans and organizes the classroom to avoid student's problem. The data has showed that 3.85 of teachers often plan strategies to avoid student's problem.

- m. A teacher uses classroom discipline to assure that the students' routine is followed, school rules are observed, and they are studying in a safe atmosphere. The results shows that majority of 4.38 secondary school teachers always plan strategies to maintain discipline during teaching.
- n. The result has indicated that 3.92 of secondary school teachers of Sohawa change their teaching strategies if they feel students are not getting the point.
- o. Furthermore, qualitative data revealed that secondary school teachers of Sohawa claimed that unexpected situation provides them opportunity to think about the situation and allows practitioners to prepared for the uncertain things that happened in classroom, also gave idea to solve such kind of problems when occurred in future.
- p. Unprepared for class, student's argument, lack of time management skills is the unexpected situation faced by the secondary school teachers of Sohawa. teachers become nervous but at the same time these problems allowed them to reflect to find the solutions of the problems also to reflect on their mistakes.

1b. To explore the level of Reflection-on-action of Secondary School Teachers

The result indicates that secondary school teachers of Sohawa perform reflection-on-action after the lesson.

- a. Reconsider teaching strategies after every lesson helps teacher to become reflective practitioner. The data has demonstrated that 3.69 of secondary school teachers of Sohawa reconsider their teaching strategies after every lesson.

- b. Reviewing about student's outcomes is the fundamental aspect of teaching and learning process. The result has shown that 4.23 of secondary school teachers of Sohawa often review about students' outcomes after the activities.
- c. There is a need of adopting effective strategies, or improved teaching method to solve the problems faced by teachers and students in the classroom.
- d. Reviewing about shortcomings after every lesson helps teachers to identify the causes of weakness in delivering lesson. The data in table shows that 3.69 of secondary school teachers of Sohawa re-examine the shortcomings after every lesson.

It has shown from both quantitative and qualitative data that secondary school teachers of Sohawa are engage in process of reflection-on-action by sharing their experiences with their colleagues and they also seek advice from them.

- a. A reflective teachers possess the characteristics of sharing their experience to their colleagues. The data in the table shows that 3.77 of secondary school teachers of Sohawa share their teaching experience to their colleagues.
- b. Asking for feedback from colleagues or experienced teachers helps teachers to improve their teaching. The result has shown that 3.77 of secondary school teachers of Sohawa seek advice from their colleagues.
- c. A reflective teacher has a file where they keep record of their lesson plans. The data in the table shows that majority of 4.54 of secondary school teachers of Sohawa have file with themselves to keep records of lesson plans.

- d. The result has indicated that 4.38 of secondary school teachers of Sohawa re-consider the unexpected situation occurred during teaching.
- e. Having teaching philosophy helps teacher to become aware of their strengths and weakness in teaching. The result shows that 4.23 of teachers reflect about their teaching philosophy and the way it is affecting their teaching.
- f. The data in the table shows that 4.15 of secondary school teachers of Sohawa think about the strategies that are beneficial in smooth progression of lesson planning for future.
- g. The result has shown that majority of 4.38 secondary school teachers of Sohawa think what they had done during their lesson so that they can improve it further. Thus, this result concluded that majority of secondary school teachers of Sohawa always think what they had done during their lesson so that they can improve it further.
- h. Self-assessment is a key to become an effective teacher. The data indicates that majority of 4.46 of secondary school teachers of Sohawa try to figure out their deficiencies and try to find out which aspects of their teaching needs more improvement.
- i. The data in above table demonstrates that 4.00 of secondary school teachers of Sohawa often accept constructive criticism from their colleagues.
- j. Student's feedback helps teachers to make improvement in their teaching. The data in above table has shown 4.15 of secondary school teachers of Sohawa always make improvements in their lesson in the light of students' feedback.
- k. The result has indicated that 4.31 of secondary school teachers of Sohawa reflect upon their mistakes to enhance their pedagogical skills in future.

- l. The data in the above table demonstrates that 3.77 of secondary school teachers of Sohawa think what they might do differently when unexpected situation will happen again.
- m. Correspondingly qualitative data establishes the point that teachers share their experiences with their colleague and seek advice from their colleagues when they feel they are not able to solve the problem by themselves. Moreover, they also incorporate the feedback of their colleagues to solve the problems they faced during teaching.

