

**REFLECTIVE PRACTICE AMONG PRIMARY SCHOOL TEACHERS IN LUKULU
AND MONGU DISTRICTS OF WESTERN PROVINCE IN ZAMBIA**

BY

MUNDIA LIKANDO

**Thesis submitted to the University of Zambia in collaboration with Zimbabwe Open
University in fulfilment of the requirements for the award of the Degree of Doctor of
Philosophy in Educational Psychology**

The University of Zambia-Zimbabwe Open University

Lusaka

2019

DECLARATION

I, **Mundia Likando**, do hereby solemnly declare that this thesis represents my own work and that it has not previously been submitted for a degree at the University of Zambia or any other university.

COPYRIGHT

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the author or the University of Zambia and Zimbabwe Open University.

© Mundia Likando, 2019.

APPROVAL

This thesis of **Mundia Likando** is hereby approved as fulfilling the requirements for the award of the Degree of Doctor of Philosophy in Educational Psychology by the University of Zambia and Zimbabwe Open University.

Examiner 1Signature.....Date.....

Examiner 2Signature.....Date.....

Examiner 3Signature.....Date.....

Chairperson Board of Examiners.....Signature.....Date.....

Supervisor.....Signature.....Date.....

DEDICATION

To my inspirational wife: Judith Shamuzumba Likando and my four children: Thabo, Sam, Helen and Likando.

TABLE OF CONTENTS

DECLARATION	i
COPYRIGHT	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	ix
ABSTRACT	x
ACRONYMS	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Overview.....	1
1.2 Background.....	1
1.3 Statement of the problem.....	12
1.4 Purpose of the study.....	13
1.5 Objectives	13
1.6 Research questions.....	13
1.7 Significance of the study	14
1.8 Delimitation	14
1.9 Limitation of the study.....	14
1.10 Operational Definition of terms.....	15
1.11 Theoretical framework.....	17
1.12 Organisation of the thesis	20
1.13 Summary.....	21
CHAPTER TWO: REVIEW OF RELATED LITERATURE	22
2.1 Overview.....	22
2.2 Nature of reflective practice	23
2.2.1 Historical and Philosophical Development of Reflective practice	23
2.2.1.1 Dewey's conception of reflection.....	23
2.2.1.2 Schon's conception of reflective practice	25
2.3 Perceptions of Reflective practice	27

2.3.1 Perception of Reflective practice as a means for looking back on an action	29
2.3.2 Perception of Reflective practice as gaining different perspective	30
2.3.3 Perception of Reflective practice as a means for evaluation/assessment of action	31
2.3.4 Perception of Reflective practice as a means for professional development.....	32
2.3.5 Perception of reflective practice as knowing oneself or self-awareness	33
2.3.6 Perception of reflective practice as learning.....	34
2.4 Categorisation of Reflective practice.....	35
2.4.1 Van Mannen (1977)'s reflection levels	35
2.4.2 Valli's categorisation of reflection	36
2.4.3 Hatton and Smith's categorisation of reflection.....	37
2.4.4 Taylor's category of reflection	37
2.5 Core components of reflective practice	38
2.6 Characteristics of a Reflective teacher	40
2.7 The relevance of reflective practice in education	42
2.7.1 The relevance of reflective practice to the teacher	43
2.7.2 The relevance of reflective practice to learners	44
2.7.3 The relevance of reflective practice to teachers' practice	47
2.8 Teachers' Reflective practice and learners' academic achievement	49
2.9 Opportunities for teachers' engagement in reflective practice	52
2.10 Challenges to teachers' engagement in reflective practice	55
2.11 Identifying the related literature on reflective practice.....	59
2.11.1 The Global research on teacher's reflective practice.....	59
2.11.2 The African research on teachers' reflective practice	67
2.12 Gaps in the literature on Reflective practice of primary school teachers	71
2.13 Summary.....	73
CHAPTER THREE: RESEARCH METHODOLOGY	75
3.1 Introduction.....	75
3.2 The research paradigm.....	75
3.3 Research Design	77
3.3.1 Case Study Research Design	77

