



# A STUDY OF LEVELS OF REFLECTION AMONG THE TRAINEE TEACHERS

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## Abstract

The present study has been undertaken to identify level of reflection of the trainee teachers. **Objectives:** The purpose of this study was to better understand about the level of reflection amongst the trainee teachers and to explore the level of reflection as evidenced by the reflective journal of trainee teachers. **Methods:** This study investigated 30 trainee teachers level of reflection during 2<sup>nd</sup> year of their teacher education program. It is sought to analyze the level of reflection among the trainee teachers from Amity University. This study makes use of questionnaires and reflective journals to study the level of reflection of student teachers. Analysis of qualitative data in the form of reflective journals was collected and analyzed to answer the research questions. A modified version of the tool to assess teachers level of reflective practice (Larrivee, 2008). The close ended questions on the survey provided the qualitative data and the qualitative analysis of the reflective journals provides a evidence to this research study. **Findings:** It is clearly evident from the results of the questionnaire that, 14 trainee teachers have scored high (Score Range 41-50) at level 4, demonstrating critical level of reflection and 20 trainee teachers have scored high (Score Range 41-50) at pedagogical level of reflection. On qualitative analysis of the reflective journals of the trainee teachers, it was concluded that, Out of 30 trainee teachers, 2 of the trainee teachers belong to pre reflection level (Level 1). 14 of them are at surface level of reflection (Level 2). Only 7 trainee teachers have been found to be at pedagogical level of reflection (Level 3) and None of the trainee teachers have been found to be at critical level of reflection. Interpretations of the results are presented and recommendations are discussed within the context of the study. **Novelty:** The present study brought to light the practices followed and nurtured in the trainee teachers of Amity University and draws a conclusion bringing forth the recommendations to the level that can be followed by them, that will benefit of their profession.

**Keywords:** Reflection, Reflective Practice, Teacher Education Programs

## 1 Introduction

Every school has a unique culture, its own vibe. If we listen and observe the interactions among students, administrators, teachers and the additional staff, we can see, hear and feel the hum of student learning. The actions of the students clearly indicate the foundational beliefs of the institution, the established routine and rituals provide the structure that lead to enhanced student engagement and that strong relationships among students and educational stakeholders are the bridge for access to learning for all.

When desired outcomes are not met, the teachers dig into their process of knowledge transaction to make sure that everything going on is alright; and what needs to be changed; what is showing promise but needs more time to grow.

However, some educational issues make the task of the teacher difficult because of which teacher's work is never finished. Even after putting hours of service for the institutions and students, the teachers are not satisfied with their own performance in the classroom. The locale of problem lies in the complex nature of the education system and too much interference of the educational stakeholders in each other's task that sometimes they even forget that teachers are also human beings.

A teacher also becomes overburdened by class strength that goes beyond 40 students, lesson plan preparation for every chapter that is to be taught, running for back to back classes, notebook checking for every student, assignments creation, conducting seminars, preparing students for IIT and medical exams and then managing work life balance.

This shows teachers are trying so hard to manage their work, as they are working 24/7 but where is life going on? Are they working on themselves too? If they don't have time for themselves to be updated with the changing demands of education, then how can anyone expect them to prepare themselves for teaching students who are continuously updated with the information on their fingertips. And the surprise is, every student assumes that teacher knows everything and if that teachers fails to fulfil student's expectations, we question their degrees and expertise. Are we doing it right?

The resolution for such dilemmas calls for teachers to use professional judgement to assess the most appropriate course of action in a particular situation.

Though there has been considerable improvement in the quality of teacher training provided by the institutions, still teachers are unable to perform as per the expectations of the students and their colleagues. Here, we need to look and check upon the culture of institutions providing training to the teachers so we can find the loopholes in the training practice and cover them. This calls for the need to change in the policies and practices adopted by the teacher training institutions. This can only be done when we assess the management system of these institutions and see how efficiently and sincerely they are working towards training of student teachers.

Hence, there is an urgent need to update the practices adopted by the student teachers so that they can match themselves with the changing demands of the education system, we need to understand that the rate of knowledge is increasing and so the trainee teachers also needs to be updated with the new pedagogical methods, tools and stay content updated.