Objective 2 To compare the scores of two observations taken from same sample at different time

Hypothesis

H₀ There is statistically no significant difference in the scores of two participant's observations taken at different time.

The findings indicates that mean score and p value indicates that there is no significant difference between observations of secondary school teachers taken at different time. The mean score of first observation is 54.31 and mean score of second observation is 55.08 that is slightly higher than first observation. The t value (-.539) is greater than 0.05 which means the results were reliable. This shows time does not affect their performance.

5.2 Discussion

The Pakistani government recognises the necessity of an effective teacher training system and sees it as critical to improving the country's educational standards. The major objective of the study was to investigate whether the educational standards are evolving in small localities of Pakistan or not. For this purpose, researcher has taken the concept of reflection and reflective practice to identify the professional development of secondary

school teachers of Sohawa. The nature of study was case study and approach used by researcher was mixed method.

For conducting study researcher adapt the Reflective Practitioner Theory by Donald A Schon (1938). The present study was based on 2 main objectives, 2 sub objectives, 3 research questions and 1 hypothesis which served as foundation for the research to carryout. The fundamental of components of any study are the objectives, research questions and hypothesis; thus, the research discussion is based on all the research objectives, research questions and research hypothesis.

It has showed that secondary school teachers reflect on their teaching, and they use different aspect of reflection. They think while teaching and after the teaching. They reflect about their teaching practices and what kind of changes they need for future. Teachers of Sohawa think about different situations that occurred during and after teaching also reflect about how to manage such situations. However, it has also revealed that they were unfamiliar with the term 'reflective practice' and what is the process of reflective practices and why it is important in professional development of teachers. The same notion was found in the work of Zafar (2015), that majority teachers clearly planned their lessons, keeping diaries, planning everything, and preparing portfolios, but they were unaware that they were engaging in reflective practises. It has also found that secondary teachers of Sohawa done reflection-in-action and the common aspects on which they reflect mostly are students' discipline and students' problem that occurred during the teaching. Literature supports this idea that the disruption caused by children sitting on back benches is a huge concern for teachers. Managing class discipline is a challenging job for teachers, who must acquire discipline-maintenance procedures in the same way that a chemical formula is learned (Sotto, 2004). Other studies also confirmed that most common problem faced by novice teachers is classroom discipline (de Jonge and de Muijnck 2002; Schuck et al. 2012).

Correspondingly qualitative data also supports the fact that secondary school teachers reflect on students' problem and classroom discipline most. One of the teachers shared her thought; *When I started teaching, I had no experience. Some students of class misbehaved and created a lot of problems for me in the beginning*". On the other hand, it has also found that whenever such situations occurred secondary school teachers of Sohawa feel disappointed, become puzzled and confused. However, both quantitative and qualitative data represents that besides the situation made them feel disappointed, confused, and puzzled on the same time it provides opportunity to reflects upon the unwanted situation and try to find the solution of the problem. This finding was supported with research of jasper (2003) according to him a Reflective teachers examine all aspects of an incident, evaluate them, and come up with ways to change their professional behaviour in the future (Jasper, 2003a).

This research has also found that secondary school teachers of Sohawa reflects upon the unexpected situations such as Qualitative data shows that one of the secondary school teachers of Sohawa faced embarrassment when one of his students asked question and he is unable to answer him. This situation was very unexpected for teacher, and he faced embarrassment. This finding was supported with the study of (Aho, Haverinene, juuso, Laukka, & Sutinen, 2010), according to them teachers are frequently presented with unexpected scenarios in the classroom, situations that they did not anticipate occurring. On the other hand, study also revealed that secondary school teachers always try to correct their mistakes immediately and always think that which strategy is suitable for students based on their performance. Reflective instructors pay close attention to their own actions and critically reflect on the scope of their responsibilities, and they are passionate about improving teaching methods (Ferguson 2011). Reflective teachers are concerned about the impact of their teaching style on students (Roadman et al., 2010).

