

**AN EXPLORATION OF THE USE OF REFLECTIVE TEACHING
APPROACHES IN CIVIC EDUCATION LESSONS IN SELECTED
SECONDARY SCHOOLS IN LUSAKA DISTRICT, ZAMBIA**

By

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A dissertation submitted to the University of Zambia in partial fulfilment of the requirements of the degree of Master of Education in Civic Education.

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DECLARATION

I, Pamela Shimanza, declare that this dissertation represents my own work and that it has not previously been submitted by any other person for a degree at the University of Zambia or any other University and it does not incorporate any published work or material from another dissertation without being acknowledged.

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Date.....

APPROVAL

This dissertation of **Pamela Shimanza** has been approved as partial fulfilment of the requirements for the award of the degree of Master of Education in Civic Education of the University of Zambia.

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ABSTRACT

The teaching and learning of Civic Education helps learners recognize the profound role that the subject plays in society. Numerous studies have been done on factors that influence learning in various subjects, but there seemed to be no study which examined the use of reflective teaching approaches in Civic Education lessons in secondary schools in Zambia. This study sought to investigate the use of reflective teaching approaches in Civic Education lessons in selected secondary schools in Lusaka District.

The objectives of the study were to: Identify Reflective Teaching approaches used by teachers in Civic Education lessons, establish benefits of using the Reflective Teaching approaches in Civic Education lessons, identify challenges associated with the use of Reflective Teaching approaches in Civic Education lessons, and determine measures that can be put in place to curb the challenges arising from the use of Reflective Teaching approaches in Civic Education lessons. The study was guided by a qualitative approach and the research strategy used was a descriptive design. Data was collected using a reflective questionnaire and lesson observation checklist. Purposive sampling was used to identify the participants in the study. The participants included 6 deputy head teachers, 6 Civic Education heads of section, 6 social sciences heads of department and 18 Civic Education teachers. The total number of the participants in the study amounted to 36.

The findings of this study established that: continuous professional development (CPD), peer observation, role play, action research, demonstration, home-work and class exercises were some of the forms of reflective teaching used in Civic Education lessons. The findings further revealed that time allocation, large numbers in classes, lack of participation from learners were inhibiting reflective teaching in Civic Education lessons. It was also discovered that reflective teaching trigger critical thinking in the learners and it makes teachers to be aware of the learning needs of their students. Based on the findings outlined above, this study concludes that the teaching and learning of Civic Education can only improve if teachers are to pay attention to reflective teaching approaches. If teachers do not improve on the use of reflective teaching approaches, the goals and aims of Civic Education will not be realised and the learners too will not become innovative and critical thinkers once they are out of school. The researcher recommended that secondary school authorities should implement the use of reflective teaching in all Civic Education lessons.

Key words: Reflective teaching, Forms of Reflective Teaching, Civic Education

DEDICATION

I dedicate this dissertation to my dear husband, Lupinda Chimwasu, our two daughters Luwi Chimwasu and Chileleko Chimwasu, my niece Gloria Nachama for their patience, encouragement and love during my studies.

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As I reflect on this journey, all I can do is thank God for His divine love and favour. Thank you, Lord, for showing me how to take the limits off so I could reach my full potential. I have been truly humbled by this experience. I know the best is yet to come. Firstly, I would like to thank my supervisor, Dr. Gistered Muleya, for his words of wisdom, added insights, encouragement and his tireless efforts in guiding my work. I would also like to thank my lecturers Dr. Gift Masaiti, Dr. Liberty Mweemba, and Mr. Chileshe Kandondo for their nurture and great works in shaping my destiny towards earning this degree. Further, I want to thank my dear husband, Lupinda Chimwasu; through it all he has been a source of energy and continued encouragement in pursuing my dreams. I also want to express my sincere thanks to my late grandfather, Mr. Jeremiah Nachama, for the financial support throughout my education life- who unfortunately did not live to witness his love for me bear these wonderful fruits. To my late aunty Charity Nachama, thank you for the nurture and love. I am also grateful for the love and encouragement I received from my uncle, Mr. Laswel Nachama and for believing in my dreams. Special thanks to my network of family and friends especially Villa Syabwanta Sakala and Sandra Njapau Chitumbo for your prayers and well wishes; it provided strength for the journey. Our discussions prompted me to think deeply about my topic, my work, and the contribution it will make to the educational community. And to the teachers who participated in my study—thank you for taking the time to share invaluable insights on the effectiveness of reflective teaching approaches in Civic Education lessons. Because of you, my thesis was possible and will be a voice to the educational community.

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ACRONYMS AND ABBREVIATIONS

CDC	Curriculum Development Centre
CPD	Continuing Professional Development
ECZ	Examinations Council of Zambia
HoD	Head of Department
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
OECD	Organization for Economic Co-operation and Development
PISA	Programme for International Student Assessment
RT	Reflective Teaching
SACMEQ	Southern Africa Consortium for Measuring Education Quality
SPSS	Statistical Package for Social Sciences
SPRINT	School Programme of In-service for the Term
TLM	Teaching and Learning Materials
UNESCO	United Nations Educational Scientific and Cultural Organisation
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter contains the background to the study, statement of the problem, research objectives and questions. It also includes the significance of the study, operational definition of terms, a conceptual framework and a theoretical framework. It then ends with a summary

1.2 Background information

Civic Education introduces learners to the critical dimensions of life of the society by equipping them with the political, economic, social and cultural discourse underpinning the society (Adebayo & Zimba, 2014). The teaching and learning of Civic Education helps society to recognize the profound role that the subject plays in society. Since teaching is a complex process, it which requires teachers to question their practices for their own professional development and to increase learner performance (Sifuniso, 2015; Yates & Muchisky, 2003). It is believed that through the use effective teaching approaches such us reflective teaching, the aims and goals of Civic Education can be realized. Reflective teaching in secondary schools is a major concern in many countries of the world. Akbari (2007), posits that reflective teaching can make teachers question clichés that they have learned during their formative years and will also enable them to develop more informed practices. Therefore, for reflective teaching to take place, we need torch lighters (Lacina & Block, 2011), teachers who distinguish themselves and set themselves apart from the rest. It is argued that reflective teaching also takes place where there is effective teaching (Nolan and Hoover, 2008; Delvin *et al*, 2012). Reflective teaching is considered as the brick and motor for effective teaching and literature has this to say:

Without routinely engaging in reflective practice, it is unlikely that we will be able to understand the effects of our motivations, prejudices, and aspirations upon the ways in which we create, manage, receive, sift, and evaluate knowledge; and as importantly, the ways in which we are influencing the lives, directions, and achievements of those whom we nurture and teach, (Day, 1999:229).

There are many factors that influence teaching which include among others teaching approaches, availability of teaching aids, use of effective teaching and learning materials, and qualified teachers (Abimbade & Afolabi, 2012). These factors have raised concern on quality of education that should bring about learners that are functional to society's needs and aspirations. This has led to adoption of different teaching approaches including the reflective teaching approaches in Zambian schools (Sifuniso, 2015) which is in line with the revised curriculum of 2013. This requires teachers to learn what is essential for instruction and to implement instructional practices conducive to students' learning. Reflective practice has therefore become a focus of interest and a powerful movement in the education sector.

The Southern Africa Consortium for Measuring Education Quality (SACMEQ) report conducted in 2011 (Sifuniso, 2015), reviewed that the low learner achievements were due to many factors, including poor teaching methodologies. In view of the foregoing, several interventions by various stakeholders and the ministry of education have been put in place to curb the low achievements of learners at all levels. In 2002 reflective teaching methods were introduced as part of quality education project by the save the children Norway. The project focused on training in service teachers and teacher educators to become reflective of their own teaching and learning in the classroom (Sifuniso, 2015). The methods were believed to have several advantages like encouraging teachers to regularly evaluate their approaches to teaching and learning, become more aware of the importance of teacher-pupil interactions and use action research to enhance teaching and to maximise pupil's learning. In 2013 through the CDC, the Zambian government reviewed and developed an Outcome-Based Education curriculum (OBE), ECZ (2016). The new curriculum emphasizes the need for teachers to make a paradigm shift from traditional teaching to outcome-based education which calls for relevant teaching approaches. The reflective teaching methods are aimed at increasing the quality of education provided to the pupils. However, it remains unknown whether reflective teaching approaches have any impact in the teaching of Civic Education. It is further not clear the kinds of reflective approaches used by teachers in Civic Education lesson.

It is believed that teachers can improve their teaching by using reflective teaching approaches. Reflective teaching is a process where teachers think over their teaching practices, analysing how something was taught and how the practice might be improved or changed for better learning outcomes (Disu, 2017). It involves the consideration of what is currently being done, why it's being done and how well learners are learning and a focus on problems learners are facing (Heinle and Clarke, 2003). It is the process of the educator studying his or her own teaching methods and determining what works best for the students. Mathew *et al* (2017), further alludes to reflective teaching as the ability to reflect on an action to engage in a process of continuous learning. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.

Using reflective teaching approaches, teachers can be taken through a process of critical thinking that enables them to examine their teaching practices, assess students' performance, and factor in strategies that can bring them the best results (Kaywork, 2011). The design and selection of teaching approaches must therefore consider not only the nature of the subject matter but also how students learn to achieve the intended goals. Reflective approaches stimulate a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity. Reflective action, involves a willingness to engage in constant development. Among other things, it implies flexibility, analysis and social awareness. Reflective teaching thus helps the teacher to thinking about what happens in classroom lessons and thinking about alternative means of achieving goals or aims and again the major purpose is to create good habits of thought and to enable teachers to develop their pedagogical habits and skills necessary for self-directed growth (Akbari, 2007).

Under the revised Curriculum of 2013, Civic Education is taught in all schools as a compulsory subject to all learners taking the academic path way and as an optional subject to those in the vocational path way (MESVTEE, 2013). The study done by Muleya (2015) on the teaching of Civic Education in Zambia found that teaching approaches in colleges and the university with respect to Civic Education are greatly lacking and teachers of Civic Education are not grounded in the key theoretical and pedagogical perspectives underpinning Civic Education. Several lessons can be learnt with the use of reflective teaching approaches. Teachers themselves. Teachers

themselves learn lessons each time they teach, evaluate what they do and can be able to use these self-critical evaluations to adjust what they teach next time (Hadiya, 2017).

A focus on teaching approaches in Civic Education, can also be attributed to the formal recognition and growing concern that many children spend a substantial amount of time in school without acquiring useful knowledge and skills (Greaney & Kellaghan, 1996). Blings & Maxey, (2017), pointed out that school attendance without learning does not make social, economic and pedagogical sense. Thus, in recent years, many countries, Zambia inclusive, have attached increasing importance to the development and implementation of reflective teaching approaches which helps in enhancing educational outcomes, especially learning outcomes. Muleya (2015) argued that using the right pedagogical practices in the teaching of Civic Education can lead to social change and transformation of society.

Civic Education programme is anchored on the goals of the Ministry of Education National Policy on Education of 1996 which are aimed at producing a learner who can develop analytical, innovative, creative and constructive mind and appreciating the relationship between scientific thought, action and technology on one hand and sustenance of the quality of life on the other among others (MoE, 1996). With the use of reflective teaching approaches, it is hoped that such aims can be realised. In the Zambia Education Curriculum Framework of 2013 Civic Education has been made mandatory in all the schools in the country. Policies have been well designed but the challenge is on how the subjects like Civic Education are taught. The teaching of Civic Education has what it takes to translate the objectives of policy that has been designed but it is probably the method of delivery which must be questioned (Muleya, 2015). Using the right teaching approaches, it is hoped learners will be critical, reflective, creative, imaginative or logical and as a result the policy goals and objectives will be realised.

Despite this knowledge of studies done in Zambia and the world at large, there seems to be little evidence on the effectiveness of reflective teaching approaches in Civic Education lessons. It was hoped that an integrated examination of reflective teaching approaches would help us have an in-depth understanding of the impact they have in civic education lessons. This research study will be insightful because it may add to

the already body of existing knowledge about ways in which reflective approaches supports teaching and promote students' learning.

1.3 Statement of the problem

Given the demand for quality education and need for better educated citizens, numerous studies have been done on factors that influence learning in various subjects (Abimbade & Afolabi, 2012 and Mwangi, 2014). However, teachers have continued to routinely do their work and one is left to wonder whether they reflect on their teaching or not. Further, there seemed to be no study which examined the use of reflective teaching approaches in Civic Education lessons in secondary schools in Zambia. If this trend continues, teachers are likely to continue teaching without paying attention to key variables such as reflective teaching and this will not help the learners to become creative, innovative and critical thinkers once they are out of school. It was therefore imperative to see whether Civic Education teachers use reflective teaching approaches during lesson delivery. If they do, what are the effects of Reflective teaching and if not, why are they not using these approaches? Therefore, this study sought to examine the use of reflective teaching approaches in Civic Education lessons.

1.4 Purpose of the Study

The purpose of this study was to examine the use of reflective teaching approaches in Civic Education lessons in selected secondary schools in Lusaka District to establish its benefits.

1.5 Objectives

The objectives of this study were;

1. to identify forms of reflective teaching used by teachers in Civic Education lessons.
2. to establish benefits of using reflective teaching approaches in Civic Education lessons.
3. to identify challenges associated with the use of Reflective Teaching approaches in Civic Education lessons.
4. to establish measures that can be put in place to curb the challenges if any, of using Reflective Teaching approaches in Civic Education lessons.

1.6 Research Questions

The study was guided by the following questions:

1. What forms of reflective teaching do teachers use in Civic Education lessons?
2. What are the benefits of using reflective teaching approaches in civic education lessons
3. What challenges are associated with the use of reflective teaching approaches in Civic Education lessons?
4. What measures can schools put in place to curb the challenges if any, of using reflective approaches in Civic Education lessons?

1.7 Significance of the study

Due to disparities in teaching approaches, this study was conducted to provide insights, particularly on the use of reflective teaching approaches in Civic Education lessons in selected secondary schools in Lusaka district, Zambia. The study may be useful to teachers and other stakeholders in the Ministry of Education and policy makers to identify forms of reflection used in Civic Education lessons, establish benefits of using reflective teaching approaches in Civic Education lessons, identify challenges faced by teachers using reflective teaching approaches and establish measures that can be employed to curb the challenges of using reflective teaching approaches in Civic Education lessons. It is further hoped that the study may establish areas that have knowledge and skill gap which in turn would improve the quality of teaching Civic Education in secondary schools. Therefore, the findings of this study forms baseline information for planners, policy makers, administrators, and stakeholders of education to know whether the use of reflective teaching approaches has any impact in Civic Education lessons.

1.8 Theoretical framework

Experiential Learning Theory (ELT)

Kolb's 1984 Experiential Learning Theory (ELT) was used in this study (Kolb,1984). David Kolb developed a theory of experiential learning that gives a useful model by which to develop the teaching practice. This is called the Kolb cycle, the learning cycle or the experiential learning cycle (Sims, 1983 and Kolb, 2014). Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and

four separate learning styles. The cycle comprises four different stages of learning from experience and can be entered at any point, but all stages must be followed in sequence for successful learning to take place.

