



RESEARCH PAPER

**Analysis of Reflective Practices for Professional Development of
Prospective Teachers**

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ABSTRACT

Teachers' professional growth is increasingly relying on the use of reflective practice in the modern day. Reflective practices are an important part of professional development for future teachers, according to this research. Three research objectives and seven research questions were formulated according to nature of research. Reflection in action, reflection on action, reflection for action, colleagues' feedback, students' feedback, peer observation, video audio recording, and portfolios are among the eight reflective practices that have been identified in prior study literature. To conduct this research, researchers used a quantitative method. Using questionnaires, 297 prospective teachers from five teacher training institutes of District Dera Ghazi Khan were surveyed to get quantitative data. SPSS version 22 was used to examine data. Frequency, percentage, mean, and standard deviation calculations were used to establish the results regarding the impact of reflective practices on the professional growth of future teachers. Reflective methods, according to survey participants, may help people recognize and accurate their professional errors. Prospective teachers' Professional growth of prospective teachers' may be accelerated through the use of both individual and group reflective activities. Teachers' professional development may be greatly aided by a variety of methods, including reflection in action and on action, reflection for action, reflections based on input from students and colleagues, and reflections based on audio-video recordings of lessons and professional portfolios. The majority of prospective teachers were active in reflective activities, but they were not aware of the varied situations in which reflective practices were used.

KEYWORDS Professional Development, Prospective Teachers, Reflective Practices

Introduction

Training is a fundamental right of prospective teachers and is vital for the acknowledgment of other basic liberties. Training reinforces students' capacities by assisting kids with gaining abilities, information, values and perspectives. These abilities, information, values and perspectives are fundamental to guarantee their essential financial requirements and empower them to add to the supportable advancement of society. Yet, simply getting training isn't sufficient, quality is likewise basic (Aubrey & Riley, 2018).

Quality of education depends generally on the nature of educators. This is the reason the expert improvement of educators is viewed as a vital element for cross-line admittance to quality instruction. So, the nature of the training framework relies upon its instructors. The absence of learning quality has made an inescapable learning emergency. Settling the learning quality emergency requires rethinking instructors' expert abilities, information, values and mentalities with the goal that they can consider

their homeroom rehearses. This change can elevate instructors to react to students' requirements and social assumptions in a superior manner (Iqbal & Saeed, 2019).

Instructors are viewed as the vital advertisers of changing the predetermination of a country. They can change a country's crude gifts into useful resources. "At the point when a nation faces difficulties, teachers are generally seen as tackling the issue". Pakistan needs to enlist almost 1 million extra instructors to arrive at the proportion of 32 students for each educator in rudimentary, center and optional schools. Educators have the best effect on quality training (Beri&Beri, 2016).

They ought to think about how to develop students' long lasting learning capacity in the neighborhood, public and worldwide settings. They have the chance to change the existences of many students each day. This is the reason the expert improvement of instructors is turning out to be increasingly more significant on a worldwide scale, and strategy producers have recognized the essentialness of intelligent practice to the expert advancement of educators. Proficient improvement through intelligent practice accentuates that it isn't enough for instructors to take an interest in the expert advancement plan (PDP). They need to think about and investigate their homeroom rehearses. They ought to be adequately brilliant to profit from previous experience, and confidence enough not to misstep the same way later on. Instructors consistently need to scrutinize their homeroom practice to track down the hole among hypothesis and practice, and search for promising circumstances for proficient turn of events. Intelligent practice includes unfurling, portraying, breaking down, and assessing one's own considerations, convictions, speculations, hypotheses, activities, and practices (König& Kramer, 2016).

The consequences of many examinations have shown that instructors' cooperation in intelligent practice furnishes them with a point of view to look at and reprimand their own showing rehearses, which add to their expert turn of events. The cooperation of arithmetic and science educators in intelligent practice influences their dynamic capacity. The utilization of intelligent practice empowers future instructors to embrace understudy focused showing techniques and spotlight basically on their conduct reactions. Intelligent practice influences their decision of show content and the decision of instructing methodologies that match the substance (Hudson, 2013).

Future instructors understand that they have separated the material (without contact with students previously) into justifiable parts. Also, they understand that they are answerable for the learning of numerous students and they should be completely ready and coordinated. Interestingly, the consequences of many investigations show that cooperation in intelligent practice requires responsibility, difficult work, and objective self-assessment of showing convictions, however the intricacy and tedious nature of intelligent practice causes numerous instructors to have no an ideal opportunity to think about their homerooms Practice, yet they do it haphazardly. Generally, educators additionally embrace authoritative and extracurricular work while instructing. They might neglect a few subtleties that are viewed as important components of "reflection activity." If they effectively reviewed every one of the subtleties, they may pose some unacceptable inquiry. Educators' over thinking, all things considered, may make them be crazy (Gujjar et al., 2010)

Reflective practice has turned into an obligatory capacity that future educators should develop. These days, intelligent practice has turned into a broadly utilized term in the field of educator instruction. This examination means to concentrate on the interest

of future instructors in intelligent practice to recognize and address their own proficient blunders (Halai&Durrani, 2018).