In addition to this, results also shows that secondary school teachers of Sohawa engages in process of reflection-on-action. Teachers of Sohawa shared their experiences with their colleagues after the lesson that shows that they are reflective practitioner because sharing experience with one another because according to Ghaye, (2011) process of reflection-on-action also occur by reflective discussions by colleagues or by keeping reflective diaries. Qualitative data also establish the fact that secondary school teachers of Sohawa shared their experiences with their colleagues, and it has also found that secondary school teachers not only share their experiences but also seek advice from their colleagues but also incorporate the feedback to solve the problems faced during teaching, that is an important aspect of reflective practices. however, literature confirmed this finding that, Teachers frequently share their classroom experiences and difficulties with colleagues to receive advice or praise Muskinsky (2003). Similarly, according to Peale (2009), co-workers and peers can provide helpful suggestions to help turn weaknesses into strengths. According to the findings of Hajira & Shamsa (2012)'s study, university lecturers receive criticism from their peers and try to learn from one another. Teachers were ecstatic to cooperate with their co-workers, and they intended to maintain positive relationships with one another (Hajira & Shamsa 2012). It has also viewed that the secondary school teachers of Sohawa reconsider the teaching strategies after every lesson to evaluate their teaching method and its benefits on students learning also evaluate the student's outcome after the activities they performed during class. A reflective teacher examines their classroom methods and situations to understand how to handle a similar issue in the future (Moon2000, Ferguson, 2011). Reflective teachers analyse their methods analytically and try to develop professional expertise from everyday situations (Dewey, 1938; Schon, 1987; & Stanly,1998). However qualitative has reported that 'There is a need of adopting effective strategies, or improved teaching method to solve the problems faced by teachers and students in the classroom'.

Additionally, it has found that tough secondary school teachers planned their lesson and have a file in which they kept record of their lesson, but they don't have reflective diary in which they write their everyday experiences. However, literature claimed that reflective diary is a common characteristic of reflective practices. on the other hand, it has also found that university teachers of Pakistan considered that dairy writing helps them in instructional process. The overall result of reflection-in-action and reflection-on-action showed that teachers at secondary school were more involved in process of reflection-in-action as compared to reflection-on-action. Moreover, the difference was shown between the mean scores of two observations taken at two different points of time. This shows that after taking one observation and discussed them concept of reflective practice teacher at secondary school sensitised and try to improve their teaching style.

5.3 Conclusion

To summarise the overall findings and conclusions illustrated from this research work, it is established that secondary school teachers of Sohawa are practicing different teaching methods that shows that they try their best to become professional. Although they are practicing such techniques that are beneficial in development of professional competency of teachers yet there are so many improvements that still need to be acquired. Here are conclusions from the research study: Teachers of Sohawa are involved in practices such as planning a lesson, consider the students need, reflect upon their mistakes but they are not aware of the term and concept of 'reflective practice', 'reflection-inaction' and 'reflection on action' particularly. The results showed that teachers reflect upon the student's problem and classroom discipline most because both are very common problems faced by secondary school teachers and novice teachers of Sohawa. Result also concludes that secondary school teachers were more involved in reflection-in-action as compared to reflection-on-action.

The data concludes that secondary school teachers have a file where they keep record of their lesson plans, but they don't have reflective diary to record their experiences of teaching on daily or weekly basis. The study concludes that teachers of Sohawa shared their experiences with each other also seek advice from their colleagues.

5.4 Recommendations

The following are some suggestions for secondary school teachers of Sohawa:

To understand the concept and process of reflection, there may be sessions on which teachers at secondary school of Sohawa learn the importance of reflection in teaching and the reflection-in-action-and reflection-on-action is important in professional development of teachers.

A series of workshop may also be conducted on the importance and role of reflection on-action after teaching at Seena Academy school Sohawa thus, teachers know how to reflect after teaching to provide quality education.

Teachers may videotape their lesson and analyse them after teaching that helped teachers to build their habit of reflection-on-action.

Teachers at secondary school of Sohawa may keep diary and reflective journals with themselves to record their teaching experiences it may help them to enhance their reflective practices both ways i.e., reflection-inaction and reflection-on-action. Also shared their experiences to other teachers, as if others are experiencing the same situation, then it will be beneficial for them as well.

Teachers may take help from reflective journal to become flexible and learn to act immediately on different situation occurred in the classroom.

School management may design booklets on code of conduct, rules, and regulations so that it becomes easier to tackle discipline problems by the teachers. Teachers may set discipline rules, code of conduct and rules and regulations for each class to avoid the discipline problems during teaching.