The four stages involved in the learning cycle as identified by Kolb (El-Dib, 2007) are: concrete learning, reflective observation, abstract conceptualization and active experimentation. The cycle has a holistic perspective which includes experience, perception, cognition and behaviour. Effective learning can be seen when the learner progress through the cycle. The first stage is concrete learning, where there is encounter of a new experience or reinterpretation of existing experience. Then it is followed by next stage, reflective observation, where one reflects on the experience on personal basis. After this is abstract conceptualization, where new ideas are formed based on the reflection or could be modifications of the existing abstract ideas. Lastly, active experimentation stage is where a learner will apply the ideas to his surroundings to see if there are any modifications in the next appearance of the experience (Heinle and Clarke, 2003 and Kolb, 2014). With reflective teaching therefore, teachers of Civic Education can help learners to apply the knowledge they gain in class in real life situations. All this will lead to the next concrete experience. This can happen over a short duration or over a long duration of time. These learning stages can be summarised into two dimensions: they are how a person understands and processes the information. This perceived information is then classified as concrete experience or abstract conceptualization, and processed information as active experimentation or reflective observation.

Four learning styles which corresponds to these stages where further identified by Kolb to highlight conditions under which learners learn better. The styles are diverging, assimilating, converging and accommodating (Kolb, 2014). Diverging kind of style represents individuals who look at things in a different perspective. They prefer watching than doing, also they have strong imagination capacity, emotional, strong in arts, prefer to work in groups, open minded to take feedback and they have broad interests in different cultures and people. Individuals under this category learn better when allowed to observe and collect a wide range of information. The learning characteristic is of concrete experience and reflective observation.

Assimilating is yet another learning style identified by Kolb. People of this kind of learning style prefer good clear information, they can logically format the given information and exploring analytic models. They are more interested in concepts and abstracts than in people and learn better when provided with sound logical theories to consider (Grushka *et al*, 2005). Characteristics include abstract conceptualization and reflective observation. The other learning style is Converging. Converging type of learners solve problem, put their learning into practical issues (Kettle and Sellers, 1996). They also prefer technical tasks, experiment with new ideas and learn better when provided with practical applications of concepts and theories. The learning characteristics are abstract conceptualization and active experimentation. Accommodating is the fourth learning style. Individual with this kind of learning style prefer to do things practically, they are attracted to new challenges and solves problems intuitively. Individuals learn better when provided with hands on experiences. The learning characteristics are concrete experience and active experimentation.

Reflective practice is important to the development of teachers of Civic Education as it enables them to learn from their experiences of teaching and facilitating student learning. Developing reflective practice means developing ways of reviewing teaching so that it becomes a routine and a process for continuously development (Gebhard, 2005). The theory further helps the teacher to develop more appropriate learning opportunities for the learners and to design activities that can give opportunities to all the learners to learn in the best way which suits them. The activities carried out should make the learner to go through the whole process of the experiential learning cycle. The learning cycle suggest that it is not sufficient to have an experience in order to learn but to reflect on the experience to generalize and formulate concepts which can then be applied to new situations. This learning must then be tested out in new situations. The learner must make the link between the theory and action by planning, acting out reflecting and relating it back to the theory. This is elaborated in figure 1 below. The figure depicts learning in a cyclic manner and teachers of Civic Education need to understand this for teaching and learning to take place successfully.

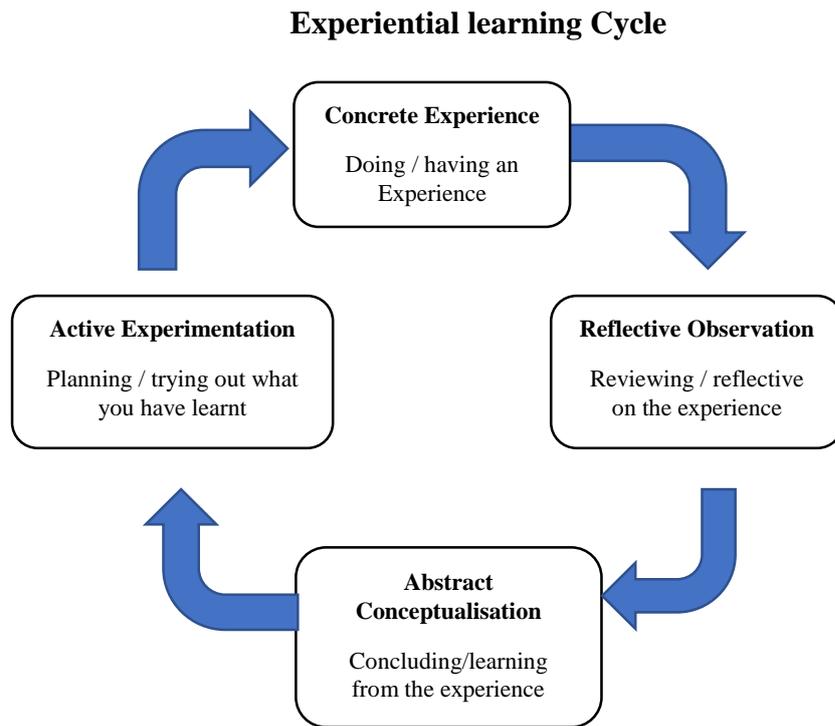


Figure 1: Kolb’s Experiential Learning Theory represented by a four-stage learning cycle

From the figure one above, it can be seen that reflective teaching is regarded as a cyclic process by which a teacher interprets his or her classroom practice. It enables the teacher to move from the known to unknown in transmission of knowledge forming beliefs, values and assumptions behind the teaching profession. Thus, reflective teaching is applied in a cyclical or spiralling process, in which teachers monitor, evaluate and revise their own practice continuously (Pollard, 2006).

1.9 Conceptual framework

A conceptual framework can be defined as an abstract indicating how basic concepts and constructs are expected to interact with definite settings and experiences that form a foundation of the research study (Kothari, 2000). In this study, there are four variables that constitutes Reflective Teaching and which when addressed can bring about improved teaching and learning in Civic Education. These variables are reviewed in Fig.2.

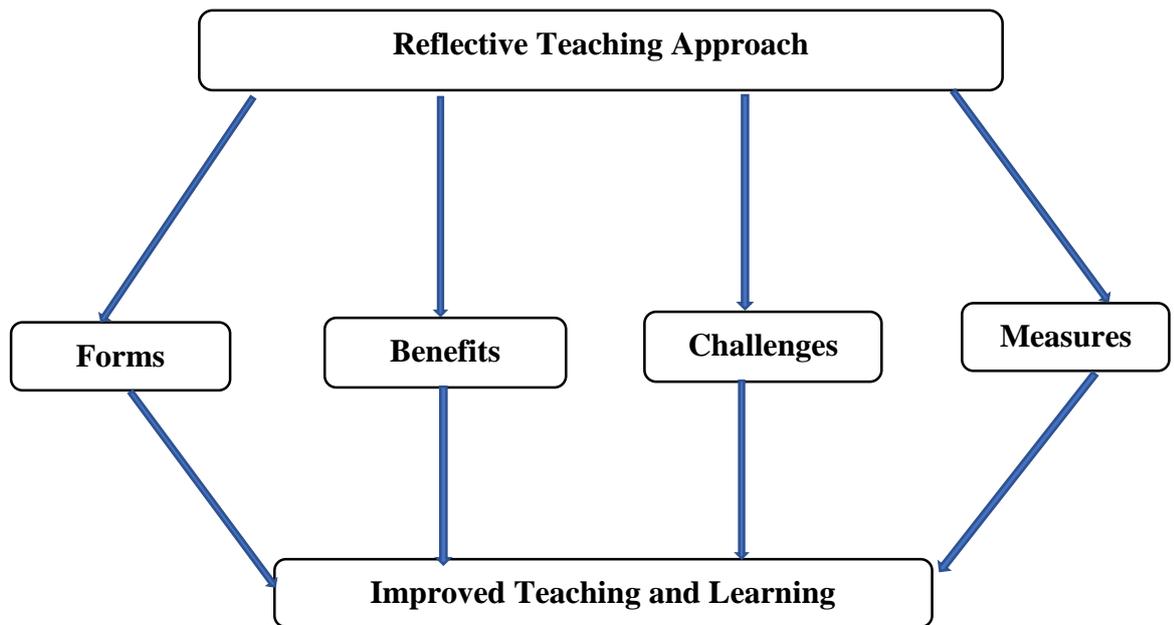


Figure 2 : Conceptual framework of Reflective Teaching

Figure 2, shows that reflective teaching and increased reflection translates into action and result in improvements in teaching and learning (Cruickshank and Metcalf, 1990). Literature highlights three main forms of reflective teaching and these include, reflection-in-action, reflection-on action and reflection for action (Disu, 2017; Keywork, 2011 and Cornford, 2002). Reflection-in-action includes visions, understandings and awareness teachers capture in the moment of teaching; reflection-on-action includes considerations, interpretations, deliberations and thoughts given to what happened in the classroom in the moment of teaching (Reed *et al*, 2002). As Farrell (1998) puts it, Reflection-in-action is concerned with thinking about what we are doing. Reflection on-action deals with thinking back on what we have done to discover how our knowing-in-action may have contributed to an unexpected action. Reflection for action is the planning that takes place before the teaching activity. For teachers of Civic Education, this include making use of the syllabus and schemes of work in formulating a lesson plan. However, despite the main benefits of reflective teaching, there are some challenges that can be encountered and hence there is need to put up measures to overcome challenges that may be faced in the teaching and learning process.

1.10 Operational definition of terms.

Reflective Teaching Approach – in this study refers to an inquiry-based approach to teaching that involves critical thinking and a personal commitment to continuous learning and improvement. It involves thinking about and critically analysing one's own teaching to improve teaching and learning.

Forms of reflective teaching: any method of lesson delivery that helps teachers critique the way they deliver lesson in a bid to incorporate activities that are learner centred.

Learners: this refers to high school students in grade 10, 11 and 12.

Civic education is defined as the provision of information and learning experiences that equips and empower learners to participate in democratic processes. It is a subject that is offered in Zambian high schools and examinable at the end of the course of study to determine learner performance and knowledge acquisition.

1.11 Summary

In this chapter, the researcher has presented the background information to the study, statement of the problem, purpose of the study, objectives, theoretical framework and the conceptual framework. The research questions were highlighted, and the significance of the study was presented after which operational definitions were stated. The next chapter highlights various literatures relevant to the topic under study.

1.12 Organisation of Dissertation

Chapter one gives the background information on the use of reflective teaching approaches in Civic Education lessons. The problem, objectives, operational definitions and theoretical framework have also been presented. Chapter two explores the literature that relates to the nature of this research. Chapter three examines the methodology of the research. It addresses the research design, sampling design, sample size and sampling procedures, data collection and analysis, the ethical considerations, and trustworthiness. Chapter four presents the results of the research, while chapter five discusses the findings presented in chapter four and their implication in Civic Education lessons. This was done in themes guided by objectives of the research in order to realise the purpose of the study. Lastly, chapter six gives the conclusion of the study and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

In this chapter, literature related to the study of reflective teaching approaches in Civic Education lessons has been presented. The reviewed literature is discussed under subheadings: the history of reflective teaching, definition of reflective teaching and Civic Education, types of reflective teaching approaches, importance of reflective teaching, augments of reflective teaching approaches and reflective teaching methods and finally summary is drawn.

2.2 Definition of reflective teaching and Civic Education

2.2.1 Reflective Teaching

Reflection means different things to different people. Reflection simply means thinking about something. However, for some, “it is a well-defined and crafted practice that carries very specific meaning and associated action” (Loughran, 2002:33). According to Farrell (2001) reflection is defined as a carefully planned set of experiences that foster a sensitivity to ways of looking at and talking about previously unarticulated beliefs concerning teaching. Hoover holds the view that reflection is a systematic practice that can be learned from the past experiences one has had (Farrell, 2001). Gebhard makes a similar argument that “Reflection includes thoughtful persistent consideration of beliefs or practices” (Gebhard, 2005:4). Some authors define reflection as “the process by which teachers engage in aspects of critical thinking such as careful deliberation and analysis, making choices, and reaching decisions about a course of action related to teaching” (El-Dib, 2007:25). It is worth noting however that reflective teaching goes beyond thinking and that every thinking should be followed by desired course of action.

It is further important to note that there is no clear-cut definition with respect to the concept of reflective teaching. This has led to situations where various approaches have been used in education programs (Akbari, 2007; Cornford, 2002; Farrell, 1998, 2004; Jay & Johnson, 2002; Pollard, 2002). However, generally, reflective teaching involves thinking about one’s teaching” and the thought involved “can take place before the event of teaching and manifest itself as planning, after the event as

evaluation and simultaneous to the teaching as reflection in action involving adjustments to or accommodation of some of the contingencies which arise” (Parker, 1997:8). Furthermore, Zeichner and Liston (1996) in their study, argue that if a teacher does not question the goals and the values that guide his or her work, the context in which he or she teaches, or never examines his or her assumptions, then he or she is not engaged in reflective teaching.

Additionally, Akbari (2007) observes that reflection for Dewey (a reflective teaching pioneer) can be equated to professionalism and knowledge is based on scientific approaches, whereas Schon (another influential author on reflective teaching) asserts that reflection is an intuitive, personal, non-rational activity and knowledge is the direct result of practice. El-Dib, (2007) defines reflection as the process by which teachers engage in aspects of critical thinking such as careful deliberation and analysis, making choices, and reaching decisions about a course of action related to teaching. According to Zeichner and Liston (1996), not all thinking about teaching constitutes reflective teaching even though in conventional teaching or technical teaching some thinking is done.

Despite the existence of numerous definitions and interpretation for reflection, Jay and Johnson (2002:76) provide a comprehensive definition of reflective teaching:

Reflection is a process, both individual and collaborative, involving experience and uncertainty. It is comprised of identifying questions and key elements of a matter that has emerged as significant, then taking one's thought into dialogue with oneself and with others. One evaluates insights gained from that process with reference to (1) additional perspectives, (2) one's own values, experiences, and beliefs, and (3) the larger context within which the questions are raised. Through reflection, one reaches newfound clarity, on which one bases changes in action or disposition. New questions naturally arise, and the process spirals onward.

Reflective teaching is therefore a practice done when teachers look back at their teaching and its consequences to understand what they know about teaching and do in the classroom. However, what is not clear is whether teachers really reflect on their teaching and how they do it. This continual re-examination of their practice is supposed to allow teachers to develop their knowledge, unveil their assumptions, and reconsider what they learn in practice (Shulman and Colbert, 1989; Brookfield, 1995; Loughran, 2002). Despite having various definitions, recommendations from previous

research with teachers suggests that what is called “reflection” or “reflective teaching” is an important aspect of the teaching practice. Successful teachers frame and re-frame problems they are having in the classroom and consider and implement different solutions to these problems.

2.2.2 Civic Education

Civic Education has been defined differently by many authors. Muleya (2015:8-9) defines Civic Education “as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes.” Guttman (1987) similarly, defines Civic Education as the cultivating of virtue knowledge and skills necessary for political participation. It is the education which aims to help people learn how to become active, informed and responsible citizens. This can be achieved by using the effective teaching approaches such as reflective teaching. Civic education, remain an important means of teaching the populace about individuals’ rights and what duties and responsibilities the leader and the led have (Darling-Hammon and Bransford, 2005). It is a process of learning how to make sound decisions with the aim of bringing positive change within one’s community and the world at large (Adebayo and Zimba, 2014). Building the capacity for such future-oriented thinking requires the use of the right teaching approaches which is a key task of education (UNESCO, 2007).