3.3.2 Rationale for case study.....	78
3.3.3 The case study (Site Selection).....	79
3.4 Population and Sampling.....	81
3.4.1 Population.....	81
3.4.2. Sample.....	81
3.4.3 Sampling procedure.....	82
3.4.4 Inclusion criteria.....	84
3.5 Data collection instrument and procedures.....	84
3.5.1 Semi-structured interviews.....	84
3.5.2 Document Analysis.....	85
3.5.3 Focus group discussion.....	86
3.5.4 Non participatory classroom observations.....	88
3.5.5 Reflective Journals.....	89
3.6 Data Analysis.....	90
3.7 Trustworthiness.....	91
3.8 Methodological Triangulation.....	92
3.9 Ethical Consideration.....	92
3.10 Summary.....	93
CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS.....	94
4.1 Introduction.....	94
4.2 Research Findings.....	94
4.2.1 Primary school teachers’ awareness of reflective practice.....	94
4.2.2 Primary school teachers’ engagement in reflective practice.....	99
4.2.2.1 Reflection-on-action during lesson planning.....	100
4.2.2.2 Reflection-in-action during Lesson delivery.....	110
4.3 Challenges primary school teachers faced when implementing reflective practice.....	124
4.3.1 Lack of training in Reflective practice.....	124
4.3.2 Lack of Time.....	126
4.3.3 Workload.....	128
4.3.4 No policy on reflective practice.....	130

4.3.5. Lack of support from school administration.....	131
4.4 Summary of the chapter.....	135
CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS.....	137
5.1 Introduction.....	137
5.2 Critical Discussions of Research Findings	137
5.2.1 Key theme: Primary school teachers’ perception of reflective practice	137
5.2.2 Key Theme: The reflective process of primary school teachers.....	140
5.2.3 Challenges primary school teachers faced when implementing reflective practice	149
5.3 Summary.....	155
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.....	158
6.1 Overview.....	158
6.2 Summaries	158
6.3 Recommendations.....	160
6.4 Suggestions for further research	161
REFERENCES.....	162
APPENDICES	191
APPENDIX 1: SAMPLE REFLECTIVE JOURNAL ENTRY FORMAT	191
APPENDIX 2: TEACHERS INTERVIEW GUIDE	191
APPENDIX 3: CLASSROOM OBSERVATION SHEET	194
APPENDIX 4: FOCUS GROUP DISCUSSION	195
APPENDIX 5: DOCUMENT ANALYSIS	196

ACKNOWLEDGEMENT

First and foremost I would like to thank the almighty God for the gift of life. It is not through my wisdom or knowledge that I'm still alive today but through your grace. Thank you God for still giving me more days!

I offer my heartfelt thanks to my supervisor, Dr. Beatrice Matafwali, for her constructive suggestions that have made it possible for me to undertake this study.

Thanks to primary school teachers in Lukulu and Mongu districts I worked with for their assistance and cooperation during this study.

Finally I would like to thank my parents (Mr. Likando Samuel and Sifanu Clementina Likando), sister (Inonge Likando), brothers (Mulife, Likando and Mulemwa), wife (Shamuzumba Judith Likando) and my four children (Taabo, Sepo Samuel, Hellen Mulemwa and Likando) for their patience and support during my Dphil journey of self-discovery.

ABSTRACT

This study aimed at exploring the perspectives of primary school teachers towards reflective practice in primary schools of Lukulu and Mongu districts in the Western province of Zambia. The study was guided by the following questions: i) Where primary school teachers in Lukulu and Mongu district aware of reflective practice? ii) How did primary school teachers in Lukulu and Mongu districts engage in reflective practice? iii) What challenges did primary school teachers face when implementing reflective practice?

The study used qualitative interpretivism research paradigm and an instrumental case study. The study comprised of 32 primary school teachers as respondents and these were chosen by using purposive sampling procedure. Semi-structured interviews, focus group discussion, document analysis, reflective journal and classroom observation were used to explore the perspectives of primary school teachers towards reflective practice in primary schools of Lukulu and Mongu districts in the Western province of Zambia. Data was analysed inductively using Maykut and Morehouse's (1994) procedure of constant comparative procedure.

The findings of this research indicate that:

All the 32 primary school teachers from Lukulu and Mongu districts of Western province in Zambia were not aware of reflective practice either as pre-service teachers during their college time or as serving primary school teachers. Additionally, the analysis of data showed that primary school teachers in this study did not clearly understand and ill-defined reflective practice.

Reflective practice was still largely not practised by primary school teachers in Zambian primary schools. As revealed by the study primary school teachers did not engage in reflective practice during lesson planning, lesson delivery and lesson evaluation.

The major challenges that prevented primary school teachers from engaging in reflective practice included lack of training, time, work load, unsupportive and uncooperative school working environment. It was also revealed that school administrators were not doing enough in equipping their teachers with the knowledge and skills in reflective practice.