## Reflection

The idea of reflection as an individual activity, pursued in private, or in an isolation is a persistent one. It belongs to the rational model of learning, as it suggests that cognitive mind is capable of resolving any problem and sort out all the issues, that a person is facing, as mind is all powerful. Some people also say that cognition includes the emotional elements which will surely enrich the process of reflection. The definition of reflection can be proposed radically by saying that intrapersonal reflection is effective and also provides opportunities for deep learning which may or may not be shared with others, but is ultimately not enough to support transformational learning. However, interpersonal reflection guarantees that the learners are challenged, that double loop learning is an option and transformational learning results through reflective practice and dialogue is spread across the institution. How possible is it for organization to make such provision?

In particular, Easterby-Smith identifies that lack of time for reflection is a major hindrance to learning in organizations. It is the obsession with the activity that creates hindrance in the process learning. Even Kolb suggests a separate period for reflection. Another hindrance is difficulty in discerning what activities are useful in organizational life. 'In a world where action rather than reflection is valued even reflective learning has to race to leave little room for deliberation (Thatchenkery, 1996, p . 5)

But there is no simple procedure to guarantee institutional learning. 'Innovation is a process through which uncertainty is intentionally increased'. (Nonaka, 1988, p.12). People may be required to work in certain ways that might not seem completely rational that is they may seem to use intuition rather than deductive reasoning.

Argyris has summarized obstacles to learning in organizations on different occasions: 'Openness and risk taking seem to be limited to those discussions and problems where emotions and interpersonal problems are not involved'. A recent study confirmed that organizational structure and culture, what have been called 'soft' issues are key factors in institutional learning. Successful institutions like, Delhi University and NIEPA are making learning an activity a required competency in attempts to capture 'learning-in-action'. (Mayo, 1998).

In addition, the experts agree that structural change (revising pattern of power and prestige) and cultural change (revision of rules and values which are anti-learning) will give the learning institutions a chance of success. We see that culture change towards pro-learning can be effected through reflective dialogue procedures, provided that power relations in such organizations do not mitigate such dialogues. By this we mean that institutional stakeholders/ professors who model reflective practice themselves offer examples of the openness and risk taking that transformational learning requires. In addition, a no-blame agreement enables the staff to take risks and double loop the learning with all the potential of transformational learning for the organizations it brings. We now look at the detail of reflective practice and its potential.

## Reflective Practice

Reflection is a state of mind, an ongoing constituent or practice, that does not require any particular technique or curriculum element. It was first described by John Dewey (1933), he was the first to write about "Reflective Practice". According to him, "Reflective thinking involves a systematic, scientific process of describing experience and taking intelligent action to test hypothesis." He responds to learning as a reflective process. He started the discussion by asking the beliefs of the teachers as well as the students. It shows that, reflective practice is a learning method which fosters meaningful learning through questioning and investigation (DeVille, 2010).

David Schon coined the term 'Reflective Practice' in 1983 in his book "The Reflective Practitioner", wherein he defines, reflection and reflective practice as the critical step that is essentially required for the professional development of the teachers as well as the students so as to create a opportunity by creating self-awareness and self-realization among the teacher educators as well as the for all the professionals involved in the teaching and learning process as it is necessary for their professional growth. This shows that reflective practice enhances learning processes.

Reflective practice is thus a means of ascertaining the effectiveness of teaching and learning activities. (Diezman and Walters, 2006). Hence, it is undoubtedly an essential tool for the professional development of future teachers". (MooreRusso & Wilsey, 2014). As it can enable the professionals to go beyond their own individual perspectives to see how their work has an impact on others lives. It can also encourage a sense of expertise and of valuing our own professional ability in a policy culture that may lead to feelings of demoralization. In other words, it can lead to stronger sense of our professional self (DeMulder and Rigsby, 2003).

### **Levels of Reflection**

Different people have described different levels of reflection and different processes of achieving reflection which are as follows:

According to Van Manen in 1977, there are 3 levels of Reflection, The first level of reflection Technical Rationality, in which the teacher consider only the technical application of educational knowledge and the basic curriculum principles for the purpose of attaining the goal. At this level the contexts of the classroom, school, community, or society are not seen as linked to the problem. At the second level, Practical Action, the teacher at this level becomes concerned with clarifying assumptions and predisposition's underlying competing pedagogical goals while assessing the educational consequences toward which a teaching action leads). At this level, the teacher analyzes student and teacher behaviors to see if and how goals are met properly. At the third level, the level of critical reflection- the teachers are concerned with worth of knowledge and the social circumstances useful to students without personal bias. Critical reflection is viewed as final level, it focuses on the moral and ethical prospects.