Additionally, Ritter et al (2007) observed that the introduction of civic education is to teach citizens the virtues of good citizenships particularly the values of obedience, humility and submission to constituted authority. It is believed that most students become very productive regarding the rate of learning and motivation for further learning when a number of teaching approaches are used in lesson delivery (Muleya, 2015 and Chola, 2017). Some authors postulate that in any productive process, the quality of the output depends upon that of inputs. Studies show that many low-and middle-income countries have put up several policies to improve learner performance and have come to realise that some initiatives have substantial pay-offs in terms of children’s cognitive skills, their school achievement levels and their ultimate success in the labour market (Delors, 1998). Hence, this study on reflective teaching remain indispensable.

2.3 The history of reflective teaching

Reflective teaching has its roots in the work of educational theorists and practitioners and the concept has been in existence for more than 50 years (Dewey, 1983; Gore, 1987; Akbari, 2007 and Young, 2009). John Dewey is generally considered the pioneer of reflection in the field of teacher education (Zeichner & Liston, 1996; Jay and Johnson, 2002; Behzadpour, 2011) and, in effect, “his distinction of ‘routinized’ and ‘reflective’ teaching is fundamental to the conception of teacher professional development through reflection” (Pollard, 2002:4). He introduced three different types of action; impulsive action, routine action, and reflective action which are indispensable to the teaching practice (Pollard *et al*, 2006).

A more profound look at the literature on reflective teaching, however, reveals that the idea of reflection has run in all disciplines to the effect that it can be traced back to the works of Descartes (Behzadpour, 2011). One can see a plethora of writings about reflection under the veil of self-analysis discussions in the works of Aristotle, Plato, and Socrates, who established ‘educational thinking’ philosophy (Cornford, 2002). Despite all these scholars’ contributions to the development of this view, Dewey’s works on reflective practice seem to be more relevant. He views Reflective Teaching as “the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (Jay & Johnson, 2002:74).

The desire for effective learning has become a driving force in the 21st century, hence this study. Teachers need to focus on educational practices that provide all learners with knowledge and skills necessary to contribute to the global society. It is not possible to determine if certain teaching behaviours are effective without knowing whether students learn as a result of these behaviours. Teachers are challenged not only to identify and develop mastery of certain instructional strategies and behaviours accepted as effective practices, but to develop the ability to effectively match these strategies and behaviours, at the appropriate time, to individual students and student groups, in specific teaching situations as these relate to the teacher’s desired student learning outcomes (Hunt *et al*, 2009). Hence, reflective teaching has been put forward as a way out of the teachers’ predicament and as a counteraction against the influences of “bureaucracy, centralization, and control” in which “teachers are seen simply as deliverers of a fixed curriculum” and are not “valued as reflective professionals who

frame and re-frame problems and test out their interpretations and solutions” (Behzadpour, 2011:244). Studies have also shown that this pedagogy can be regarded as a corollary of the post method condition by acting as an empowerment and motivational process because it responds to basic human needs for competence, autonomy and relatedness and allows individuals to assume greater responsibility for their own performance and learning (Osterman & Kottkamp, 2004). It is therefore important to see whether teachers of Civic Education use reflective teaching approaches in their lessons.

Ronald Schon’s ideas and works on reflective teaching have also contributed a lot to the development and expansion of reflection (Farrell, 2004; Stanley, 1998; Zeichner & Liston, 1996). He coined two aspects of reflection which are reflection in action and reflection on action. Reflection-in-action includes visions, understandings and awareness teachers capture in the moment of teaching; reflection-on-action includes considerations, interpretations, deliberations and thoughts given to what happened in the classroom in the moment of teaching (Reed *et al*, 2002). As Farrell (1998:2) puts it, “Reflection-in-action is concerned with thinking about what we are doing. Reflection-on-action deals with thinking back on what we have done to discover how our knowing-in-action may have contributed to an unexpected action”. For Stanley (1998:685), “Such reflective thinking and examination either during or after the act can lead to greater awareness of classroom on the teachers’ part in relation to their knowledge-in-action, or the theories, ideas, metaphors, and images they use as criteria for decision making in their teaching practice”.

Some scholars believe that the corner stone of reflective teaching originated from critical thinking (Rayford, 2010; Pollard, 2006; and Cornford, 2002). Reflective teaching involves critical thinking which implies that teachers are open to all aspects and are willing to see issues from a multitude of views, always questioning and challenging the current state. Along similar lines in a study done by Reed *et al* (2002), it is believed that it is very possible for teachers to liberate themselves from the confinements of classroom by questioning and the replacing or reframing an assumption which is accepted as representing dominant common sense by a majority using reflective teaching approaches.

2.4 Significance of reflective teaching approaches

Only a few studies have been published that are empirical in nature and have examined the effectiveness of reflective teaching or practice in achieving the desired objectives in teacher education (Cornford, 2002). Results from the few published empirical studies that have attempted to quantify the effects of reflective teaching programs and classroom performance are mixed. Chandler et al (1991), found reflection not to be significantly related to teaching performance. In a similar manner, Wubbels and Korthagen (1990), comparing teachers who had graduated recently, and some time before from conventional colleges and colleges implementing reflective teaching programmes, found no differences between the two groups in attitude to reflection and inclination towards innovation. The reflective group, regardless of length of teaching, was also rated as having better teacher-student relationships.

Other studies have also found that programmes specifically directed at increasing reflective thinking did not necessarily achieve this goal. Gore and Zeichner (1991), found evidence of attention to reflection in action research reports by student teachers well below levels hoped for. Chandler *et al* (1991) also reported that reflection was not found to be enhanced by training. Research by Winitzky and Arends (1991) indicated that it is possible to develop schemas approximating those of expert teachers using reflective methods, but they did not find statistically significant differences between experimental and control groups on knowledge or performance. Stoiber (1991) reported significant findings for using reflective practices in developing classroom management skills. However, this study relied upon verbal reasoning concerning proposed actions in classroom management and did not attempt to ascertain whether the superior verbal reasoning skills were translated into superior practical performance in real life classrooms. There is a well-recognised difference between theory and practice, and Stoiber's claims for superiority need to be treated with caution as there seems to be no follow-up study that has been reported for demonstrating actual performance superiority for reflective teaching.

Akbari (2011) further argued that though research indicates that reflection can bring about an increase in teacher job satisfaction, an improvement in interpersonal relationship with colleagues and students, and an improvement in teachers' sense of self-efficacy, there is very little evidence that reflection will necessarily lead to higher students' achievements and better teacher performance. He notes that if teachers

engage in reflective practice, it doesn't necessarily mean that students will achieve better results. Even the relatively closely structured, laboratory based, reflective teaching programs for pre-service teachers developed by Cruickshank *et al* (1981), have not produced results generally favouring the reflective approach. Cruickshank *et al*'s approach, which involved the use of modelled performances, micro-teaching and videotaped feedback of these performances, would appear to have reasonable chances of success, although such an approach has been attacked by Gore (1987) as too limited and technical in nature. From a skill learning perspective, Cruickshank *et al*'s model more legitimately can be criticised as suffering from the weaknesses that pervade most micro-teaching programmes (and, indeed, teacher education programmes generally), namely insufficient attention to initial learning from models, and insufficient practice and feedback to ensure long-term skill retention and effective performance (Cornford, 1996).

A study done by Mupa and Chinooneka (2015) revealed that contact with experienced teachers in the New South Wales secondary system showed anecdotal evidence of a major concern by many at the overly high levels of confidence displayed by many student teachers exposed to reflective practices. These student teachers are very frequently judged by experienced teachers as being over-confident with this apparently impeding their ability to benefit from advice or even obvious classroom failures.

However, most of the recent studies attest to the significance of reflective teaching approaches in lesson delivery and teacher education. Ferraro (2000) documents that the main benefit of reflective practice for teachers is a deeper understanding for their own teaching style and eventually, greater effectiveness as a teacher which in turn lead to improved learning outcome among learners. Pollard (2006) adds on the significance of reflective teaching and states that reflective teaching lead to a steady increase in the quality of education provided to children. He further posits that this form of teaching should also be fulfilling for teachers. This observation is also made by Zeichner and Liston (1996) who see reflective teaching as an activity that can develop teachers. Other specific benefits highlighted in current literature include validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry and respect for diversity in applying theory to classroom practice.

Some scholars believe that reflective teaching forms a cornerstone for critical thinking (Cornford, 2002; Pollard, 2006; Rayford, 2010). Reflective teaching involves critical thinking which implies that teachers are open to all aspects and are willing to see issues from a multitude of views, always questioning and challenging the current state. Along similar lines in a study done by Reed *et al*, (2002), it is believed that it is quite possible for teachers to liberate themselves from the confinements of the classroom by “questioning and then replacing or reframing an assumption which is accepted as representing dominant common sense by a majority” (Behzadpour, 2011). Cole and Knowles (2000), further posits that reflective teaching is the process of self-evaluation and reviewing of what has been taught. There is learning in the process of teaching when the teacher engages in the research through interactions.

Disu (2002), in his study described a case study of one teacher struggling to make sense of her own beliefs and practices about what constitutes good teaching. Her initial pedagogy for teaching was based on traditions and practices of direct teaching. Her traditional socialisation into teaching made it difficult for her to understand that her views of good teaching were being challenged in her practice. But the opportunity for exploration through reflective group work enabled her to acknowledge and validate what she was learning. This therefore shows that teachers become pedagogical thinkers by reflecting both during and after their teaching. Reflection allows teachers to change the way they go about solving problems, and their reflective thinking serves to reshape what they are doing in the classroom, possibly at the same time they are doing it (Schon, 1983; 1987) which ultimately improve the learning outcomes.

Teachers who are good reflective practitioners are more effective teachers because when they reflect, they consider all the contexts that shape their practice and make decisions about their practice based on them (Hoover, 1994). This reflective decision making is a cognitive process that influences their planning and teaching. Teachers who are active participants in this cognitive process are “active agents” in their classrooms. They contemplate how students learn before creating learning experiences and integrate the content into the teaching practices that they feel are appropriate for the learners (Goldstein, 2008). From this perspective, Civic Education teacher effectiveness depends in part on their ability to effectively reflect on their practice and then use the knowledge they gain from these experiences to better their

teaching. The quality, range, and flexibility of their work depend on this preparation (Goldstein, 2008; Wood and Bennett, 2000).

Reflective practice is important as it enables teachers to learn from experiences of teaching and facilitate students' learning. The approaches bring together theory and practice as they enable a person to reflect on what is being taught and to see and label forms of thought and theory within the context of his or her work. A person who reflects throughout his or her practice is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions, and responses, and using that information to add to his or her existing knowledge base and reach a higher level of understanding (Mathew *et al.*, 2017). Thus, reflective teaching is appropriate and efficient because it is in relation with the characteristic of the learner and the type of learning it brings about.

2.5 Types of reflective teaching

Schon (1983) asserts that there are three main types of reflective teaching approach – reflection-in- action, reflection-on-action and reflection-for-action. Reflection-in-action takes place during teaching and refers to teachers being aware of their decisions as they work. It comprises visions, understandings and awareness teachers capture during teaching (Fat'hi & Behzadpour, 2011; Reed *et al.*, 2002). Reflection-in-action involves looking at our experiences, connecting with our feelings, and attending to our own theories. It entails a teacher building new understandings to inform actions during class as events unfold. Reflection in-action is something that teachers bring to their everyday practices, while operating under conditions of complexity and uncertainty in their own unique classrooms (Schon, 1983: 1987).

Reflection-on-action on the other hand, refers to teachers thinking back on and evaluating their own work. Reflection-on-action comprises considerations, interpretations, deliberations and thoughts given to what happened in the classroom in the moment of teaching (Fat'hi & Behzadpour, 2011; Reed *et al.*, 2002). It involves evaluating the foregone activities and giving possible solutions to the encountered problems. Additionally, Farrell (1998) points out that “reflection-on-action deals with thinking back on what we have done to discover how our knowing-in-action may have contributed to an unexpected action.”

Schon (1983; 1987; 1991) emphasized the relationship between reflection and experience. He said that there is a difference between reflection-in-action and reflection-on-action, and that teachers must be aware of both. Reflection-in-action refers to teachers being aware of their decisions as they work, while reflection-on-action refers to teachers reflecting on and critiquing their own practice. Both emphasize the importance of experience and the application of knowledge gained through reflection in teacher experience (Schon, 1991). To achieve this, members of the education profession must be committed to demonstrating the reflective model in their own teaching. Education classes utilize instructional activities such as cooperative learning strategies, class interaction and role playing, microteaching lessons, and case studies. Instructors give special attention to the application of theory and practice by helping teachers make connections between relevant concepts through higher order questioning strategies.

Reflection for action is another type of reflection and usually takes place before the event of teaching and manifest itself as planning. Farrell (2004) argues that reflection-for-action is considered as a new kind of reflection added to Schon's reflection-in-action and reflection-on-action. This concept of reflection is "proactive in nature" and through developing certain procedures "teachers can prepare for the future by using knowledge from what happened during class and what they reflected on after class" (Farrell, 2004:31).

Schon (1983) believed that only when action is informed by reflection and in turn informs reflection is one able to learn and refine one's knowledge. With these ideas in mind, it is important that teachers learn from their practice. Teachers must allow themselves to experience surprise, puzzlement, or confusion in a situation they find uncertain or unique. They must then reflect on the situation and on their prior understandings which have influenced their behaviour. They then must respond to the situation, which will generate a new understanding of the circumstances and their own behaviour.

2.6 Forms of reflective teaching

Several research findings have outlined various forms of reflective teaching (Schon, 1987; Zeichner & Liston, 1996; Jay & Johnson, 2002; Rodgers, 2002; Farrell, 2004 & Pollard 2006), which can be practiced for successful teaching and learning to take place. The first step towards the process of reflection is to gather information about what happens in the class followed by analysis of the data. McGill and Beatty (1992), in their work highlighted forms of reflective teaching among which are the following:

2.6.1 Reflective journal /diary

This is the easiest way to begin a process of reflection since it is purely personal. Teachers encounter many issues in classroom settings. After each activity or lesson, the teacher has to write in a notebook about what happened by taking some notes about what was taught and how students responded whether positive or negative (Ferrell, 2004). They can describe about own reactions and feelings and those things which happened during each session. This helps the teacher to see what they can do differently to pick on the best action.

2.6.2 Collaborative learning

Continual dialogue with peers about teaching in the mutually cooperative environment rather than a competitive one is an important aspect of teaching. Collaboration with peer members increases the probability that teachers will be successfully reflective and more confident in their professional development (Schon, 1991). While discussing their experience with their peers, they can describe their own experiences and check, reframe and broaden their own theories of practice. Reflective teaching, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues (Pollard, 2006).

2.6.3 Recording Lessons

Video or audio recordings of lessons is another form of reflective teaching and can provide very useful information for reflection (Rodgers, 2002). Through watching their own or other peer members' audio and video recordings, teachers can develop their awareness of teaching. A teacher may do many things in class but may not be aware of many things happening in the class which the teacher may not normally see. In fact, Hadiya (2017) asserted that many significant classroom events may not have

been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons. A classroom video can vividly picture the whole process of teaching. It can trigger teachers' reflective thinking, reflect on their weaknesses and help them get some inspiration and ideas for their teaching improvement.

