

Reflective Teaching and Teacher Teaching Effectiveness in Nigerian Primary Schools

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Abstract- *A survey was conducted to investigate the influence of reflective teaching on teacher teaching effectiveness in state primary schools in Nigeria. Three research hypotheses were formulated for the study. 60,000 teachers, including 30,000 males and 30,000 females, were purposely recruited from public primary schools across the six geopolitical zones – 10,000/zone - of the country to participate. The reflective teaching and teacher teaching effectiveness questionnaire (RTTEQ) was used to generate data. Based on the reflective thinking theory, data was analysed via the simple linear regression. The statistical package for the social sciences (SPSS) was deployed to facilitate data analyses. Findings indicate that reflective diary, peer observation and video recording have significant influence on teacher teaching effectiveness in government primary schools in the country. It is recommended that teachers should keep notes on their classroom activities so as to reflect on their teaching; teachers should engage their colleagues to watch and feedback them about their teaching and video cameras should be deployed to record classroom lessons so that the footages can be studied in order to enhance teaching skills; reflective practice should be included in the teacher education curriculum.*

Indexed Terms- *Reflective Teaching, Teacher, Teaching Effectiveness, Primary Schools, Nigeria*

I. INTRODUCTION

Teachers play a central role in teaching. Teaching activates learning to benefit a learner. The concern about learner performance however raises questions regarding the effectiveness of teaching in state primary schools in Nigeria. One such queries is connected to teacher capacity to teach. Reflective teaching is now widely being applied in teaching practices and teacher

education. Teacher development and enhancement of teaching skills and knowledge is a never-ending exercise. The strife by a teacher to be at his best, meet learner expectations and fulfill curriculum requirements in school is a continuous one. For teaching to yield the desired effects in a learner, teachers deliberately engage in useful knowledge based, focused, updatable and dependable mode of self-evaluation of his teaching practice. Reflection, the root word for reflective practice, has emerged as an essential practice in teaching, especially in the 21st century where teaching skills continue undergo upgradation. The concept is coined in other ways too as reflective thinking, but in the present literature, as reflective teaching. Whichever of these terminologies you have chosen the meaning remains the same, and they will be used herein interchangeably. It involves an activity in which a practitioner critically analyses personal abilities, knowledge and performances in his interaction with pupils in school.

Dewey (1933), in his research, theorised the notion of ‘how we think’ to analyse the thought processes of a man. Later, Schon (1983) espoused the original work of Dewey, linking the concept to thinking within the instructional process. If not for the value of reflective practice in education perhaps these researchers will not commit to promoting it. Reflective thinking has also appeared in education policies. As documented in section 2(19f) of the national policy on education (NPE), ‘reflective thinking’ comes as the third value in the second objective on primary education (Federal Government of Nigeria, 2013). This provision looks theoretical and low in priority. Besides, there seems be an unsubstantial engagement in reflectivity by practitioners in Nigeria. Against this backdrop, however, there is research evidence indicating that reflective teaching promotes teacher professional development and learning effectiveness. According to Farrell (2015) and Cholifah, Asib & Suparno

(2020:24), 'teachers improve their teaching practice by methodically reflecting on experiences'. Reflective teaching is an inquiry-based approach to teaching that involves critical thinking and a personal commitment to continuous learning and improvement (York-Barr, Ghore & Montie, 2006). Parts of this perspective by York-Barr et al. align with the policy provision for Nigeria's primary education. It portrays thinking about what to teach, what you are teaching, how you are teaching it, the responses of the learners to it and the impact of the teaching on them.

This practice is valuable for both pre-service and in-service teaching experiences. The inclusion and application of reflectivity in the curriculum of the teacher training school has become necessary to prepare the teacher to be able to engage in teaching in ways that provide quality experiences in the classroom. In other words, teaching without thinking about your teaching practices may inhibit professional and educational benefits against the educator and learner. Learning to reflect about teaching experience is a tough task though that requires taking the responsibility to develop a novice teacher into a veteran (Kheirzadeh and Sistani, 2018). Pupils are likely to learn better and achieve more when they are taught by an effective teacher. Reflective teaching presupposes introspection, and the objective is the upgradation of teaching. It suggests an advocacy for reforms of teacher education to reflect a sequential practice to include learn, apply and reflect in instructional delivery.