In an another model given by Liston and Zeichner (1991), they referred to four progressive stages of reflection: The first level of reflection is factual reflection, which focuses on routines and procedures of classroom teaching. The second level is procedural reflection, it focuses on an evaluation of teaching outcomes. The third level is justificatory reflection, this focuses on teachers rationales for teaching. At the fourth level, teachers have achieved critical reflection. They see the bigger picture of their students and the social contexts that impact their daily classroom practices and decisions.

However, according to Quinn, (2000), there are 3 fundamental levels of reflection, which are as follows: Retrospection: This is the first level, refers to thinking back about a situation or experience. Self Evaluation: This is the second level, refers to critically analyzing the situation. Reorientation: This is the final and the last stage, which refers to using the results of self evaluation, to influence future approaches to similar situations or experiences.

Different people have provided different levels of reflective practice. For the purpose of the present study Liston and Zeichner (1991) level has been identified by the researcher. As it provides four levels of reflective thought (factual, procedural, justificatory, and critical) with which we can look upon a situation critically and different perspectives are been taken into consideration such as daily routine and experiences.

## 1.4 Tools and Techniques for Reflective Practice

There are different tools and techniques which are most commonly used for reflective practice. Bainer and Cantrell (1995) conducted a study in which they identified nine dominant themes or categories of reflective units on which preservice teachers reflect. Their findings revealed that preservice teachers improved in their reflective abilities when addressing issues related to teaching and learning and they achieved somewhat higher levels of reflection when focusing on these nine themes.

One of them include Reflective Journals, it is one of the most commonly used tool for the purpose of reflective practice. The reflective journals are to be prepared by the teacher educators in which they write about the complete event or a situation that has happened in detail and in the descriptive manner. The teacher educator may also analyze the situation of events and the sequence of events the way they happened.

By reading the reflective journals the teacher educators get to know about the problems and areas those needs to be checked and analysed. Reflective journals are important tools when used by the teacher educators helps them in analyzing their behavior so that they can modify themselves accordingly and make the changes wherever required.

Teacher educators also use Portfolios. They are considered as modern tools used these days by the teachers educators in assessing themselves. Portfolios are the collection of accumulated ideas, thoughts as well as knowledge about teaching so as to improve the teaching methodology. The portfolios may be paper based or electronic portfolios. Portfolios are regarded as a modern technique of showing up the level of analytical, cognitive and inquisitive ability of the student teachers.

Another tool has been used as a valuable instrument since years in reflective practice is the role of mentors. Mentor teachers undoubtedly play a outstanding role in the development of reflective practitioners. By sharing their ideas, views, experiences teacher gain a lot of insight about the events that have already occurred in the past. Mentors guides the student teachers by helping them in solving the issues, providing them right direction, telling them about the strategies to solve the problem and issues which they are not able to solve themselves. A experienced teacher always have better ideas about how to sort out the situation and their suggestions are always meaningful for the novice teachers. Hence, by discussions, sharing of ideas, thoughts and views teachers can practice reflection.

Concept Mapping is another way that helps the teacher practitioners and the teacher educator to develop a concept map and then recollect all the ideas and thoughts so as to reflect on themselves. The main purpose of concept mapping is to link the theoretical knowledge with the practical aspect and then turn it into a appropriate action.

Infact teacher educators can also use critical incident as a tool for reflective practice. Critical incident is any unplanned event that occurs during class or outside class or during a teacher's career but is vividly remembered. Acritical incident is the incident that has already happened in the past. They provide a rich source of methodology and techniques on how to conduct practice, how to solve problems and improve their past and current practices.

When explaining the critical incidents the teacher firstly describes the complete event and then he analyzes the even that already happened by giving proper explanations and reasons. The purpose of critical incident is to improve the current experiences and practice reflective thinking.

In tune with critical incident, story telling is another methodology of reflective practice. This methodology is reflective as well as spiritual in nature. The first and foremost criteria for story telling telling is that the



story teller must be completely honest and truthful while telling the story and speak from the heart. The purpose of story telling is immediate action on thinking and asking why this event happened? What were the reasons behind it?

## 2 Objectives

1. To identify the level of reflection perceived by trainee teachers during teacher education programme.
2. To study the level of reflection as evidenced by the reflective journal of trainee teacher.

## 3 Methodology

The purpose of this study was to better understand about the level of reflective practice. One goal of this study was to develop a framework, which could describe the nature of student teachers reflective practice as they engaged in research to study their own teaching.