Literature Review

Dewey was the main thinker to advocate the meaning of Reflective learning and attempted to recognize standard learning and Reflective learning. Ordinarily, instructors experienced sudden circumstances in class and neglected to manage the present circumstance through day by day activities. Hence, they purposely take on an intentional methodology and search for arrangements with prescience. Dewey recognized day by day practice and Reflective practice. Regular practice is constant, non-methodical and reliant upon custom and authority, while Reflective practice is cognizant, precise and experience-based investigation. "Reflection" in a real sense implies intentional, shrewd, and inside and out contemplating a thought or activity. According to a philosophical perspective, the expression "reflection" alludes to the course of deliberately contemplating making self-decisions, addressing individual convictions, focusing on contrasts and noticing disappointment, to track down answers for proficient vulnerability many terms, for example, "reflection", "reflection practice", and "Reflective reasoning" can be utilized reciprocally. In any case, as a rule, Reflective practice alludes to decisive reasoning and genuine pondering activity (Aggarwal, 2015).

Reflective Practices Discourse

Starting around 1987, the job of Reflective practice in instructor proficient advancement has been broadly perceived. It is a significant piece of different educator preparing programs. Numerous thinkers have characterized this idea. Donald Schon, the author of the term, characterizes RP as: "Reflective practice is the intentional thought of one's own experience while applying information to rehearse." after two years, another rationalist characterized this idea as: "Reflective practice is simply the method involved with acquiring new bits of knowledge into oneself and one's expert practice through experience." Ghaye characterizes Reflective practice as: "This is a method of understanding vocation vulnerability, giving the boldness to work morally on the edge of request and tumult." The term Reflective practice alludes to the positive course of checking one's own homeroom experience to set out proficient learning open doors (Clouder, 2018).

Reflective practice is a method for further developing practice by concentrating on your own training. Different definitions demonstrate that Reflective practice is a sort of decisive reasoning and cautious thought of involvement to further develop proficient educating abilities. What the educator thinks often about is the effect of his/her own conduct on the students. The instructor assumes the part of a show entertainer from one viewpoint and a pundit on the other. Sitting in the crowd, the instructor fundamentally assesses the whole exhibition and proposes an activity plan. Numerous scholars partner Reflective viable learning with experiential learning, yet there are conscious contrasts between experiential learning and Reflective learning. Nonetheless, proficient learning in Reflective practice is basically founded on experience-based proficient information. It is a learning technique used to advance experiential learning and learning by doing. There is no single clarification for the term Reflective practice (Farrell, 2016).

Numerous scholars give it exceptional significance. Reflective reasoning is an orderly, conscious, and self-guided figuring out how to work on one's own conduct." Most scholars accept that Reflective practice is a sort of decisive reasoning that is utilized to recognize the hole among hypothesis and practice, and to further develop A decent

comprehension of expert practice. The idea of Reflective practice has various translations and is typically mistaken for reflection, yet it is neither a forlorn nor an agreeable consideration process. This is a difficult and requesting process in a gathering. It is similarly effective. It is a device for investigating and understanding one's own insight. The undertone of RP has fostered a wide scope of implications, yet it generally goes around the expressions of thought and activity. RP is cognizant thinking, considering the different parts of expert practice. The expression "Reflective practice" is the crystallization of "Reflective reasoning", "reflection" and "Reflective request." Various definitions demonstrate that Reflective practice is a constant pattern of self-evaluation. , In request to comprehend one's own conduct, to consummate practice and to forsake invalid and useless practice (Fathi, & Behzadpour, 2017).

The Theory of Reflective Thinking Developed by Dewey

John Dewey separates human experience into two classes: instructive experience and de-training experience. Reflective learning is a cognizant ion reasoning interaction that investigates instruction and de-training experience. Dewey trusts that the two words "thinking and thinking" frequently show up in our mouths. All that shows up to us is called musings. In any case, experience is unique in relation to thought. It gives a strong establishment to learning. Dewey talked about a portion of the extraordinary characteristics of Reflective scholars, for example, receptiveness, sincerity, and a feeling of obligation (Kloppenber, 2018).