The study recommended the need for the development of a localized model on the training of teachers in reflective practice, additionally, a policy on reflective policy of primary school teachers needs to be developed and institutionalised in the Ministry of General Education. Furthermore, potential college and university lecturers need to be trained and equipped with the knowledge and skills in reflective practice as part of the implementation strategy of the policy on reflective practice of primary school teachers. Further still, the curriculum in primary teachers' college of education need to be revised so that it moves away from the technical type of educating teachers to a reflective teacher training programme. In this way it would promote participatory teachers and the movement of teacher training from theoretical orientation to practical.

KEY WORDS: *Reflective Practice, reflection-in-action, reflection on action, Primary School Teachers, Lukulu and Mongu.*

ACRONYMS

AIEMS:	Action to Improve English, Mathematics and Science
FG:	Focus Group Discussion.
ILA:	Independent Learning Activities
LAB:	Learners Activity Book
LEA:	Language Experience Approach
MOE:	Ministry of Education
NBTL:	New Breakthrough to Literacy
OBE:	Outcome- Based Education
PRP:	Primary Reading Programme
Pt:	Participant
Pr.Sc.Tr:	Primary School Teacher
ROC:	Read On Course
ROCABS:	Read On Course Activity Book
SACMEQ:	Southern Africa Consortium for Monitoring Education Quality
SITE:	Step In To English
SPRINT:	School Programme of In-service of the Term
TGM:	Teacher Group Meeting

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides a background to the study, purpose of the study, research objectives, and research questions, significance of the study, delimitations and limitations. The theoretical framework that guided the study is also presented in the chapter. The last part of the chapter focuses on the operational definitions and the organisation of the study.

1.2 Background

In Zambia, the Ministry of General Education and general public have expressed concerns over the persistently poor academic performance among learners at primary school level from grades one to seven in all curriculum areas despite heavy investment in primary education system (Ministry of Education, 1999, 2006 2008, 2010, 2012, 2014, 2015, 2016; Shumba, 2013). The poor academic performance of learners at primary school level is evidently shown in national, regional and international assessment reports (Ministry of General Education, 2015; 2016). At national level, Zambia has been conducting national assessment surveys at grade 5 every two years to monitor the learning achievements of learners at primary school level. For instance, the first Zambia National Assessment survey conducted in 1999 to ascertain the learning achievement of learners at grade 5 level indicated that the academic performance of learners in Zambian schools was below 40 percent. In another National Assessment survey conducted by the Examination Council of Zambia in 2014, it was indicated that the national mean performance was 35.3 percent in English, 39.4 percent in mathematics 40.2 percent in life skills and 39.4 percent in Zambian languages. The disappointing conclusion of all the national assessment reports from 1999-2016 was that there has been little progress in terms of learning achievements and the kind of learning that society expects from the primary schools in Zambia.

Due to the persistent poor academic performance of learners at primary school level, Researchers and educationalists (e.g. Kelly, 2000; Nkoya, 2013; Matafwali, 2010, Mubanga, 2015; Mwanza-Kabaghe, 2015) have taken keen interest in finding the nature, causes, extent and effects of the persistent poor academic performance on learners at primary school level. For example, Kelly (2000) showed poor academic performance at primary school level when he indicated that learners are usually behind by two grades in their academic performance. According to Kelly (2000) a learner in grade six performed at the level of a grade four learner and those in grade five performed at the level of learners in grade three while those in grade four performed at the level of learners in grade two and this situation has not changed. This means that learners at primary school level have continued proceeding to the next grade level with poor knowledge and skills because schools have failed to equip them with essential skills and knowledge despite heavy investment in education (Beyani, 2013). Beyani (2013) further noted that the trend in Zambia was to formulate educational policies that would focus so much on access than quality with the assumption that quality would follow access.

Others studies do confirm that there is low academic performance among learners at primary school level in Zambia. For example, Nkoya (2013) described the situation of low academic performance among learners at primary school level as being stagnate since 1999. Furthermore, the Examination Council of Zambia (2014) reported that the learning achievements of learners at primary school level have not improved in all grades and all curriculum areas. Additionally, the grade two National Assessment Report of 2015 revealed that learners had difficulties in reading and doing numeracy at the level they were expected to perform (RTI International, 2015).