Based upon the tradition of research techniques commonly used within educational research, to explore the nature of human experience and awareness in order to understand their conceptions of reality (Marton and Booth, 1997), this study makes use of questionnaires and reflective journals to study the level of reflection of student teachers. The study the study has been undertaken in Amity Institute of Education, Amity University, Uttar Pradesh.

Convenient sampling method has been used for the purpose of analyzing assessing the level of reflection among the trainee teachers. The level of reflection has been on a population of teacher trainees of B.Ed. Department. 30 student teachers belonging to 2<sup>nd</sup> Year B.Ed. (4<sup>th</sup> Semester) have been taken.

For the purpose of analyzing the level of reflection in the trainee teachers a questionnaire which has been adapted by Larrivee (2008) has been used. It is a standardized tool that has been used for the study. Reflective journals of the trainee teachers have been analyzed which provide an evidence to identify the level of reflection of the trainee teachers.

Data collected from student teachers were undertaken, from the B.Ed. 2<sup>nd</sup> year students just after their completion of an extended 14-week final school teaching period.

Analysis of qualitative data was collected and analyzed to answer the research questions. A modified version of the tool to assess teachers level of reflective practice (Larrivee, 2008). The close ended questions on the survey provided the qualitative data and the qualitative analysis of the reflective journals provides a evidence to this research study.

## 4 Results and Discussion

### Range of Score at Every level of Reflection

#### 1. Pre-reflection Level

Score Range	Number of Students
10-20	13
21-30	14
31-40	03
41-50	0

## 2. Surface level Reflection

Score Range	Number of Students
10-20	06
21-30	15
31-40	09
41-50	0

## 3. Pedagogical level Reflection

Score Range	Number of Students
10-20	0
21-30	03
31-40	07
41-50	20

## 4. Critical level Reflection

Score Range	Number of Students
10-20	0
21-30	03
31-40	13
41-50	14

## Data Interpretation of Questionnaire with the help of Mode

Level	Mode	Interpretation
Pre-Reflection level	21	The mode of scores of 30 students at Pre-reflection level is <b>21</b> .
Surface Reflection Level	30	The mode of scores of 30 students at Surface level of Reflection is <b>30</b> .
Pedagogical Reflection Level	48	The mode of scores of 30 students at Pedagogical level of Reflection is <b>48</b> .
Critical Reflection Level	46	The mode of scores of 30 students at Critical level of Reflection is <b>46</b> .

## Qualitative Analysis of Reflective Journal

The teaching portfolio has been used as a tool so that the researcher can interpret whether the mode depicts preponderance of a particular level or not. It is clearly evident from the results of the questionnaire that, 14 trainee teachers have scored high (Score Range 41-50) at level 4, demonstrating critical level of reflection and 20 trainee teachers have scored high (Score Range 41-50) at pedagogical level of reflection. The Reflective journals have been prepared by them during their period of internship. These trainee teachers have been identified and the qualitative analysis of the reflective journals have been done on the basis of the statements written by them in their reflective journals.

### Qualitative Analysis of Reflective Journal of Trainee Teacher No. 12

Teacher Trainee number 12 showed high level of reflection with the score of 44 at Level 3<sup>rd</sup> Pedagogical Level of reflection and score of 43 at the Critical level of reflection.

On Analysis, of this reflective journal, the following statements have been noted down:

1. “The assembly created an atmosphere that is conducive to teaching the pupils in reflective exercise.”
2. “We discussed about various activities to increase the concentration level of the students.”
3. “I helped the students in decorating the bulletin board.”

It can be clearly seen that that, the trainee teacher has discussed about the activities with the peers to increase the concentration level of the students, she also helped the students in board decoration.

However, according to level of critical reflection the trainee teacher should be engaged in ongoing enquiry the consciously considers how personal beliefs and values, assumptions, family imprinting, and cultural conditioning may impact on students and is helpful promoting democratic ideals and weighs the ethical and social implications of classroom practices. Thus, the trainee teacher qualifies for the third level of reflection. However, the trainee teacher has not reflected on promoting democratic ideals and weighs the ethical and social implications of classroom practices therefore, the trainee teacher does not belong to the critical level of reflection.

### Qualitative Analysis of Reflective Journal of Trainee Teacher Number 21

Trainee Teacher No. 21 showed high level of reflection with the score of 44 at Level 3<sup>rd</sup> Pedagogical Level of reflection and score of 44 at the Critical level of reflection.

