
A Study of Teachers Reflection on their Teaching at University Level

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Abstract

This study explores the role of teacher reflection in improving teaching student learning outcomes, and professional growth. The population of the study consisted of 175 teachers of University of Kotli AJ&K. Sample was drawn by using Universal sampling technique. The present study was quantitative in nature. The data was collected by using the descriptive method and a cross-sectional survey. A questionnaire was designed on five-point Likert scale for collecting the data. The questionnaire was validated from three experts of the department of Education, University of Kotli Azad Jammu and Kashmir. The researcher personally visited all the departments and collected the data. Statistical Package for Social Science (SPSS) was used for the analysis of data. The researcher applied frequency, percentage, mean and standard deviation for the analysis of the data

Keyword: Teacher's reflection, Teaching

Introduction

Education is the method of receiving knowledge and evidence for the development of scholar's mental measurements and educating living standards. Receiving the right kind of teaching is an originality. It is the elementary exact of children to get an instruction up to values for permitting them to learn new services, attitudes, knowledge and values. This would support them to fulfil their socio-economic desires and reach maintainable procedures for the expansion of character and civilization (Adom, Mensah, & Dake, 2020). However, only having entree to education is deficient; quality is equally significant. In a 2013 UNESCO report, it is alleged that "Every child rate the correct to a worth education" and that "Millions of children in colleges are deteriorating to learn basic, reading, writing and ability skills" (Zancajo, Fontdevila, Verger & Bonal, 2021).

The ability of the educators has an important impression on the value of education. Because of this, receiving high-quality education crossways limits is wary to be a significant section of educators' expert growth. An organization of instruction is only as decent as its teachers, to set it briefly. Numerous information calamities have been produced by low education quality. By permitting educators to reproduce on their classroom observes, helps them redefine their skillful abilities, information, beliefs and attitudes to speech the crisis in learning worth. The procedures of training and education are active. New abstract leanings and educational methods are developing with time and are shifting the technique that teaching is provided (Naz & Murad, 2019). To chance the new requirements and difficulties of the upcoming, it is vital to update and change the educational organization (Gulin, Hladika & Valenta, 2019). According to Gheith and Aljaberi (2018), current informative trends residence a durable stress on enduring beginners who can donate to societal progress. This is achievable if instruction goes outside conformist examples. In calculation to lifetime students and educators, the 21st century spaces a durable stress on education services. As a result, the importance on teacher training plans has changed away from abstract information and toward reasonable and reflective skills (Hicks & Robinson, 2024).

Reflective teachers' exertion to find improved responses, but they also effort to development their cognizance of together themselves and the wildlife of the difficulties connected to other skills and ideas that they have educated about. Certainly, thoughtful training's aids have reliably been established (Chen, 2020). According to the literature, thoughtful repetition is a vital module that chiefs to revolution in two vital areas that are excellence of education and teacher individuality and character. The expression mentions to an educator's collective individual and expert surfaces. Pre-service teachers in exact essential to advance a good sense of who they are and how they fit into the greater condition later these possessions have an impression on how well they can explain. Reflective repetition is important to proceeding this understanding (Batra, et al., 2020).

Naseem, Batool & Akhter 67 Reflection is the key to real instruction and knowledge methods. The popular of trainings in this turf establish that reflection can recover teachers' volume to communicate information, have improved teacher scholar relations and hone their schoolroom organization skills. Teachers' preparation of brilliant also challenges to additional serious replication, discourse and expressive information packing (Ahmad, 2022). The standards for teacher capability in Pakistan contain reflection on education repetition. To improve the quality of teaching and learning, it is highly recommended that reflection be based on teachers' teaching and learning resources, including student exam results, and that schoolroom attainment research be carried out. When professional shows worries about being "thoughtful" they have to emphasis on a specific feature of their

teaching and opinion that aspect from a different viewpoint, in which the area is to act created on a systematic and reflective understanding of events, alternatives and morals they involve in dialogue with their peers, use methods of kind hearing and explore various standpoints to develop changed opinions and thoughts within their present perception (Manan, 2019).