2.6.4 Peer Observation

Observation is the most basic research technique that teachers employ in classrooms (Sifuniso, 2015, Pollard, 2006, Farrell, 2004). The teacher invites a peer member to observe his/her class to collect information about the lesson. This may be with a simple observation task or through note taking. The teacher can ask their peer member to focus on which students contribute the most in the lesson, what different patterns of interaction occur and his/her performance. For observation to be viewed as a positive rather than a negative experience, the observer's function should be limited to that of gathering information (Farrell, 2004). The observer should not be involved in evaluating a teacher's lesson. Mutual observation of classes is fruitful. Therefore, observation is a good way for the teacher's professional development.

2.6.6 Student Feedback

This form of reflection is usually carried out after a lesson or activity or at the end of the class. The teacher can ask students to briefly and honestly describe what they learned and what, if anything, didn't work well in the lesson (Mcgill and Beatty, 1992). This can be done by allowing students to provide the feedback anonymously through a simple questionnaire. Their opinions and perceptions can add a different and valuable perspective.

2.6.7 Action Research

Action research is also another form of reflective practice. It is a reflective process of progressive problem solving led by teachers to understand their practice and improve the way they address issues and solve problems (Sifuniso, 2015). It helps teachers to become aware of what's happening in the classroom by identifying common problems and hypothesising about possible causes and solutions and attempting to apply an action plan. Once the teacher has some information recorded about what goes on in their classroom, they must think, talk, read and ask about the information they have

collected. They can identify the patterns occurring in their teaching through the observation. Then, he/she should find out the ways to overcome it.

2.7 Augments for reflective teaching approaches

Reflective teaching is undoubtedly a valid means towards effective teaching practices (Ferraro, 2000). The educational goals can only be realised when the right teaching approaches are used in schools. The international community now strongly believes that we need to foster-through right teaching approaches in education-the values, behaviour and lifestyles required for a sustainable future (Delors, 1998; Chin et al, 2000; Grushka *et al*, 2005 and El-Dib, 2005). Reflective teaching is an approach to teaching and to teacher education which assumes that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences (Akbari, 2007).

According to Ganyaupfu (2013), the main goal of teaching at any level of education is to bring a fundamental change in the learner. To enhance the process of knowledge transmission, teachers should apply appropriate teaching approaches that best suit specific objectives and level exit outcomes. Behzadpour (2011), defines reflective teaching as a process which involves an inward examination of our taught processes, and an outward consideration of the situation on which we find ourselves. It is the ability to reflect on an action to engage in a process of continuous learning (Mathew, 2017). A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential. Reflective teaching asks teachers to stop, slow down, to notice, analyse, and inquire on what they are doing. It tells them to relate the theory and practice to evaluate both old and new teaching experiences and to make interpretations on the situation encountered.

Loughran (2002), believed that the nature of a problem and how it is framed and reframed is the cornerstone of reflection and an important aspect of learning about teaching. Effective reflective teaching lies in the ability to frame and reframe a teaching setting and then respond to the framing with action. This activity builds upon teachers' professional and practical knowledge. Gatumu (2006), postulated that reflective teaching involves a deliberative examination of how we teach and learn. It fits in the interpretive view of teaching and learning, a move towards critical thinking of the way lessons are delivered. Additionally, Abimbade and Afolabi (2012), asserted

the teaching approaches adopted by a teacher have the potency or otherwise of making the learner to cope with the challenge of global dynamics.

Reflection is not simply writing about whether a lesson went well or not, but rather identifying reasons for its success or failure. These reasons must extend beyond the teachers' past teaching experiences and draw from theoretical knowledge and the teachers' understanding of children's learning and pedagogy (Parsons and Stephenson, 2005). For this to happen, teachers must be aware of their own beliefs and learning, so that the reflection process can produce a choice for future teaching. The reflection process may cause a teacher to change how he thinks about an issue or situation or their values and attitudes or may also not cause anything to change. Either way, effective reflection means that the choice was made based on thought and analysis, and the teacher made a conscious decision based on his learning (Parsons & Stephenson, 2005).

Additionally, some authors such as Schon (1991) and Mathew (2017), stressed that teaching approaches are closely related to the students' achievements and therefore, proper instructional methods used in schools will influence academic achievement among learners. As Abimbade and Afolabi (2012) asserted that effective teaching approaches evoke critical thinking from the learner. Thus, making the learner to become a critical decision maker who can competently face the challenge of global dynamics. Obanya (1999), argued that to develop critical thinking capabilities of the learners, there is need to utilise teaching approaches that encourage critical analysis of issues, and a democratic classroom atmosphere that makes for free exchange of ideas and opinions.

Reflective teaching approaches involve a highly adaptable style of teaching that involves problem-based learning and promotes the development of analytical skills. As Farrell (2004), pointed out that reflective teaching approaches promotes the presentation of content in the format of a narrative accompanied by questioning of the activities that took place during the lesson. In this age, learners who are in schools with the aim of gaining information, ability, skills, attitude and habit should be considered with regards to the approaches used in lesson delivery. No doubt the role of teachers in the educational activities of pupils and the use of effective teaching approaches is undeniable. Learners ought to discover things on their own to aid

retention of knowledge as well as influence performance. Researchers suggest that the best learning happens when learners get to achieve a concept (Ganyaupfu, 2013, Asoodeh and Zarepour, 2012). Reflective teaching strategies also allow an educator to look at what is being taught, how he/she is teaching it and what the outcome of the lessons are, (Hatton and Smith, 1995; Rodgers, 2002 and Pollard, 2006). This enables the teacher to learn what works for him or her as well as what works for the students.

Mathew *et al* (2017) conducted a study in India where he examined how the teacher educators created opportunities for student teachers to develop their reflective practices during their teaching practice seasons. The study concludes that reflective practice leads to professional development among teachers and therefore student teachers must be given opportunities to explore the pedagogy on their own. Similarly, the study that was done by Benson *et al* (2001), in Australia suggest that demands by the accounting profession for universities to improve learning to cope with the ambiguity and uncertainty inherent within professional life can be met by reflective practice. A phenomenological study on reflective teaching practice done by Disu (2017) in Portland revealed that teachers use reflective teaching practice to create meaning from their classroom experiences and enact necessary steps toward improvement. Through reflective teaching practice, participants were able to examine their teaching, assess students' learning, seek new ideas, and test theories to gain new perspectives on their classroom experiences.

Stevenson's (1987) study as cited by Abimbade and Afolabi (2012) revealed the superiority of Japanese children in mathematics when compared with their counterparts from Sweden, Australia, England and the United States. It was attributed to the fact the Japanese teachers of mathematics are enthusiastic in their classroom practices through reflecting on the work done. Stevenson observed that they engage the attention of the pupils in discussions and debate on mathematics. Furthermore, Ogunbiyi (2004), noted that in most parts of the world, lecture method or traditional expository method of instruction is being used by the teachers especially in mathematics. He concludes that this is one of the reasons that is responsible for poor attitude and poor achievement.

More empirical studies indicate that learners' responsibility and independence help to develop characteristics of lifelong motivation, self-evaluation, time management and skills to access information. As Collins and O'Brien (2003), contended that effectively implemented learner centered approach can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught. This in turn has positive influence on the learning outcomes. Additionally, research in student learning underscores the importance of concentrating on what learners do, and why they think they are doing it, rather than what the teacher does (Hass, 2002). Hence the importance of reflective teaching.

Ganyaupfu (2013), implemented a study on the teaching approaches and students' academic performance in South Africa and the study findings shows that teacher-student interactive method was the most effective teaching method, followed by student-centered method while the teacher-centered approach was the least effective teaching method. This coincides with the aims of reflective teaching where the teacher engages learners in questioning class activities. Ogweno (2010), further conducted a study on the influence of teaching approaches on students' achievement in English in public secondary schools in Kenya. The study found that text book reading, demonstration and homework assignment were the most used methods. An investigation into the methods most liked by the learners revealed that some of the most used methods by the teacher are not the most liked by the learners hence the need for teachers to practice reflection. The study also revealed that teachers who are highly experienced were identified by the methods which have more activities and that allow teacher-learner interaction. The study noted that teachers who used methods with hands on activities (student centred) had their students score highly. Haas (2002), argues that different teaching approaches produced varied effects on learning outcomes, depending on the grade level and prior ability level of the students.

DeLong's (2008) study, however, did not find sufficient evidence to support the hypothesis that learner centred teaching approaches result in positive change on student performance. He found that factors such as teacher-learner rapport have significant influence on students' learning outcomes. In his study, Mwangi (2014) also concluded that use of learner centred approaches did not significantly contribute to improving learner performance due to poor implementation and negative attitude of biology teachers towards learner-centred strategies. Similar results were also found

by (Makgato and Mji, 2006). They found that ineffective teaching strategies and lack of basic content knowledge also contributed poor learner performance in mathematics and physical sciences. However, some studies have shown that when reflective teaching approaches are implemented correctly, information acquisition and retention, higher-level thinking skills, interpersonal and communication skills, and self-confidence can be actualised (Cornford 2002, Yang 2009, Fatemipour and Hosseingholikani, 2014). This in turn may lead to improved learning achievements. Therefore, teachers at all levels of education system should be effectively trained to be able to use reflective teaching approaches in lesson delivery.

Sifuniso (2015)'s study on the implementation of reflective teaching methods in primary schools in Livingstone district of Zambia, revealed some disparities in the implementation of reflective teaching among teachers. She found that factors that hindered implementation of reflective teaching methods, included time limitations, curriculum needs and class size. Although teachers were aware of the importance and relevance of reflective teaching, observations showed that they had difficulties to practice the same in their classes due to limited time, curriculum needs, and class size. However, this study did not look at the influence of reflective teaching on learners in Civic Education lessons.

Another study done by Muleya (2015), examined the trends in the teaching of Civic Education in Zambian schools. The study examined pedagogical practices in relation to the teaching of Civic Education in schools and argues that following right pedagogical practices in the teaching of Civic Education can lead to social change and transformation of society. However, the effectiveness of reflective teaching in Civic Education lessons was not looked at.

2.8 Identified gap from the reviewed literature

It is clear from the studies reviewed in this subsection that the reflective teaching if well practiced can have an influence on student learning. With regards to the use of reflective teaching approaches in Civic Education lessons, the study results are mixed. Nonetheless, it is important to state that even though several studies on reflective teaching have been undertaken, not much can be found with regards to the subject of Civic Education. A few studies such as those done by Benson *et al* (2001), analysed the use of reflective practice to improve teaching and learning in Australia. Disu

(2017), explored the lived experiences of teachers who engaged in reflective teaching practices at two elementary urban charter schools in New York. Sharafi and Rokni (2014), conducted a detailed examination of reflection in pre-service teacher education in Iran. The study revealed that there was a development process in pre-service teachers' reflectivity in the English course but did not look at Civic Education. Mathew *et al* (2017)'s study examined how the teacher educator created opportunities for student teachers to develop their reflective practices during their practice teaching sessions in India. Ganyaupfu (2013) did a study on the differential effectiveness of teaching methods on students' academic performance in South Africa. Another study by Bassey *et al* (2014), explored the appropriate pedagogy that can be employed for the teaching and learning of social studies and Civic Education by the social studies teachers in Nigeria. Sifuniso (2015), discussed the implementation of reflective teaching methods in selected primary schools in Zambia. Muleya (2015) conducted a study where he examined the trends in the teaching of Civic Education in Zambian schools. However, though reflective approaches of teaching are attracting worldwide attention of researchers in education, very few empirical studies could be found with regards to the subject of civic education, especially in Zambia. It is, therefore, essential to investigate the use of reflective teaching approaches among secondary school teachers in civic education lessons. Thus, this study was carried out to fill the above information gap.

2.9 Summary

This chapter has presented literature review and how scholars and educationists are promoting reflective teaching. Today's climate of educational reform around teacher effectiveness and learner performance has made reflective teaching practice vital to improve student learning. This research study is insightful because it may add to the body of knowledge about ways in which reflective practice supports teaching effectiveness and promotes students' learning. As discusses in the literature above, by using reflective teaching practice, teachers can be taken through a process of critical thinking that enables them to examine their teaching practices, assess students' performance, and factor in strategies that can bring them the best results. As reflective teaching practice becomes the norm and part of the daily routine, teachers will be able to examine their teaching practices, implement alternative methods of teaching, and share best practices with colleagues.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

In this chapter, the methodology which was used in the study has been explained. The subsections in chapter include: description of the study area, research design, study population, sample size and sampling techniques, data collection instruments, reliability and validity of the instruments, data collection procedure time line, data analysis methods and ethical considerations.

3.2 Research Paradigm

To fulfil the aim of this study, the qualitative research paradigm was used. Qualitative research is naturalistic; it attempts to study everyday life of different groups of people and communities in their natural setting; it is particularly useful to study educational settings and processes (Creswell, 2007). Cohen, Manion and Morrison (2007) defined a paradigm as a conceptual framework shared by a community of scientists which provides them with a convenient model for examining problems and finding solutions. Qualitative research involves an interpretive approach to its subject matter; it attempts to make sense of, or to interpret and describe the phenomena in terms of the meaning people make. Without nominating a paradigm as the first step, there is no basis for subsequent choices regarding methods, literature or research design.

3.3 Research design

A research design is a scheme of action for answering the research questions (Kombo and Tromp, 2006). It is a structure of research or an outline that is used to generate answers to the research problem. This was done using the descriptive design. Descriptive research seeks to provide an accurate description of observations of a phenomenon. Using this design, the study examined full context and interactions with participants while collecting most data face- to- face from participants. A descriptive design can be used when collecting information about peoples' attitudes, opinions, habits or any of the variety of education or social issues (Orodho, 2009). It helps describe affairs as they exist. A descriptive research design is usually structured and specifically designed to measure the characteristics described in the research

questions (Cresswell, 2007). Furthermore, descriptive studies are not only restricted to fact findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. They are more than just collection of data. They involve measurements, classification, analysis, comparison and interpretation of data. Thus, the researcher chose a descriptive design because the study focused on a smaller sample of the population and to provide a narrative account about the study in details.