Results from the survey conducted by the Southern Africa Consortium for Monitoring Education Quality (SACMEQ) in 2011 on the quality of education have indicated that little progress has been achieved in improving the quality of education in Southern Africa at primary school level. In addition, Ministry of General Education (2016) indicates that the SACMEQ report has shown that academic results at primary school level have been quiet pathetic. The SACMEQ survey encompasses several countries which include among others, Tanzania, Namibia, Lesotho, Botswana, Malawi,

Mozambique, South Africa, Zimbabwe and Zambia. Musalila (2008) indicated that the SACMEQ countries can be divided into three levels according to the performance of the grade six learners reaching the minimum level in terms of reading. The first level consisted of five countries with more than 60 percent of grade six learners reaching the minimum reading level and these included: Seychelles (70.9%), Kenya (68.4%), Tanzania (67.9%), Swaziland (64.0%), and Mozambique (62.0%). The second level had grade six learners performing closer to 50 percent included two countries namely Botswana (55.8%) and Mauritius (55.8%). The third level which was the lowest involved grade six learners who performed below 40 percent and included seven countries and these were Zanzibar (37.0%), South Africa (36.7%), Uganda (33.4%), Zambia (20.8%), Namibia (18.0%), Lesotho (16.2%) and Malawi (8.6%). Based on the figures from SACMEQ III (2007) and IV (2013), Zambia is ranked the fourth from the bottom with only 20.8 percent of the learners reaching the minimum reading level and only 5 percent reaching the desirable level. This according to UNESCO (2008:108) cited by Kinone (2013) indicates that: "Many children attend primary school, and even graduate without acquiring a minimum literacy and numeracy skills."

The persistent poor academic performance among primary school learners over the years has been of great concern to the Ministry of General Education and the general public. This led the government of Zambia to undertake major policy changes in an effort of mitigating the falling academic performances. According to Kelly (1999) there has been three major policy changes in the Zambian educational system and these included the Educational reforms of 1977, the Focus on Learning of 1992 and the Educating Our Future of 1996. The Educational Reforms of 1977 was the first national policy that was implemented by the Zambian government after independence and aimed at providing an education system that focused on personal and national development. The policy emphasised much on the expansion of the education system than on quality (Kelly, 1999; MOE, 1996; 2013). The second national education policy was "Focus on Learning of 1992" which focused on the mobilization of resources so as to develop the school education system, improving access, equity, efficiency and quality. Focus on Learning of 1992 was formulated so as to address the major concerns of the 1990

Jomtein Declaration of Education for All (MOE, 1996; Kelly, 1999). In 1996 Focus on Learning was replaced by a more liberal educational policy called “Educating our Future” that focused on curriculum relevance, flexibility and pluralism, responsiveness to the need of society and the liberalization of education (Kelly, 1999).

The change in educational policy in Zambia was accompanied with curriculum paradigm shift from content-based education to outcome-based education. According to Tucker (2004) cited by Gandhi (2012) Outcome-Based Education (OBE) is defined as an education system that involves the restructuring of the curriculum, assessment and reporting practices that reflect the achievement of high order learning and mastery than the accumulation of subject credits. It is underpinned by three principles that are based on the assumptions that all learners can learn and succeed, success breeds success and that school control the environment and conditions of success (Mdikane, 2004). This means that Outcome-based Education focuses on shifting the teaching and learning processes away from the objectives that are derived from the syllabi content to structuring learning experiences around the child (Fleish, 2002). When there is adherence to Outcome-Based Education then the needs of all learners would be met regardless of their environment, ethnicity and economic status (Baxen & Souden, 1999). In addition Baxen and Souden (1999) further acknowledges that adherence to Outcome-Based Education usually makes teachers adopt more explicit, unequivocal curricular focus and this enables them to develop quality instructional procedures and assess learners achievements with exactitude, clarity and validity.

On the other hand Content-Based Education is a type of education system in which learners are made to master the content, sourcing information from the teachers, textbooks and notes (Olivier, 1998). In content-based education, learners are usually expected to reproduce the content they were given to them by the teachers during assessments. According to Olivier (1998) among the disadvantages of content-based education is that it is not related to the world of work as it does not prepare learners for lifelong learning.