Graphic reproduction in the classroom denotes to “what is trendy”. It holds all the features and conditions of that occasion stylish in the schoolroom. The object to be reserved in attention is that replication is not stating the fact about events or explanation facts only, it includes deep examination is proceedings opening, reconceptualizing them and creation possible variations for betterment in the future. Applying several edges to a condition to improvement new visions or deeper understanding is what relative likeness frequently known as a "mount experiment," implies. This approach calls for honesty of mind and strength and pursues to appreciate other people's viewpoints. There is a lot of change in the instructive excellence of Pakistan and international academia (Givens, 2019). For the development of our nation, we have to start by moving the whole instructive infrastructure with a smart teaching system along with capable and thoughtful educators and a studied package that will be able to improve or recover the skills and originality among academics. The teaching aims to inspire and motivate scholars and to make progressive and conscious citizens. For this purpose, reflection must be assured to increase the psychological skills and measurements of both scholars and educators. The reflective practice among educators is gorgeous regularly significant in Pakistan as there is a rising obligation of the possible of such achieves to improve education performs and scholar learning consequences. Reflective practice mentions to the procedure of censoriously investigative one's instruction observes and facts to organize parts for development and to grow rules for pretty education and knowledge (Matusov, 2022).

Material and Method

In this study quantitative research approach was used to plan the overall study. A quantitative approach descriptive method was used to conduct the research. In descriptive method cross sectional survey technique was used to collect the data from the respondents. All the teacher of University of Kotli Azad Jammu and Kashmir were the population of the study. One hundred and seventy five teachers were selected as the population of the study. Universal sampling technique was used for selection of sample. According to the Morgan and Krejcie, (1970) table hundred percent population were selected as the sample of the study. A questionnaire was developed as a research tool of the study. The questionnaire had one section and consisted on 20 statements. The questionnaire was validated by three experts from the Department of Education, University of Kotli Azad Jammu and Kashmir. The reliability of the instrument was measured through

Cronbach's Alpha statistical technique with the help of SPSS version 22 to measure the instruments' reliability. The value was 0.74 which was acceptable. The researcher personally visited all the teachers of University of Kotli and collected the data. Statistical package for social sciences software (SPSS) used for the analysis of data. The researcher applied percentage and mean for the analysis of data.

Results

Table: 1 I regularly engage in reflective practices to analyze my teaching methods

		SA	A	N	D	SDA	Mean
N	F	28	97	0	0	0	
125	%	22.4	77.6	0	0	0	4.22

Table 1 shows that 100 % (22.4% SA +77.6 % A) teachers agreed with the statement that they regularly engage in reflective practices to analyze their teaching methods Furthermore, mean score (4.22) teachers also reflect the opinion of respondent in favor of the statement.

Table: 2 I believe reflective practices help improve my instructional strategies.

		SA	A	N	D	SDA	Mean
N	F	29	96	0	0	0	
125	%	23.2	76.8	0	0	0	4.23

Table 2 indicates that 100 % (23.2% SA +76.8 % A) teachers agreed with the statement that they believe reflective practices help to improve their instructional strategies. Furthermore, mean score (4.3) teachers also reflects the opinion of respondents in favor of the statement.

Table: 3 I evaluate the outcomes of my teaching after each class session.

		SA	A	N	D	SDA	Mean
N	F	14	104	1	1	5	
125	%	11.2	83.2	.8	.8	4.0	3.97

Table 3 shows that 94.4 % (11.2% SA +83.2 % A) teachers agreed with the statement that they evaluate the outcomes of their teaching after each class session. Furthermore, mean score (3.97) teachers also reflects the opinion of respondents in favor of the statement.

Table: 4 I use feedback from students to reflect on and improve my pedagogy.

		SA	A	N	D	SDA	Mean
N	F	31	90	0	2	2	
125	%	24.8	72.0	0	1.6	1.6	4.17

Table 4 shows that 96.8% (24.8% SA +72.0 % A) teachers agreed with the statement that they use feedback from students to reflect on and improve their pedagogy. Furthermore, mean score (4.17) teachers also reflects the opinion of respondents in favor of the statement.

Table: 5 I identify strengths and weaknesses in my teaching through reflection.

		SA	A	N	D	SDA	Mean
N	F	5	101	0	11	8	
125	%	4.0	80.8	0	8.8	6.4	3.68

Table 5 indicates that 84.8% (4.0% SA +80.8 % A) teachers agreed with the statement that they identify strengths and weaknesses in their teaching through reflection. Furthermore, mean score (3.68) teachers also reflects the opinion of respondents in favor of the statement.

Table: 6 I modify my lesson plans based on insights gained from reflective practices.

