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Impact of Reflective Teaching Practices on Academic Engagement of University Students

GHAZALA SHAHEEN
Research Scholar M.Phil (Edu),
Department of Education, The University of Haripur.
Email: ghazalamir@uoh.edu.pk

MUHAMMAD SAEED KHAN
Associate Professor, Department of Education, The University of Haripur.

SADDAF AYUB
Associate Professor, Department of Education, The University of Haripur.

Abstract

This study aimed to examine the effect of reflective teaching practices on students' academic engagement on university students. The research question of the study wasthere any impact of reflective teaching practices on student's academic engagement?The research study is quantitative, predictive non-experimental in nature and data was collected by survey method. The sample of the study consisted of 66 teachers (33 males and 33 females) and 330 students by using simple random sampling technique. One questionnaire was used to collect the data from teachers and other was used to collect data from students. Both tools made validated and made reliable through pilot testing. The data collected from the respondents were analysed by using SPSS (Statistical Package for Social Sciences) version 16. This study gained the results of the reflective teaching practices of the teachers which affect students' academic engagement. It can be concluded that university teachers received professional training regarding the use of reflective teaching practices that can be affected in terms of bringing improvement in their teaching practices and academic engagement of students.

Key Words: *Effect, Reflective Teaching Practices, Academic Engagement.*

Introduction

Reflection is the conscientious thinking, or trust, that one has after acknowledging a dilemma and plans to act on for a desired result (Schön, 1987). Reflection can beachieved in steps, but it is a cyclical process that requires you to revisit and revise your work. Though reflective thinking is a cyclical mechanism, it has a purpose and is prompted by a desire to learn more about something. Perhaps by effectively integrating reflection into one's practices and within the working environment, one can progress professionally. To have a common language fordiscussing and responding to reflective events.

Rodgers (2002) derived four conditions for reflection that correspond with Dewey's ideas. Reflection is a meaning-making process that helps a learner understand how one encounter corresponds to and connects to other experiences and ideas as they progress from one to the next. It is the thread that allows for the continuation of learning and guarantees the individual's and, ultimately, the group's

success.Lupinski et al. (2012) identified several positive effects of engaging in reflection as part of a teacher's practice. Both results include changes in preparation and teaching as well as a rise in teachers' self-esteem, which correlates with their perception that they can affect student success. Teachers are becoming more interested in gathering and analysing feedback on their students' learning, which improves their ability to get them to think critically.

In the world of teacher education, there are several factors to consider. Reflective teaching experience is one of the crucial methods. It helps teachers and students to improve decision-making, metacognition, and analytical thinking skills (Goodley,2018).

Dewey (2001), a forerunner of reflective practices, described reflection as a "fully ordered method of decision making to solve a given problem, whereas Cruickshank et al. (1995), Jay and Johnson (2002), Pollard (2002), and Posnanski (2002) described reflection as a well-organized method of problem-solving decision-making. Wilson and Jan (1993) acknowledged that reflective thinking is described as "taking systematic and thoughtful action by consistent self-inquiry in which teachers carefully evaluate their classroom experience. In the literature, the origins of reflective practice can be traced back to Dewey (1933) and Schön (1983). Dewey makes a distinction between reflective and repetitive behaviour. A routine activity, according to Dewey (1933), is one that is directed impulsively, historically, and authoritatively. Reflection, on the other hand, is a “active, continuing, and deliberate analysis of any conviction or alleged form of information in light of the premises that justify it as well as the further inference to which it tends” Reflective teaching sees teaching as a dynamic, high-skilled task that, above all, requires teachers to use their discretion when determining how to act. To connect reflection to problem solving, Dewey concludes that it is necessary to seek or investigate the worth of a suggestion before accepting it. As a result, deep thinking that is based on knowledge and experience that is flexible and logical is required.

Students' engagement is characterized as students' psychological investments in, and commitment oriented toward studying, understanding, and mastering information, skills, or crafts that academic work is intended to foster. Engagement reflects the psychological commitment that cognitively engages students in the job they are performing, rather than simply the energy to accomplish the task. One of the most significant predictors of a student's academic success has been found to be their participation. A student who is more enthusiastic about university life would do better academically (Schön, 1983).

There are two components of student participation in the classroom. The first is student interest in studying, and the second is student engagement in the school environment. There are several modes and methods of engagement. For example, they are regularly involved in school events, participate in the classroom, adapted to the school community, and have positive relationships with teachers and peers (Goodley,2018).

