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## Relationship between Teachers' Reflective Practices and Their Performance at Higher Secondary Level

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### ABSTRACT

Reflection is any belief or assumed kind of cognition prolonged and careful thought. It's an important step that teachers can make towards improving their methods of instruction. The present research intended to assess the perception of teachers about reflective practice, to identify the performance of teachers pertaining to use Reflective Practice. The research also intended to determine the relationship between teachers score on practice-based scale. The target population of the study was the 2732 teachers of social science from 628 Higher Secondary Schools and colleges (Boys and Girls) who were teaching Intermediate classes. A sample of 338 teachers was selected by using random sampling technique. The data was collected through an adopted questionnaire, used by Pazhoman & Sarkhosh (2019) in their research and modified in Pakistani context, consisting of 39 statements and analyzed by statistical package for social science (SPSS). The reliability of the data collection tool was checked before data collection that was .895. The results revealed that almost 78.7% of the respondents were interested in self-discovery. However, the majority of 62% of the participants was of the opinion that they were aware of their beliefs and knew that these beliefs influence their behavior toward them and others. The participants were of the opinion that reflective practices in classroom improved their teaching performance. A strong positive correlation with .224\*\* value was found between reflective practices and teaching performance. The findings of the current study had implications for teachers as well as the curriculum developers of professional development programmes. Reflective practice strategies are supposed to be used by teachers in the process of teaching and learning. It is recommended that reflective practice may be mentioned in the syllabus of the training course and professional development programs.

**Keywords:** Reflection, Reflective Practice, random sampling technique, performance, correlation, professional development etc.

## Introduction

Teachers are invaluable assets within any educational system, serving as the crucial bridge for the transfer of knowledge, skills, and values. Teacher education plays a pivotal role in reshaping and fortifying a country's education system (Shehata et al., 2023). It aligns with evolving global trends in education and caters to the broader needs and aspirations of the population. The quality of education is intrinsically linked to the competence of teachers and their teaching methods. Hence, the manner in which teachers are trained stands as a critical element in enhancing this quality. In recent times, there has been a growing emphasis on reflective practice within teacher education, marking a significant movement. Given the intricate nature of teaching, educators are encouraged to scrutinize their practices as a means of fostering their own professional growth and subsequently enhancing student performance. Reflective practice involves the capacity to ponder over one's actions, facilitating a continuous learning process. This approach is underpinned by the understanding that mere experience does not automatically translate into learning; deliberate reflection on these experiences is essential (Karakas & Yükselir, 2020).

Reflection serves not only to prevent teachers from engaging in routine or hasty actions but also to guide their activities with insight and careful planning in alignment with their goals, as articulated by Odeh, Kurt, & Atamtürk in 2010. Over the past two decades, reflective practices have gained significant prominence because they constitute a crucial aspect of becoming effective educators. This is mainly attributed to the fact that the implementation of such strategies has been demonstrated to enhance critical thinking, elevate student achievement, and provide benefits to educators themselves, as noted by Akbari et al. in 2008.

According to Moon (2006), educators should make regular use of reflective practices, including engaging in reflective practice. Two possible explanations exist for this result. First, there is a lack of pre-service training for college instructors. Second, lecturing is the primary mode of instruction at higher education institutions, and lecturing is the primary technique of covering course material. In most cases, they are not pushed or even encouraged by management to do new things in the classroom. The most effective educators are those who manage to get their students through the material in a timely manner while also producing high test scores. Teachers now use reflective practice skills and think critically about their own teaching methods in place of more traditional approaches. They reflect on ways to better prepare themselves for the classroom. They gain insight into the challenges their pupils face in the classroom. They have the ability to ascertain the causes of differences in pupils' attitudes towards learning and classroom behaviour. Teachers can improve their methods by engaging in self-reflection. Teachers can employ self-reflection to evaluate their students' actions (Carlo, D.D., H. Hinkhouse, & L. Isbell, 2010). Educators that take the time to critically examine their own practices in the classroom demonstrate true professionalism (McAlpine, Weston Berhieu, & Fairbank, 2004).

John Dewey argues that by engaging in reflective thought, one can get a richer knowledge of the connections between one's experiences and grow as a person. Reflection, to him, was a methodical process and manner of thinking. He thought it took place in a culture where people had to have a good mood to engage with one another, and that this improved the quality of life for everyone involved (Rodgers, 2002). According to Dewey, a reflective educator is one who acts on principle rather than on instinct or blindly follows orders in the classroom. Teachers reflect on their own methods and seek solutions to issues that may arise in the classroom or in the larger social and cultural setting. The relationship between theory

and practice is central to the concept of reflective practice. Day (2001) explains that participants can evaluate their own and others' practices by reflecting on them in light of various philosophies (Raza, Khalique, et al., 2023).

Recent research on reflective practices, driven in part by a district initiative, has focused on the utility or success of a single paradigm of reflection. Different perspectives, such as supervision and self-reflection, were used to analyze the research. While there are many different reflective models, research reveals that they all have a foundation in adult learning theory and reflective practice theory. In addition, there is less literature on how educators define and implement reflective practice in their professional lives. In order to be a successful educator, one must engage in regular reflective practice. By engaging in reflective practice, educators may hone their craft, enrich their lessons, and address their students' unique learning challenges. Therefore, the purpose of the current research is to investigate how college and high school educators in the public and private sectors see reflective practice. The following problem statement might be used to frame the issue regarding the Relationship between Teachers' Reflective Practices and Their Performance at Higher Secondary Level. The heart of the educational system is the teacher. Their physical, psychological, and social well-being is crucial to the efficient operation of the entire system. Teachers working in the higher secondary education system face difficult obstacles because of time constraints, work expectations, an excessive workload, and perhaps a lack of social support. Reflective practice in teaching is required for effective teaching. Therefore, the present study aimed to find Relationship between Teachers' Reflective Practices and Their Performance at Higher Secondary Level in District Layyah.