Donald Schon's Reflective Practices

Experts apply proficient information, yet additionally produce information by pondering their expert practice. As a rule, experts realize more than they say and refer to it as "information in real life." Schoen is exceptionally inspired by Dewey's reasoning and logical thinker system. The focal point of his doctoral proposition is "Dewey's Inquiry Theory". During his time at MIT, he became inspired by the expert learning process. Schon has completely concentrated on all strategies for pragmatic epistemology and painstakingly concentrated on the real conduct of various specialists. This is the aftereffect of his engaged perception. He has distributed a progression of powerful books on the interaction and improvement of expert learning. The cautious investigation of the expert learning process empowers him to break down the learning propensities for different experts (Larrivee, 2017).

Types of Reflective Practices

Reflective learning diaries and expert portfolios are significant RPs. Hativa and Goodyear added two additional sorts; key reflection and intellectual reflection. Vital reflection is utilized to sum up information, and intellectual reflection is utilized to acquire intellectual attention to occasions. Research results show that associates and friends consistently like one another and seldom condemn proficient practice, despite the fact that they can furnish each other with important criticism to become more grounded. The consequences of the review show that sound and video accounts are instructors' cherished Reflective practices. Curiously, different scholars have discussed different kinds of Reflective practice (Rolfe, et., al 2018).

Reflection in Action (RIA)

Appearance in real life alludes to thinking and acting "rational" practically speaking. Educators audit astounding, extraordinary, befuddling and unsure

circumstances in class to consider the event of occasions. The term RIA has two implications: (i) think about the particular climate of the homeroom, lab, or staff room, and (ii) think about making a move right away. RIA chiefly includes nearby changes or changes in real life. Schon didn't make reference to the actual subtleties and mental truth of RIA. Dixie (2009) research results show that most RIAs happen when instructors face secrecy. Experienced instructors will do this naturally without intruding on the whole interaction. Nonetheless, junior educators might confront challenges in taking part in RIA. At the point when things don't occur as indicated by their arrangement, they become exceptionally upset (Dixie, 2009). Learner educators might stress over disciplinary issues and feel disappointed while experiencing startling circumstances in class. Contemplate the activity without intruding on the activity to reshape the preparation needed for the activity. Future educators particularly need to ponder their conduct in instructing practice. However, it is hard to think in the instructing system. They might take part in exercises in class to contemplate their conduct (Schon, 2017).

Actions Reflected in Thought (ROA)

Reflective activity alludes to evaluating the work done by instructors to find the inadequacies of different study hall rehearses. It alludes to the recovery of the subtleties of class exercises toward the finish of the class. Instructors think that it is hard to communicate occasions that happen immediately in the homeroom, for example, their association with students, course presentation, course start, and right finish obviously, and schoolwork. It is difficult for instructors to decide the equity of their activities. Forthcoming educators might set up itemized data or account study hall progress to scrutinize their homeroom practice. Ghaye, (2017) said that ROA is a course of particular thinking to audit the subtleties later the episode. Be that as it may, it is indiscreet and undesirable to ponder everything. ROA requirements to deliberately record point by point data about individual or gathering occasions, while RIA is a singular movement. ROA can be directed through Reflective conversations with associates or by recording Reflective journals (Ghaye, 2017).

Reflection for Action

Reflection on Action (RFA) is additionally called forward reflection. Ghaye (2017) named it expectant Reflective practice. RFA plans to further develop execution later on or intentionally think to work on future practices. It tends to be done independently or in gatherings. Educational program research is a genuine illustration of RFA. Instructors will notice potential circumstances and ponder what they can do in the future to further develop their educating. Reflection on activities is one's very own comprehension abilities in performing activities. Contemplating one's abilities and decisions in deciding and executing in a particular circumstance is called activity reflection. Ghaye (2017) clarified that Schon just discussed two sorts; "appearance in real life" and "appearance in real life", however there are numerous different kinds of Reflective practice. Instructors utilize an assortment of Reflective practices to get what occurred in the study hall. As a rule, junior instructors include "reflection for activity" when pondering what moves will be made in the showing system, while experienced educators include "appearance in real life" and "reflection on activity" (Ghaye, 2017).

Theories of Professional Development

Numerous scholars attempt to see how educators learn new informative procedures and embrace proficient qualities, like John Holland's hypothesis of vocation improvement, Pearson's hypothesis of profession direction, Sean's hypothesis of expert

learning through Reflective practice and Benner's hypothesis of expert advancement Professional Development Theory. Numerous different hypotheses, like substance hypothesis, process hypothesis, and content and interaction hypothesis are pertinent to instructor proficient turn of events. A couple of speculations are talked about underneath (Iqbal, & Mahmood, 2018).

Material and Methods

Research Design

For this research quantitative research design was used. The research study was descriptive in nature because the main purpose of this study was to analysis of reflective practices for professional development of prospective teachers. With the use of this quantitative method, the desired data was clearly collected and explored with ease.