3.4 Description of the study area

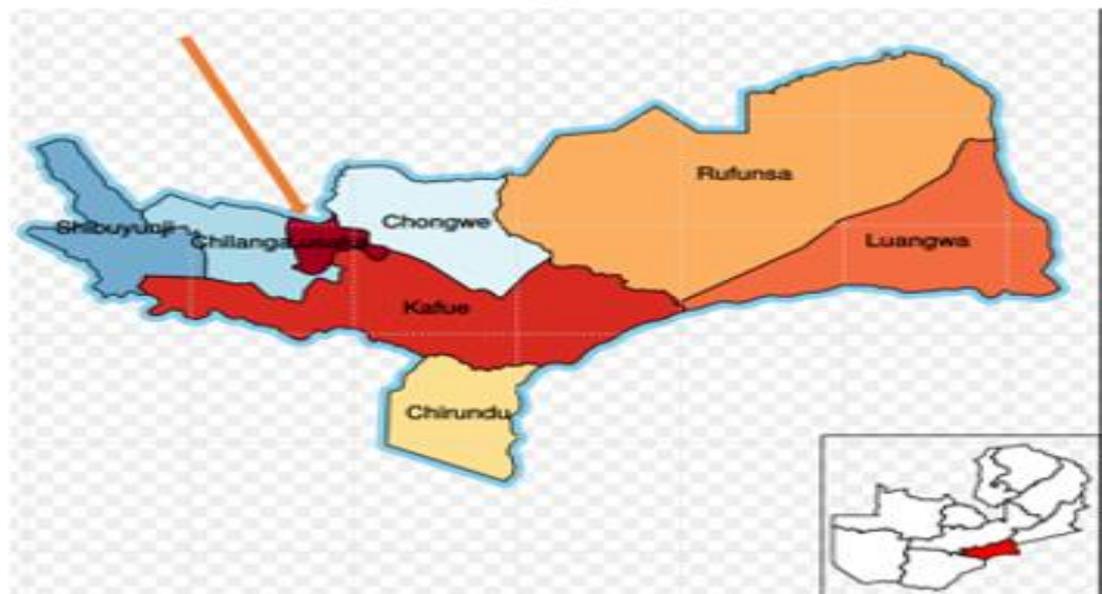


Figure 3: Map of Lusaka Province

Figure 3 above shows the map of Lusaka Province where the study was conducted. This study was conducted in Lusaka district as pointed by the arrow above. Lusaka district is one of the eight (8) districts in Lusaka province. This area of the study was selected because it is among the areas where civic education programme was initially piloted prior to its introduction as a high school subject. Secondly, the choice was also made of the fact the civic education learning outcomes in Lusaka district has been good. This study therefore sought to ascertain the use of reflective teaching approaches in civic education lessons in six selected schools in Lusaka district.

3.5 Study population

The study population was drawn from six (6) secondary schools in Lusaka district. In research, population includes all members, or individuals or things of a specific group

that fit certain specification (Patton, 2002). The study population also refers to study population as the list or record of individuals in a population that a researcher obtains for a study (Creswell 2012). The target population in this study comprised all Civic Education teachers, all Heads of Department, all Civic Education heads of sections and all deputy head teachers in selected secondary schools in Lusaka district where civic education is offered.

3.6 Sample size and sampling method

Sampling involves procedures by which some members of the population in the study are selected to represent the entire population (Creswell, 2009). It is a process of selecting a portion of the population that conforms to a designated set of specifications to be studied (Creswell, 2012). A sample is a subset of a population selected to participate in the study (Creswell, 2009). When addressing the issue of selection of the research sites, it is asserted that the researcher scouts for possible places and people that might be subjects of sources of data (Bogdan & Bikle, 2007).

3.6.1 Sampling procedure

The study used homogeneous sampling because the researcher wanted to select certain sites or people who possessed a similar trait or characteristic. In homogeneous sampling the researcher purposefully samples individuals or sites based on membership in a subgroup that had defining characteristics (Creswell, 2012). Homogeneous sampling is a purposive sampling technique that aims to achieve a homogeneous sample; that is, a sample whose units (for example, people, cases, and others) share the same (or very similar) characteristics or traits (for example, a group of people that are similar in terms of background, occupation, practice, beliefs and others) (Creswell, 2012).

The participants were selected purposively because they are major stakeholders in the practice and teaching of Civic Education. The researcher chose the respondents who provided valuable information for the study. Purposive sampling approach is useful for the identification and selection of information rich cases (respondents) associated to the phenomenon of interest (Palinka *et al.*, 2015). This was done to gather more insights as well as minimise and neutralise levels of bias from respondents. The respondents who as Babbie (2007: 208) rightly points out that, “information rich-cases are those from which one can learn a great deal about issues of central importance to

the purpose of the research." Thus, purposive sampling was useful especially in the selection of Civic Education teachers, heads of departments and Civic Education heads of section.

Homogeneous sample is often chosen when the research questions used were specific to the characteristics of the particular group of interest. Homogenous sampling was used to handpick secondary school teachers who were familiar with Civic Education to help illuminate the purpose of the study. Cresswell (2012) agrees that purposeful sampling is a non-random or non-probability method of sampling where the researcher selects "information-rich" cases for an in-depth study. This means that information-rich teachers in this case were those from whom one could learn a great deal about the use of reflective teaching approaches in Civic Education lessons. Homogeneous sampling was also used to select deputy head teachers, head of department and head of section.

3.6.2 Sample size

This study focused on 6 secondary schools in Lusaka district, that is, Roma Girls Secondary, Munali Boys Secondary, Chinika Secondary, Kamwala Secondary, Arakan Secondary and Libala secondary schools. It is worth noting that, among other reasons, Lusaka district was chosen because it is among the few districts where civic education was initially piloted and rolled out. The sample size comprised thirty-six (36) respondents, comprising four (3) Civic Education teachers from each school, one (1) deputy head teacher, one (1) head of department, and one (1) head of section per school. Table 1 provides summary.

Table 1 Composition of Participants

No.	Categories	Number of participants
1	Civic Education teachers	18
2	Civic Education head of section	6
3	Social Sciences head of department	6
4	Deputy head teachers	6
Total		36

Source: Field work, 2018

Teachers were used to provide the required information because of their educational and teaching experiences in Civic Education.

3.7 Data collection techniques

Owing to nature of this study and the diversity of participants, the researcher used different types of data collection techniques. Data was collected using a reflective questionnaire for Civic Education teachers, in-depth semi structured interviews for Deputy head teacher, social sciences head of department and Civic Education head of section. The other instrument that was used was the lesson observation checklist for Civic Education teachers.

3.7.1. Lesson observation schedule for teachers of Civic Education

Using lesson observations checklist, specific skills, behaviours, or dispositions of an individual in a given situation were identified. The research used this data collection tool during lesson observations, focussing on the specific characteristics of reflection and reflective teaching. Non- participant (overt) observation was used to collect data (Kombo and Tromp, 2006). The researcher was a spectator and observed lesson delivery by the Civic Education teachers and pupil participation. Out of 24 Civic Education teacher respondents, twelve (12) were observed. The researcher sat at the back of the classroom and recorded all the proceedings during the lesson using the checklist. Lesson observation was done to capture the state of the use of reflective teaching approaches during Civic Education lessons. The blending of various instruments as mentioned in this study has received substantial attention among researchers in recent years and is now an accepted practice in social research (C, 2012).

3.7.2 Interview Schedules

This is a written list of questions or topics that need to be covered by the interviewer (Kombo and Tromp, 2006). These could be semi-structured or structured interview guides. Kombo and Tromp (2006), postulated that interviews are well suited for exploring and confirming ideas and provide in-depth information about particular cases of interest.

3.7.2.1 Semi Structured Interviews for deputy head teachers

In this method, the interviewer personally meets the informants and asks necessary questions to them regarding the subject of enquiry. These interviews are based on the use of an interview guide. The major advantages of this technique were that there were no chances of no-response as the interviewer personally collected data and allowed for probing to get in-depth information. Further, data collected from interviews was on point as the interviewer tactfully collected the data using a recorder by cross examining the respondents. The interview guide was used to solicit information from the school deputy head teachers, heads of department and Civic Education heads of section.

3.7.2.2 Interview schedule for heads of department

Structured interviews were used to find out from the six (6) heads of department on the use of reflective teaching approaches in Civic Education lessons. Interviews were used because of its flexibility and enabled the researcher to collect in-depth information from the deputy head teachers. The interviews were recorded with permission from the participants.

3.7.2.3 Interview schedule for Civic Education heads of section

Structured interviews were used to find out from the six (6) Civic Education heads of section on the use of reflective teaching approaches in Civic Education lessons. The instrument was also used to seek information on the benefits and challenges of using reflective teaching approaches.

3.7.2.4 Reflective questionnaire for civic education teachers

This was administered using one on one interviews with the Civic Education teachers. According to Bogdan and Biklen, (2007) an interview can be described as a way of making individuals direct their attention towards each other with the purpose of opening up the possibility of gaining an insight into the experiences, concerns, interests, beliefs, values and knowledge of the respondents. Because this method allows one to probe for greater depth or explanation, simple yes or no questions or fixed-response questions were not ideal. The study used open-ended questions with a combination of semi-structured and unstructured questions.

3.8 Trustworthiness

Trustworthiness relates to the researcher not misrepresenting the views of the respondents in a given study. Trustworthiness is demonstrated when participants recognise the reported research findings as their own experiences (Cresswell, 2012). To ensure trustworthiness, the researcher employed the following measures: The interviews were recorded, and transcriptions were made of each interview for referral adequacy. The researcher went back to some of the participants, to ascertain whether the transcribed data was a truthful version of their experiences and a Civic Education specialist (my supervisor) was involved in cross checking the instruments. Thus, ensuring dependability, confirmability and transferability

3.8.1. Dependability

Dependability refers to the stability of findings over time (Dooley, 2001). Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Cohen *et al.*, 2011). Dependability was ensured through the use of inquiry audit. Inquiry audit helped to ensure that the findings were consistent and could be repeated.

3.8.2. Confirmability

Confirmability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers (Cresswell & Poth, 2017). It ensures that there is a degree of neutrality in the research findings. The researcher in this study ensured that the findings were based on participant's responses and not any potential bias or personal motivations. This was done by ensuring that interviews were recorded and transcribed.

3.8.3. Transferability

Transferability refers to the degree to which the results of qualitative research can be transcribed to other contexts with other participants – it is the interpretive equivalent of generalizability (Cresswell & Poth, 2017). In this study, transferability was ensured through random sampling and thick descriptions. This was done to show that the research findings can be applicable to other contexts (similar phenomena, populations, circumstances and situations).

3.9 Data analysis methods

The process of data analysis involves making sense out of data collected. Being a qualitative research, data was analysed using thematic categorization procedures. This was done through organising and breaking data into manageable units and synthesizing them to make meaningful patterns. Content analysis was done to identify the main themes (topics) that emerged from the responses. It is worth noting that before the final data analysis, data was thoroughly cleaned and edited to avoid errors and omissions.

Data analysis in a qualitative study involves data reduction, display and conclusions and verifications of information collected in the field (Cresswell & Poth, 2017). After data have been collected, reduced and displayed, analytic conclusions may begin to emerge and define themselves more clearly and definitively. This study used thematic analysis by drawing themes from the narrations given by the respondents in shaping the use of reflective teaching approaches in Civic Education lessons from interview data. Kaumba (2015), argued that narrative analysis is an approach to the analysis of qualitative data that emphasizes the stories that people employ to account for events. This method of analysis can be applied to data that has been collected through semi-structured and unstructured interviews. The data processing operations in this study involved among other things editing thus a process of examining the collected raw data to detect errors and omissions and to correct them wherever possible; classification thus arranging data in themes or classes based on common characteristics in descriptive form. Qualitative data from semi-structured interviews was collected, transcribed and coded into themes and sub-themes that emerged through narrative analysis. This was done by carefully listening to the recorded conversations to interpret, reduce and code key responses into major and sub-themes that emerged for later discussion. This was done in the light of the research questions at hand. Some responses were also isolated to be used as original quotes for verbatim to highlight important findings of the study. Themes and topics were developed in line with the objectives of the study.

3.10 Delimitation of the study

The study focussed on the use of reflective teaching approaches in civic education lessons as perceived by Civic Education teachers, social sciences heads of department

and deputy head teachers. The study restricted itself to six (6) secondary schools in Lusaka district. Under normal circumstances the study is supposed to be carried out in the entire country.

3.11 Ethical considerations

An ethic is a moral principle or a code of conduct which guides what people do (Wellington, 2000). Ethical issues involve the issues of informed consent to allow the respond to participate and disclose information willingly without any interferences (Cohen *et al*, 2011). The researcher adhered to research ethics by applying for ethical clearance through the Ethical Committee of the University of Zambia to be granted permission to proceed in undertaking the study. This was done in accordance with the provisions of the Directorate of Research and Graduate Studies. The participants in this comprised deputy head teachers, HoDs, HoS, and Civic Education teachers in secondary schools in Lusaka district.

3.11.1. Informed consent

The researcher sought informed consent from the participants. Informed consent is a communication between the researcher and the participants. The researcher informed the participants the advantages of being part of the study. Permission was sought from the District Education Board Secretary (DEBS) in order for the researcher to freely interact with head teachers and teachers.

3.11.2. Research description

The researcher had a duty to ensure that the participants are aware of the purpose of the study. The researcher informed the participants the purpose of the study and asked for their wilfully participation in the study.

3.11.3. Benefits and risks

Participants were informed that positive participation in this study was expected as it could help improve the teaching and learning in computer studies for the benefit of the learners. However, the participants were also told that participation in this study was not to subject them into any form of risk as the data to be collected was for academic purposes only.

3.11.4. Anonymity and confidentiality

Considering the significance of ethical issues in every research, in this study responses from participants were treated with maximum confidentiality as the data was used purely for academic purposes. The participants who included the head teachers, teachers of computer studies, grade nine learners and parents were asked not to write their names and that of their schools on the research instruments.

3.11.5. Voluntary participation

Furthermore, the researcher ensured that the participants were treated with all the respect they deserved. It was imagined that there would be no form of coercion or influence on the participants to respond against their will (Dooley, 2001). To gain the goodwill of the participants, the researcher tried by all means to establish a good rapport with them before the day of the meeting. The participants were also asked to feel free to withdraw from the study at any time if they felt that they could not give the needed information.

3. 13 Summary

This chapter discussed the methodology that was used in the study. Descriptive survey design was used to enable the researcher collect information about teachers on the use of reflective teaching. Observation checklist was used to help the researcher see how teachers demonstrated reflectivity and to gather data from the teachers as to what they said constitute reflective teaching.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 OVERVIEW

This chapter presents the research findings of the study that sought to examine the use of reflective teaching approaches in Civic Education lessons in selected secondary schools of Lusaka District in Zambia. The presentation of findings therefore is guided by the following research questions:

What forms of reflective teaching do teachers use in civic education lessons?

What are the benefits of using reflective teaching approaches in Civic Education lessons?

What challenges are associated with the use of reflective teaching approaches in civic education lessons?

What measures can schools put in place to curb the challenges of using reflective approaches in civic education lessons?

The above research questions were used systematically to realise the research objectives. It is important to note that the research findings were from the three (3) instruments used during data collection namely; reflective questionnaire, semi-structured interviews and lesson observation checklist. Thematic approach was used to present the views of respondents who were deputy head teachers, social sciences heads of department, civic education heads of section, and the civic education teachers. The analysis of data revealed six major themes: ‘understanding reflective teaching’, ‘pedagogical approaches’, ‘critical reflection’, ‘limitations in the use of reflective teaching’, and ‘awareness of student learning needs’.

4.2 Demographics of Participants

Participants who took part in this study were asked to give their brief background information in their teaching of Civic Education to help in analysing data in terms of gender, highest professional qualification and teaching experience. Tables 4.1 and 4.2 indicate the background information of respondents.

Table 2 **Frequency distribution of participants by gender**

Variable	frequency
Male	11
Female	25
Total	36

Table 4.1 indicates that 25 of the participants were female while only 11 were male out of the total number of 36.

Table 3 **Frequency distribution of participants by period of teaching**

Variable	frequency
0-5 years	16
5-10 years	14
Above 10 years	6
Total	36

Table 4.2 indicates that 16 of the participants have been teaching for five years and below, 14 have been teaching between 5 and 10 years and only 6 have taught civic Education for over 10 years.