### **Literature review**

In a study carried out by Kafi and Motallebzadeh (2015) in an attempt investigated the relationship between EFL teachers' effective teaching and the language learning motivation of Iranian EFL learners. They found a significant positive relationship between teachers' effective teaching and the L2 learners' language learning motivation Moussa-Inaty (2015) considers reflection as effective instruments for growth and intellectual development. Also, Motallebzadeh, Hosseinnia, and Domskey (2016) regard reflective teaching as a powerful tool for developing and empowering teachers. It is supposed that being a reflective teacher influence in the amount of their teaching's effective- ness. Teaching effectiveness has been defined differently by different people in different contexts based on their aims and constructs.

Tabassum & Malik (2014) conducted a study to explore teachers' perceptions of the use of reflective practices in the classroom. They aimed to investigate educators' attitudes toward the significance of reflective practice and whether they believed it could enhance their understanding of students' challenges (Raza, Khalid, et al., 2023b). The results indicated that teachers may not fully recognize the importance of reflective practices in comprehending students' difficulties. For instance, Tok & Dolapçolu (2013) utilized both qualitative and quantitative methods to examine the prevalence of reflective practices among primary school educators in Turkey. According to their findings, educators employ various reflective strategies in the classroom, but few of these strategies involve appreciating students who express their thoughts or encouraging students to provide feedback on instructional methods, either orally or in writing. The research also revealed that educators do not maintain daily records of their professional growth and classroom success, particularly in the field of science education. In a study of ESL instructors in Sri Lanka, Cirocke, Tennekoon, and Calvo (2014) found that reflective practice was a crucial and beneficial aspect of teachers' professional

development. Uzum, Petron, and Berg (2014) conducted research with 28 female pre-service teachers in the USA and discovered that these future educators engaged in critical reflection about their practices, connected theory and practice, and addressed the challenges of teaching English as a second language (ESL) effectively.

Farrell's (2013) research involving three experienced ESL educators in Canada emphasized that experience in the classroom translates into expertise through reflective practice. The study confirmed the significance of reflection in the teaching profession, which involves contemplating past classroom experiences to enhance future ones. Reflective teaching serves as a bridge between theory and practice, enabling educators to examine and question their own teaching methods, align their beliefs with classroom realities, and adapt to various teaching contexts (Raza, Khalid, et al., 2023a).

Cimer, Cimer, and Vekli's (2013) study in Turkey explored how reflection supports teachers in becoming effective. The research demonstrated that reflective teachers become more mindful of their actions, proficient in using evidence, knowledgeable about the art of teaching, and capable of assessing the outcomes of their actions. These findings contribute to the development of professional knowledge and learning, ultimately enhancing teachers' job performance. Sadeghi (2013) investigated reflective methods in English as a Foreign Language (EFL) instruction and stressed the need for more classroom-based studies to advance education. The study highlighted the importance of educators' awareness of classroom dynamics, student thoughts, motivations, and priorities in designing effective instructional strategies. Self-reflection was identified as a crucial element for educators' personal and professional development.

### **Objectives of the Study**

This study intended:

1. To assess the perception of teachers about reflective practice.
2. To identify the performance of teachers pertaining to use Reflective Practice.
3. To determine the relationship between teachers score on perception based and practice-based scale.
4. To measure some recommendations regarding the problem of the study for stakeholders.

### **Research Questions**

This research study answered the following research questions:

1. What are the perceptions of teachers about Reflective Practice?
2. What is the level of teacher's pertaining to use Reflective Practice?
3. Is there any relationship between teachers score on perception-based and practice-based scale?

### **Significance of the Study**

The significance of studying the relationship between Teachers' Reflective Practices and their performance at the higher secondary level lies in several key aspects. Teacher professional development understanding the impact of reflective practices may inform the design and implementation of effective professional development programs for teachers. By highlighting the benefits of reflection educational institutions may encourage and support teachers in engaging in reflective practices, ultimately leading to their continuous growth and improvement. By exploring this topic educationist may identify strategies that positively

impact student achievement. This knowledge may contribute to the development of evidence-based instructional approaches that enhance student experiences. Research on the relationship between teachers' reflective practices performance may inform educational policies and practices. School and educational institution may incorporate reflective practices as a core component of teacher evaluation system, professional development programs, and hiring processes, recognizing its importance in promoting effective teaching. By studying the impact of reflection on teacher performance, educators may identify effective strategies and best practices that could be shared across the profession, fostering a culture of continuous improvement in teaching.

### Research Methodology

In this research, a descriptive research method was applied to investigate teachers' engagement in reflective practice within public sector higher secondary schools and colleges. Descriptive research is characterized by its focus on exploring broader hypotheses rather than specific beliefs, and it often involves a high degree of uncertainty (Saunders et al., 2012). Moreover, the research utilized correlational analysis to evaluate the magnitude and orientation of the connection between numerous variables. A positive correlation indicates that both variables shift in a similar direction, whereas a negative correlation indicates that the variables change in opposing directions.

### Population

Population is defined as a complete set of people which have some special features. Creswell (2012) states another definition regarding to population that it is the group of people which have same qualities. The target population of the study was the teachers of Higher Secondary Schools and colleges (Boys and Girls) who were teaching Intermediate classes.