II. LITERATURE REVIEW

Reflective teaching is a current practice that facilitates teaching effectiveness in schools. Modern teaching practices require that the teacher conducts critical examination of his actions and the influence that is having on learners during lessons. It stems from the fact that learning is a continuous process for everyone and teachers can also learn from their own teaching and make improvements where necessary to benefit self and pupils. Making reflections about teaching is much akin to engaging in active rational thinking about the way classroom instruction has fared and the contributions of children to what they are learning. It is so crucial in primary education. At the formative stage of education, teaching is expected to be very

effective to enable pupils develop substantial knowledge and skills useful for later years of their education. The application of this teaching skill creates opportunity for self-regulation and self-motivation in the teacher.

Furthermore, reflection is a procedure strategy for effectiveness in instructional delivery to achieve results in the learner. Reflective teaching takes a diagnostic and hermeneutic posture for learning. The diagnostic analysis focuses on ascertaining challenges and facilitations. As the teacher interprets the problems with a view to correcting and improving teaching and learning, the reflective action assumes a hermeneutic dimension. This presupposes that teachers are imperfect practitioners. It contrasts the myth that excellent teachers are born. Rather, it suggests that exceptional teachers emerge through a re-culturing of the teacher preparation processes (Amakyi and Ampah-Mensah, 2014). By cross examining self a teacher can discover his strengths and weaknesses (Cholifah, Asib & Suparno, 2020). Such discoveries enable them to redouble and/or redirect efforts to areas that can generate positive outcomes in both teacher and school children. It is difficult to reflect on teaching when there are individual biases and self-serving attitudes. Teachers have different dispositions in their approach to teaching. A strategy, for example, that places a stress on learner compliance to teacher instruction is one in which the educator assumes an omniscient authority. Learning is useless if a man knows it all and teaching worthless. By criticising own teaching, it is possible to achieve better clarity of idea, deeper understanding of concepts, advance new knowledge, and change in human behaviour in education.

There are different ways to perform reflective teaching. Each one is determined by situation and context. Espousing the work of Schon (1983), Farrell (2012) identified the types of reflective teaching practice as reflection on action, reflection in action and reflection for action. Reflection on action is situation where the teacher reflects about the past processes of teaching and learning to ascertain whether there are any problems and finds a way to solve them. Reflection in action is thinking about teaching and learning activities while lessons are ongoing. Reflection for action involves thinking about the

hindrances and facilitations to teaching and learning ahead of the actual teaching experience. Across the three models, there is a common goal which is to check potential inhibitions to teaching for learning to be effective. It is implicit that the practice focuses on active learning, open-mindedness, creativity and collaboration (Darling-Hammond, Hyler & Gardner, 2017) to check what works, what does not work and make provisions for better plans in the future. It is akin to transforming regular teaching practices to a diagnostic laboratory. A teacher who is not reflective stays at the same level as the old-fashioned ineffective teacher (Braun Jr. and Crumpler, 2004). Reflection is to re-examine the teaching experience by a thoughtful process, producing a reflective diary, learn from the experience and take further action(s) to make teaching (more) effective (Blackwell, Bowes, Harvey, Hesketh & Knight, 2001).

In addition to enabling teacher autonomy and confidence, reflective teaching fosters collegial synergies. Teacher classroom experience in sub-Saharan Africa, particularly Nigeria, might be different from Europe and other parts of the world due to varied cultures and education policies. 'Dissimilarities in context can explain why practitioners perceive the problem about practice in different ways' (Amakye and Ampah-Mensah, 2014:42). For instance, classrooms in public primary schools in Nigeria are usually overcrowded following the introduction of the universal basic education (UBE) (Universal Basic Education Commission of Nigeria, 2004). That has made pupils population to soar in state schools. Also, existing classroom accommodation is not keeping up with the huge number of children who receive places in schools on annual basis. Poor work environment demotivates teachers to work. Due to this even the mere thought about reflection discourages them given that it saps teacher energy and time as well as the quality of teaching.

Furthermore, at times teachers are confused about the aspect on which to reflect. A considerable number of them do not have adequate skills to perform critical thinking about their teaching experiences. Not all of them understand the process. Teacher apathy to reflective teaching is also a factor to consider. You can imagine how daunting it is for teachers to engage in reflective teaching in this situation. No wonder there

seems to be insignificant research on reflectivity in Africa. Consequently, this research is an effort to fill in the gap. As tasking as it seems, not conducting reflective teaching at all poses a risk to teacher development, teaching effectiveness and learning outcomes. A reflective teacher adapts his skills to be able to function in context. It is also helpful for teachers to consider the insights and observation of colleagues to evaluate and enhance personal performance for pedagogic benefits (Habib, 2017). Reflective meetings e.g. lunch meetings, break time meetings, creates forum for co-teachers to share thoughts, ideas and collectively work out approaches for enhanced teaching to benefit the learners. Collaborative activities that are focused on inquiring into individual teacher's teaching experience are likely to have positive effects on learner outcome (Akiba and Liang, 2016).