5.5 Recommendations for future Researcher

The current study is conducted on finding the reflective practices of secondary school teachers of small Tehsil of Sohawa. So, further researchers extend the research to more cities to get insight whether educational standards are evolving in other cities of Pakistan.

The present study involved the secondary school teachers of private sector the same study needs to be replicated on the public sector to study the reflective practices of secondary school teachers at public sector schools.

The approach of current study is case study and teachers of only one school are the participants of the study so the results cannot be generalized to the other cities and towns of Pakistan. So further researchers extend the research with different approach and with more participants.

This study only investigates the reflective practices of secondary school teachers of Sohawa, future researchers extend the research by investigating the effect of reflective practices on the professional development of teachers.

5.6 Limitations of the study

Due to the resource and time limitations the present study is constrained to the following:

The current study is performed on investigating the reflective practices of secondary school teachers of small Tehsil of Sohawa.

The present study aimed at the secondary school teachers of private sector, however the teachers at secondary school of public sectors are not involved.

The approach of current study is case study and teachers of only one school are the participants of the study so the results cannot be generalized to the other cities and towns of Pakistan.

This study only investigates the level of reflective practices of secondary school teachers of Sohawa.

5.7 Review of Objectives, Findings Conclusions & Recommendations

Review of Objectives, Findings Conclusions & Recommendations							
Sr. No.	Objectives	Research Questions	Hypothesis	Treatment	Findings	Conclusion	Recommendations
1.	To investigate the Reflective Practices of Secondary School Teachers in Sohawa.	What is the level of Reflective Practices of Secondary School Teachers in Sohawa?		Mean Score/Thematic analysis	The mean score of secondary school teachers about reflective practice is 125.38 from which 61.92 perform reflection-in-action and 63.46 perform reflection-on-action. The means of subscale of reflective practices showed that 'think what changes need for future' is 33.8 which shows that most of the secondary school teachers of Sohawa think what changes need for future. And then the mean score of 'consider the situation' is 30.30 that means the secondary school teachers of Sohawa think about the situation during the teaching and mean score of 'reconsider the situation' is 28.53 that is slightly lower than the mean score of 'consider the situation'. While 'decide how to act' score is 20.69 and 'act immediately' is last with 16.38 mean score that shows that secondary school teachers of Sohawa less think about these two dimensions.	Teachers of Sohawa are involved in practices such as planning a lesson, consider the students need, reflect upon their mistakes but they are not aware of the term and concept of 'reflective practice', 'reflection-inaction' and 'reflection on action' particularly.	To understand the concept and process of reflection, there should be sessions on which teachers at secondary school of Sohawa learn the importance of reflection in teaching and the reflection-in-action and reflection-on-action is important in professional development of teachers.
2.	To identify the Reflection-in-action of Secondary	What is the level of Reflection-in-action of		Mean Score/Thematic Analysis	It is revealed that classroom discipline and students' problem are the most common problems	The data concludes that secondary school teachers have a file where they	Teachers at secondary school of Sohawa should keep diary with themselves to record their teaching

	School Teachers.	Secondary School Teachers?			<p>where secondary school teachers of Sohawa perform reflection-in-action.</p> <p>46.2% secondary school teachers reflect over students' problems that shows many teachers think about the student's problem during teaching whereas 7.7% sometimes reflect over students' problems and 7.7% teachers never consider students problem while teaching. 61.5% of teachers always think and consider about classroom discipline while teaching and 38.5% often reflect about classroom discipline. Qualitative findings also revealed that classroom discipline is the most common problem faced by teachers.</p> <p>Similarly, qualitative data also claimed that classroom discipline and students' problems are challenging tasks for secondary school teachers of Sohawa especially when teachers are at beginning of their career, they faced a lot of discipline problems in classroom.</p>	<p>keep record of their lesson plans, but they don't have reflective diary to record their experiences of teaching on daily or weekly basis.</p>	<p>experiences. Also shared their experiences to other teachers, as if others are experiencing the same situation, then it will be beneficial for them as well.</p>
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Appendix-A



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 30-07-2020

To: Rubbia Nawaz
1623-M.Phil/Edu/F18

Subject: APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No, ML.1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14th May 2020.

a. Supervisor's Name & Designation

Dr. Wajeeha Aurangzeb (Supervisor)
Assistant Professor,
Department of Education, NUML, Islamabad.

b. Topic of Thesis

"Teachers' Reflective Practices in Secondary School in Sohawa: A Case Study"

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by **31 August 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

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E-mail: ftabassum@numl.edu.pk

Mariam Din
30/07/2020

Dr. Mariam Din
A/Head,
Department of Education

Distribution: Ms. Rubbia Nawaz (M.Phil Scholar)

Dr. Wajeeha Aurangzeb (Thesis Supervisor)

CERTIFICATE OF VALIDITY

**Teachers' Reflective Practices in a Secondary School in Sohawa: A Case Study**

By Rubbia Nawaz

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad Pakistan.