#### District Layyah Colleges

Sr. No.	Tehsil	Male		Female		Total
		Colleges	Schools	Colleges	Schools	
1	Layyah	101	168	89	56	414
2	Karor Lal Eisan	48	28	57	29	162
3	Chobara	16	0	20	16	52
<b>Total</b>						<b>628</b>

Source: <http://punjabhec.gov.pk/dashboard>

### Sample and Sampling Technique

Sampling is a method of identifying and gathering data for a research in such a way that the subjects denote the greater part from which they were nominated for consideration (Alvi, 2016). The researcher selected the sample of 338 teachers who were currently teaching in higher secondary schools and colleges of Layyah. The respondents were selected in equal proportion e.g. 100 male teachers from colleges and 100 from higher secondary schools and female teachers in the same proportion too. The sample was selected using a convenient non-random sampling strategy from public girls and boy's colleges and higher secondary school

of district Layyah and public male and female higher secondary school teachers of district Layyah in social sciences.

### Research Tool

This was an adopted questionnaire used by Pazhoman & Sarkhosh (2019) in their research and modified in Pakistani context. Following steps were followed for development of the research instrument. The research instrument was a questionnaire based on a five-point Likert scale. There were two sections to the questionnaire. Respondent demographics were collected in the first section, and the remaining 39 items were designed to be investigated in the other section with two sub parts. By grounding all of the metrics in the same idea reflective practice the researcher was able to prove the quantitative data's construct validity. Using the quantitative survey, the researcher made an effort to triangulate the results. The study instrument's content validity index (CVI) was also evaluated with the help of experts' feedback. A pilot study was conducted that involved 40 respondents from various higher secondary schools and colleges in the district. Data was collected using a questionnaire that was distributed to the parents of the participating respondents. The questionnaire was consisted of questions about the Gender, age, education level and their experience.

### Reliability

Cronbach's alpha is the most commonly employed method to assess the internal consistency, or reliability, of a survey.

**Table 3. 1Reliability Statistics**

Variables	Cronbach's Alpha	N of Items
Perception	.763	14
Performance	.771	25

The above table is showing the collective value of Cronbach's Alpha test. The coefficient values for AI, recruitment and selection are .763, .771 and .842 that are greater than 0.5. It is clear from the values that the scale is reliable.

### Data Collection and Data Analysis

Regarding quantitative data, the study established validity by anchoring all components in the common concept of reflective practice. To determine the reliability of the results, the researcher introduced a quantitative survey as a triangulation method. To reduce potential threats to external validity and ensure the findings' broader relevance, extensive efforts were made to include a diverse range of participants within the study's boundaries, thus creating a sample that closely represented the overall population. Furthermore, experts were consulted to evaluate the content validity index (CVI) of the research instrument. Questionnaire was distributed to respondents and was collected to ensure accurateness of responses.

The analysis of closed ended questions was completed via using the statistical package for social science analysis (SPSS). Data was entered into the SPSS sheet and coding for five point Likert scale was done like SA=1, A=2, N=3, DA=4, and SDA=5. . Statistical values were given to the students responses. Frequencies, percentages, a valid percent, and

cumulative percent were calculated for measuring student's views on reflective teaching practice in class. Correlational analysis was also conducted to determine the relationship between variables.

### Frequency Distribution for Demographic Information

The data was analyzed; tables and graphs were generated. Both the table and graphs represented the frequencies and percentages of the demographic information of the participants.

#### Demographic Information

Sr. No		Frequency	Percent
<b>Gender</b>	Male	172	50.9%
	Female	166	49.1%
	<b>Total</b>	338	100.0
<b>Qualification</b>	Graduate	59	17.5%
	Master	110	32.5%
	M.Phil.	119	35.2%
	PhD	50	14.8%
	<b>Total</b>	338	100.0
<b>Teaching Experience</b>	1-5	62	18.3%
	6-10	188	55.6%
	Above10	88	26.0%
	<b>Total</b>	338	100.0

The table indicates that the participants were almost evenly split by gender. Specifically, 172 participants, which is approximately 50.9% of the total sample, were male, while 166 participants, constituting about 49.1% of the total sample, were female. This suggests a relatively balanced representation of both genders in the study. The participants' educational qualifications are categorized into four groups. The largest group consists of 110 participants, which accounts for about 32.5% of the total sample, who had completed an M.Phil degree. The second-largest group, with 59 participants (17.5%), had graduate degrees. Another 59 participants (17.5%) had master's degrees, and 50 participants (14.5%) had earned PhD degrees. These categories provide insights into the educational backgrounds of the participants, with a significant portion having attained at least an M.Phil degree. The participants' teaching experience is segmented into three groups based on the number of years they have spent in teaching roles. Among the participants, 188 individuals (55.6%) had 6 to 10 years of teaching experience, making it the most common category. Meanwhile, 88 participants (26%) had more than 10 years of teaching experience, and 62 participants

(18.3%) had 1 to 5 years of teaching experience. This information sheds light on the distribution of teaching experience among the participants, highlighting that a majority of them fall within the 6 to 10 years' range.

### Descriptive analysis

Information was gathered from a total of 338 participants and subsequently subjected to analysis using SPSS. The participants' responses have been summarized using measures such as the mean and standard deviation. A standard deviation nearing zero implies that data points closely align with the mean, while a high or low standard deviation suggests that data points deviate significantly from the mean in either an upward or downward direction.