The sentences of the trainee teacher, which has been noted down are:

1. “The morning assembly started at 8:00am in the morning. It was held in the classes only. The prayer was sung by the students from the public addressing system. Then the daily news and thought of the day was spoken”.
2. We had a huge discussion on how to handle the class differently. We talked about the students of class 6<sup>th</sup> , 7<sup>th</sup> and 8<sup>th</sup> and also found that, students of 8<sup>th</sup> are hard to handle compared to two standards”.
3. 2<sup>nd</sup> period- SST; observation heritage worksheet was discussed by my mentor.

On Analysis, of this reflective journal, the trainee teacher has discussed about the events happened in the morning assembly without thoughtful connection to other events or circumstances. The trainee teacher has described mentioned the name of the classes which she has taken and the activities which she has done in these classes.



Further, it is clearly evident from her reflective journal that the trainee teacher does not qualify for the third and fourth level of reflection as the trainee teacher is not engaged in the ongoing reflection and critical inquiry concerning teaching actions as well as thinking processes. Hence, the trainee teacher belongs to the second level of reflection.

### **Qualitative Analysis of Reflective Journal of Trainee Teacher Number 1**

Trainee Teacher Number 1 scored 32 marks in the pedagogical level of reflection and 33 marks at the critical level of reflection.

As observed, in the reflective journal, the trainee teacher has mentioned the following statements:

1. “The assembly was conducted in the classrooms”.
2. “No classes taken”
3. “Morning assembly is conducted at classroom.
4. “Morning prayer was recited through the intercoms followed by Gayatri Mantra.”

The statements are brief and clearly indicates that, the trainee teacher has not reflected properly on the events. The events are mentioned as it is in brief by the trainee teacher.

The statements as observed and analysed, clearly indicates that trainee teacher belongs to the 2<sup>nd</sup> level of reflection as the statements are brief and the reflection of events is not done in comprehensive manner. Hence it is clearly evident that the trainee teacher belongs to the first level of reflection.

### **Qualitative Analysis of Reflective Journal of Trainee Teacher Number 6**

Teacher Number 6, scored 41 at the pedagogical level of reflection which is high and 32 at the critical level of reflection.

As evident from the reflective journal of trainee teacher Number 6, it is clearly evident that, the trainee teacher has mentioned her opinions and beliefs as well. This is clearly indicated through the statements provided

1. “I was happy with the students, because they were listening to me.” And
2. ”I was asked to go to one of the classes for revision and the chapter which I took for revision was pretty good one but the students interest was not seen and because of which first I had to make them understand the jist of the chapter”.

The statements provided by the trainee teacher, clearly indicates that she is concerned and constantly thinking about the how teaching practice can be enhanced so as to enhance learning process. The opinions of the trainee teacher are supported by evidences and this completely justifies with the score obtained in the questionnaire with that of the reflective journal. Thus, level of reflection of the trainee teacher is justified by her reflective journal. The trainee teacher belongs to the third level of reflection.

### **Qualitative Analysis of Reflective Journal of Trainee Teacher Number 24**

Trainee teacher Number 24 scored 44 at critical level of reflection and 41 at pedagogical level of reflection. The scores indicates that the trainee teacher possess high level of reflective practice.

The trainee teacher used the sentences

1. “Assembly was held in the ground. Their was a special item performed which depicted the importance of Sanskrit.” and

2. "I used a realia to make it easier for students to imagine the functioning and types of different plants.

The sentences written and reflected by the trainee teacher clearly indicates how the trainee teacher is trying to connect the teaching practices with students learning. However, the sentences mentioned in the reflective journal do not indicate that the trainee teacher is concerned with promoting democratic ideals and weighing the ethical and social implications of classroom practices. Thus, after analyzing the reflective journal of the teacher trainee clearly indicates that the trainee teacher is at pedagogical level of reflection but not at critical level reflection.

### **Qualitative Analysis of Reflective Journal of Trainee teacher Number 22**

Trainee teacher Number 22 scored 39 at critical level of reflection and 43 at the pedagogical level of reflection. The scores indicates that the trainee teacher possess pedagogical level of reflective practice.

The reflective journal of the trainee teacher indicates that, the trainee teacher has used short sentences while doing reflection. The sentences such as "Morning assembly was done using the some orders and rules" and "No alternative classes today", "No classes today", "The usual morning assembly pattern was followed" have been used by the trainee teacher. Here, the trainee teacher has not described and elaborated about the kind of orders and rules followed during the morning assembly. The reflective journal clearly indicates that reflection has not been practiced at all by the trainee teacher.

Hence, the reflective journal of the trainee teacher number 22 indicates that the level of reflection is level 1.