Population of the Study

The population of this study was consisted on 1300 prospective teachers who enrolled in third semester in B. Ed secondary and B. Ed Hons programs (fall 2020) at; i) University of Education, ii) Ghazi University, iii) Allama Iqbal Open University, iv) Quaid-e-Azam Academy for Educational Development (male and Female). All the principals and teachers (who are teaching in these institutions) will be the population as teachers educators.

Table 1
Population of Prospective Teachers in District Dera Ghazi Khan

Sr	Institutions of Dera Ghazi Khan District	Prospective Male Teachers	Prospective Female Teachers	Total
	University of Education	75	65	140
	Ghazi University	96	74	170
	AIOU DGK	340	290	630
	QAED DGK Male	155	00	155
	QAED DGK Female	00	205	205
	Total	666	634	1300

In table no 1 total number of 1300 prospective teachers shown in which 666 male and 634 female students were included in the population. According to the above detail, in University of Education 140 prospective teachers in which 75 male and 65 female, in Ghazi University 170 prospective teachers in which 96 male and 74 female, In Allama Iqbal Open University 630 prospective teachers in which 340 male and 290 female, in QAED Male 155 prospective teachers male, and in QAED female, 205 female were studying in different programs i.e. B. Ed secondary, B.Ed Hond and M.A Education programs.

Table 2
Selected sample of Prospective Teachers in District Dera Ghazi Khan

Sr	Institutions of Dera Ghazi Khan District	Prospective Teachers Male	Prospective Teachers Female	Total
	University of Education	37	37	74
	Ghazi University	37	37	74
	AIOU DGK	38	35	73
	QAED DGK Male	38	00	38

QAED DGK Female	00	38	38
Total	150	147	297

In table no 2 total, with the help of research advisory table, total number of 297 prospective teachers shown in which 150 male and 150 female students were included in the population. According to the above detail, from each University of Education, and Ghazi University, total numbers of 74 prospective teachers in which 37 male and 37 female were selected from each category with the help of convince sampling technique. From AIOU DGK 74 prospective teachers in which 38 male and 35 female were also selected, meanwhile from QAED DGK male (38 and QAED female DGK (38) prospective teachers were selected as sample.

Development of Research Tool

In this research a questionnaires was adapted from the extensive reading of literature review. A Questionnaire (five point likert scale) which was consisted of 35 statements was developed for the purpose of data collection from the respondents.

Validation of Research Tool

Research tool was validated through expert opinion and procedure of pilot testing. For the purpose of pilot testing, the questionnaire was administered to 40 (20 male and 20 female) prospective teachers (which were not included in actual sampling), in the light of their responses acquired from the pilot testing the questionnaire was a little modified according to the needs.

Reliability of Research Tool

The responses of the supplementary sample, which consisted of instructors, were tabulated, and a factor analysis was carried out. The internal consistency coefficient was calculated for reliability by utilizing Cronbach's Alpha. The value of Alpha was discovered to be 0.81, which was excellent enough for the purposes of conducting a research study. Statistical tests were carried out in order to examine the instrument's dependability, and the result of the Cronbach's Alpha coefficient for this research instrument was discovered to be 0.81.

Analysis of Data

For the statistical analysis, Statistical Package for Social Sciences (SPSS) version 27.0 was used. Moreover, a survey was conducted to collect the data and researcher personally accessed to the participants. For data analysis, descriptive statistics was applied and to calculate the collected data from the respondents' frequencies, percentages, mean and standard deviation were applied through SPSS to know the reflective practices for professional development of prospective teachers.

Results and Discussion

Descriptive Analysis of Demographic Variables

Table 3
Summary of Gender of Respondents

Prospective Teachers			
Gender	Percentage	N	
Female	47.8%	142	
Male	52.2%	155	

Table 3 displays the gender breakdown as well as the overall number of responses. The information was gathered from 297 prospective teachers (PTs) (142 females and 155 males). By the size of the sample, the male gender predominated among those who answered the survey's questions.

Table 4
Institutions of the Respondents Prospective Teachers

<i>Qualification</i>	<i>Freq.</i>	<i>Percentage</i>
University of Education	74	25.0%
Ghazi University	74	25.0%
Allama Iqbal Open University	73	25.5%
GCET MALE	38	12.8%
GCET MALE	38	12.8%
	N=297	100%

Table 4 shows that 74 prospective teachers (25 percent) were from the University of Education, 74 prospective teachers (25 percent) were from Ghazi University, 76 prospective teachers (25.5 percent) were from AIOU, and 38 (12.8 percent) prospective teachers were from GCET male, meanwhile, and 38 (12.8 percent) prospective teachers were from GCET male were the respondents to this research study.