4.2 **Forms of reflective teaching**

One of the four research questions of this study was to identify forms of reflective teaching used by teachers in Civic Education lessons. The research question is: What forms of reflection do teachers use in Civic Education lessons? To establish the forms of reflective teaching used by teachers in Civic Education lessons, it was prudent to begin by establishing the teachers' understanding of reflective teaching. When the question was asked regarding the understanding of reflective teaching by Civic Education teachers, respondents were either knowledgeable or not knowledgeable. A few had mixed feelings about reflective teaching approach. Most of the respondents said they were aware of reflective teaching and were making steady progress in using it. However, a few of the respondents were not aware of the approach and hence could not use it during Civic Education lessons. Few teachers acknowledged having mixed feelings about the teaching approach.

4.2.1 Participants understanding of reflective teaching

All the respondents were asked about their understanding of reflective teaching and the responses varied from one individual to the other. The study revealed that not all teachers were aware of reflective teaching as an approach in teaching Civic Education.

One teacher from school A said:

I know discovery learning but reflective teaching I have no idea what it is unless if someone can explain what reflective teaching is.

Similar views were gotten from another teacher from school F who said that:

I don't know about reflective teaching, I have never heard of such a thing in teaching not even at college during my training.

However, several teachers, deputy head teachers and Civic Education heads were very knowledgeable about the approach and this can be seen from their responses below.

One teacher said that:

it is a process where teachers think over their teaching practices, they analyse how something is taught and how the practices might be improved or changed for better learning outcomes from the learners.

Another respondent a Civic Education Head of Section stated that;

Reflective teaching is a style of teaching that requires a teacher to do a critical analysis after a lesson has taken place you analyse whether the objectives have been achieved, and how do you know that your objectives have been achieved? you look at the response from the learners. So, from there you can deduce whether the objectives have been achieved or not. If learners give a positive response meaning objectives have been achieved, you can tell through their conduct maybe through the assessment that have been given or by faces, I think that is enough to tell that your objectives haven't been met. if the objectives have not been met there are two ways: its either if you have enough time you do the re-emphasis of the lesson or you organise another time or change style of delivering the lesson. maybe you can use other teaching aids if you did not have teaching aids in the previous lesson or you introduce it more clearer teaching methods.

One deputy head teacher responded by saying that:

Reflective teachers constantly check their teaching methods to identify what they were just exposed to and checking for understanding by asking learners to evaluate their teaching.

The figure below summarises the level of understanding of reflective teaching among respondents. The study revealed that not all teachers were knowledgeable of reflective teaching and this explains their variations in the use of reflective teaching approaches in teaching Civic Education.

4.2.2 Pedagogical Approaches

Apart from ascertaining the level of understanding of reflective teaching among respondents, all teachers of Civic Education and their heads of section were asked to mention the forms of reflective teaching that they use in class and to explain why they use such methods. Twenty-four (24) civic education teachers and six (6) heads of sections, (that is 30 respondents) were asked to identify the forms of reflective teaching which they use during civic education lesson delivery. Respondents mentioned several pedagogical approaches used in Civic Education Lessons. Debate, role play, group discussion, CPDs and class exercise were the most used approaches.

4.2.2.1 Debate

Most teachers mentioned the use of debate as a method that helped them reflect on the way they teach Civic Education. One teacher stated that:

debate its actually more reflecting because mostly pupils are excited when it comes to debate, and you arrange the debate in such a way that not really choosing four pupils and the other four, no. maybe u just divide the class into half. maybe boys against girls and so forth or just divide the class into half in that way you will find that the debate will be very effective because it will not be limited to four people in the group only or eight pupils.

Another teacher added by saying that:

When using debate, pupils take charge of the lesson, it becomes easy for me to tell whether my learners got the concept when I was teaching or not. Debate also tell whether pupils are studying and researching widely or not. This guides me to know the kind of work to give them for their knowledge acquisition. so normally I change the style of teaching I will shift from the lesson plan methods and devise other means because what I had planned is not working so debate helps me to shift quickly.

Like the above acknowledgement to debate, one deputy head teacher also stressed that:

Actually, debate should be used more in Civic Education because the subject is very controversial. Time and again teachers of Civic Education

need to reflect on how the learners bring out these issues and they should aim at helping learners to debate more and more in class...

Another teacher further stated that:

I use group discussions, class exercise, role play, question and answer and debate which helps me to see if the learners are understanding or I need to change the way I teach. These strategies have really helped me in the way I teach and evaluate learner performance.

4.2.2.2 Group Discussion

Group discussion was another strategy that responded mentioned as a form of reflective teaching in Civic Education lessons.

One teacher stated that:

In civic education specifically, we use group work and group discussion for me that is the strategy I like using because it helps me reflect on my teaching.

I like using group discussion in my lessons because it influences pupils to take part in class activities...

Another teacher added by pointing out that:

Group discussion is a very good method and I like using it when teaching because learners are free to discuss among themselves and asking each other questions among those small groups unlike when it is a whole class discussion.

4.2.2.3 Role play

Most respondents further alluded to role play as a method that helps them to reflect on their teaching of Civic Education.

One teacher had this to say:

I use role play because it helps me reflect on the teaching and have insights on the creative power of learners.

A head of section added by saying that:

Role play helps pupils to act out scenes which they cannot express nicely verbally so it good in Civic Education especially when you are dealing with controversial issues, so I like using it a lot.

4.2.2.4 Class exercises

Class exercise was another method that teachers used as a form of reflection in Civic Education lessons.

One of the teachers had this to say:

I reflect on my teaching all the time; any time am from having a lesson I reflect... by giving class exercises and if they answer correctly then it means they understood.

I usually use class exercises as a form of reflection because it helps me to see if my teaching is having any impact on the learners.

4.2.2.5 CPD Meetings

Most deputy head teachers and heads of department mentioned CPD meetings as the mostly common used form of reflection in schools. One deputy head teacher from school A had this to say:

usually as a school we encourage CPDs to be held 3 to 4 time in each subject termly. We put more emphasis on CPDs because it helps teachers reflect on their teaching...

Another deputy head teacher from School D added that:

Just last week we had a CPD in Civic Education where teachers were discussing on how best they can improve the teaching of Civic Education and a number of things where proposed which in a way I feel helped teachers to reflect on their teaching.

One of the HODs from school B said that:

In this school we have CPDs every term because we believe it is one way in which we can help the teachers improve on their teaching.

It further emerged from the study that teachers were aware of several forms of reflective teaching but were unable to use them due to a number of reasons. The forms identified by the respondents which were not being used adequately were lesson recording, journal and action research. Lesson recording was the least used form of reflective teaching as only 3 people mentioned to have at least used it once. Most the teachers explained lack of gadgets that can be used to record lessons. A teacher from school A said that:

lesson recording is a good form of reflection as it gives time for the teacher to have the real picture of what went on in class, but we cannot use it since we are not allowed to go with phones in class and phones are the easiest gadgets we can use to record.

Among the least used forms of reflective teaching was the journal and lesson recording. One teacher who use a journal had this to say:

While writing the journal during my teaching, I have realized many things about myself, my students, the atmosphere in the class and my teaching methods...I rarely use it due to work load.

Another teacher said that:

I have never used any recording though I have thought about it, but I have never used it. Among other forms I use is student feedback...

4.3 Benefits of reflective teaching approaches

Apart from establishing forms of reflective teaching used by teachers in Civic Education lessons, the second research question to this study is: what are the benefits of using reflective teaching approaches Civic Education lessons? To establish the benefits of using reflective teaching approaches in civic education lessons, respondents were subjected to various questions during semi-structured interviews and lesson observation was done in each school that was visited. This was done by observing 2 Civic Education teachers from each school while they were delivering their lesson. What came out strongly from the six schools involved in the study was that that reflective teaching helps learners to be critical, creative and innovative.

4.3.1 Critical reflection

It was observed that the use of reflective teaching approaches triggered critical thinking in the leaners and most teachers who were interviewed mentioned critical thinking as one of the impacts of reflective teaching. For instance, one teacher from school A said that:

Reflective teaching has a great impact on the teaching and learning of civic education because it helps pupils to think critically and even as they are debating they have to know why they are for or against something. Then when you talk of group discussions it helps them improve their presentation skills and gives them courage to speak out especially when they see something wrong in the community they will be able to speak out.

Another teacher said that:

pupils are engaged in critical thinking, learners are motivated to think more, they think beyond what the teacher has taught and what they can find in the learners' books.

4.3.2 Awareness of students' learning needs

The study further revealed that reflective teaching helped teachers of Civic Education to be aware of the learning needs of their students and to use appropriate teaching methods in their lesson delivery. It was observed that student feedback helped teachers to devise new ways of delivering the lesson. Most respondents said that feedbacks from students are of great importance as it was difficult to get sincere opinions from their colleagues. One Civic Education head of section said that:

I usually ask for feedback from students on how I teach and handle the class. Some students wrote that I enforced my opinions, that I had some favourite students and I did not tolerate weaker students. After reflective activity, I realized that I preferred those who were sharp, friendly, active, communicative and those who wanted to learn and to share their opinions and those who did not disturb the lesson. After I learnt that, I started focussing on my behaviour more and I addressed problematic students in a friendly way too. Without students' feedback I would not see all these vices. This activity has certainly helped improve the classroom atmosphere.

4.3.3 Student participation

The study revealed that reflective teaching enhances student participation in their learning. Teachers are made to realise that for educational goals to be realised, learners need to be involved in their learning. This can be seen from the response of one deputy head teacher who said that:

Teaching is a process that involve so many players and the learners are at the centre of teaching and hence from time to time a teacher should be able to evaluate the learning by constantly asking for feedback from the learners ... this is promoted using reflective teaching.

An HOD from school F added by saying that:

It's one of the practices that needs to be practiced more often as it enhances the deeper understanding of the lesson in the part of the learner and helps teachers to engage learners in the lesson.

4.4 Challenges associated with the use of reflective teaching

The third research question to this study is: *What challenges are associated with the use of reflective teaching approaches in Civic Education lessons?* All the 36

respondents were asked to mention challenges that are encountered with the use of reflective teaching in lesson delivery and numerous challenges were identified, including: syllabus adherence, inadequate participation from learners, limited time allocation and over enrolment.

4.4.1 Emphasis on Syllabus coverage

Most respondents alluded to emphasis on curriculum coverage as one of the hindrance to the use of reflective teaching.

One deputy head teacher said that:

there is just too much emphasis on syllabus coverage which makes it difficult for teachers to reflect on their teaching...

A similar sentiment was put forward by one Civic Education head of section who said:

most of the time the school put emphasis on what has been covered in the syllabus and not really the methods used to teach the subject. So, we rarely make use of certain teaching approaches because our focus is usually on curriculum and not really how we teach...

Similarly, most of the teachers interviewed said that there was so much emphasis on curriculum coverage by the ministry of education and hence paying less attention to the approaches used. One teacher stressed that:

The is so much forcing of syllabi completion especially for grade 12...time and again we see officers from the ministry just to come and check how far we have gone with the syllabus. So basically, it's all about exams.

4.4.2 Time limitation

Study revealed that most teachers of Civic Education are unable to use reflective teaching approaches due to inadequate time allocated to the subject.

One of the teachers from school A stated that:

class organisation is difficult, time allocated to teach civic education is usually not adequate, especially junior classes where we teach for a single period making it difficult to use other teaching strategies.

Similarly, one of the HODs said that:

we have so many subjects to timetable and very few teachers to teach and so you find one teacher moving from one class to another ...they have no time to reflect because the work load is too much, and time is limited especially now that Civic Education is compulsory in schools.

One deputy head teacher also revealed that:

There is so much curriculum demand from our end such that time allocated to teach each subject can't allow the use of some teaching strategies like reflective teaching...to effectively use this strategy is not possible in these public institutions, may be in private school.

4.4.3 Over-enrolment

It was discovered that over enrolment was an obstacle to the use of reflective teaching as it posed a challenge for teachers to pay attention to individual learners. One of the deputy head teachers had this to say:

like you have seen for yourself in some classes you went to and found about 90 pupils in one class...this is because we are forced to enrol as much as we can without considering the number of teachers and classroom space. Because of large number of pupils in class it becomes difficult for teachers to use methods like the one you are talking about.

A teacher added by saying that:

Over enrolment makes it difficult to teach them using strategies like field trip, group work and debate which are reflective in nature...it is not that we do not want to use reflective teaching approaches, it's the number of pupils we handle per class which cannot allow.

Another said that:

Schools should reduce numbers in class to help teachers to attend to individual needs of learners within the class and be able to use reflective teaching effectively.

4.4.4 Lack of participation from the learners

The study revealed that there was less participation from the learners which somewhat made it difficult for Civic Education teachers to use the reflective teaching approach effectively. To solidify these findings, a teacher from School C lamented that:

Lack of full participation from learners due to large numbers in class poses a big challenge...hence pupils rarely participate in their learning and this makes it difficult for us to know the challenges learners face in grasping what we teach. Even when you ask for feedback from them, only a few or none will respond.

If you give homework and tell them to go and research, very few will do the work. Majority will say they are busy at home, others say there is no one to help them do the work at home...in short we are trying as teachers, but the pupils are not helping us because they rarely participate in their learning.

4.5 Measures to overcome challenges

The fourth research question to this study is: *What measures can schools put in place to curb the challenges of using reflective approaches in Civic Education lessons?* Views from deputy head teachers, HODs, Civic Education heads of section and Civic Education teachers were cardinal to answer this research question. The following were identified as measures that can be put in place to curb the challenges: Reducing enrolment to small numbers to encourage full participation by the learners, training of teachers in reflective teaching approaches and Teachers' Continuing Professional Development (CPD) programs to include use reflective teaching approaches in order to strengthen use of reflective teaching among teachers.

4.5.1 Reduction on class size

The study revealed that most schools had numbers in class between 60 – 100 learners against the ideal number of 30 - 45. Hence, most respondents said there was need to reduce on enrolment and consequently class sizes to improve the teacher pupil ration if reflective teaching approaches were to be used effectively.

An HOD from school D said that:

Schools should reduce numbers in class to help teachers to attend to individual needs of learners within the class and be able to use reflective teaching effectively.

A teacher added that:

Any teacher can only manage to attend to a certain number of pupils at a time and hence there is need to reduce numbers in classes. Currently, the numbers are too huge which makes it difficult for us to attend to the learners and use reflective teaching approaches. But I feel if the numbers are reduced there will be an improvement in the use of reflective teaching approaches.

4.5.2 Time allocation

Respondents in the study indicated that there is need to increase time allocated to teach Civic Education to allow the use of some teaching approaches such as reflective teaching. Some respondents had this to say:

One of the measures can be allocating more time to teaching of social science subjects Civic Education inclusive then it can be easy to use reflective teaching.

There is need to implement what is stipulated in the new curriculum where social science subjects like Civic Education are allocated 5 periods per

work but that is not followed in this school. We are still teaching for 2 periods only in a week which is not enough.

4.5.3 Training of teachers in reflective teaching approaches

The study revealed that most teachers were not using reflective teaching approaches due to lack of training from the various training institutes that they attended. Hence it was suggested by most respondents that reflective teaching approaches should be part of the methodologies that teacher learn in colleges and universities. One deputy head teacher suggested by saying that:

I think the ministry should see to it that colleges of education begin to train teachers in reflective teaching approaches. Most of these colleges have no methodologies...they do not train teachers in proper methodologies. One wonders if there are inspectors to look at the training materials. Hope the coming of Teaching Council will improve the situation. Even teachers who come from UNZA don't know these approaches...

