



## REFLECTIVE TEACHING - A DEVELOPMENT OF FUTURE ACTION FROM THE REFLECTION OF PAST AND CURRENT BEHAVIOR AMONG PROSPECTIVE TEACHERS

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### ABSTRACT

The present study was aimed to find out the reflective teaching of prospective teachers. Survey method was conducted on a random sample of 250 B.Ed. students in Coimbatore district. Self-made tool was used for data collection. The reliability of the tool was found to be 0.84. Data was analyzed by t-test. Results found that there is significant difference in reflective teaching of prospective teachers in respect of gender and medium of instruction. Findings also indicated that there is no significant difference in reflective teaching of prospective teachers in relation to residence, marital status, academic qualification and academic stream.

**KEYWORDS:** Reflective Teaching, Prospective Teachers.

### INTRODUCTION:

Pre-service teacher education degrees need to encourage an ongoing commitment to continual learning, critical reflection and growth in pre-service teachers, along with excellent questioning and listening skills. Further, they argued that pre-service teachers need to be skilled in recognizing and responding to student diversity. This ends by arguing for some changes that need to occur in pre-service teacher education in order for teachers to teach effectively explores the concept of "reflective teaching". Preparing teachers who are reflective requires a clear conception of what reflection is and the means to foster its development.

Reflective teaching practice should be introduced earlier in pre-service teacher education and in teachers' professional development activities for in-service teachers. It is shown that teachers' perspectives are limited to reviewing students' understanding in everyday practice and doing classroom action research. By giving in-depth understanding, it is expected that teachers can practice self-reflection and improve their teaching skills lead to continuous professional development.

### NEED AND SIGNIFICANCE OF THE STUDY

The Curriculum Framework by the NCTE for the B.Ed. two year programs insists that "teaching should not be practiced through the reductionist approach of micro-teaching of isolated 'skills' and stimulated lessons". Mini-teaching is a short lesson with narrow focus that provides instruction with skills, steps and concept that the prospective teacher will relate to a larger lesson. Mini-teaching is an actual classroom teaching in miniature. Major steps in teaching a mini-lesson are: Motivation, Presentation, Interaction, Reflection and Summing up. It is important for prospective teachers to understand the steps in an elaborative manner. The investigator focuses on specific teaching point Reflection for the present study.

### OBJECTIVES OF THE STUDY

- To measure the level of reflective teaching among prospective teachers.
- To find out the significant difference in reflective teaching of prospective teachers in terms of gender, residence, marital status, academic qualification, academic stream and medium of instruction.

### HYPOTHESES

1. There is no significant difference in reflective teaching of prospective teachers with respect to gender, residence, marital status, academic qualification, academic stream and medium of instruction.

### METHOD & SAMPLE

Normative survey method is used for this study. The random sample comprised of 250 prospective teachers from 6 colleges of education from Coimbatore district.

### DESCRIPTION OF THE TOOL

Reflective Teaching Scale developed and validated by the researcher. The reflective teaching scale consists 50 items. The numerical value of items - 3, 2 and 1 are assigned to responses of Always, Sometimes and Never respectively. The score of the tool range from 50 to 150. The tool was given to the experts for criticism and modified according to their suggestions. Therefore it can be considered that the tool possesses content validity. The reliability of the test was calculated and the score obtained was found to be 0.84 by using Pearson's product moment co-efficient of correlation method.

### DATA ANALYSIS

**Table 1: Level of Reflective Teaching of Prospective Teachers**

Variable	N	Mean	SD
Prospective Teachers Reflective Teaching	250	162	8.15

Table-1 shows that the mean score of reflective teaching of prospective teachers is found to be 162, while the theoretical average is 150. This shows that the level of reflective teaching of prospective teachers is found to be above average.

**Table 2: Reflective Teaching of Prospective Teachers based on Personal Variables**

Variable	Sub-Variables	N	M	SD	t-value	Remark
Gender	Male	164	162.34	7.75	2.003	Significant
	Female	86	160.15	8.45		
Residence	Hosteller	98	162.19	7.35	0.985	Not Significant
	Day Scholar	152	161.19	8.47		
Marital Status	Married	45	161.31	8.07	0.527	Not Significant
	Unmarried	205	161.85	8.05		
Academic Qualification	Undergraduate	166	161.41	8.26	0.969	Not Significant
	Postgraduate	84	162.59	6.71		
Academic Stream	Arts	159	161.29	8.68	1.462	Not Significant
	Science	91	159.27	9.05		
Medium of Instruction	Tamil	88	163.92	5.47	3.949	Significant
	English	162	160.32	8.91		

From Table-2,

The calculated t-value (2.003) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is significant difference between male and female prospective teachers in their reflective teaching.

The calculated t-value (0.985) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference in reflective teaching of prospective teachers based on residence.

The calculated t-value (0.527) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between married and unmarried prospective teachers in their reflective teaching.

The calculated t-value (0.969) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between undergraduate and post graduate prospective teachers in their reflective teaching.

The calculated t-value (1.462) is lower than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference in reflective teaching of prospective teachers based on academic stream.

The calculated t-value (3.949) is higher than the table value (1.96) at 0.05 level of significance. This shows that there is significant difference between Tamil and English medium prospective teachers in their reflective teaching.

### FINDINGS OF THE STUDY

- The level reflective teaching of prospective teachers is above average.
- Reflective Teaching of prospective teachers is dependent upon Gender and Medium of Instruction.
- Reflective Teaching of prospective teachers is found independent upon Residence, Academic Stream, Marital Status and Academic Qualification.

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