		SA	A	N	D	SDA	Mean
N	F	28	96	0	0	1	
125	%	22.4	76.8	0	0	.8	4.2

Table 6 shows that 99.2% (22.4% SA +76.8% A) teachers' agreed with the statement they modify their lesson plans based on insights gained from reflective practices. Furthermore, mean score (4.28) teachers also reflects the opinion of respondents in favor of the statement.

Table: 7 I use self-reflection to identify gaps in my subject knowledge.

		SA	A	N	D	SDA	Mean
N	F	59	64	0	0	2	
125	%	47.2	51.2	0	0	1.6	4.42

Table 7 indicates that 98.4% (47.2% SA +51.2% A) teachers' agreed with the statement that they use self-reflection to identify gaps in their subject knowledge. Furthermore, mean score (4.22) teachers also reflects the opinion of respondents in favor of the statement.

Table: 8 I seek to understand the impact of my teaching style on student engagement through reflection.

			SA	A	N	D	SDA	Mean
N		F	23	100	1	0	1	
150		%	18.4	80.0	.8	0	1	4.15

Table 8 indicates that 98.4% (18.4% SA +80.0% A) teachers agreed with the statement that they seek to understand the impact teaching style on student engagement through reflection. Furthermore, mean score (4.15) teachers also reflects the opinion of respondents in favor of the statement.

Table: 9 I feel more confident in my teaching abilities due to my reflective practices.

		SA	A	N	D	SDA	Mean
N	F	25	99	0	0	1	
125	%	20.0	79.2	0	0	.8	4.18

Table 9 shows that 99.2 % (20.0% SA +79.2 % A) teachers agreed with the statement that they feel more confident in my teaching abilities due to

their reflective practices. Furthermore, mean score (4.18) teachers also reflects the opinion of respondents in favor of the statement.

Table: 10 I use reflective journals or logs to document and analyze my teaching experiences.

		SA	A	N	D	SDA	Mean
N	F	14	107	2	0	2	
125	%	11.2	85.6	1.6	0	1.6	4.05

Table 10 indicates that 96.8 % (11.2% SA +85.8 % A) teachers' agreed with the statement that they use reflective journals or logs to document and analyze their teaching experiences. Furthermore, mean score (4.05) teachers also reflects the opinion of respondents in favor of the statement.

Table: 11 I set professional development goals based on my reflections.

		SA	A	N	D	SDA	Mean
N	F	43	78	1	0	3	
125	%	34.4	62.4	.8	0	2.4	4.26

Table 11 shows that 96.8 % (34.4% SA +62.4 % A) teachers' agreed with the statement that they set professional development goals based on their reflections. Furthermore, mean score (4.26) teachers also reflects the opinion of respondents in favor of the statement.

Table: 12 I believe reflection helps me to adapt my teaching to meet diverse learner needs.

		SA	A	N	D	SDA	Mean
N	F	29	88	1	4	3	
125	%	23.2	70.4	.8	3.2	2.4	4.09

Table 12 describes that 93.6% (23.2% SA +70.4 % A) teachers agreed with the statement that they believe reflection helps to adapt their teaching to meet diverse learner needs. Furthermore, mean score (4.09) teachers also reflects the opinion of respondents in favor of the statement.

Table: 13 I use reflective practices to ensure alignment between my teaching objectives and activities.

		SA	A	N	D	SDA	Mean
N	F	64	61	0	0	0	
125	%	51.2	48.8	0	0	0	4.51

Table 13 shows that 100% (51.2% SA +48.8 % A) teachers agreed with the statement that they use reflective practices to ensure alignment between their teaching objectives and activities. Furthermore, mean score (4.51) teachers also reflects the opinion of respondents in favor of the statement.

Table: 14 I incorporate student assessment data into my reflective process to improve pedagogy.

		SA	A	N	D	SDA	Mean
N	F	34	91	0	0	0	
125	%	27.2	72.8	0	0	0	4.28

Table 14 describes that 100 % (27.2% SA +72.8 % A) teachers agreed with the statement that they incorporate student assessment data into their reflective process to improve pedagogy. Furthermore, mean score (4.28) teachers also reflects the opinion of respondents in favor of the statement.

Table: 15 I critically evaluate the effectiveness of the instructional resources I use.

		SA	A	N	D	SDA	Mean
N	F	4	113	0	2	6	
125	%	3.2	90.4	0	1.6	4.8	3.86

Table 15 describe that 93.6% (3.2% SA +90.4 % A) teachers agreed with the statement that they critically evaluate the effectiveness of the instructional resources they use. Furthermore, mean score (3.86) teachers also reflects the opinion of respondents in favor of the statement.