### The perception of teachers about reflective practice

Sr	Statement	SA	A	N	DA	SDA	Mea	SD
.N							n	
o								
1	I know the situation of students and to convey knowledge through reflective practice.	F 87 % 25.7 %	122 36.1 %	10 3%	72 21.3 %	47 3.9% 10	33 8 3.62	0.63 2
2	I connect with students learning and do reflective practice.	F 89 % 26.3 %	123 36.4 %	5 1.5 %	86 25.4 %	35 10.4 %	33 8 3.57	1.21 1
3	I know about inconsistencies and contradictions that occur in classroom practice.	F 87 % 25.7 %	122 36.1 %	27 8%	84 24.9 %	18 5.3% 10	33 8 3.01	1.54 3
4	I think and workout on my strengths and weaknesses as a teacher for best practices.	F 57 % 16.9 %	108 32% %	28 8.3 %	71 21% %	74 21.9 %	33 8 2.92	1.09 8
5	I know that what I believe about myself and others will ultimately control my behavior.	F 61 % 18% %	133 39.3 %	31 9.2 %	69 20.4 %	44 13% 10	33 8 3.41	0.32
6	I know I am still learning to be a good teacher and the feedback I get from students and supervisors could be helpful in	F 112 % 33.1 %	110 32.5 %	15 4.4 %	60 17.8 %	41 12.4 10	33 8 2.81	1.98 4



	improving my performance.		%	%	%	%	%	0		
7	I try to think of what I teach my students in terms of my own area of discipline so as to enhance my lesson.	F	126	105	5	64	38	338	3.54	1.432
			%	37.1	31.1	1.5	18.9	11.2	10	
			%	%	%	%	%	0		
8	I discuss my positive and negative experiences with my colleagues after instruction.	F	126	78	15	87	32	338	3.06	1.781
			%	37.3	23.1	4.4	25.7	9.5%	10	
			%	%	%	%		0		
9	I always think of what I had done during my lessons so that I can further improve it.	F	120	88	16	57	57	338	2.83	1.089
			%	35.5	26%	4.7	16.9	16.9	10	
			%	%	%	%	%	0		
10	I am always interested in self-discovery so that I do things and polish myself to be a better teacher	F	245	21	20	16	36	338	2.67	1.113
			%	72.5	6.2%	5.9	4.7%	10.7	10	
			%	%	%	%	%	0		
11	I ignore the interdependence between teacher and students' actions	F	63	199	20	26	30	338	3.76	1.451
			%	18.6	58.9	5.9	7.7%	8.9%	10	
			%	%	%			0		
12	I support beliefs only with evidence from experience	F	113	76	41	40	68	338	3.05	0.321
			%	33.4	22.5	12.	11.8	20.1	10	
			%	%	5%	%	%	0		
13	I generally get good comments from students so I think I am doing quite well overall as a teacher.	F	56	172	41	50	19	338	2.94	1.101
			%	16.6	50.9	12.	12.8	5.6%	10	
			%	%	1%	%		0		
14	I am aware of my beliefs and know that these beliefs will influence my behavior toward myself and others	F	86	124	47	56	25	338	3.11	1.307
			%	25.4	36.7	13.	16.6	7.4%	10	
			%	%	9%	%		0		

The table reveals the perception of teachers about reflective practice. The response of participants towards the statement “I know the situation of students and to convey knowledge through reflective practice” 209(61.8%) of the students expressed contentment and 119(25.2%) of students were unsatisfied to the statement while 10(3%) were undecided. The average score and the standard deviation that were; (M=2.62, .632SD=) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I connect with students learning and do reflective practice.” 128(62.7%) of students were satisfied and 121(35.8%) students were dissatisfied. to the statement while 5(1.5%) were undecided. The average score and the standard deviation that were; (M=2.57, SD=1.211) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I know about inconsistencies and contradictions that occur in classroom practice” 209(48.9%) of students were satisfied and 102(30.2%) students were dissatisfied. to the statement while 27(8%) were undecided. The average score and the standard deviation that were; (M=3.01, SD=1.543) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I think and workout on my strengths and weaknesses as a teacher for best practices” 165(49.9%) of the students expressed contentment and 145(42.9%) students were dissatisfied. to the statement while 28(8.3%) were undecided. The average score and the standard deviation that were; (M=2.92, SD=1.098) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I know that what I believe about myself and others will ultimately control my behavior” 194(57.3%) of students were satisfied and 113(33.4%) students were dissatisfied. to the statement while 31(9.2%) were undecided. The average score and the standard deviation that were; (M=3.41, SD=0.32) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I know I am still learning to be a good teacher and the feedback I get from students and supervisors could be helpful in improving my performance” 122(65.6%) of students were satisfied and 101(30.2%) students were dissatisfied. to the statement while 15(4.4 %) were undecided. The average score and the standard deviation that were; (M=2.81, SD=1.984) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I try to think of what I teach my students in terms of my own area of discipline so as to enhance my lesson” 131(68.2%) of the students expressed contentment and 102(30.1%) students were dissatisfied. to the statement while 5(1.5%) were undecided. The average score and the standard deviation that were; (M=3.54, SD=1.432) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I discuss my positive and negative experiences with my colleagues after instruction” 204(60.4%) of the students expressed contentment and 119(35.2%) of students were unsatisfied to the statement while 15(4.4 %) were undecided. The average score and the standard deviation that were; (M=3.06, SD=1.781) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I always think of what I had done during my lessons so that I can further improve it” 208(61.5%) of the students expressed contentment and 124(33.8 %) of students were unsatisfied to the statement while 16(4.7%) were undecided. The average score and the standard deviation that were; (M=2.53, SD=1.089) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I am always interested in self-discovery