Sometimes the task to perform reflection into personal teaching can be such that the teacher may be unaware of all that happened in the classroom. For instance, it is difficult to take note of what was said, your choice of words and tone of voice, the time used during lessons, how you talked to pupils, attitudes towards the learners, how you switched from one concept to another and your reaction towards issues which the children brought (*cf.*, Matthew, Matthew & Pechattu, 2017). In other words, teacher skills and abilities are not enough to ensure a balanced, objective reflection of teaching practices. Peer assessment can serve as a complement, though peer observation can sometimes produce a report that is skewed in favour of a friend. When audio-visual materials e.g. video cameras are employed in the process the teacher will have the opportunity to watch his actions in the 'mirror'. Video recordings facilitate self-watch by making the teacher aware of (all) the experiences in a previous lesson. Besides, since one of the ultimate goals of reflective teaching is to make learning effective, pupil feedback is also critical to make the objective achievable. The role of the learner helps to present a different perspective about the issue under examination. Children's views regarding the performances of the teacher during instruction can contribute to enhancing teacher skills and classroom experience. It is an activity that also enables pupils to learn reflectivity early.

III. THEORETICAL FRAMEWORK

This research draws from the notion of reflective thinking (Dewey, 1933). Reflective thinking, as a skill for teaching, emerged from the pioneering work of Dewey titled 'how we think'. It implies thinking to become aware of self. These concepts suggest a thorough search – a cognitive exercise - in which a person ascertains how his knowledge and skills produce experiences and how he learns from those experiences. Schon (1983) made the idea of reflective thinking to gain popularity. He established a nexus between reflection and professional reflection while in action – connecting theory with practice. Dewey argued that an effective teacher utilises reflective thinking to address the vacuum between curriculum expectations and the approach to teach it effectively to children to benefit their individual needs. It is a cognitive activity involving a careful consideration of actions regarding teaching and learning experiences. The teacher connects thoughts with action. When teachers reason, speculate and reflect, using responsibility, sincerity, and open-mindedness, they will not base their actions on tradition; rather, teachers will act with planning and foresight.

A reflective action regarding teaching is a thoughtful process and being mindful not just to resolve a classroom experience, but to also understand it better and work in a continuum to enhance it (Pavlovich, 2007). A teacher's self-awareness of his behaviour and actions opens other terrains for exploration to drive teaching into new frontiers. Reflective teaching has a strong relationship with effective teaching. It is an opportunity for teachers to raise the quality of concern on their actions, evaluate their practice and understand the impact of their teaching (Jacobs, Vakalisa & Gawe, 2011). Akbari (2007) states that the practice can make teachers to interrogate the dogmas they have learned about teaching in their formative years and develop a more informed teaching to reflect about learner needs, local realities and context. A reflective teacher asks self-questions such as 'what' and 'why' about teaching. Such questions, in the view of Pavlovich (2007, p.128), will lead to 'the emergence of autonomy and responsibility in the work of teachers'. That is one way a teacher demonstrates competence, trust and confidence to deliver on the job.

IV. STATEMENT OF THE PROBLEM

Research has evidenced that reflective teaching is a practice that has significant value for teacher performance. As mentioned previously, reflection in this context occurs when practitioners engage in a critical self-examination and evaluation of personal skills and performance for teaching to be effective. It is a skill which enables the creation of quality experiences in the classroom to benefit learners. First, the teacher acknowledges the fact that imperfections do occur in his teaching and decides to make self-appraisal of individual capabilities and performances. In other words, the teacher teaches and learns from his teaching to be able to develop and enhance his performances further. He does this by applying various strategies such as reflective diaries, peer assessment, video recording, and even learner feedback.