Table: 16 I feel that reflective practices enhance my ability to foster critical thinking in students.

		SA	A	N	D	SDA	Mean
N	F	27	93	0	1	4	
125	%	21.6	74.4	0	.8	3.2	4.10

Table 16 shows that 96% (21.6% SA +74.4% A) teachers' agreed with the statement that they feel that reflective practices enhance their ability to foster critical thinking in students. Furthermore, mean score (4.10) teachers also reflects the opinion of respondents in favor of the statement.

Table: 17 I find reflective practices essential for staying updated with modern teaching approaches.

		SA	A	N	D	SDA	Mean
N	F	29	95	1	0	0	
125	%	23.2	76.0	.8	0	0	4.22

Table 4.17 indicates that 99.2% (23.2% SA +76.0 % A) teachers' agreed with the statement that they reflective practices essential for staying updated with modern teaching approaches Furthermore, mean score (4.22) teachers also reflect the opinion of respondents in favor of the statement.

Table: 18 I reflect on classroom management strategies to ensure a positive learning.

		SA	A	N	D	SDA	Mean
N	F	12	92	2	2	17	
125	%	9.6	73.6	1.6	1/6	13.6	3.64

Table 18 shows that 83.6% (9.6% SA +73.6% A) teachers' agreed with the statement that they reflect on classroom management strategies to ensure a positive learning Furthermore, mean score (3.97) teachers also reflect the opinion of respondents in favor of the statement.

Table: 19 I use reflective practices to enhance collaboration with my colleagues.

		SA	A	N	D	SDA	Mean
N	F	35	84	0	3	3	
125	%	28.0	67.2	0	2.4	2.4	4.16

Table 19 describes that 95.2% (28.0% SA +67.2 % A) teachers agreed with the statement that they reflective practices to enhance collaboration with their colleagues. Furthermore, mean score (4.16) teachers also reflects the opinion of respondents in favor of the statement.

Table: 20 I believe my pedagogical growth is directly linked to my reflective practices.

		SA	A	N	D		SDA	Mean
N	F	24	94	0	1		6	
125	%	19.2	75.5	0	0.8		4.8	4.03

Table 20 describes that 94.7% (19.2% SA +75.5 % A) teachers agreed with the statement that they believe my pedagogical growth is directly linked to my reflective practices. Furthermore, mean score (4.03) teachers also reflects the opinion of respondents in favor of the statement.

Discussion

The findings of the study highlight that all teachers regularly engage in reflective practices to analyze their teaching methods and believe that these practices help improve instructional strategies. Teachers in higher-level education expressed a strong agreement that reflection enhances their teaching effectiveness. Most teachers evaluate their teaching outcomes after each class and use student feedback to refine their pedagogy. Reflection also helps educators identify their strengths and weaknesses, leading to modifications in lesson plans based on insights gained. Additionally, many teachers use self-reflection to identify gaps in their subject knowledge and assess the impact of their teaching style on student engagement. Reflective practices contribute to increased confidence in teaching abilities and assist teachers in setting professional development goals. Many teachers believe that reflection allows them to adapt their teaching to meet diverse learner needs.

The study also revealed that teachers widely use digital tools like Zoom for online classes and email for data sharing. The use of projectors in classrooms was acknowledged as having a significant impact on learning. Teachers also critically evaluate the effectiveness of instructional resources and agree that reflective practices enhance their ability to foster critical thinking in students. Furthermore, the study found that reflection is essential for staying updated with modern teaching approaches and plays a key role in improving classroom management strategies. Many teachers see reflective practices as valuable for enhancing collaboration with colleagues. Finally,

teachers agree that pedagogical growth is closely linked to continuous reflection on teaching practices.

Conclusion

In conclusion, homework plays a crucial role in supporting various additional lessons in both local and global education settings. Studies have shown that teachers who practice reflection are more focused on their teaching methods and concerned about their class performance. By using reflective practices, they can adopt student-centered approaches and improve students' learning outcomes. These practices also influence how teachers present content and choose instructional strategies. The study found a connection between classroom motivation and teachers' involvement in reflective practices. Additionally, most teacher mentors and aspiring educators engaged in action reflection and reflection on student performance. However, due to certain limitations, they could not fully implement these practices. Teachers need support in terms of authority, time, and space to help students develop both academically and emotionally.

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