so that I do things and polish myself to be a better teacher” 266(78.7%) of the students expressed contentment and 52(15.4%) students were dissatisfied. to the statement while 20(5.9%) were undecided. The average score and the standard deviation that were; (M=2.67, SD=1.113) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I ignore the interdependence between teacher and students’ actions” 266(78.7%) of students were satisfied and 36(15.4%) students were dissatisfied. to the statement while 20(5.9 %) were undecided. The average score and the standard deviation that were; (M=2.76, SD=1.451) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I support beliefs only with evidence from experience” 189(55.9%) of students were satisfied and 108(31.9%) students were dissatisfied. to the statement while 41(12.5%) were undecided. The average score and the standard deviation that were; (M=2.65, SD=0.321) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I generally get good comments from students so I think I am doing quite well overall as a teacher” 222(67.5%) of students were satisfied and 69(18.4%) students were dissatisfied. to the statement while 41(12.1%) were undecided. The average score and the standard deviation that were; (M=2.54, SD=1.101) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I am aware of my beliefs and know that these beliefs will influence my behavior toward me and others” 212(62.1%) of the students expressed contentment and 81(24%) students were dissatisfied. to the statement while 47(13.9%) were undecided. The average score and the standard deviation that were; (M=3.11, SD=1.307) demonstrate that the teachers held a favorable disposition towards the statement.

**The performance of teachers pertaining to use Reflective Practice**

Sr . No	Statement	SA	A	N	DA	SDA	Mea n	SD
1	I perform in a survival mode, reacting automatically with consideration of alternative responses.	F 88 % 26%	119 35.2%	7 2.1%	95 28.1%	29 8.6 %	10 0 3.12	1.10 9
2	I ask my peers to observe my teaching and comment on my teaching practice	F 87 % 25.7%	120 35.5%	28 8.3%	85 25.1%	18 5.3%	33 8 10 0 3.53	1.21 1
3	While	F 55	112	30	68	73	33 2.64	1.82

	preparing classes, I get help from my colleagues when needed.	%	16.3%	33.1%	8.9%	20.1%	21.6%	100			8	1
4	I observe other teachers' classrooms to learn about their efficient practices.	F	62	129	32	70	45	338				
		%	18.3%	38.2%	9.5%	20.7%	13.3%	100	3.51	1.334		
5	I question the utility of specific teaching practices but not general policies or practices.	F	112	111	13	65	37	338				
		%	33.1%	32.8%	3.8%	19.2%	10.9%	100	2.63	1.232		
6	I am very conscious to consider different needs of the students.	F	139	122	5	50	22	338				
		%	41.1%	36.1%	1.5%	14.8%	6.5%	100	3.07	1.022		
7	I seek ways to connect new concepts to students' prior knowledge.	F	121	82	15	92	28	338				
		%	35.8%	24.3%	4.4%	27.2%	8.3%	100	2.61	1.402		
8	I see teaching practices as remaining open to further investigation.	F	121	88	16	64	49	338				
		%	35.8%	26%	4.7%	18.9%	14.5%	100	2.63	1.201		
9	I consider the ethical ramifications of classroom policies and	F	167	21	16	76	58	338				
		%	49.4%	6.2%	4.9%	22.5%	17.2%	100	3.64	1.057		

	practices.									
10	I observe myself in the process of teaching.	F	57	173	24	32	52	33	2.55	1.254
		%	16.9%	51.2%	7.1%	9.5%	15.4%	100		
11	I try in my best ways to promote tolerance and democracy in my classes and in the society in general.	F	55	99	3	106	75	33	4.01	1.019
		%	16.3%	29.3%	.9%	31.4%	22.2%	100		
12	At the end of instruction, I try to determine whether I have met my goals or not.	F	56	172	60	28	22	33	3.54	1.22
		%	16.6%	50.9%	17.8%	8.3%	6.5%	100		
13	I am pre-occupied with classroom management, control and student compliance.	F	86	124	42	58	28	33	4.09	1.301
		%	25.4%	36.7%	12.4%	17.2%	8.3%	100		
14	I support students' perspectives with due consideration for their good performance.	F	88	119	7	93	31	33	4.09	1.301
		%	26%	35.2%	2.1%	27.5%	9.2%	100		
15	My analysis of teaching practices is limited to technical questions about	F	87	120	26	85	20	33	4.09	1.301
		%	25.7%	35.5%	7.7%	25.1%	5.9%	100		

	teaching techniques.										
16	While evaluating myself at the end of instruction, I compare my performance against previous years.	F	55	112	28	68	75	33	3.64	1.24	8
		%	16.3%	33.1%	8.3%	20.1%	22.2%	10			0
17	During lecture, I adapt my instructional strategies based on students' needs as a best practice.	F	62	129	30	72	45	33	2.43	1.20	8
		%	18.3%	38.2%	8.9%	21.3%	13.3%	10			0
18	While preparing classes, I decide on the instructional strategy appropriate for the topic.	F	112	111	17	59	39	33	2.55	1.35	8
		%	33.1%	32.8%	5.0%	17.5%	11.5%	10			0
19	I try to reflect on what I do during my lessons so that I can enrich the strategies for more effective practice.	F	139	122	7	52	18	33	4.01	1.40	8
		%	41.1%	36.1%	2.1%	15.4%	5.3%	10			0
20	I discuss students' problems with fully concentration	F	121	82	19	88	28	33	2.64	1.20	8
		%	35.8%	24.3%	5.6%	26%	8.3%	10			0

