

## **REFLECTION ON ACTIONS A PANACEA FOR PROFESSIONAL DEVELOPMENT OF STUDENT TEACHERS**

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### **Abstract**

Professional development refers a systematic process to improve the capabilities of teachers by providing them access to connoisseur education and training opportunities within and outside the schools for advancement of their skills and professional knowledge. Teaching and reflection always goes together. Teachers usually reflect over their professional practices, relationships with colleagues and students, to maintain classroom discipline and to overcome shyness, shivering, repetition of words during teaching learning process. This paper aims to study the role of reflection-on-action on the professional development of student teachers during practicum. Findings of the paper based on quantitative and qualitative data collected from 800 student teachers through questionnaire and observation. Descriptive analysis of the data was made to see the tendencies of the responses and then variables were computed to test the hypotheses. Majority of student teachers reflect on their actions after class, but they not know that they are

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involved in reflection on action. Linear regression model summary revealed that involvement of student teachers in reflection on actions significantly contributed towards the professional development of student teachers. The  $R^2$  value=.567 indicated that 'ROA' explain nearly 57% of the variation in the dependent variable 'understanding of professional mistakes'. In other words reflection of prospective teachers over students discourteous attitude, shortcomings of lesson, effectiveness of teaching, learning outcomes and reflection over weakness of teaching method increased 57% chances to understand and rectify professional mistakes. The results revealed that majority of student teacher seen involvement in reflection on action as positive and substantial for their own professional development.

**Key words: Reflective Practices; Reflection-on-Action; Professional Development, Teaching Practicum, Student Teachers.**

### **Introduction**

Reflection on action refers to consciously looking at our own practices or experiences or paying attention towards our own practices, actions, feelings and responses which we might not otherwise have given much thought to. (Boud et al, 1994; Atkins and Murphy, 1994). Donald Schon (1987) is originator of the term 'reflection on action'. Schon has used a variety of terms to clarify the concept e.g 'reflection in action', 'reflection on action' 'thinking on feet', 'single loop learning' and 'double loop learning'. All terms stands for active self evaluation of professionals to become aware about their own beliefs, thoughts and actions or involvement of professionals in critical thinking to explore their own experiences to become aware of; who they are? what they do? how they think and how they act as a professional? (Schon, 1987). Briefly what is and what might be in their practices? The notions of 'reflection in action' & reflection on action are central to Schon's theory of reflective practices. The former refers as thinking on feet or 'describing own practices during action'. While subsequent term refers looking back at experiences to explore the theories working behind the practice to build a new understanding of the action. Reflective practice has become a widely used term in the field of teacher education. Therefore, involvement of teachers in RPs has become an inevitable competency to be developed among student teachers (Greenwood, 1998; Bulman & Schutz 2004; Pedro, 2005).

Since 1987 many researchers have attempted to study the connotation of reflective practices. Results of various studies revealed that reflective practices helped out teachers to identify and rectify professional mistakes and facilitated them to construct new professional knowledge (Pedro, 2005; Greenwood, 1998; Bulman & Schutz 2004). Involvement in reflective practices helped out teachers to become successful decision makers (Zeichner, 2004; Ghye, 2008; Roadman, 2010; Anita, 2011). Habit of RPs made teachers to take responsibility of their own actions (Osterman & Kottkamp, 2004; McGregor & Cartwright, 2011). Reflective teachers managed to fulfill learner's needs in a better way as compared to non-reflective teachers (Rodgers, 2002; Larrivee & Cooper, 2006, Zengaro & Nejad 2007). Reflective teachers were aware about towards their own thoughts and actions (Egrinle, 2006). RPs helped out teachers to investigate the effectiveness of their own teaching practices (Myers, 2009). Involvement of teachers in RPs should be mandatory to let them to reflect on their own practices (NACTE, 2008). To a varying degree, student teachers were agreed that RPs helped them out to change their teaching from descriptive to interpretive level. Teachers habit of RPs work as a catalyst for the professional development of student teachers (Myer, 2009).

Reflection on Action required conscious excessive thinking to recall all necessary elements of a teaching activity, but usually teachers shoulder co-curricular activities along with teaching activities. They may forget some details which are considered fairly necessary element to involve in ROA. In case teachers successfully recall all the details of the activity, they may move up erroneous questions. Teacher's superfluous attention to past activities may lead them towards lunacy (Ghaye, 2011). Researcher developed interest and come to know that instead of growing body of research literature on philosophy and effects of reflective practices being carried out in the field of medicine and education, but only few researcher were available on RPs of student teachers. Thus researcher intended to explore the phenomena in context of teaching practicum. This study aimed to explore the involvement of student teachers in reflection on action for sake of their own professional development. In this study Reflection on Action (ROA) refers active evaluation of own thoughts, actions and practices by student teachers while executing teaching activities during practicum.