Descriptive Analysis Reflective Practices Used By The Prospective Teachers

Table 5
Student demonstrates discourteous attitude in class

<i>Statement</i>	<i>Responses</i>	<i>Freq.</i>	<i>%</i>	<i>Mean</i>	<i>S.D</i>
I try to find out the reasons of discourteous	SDA	3	5.6%		
	D	3	23.1%	3.63	1.24
	UD	6	7.2%		
	A	144	35.6%		
	SA	147	28.4%		
	N=	297	100%		

Prospective teachers (PTs) agreed with the assertion that if pupils displayed a discourteous attitude, they thought about how their own attitudes were mirrored in their students, according to Table 5 Only 5.4 percent of respondents were unsure about their answers, whereas 25.9 percent of PTs disagreed with the assertion. The mean score was 3.63 and the standard deviation was 1.25.

Table 6
Discourteous attitude of the students after the class

<i>Statement</i>	<i>Responses</i>	<i>Freq.</i>	<i>%</i>	<i>Mean</i>	<i>S.D</i>
attitude of the students after the class	SDA	3	5.6%		
	D	3	23.1%	3.58	1.27
	UD	6	7.2%		
	A	144	35.6%		
	SA	147	28.4%		
	N=	297	100%		

Table 6 reveals that 71.6 percent of PTs agreed with the assertion that anytime their pupils displayed a discourteous attitude during class, they should be disciplined accordingly. They devised solutions to deal with their pupils' disrespectful demeanor,

(7.2 percent) expressed ambiguity in their comments, and (28.8 percent) expressed disagreement with the assertion. This indicates that the majority of PTs agreed that they were engaged in reflection in action to prepare solutions to address students' discourteous attitude throughout the teaching process, as shown by the mean score of 3.58 and standard deviation of 1.27.

Table 7
Strategies to overcome student's discourteous attitude

<i>Statement</i>	<i>Responses</i>	<i>Freq.</i>	<i>%</i>	<i>Mean</i>	<i>S.D</i>
overcome student's discourteous attitude	SDA	3	5.6%		
	D	3	23.1%	3.73	1.21
	UD	6	7.2%		
	A	144	35.6%		
	SA	147	28.4%		
	N=	297	100%		

As shown in Table 7, 70 percent of PTs agreed with the statement that they pondered on their undesirable behaviors (shyness, shivering, repetition of phrases, and under-confidence) and worked to overcome them throughout the session. 7.2 percent of respondents were unsure about their answers, while 22.1 percent were in disagreement. The mean score was 3.73 and the standard deviation was 1.21. The mean values of 3.73 suggest that the vast majority of PTs agreed that they made an effort to overcome undesirable habits throughout the course of the class.

Table 8
Reflection on actions after class is helpful

<i>Statement</i>	<i>Responses</i>	<i>F</i>	<i>%</i>	<i>Mean</i>	<i>S.D</i>
Audio-video lesson is helpful	SDA	2	6.1		
	DA	4	16.2	.67	1.20
	UD	5	4.5		
	A	144	47.8		
	SA	142	30.6		
	N=	297	100%		

Table 8 reveals that 68.9 percent of PTs said that they reflected on classroom discipline in order to keep the momentum going in the classroom. 8.8 percent of those who responded were unsure about their answers, while 28.3 percent of those who responded disagreed. The mean score was 3.67 and the standard deviation was 1.20.

Table 9
Audio-video taping of lesson is helpful

<i>Statement</i>	<i>Responses</i>	<i>f</i>	<i>%</i>	<i>Mean</i>	<i>S.D</i>
Audio-video lesson is helpful	SDA	4	4.5		
	DA	6	12.6	3.87	1.11
	UD	5	4.5		
	A	143	47.8		
	SA	142	30.6		
	N=	297	10%		

As shown in Table 9, 78.4 percent of physical teachers agreed with the assertion that reflection on action was beneficial in identifying and correcting the faults of the instruction, 4.5 percent were unsure in their replies, and 16.1 percent disagreed with the

statement. The mean score was 3.87 and the standard deviation was 1.24, indicating that the vast majority of PTs pondered on their actions after class in order to analyze the flaws of the lesson.

Table 10
Share class room experiences with colleague trainee teachers

<i>Statement</i>	<i>Responses</i>	<i>f</i>	<i>%</i>	<i>Mean</i>	<i>S.D</i>
share class room experiences with colleague	SDA	4	9.6		
	DA	6	13.9	3.67	1.28
	UD	5	4.0		
	A	146	44.8		
	SA	139	27.8		
	N=	297	100%		

According to the results of Table 10, 72.6 percent of PTs agreed with the assertion. The results showed that if students express a discourteous attitude in class, 72.6 percent of PTs are active in reflection on action after class to determine the causes for the students' discourteous attitude. 4.0 percent of the PTs were unsure about their answers, whereas 23.5 percent of the PTs were in disagreement. The mean score was 3.67, with a standard deviation of 1.28.