21	I analyze relationship between teaching practices and student learning	F	121	88	20	60	49	338	4.01	1.302
		%	35.8%	26%	5.9%	17.8%	14.5%	100		
22	I use student feedback to improve my instruction	F	217	36	20	38	27	338	2.45	1.101
		%	64.2%	10.7%	5.9%	11.2%	8%	100		
23	I always try to look for areas of connectivity between what and how I teach with my life experiences.	F	40	165	36	36	61	338	2.67	1.311
		%	11.8%	48.8%	10.7%	10.7%	18%	100		
24	I take available resources into consideration in reflective practice of teaching during classes.	F	130	116	23	39	30	338	3.67	1.311
		%	38.5%	34.3%	6.8%	11.5%	8.9%	100		
25	I observe my student and classroom circumstances in control for better outcomes.	F	100	142	14	46	36	338	2.54	1.268
		%	29.6%	42%	4.1%	13.6%	10.7%	100		
<b>Average</b>		<b>F</b>	<b>66</b>	<b>780</b>	<b>15</b>	<b>27</b>	<b>48</b>	<b>338</b>	<b>4.24</b>	<b>1.252</b>
		<b>%</b>	<b>26.54%</b>	<b>33.70%</b>	<b>6.52%</b>	<b>20.98%</b>	<b>12.43%</b>	<b>100</b>		

The table reveals the descriptive statistics used to analyze the sample of the performance of teachers pertaining to use Reflective Practice.

The response of participants towards the statement “I ask my peers to observe my teaching and comment on my teaching practice” 217(61.2%) of students were satisfied and 124(36.7%) students were dissatisfied. to the statement while 7(2.1%) were undecided. The average score and the standard deviation that were; (M=3.12, SD=1.109) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I perform in a survival mode, reacting automatically with consideration of alternative responses” 207(58.2%) of students were satisfied and 103(30.4%) students were dissatisfied. to the statement while 28(8.3%) were undecided. The average score and the standard deviation that were; (M=3.53, SD=1.211) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I observe other teachers' classrooms to learn about their efficient practices” 167(49.4%) of students were satisfied and 124(41.7%) students were dissatisfied. to the statement while 30(8.9%) were undecided. The average score and the standard deviation that were; (M=2.64, SD=1.821) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “While preparing classes, I get help from my colleagues when needed” 191(%) of students were satisfied and 115(34%) students were dissatisfied. to the statement while 32(9.5%) were undecided. The average score and the standard deviation that were; (M=3.51, SD=1.334) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I question the utility of specific teaching practices but not general policies or practices” 223(55.9%) of students were satisfied and 102(20.1%) students were dissatisfied. to the statement while 13(3.8%) were undecided. The average score and the standard deviation that was undecided. The average score and the standard deviation that were; (M=2.63, SD=1.232) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I am very conscious to consider different needs of the students” 261(77.2%) of students were satisfied and 77(21.3%) students were dissatisfied. to the statement while 5(1.5%) were undecided. The average score and the standard deviation that were; (M=3.07, SD=1.022) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I seek ways to connect new concepts to students' prior knowledge” 203(60.1%) of students were satisfied and 120(35.5%) students were dissatisfied. to the statement while 15(4.4%) were undecided. The average score and the standard deviation that were; (M=2.61, SD=1.402) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I see teaching practices as remaining open to further investigation” 209(61.8%) of students were satisfied and 113(33.4%) students were dissatisfied. to the statement while 16(4.7%) were undecided. The average score and the standard deviation that were; (M=2.63, SD=1.201) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I consider the ethical ramifications of classroom policies and practices” 188(55.6%) of students were satisfied and 134(39.7%) students were dissatisfied. to the statement while 16(4.9%) were undecided. The average score and the standard deviation that were; (M=3.64, SD=1.057) demonstrate that the teachers held a favorable disposition towards the statement.



The response of participants towards the statement “I observe myself in the process of teaching” 230(68.1%) of students were satisfied and 84(24.9%) students were dissatisfied. to the statement while 24(7.1%) were undecided. The average score and the standard deviation that were; (M=2.55, SD=1.254) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I try my best the ways to promote tolerance and democracy in my classes and in the society in general” 154(45.6%) of the students expressed contentment and 181(53.6%) of students were unsatisfied to the statement while 3(.9%) were undecided. The average score and the standard deviation that were; (M=4.01, SD=1.019) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “At the end of instruction, I try to determine whether I have met my goals or not” 238(57.5%) of students were satisfied and 50(14.8%) students were dissatisfied. to the statement while 60(17.8%) were undecided. The average score and the standard deviation that were; (M=3.54, SD=1.22) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I am pre-occupied with classroom management, control and student compliance” 210(61.2%) of students were satisfied and 84(25.5%) students were dissatisfied. to the statement while 42(12.4%) were undecided. The average score and the standard deviation that were; (M=4.09, SD=1.301) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I support students' perspectives with due consideration for their good performance” 207(61.2%) of students were satisfied and 124(36.7%) students were dissatisfied. to the statement while 7(2.1%) were undecided. The average score and the standard deviation that were; (M=4.09, SD=1.301) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “My analysis of teaching practices is limited to technical questions about teaching techniques” 207(61.2%) of students were satisfied and 105(31%) students were dissatisfied. to the statement while 26(7.7%) were undecided. The average score and the standard deviation that were; (M=4.09, SD=1.301) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “While evaluating myself at the end of instruction, I compare my performance against previous years” 167(49.4 %) of students were satisfied and 143(42.3%) students were dissatisfied. to the statement while 28(8.3%) were undecided. The average score and the standard deviation that were; (M=3.64, SD=1.248) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “During lecture, I adapt my instructional strategies based on students' needs as a best practice” 191(56.5%) of students were satisfied and 117(34.6%) students were dissatisfied. to the statement while 30(8.9%) were undecided. The average score and the standard deviation that were; (M=2.43, SD=1.206) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “While preparing classes, I decide on the instructional strategy appropriate for the topic” 223(65.9%) of students were satisfied and 98(29%) students were dissatisfied. to the statement while 17(5%) were undecided. The average score and the standard deviation that were; (M=2.55, SD=1.352) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I try to reflect on what I do during my lessons so that I can enrich the strategies for more effective practice” 161(77.2%) of students were satisfied and 70(20.7%) students were dissatisfied. to the statement while 7(2.1%) were undecided. The average score and the standard deviation that were; (M=4.01,