### **Statement of the problem**

Government of Pakistan has made serious efforts to produce professionally competent teachers, having inspiring pedagogical skills and ability to linkup their practices with various teaching theories. During 2006 Higher Education Commission, Pakistan revised the curriculum for Bachelor in Education programme and included contents about reflective practices and critical thinking. But success in realizing these transitions is highly dependent upon ability of student teachers ability to reflect on their teaching practices. The exclusive purpose of this study was to study that to what extend student teachers involve in reflection in action during practicum to identify their professional mistakes.

### **Objectives**

Objectives of the study include:

1. To investigate the practices of student teachers to involve in reflection on action during teaching practicum.
2. To find out the significance of reflection on action to identify and rectify professional mistakes during practicum.
3. To study what student teachers say about reflection on action and what they practically do during practicum.
- 4.

### **Research questions**

This study was guided by following research questions:

1. To what extent student teachers reflect on their actions during practicum?
2. To what extent reflection on action contributes to identify and rectify professional mistakes during practicum?
3. To what extent difference exist what student teachers say about reflection on action and what they actually do during practicum?

### **Hypothesis**

Study was carried out to testify the following null hypothesis:

**H<sub>0</sub>:** Reflection on action is a not a significant predictor of student teacher's professional development during teaching practicum.

### **Methodology**

The study based on mixed method descriptive survey approach. Data were collected through convergent parallel design. Quantitative & qualitative data were collected concurrently and merged to understand the phenomena. The rationale to use this design was to balance the weaknesses of quantitative data by collecting qualitative evidences. If quantitative data does not provide detailed information of the phenomena then researcher can made profound observations of a few respondents. Therefore, the convergent parallel design was followed. According to Cresswell (2011) description of quantitative and qualitative results path side by side is the most prevalent method in Mixed Method Research. Quantitative data were collected through a questionnaire, whereas qualitative data were collected through observation and interview in person. At first stage questionnaire was administrated to collect quantitative data. At second phase respondents were observed during practicum. At third phase researcher interviewed the respondents to testify the evidences. Prior permission was obtained from the heads of the departments to conduct study and consent of the respondents was taken to ensure the anonymity. Quantitative data obtained through questionnaire was analyzed through SPSS version 16. Frequencies, Mean and Standard Deviation were calculated to understand the trends of the response and liner regression was applied to test the hypothesis. Data collected through observation was analyzed by identifying identical response. Percentages of similar response were calculated. Qualitative data collected through interview was analyzed through content analysis approach, themes and sub-themes were identified to analyze the data.

### **Population & Sample**

Population of the study comprised of 910 male and female student teachers enrolled in B.Ed programme in selected teacher training institutions of Islamabad and Rawalpindi during 2013. All the student teachers were selected as sample. Majority (78%) of student teachers were graduates and belonging to 20 to 25 years old age group.

## **Literature Review**

Donald Schon an American philosopher and professor of Urban Studies at Massachusetts Institute of Technology concocted the notion of reflective practices during 1983 (Schon 1983). Schon conceived different terminologies to elucidate the concept i.e ‘reflection in action’, ‘reflection on action’, ‘single loop learning’ and ‘double loop learning’ (Schon, 1987). The notion of RPs gives greater coherence with abstract conceptualization or gives resolute presentation of experiential learning (Finger and Asun 2000). The process of RPs accords teachers to reshape their teaching practices by searching out realistic solutions of their professional problems. In contrast to learning through trial & error, learning through RPs is regarded as conscious attempt of teachers to make their teaching practices more purposeful. Reflection on Action is clinical analysis of various aspects of an action. Schon used the term ‘swampy lowlands’ to portray professional uncertainties and presented a three tire continuous model of reflection to cope with professional uncertainty.