Table 11
I reflect over my interaction with colleagues

<i>Statement</i>	<i>Responses</i>	<i>f</i>	<i>%</i>	<i>Mean</i>	<i>S.D</i>
	SDA	3	10.5		
	DA	3	16.6	3.53	1.30
	UD	2	6.4		
	A	148	42.4		
	SA	139	24.1		
	N=	297	100%		

Table 11 reveals that 66.5 percent of PTs agreed with the statement that they had pondered on their relationships with colleagues and attempted to create better relationships with colleagues, according to the data. 6.4 percent of the PTs were unsure about their answers, whereas 27.1 percent of the PTs were in disagreement. The mean score was 3.53 and the standard deviation was 1.30.

Table 12
Reflection on actions is helpful to change the weaknesses

<i>Statement</i>	<i>Responses</i>	<i>f</i>	<i>%</i>	<i>Mean</i>	<i>S.D</i>
Reflection on my own actions	SDA	4	5.0%		
	DA	5	16.5%	3.82	1.21
	UD	4	5.1%		
	A	145	38.4%		
	SA	138	35.0%		
	N=	297	100%		

As shown in Table 12, 73.4 percent of physical teachers acknowledged that they pondered on their conduct after class in order to become aware of their professional faults. 5.1 percent of the PTs were unsure about their answers, whereas 21.5 percent of the PTs were in disagreement. The mean score was 3.82 and the standard deviation was 1.21.

Table 13
Audio Video Recording of lesson is helpful for professional weaknesses

<i>Statement</i>	<i>Responses</i>	<i>f</i>	<i>%</i>	<i>Mean</i>	<i>SD</i>
I feel an intra-conflict during my lesson	SDA	3	4.9%		SD
	DA	2	16.5%	3.72	1.20
	UD	5	5.4%		
	A	151	39.5%		
	SA	135	33.8%		
	N=	297	100%		

As shown in Table 13, 70.9 percent of PTs stated that they have participated in reflection for action in order to develop their pedagogical abilities. 6.4 percent of respondents were unsure about their answers, while 21.7 percent of respondents disagreed with them. The mean score was 3.72, with a standard deviation of 1.20.

Table 14
At the end of lesson, I reflect over the learning outcomes of my lesson.

<i>Statement</i>	<i>Responses</i>	<i>f</i>	<i>%</i>	<i>Mean</i>	<i>S.D</i>
At the end of lesson, I reflect over	SDA	3	8.9%		
	DA	11	28.9%	3.27	1.31
	UD	4	8.4%		
	A	148	33.4%		
	SA	141	20.5%		
	N=	297	100%		

As shown in Table 14, 53.9 percent of PTs believed that they should have thought about the advantages and disadvantages of teaching before implementing the strategy. 8.4 percent of respondents expressed ambiguity in their comments, whereas 37.8 percent of respondents disputed that they did not consider the advantages and disadvantages of a teaching approach before implementing it. The mean score was 3.28, with a standard deviation of 1.31.

Findings

Prospective teachers frequently utilize reflective practices during their teaching practicum, albeit to varying extents. This variation is largely influenced by factors such as prior exposure to reflective practices in their training, the level of support and encouragement from mentors, and the culture of the institution where the practicum takes place. The engagement in reflective practices is crucial as it significantly impacts their professional development, helping them to better understand their teaching approaches, classroom management strategies, and student engagement techniques. Reflective practices enable prospective teachers to critically analyze their teaching methods, fostering a deeper understanding of their pedagogical approaches and the effectiveness of their lesson plans and implementations.

Prospective teachers demonstrate behaviors indicative of their involvement in reflective practices through self-assessment, seeking feedback, and actively engaging in discussions about their teaching experiences. However, a gap often exists between what prospective teachers claim about their use of reflective practices and what they actually do during the practicum. This discrepancy highlights the need for more structured reflective activities within teacher training programs.

The perceptions of prospective teachers towards reflective practices are generally positive, acknowledging the benefits such as enhanced self-awareness, improved teaching skills, and better problem-solving abilities. Nonetheless, they also recognize drawbacks, including the time-consuming nature of reflective practices and the emotional challenges of confronting their own weaknesses.

Factors contributing to the involvement of prospective teachers in reflective practices include the availability of supportive mentors, opportunities for collaborative reflection with peers, and the presence of a culture that values continuous improvement and professional growth within their training institutions.

Reflective practices have a profound effect on the pedagogical skills of prospective teachers, as well as their abilities in lesson planning and implementation. By encouraging a cycle of planning, action, observation, and reflection, prospective teachers are able to refine their teaching strategies, adapt their lesson plans to meet the needs of their students better, and implement more effective teaching methods. This cyclical process not only enhances their immediate teaching experiences but also contributes to their long-term professional development as educators.