The practice is gaining recognition and acceptance in Africa. For example, it is a provision in national education policy for Nigerian primary schools. Having emerged from the west and gaining popularity in national education policies of other countries, the concept has nonetheless yet to witness substantial empirical research in Nigeria. The paucity in research is having consequences on teaching effectiveness and teacher development in schools. Although it appears in education policy, it is not emphatically stated and does not receive top priority therein. The provision looks more like a theoretical statement. Within the educational sector in Nigeria reflective practice is neither an academic requirement for preservice teachers nor a professional requirement for practitioners. Due to this, there is a general apathy among teachers to reflection. Reflective teaching is taken for granted. Rarely will educators teach and take the time to assess how much effect their effort is having on teaching.

V. PURPOSE OF THE STUDY

This study investigated the influence of reflective teaching on teacher teaching effectiveness in state primary schools in Nigeria. In specific terms, it examined the influence of:

1. Reflective dairy on teacher teaching effectiveness in state primary schools in Nigeria;

2. Peer observation on teacher teaching effectiveness in state primary school in Nigeria; and
3. Video recording on teacher teaching effectiveness in state primary schools in Nigeria.

RESEARCH QUESTIONS

The following questions were raised to guide the study:

1. How does reflective diary influence teacher teaching effectiveness in state primary schools in Nigeria?
2. What is the influence of peer observation on teacher teaching effectiveness in state primary schools in Nigeria?
3. How does video recording influence teacher teaching effectiveness in state primary schools in Nigeria?

STATEMENT OF RESEARCH HYPOTHESES

The following null hypotheses were formulated at .05 significance level for the study:

1. Reflective diary has no significant influence on teacher teaching effectiveness in state primary schools in Nigeria.
2. There is no significant influence of peer observation on teacher teaching effectiveness in state primary schools in Nigeria.
3. Video recording has no significant influence on teacher teaching effectiveness in state primary schools in Nigeria.

VI. RESEARCH METHODOLOGY

The methodology

Since the purpose of the study focuses on the causality of the issue under research, the quantitative methodology (Creswell, 2003; Muijs, 2004), based on the positivist/realist paradigm, served as the overall procedure to facilitate access to and analysis of data. It enables the use of the mathematical model in data generation and analysis. Impliedly, other methodologies e.g. the qualitative and mixed methods (Creswell, 2003), are inappropriate and unhelpful in this case and therefore jettisoned.

Research design

The survey design (Creswell, 2003; Muijs, 2004) was employed for the research. This supports the

quantitative trajectory of the study. Furthermore, it enables the use of statistics to present a picture of the situation within the context, thus allowing the application of the pencil and paper questionnaire to collect data. Consequently, other research designs e.g. case studies, ethnography and phenomenology (Robson, 2011) are hereby ditched as they are non-aligned.

Research locale

The study was based in Nigeria. Nigeria is a country in sub-Saharan Africa, located on the west of the continent. It comprised 36 federating units called states and Abuja is the federal capital territory (FCT). These states are clustered into six geo-political zones namely: northeast, northwest, north central, southeast, southwest and south south. The country shares international borders with the Republics of Niger and Chad in the north, Atlantic Ocean and Equatorial Guinea and Sao Tome and Principe in the south, Republic of Cameroun in the east and Republic of Benin in the west. Nigeria is populated by about 200 million people belonging to about 360 tribes and speaking different local languages (Nigerian National Population Commission, 2010, 2013).

English, however, is the state language of Nigeria as well as the language of instruction. All teachers training institutions in the country use English officially. While in service teachers also communicate via this medium (Federal Republic of Nigeria, 2013). One expectation from teachers, as documented in the national policy on education of the country, is for all of them to apply reflectivity in teaching (Federal Republic of Nigeria, 2013).

Research population

The study focused on teachers in public primary schools. Over 200 thousand teachers were serving across schools nationwide (National Bureau of Statistics, 2010). These included those aged from 25-55 years who have been in service from 3-30 years. Also, participants were educators who have earned Bachelor degrees (B.Ed and B.Sc) and the minimum educational qualification, the National Certificate of Education (NCE). These teachers could understand the concept of reflective teaching. Head teachers and pupils were consequently excluded from participating.

Sample and sampling procedure

60,000 primary school teachers, including males and females, from across the six geopolitical zones, were purposefully selected (Creswell, 2003; Muijs, 2004) to participate. This figure represents 30 per cent of the overall population. Purposive sampling enabled the equal recruitment of participants across backgrounds: 10, 000 participants made up of 5,000 males and females per zone. Head teachers were contacted to use their records to identify the teachers in each of the schools visited.