SD=1.302) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I discuss students’ problems with fully concentration” 203(60.2%) of students were satisfied and 116(34.3%) students were dissatisfied to the statement while 19(5.6 %) were undecided. The average score and the standard deviation that were; (M=2.64, SD=1.202) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I analyze relationship between teaching practices and student learning” 209(51.8%) of students were satisfied and 109(32.3%) students were dissatisfied. to the statement while 20(5.9%) were undecided. The average score and the standard deviation that were; (M=4.01, SD=1.302) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I use student feedback to improve my instruction” 253(74.9%) of students were satisfied and 65(19.2%) students were dissatisfied to the statement while 20(5.9%) were undecided. The average score and the standard deviation that were; (M=2.45, SD=1.101) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I always try to look for areas of connectivity between what and how I teach with my life experiences” 205(60.6%) of students were satisfied and 97(28.7%) students were dissatisfied. to the statement while 36(10.7 %) were undecided. The average score and the standard deviation that were; (M=2.67, SD=1.311) demonstrate that the teachers held a favorable disposition towards the statement.

The response of participants towards the statement “I take available resources into consideration in reflective practice of teaching during classes” 146(72.8%) of students were satisfied and 69(20.4%) students were dissatisfied. to the statement while 23(6.8%) were undecided. The average score and the standard deviation that were; (M=3.67, SD=1.311) demonstrate that the teachers held a favorable disposition towards the statement. The response of participants towards the statement “I observe my student and classroom circumstances in control for better outcomes” 242(71.3%) of the students expressed contentment and 82(24.3%) of students were unsatisfied to the statement while 141(%) were undecided. The average score and the standard deviation that were; (M=2.54, SD=1.268) demonstrate that the teachers held a favorable disposition towards the statement.

### Correlations

		Reflective Practice	Performance
Reflective Practice	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	338	
Performance	Pearson Correlation	.224**	1
	Sig. (2-tailed)	.001	
	N	338	338

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Table shows that the sig value (2-tailed) is 0.000 based on the statistical analysis. The data indicate a statistically significant connection between students' Reflective Practice and Reflective Practice, at the  $p < 0.05$  level of significance. The data also shows a value of 0.800 for the correlation coefficient. According to the standards, a correlation of 0.800 is considered to be quite strong. It shows that there is a very strong correlation ( $r = 0.800$ ) between Reflective Practice and Reflective Practice. The correlation coefficient's positive value of 0.800 indicates that there is a direct relationship between the two variables.

## Discussion

The primary aim of this research was to assess teachers' perceptions of reflective practice, evaluate their actual use of it, and explore the strategies employed for reflective practice. Additionally, the study sought to investigate any potential links between teachers' scores on a practice-based scale.

The findings revealed statistically significant differences in teachers' professional practices based on gender or years of experience. However, these findings contrast with previous research results. For instance, Rayan (2013) reported a marginal yet significant difference in favor of less experienced instructors in terms of their reflective practices (Khalid et al., 2023). Conversely, several studies indicate that more experienced educators tend to apply reflective practices more actively in their classrooms, while their less experienced counterparts pay less attention to this aspect (Ostaz, 2011).

These discrepancies might be attributed to teachers' concerns about potential judgments from students or colleagues, especially when their classroom performance falls below acceptable standards. Such judgments could negatively impact their chances of promotion, contract renewal, and their overall self-confidence. Additionally, a substantial portion of teachers in this study did not maintain journals to document their performance and areas of strength and weakness. This may be due to the heavy workload that teachers typically face, including extensive curriculum coverage and long teaching hours, leaving them with limited time for reflective practices like peer lesson observations or maintaining progress journals.

The results of this study indicated that the level of reflective practices among teachers was generally considered "acceptable." Moreover, the findings suggest that teachers, regardless of gender, experience level, or participation in seminars, exhibited similar levels of reflective practices. Furthermore, teachers held positive attitudes toward reflective practices, with high levels of self-assessment, persistence in self-development, and a preference for learner-centered teaching strategies. However, they were less inclined to accept criticism from students or peers.

The observed high levels of reflective practices among in-service teachers could be attributed to various updates and reforms implemented in Jordan's education system over the years, coupled with efforts to enhance teacher training. The Jordanian government has displayed a strong commitment to improving education by offering teacher training programs in both public and private schools. Additionally, educational institutions have encouraged teachers to attend workshops and seminars focused on contemporary student-centered teaching strategies, allowing them to implement these strategies effectively in their classrooms, ultimately benefiting their students' academic performance.

Furthermore, the study findings suggest a significant negative relationship between time constraints and reflective practice. This aligns with previous research, which also highlighted the inhibitory role of time pressure on reflective teaching (Moradkhani &

Shirazizadeh, 2017). It is essential to note that the Ministry of Education dictates the weekly hours allocated for English teaching, and increasing this allocation could alleviate time-related challenges. In response, teachers could adopt time-saving strategies and lighten their workload, such as sharing lesson plans with colleagues and leveraging electronic tools for planning (Minnot, 2010).