This is to certify that the inventory or checklist adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for the Teachers' Reflective Practices in a Secondary School in Sohawa: A Case Study.

It is considered that the research instrument, adapted for the above mentioned title, is according to objectives of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: DR. SHAZIA ZAMIR
Designation: Assistant Professor
Institution: NUML
Signature: Shazia
Date: 16-02-21

CERTIFICATE OF VALIDITY



Topic: Teachers' Reflective Practices in a Secondary School in Sohawa: A Case Study

By: Rubbia Nawaz

M.Phil. scholar, Department of Education, Faculty of Social Sciences
National University of Modern Languages, H-9, Islamabad, Pakistan.

This is certify that the inventory adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for the Teachers' Reflective Practices in a Secondary School in Sohawa: A Case Study.

It is considered that the research instrument, adapted for the above mentioned title, is according to objectives of the research, assured adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Farukhunda Tabassum
 Designation: Assistant professor
 Institution: NUML
 Signature: [Handwritten Signature]
 Date: 1-02-2021

Appendix-C

Reflective Practice Questionnaire

Serial No. _____

NAME			
GENDER	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
QUALIFICATION	<input type="checkbox"/> Bachelors	<input type="checkbox"/> Masters	<input type="checkbox"/> M.Phil.
EXPERIENCE	<input type="checkbox"/> 0-5 years	<input type="checkbox"/> 5-10 years	<input type="checkbox"/> 10-15 years

Sr. No.	Cod-ing	Statements	N	R	ST	O	A
Reflection-in-Action: Means “thinking on feet”. In this process the reflection occurs in the middle of the activity. Reflection-in-action allows teachers to think during the event.							
Consider the Situation							
1.	RiA1	I reflect over students problems during teaching process	1	2	3	4	5
2.	RiA2	When I teach to the students, I reflect over class room discipline.	1	2	3	4	5
3.	RiA3	I reflect over the teaching material while delivering lecture	1	2	3	4	5
4.	RiA4	I think about smooth progression of lesson plan during teaching	1	2	3	4	5
5.	RiA5	I consider the situation when the things are not according to the plan	1	2	3	4	5
6.	RiA6	I reflect over my mistakes which I make during teaching	1	2	3	4	5
7.	RiA7	I ask form myself, ‘are the practices I perform beneficial for my students.	1	2	3	4	5
Decide how to Act							
8	RiA8	I plan strategies to overcome students problem during my lesson	1	2	3	4	5
9	RiA9	I plan strategies to maintain classroom discipline during teaching	1	2	3	4	5
10	RiA10	I decide how to handle the new situations during teaching	1	2	3	4	5

11	RiA1 1	I decide how to act when unexpected situations will occur in the future	1	2	3	4	5
12	RiA1 2	I decide which strategy is suitable for students based on their performance	1	2	3	4	5
Act Immediately							
14	RiA1 4	I attempt to rectify my mistakes on the spot	1	2	3	4	5
15	RiA1 5	I try to cope with unexpected situations during teaching process	1	2	3	4	5
16	RiA 16	I change my teaching strategies if I feel students are not getting the point	1	2	3	4	5
17	RiA1 7	I immediately take action on students problem during teaching	1	2	3	4	5
Reflection-on-Action: Means “thinking after the event”. In this process reflections occurs at the end of the activity.							
Reconsider the Situation							
1	RoA 1	I have a file where I keep my records of lesson plans	1	2	3	4	5
2	RoA 2	I reconsider my teaching strategies after every lesson	1	2	3	4	5
3	RoA 3	I review about the students outcome after the activities	1	2	3	4	5
4	RoA 4	I review about shortcomings after every lesson	1	2	3	4	5
5	RoA 5	I reconsider the unexpected situation occurred during teaching	1	2	3	4	5
6	RoA 6	I reflect about my teaching philosophy and the way it is affecting my teaching	1	2	3	4	5
7	RoA 7	I talk about my teaching experience to my colleagues	1	2	3	4	5
Think about what Needs Changing for Future							
8	RoA 8	I seek advice/feedback from my colleagues on my teaching for improvement in future	1	2	3	4	5
9	RoA 9	I think about the strategies that are beneficial in smooth progression of lesson planning for future	1	2	3	4	5
10	RoA 10	I always think of what I had done during my lessons so that I can improve it further.	1	2	3	4	5
11	RoA 11	I try to find out which aspects of my teaching needs more improvement	1	2	3	4	5
12	RoA 12	I accept productive criticism from my colleagues to improve my teaching	1	2	3	4	5
13	RoA 13	I make improvements in my lesson in the light of student’s feedback.	1	2	3	4	5