## **Reflection on Action Potential Benefits and Drawbacks**

Reflection on Action refers looking back at the event or over practice to discover the professional deficiencies of a practice (Schon, 1987). In the context of teacher education ROA refers recapturing the details of class room actions by teachers at the end of class. Sometimes teachers find it difficult to spontaneously articulate the incident happened in the classroom. Sometimes they reflect over their interaction with students, lesson presentation, start of the lesson, end of the class and homework they assigned to their students after class. ROA refers a process of selective thinking of teachers to look back at the details after the event (Ghaye, 2011). ROA required conscious documentation of the details about the event which may take place through reflective discussions with colleagues or by keeping reflective diaries. Schon’s concept of Reflection in Action or Knowing in Action and Knowing after action or Reflection on Action is slightly complex. Reflection in action stands for reflecting on an action in the midst of action, while, reflection on action refers looking back at the situation or looking at the dichotomies of technical rationality of the event (Newman, 2006). It is not easier for student teachers to decide about the righteousness of the action during action, usually they recall their action after class to understand the rationality of their own actions. Student teachers may write down the details of the class proceedings to question their own classroom practices after the class.

ROA is conscious reply of the teachers to a specific practice or event to identify the strengths and weaknesses. Prospective benefits of ROA include: (i) deeper understanding of a certain teaching practices (ii) better awareness of professional disabilities (iii) enhanced knowledge about professional abilities (iv) better understanding of lesson planning & grading skills (Ghaye, 2011). Teachers may forget several details of the event to reflect on their own actions, in case they successfully recall all the details they may raise invalid questions (Ghaye, 2011). Objective evaluation and interpretation of own actions remained as a hurdle to involve in reflection in action. Teachers may compare the results of self-evaluation with the results presented by concerned evaluation agencies. Audio or video recording of the event is more effective to reflect over own actions. Objective evaluation of the event will be more fruitful when emotional influence of the event is over but it is also un-healthy to reflect on every practice (Ghaye, 2011). Reflection on action requires honesty, strong vision, judgment ability, ability to grasp and interpret changing situations. Teachers may feel reluctant to involve in reflection due to other tasks, they may required help and encouragement from senior teachers to reflect on actions.

Benefits of Reflection on actions may include: improvement in confidence and competence, learning new professional knowledge, learning new skills from others, becoming aware about own strengths and weaknesses and setting professional goals. Likewise, drawback of reflection on action include: teachers may become more introspective; teachers may have in-sufficient knowledge and experience to involve in reflection on action. Habit of reflection on actions is challenging and required philosophical attitude (Bleakley, 1999). Different authors emphasize on different dimensions of reflective practices and its applications in distinctly different ways (Newman, 1999; Zeichner, 1994). The major challenge rests with the theory of reflective practices is its elusiveness to multiple interpretations and lack of conceptual clarity. Prospective teachers acknowledged that habit of reflective practices enable them to realize that they are responsible for the learning of many students, therefore, they must be professionally well organized (Roadman, 2010). An active evaluation of one's own class room experiences may create opportunities for professional learning for student teachers (Larrivee, 2010). Reflection on action is an effective way for teachers to better understand that how they are applying their professional knowledge in the classrooms. Therefore, reflection on action should be a core part

of teacher education curriculum (Loughran, 2002). It can argued that RPs make easy for teachers to assess their current practices and identify areas for professional improvements to become to become effective teachers. Lack of commitment seems to be a major hurdle to involve in reflection on action.

The theoretical and practical confusion surrounds the concept of reflective practices and lack conceptual clarity but surprisingly its discourse has become an essential feature of professional standards that are set for teachers (Canning, 2008). Application of RPs in teaching is open to criticism (Beverley and Worsley, 2007). A professionals' reflection over event may not be very rapid, it depends upon the nature of action, situation and time zone in which action was taken. The action may stretch over minutes, hours, days, weeks or even over months, depending upon the speed of activity and the situational boundaries of the practice (Schon, 1983). Dewey (1933) and Schon (1987) have delineated that reflective practice is a lonely process, while Zeichner & Liston, 1996; Heather & Amy, 2012; Osterman & Kotkamp, 2004 and Ghye, 2011 have debated that professional reflection is a social process. Individual reflective practices include: reflection in action, reflection on action, reflection through professional portfolios, logbooks. Whereas, group reflective practices include: reflection through peers observation, colleague's feedback, student's feedback, reflective group discussions, group reflective dialogues, reflective seminars and mentoring. The group and individual dimensions of the concept has raised some theoretical issues. It seems that crammed attention has not been paid to the collective dimension of RPs in theoretical and research literature (Zeichner & Liston, 1996; Collin & Karsenti 2011). Usually tteachers accomplish scheduled tasks in a monotonous way and don't consider necessary to reflect on their routine actions until they feel that they are stroked by a new professional challenge. Schon failed to clarify the steps involved in the process of reflection in action. To a large extent reflection in & on action is a conscious process and it cannot be verbalized (Moon, 1999). Usually teachers take decisions in tremendously short time, so the scope for reflection in action & on action is extremely limited (Eraut 1994; Usher et al 1997).