Apart from the shift in curriculum paradigm from content-based education to outcome-based education, at primary school level major programmes meant to increase performance levels included the Primary Reading Programme (PRP). According to Folotiya (2014) Primary Reading Programme was designed and developed by and Non-Governmental Organisation called Molteno institute for language and literacy (MIIL) based in South Africa. The Primary Reading Programme had three-pronged objectives and these were (a) children were to acquire basic literacy skills in a familiar language in grade one and form a basis in oral English language (b) children should be able to transfer the literacy skills into English in grade two and (c) children should be able to develop and extend vital literacy skills in grades three to seven so that they have access to the entire curriculum (MOE, 2001).

One of the major components of Primary Reading Programme was New Break Through to Literacy (NBTL) which was offered to learners in grade one. According to Ministry of Education (2001) NBTL was an adaptation of the Molteno project of South Africa which mainly focused on teaching functional literacy to the learners in the first grades. Therefore, NBTL was seen as a course and methodology that aimed at enabling children in grade one read fluently and write accurately in local languages at the end of one year instruction. The NBTL course used the Language Experience Approach (LEA). Ministry of Education (2001) mentions that in NBTL, learners were taught through the use of a familiar language and were taught on how to make sentences based on their knowledge and experience with language. The main features of NBTL included the use of Learners Activity Book (LAB) meant for the promotion of individual or group practice among the learners; the use of conversation posters that were meant to promote oral language and placing learners into pace groups. The NBTL course also used approaches such as the phonics, syllabic and real book. In using the phonics approach in teaching of literacy, the emphasis was on letter-sound association. This was aimed at helping learners understand how letters were associated to sound. The syllabic approach focused on syllables while the real book approach focused on helping learners on how to read by letting the learners read real books alone and in groups.

The second component of the Primary Reading Programme was the Step- In To-English (SITE) which was implemented at grade two level. Ministry of Education (2002) describes Step In To English (SITE) as an English course that was meant to enable grade two learners read fluently and write accurately in English at the end of one year of instruction. According to Ministry of Education (2002) Step In To English encouraged cooperative learning and learners were developed at their own pace. The main features included the use of Learners Activity Books (LAB) for the promotion of individual or group practice, use of conversation poster for the promotion of oral language, allocation of one hour of time for the teaching and learning of literacy skills and the use of pace grouping. SITE also used the language experience approach just like in the NBTL course. Therefore, SITE was meant to build on local language literacy skills learnt in grade one.

The third component of the Primary Reading Programme was the Read On Course that was offered from grades 3 to 7. The Read on Course in literacy (ROC) was designed to consolidate the literacy skills learnt in grades one and two in both English and local languages. According to Ministry of Education (2002) the Read On Course was meant to help learners read and understand a wider range of materials such as novels, textbooks, newspapers and reference books. The Read On Course was divided in two parts with the first part comprising of grades three and four. In this part literacy periods were made of one hour every day. The second part was made of grades five to seven and had two and half hours of literacy lessons per week (MOE, 2002). During the literacy hours both English and local languages were given equal time. This means if in week one the teacher developed literacy skills in Zambian language then the coming week the teacher had to develop literacy skills in English.

According to Ministry of Education (2001) Read On course followed the same methodology as the NBTL and SITE courses. This means that the teacher continued with the division of the class into four pace groups and seeing learners individually in their groups to ensure that learners progressed in reading (MOE, 2001). While the teacher attended to one pace group in the Teaching Station (TS), the other three pace groups were given activities from the Read On Course Activity Book (ROCABS) or

Independent Learning Activities (ILA) from the Read On Course Hand Book pages 140 to 162. The activities given at the Teaching Station or from the ROCABS were at their level of performance. The Teaching Station activities came from pages 88 to 139 of the Read On Course hand book.

The various approaches that accompanied PRP were further replicated in other study areas such as in mathematics, Social Development Studies, Integrated science and Creative and Technology Studies. In numeracy a mathematical course called Mathematics Rainbow kit was introduced that followed the same system of lesson planning and delivery as in NBTL.

According to Mwanza (2010) Zambia has been implementing a number of In-Service Training programmes for teachers at primary school level since the mid-1980s in an effort of equipping teachers with relevant knowledge and skills. One of the In-Service Training programmes was the Action to Improve English, Mathematics and Science (AIEMS) supported by the Overseas Development Agency, now called Department for International Development (DFID). AIEMS started in 1994 and ended in 1998. At the end of AIEMS in 1998, the Ministry of Education through the Teacher Education Department introduced a programme called School Programme of In- Service of the Term (SPRINT). Banda (2007) observed that the purpose of SPRINT was to help teachers develop professional competencies, confidence, relevant knowledge and skills. According to Ministry of Education (1998) in the SPRINT model teachers were required to meet once every two weeks in small groups called Teacher Group Meeting (TGM) to discuss challenges and skills that were specific to classroom practice and the teaching profession. TGMs formed an important component of the SPRINT model because this is where workshops, seminars and in-house training were conducted (MOE, 1998). Teacher Group Meetings (TGMs) have been seen as a waste of time by many teachers (Mwanza, 2010). This means that opportunities for improvement of their teaching skills among primary school teachers are there through Teacher Group Meetings.