Furthermore, male, and female students are one of the reasons that affect student attendance, with female students being more likely and eager to engage in any school events and more involved in the classroom, such as being vigilant in answering questions and more. According to the findings of the report, students from higher-education families are more involved in their engagement in school. The research also discovered that students who choose to seek higher education after high school would be heavily interested in school. These students have made plans for their future. They are also more likely to be seen participating in school-sponsored events than other students who do not want to continue their education after high school. The research also discovered that students who are at ease with their surroundings perform well academic performance (Eryaman& Bruce, 2015).

The research also discovered that students who choose to continue their studies after high school are more likely to participate in school activities. These students have made long-term plans for their lives. In addition, they are more likely to be seen participating in school-sponsored programs than other students who do not want to continue their education after high school. Student engagement, according to the study, is described as the desire to be behaviourally, emotionally, and emotionally involved learners, and their interest in school would increase. is a central construct in motivation studies since it is cognitively active in academic practices (Thijs &Verkuyten, 2009). As a result, engaged students put in more initiative, feel more optimistic feelings, and devote more time in class than their less engaged peers (Fredricks et al., 2004). Furthermore, student participation has been linked to better student results, such as higher grades and less dropouts (Connellet al., 1994).

Students' energy and drive to participate, understand, perform successfully, and reach their full potential at school, as well as the actions that result from this energy and drive, can be conceptualized as motivation and commitment. Students' participation in and enjoyment of school and research was heavily influenced by motivation and commitment. Motivation and engagement are also important factors in their success (Martin, 2001; Martin &Debus, 1998; Martin &Marsh, 2003; Martinet al., 2003; Meece et al., 1990; Pintrich&DeGroot, 1990; Schunk, 1990). Teachers' happiness, trust, and fulfilment in their roles can differ because of their students' encouragement and commitment. However, little is understood about the basic aspects of student motivation and engagement that are most strongly linked to teachers' enjoyment and trust in teaching. Knowing this has clear inspiration for teacher education.

Teacher and classroom conditions account for a large portion of student achievement and attendance. This, they believe, stresses the value of good pedagogy and the importance of understanding the causes that contribute to good pedagogy (Hill & Rowe 1996). Lingard et al. (2001) performed a major observational pedagogy analysis in Australia. Demonstrating that the teacher in the classroom is the key point of action. Teachers who are unhappy or uncomfortable in their teaching jobs.

Engagement reflects the psychological commitment that cognitively engage learners in the job they are performing, rather than simply the energy to accomplish the task. a student A student who is more involved in university life would perform better academically (Newman, 2000).

Statement of the Problem

Reflection in education necessitates analytical reflection on the part of students, as well as logical, realistic, and incremental analysis of the teaching environment. The benefits of the reflective process include teachers' willingness to improve their approach, assessment of the efficacy and objectives of their teaching, learning to apply class experiences and material to change instruction, and assisting teachers. According to research, most teachers teach in the way they were first taught. Student interest is described as his psychological participation and the commitment directed toward studying, understanding, and mastering knowledge, skills, or crafts that academic work is intended to foster. This study aimed to discover that teachers who do research on their educational methods, collaborate, and communicate with their colleagues, and participate in research-based programs can enhance students' achievement.

Research Question

The research question of the study was: is there any impact of reflective teaching practices on student's academic engagement?

Research Hypothesis

The research hypothesis of the study was:There is no impact of reflective teaching practices on student's academic engagement.

Research Methodology

The research study is quantitative, predictive non-experimental in nature and data were collected by survey method. University teacher's reflective teaching practice is an independent variable, whereas students 'academic engagement and academic achievement are dependent variables. A questionnaire was used to find out the reflective teaching practices of the university teachers, other questionnaire was to find out students' academic engagement and data regarding the academic achievement of the concerned students were collected from their departments.

Population

The population of the study comprised of all teaching faculty that included both male and female and furthermore the students of B.S program selected for the current research. There is total 141(108 males, 33 female) teachers and students at the University of Haripur selected for the research.

Sample

The sample of the study consisted of 66 teachers (33 males and 33 females) and 330 students. There were only 33 female teachers so proportionate sampling technique was used for selection of 33 male teachers. Against each teacher, five students were selected using criteria one high, three average and one low academic achiever. Total 330 students were selected through this technique.

Research Tools

Two questionnaires were used for the collection of the data. One questionnaire was used to collect the data from teachers and other was used to collect data from students. Both questionnaires were developed on a 4-point Likert scale, having options of Strongly Agree, Agree, Disagree, and Strongly Disagree. The teachers' questionnaire consists of 28 statements that were asked to measure reflected teaching practices (Appendix-I). In addition, the students' questionnaire having 22 statements were used to measure engagement (Appendix-II). The demographic information was also obtained both from teachers and students. The CGPA of the sampled students determined the academic achievement that was asked in personal profile of each student.