### **Statistical Results**

Scattered plot was drawn to see the tendencies of the responses to apply regression. Item wise analysis of questionnaire item is reflected in Table:1 below:



**Table 1: Item wise Descriptive Analyses of Questionnaire Items**

Sr.	Items	Strongly Disagree Freq & %	Disagree, Freq & %	Neutral, Freq & %	Agree, Freq & %	Strongly agree, Freq & %	Mean, Standard Deviation	Total Number & Percent
1	I think reflection on actions after class is helpful to review the shortcoming of lesson	36	101	36	382	245	3.87	800
		4.55 %	12.6%	4.5%	47.8 %	30.6%	1.11	100
2	I reflect over students discourteous attitude after class to find out reasons	77	111	32	358	222	3.67	800
		9.6%	13.9%	4.0%	44.8 %	27.8%	1.28	100
3	I reflect over my relations with colleagues	84	133	51	339	193	3.53	800
		10.5 %	16.6%	6.4%	42.4 %	24.1%	1.30	100
4	I reflect over my class room practices after class to know my professional weakness	40	132	41	307	280	3.82	800
		5.0%	16.5%	5.1%	38.4 %	35.0%	1.21	100
5	I reflect over effectiveness of my teaching after class	75	125	36	331	233	3.65	800
		9.4%	15.6%	4.5%	41.4 %	29.1%	1.30	100
6	I reflect over learning outcomes of lesson	35	95	35	371	264	3.91	800
		4.4%	11.9%	4.4%	46.4 %	33.0%	1.11	100

	after the class				%			
7	I reflect over my relationship with my students	42	132	55	342	229	1.19	800
		5.2%	16.5%	6.9%	42.8%	28.6%	3.73	100
8	I think reflection on classroom practices after class contributes to solve professional problems	57	174	64	319	186	1.25	800
		7.1%	21.8%	8.0%	39.9%	23.2%	3.50	100
9	I reflect over the strengths and weakness of teaching method after teaching my class	81	240	59	269	151	3.21	800
		10.1%	30.0%	7.4%	33.6%	18.9%	1.32	100
10	I think after class that I am teaching to fulfill community needs	99	243	65	255	138	3.11	800
		12.4%	30.4%	8.1%	31.9%	17.2%	1.34	100
11	I reflect after class that I have encouraged positive behaviours of my students during the class	39	132	43	316	270	3.81	800
		4.9%	16.5%	5.4%	39.5%	33.8%	1.21	100

**Table: 2 Model summary ROA and understanding of professional mistakes**

<i>Model</i>	<i>R</i>	<i>R<sup>2</sup></i>	<i>Adjusted R<sup>2</sup></i>	<i>Std. Error of the Estimate</i>	<i>F</i>	<i>DW</i>
1	.753a	.567	.566	.65374	1043.932	1.616

a. Predictors: (Constant): ROA  
b. Dependent Variable: PD

Table 2 reflects the summary of ROA and understanding of professional mistakes by STs. The value of  $R^2=.567$  indicated that 'ROA' by STs after class can explain nearly 57% of the variation in the dependent variable 'understanding of professional mistakes'. Simply, if STs involve in reflection on action over students discourteous attitude, inadequacies of lesson, efficiency of adopted teaching method and student learning outcomes after class can increase 57% chances for STs to understand their own professional mistakes committed during the teaching process. The Durbin Watson statistic 1.61 (normal range 1.5-2.5) showed absence of auto correlation of data. Table 3 below reflects the summary of ANOVA values:

**Table 3: ANOVA Summary ROA to understand Professional Mistakes**

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1 Regression	446.152	1	446.152		
Residual	341.047	798	.427		
Total	787.199	799		1043.932	.000a

a. Predictors: (Constant): ROA  
b. Dependent Variable: PD

Table 3 shows the summary of ANOVA, F value=1043.93 > 3.85 which was highly significant indicated that ROA significantly contributed towards professional development of STs. Therefore  $H_0$ : Reflection on action is a not a significant predictor of student teacher's professional development during teaching practicum was rejected.