Data source

A self-constructed reflective teaching and teachers teaching effectiveness questionnaire (RTTTEQ) was applied to generate data from subjects. It had sections A: respondent demographic data and B: respondents views about the hypotheses. Section B had three subsections developed to reflect each of the stated hypotheses. Each of these sub-sections had five items designed to elicit responses from participants on a four Likert scale of agree (A), strongly agree (SA), disagree (D) and strongly disagree (SD).

Evaluation of the research

Three quantitative principles namely, validity, reliability and generalisability (Creswell, 2003; Muijs, 2004) were applied to determine the appropriateness of the data source. The author is research active and capable of self-constructing a useful data collection tool. Also, RTTTEQ was handed to experts in measurement and evaluation to validate. Thereafter, it

was trialed with 100 teachers, 50 males and 50 females, in one public primary school within the research site to test for its reliability. Data emanating from the pilot study was analysed via the Cronbach Alpha statistic so as to test for reliability. The statistical package for the social sciences (SPSS v.20) was used to ease data analysis. The analysis produced a result of 1.77 indicating the reliability of the tool for use in the primary study. Outcomes of the study are generalised to the population.

Ethical consideration

Staff of the State Universal Basic Education Boards (SUBEBs) used their records to help identify primary schools within their areas of jurisdiction. Access to the schools was negotiated with headteachers. These headteachers assisted to identify teachers in their schools. Teachers gave consent to participate. Names of the teachers and schools are anonymous and their data are held securely. Contingency schools were placed on standby in each of the geopolitical zones in case any of the first-choice schools decides to withdraw from participating. This arrangement was to ensure the research continues. All items in the questionnaire are reflective of stated hypotheses.

Data analysis

Data from RTTTEQ was statistically analysed via simple linear regression. Again, SPSS was deployed to facilitate analyses. See SPSS output of data analyses on tables 1, 2 and 3 below:

Table 1: *Simple regression test of reflective diary and teacher teaching effectiveness*
Coefficients^a

Model	Unstandardised coefficient	Std. Error	Standardised coefficient	t	Sig.	95% Confidence Interval for B	
	B		Beta			Lower bound	Upper Bound
1 Constant	-7.943	6.430		-2.946	.000	98.871	263.451
Reflective diary	.274	.78	3.32	5.238	.000	0.832	2.532

a. Dependent Variable: Teacher teaching effectiveness

Data on table 1 above indicates thus: constant (β_1) = -7.943; reflective diary (β_2) = .274; p-value for the two coefficients as given in the sig. column = .000. The calculated t for $\beta_2 = 5.238$ is higher than $\beta_1 = -2.946$ and P-value = .000 at 95% confidence interval for B. As such, the null hypothesis that states: reflective diary

has no significant influence on teacher teaching effectiveness in state primary schools in Nigeria in rejected; the alternative hypothesis is retained. It suggests that reflective diary significantly influences teacher teaching effectiveness in public primary schools in Nigeria. Reflective diary impacts teacher teaching effectiveness.

Table 2: Simple regression test of peer observation and teacher teaching effectiveness Coefficients^a

Model	Unstandardised coefficient		Standardised coefficient	t	Sig.	95% Confidence Interval for B	
	B	Std. Error				Lower bound	Upper Bound
1 Constant	-7.943	6.430		-2.946	.000	98.871	263.451
Peer observation	.396	.78	3.32	6.102	.000	0.832	2.532

b. Dependent Variable: Teacher teaching effectiveness

The information on table 2 above illustrates that constant (β_1) = -7.943; peer observation (β_2) = .396; p-value for the two coefficients as given in the sig. column = .000. The calculated t for $\beta_2 = 6.102$ is higher than $\beta_1 = -2.946$ and p-value = .000 at 95% confidence interval for B. As such, the null hypothesis

that states: peer observation has no significant influence on teacher teaching effectiveness in state primary schools in Nigeria in rejected; the alternative hypothesis is retained. It surmises that peer observation significantly influences teacher teaching effectiveness in state primary schools in Nigeria. Peer observation has strong impacts on teacher teaching effectiveness.