Validity of Instruments

The validity of two questionnaires checked from the panel of experts from the department of Education, The University of Haripur. The expert committee highlighted the errors from the questionnaires and gave valuable suggestions that were incorporated accordingly.

Reliability of Instruments

The reliability of two questionnaires checked through pilot testing. The pilot testing allowed the researcher to make the tools reliable before administering on the actual sample of the study to produce

better results. The questionnaires piloted on non-sample of the study among 20 teachers and 40 students. Afterwards, the data analysed using SPSS. The Cronbach Alpha Reliability Coefficient (r) used to check the reliability of tools. The reliability of teachers' questionnaire and students' questionnaire were 0.845 and 0.799 respectively.

Data Collection

Both questionnaires were used to collect the data from the respondents. The researcher visited different departments of the university to collect the data. The departmental approval was obtained before administering the tools. The data were collected from different departments of the university and then entered in Excel for further process.Ethical consideration will be adapted during data collection, storage and ownership of data.

Data Analysis

The data were analysed by using SPSS (Statistical Package for Social Sciences) version 16by applying percentage, mean, standard deviation to describe the data whereas regression was used to find impact of independent variable (use of reflective teaching practices) on dependent variables (student's academic engagement and student's academic achievement) for the analysis of data. The frequency distribution analysis was used to measure the perception of both teachers and students' perceptions. The frequency illustrated the perceptions.The Linear regression analysis was used to measure the impact of independent variable to the dependent variable of the study.

Table 1: Model Summary of Regression Analysis of strength of relationship between model and dependent variable

Model	R	RSquare	AdjustedRSquare	Std Errorof the Estimate
1	0.565[a]	0.320	0.309	5.70337

a. Predictors:(Constant), RTP

In the model summary table, the factor reflective teaching practices that influence the dependent variable indicated as predictors, which was students' academic engagement. The reflective teaching practices as predictors evaluated between model and dependent variable students' academic engagement. The R equation was 0.565(56.5%) value indicated strong relationship between observed model and predicted values of dependent variable. Therefore, this model summary of regression was successful in explaining approximately 32% variance with adjusted R^2 = 30.9% of independent variables.

Table 2: Reflective teaching practices Summary (Regression Model)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	978.119	1	978.119	30.070	.000[b]
	Residual	2081.820	64	32.528		
	Total	3059.939	65			

a. Dependent Variable: Students' Academic Engagement
b. Predictors: (Constant), Reflective Teaching Practices

The independent variable of ANOVA table reflective teaching practices was regressed on (978.119) the dependent variable; Students' Academic Engagement (SAE) using Linear Regression Model for the acceptability of the model from statistical perspective. An F (30.070) test was used to determine the significant of the overall model. The table presented the analysis of variance summary table. The F for this

model based on dependent variable Students' Academic Engagement of the students was calculated and to be found statistically significant as showed by p value (0.000) which is less than significant level (0.05) (p = 0.000 < (0.05).

Table 3: Coefficient Linear Regression Results of reflective teaching practices on student academic engagement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std Error	Beta		
1	(Constant)	-4.233	13.318		-0.318	0.752
	RTP	1.068	0.195	0.565	5.484	0.000

a. Dependent Variable: Academic Achievement of the BS University Students

The linear regressions reported in table 4.57, the predictors Reflective Teaching Practices as independent variables found to be significant. According to standardized estimates (beta weight), one unit increased of Reflective teaching practices (β = 0.565) which made positive impact on dependent variable academic engagement of university students, as indicated by t-value (5.484) with the p-value (0.000) which is less than significant level (0.05) (p = 0.000 < (0.05) and found statistically significant.

Conclusion

The present study explored reflective teaching practices used by the teachers in university. The study found that reflective teachers use different strategies during lectures to improve students' engagement. The current research found consistent with research conducted by Mathew et al. (2017) and Goodley (2018) found the same results about teacher's usage of RTP during teaching and learning process.

The students' academic engagement was also measured in this research. The RTP has positively affected students' academic engagement. The more they were found in engaged in academic tasks, the better results they have produced throughout the whole semester. Hayam-Jonas (2016) and Akbari et al. (2008) reported the same results in their studies. They found that RTP has positively impacted on students' academic achievement. In addition, the students' engagement was also reflected the same results due to the teaching strategies that RTP used by the teachers that engaged the students in academic tasks.

It is concluded that reflective teaching practice has positive impact on students' engagement in different tasks. The reflective practices involved the students to do multiple tasks such as homework, different assignments, and quizzes. These activities engaged the students and in results improve their academic engagement.

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