**Table 4: Summary of Coefficients ROA to understand Professional Mistakes**

Model	Unstandardized Coefficients		Standardized Coefficients			Correlations		
	B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1 (Constant)	.342	.105		3.243	.001			
ROA	.919	.028	.753	32.310	.000	.753	.753	.753

a. Dependent Variable: ROA\_PD

Table 4 reflects the coefficients summary of ROA and PD. Value of  $\beta = .919$  having a t value  $32.31 > 3.85$  which was highly significant shows that the independent variable (ROA) included in the regression model significantly contributes to understand professional mistakes through ROA.

**Table 5: Qualitative evidence of Involvement of STs in Reflection on Action**

Major Themes	Sub-Theme	Indicators Observed	Percentages
Reflection on Action	Reflection over suitability of teaching methods adopted	Majority of STs did not reflect over the suitability of teaching method adopted to teach contents. They not discussed suitability of adopted teaching method with peers or cooperating school teacher after class.	51% (N=41)
	-Reflection over students' discourteous	When students adopted discourteous attitude during class, only 11% STs discussed about such types of attitude with	11% (N=9)

attitude	colleagues after the class; wrote to the head teacher; wrote on student's dairy to bring his/her parents to school tomorrow. Announced in the class that he/she will discuss about discourteous attitude with student's parents in PTM. Make known to the students that he/she will report such type of behavior to student's parents over telephone.	
Reflection to identify professional weaknesses	Only 16% showed lesson plan to the cooperating school teacher and inquired about the weaknesses of lesson plan after class. Shared class room experience with peers after class. Requested to peers to pass on comments that the material shared with students in the class was interesting and easy to understand. asked from peers after the class that which types of mistakes he/she committed during the delivery of lesson.	16% (N=14)
Reflection over effectiveness of teaching	Only 22% STs discussed with peers to seek their feedback on the models, charts, and diagrams used during the class to clarify the concepts of students. STs, provided feedback to their students. Provided guidelines to students to complete homework or arranged a small quiz at the end of class.	22% (N=18)

Table 5 reflects observation results. Majority of STs was not involved in reflection on action after class to reflect over the suitability of teaching method which was adopted for delivery of

contents. Majority of STs did not bothered to take feedback from peers or cooperating school teachers about teaching method they used to deliver contents. Interestingly, whenever, students adopted discourteous attitude during the class, student teachers reflected over such type of attitude after class.. STs threatened to their students that they will write on their school diaries to bring parents to school or they will take this matter with head teacher or announced in the class that they will discuss about discourteous attitude parent teacher meeting. Only 16% STs discussed with peers or cooperating school teacher about the weaknesses of their lesson, shared class room experience with peers or requested to peers to pass on comments about the material they shared with students during teaching. 22% STs invited peer's feedback about the models, charts, and diagrams which were used by them to clarify student's concepts. It can be established here that student's discourteous attitude force STs to reflect over their actions.

### **Findings**

1. Majority of Student Teachers (STs) replied that they mostly used lecture method along with demonstration method, group discussions and assignments during practicum. Seventy eight percent STs agreed that they involved in ROA to reflect over their class room practices to review the shortcomings of the delivery of lesson and to identify their professional mistakes. But no systematic way of reflection was there.
2. Seventy three percent STs reflected over discourteous attitude of their students after class and attempted to find out the reasons of students' discourteous attitude. Similarly, majority of STs (66.5%) were concerned with their relationship with peers and colleagues and desirous to develop better relationship with colleagues. More then, 73% STs replied that they attempted to reflect over their own professional mistakes committed during class, lesson outcomes and reflect over the effectiveness of teaching after class.
3. Seventy nine percent STs replied that they reflect over the nature of their relationship with students to develop good relationship with their students during practicum. Almost 63% STs were agreed that reflection on actions contributes towards their professional development.

4. Results obtained through quantitative data shows that majority (more than 65%) reflect over their actions to review the shortcomings of lesson, to identify the reasons of student's discourteous attitude, to develop good relationship with their students & colleagues. But results obtained through observation revealed that overall 51% did not reflect over the suitability of teaching method. Only 7% STs attempted to find out the reasons of students discourteous attitude, 16% STs indicated behaviour that they were concerned to know their professional weaknesses after class. And 21% STs reflected over the effectiveness of teaching after class.

5. Interestingly, majority of STs (52%) never reflect over the relationship of teaching with community needs. They not reflect over their practices to see that they are teaching to fulfill community needs. It can established that majority of STs were not concerned with the benefits of their teaching to surrounding community.