Table 3: Simple regression test of video recording and teacher teaching effectiveness Coefficients^a

Model	Unstandardised coefficient		Standardised coefficient	t	Sig.	95% Confidence Interval for B	
	B	Std. Error				Lower bound	Upper Bound
1 Constant	-7.943	6.430		-2.946	.000	98.871	263.451
Video recording	.284	.78	3.32	4.537	.000	0.832	2.532

c. Dependent Variable: Teacher teaching effectiveness

Data on table 3 above means that constant (β_1) = -7.943; video recording (β_2) = .284; p-value for the two

coefficients as given in the sig. column = .000. The calculated t for $\beta_2 = 4.537$ is higher than $\beta_2 = -2.946$ and p -value = .000 at 95% confidence interval for B. As such, the null hypothesis that states: video recording has no significant influence on teacher teaching effectiveness in state primary schools in Nigeria is jettisoned; the alternative hypothesis is accepted. It indicates that video recording significantly influences teacher teaching effectiveness in public primary schools in Nigeria. Video recording has a strong impact on teacher teaching effectiveness.

VII. DISCUSSION OF FINDINGS

Findings are being discussed bases on hypotheses as follows:

Hypothesis one

Outcome of data analysis of hypothesis one reveals that reflective diary significantly influences teacher teaching effectiveness in state primary schools in Nigeria. In writing the reflective diary, the teacher writes down what happened, indicating his reaction and feelings during lesson (Matthew, Matthew & Peechattu, 2017). It is a purposeful activity of which intention is to clarify ideas, arguments and challenge certain conceptions and perceptions about teaching (Pavlovich, 2007). Teachers also record the discourteous attitudes of pupils and how they were able to deal with such attitudes. More so, the note serves as a guide for teachers to organize their thought processes about the best ways to behave before learners during lessons. It gives the teachers opportunity to reflect on themselves as learners from their own teaching. Corroborating, Farrah (2012) stated that journal writing helps the teacher to increase his metacognitive knowledge for self-improvement and gain a vivid understanding of his capacity and provides an opportunity for a meaningful way of self-study.

Hypothesis two

The result of data analysis of hypothesis two indicates that peer observation significantly influences teacher teaching effectiveness in state primary schools in Nigeria. This is the careful watching of a partner's teaching practices so to provide a report to the teacher whose teaching is being watched and to learn from it. Such a collegial practice helps in knowledge sharing among teachers. In addition, Victoria & Department of

Education and Training (2018) stated that it is one way to enrich collaboration, mutual trust and respect which leads to increased pupil learning. Feedbacks from others can help provide reasonable information about a teacher's abilities and weaknesses. You may not know whether your performance is good or not until others evaluate you. Peer observations can assist to give a non-judgmental report to a practitioner about his teaching activities.

Hypothesis three

The result of data analysis of hypothesis three suggests that video recording significantly influences teacher teaching effectiveness in public primary schools in Nigeria. By watching their video recordings, teachers can become aware of what they did in the classroom. Videos provide a vivid audio-visual account and evidence of the entire process of teaching in the classroom (Matthew, Matthew & Peechattu, 2017). This gives credible and undeniable picture of classroom activities including all the details, and sparks reflections in order to enhance teaching. With video recordings the teacher can relive personal experiences in the classroom to be able to do self-judgement on own teaching. Without video recording some important bits of information about teaching can be inaccessible.

CONCLUSION

Analyses of the overall issue under inquiry indicate that reflective teaching has substantial value for teacher teaching effectiveness in state schools in Nigeria. A practice in which a teacher takes the time to engage in a careful and critical examination of own performances and experiences about classroom instruction illustrates a sense of responsibility by the practitioner to upgrade his skills and learning outcomes in pupils. It is one way to demonstrate that teaching is deliberate and purposeful. More so, part of teacher accountability has a strong connection to this practice whereby a teacher diligently thinks about 'what' and 'how' of his teaching and the responses of learners during lessons. Implicitly, a teacher also learns from his teaching so as to improve. Various strategies can be applied to facilitate reflective practice such as peer assessment, reflective journal and video coverage, even learner feedback. These approaches allow the conduct of reflection to cover different

perspectives. When classroom instruction is being examined in this way, it enables an assessment of the activity in a manner that can present a broader picture of virtually all aspects of teacher performance in the classroom. In consequence, the inclusion of reflective practice in the curriculum of teacher education is necessary as a critical component for the early development of preservice teachers into masters.

RECOMMENDATIONS

Based on the findings above, the following recommendations were made:

1. Teachers should keep notes of their activities in the classroom in diaries/journals so as to reflect on their teaching;
2. They should engage their colleagues to watch and feedback them about their teaching;
3. Video cameras should be deployed to record teaching activities in the classroom and the footages studied thereafter so as to enhance teaching skills; and
4. Reflective practice should be injected into the teacher education curriculum in the country.

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