Despite all the changes in policy, methodology, curriculum paradigm and the increase in teacher recruitment and research on the performance of learners, what is surprising

however is that the performance of pupils at primary school level has not improved but continues to be stagnate at 35% in both national assessments and national examinations at grades five and seven despite heavy investment in education (Ministry of General Education, 2015; 2016). This means that there are certain critical areas that have remained unchecked or underestimated for a long period of time hence the persistent low academic performance of learners at primary school level at all grade levels and curriculum areas. Reflective practice of primary school teachers could be one such area that has remained unchecked and underestimated for a long period of time.

Reflective practice has been defined in different ways by different scholars and researchers. For instance, Campoy (2010) cited by Aldahmash, Alshmrani and Almufti (2017) looked at reflective practice as thinking critically about what is happening in the classroom where the teacher is teaching. In addition Dewey (1933:6) as cited by Aldahmash et al (2017) indicated reflective practice as: “Active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the ground that support it and the further conclusions to which it tends.” This means that reflective teacher’s teaching process depends on reasoned principles than acting routinely and following of instructions without questioning (Aldahmash, Alshmrani and Almufti 2017). Bartelheim (1993) considered reflective practice as a decision making theory that defines a set of components professionals might use to resolve unique or complex problems as they arise. This means that reflective practice is the integration of professional experience with theory and research to formulate solutions to problems at hand (Bartelheim, 1993). In this study reflective practice is defined as a classroom instructional practice that involves thinking critically on a problematic or complex classroom situation so that reasoned solutions to that particular classroom situation are arrived at.

The major principle of reflective practice is the theory-practice relationship. Day (2001) indicates that theories are usually used for reflecting on practice and then reflections would results into the practitioner critiquing his/her practice. This therefore means that without a primary school teacher engaging in reflective practice frequently, it is more unlikely that the teacher will be able to understand the effects of his/her motivations,

prejudice and inspirations upon the ways in which we create, manage, receive, shift and evaluate knowledge (Day, 2001).

Despite the fact that there is no consensus in the way reflective practice is defined and described, it is among the professional skills and practice receiving much attention not only in the field of education but also in many other fields such as medicine, nursing, law, police around different countries but has not been written much in Zambia (Kinone, 2013; Sifuniso, 2014). Empirical studies of Schon (1987), Nolan and Huebner (1989), Milrood (1999), Griffiths (2000), Goldhaber (2002), Stronge (2002), Farrell (2003), Akbari and Allavar (2010) Jacobs (2011), Choy and San Oo (2012) and Collins et al. (2015) indicate that there is a relationship between teachers' reflective practice and the improvement in the teaching process. For example according to Disu (2017) through the process of reflective practice, Primary school teachers would be engaged in critical thinking and this would enable primary school teachers to examine their classroom instructional practices, assess the performance of learners, share best classroom instructional practices with colleagues and then incorporate best classroom instructional practices that would result in effective teaching.

In Lithuania a study was conducted by Kavaliauskiene, Kaminsskiene and Anusiene in 2007 focusing on reflective practice; assessment of assignment in English for specific purposes and revealed that self-assessment was beneficial for learners' linguistic development. The study further revealed that reflective practices helped teachers develop ways of dealing with previously identified difficulties and improved the quality of teaching.

Akbari (2007) in his study found that reflective practice make teachers question clichés that they learned during their formative years and enable them to develop more informed practice. Akbari further explained that reflective practice enables teachers to integrate knowledge and practice and this would lead to making informed decisions based on the situation they found themselves in. Crandall (2000) also added that reflection on practices can help teachers to move from a philosophy of teaching and learning developed during the years they were learners to a philosophy of teaching that is

consistent with their emerging understanding of learning and teaching processes. Killen (2007) urged that unless teachers understand what they are doing and why they are doing it; there is little chance that their effort will result in pupils learning.