14	RoA 14	I reflect over my practices to improve my pedagogical skills in future	1	2	3	4	5
15	RoA 15	I think what might I do differently when unexpected situation will happen again	1	2	3	4	5

Thank You



PART-B

Gibbs 1988 Reflective Cycle

Gibbs's Reflective Cycle (Gibbs, 1998) helps you to understand and practice your reflective skills. Use the template to reflect on a recent event in which you demonstrated a reflected ability to improve or demonstrate the need for further learning or development.

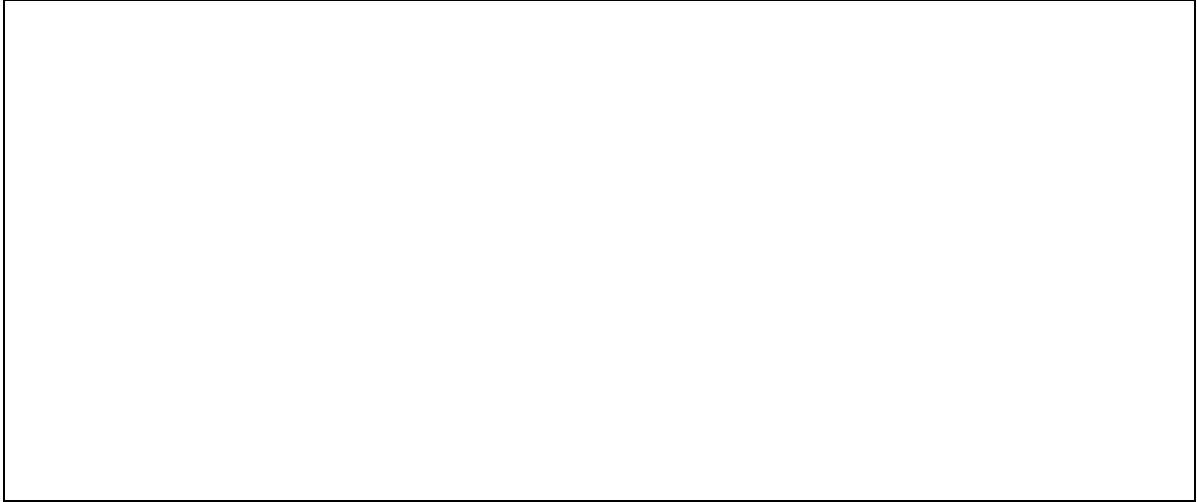
Reflective

Title

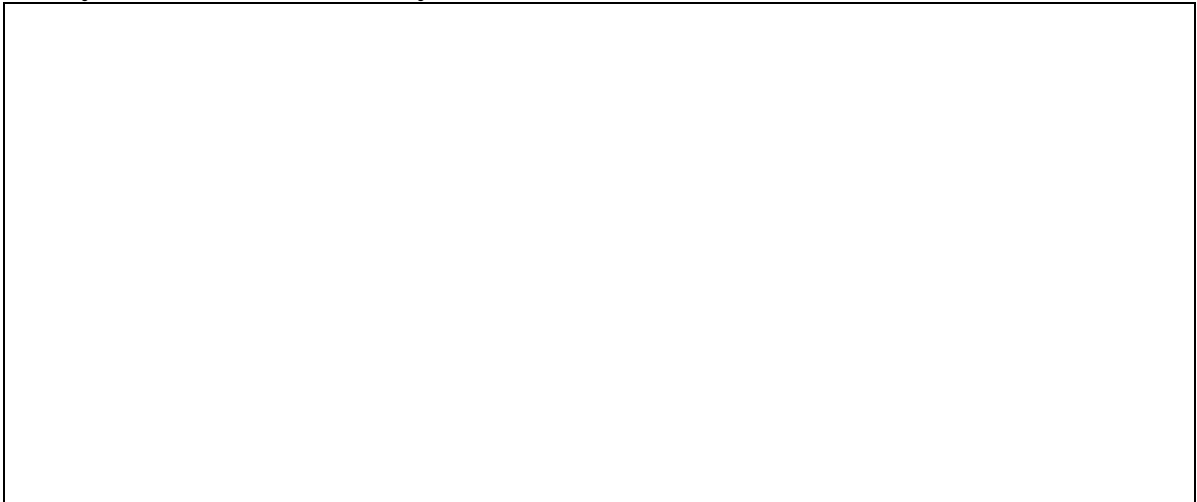
Description: What Happened?

Feelings: What were you thinking and feeling?

Evaluation: What was good and bad about experience?



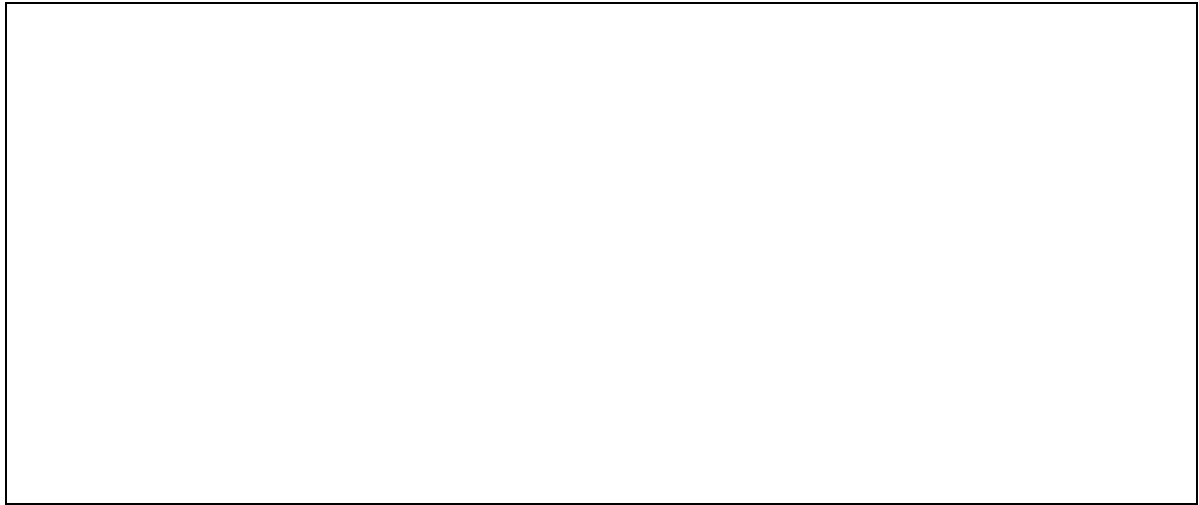
Analysis: What sense can you make of the situation?



Conclusion: What else could you have done?



Action-plan: if the situation arose again, what would you do?



Rwtfrom: <https://www.cpdme.com/Resources/Documents/CPDme+Reflective+Practice+Template+2013.pdf>

Appendix-D

Classroom Observation Checklist

Name	Date
Class Observed	Time

Sr.N O	Indicators	Not Ob- served	Could Im- prove	Accepta- ble	Excel- lent
1	Does teacher view student and class-room circumstances as beyond her control	1	2	3	4
2	Does teacher dismiss students' opinions without due consideration	1	2	3	4
3	Does teacher acknowledge problems of students during class	1	2	3	4
4	Does teacher consider differing needs of learners	1	2	3	4
5	Does teacher thoughtfully connect teaching actions with student learning in class	1	2	3	4
6	Does teacher make immediate decisions during class	1	2	3	4
7	Does teacher instruct the students according to individual differences	1	2	3	4
8	Does teacher connect new concepts to students' prior knowledge?	1	2	3	4
9	Does teacher analyse the impact of his/her strategies on students learning?	1	2	3	4
10	Does teacher identify alternative ways of to give ideas and concepts to students	1	2	3	4
11	Does teacher try to enhance learning for all students	1	2	3	4
12	Does teacher consider students' perspectives in classroom	1	2	3	4
13	Does teacher adjust methods and strategies based on students' relative performance	1	2	3	4
14	Does teacher view practice within the broader sociological, cultural, historical, and political contexts	1	2	3	4
15	Does teacher keep diary to review teaching notes in classroom	1	2	3	4