Regarding the associations between independent variables (job satisfaction, teacher autonomy, supportive social climate, time pressure, student demotivation, and student discipline problems) and EFL teachers' reflective practice, all variables were found to be significantly correlated. These associations emphasize the influential role of these variables in promoting teacher reflection. Notably, the study revealed a relatively weaker correlation between a supportive social climate and teacher reflection. Typically, a positive social climate and peer support are believed to enhance reflective teaching (Day, 1999; Farrell, 2007; Parsons & Stephenson, 2005). However, successful peer collaboration necessitates emotional security, cultural preparedness, and adequate training. Teachers need assurance that their professional identity will not be compromised. Recent studies have indicated that Pakistani teachers, in particular, may not readily embrace peer collaboration (Moradkhani & Shirazizadeh, 2017; Sangani & Stelma, 2012; Tajik & Ranjbar, 2018). Consequently, collaborative aspects of reflective practice appear to receive less attention among Pakistani teachers, with a preference for more individualized reflective practices. Thus, the relatively weak correlation between a supportive social climate and teacher reflection seems reasonable. In a similar study, Keshavarzi and Fumani (2015) also found no significant link between Pakistani teachers' interpersonal relationships and reflective practice, attributing this to the "absence of a culture of openness and questioning.

## Conclusion

The primary aim of this research was to assess teachers' perceptions of reflective practice, evaluate their actual use of it, and explore the strategies employed for reflective practice. Additionally, the study sought to investigate any potential links between teachers' scores on a practice-based scale. The results showed that aspiring educators may become successful educators by acquiring background information, gaining familiarity with classroom practice, and learning to recognize and address issues as they arise. By reflecting on their everyday teaching and learning activities, teachers may develop the skills necessary to meet the needs of their students while also meeting the demands placed on their time. Student educators need to mature and adopt new approaches if they are to succeed in their chosen profession. Teachers can improve their craft by mediating the memories that come up throughout the reflective process.

Reflective journaling was found to be highly valued by educators and actively supported by school administration. For instance, one principle explained that their school makes use of "reflective journals." The task of reflecting on one's own experiences is given to teachers. They record their reactions; keep track of any trends in their behaviour, or anything else that comes to mind as they reflect on the event. Noticing and recording trends might lead one to the source of problematic behaviour. According to Holly (1989), analyzing diary entries might reveal patterns that are useful for foresight. The survey also indicated that educators, including teachers and principals, valued conversations and teamwork with their colleagues as crucial to the reflective process.

Teachers can benefit from engaging in thought-provoking dialogue with their colleagues. School culture can be influenced by administrators who consistently encourage staff members to engage in self-reflective discussion (DuFour & Eaker, 1998). For this

reason, it is crucial that educators conduct in-depth analyses of institutional norms, pedagogical strategies, and student outcomes (Fullan, 2005). In the study, one manager mentioned that they provide time for reflection as part of the learning and problem-solving process during staff meetings. Educators noticed problems, considered potential answers, and set objectives. The educators' ideas influenced a shift in the way the institution operated. According to Brody and Davidson (1998), the act of engaging in reflective discussion in and of itself promotes learning and fosters a culture of inquiry.

The studies also highlighted the significance of dedicated reflection time within professional learning groups. Teachers need regular meetings with their principals to address student progress, strategies for improving instruction, and other professional development topics. This might take place in various grade level teams, departments, or committees all around the school. It might also happen on a school-wide scale, with all teachers discussing the same issue. However, it is important to provide teachers time to work together and engage in self-reflection through inquiry. If teachers are encouraged in their attempts to better their profession and given time to reflect, they tend to appreciate the opportunity.

### **Recommendations**

Based on the findings and analysis, the following suggestions were made:

1. Courses could be added to teacher preparation programmes to help inexperienced educators learn about the value of reflection for professional development; after completing these courses, students would be expected to engage in additional reflective practices and reflective journalism.
2. Encourage teachers in the field to keep track of their attempts, the meanings and conclusions they drew from those attempts, and the future suggestions they plan to try in upcoming practices; provide opportunities for teachers to share ideas and pay each other visits.
3. In order to improve instructors' performance, broaden their perspectives, and gain insight into their own areas of strength and weakness, it is important to have them observe courses taught by their colleagues.
4. Future research on the connection between pre-service and in-service teachers' reflective practices and the characteristics of good education.

### **Recommendations for Future Research**

The researcher made following recommendations for the future researchers;

1. To gain insight into how reflection is perceived by elementary, middle, and high school teachers and principals, it would be beneficial to conduct further studies. Exploring these perceptions across different schools, with varying staff and student populations, could yield valuable insights. This research could be carried out by administering surveys either statewide or by selecting schools within a single district.
2. Additional research is needed to delve into the perceptions of reflection among elementary, middle, and high school teachers and principals within the same school district. Utilizing a case study approach would offer a more comprehensive view of these schools and provide a detailed understanding of the actual reflective processes and professional practices in place.
3. Extending the research, it would be worthwhile to conduct further studies comparing elementary schools classified as high-achieving and low-achieving. This investigation could

involve selecting schools either within a state or a district to examine potential differences in reflective practices between these two groups.

4. Replicating this study on a larger scale within a specific region of the United States would enhance its generalizability. It is recommended to apply the model in various contexts with different groups of teachers. Additionally, exploring the impact of reflexive cycles on students' learning outcomes, a facet not addressed in this study, could be valuable. Moreover, investigating whether specific teacher training interventions between these cycles influence future teaching practices is advisable.

5. Teachers may consider maintaining journals after each reflective practice to assess whether their perceptions evolve or contribute to professional growth. Lastly, it may be worthwhile to explore the long-term effects of such a reflexive cycle.

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