Discussions

There are several researches that support this study's conclusions, both domestically and internationally.

1. It has been observed that student teachers' interactions with each other have a major impact on their professional growth. Researchers found that most aspiring teachers used teacher-centered approaches during their practicum days (ii), focused primarily on their own actions, and were worried about their students' class performance. They also found that using reflective practices enabled them to switch to student-centered teaching approaches (iv), and that they were able to see how their methods improved students' academic performance (Anita, 2016). We found a link between prospective instructors' participation and classroom momentum in a research we conducted recently. Most instructor's educators and potential teachers were found to be engaged in reflection in action, reflection on action and feedback from colleagues and pupils. Almost unanimously, those who took part in the survey of future teachers and educators thought that engaging in reflective practices was critical to their professional growth.
2. Bentham, (2018) found that instructors were less inclined to embrace different reflective techniques, and students were not engaged in the selection of group leaders and class group work. Student instructors lose confidence when their pupils don't participate.
3. Reflective practices, according to the findings of Boud, et.al (2017), encouraged university faculty to take on instructional management roles. Most teacher educators who took part in this research believed that reflective practices may help them advance in their careers, coworkers and peers seldom criticize one other's professional practices, but they may provide each other useful comments on how to improve their weaknesses into assets. The findings of this research also show that peers seldom provide comments to aspiring teachers in a professional manner. According to Bolton, (2019), instructors prefer to record their reflections on audio or videotape. According to the quantitative data gathered in this survey,

30 percent of prospective instructors admitted to recording their classes in order to reflect on their classroom practices more often. The findings of qualitative research indicated that just 3% of the classes have a recorded camera accessible to them. In a survey of aspiring instructors, 27% sought to record their classes, and 5% behaved inappropriately during the recording.

4. It was also revealed that the majority of RIA happened in instances when the instructor was completely anonymous. When things don't go as planned, they become agitated and upset. According to the findings of this survey, a majority of prospective instructors reflected on their classroom methods immediately when pupils displayed a disrespectful attitude. Reflective practices may help teachers get a better knowledge of their own practices, as well as their professional talents and limitations. They may also help them enhance their lesson planning and grading skills. Nevertheless, even if instructors recollect every fact, they may leave out those that are relevant to ROA and hence pose incorrect questions. Many aspiring teachers and teacher educators in this research believed that reflective practice was a kind of self-criticism that would help them become better instructors.
5. The research by Branch, and Paranjape, (2018) found that university lecturers were open to receiving comments from their colleagues and attempting to learn from one another. Teachers at the university level were eager to work together and maintain positive working relationships with one another. They aided their pupils in and out of the classroom and tried to maintain strong relationships with them. Teachers at universities also tried to understand and fix their students' difficulties. Teaching approaches were evaluated by students, who were able to offer helpful input. The findings of this survey also showed that most teacher educators made an effort to foster positive relationships with their coworkers and pupils.
6. It helped instructors to understand how to slow down the impact of their own thinking on their practices: I (iii) An understanding of how to react to pupils in mindful ways In their interactions with pupils, what personal values shaped their interactions with them? As well as the reason for their intolerance in certain circumstances (iv). According to the findings of this research, teacher educators believe that reflecting on their own professional failures helps them learn from them. According to Bound, (2017) findings, class size was a big barrier to getting students to provide feedback, few students sat at the rear benches consistently, and instructors couldn't recall the names of all the students in the class. Students' involvement and teacher-student relationships were affected by class size. Professors at most colleges and universities don't pay attention to student criticism. The current study's findings vary from those of suggesting that the two investigations may have been done from distinctly different viewpoints.

Conclusion

The research on the "Analysis of Reflective Practices for Professional Development of Prospective Teachers" concludes that reflective practices are a fundamental component of the teaching practicum, significantly impacting the professional growth and pedagogical development of prospective teachers. The extent to which reflective practices are utilized varies, influenced by factors such as training, mentorship, and institutional culture. Prospective teachers generally recognize the value

of reflective practices, noting improvements in self-awareness, teaching skills, and the ability to address classroom challenges effectively.

Despite the benefits, challenges such as the time required and emotional toll of self-scrutiny are acknowledged. Critical factors encouraging reflective practices include supportive mentoring, opportunities for collaborative reflection, and a culture of continuous professional development. Ultimately, reflective practices enhance pedagogical skills, lesson planning, and implementation, fostering a cycle of continuous improvement and adaptation. This research underscores the need for structured reflective activities within teacher training programs and highlights the importance of cultivating an environment that supports and values reflection as a tool for professional growth.