4.5.4 CPDs on reflective teaching

The study further revealed that teachers' Continuing Professional Development (CPD) programs should include use of reflective teaching approaches to strengthen use of reflective teaching among teachers, thereby enhance quality teaching.

one teacher from school B said that:

There is need to be having CPDs specifically on reflective teaching so that there is improvement in its use and to help those who have no idea of the approach...for instance I have never heard of reflective teaching approach, am hearing it for the first time. For me, I don't use the approach because I don't know it and you don't expect me to go back to school to just go and learn reflective teaching but if CPDs are held on this I can learn and start using it.

4.6 Summary

This chapter presented the findings of the study on the effectiveness of reflective teaching approaches in Civic Education lessons in selected secondary schools in Lusaka District. The findings of this study have been presented in line with the four objectives set out in Chapter One. The researcher used the thematic approach to present qualitative results. However, the findings mainly bordered on the forms of reflective teaching approaches used in Civic Education lessons; impact of reflective teaching approaches in Civic Education lessons; challenges of using reflective teaching approaches in Civic Education lessons; and the measures that can be put in

place to overcome the challenges encountered with the use of reflective teaching approaches in Civic Education lessons. The following chapter will discuss the findings of the study.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 OVERVIEW

The previous chapter presented the research findings of the study in relation to the research questions. This chapter presents the research findings on the use of reflective teaching approaches in Civic Education lessons in selected schools of Lusaka District. The discussion is presented in accordance with the research objectives which were as follows:

1. To identify forms of reflective teaching approaches used by teachers in Civic Education lessons.
2. To establish benefits of using reflective teaching approaches in Civic Education lessons.
3. To investigate challenges associated with the use of reflective approaches in Civic Education lessons.
4. To determine measures that can be put in place to curb the challenges if any, of using reflective teaching approaches in Civic Education lessons.

5.2 Forms of reflective teaching approaches used by civic education teachers

The first objective to this study was to identify forms of reflective teaching used by teachers in Civic Education lessons. This was achieved by first finding out from teachers the reflective approaches used in Civic Education lessons and later observing their lessons. Several pedagogical approaches were revealed by the respondents.

5.2.1 Pedagogical approaches

The various forms of reflective teaching approaches identified in the study are debate, role play, class exercises, peer observation, field trips, demonstration, CPDs, and homework which were in line with most of forms of reflective teaching cited in literature. For example, Sifuniso (2015) identified role play, mentoring, diaries, peer observation, continuing professional development meetings, storytelling, mind mapping and action research as forms of reflective teaching used by teachers in primary schools. The findings of this study regarding the forms of reflective teaching

showed that teachers of Civic Education used class exercise, group discussion, peer observation, CPD meetings, homework, student feedback, debate, role play, action research, demonstration, journal and lesson recording as forms of reflective teaching in Civic Education Lessons. It is also worth noting that class exercise, group discussion, homework, CPD meetings and peer observations were identified as the most commonly used forms of reflective teaching.

5.2.2.1 Debate

Debate was identified as a form of reflective teaching approach used by teachers in Civic Education lessons. Debate in teaching refers to a discussion in which two groups of learners advocate opposing positions on a topic or question in an attempt to make an audience accept their position (Abimbade & Afolabi, 2012). Debate allows learners to explore and gain understanding of alternative viewpoints, develop communication, critical thinking and argumentation skills. The study revealed that the method is often used in in Civic Education because of the nature of the subject where the learners are required to present and defend particular positions against other parties. However, while the use of debate as a teaching approach is clear for those subjects where it is a relatively common part of the working environment, the skills that it helps develop are widely applicable and so many other disciplines could also benefit from requiring students to develop debating experience.

5.2.2.2 Class Exercises

Class exercises were commonly used by teachers because they help in lesson evaluation and in determining the right approaches to use during lesson delivery. Lesson observations showed that all respondents used either post-lesson evaluation by making the given class exercise or ongoing lesson evaluation that took the form of mental or written notes. These forms were similar to those advanced by Lieberman and Miller (2000) and Keywork (2011), who all believed that post-lesson evaluation was an integral part of lesson development and that evaluation should be an ongoing process. The few lesson plans that were examined also supported this proposition. Homework was also given to learners fortnightly to help gauge the analysis and understanding levels in the learners. Most schools visited were found to be implementing a homework policy as a directive from the Ministry of Education and

the teachers testified to the significance of such a policy in helping them reflect on their teaching strategies.

5.2.2.3 Continuing Professional Development (CPD) meetings

The study found that CPD meetings were used as a way of sharing knowledge, values and skills to enhance quality teaching and were held three times in a term. Additionally, respondents acknowledged that CPDs can enhance reflective teaching skills. This is in line with Schon, (1991) who found that collaboration with peer members increases the probability that teachers will be successfully reflective and more confident in their professional development. This study findings are consistent with those of Pollard (2006) who found that reflective teaching, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues. In addition, the General Ministry of Education Master Plan for strategic expansion and implementation of school based continuing professional development 2010 -2023 recognises the fact that CPD was birthed by a desire to fulfil or attain quality education for development and innovations to help teachers reflect on the teaching and learning process. In direct response to the provision of quality education, efforts have focused on designing strategies to promote CPD through establishment of a system of in-service called School Programme of In-service for the Term (SPRINT). The SPRINT program includes, Teacher Group Meeting(TGM), and Grade meetings at the Resource Center (GRACE). These CPD activities are important in helping teachers becoming reflective practitioners, including helping teacher in updating pedagogical approaches and enhance effective implementation of education curriculum. Thus, CPD is reflected in the Zambia Education Curriculum framework 2013 and it is embedded in the Seventh National development plan (2017-2021).

The study further established that lesson study was used to conduct CPD meetings because it helped teachers to collaborate, develop and design lessons while examining successful teaching strategies which enhance pupil learning. As observed by Disu (2017), such collaboration helps teachers to be more reflective as they learn from the lived experiences of their fellow teachers. In lesson study one teacher implements the lesson plan that was generated by a group of teachers in a real classroom while others observe and take notes on the quality of the lesson. The group then comes together to discuss their observations so that the improved lesson can be re-taught in another class. At the end of the discussion, a teacher produces a report of what they have learnt

from the lesson particularly with respect to their observation focus. Thereafter, a repeat lesson is done on a scheduled date taking into consideration all the flaws that were made in the first lesson. The development of an ideal lesson is not the main aim in lesson study, but the focus is on student learning and professional collaboration. Teachers discuss pedagogical issues and reflected on how best they would improve. They engaged in lesson study circles where they identify difficult questions, plan together and one person demonstrate the lesson while the others observe. Then together as a team the teachers analyse the lesson. Suggestions on how best the lesson could be taught were given. This the study discovered, helps teachers to reflect on the learning and teaching process. Evaluation of lesson study showed that collaboration of teachers using CPDs increased learner achievements and decreased teacher isolation, MOE plan (2010). CPD is conceptualised as consisting of reflective activity designed to improve an individual's needs and improve professional practice. Pedagogical knowledge and skills of the teachers are sharpened.

5.2.2.4 Lesson recording

The study established that lesson recording was among the least used form of reflective teaching owing to the gadgets needed for the form to be carried out successfully. For many aspects of teaching, audio or video recording of lessons provides a basis for reflection. Lesson recording is the only form of reflection that can capture the moment to moment processes of teaching. As Hadiya (2017) observes, many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons.

5.2.2.5 Peer Observation

The study also revealed that peer observation was an important tool in reflective teaching because it provided room for feedback from the carried activity. It was however noted that for it to be effective there was need for careful planning prior to the activity. Hadiya (2017) rightly points out that for peer observation to be carried out successfully, there is need for resource mobilisation, time, knowledge, and skill. Therefore, without prior development in the delivery of critical feedback it could lead to an inability to provide critical feedback to the observed and the acknowledged that the potential for using peer observation to foster reflection on teaching practice was

inherently limited if the process failed to generate critical comments. It was observed that its effectiveness is questionable as most teachers did not want to give negative comments on what they observed while the colleague was teaching.

Deputy headteachers had an important role to play when implementing and encouraging peer observation due to their frequent interaction with teachers and the learners. This is in line with Morran (1995) who argues that administrative peer observation helps teachers to become more aware of the issues they confront in the classroom and how these could be resolved. It helped to narrow the gap between teachers imagined view of teaching and what went on in the classroom. The most successful aspect of class room observation that was discovered during the study was that it allowed experienced teachers to serve as valued mentors to their less experience colleagues. The fact that the experienced teachers were willing to go through the same process of critical reflection as the less experienced teachers, gave them great credibility in the eyes of the new and inexperienced teachers. This whole process helped the experienced teachers to become more thoughtfully about their own teaching and became more reflective practitioners (Morran1995).

Blackwell and McLean (1996) outlined numerous potential benefits for teachers who use peer observations in reflective teaching. They posit that new and inexperienced teachers may feel uncertain about their teaching ability. Positive feedback from a peer or mentor can provide re assurance, allay anxiety and increase their confidence. Teaching staff can use peer observation to help them evaluate innovations in their teaching. They may have strengths of which they are unaware of and lesson observation revealed these. A teacher may have a general sense of uneasiness about a course, without being able to pinpoint the problem or even be sure that there was one sure way. These scholars (Blackwell and McLean, 1996) urge that an observer may help to identify the source of uneasiness and can discuss with the colleague possible courses of action. For those who observe, watching others always provokes reflection on one's own teaching. Teachers mentioned that peer observations, increased the sense of collaboration and enhanced trust through allowing colleagues to observe and comment upon each other's teaching. It increased awareness of what material colleagues were covering. Teachers got good ideas from practice and encouraged discussion and dissemination of good practice. Teachers addressed practical issues such as suitability of facilities and maintained and enhanced a quality learning

experience. Therefore experiential learning theory helps teachers to understand and identify different learning styles and to know that learners learn and assimilate information differently. This is done by using different approaches as established in this study. All of this means that individuals involved in such learning tend to develop their creativity, their independence of thought and their relationship skills which is advocated for in the theory used in this study. These aptitudes support a high coping ability among learners.

5.3 Benefits of using reflective teaching approaches in civic education lessons

5.3.1 Critical reflection and Improved learning

The researcher discovered that engaging in reflective teaching is one of the methods that could enhance quality teaching and improve learner achievements due to the improved interaction between learners and teachers. This leads to identification of educational needs and promotes deep learning. Accordingly, these findings are consistent with those of Disu (2002) in the literature review who established that reflective teaching is not only a renewal in teacher student interaction but also helpful means to facilitate teacher professional development. This was further attested by most heads of section who argued that reflective teaching helps teachers to have a deeper understanding for their own teaching style and eventually, greater effectiveness as a teacher which in turn lead to improved teaching and learning.

It was further revealed in this study that reflective teaching helps the teacher to develop more appropriate learning opportunities for the target learners and is viewed by many as the hallmark of professional competence for teachers. This is in line with Cole and Knowles, (2000) who posits that reflective teaching is the process of self-evaluation and reviewing of what has been taught. There is learning in the process of teaching when the teacher engages in the research through interactions. This helps teachers to be aware of the learning needs of their learners because the whole process is learner centred. Most respondents were seen engaging in reflection using teaching aids which helped the learners to interpret the lesson under discussion. By discovering things on their own, pupils were engaged in critical thinking and motivated to think beyond what was taught in class. The focus of reflection is on effective application of skills and technical knowledge in the classroom and it also focusses on cognitive

aspect of teaching (Farrell, 2007). Reflection is taken to guide future action not so much to revisit the past.

Unlike the findings of Mupa and Chinooneka (2015), which revealed overly high levels of confidence displayed by many student teachers exposed to reflective practices impeding their ability to benefit from advice or even obvious classroom failures, this study established that reflective teaching trigger critical thinking in both the teacher and in the learners by encouraging self-motivation and self-directed learning. This help teachers to seek clarity on the discovered flaws and to seek ways of improving their lesson delivery. Gatumu (2006) contended that reflective teaching has to do with the deliberate examination of how we teach and learn. It fits in the interpretive view of the theory used in this study which emphasises a move towards critical thinking of the way we teach and learn. Reflective teaching enables the teacher to move from the known to unknown by making use of recalled experiences in a critical manner. It was further observed that reflective teaching allows a teacher think critically of the teaching practice so that learners can maximise their learning. This is in line with Afolabi (2012) who assets that effective teaching approaches evoke critical thinking from the learner. Thus, making the learner to become a critical decision maker who can competently face the challenge of global dynamics. Reflective teaching therefore goes hand in hand with critical self-examination and reflection as a basis for decision making, planning and action which are advocated for in the theory underpinning this study.

5.4 Challenges associated with the use of reflective teaching approaches in Civic Education Lessons

Lack of understanding of reflective process among teachers

Lack of understanding of the concept of reflective teaching among teachers was revealed as one of the limiting factors in use of reflective teaching approaches in Civic Education lessons. The concept of reflective teaching was viewed differently by the participants. The study found out that not all teachers were aware of reflective teaching approaches and hence the differences in understanding the concept. Participants in this study defined Reflective Teaching approach as a process where teachers think over their teaching by analysing how a lesson was delivered in order to make adjustments for better learning outcomes. This is in line with Kolb (2014), who

defined reflective teaching as a process where teachers think over their teaching practices, analysing how something was taught and how the practice might be improved or changed for better learning outcomes. Unlike Akbari (2007)'s study which established that teachers improve their understanding and use of reflective teaching approaches by reflecting critically on their teaching experiences, this study established that not all teachers are knowledgeable of reflective teaching approaches and hence do not use the approach despite being in the teaching professional for long period of time. In line with the theory used in this study, this scenario can have an implication in the teaching and learning of Civic Education by producing half-baked learners as teachers will not be paying attention to the ideals of teaching advocated in the experiential learning theory. Mathew (2017), further supports this view by arguing that experience alone does not lead to reflective teachers but deliberate reflection on experience.

Time limitation

This study revealed that practicing reflective teaching was time consuming considering the insufficient time allocated to teaching of Civic Education. Although most teachers were aware of the importance and relevance of reflective teaching, observations showed that they had difficulties to practice the same in their classes due to limited time. These limitations were also observed by Sifuniso (2015) who argued that most teachers were unable to use reflective teaching due to limited time allocated to various subjects. Some teachers do not have the skills to apply effectively the reflective teaching approaches as they said it was time consuming.

Over - enrolment

Large classes were another impediment to the use of reflective teaching approach that was discovered during this study. According to Wilson (2006), the methods that teachers could use in large classes are not as plentiful as those available to teachers in small classes. There is some truth in this statement in that in small classes, teachers are able to practice a variety of methods, such as learning centres, higher order questioning, and other active-learning approaches. It was observed that teachers with smaller classes were able to use reflective teaching unlike those handling larger classes because these learners require the individual attention only available from a teacher in a small class. Thus, it becomes clear why teachers generally are of the opinion that reflective teaching can only work in smaller classes because large classes

do not allow scope to realise individualised instruction. Ehrenberg et al (2001) noted that the number of students in a class has the potential to affect how much was learnt in a number of different ways. It could affect the social engagement of students and it could also result in less or more noise and disruptive behaviour. In addition, it could as well affect how much time the teacher was able to focus on individual students and their specific needs rather than as a whole. For these reasons, changes to the class size were considered a potential means of changing how much is learnt. This however conflicts with the theory of experiential learning which urges to teachers to make teaching take place by devising new ways of overcoming any challenges encountered during the teaching process. Teachers should design activities that will give opportunities to all the learners to learn in the best way that suits them despite the numbers in class. The point about experiential learning is that that the learning comes from the experience itself. It is about learners discovering for themselves information and how they respond to things, what their feelings are, how to handle their feelings and their opinions. They learn this through the reflection on the experience. The teacher in the learning process is viewed as a facilitator only and therefore large numbers should not be seen as a limitation.