A study conducted by Jacobs, Vakalisa and Gawe (2011) in South Africa found that teachers who engaged in reflective practice were able to renew their practices and understood the effects of their teaching. They further noted that learning and teaching are enhanced because reflective practices provided teachers with information on how connections with pupils can be made possible. Additionally Race (2002) urged that the act of reflection deepens the learning process as it makes an individual to examine what they have learned, why they learned it and how enhanced learning took place.

Choy and San Oo (2012)'s study of reflective thinking and teaching practice; a precursor for incorporating critical thinking into the classroom in Malaysia revealed that most teachers did not reflect deeply on their teaching practices and that they were not engaged in reflective practices that included assumption analysis, contextual awareness, imaginative speculation and reflective skepticism.

In Nigeria, Ogunbamera and Uwameiye (2012) conducted a study that focused on reflective practice as a strategy of improving teaching in Nigeria. The study focused on Nigeria colleges of education and it revealed that reflective practice had the potential of improving teachers' professional knowledge and skills.

Seeing the significance of reflective practice Stallions, Murrill and Earp (2012) formulated a model which they called Reflective Practitioner Phases (RPP). The aim of the model was to provide a framework for teachers to reflect on issues that were connected to their teaching practices. These included exploration, planning, instruction, evaluation and analysis. According to Stallions, Murrill and Earp (2012) these would improve the performance of their pupils. Giaimo-Ballard and Hyatt (2012) supported this idea as they made a discovery that when teachers are engaged in reflective practice, they are forced to conduct self-examination and this does not only lead to the improvement of the teacher's teaching but also the performance of pupils.

Rourke (2013)'s study focused on the role that peer and self-review played towards enhancing student learning. The study made an affirmation that self-reflective had a positive value of increasing one's teaching practices. Through the process of self-examination teachers may have insights into their own teaching practices and develop best practices that would improve the performance of pupils (Laprade, Gilpatrick and Perkins, 2014).

The above studies are significant to this current study because they show that when reflective practice of primary school teachers is poor or weak, both the teaching and learning process become haphazardly, accidental and superficial (Stanton, 1990). According to Ash and Clayton (2004), the learning outcomes are more likely to be expressed in more general terms such as "I learnt a lot." or "I got so much out of my experience." Ash and Clayton further explained that there will not only be minimal learning taking place but also pupils may fail to articulate what they have learnt so confidently. In Addition, pupils may learn wrong things. Hondagneu-Sotelo and Raskoff (1994) noted that if teachers bring their assumptions unchallenged to their reflection on those experiences then they are closing the door for potentially new perspectives and this will lead to the reinforcement of stereotyping and prejudice in teachers.

Braun and Crumpler (2004) added that teachers who do not reflect on their practices would more likely teach in the same way they were taught and this would result into the repetition of the same ineffective teaching strategies. Braun and Crumpler (2004) further noted that reflective practice enables teachers to rethink on their beliefs and theories about teaching.

Although reflective practice has been viewed by many scholars to be a beneficial practice in improving teaching and learning processes, it's systemic practice by primary school teachers in Zambia is still scant and have remained unchecked and underestimated as evidently shown by poor academic performance of learners at primary school level in all grades and all curriculum areas. The scarcity of information on primary school teachers' reflective practice in Lukulu and Mongu districts of Western province of Zambia is regrettable because it is this kind of evidence that

curriculum developers, teacher trainers and teachers appear to be requiring to support the training of reflective teachers.

This study, therefore contributed to the knowledge base by exploring reflective practice among primary school teachers in Lukulu and Mongu districts of Western province of Zambia.

1.3 Statement of the problem

In many countries like United States of America, Britain, Australia, Canada, Finland, South Africa, Libya, Zimbabwe, Lesotho, Botswana, Ethiopia and Nigeria, there is extensive research on reflective practices (Griffiths, 2000; Killen, 2007; Akbari, 2007; Jacobs 2011). Much of this literature on reflective practice acknowledges that when teachers engage in reflective practice they would grow professionally and improve the learning process (Allen & Casbergue, 2000). However, much of these studies on reflective practice focused on: 1) nature and meaning of reflective practice (Posthuma, 2010; Cimer & Palic, 2012) 2) role of reflective practice in teaching and learning (Asare, 2011; Burrows, 2012; Bond e tal 2015) 3) models of reflective practice (Schon, 1987; Valli, 1992; Teekman, 2000; Jay and Johnson, 2002; Lee, 2005; Taylor, 2006; Akbari, 2007; Moon, 2007; John, 2009) 4) tools of reflective practice (Steege, 2016) 5) effects of reflective practice in different study areas such as English, Mathematics and Social Studies (Posthuma, 2011; Saleh & Hussin, 2011; Jadidi & Keshavarz, 2013; Taddese, 2013; Waleed, 2014; Ogbuanya & Owodunni, 2015; Zohrabi &Yousefi, 2016; Gholami, Iravani, & Sangani, 2016) 6) characteristics of reflective teachers (Dewey, 1933; Zeichner& Liston, 1996; Taylor, 2007; Johns, 2009; Akbari, 2010). Much of this literature is based on primary school teachers in the global north and very few studies that have been conducted in Africa. Stigler (1999) observed that teaching is a cultural activity that differs within the school or country and among the countries. The implication is that the results obtained in one school or country may be different even with the same title.