Recommendations

As a result of the study's results and conclusions, the following suggestions emerged:

1. Teachers' and teacher educators' professional growth is greatly aided by the use of reflective practices, according to research. Before, during and after class, prospective instructors may be given with training that encourages them to reflect on their teaching tactics and classroom practices. When it comes to reflective techniques, this might include training for practicum supervisors and cooperating school teachers.
2. It is possible for aspiring teachers to learn to reflect on their class preparation and delivery abilities via actual use of reflective practices. Professional practices, such as how to build excellent relationships with colleagues and pupils, may be taught to them. Seminars, conferences, and symposiums focusing on the significance, tools, processes, and advantages of reflective practice might accomplish this. Educators and lab school instructors may both benefit from courses on the practical application of many facets of reflective practices at the same time.
3. Developing solid professional relationships with colleagues, senior teachers, and peers is a must for aspiring teachers to learn from their experience and learn from the knowledge of their peers. This might be accomplished by including material regarding the feedback of coworkers. Future teachers might be given the opportunity to sit with their peers and offer feedback in a professional setting. Forms for gathering input from coworkers and peers might be created for this purpose.
4. Since we live in a technologically advanced era, video cameras may be employed as input devices in classrooms everywhere. Teachers-to-be may get camera-use training. Reflective practices cannot be encouraged by just recording a lecture. Teachers-to-be should instead be given the opportunity to sit down and view recorded classes together in order to reflect on their own professional blunders. Teachers-to-be may be asked to videotape them teaching in order to learn from their errors. Teachers-to-be may raise money to buy video cameras. You may also utilize video recordings for peer observation.
5. A handbook containing real-world examples might be given to future teachers to help them develop the ability to critically evaluate their own work. Teaching

6. Practice supervisors and school administrators may help future teachers develop reflective practices by presenting them with self-assessment activities. With the use of the B.Ed curriculum, a practical framework for reflective practices may be created. For trainee teachers to participate in reflective practices, head teachers and practicum supervisors might plan a meeting. Curriculum writers and textbook authors may want to take into account the significance of reflective practices when creating a handbook or guide for aspiring educators. Additionally, students may engage in reflective practice and critical thinking exercises that are both practical and hands-on throughout their time in the class.
7. To make the teaching and learning process more successful, prospective teachers may be given the opportunity to consider the advantages and disadvantages of various teaching methods before they begin their careers (reflection for action). Before implementing a teaching strategy in a classroom, future educators should have the chance to evaluate it critically.
8. Sharing classroom experiences with colleagues and senior school instructors might help future teachers improve their lesson planning and presenting abilities. In order for future teachers to feel comfortable sharing their experiences, it is anticipated that more experienced educators would create a welcoming atmosphere for them. If one teacher asks for input, the other instructors should offer it in an appropriate manner. Teaching practicum supervisors and cooperating school teachers may be taught on how to stimulate, support, and offer feedback to the aspiring teachers throughout their internships. Potential instructors may be given opportunity to reflect on their daily experiences to help them improve their teaching abilities. Teachers' education departments and teacher training institutes may give prospective teachers with video recordings of senior teachers' lectures (DVDs) so that they may learn from their own experiences.
9. School instructors should encourage future colleagues to talk about their classroom experiences with more experienced colleagues. Regular meetings between prospective teachers and senior teachers should be set up by school leaders. A veteran teacher may serve as a mentor to a new teacher by taking on the role of a mentor and providing professional assistance. Using technology, such as laptops and other internet-related gadgets, students may benefit from the experiences of more experienced instructors. Pragmatic sharing of ideas may result in a powerful interchange of ideas.
10. At the conclusion of each semester or academic year, prospective teachers may be asked to keep a journal of their thoughts and feelings. It is possible for educators and future instructors to propose their own educational programs or teaching techniques to be implemented. An institution's culture should include observation and peer observation. It is recommended that teacher educators get input from students on a monthly basis.
11. Prospective Practicum teachers may not be given a tone of work to perform, but they may be given time to reflect on what they've accomplished. Practice supervisors and cooperating school teachers may play a crucial role in making sure that prospective teachers are engaged in both individual and group reflections.

12. Cooperating school teachers should be trained in reflective practices so that they can help the PTs learn about different aspects of reflective practices throughout their practicum.
13. It's possible for prospective teachers to participate in reflective practices by choosing group leaders, and they may be assigned for practicum early enough to prepare activities before the start of the academic year.
14. Micro-teaching laboratories should be established up in university departments of education and teacher-training institutes in order to engage future teachers in critical thinking and practice. Reflective practices may be a vital part of the professional development of prospective teachers during their practicum's, if they have the ability and willingness to do so It is proposed that teaching practicum modifications be implemented in order to appropriately engage future teachers in reflective practices.. A similar setting, including resources and mentor assistance, may be offered to help them master the basics of reflective teaching during practicum.

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