5.5 Measures to overcome challenges of using reflective teaching in civic education

The findings at hand regarding measures that can be used to overcome challenges of using reflective teaching approaches in Civic Education can be argued to be similar to those advanced by Sifuniso (2015). The study discovered that educating over enrolment, allocating sufficient time for teaching, encouraging the use of reflective teaching in and training teachers in the of reflective teaching approaches can be used as measures to overcome challenges with use of reflective teaching approaches in Civic Education lessons. However, these findings are somewhat contradicting Abimbade and Afolabi (2012), who argue that reflective teaching is more applicable to mathematics than social science subjects. Ogunbiyi (2004), further notes that in most parts of the world teachers resort to using lecture methods as opposed to learner centred approaches. This study therefore argues that such irregularities can only be tackled when teachers reflect on their teaching and are provided with conditions necessary for reflection.

Smaller numbers in classes were cited as necessary for effective use of reflective teaching approaches as they allowed teachers to pay attention to individual learners. It was further argued that teachers need to be equipped with improvisation strategies for instructional materials and align the materials with curriculum guidelines to cater for individual learner's needs. For example, internet literacy among teachers can improve improvisation. Olibie et al. (2013), argues that implementation of such a strategy provides teachers with opportunities to develop insights for engaging learner in the highest quality learning activity. It is only learners are fully involved in their leaning that reflection is made possible. Further, Nambuya (2013), discovered that schools with reflective teachers are able to interpret instructional materials and hence perform better in standardised examination such as grade seven than those which do not have teachers. This is so as reflective teachers are able to make meaning use of available materials to suit the learning needs of their students.

5.6 Summary of the theoretical implications to the study

Experiential learning theory calls for teachers to develop more appropriate learning opportunities for the target learners. Teachers should design activities that will give opportunities to all the learners to learn in the best way that suits them. The activities carried out should enable the learner to go through the whole process of the experiential learning cycle. The theory shows that learning leads to change or changes in behaviour that are personally chosen, not imposed or demanded from outside the person. The implication is that if there is no change, learning has not happened. We do not learn for the sake of learning, but for the sake of changing. It is this change that will enable people see whether or not, the goals and aims of Civic Education are being realised. If nothing changes in society as a result of learning Civic Education, then teachers need to interrogate the approaches that they use to teach the subject.

The other important factor worthy noting is that learning happens not because of what a teacher says, but because of what the learner does. The way we express this in theoretical terms is that in the traditional teacher-centred model of learning, the construct precedes the experience, while in experiential learning, the experience precedes the construct. The construct is developed out of the experience. The development of this construct happens through the process of a disciplined reflection

on the experience. In an experiential learning situation, the learner is responsible for his or her learning and so has a less dependent relationship with the teacher, who usually should be viewed as a facilitator in this situation. This is a crucial point in terms of the effect of the learning on the individual and, ultimately, on society

The traditional way of teaching encourages dependence, encourages the learner to rely on the teacher for what to think and how to think. Compliance is rewarded, and so independent and original thinking is not developed. In experiential learning the learner is encouraged to think for himself/herself, not to repeat the thought patterns of the teacher. This means that the teacher (facilitator) - learner relationship is very different. Therefore, the challenges identified in this study can only be addressed when teachers begin to understand reflective teaching and apply it in their day to day activities. It is a more equal, open relationship with the facilitator standing metaphorically beside the learner providing support and constructive feedback rather than criticism or rewards. Having used this theory in the context of the current study, the researcher is of the view that this could work towards the improvement of the teaching and learning of Civic Education in secondary schools. The researcher in the section below will give a summary of the discussion of the research findings.

5.7 Summary

While keeping in line the objectives of the study and theoretical framework that informed the study, the researcher has presented discussion of findings of the study in this chapter. From the discussion of the findings, it can be noted that some teachers are aware of the need to use reflective teaching approaches in the delivery of lessons despite the various challenges encountered. It is against this background that teachers are calling upon the government to consider training teachers in reflective teaching approaches as a way of resolving some of the challenges encountered. The chapter that follows draws conclusions and makes recommendations based on the findings of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 OVERVIEW

In this chapter, a summary of the main research findings have been presented. Furthermore, the study's conclusion, recommendations and some suggestions on areas for future research have been presented too. These were made based on the research findings and discussions of the study. The conclusions were presented as they were aligned to each of the objectives that were set for the study followed by recommendations. The main objective of the study was to examine the use of reflective teaching approaches in Civic Education lessons.

6.2 CONCLUSIONS OF THE STUDY

Based on the findings of the study, it can be concluded that there is less use of reflective teaching approaches in Civic Education lessons due to most teachers not understanding the concept and some challenges faced in schools. The teaching and learning of Civic Education can only improve if teachers are to pay attention to reflective teaching approaches. If teachers do not improve on the use of reflective teaching approaches, the goals and aims of Civic Education will not be realised and the learners too will not become innovative and critical thinkers once they are out of school. Further, learners will not be equipped with vital knowledge, skills and values that are necessary to attainment of vision 2030. Thus, there is need for all secondary school teachers to embrace the use of reflective teaching approaches in their lessons.

This study established that reflective teaching increases learning from an experience or situation, promotes deep learning, helps in identification of personal and professional strengths and areas for improvement, leads to identification of educational needs, helps in acquisition of new knowledge and skills and acts as a source of feedback. Continuous professional development (CPDs), peer observation, role play, action research, demonstration, home-work and class exercises were some of the forms of reflective teaching used in Civic Education lessons were revealed as forms of reflective teaching in Civic Education. The study also established that lack of understanding of reflective process among teachers, teachers feeling uncomfortable challenging and evaluating their own teaching, time consuming, confusion as to which

situations or experiences to reflect upon, large numbers in classes, lack of participation from learners were somewhat limiting the use of reflective teaching in Civic Education lessons.

The study revealed that there is need to incorporate reflective teaching in schools to improve student learning as some of the teachers who were interviewed were not aware of reflective teaching approaches. It was realised that the use of reflective teaching approaches enhanced learning and produced critical thinkers. This agrees with the experiential learning theory used in this study which posits that for learning to take place learners need to reflect on their learning experiences which can be made possible by thinking critically. This helps learners to form new ideas by modifying existing ones. After this, learners can now apply new ideas to their surroundings with the help of reflective teachers. The theory therefore supports the idea that there is need to produce critical thinkers who are able to reflect on their actions, only then is successful learning said to have taken place.

Through reflection, teachers can consider the strengths and weaknesses in a lesson's delivery and modify or adjust future instruction accordingly. This process can help a teacher grow in terms of enhancing students' learning. By using reflective teaching, teachers can assess and monitor their teaching in efforts to determine an instructional approach or resources needed to address students' learning needs. In this way, reflective practice can serve as a way to examine the delivery of a lesson based on feedback from learners, peers and supervisors.

6.3 RECOMMENDATIONS OF THE STUDY

Based on the findings, the following recommendations are made:

1. Government through the Ministry of General Education should enact a policy that will encourage the use of reflective teaching approaches in Civic Education in all secondary schools and colleges of education and universities.
2. Government should encourage colleges of education to incorporate reflective teaching approaches as a component in teaching methodologies and encourage teachers of Civic Education to have a positive attitude towards reflective teaching.
3. School management should also give adequate time and space for the practice of reflective teaching in Civic Education lessons in secondary schools.

6.4 SUGGESTION FOR FURTHER RESEARCH

The need for effective teaching and learning has been a concern of the teaching professional hence the rise in the use of reflective teaching approaches. However, there is still lack of knowledge on how reflective teaching can be used effectively. Therefore, the researcher suggest that research can be conducted in the following areas:

1. A comparative study should be conducted to examine variables within the demographic information. For example, secondary teachers and primary teachers reflective thinking should be studied. Years of experience of teachers should be examined and compared as to whether there is a difference in reflective thinking if you are a beginning teacher or a veteran teacher.
2. The study should be conducted to assess the use of reflective teaching approaches in teacher education colleges to help improve training of teachers' professional development should assist in determining if the quality of reflective thinking improved
3. A study should examine how teachers develop strategies that affect. More needs to be known about how teachers decide what strategy is best to use for

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APPENDICES

RESEARCH INSTRUMENTS:

APPENDIX A: Reflective Questionnaire for Civic Education teachers

The questions below may bring in other questions not on the guide depending on the responses of the interviewee.

1. How do you define reflective teaching?
2. Tell me about a time when you reflected during the course of your teaching.
What teaching strategies did you use to ensure pupils' learning?
3. What forms of reflective teaching do you use in Civic Education lessons?
4. Explain how the mentioned approaches impacts on the learning and teaching of Civic Education.
5. What challenges do you face as you use reflective teaching approaches in Civic Education lessons?
6. Explain some of the measures that can be put in place to curb the challenges you have mentioned.
7. How often do you perform the following activities in teaching Civic Education?

No	Statement	Daily	Weekly	Monthly	Termly	Never
i.	Reflective journal /diary					
ii.	Collaborative learning					
iii.	Recording Lessons					
iv.	Peer Observation					
v.	Student Feedback					
vi.	Action Research					
vii.	Reflection-in- action					
viii.	Reflection-on-action					
ix.	reflection-for-action					

APPENDIX B: Semi-structured interview schedule for deputy headteachers

Thank you for agreeing to take part in this interview. The purpose of this interview is to obtain information on the effectiveness of reflective teaching approaches in Civic Education lessons. I assure you that everything said in this interview will be treated confidential and will be used for academic purposes only.

1. How many teachers of Civic Education do you have in this school?
2. Mention some of the teaching approaches used by teachers in Civic Education Lessons.
3. Explain what you understand by reflective teaching approach.
4. Do you visit classrooms to observe individual teacher's teaching?
5. In what ways do teachers reflect on their teaching?
6. Do reflective teaching approaches have any effects in Civic Education lessons? Explain your answer?
7. Are there any challenges encountered by your teachers in the use of reflective teaching approaches in Civic Education Lessons?
8. Suggest ways of overcoming the challenges.

APPENDIX C: Semi-structured interview schedule for social sciences heads of department.

The questions below may bring in other questions not on the guide depending on the responses of the interviewee.

1. How often do you check teachers' teaching files?
2. what is the average teaching load for Civic Education teachers?
3. Mention some of the teaching approaches used by teachers in Civic Education Lessons.
4. have you ever held a CPD on reflective teaching?
5. What is the average performance of your learners in civic education? Has reflective teaching impacted on your learners' performance in any way? Explain your answer.
6. What forms of reflective teaching do your teachers use in Civic Education lessons?
7. How often do you check teaching approaches used by your teachers?
8. Are there any challenges encountered by your teachers in the use of reflective teaching approaches in Civic Education Lessons.
9. What measures can the department employ to curb the challenges of using reflective teaching approaches?

APPENDIX D: Semi-structured interview schedule for Civic Education heads of section.

The questions below may bring in other questions not on the guide depending on the responses of the interviewee.

1. How long have you been teaching Civic Education?
2. Do teachers of Civic Education practice collaborative teaching and peer observation?
3. Mention some of the teaching approaches used by teachers in Civic Education Lessons.
4. Explain what you understand by reflective teaching approach.
5. Does the use of reflective teaching approaches have any effects in Civic Education lessons?
7. Do teachers use action research to strengthen teaching in Civic Education lessons?
8. In what ways do they apply this technique to improve teaching and learning?
9. How do you evaluate its effectiveness?
10. Do you have any questions? Would you like to provide any additional insight regarding your experiences with reflective teaching approaches?

APPENDIX E: Lesson Observation Checklist

School.....

Number of students:

Date.....

G- Good

NI-Needs improvement

		G	NI	Reason
	Preparation			
	Availability of lesson plan			
	Clear and specific objective for the lesson			
	Selection of materials (Books, teaching aids) according to lesson objectives			
	Teaching			
	Does the teacher communicate effectively? <ul style="list-style-type: none"> - Provide visual aids - Tone of voice - effective use of chalkboard (readable, visible) 			
	Involve learners in the lesson			
	Does the teacher stay on topic? <ul style="list-style-type: none"> - Does he/she follow a logical sequence? 			
	Use of materials needed for the class			
	Teaching activities: <ul style="list-style-type: none"> - Whole class activities - Pair/group activities - Individual activities 			
	Use reflective approaches			

	Use of reflective journal /diary			
	Recording a lesson (Video or audio recordings of lesson)			
	Peer Observation			
	Seek student Feedback <i>Does the teacher find out from learners whether they understood the lesson (lesson appraisal)</i>			
	Does a teacher have time set aside specifically to reflect on his teaching (to see what worked and what did not)			
	Learning/Class Management			
	Do learners actively participate in class activities and discussions? <ul style="list-style-type: none"> - Are students attentive and interested? - Do learners effectively interprets learning aids? - Are students cooperative and responsive? 			
	Pace and time management			
	How many external interruptions during class period? for what? by whom? how much instructional time was affected? How does the teacher deal with such interruption?			

APPENDIX F: Permission letters to conduct research


THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

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Lusaka, Zambia
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=====

Date: 12/02/2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

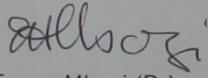
RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

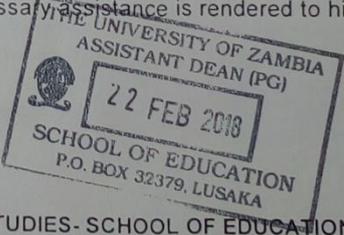
The bearer of this letter Mr./Ms. PAMELA SHIMANZA Computer number 2016145385 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully


Emmy Mbozi (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION



cc: Dean-Education
Director-DRGS

All correspondence should be addressed to the District Education Board Secretary
Telephone: 0211-240250/240249/0935 623749
E-mail: dedsb@zambia.co.uk



In reply please quote

DEB/LSK/101/1/19

REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

DISTRICT OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
HEADTEACHERS OFFICE
09 APR 2018
CHELSTON SECONDARY SCHOOL
P.O. BOX 310200, LUSAKA.
TEL: 0211-282775
D. Heel
KMA
C.V.
H.M.B.

6th March, 2018

The Headteacher

- Roma Girls Secondary School
 - Chelstone Secondary School
 - Kamwala Secondary School
 - Matero Boys Secondary School
 - Chinika Secondary School
 - Munali Girls Secondary School
 - Munali Boys Secondary School
 - Libala Secondary School
- LUSAKA**

RE: FIELD WORK: PAMELA SHIMANZA

This serves to introduce to you the above mentioned student from the University of Zambia. She is currently undertaking a field work Project.

Kindly welcome and assist him accordingly.


B. Mwanza (Mr.)
DISTRICT EDUCATION BOARD SECRETARY
LUSAKA DISTRICT