6. Table 2 reflects that understanding professional mistakes through reflection on action significantly contributes towards the professional development of student teachers. The value of  $R^2=567$  shows that 'ROA' can explain nearly 57% of the variation professional development of Student Teachers. In simple words, if STs reflect over the reasons of students' discourteous attitude, shortcomings of lesson, suitability of adopted teaching method and student learning outcomes after class. This practice can increase 57% chances that they will professionally grow and they can understand their own professional mistakes committed during the teaching process. Similarly, they can develop better relationship with their students and colleagues.

### **Conclusions:**

1. Student Teachers (STs) mostly used lecture method along with demonstration method, group discussions and assignments and rarely use innovative teaching methods during practicum. Majority of STs reflect over their class room practices to review shortcomings of the delivery of lesson and to professional mistakes, but they not know that they are involved in reflective practices. Consequently STs failed to adopt a systematic way of reflection to reflect over their practices. .

2. Students' discourteous attitude forced student teachers to reflect over their classroom practices to find out the reasons. Student teachers have a serious concern to establish and maintain good relation with peers and colleagues. Majority of STs have a serious concern with their professional mistakes and attempted to reflect over their own mistakes committed during teaching learning process.

3. Majority of STs (65%) says that that they reflect over their actions to review the shortcomings of lesson, to identify the reasons of student's discourteous attitude, to develop good relationship with their students & colleagues, but overall 51% did not reflect over the suitability of teaching method. Only 7% STs attempted to find out the reasons of students discourteous attitude, 16% STs indicated behaviour that they were concerned to know their professional weaknesses after class. And 21% STs reflected over the effectiveness of teaching after class.

4. Interestingly, majority of STs (52%) never reflect over the relationship of teaching with community needs. They not reflect over their practices to see that they are teaching to fulfill community needs. It can established that majority of STs were not concerned with the benefits of their teaching to surrounding community.

5. Reflection on action can significantly contribute towards the professional development of student teachers. RoA by STs can increase 57% chances for the professional development. Simply, involvement of STs in ROA to identify the reasons of students' discourteous attitude, reflection over shortcomings of delivery of lesson, reflection over suitability of adopted teaching method and reflection over student learning outcomes after class significantly contribute towards professional development of student teachers.

## **Discussion**

Results of the study Egrinle, 2006 revealed that student teachers regarded reflection in action as fundamental quality to get self-awareness which was developed through the reflective practicum course. Habit of reflection facilitated student teachers to understand their own actions through videotaping of lessons, microteaching assignments, reflective journals, by taking students



feedback and through peer feedback (Egrinle, 2006). Reflection in action leads student teachers towards identification and rectification of their own professional mistakes, they examined their own belief's structure about teaching profession and they were able to evaluate their students in a better way through diagnosis evaluation. Student teachers were able to determine motivation policies for their classroom and were able to deal with disruptive situations (Spller , 2011). Reflection led teachers to adopt patterned responses in any given classroom situations (Peters, 1991). Similarly results of this study revealed that student teachers can identify and rectify professional mistakes committed during class. Results of the study by Eisner, 2002 revealed that process of reflection help out teachers to receive informed criticism concerning their work from their colleagues. The advancement of artistry in teaching is more likely to be realized not by searching a formula for effective teaching, but by finding out what teacher is doing and by imagining how it might be made even better (Eisner, 2002). Reflective teachers found the rationale of their teaching practices by developing a deeper understanding about their own teaching style through reflection (Ferraro, 2000 : Amoh, 2011). Similarly, the results of this study revealed that majority of student teachers agreed that reflection in action facilitate them to develop better relationship with students and colleagues. Results of this study also showed that there is a significant relationship between involvement of student teachers in reflection on action and their professional development.

Study by Pouget & Osborne, 2004 shows that reflective practices raised the student's self-confidence in learning that takes place outside the university (Pouget & Osborne, 2004). Similarly, results of study in hand shows that reflection on action empowered student teachers to assess their own learning. Reflective practices activities provided raw material to the professionals to attain higher level skill necessarily required to perform professional role (Breidensjo and Huzzard, 2006). Reflective teachers can find out the rationale of their teaching practices by developing a deeper understanding about their own teaching style. Ability to question and understand of own actions results in professional growth of teachers (Ferraro, 2000: Amoh, 2011). Similarly the results of this study revealed that there is a significant relationship between involvement of teachers in reflection in action and management of class.

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