16	Does teacher write notes immediately on completion of the lesson	1	2	3	4
17	Does teacher take feedback from students after completion of lesson	1	2	3	4
18	Does teacher incorporate students feedback into new lesson	1	2	3	4

Appendix- E

**List of Secondary Schools of Sohawa Markaz
(Private Sector)**

Sr. No.	School Name	Sector
1	Pakistan Science Academy	Private
2	Seena Secondary School Sohawa	Private
3	The Educator (Boys)	Private
4	The Educator (Girls)	Private
5	Learning House (Chakwal More)	Private
6	Askari Islamic School	Private
7	Allied School Sohawa	Private
8	Nazr-e-Fatima School	Private
9	Air Foundation School	Private
10	Hira School Sohawa	Private
11	The Wings School	Private
12	Minhaj Islamic School	Private
13	Moonlight School	Private
14	Fauji Foundation School Sohawa	Private
15	Sun Rise School Sohawa	Private
16	Aisha Model School Sohawa	Private
17	Azeem Model School Sohawa	Private
18	The Kids School GT Road Sohawa	Private
19	Al-Kausar School	Private
20	Al-Sardar Public School	Private
21	The Wisser School	Private
22	Al-Noor Public School Sohawa	Private
23	Punjab Academy	Private
24	Ujala School Sohawa	Private
25	Al-Safa High School	Private
26	National Foundation School Sohawa	Private
27	Unique School Sohawa	Private
28	Ghourri High School	Private
29	TCF School Domeli	Private
30	Bright Way School Domeli	Private
31	Andaleeb Public School Domeli	Private
32	Aisha Public School Sohawa	Private
33	Al-Razi School Sohawa	Private
34	Defence School Sohawa	Private
35	Al-Saadi School Sohawa	Private
36	Al- Raza Schhol Sohawa	Private

37	Dar-e-Arqam School Sohawa	Private
38	Alliance School Sohawa	Private
39	Oxford Schhol	Private
40	Aqeel School	Private
41	Islamic Mission School	Private
42	Mustafa School	Private
43	Mehraj School	Private
44	Mustafai School	Private
45	Kiran Education Foundation	Private
46	Al-Asar High School	Private
47	Kiran Public School	Private
48	Al-ghazi Public School	Private
49	Laraib Public School	Private
50	Qamar-un-Nisa Public School	Private
51	Little Scholar Academy	Private
52	Iqra Academy	Private
53	Ahsan public School	Private
54	Al-Karam Model School	Private
55	Danayl Public School	Private
56	Amir Academy	Private
57	Ali Public School	Private
58	Mazhar Public School	Private
59	TCS Public School	Private
60	The Educator School Domeli	Private

Appendix- F**Secondary School Teachers of Seena Academy School Sohawa
(Girls/Boys Wing)**

Sr. No.	Teachers Name	Grade
1	Miss Ayesha	8 th /9 th
2	Miss Laraib	9 th /10 th
3	Miss Sadaf	9 th /10 th
4	Miss Haleem	9 th /10 th
5	Miss Fauzia	9 th /10 th
6	Miss Qurat-ul-ain Naeem	9 th /10 th
7	Miss Zainab	9 th /10 th
8	Sir Faiq Nadeem	9 th /10 th
Boys Wing		
1	Muhammad Sajjad	9 th /10 th
2	Faiq Naadeem	9 th /10 th
3	Muhammad Nouman	9 th /10 th
4	Muhammad Raheel	9 th /10 th
5	Muhammad Shehryar	9 th /10 th
6	Arsalan Ahmed	9 th /10 th
7	Fahad Ali	9 th /10 th
8	Abdul Ghafar	9 th /10 th