### **Qualitative Analysis of the Reflective Journal of Trainee Teacher Number 17**

As per the questionnaire, the trainee teacher number 17 scored 44 at the critical level of reflection and 40 at the pedagogical level of reflection which clearly indicates that the trainee teacher possess high level of reflection ability.

The sentences used by the trainee teacher include:

1. "I stated the poem stopping by the woods in the snowy evening. I explained the poem line by line and then I discuss the question and answer given at the end of the chapter."
2. "Discussed lesson plans with my peers and delivered lesson plans in the class and we give feedback to each other."
3. "The teacher discussed the map activity and the important terms of the chapter" Delicious India in Class IV D."

The sentences used by the trainee teacher do not examine ethical and social implications and significance of the classroom actions. It also does not consider the theories underlying teaching methods, the instructional goals, and the relationship between theory and practice. This clearly indicates that, the trainee teacher does not belong to the third or fourth level of reflection. Instead the trainee teacher belongs to second level of reflection as the focus of the trainee teacher is to focus on methods and strategies used to achieve predetermined goals.

## **Results and Discussion**

The present study has been undertaken to identify level of reflection of the trainee teachers . Reflective Journals demonstrate one way of preparing pre-service teachers reflective practice. The analysis of the trainees reflective development along the three levels of reflection during the overall training period reveals

the following findings and conclusions mentioned below. However, this study also revealed that their reflection did not reach critical levels.

The level of reflection among trainee teachers has been explored by making use of questionnaire given to the trainee teachers of B.Ed. Surprisingly, the results indicate that nearly 21 percent of the teachers belong to pre-reflection level. 30 percent of the teachers belong to the surface level of reflection. Nearly 48% percent of them are at pedagogical level of reflection and 46% of them are at critical level reflection. However, when analyzed by reflective journals, it has been found that the results show a different story. The results of the reflective journals show that only 6 percent of the trainee teacher belong to the pre-level of reflection and 46% of them are at surface level of reflection. 23% of them belong to pedagogical level of reflection. However, none of them was found at critical level of reflection.

Critical level of reflection is the highest form of reflection and is rare of any trainee teacher to attain. At this level of reflection, the teacher views and acknowledges his/her own practice within broader sociological, cultural, historical and political aspects. Challenges status quo norms and practices, especially in relation to power and control. also acknowledges that teaching policies can either contribute to , or hinder the realization of a more just humane society.

Moving towards the reflective journals written by the trainee teachers of the B.Ed. school, demonstrates how reflection provides a window into the thinking of developing teachers. Qualitative analysis of the reflective journals helped to understand the daily activity and practices of the teacher trainee and what they think in detail. It is a record that gives insight about their thoughts, feelings and experiences.

When the reflective journals of the trainee teachers were analyzed it was found that the trainee teacher discussed about the events that happened in the school in detail including learning-related incidents sometimes during the learning process but more often just after they occur.

These Reflective journals have been prepared by them during their period of internship have been analyzed. The following findings are evident:

1. Two of the trainee teachers belong to pre reflection level (Level 1).
2. 14 of them are at surface level of reflection (Level 2).
3. Only 7 trainee teachers have been found to be at pedagogical level of reflection (Level 3)
4. None of the trainee teachers have been found to be at critical level of reflection.

However, it is clearly evident from the results of their questionnaire that, 14 trainee teachers have scored high (Score Range 41-50) at level 4, demonstrating critical level of reflection and 20 trainee teachers have scored high (Score Range 41-50) at pedagogical level of reflection.

Hence, we need to understand that learning how to acquire reflection is must for the trainee teachers. Having confidence that, you know the process of reflection is not a master key. To get desired results, trainee teachers must practice reflection when practicing their teaching skills. Though reflection is a long process and cannot be acquired in a short time. Therefore, the trainee teachers should make constant efforts to improve their teaching skills by learning the art of reflection.

## Suggestions for Further Research

**One of the prime objective of the teacher education program is to prepare teachers who are reflective, who can analyze their day to day experiences to improve their practices.** Teacher training is incomplete if the trainees fail to acquire the skill of reflective practice. In the light of the findings of the study and the experience of conducting it the investigator makes the following suggestions for further researches:

- 1 Classroom observation of the teacher trainees and field notes would further help in substantiating the findings
- 2 A similar study may be conducted in a longitudinal manner for better result

Additionally, teacher educators must collect variety of samples and make use of information in a diagnostic manner to provide feedback to the trainee teachers and also by challenging them to move to the higher level of reflection.

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