In Zambia, there is little empirical research depicting how primary school teachers in Lukulu and Mongu districts of western province perceive reflective practice. The lack

of research on how primary school teachers perceive reflective practice have perpetuated the misconception of the concept, hence the need of the study. In addition little empirical research is known on how primary school teachers in Lukulu and Mongu districts engage in reflective practice. Due to little information on reflective practice of primary school teachers in Lukulu and Mongu districts; there was, therefore need to conduct a study of primary teachers' reflective practice in Lukulu and Mongu districts of Western province in Zambia.

1.4 Purpose of the study

The purpose of this qualitative study was to explore the perspectives of primary school teachers in Lukulu and Mongu districts of Western province in Zambia towards reflective practice.

1.5 Objectives

The specific objectives of this study were:

- i. To establish whether primary school teachers in Lukulu and Mongu districts were aware of reflective practice.
- ii. To explore how primary school teachers in Lukulu and Mongu districts engaged in reflective practice.
- iii. To identify challenges primary school teachers in Lukulu and Mongu faced in practicing reflective teaching.

1.6 Research questions

- i. Where primary school teachers in Lukulu and Mongu district aware of reflective practice?
- ii. How did primary school teachers in Lukulu and Mongu districts engaged in reflective practice?
- iii. What challenges did primary school teachers face when implementing reflective practice?

1.7 Significance of the study

It was hoped that the study would make a unique contribution to knowledge by providing an enriched understanding of nature of reflective practice among primary school teachers. This was done by providing useful information regarding the actual reflective practices primary school teachers have.

It was also hoped that the teachers, teacher trainers, and curriculum developers would use this study as a platform in workshops, seminars, conferences, teacher training and in-service teacher development to reinforce, improve or re-address the skills, conceptions and reflective practices so as to improve pupils' academic performance. Additionally, it was hoped that the study would be used as a baseline for the advocacy of reflective practice in primary teachers colleges of education so as to equip graduate teachers with knowledge and skills in reflective practice. This study raised awareness and understanding of how primary teachers' conceptions and practices influence the learning achievements of pupils in primary schools.

1.8 Delimitation

This study was confined to Lukulu and Mongu districts of Western province in Zambia. It focused on primary school teachers' reflective practice.

1.9 Limitation of the study

This qualitative study explored reflective practice among primary school teachers in Lukulu and Mongu districts of Western province in Zambia. Since the study was qualitative in nature and focused on the collection of motives, aspirations, beliefs, values and attitudes that primary school teachers in Lukulu and Mongu districts had towards reflective practice, it was limited in that results rarely could not be independently verified. The focus of the study on the collection of views, beliefs, perceptions, values and attitudes primary school teachers that cannot be quantified is a limitation of the study. Perceptions, views and beliefs may be altered by the respondents to suit the current situation and this compromise the study.

The use of semi-structured interviews, focus group discussion, non-participatory classroom observations, reflective journals and document analysis as data collection methods in this study posed limitations in that they allowed the use of selective memory and in exaggeration of facts. Selective memory simply means that participants could or could not remember some of the experiences that had occurred in the past and this had a bearing on the results obtained.

The study consisted of 32 primary school teachers from Lukulu and Mongu districts of Western province in Zambia. Despite the fact that the 32 primary school teachers were adequate for this study, they may not permit generalisation to a larger population of primary school teachers in Lukulu and Mongu districts because they do not represent the lived experiences of such primary school teachers. This therefore means that the interpretation of the research findings should be limited to the sample under current study.

1.10 Operational Definition of terms

Academic performance: means the reflection of the learner's total learning experiences drawn from the instructional objectives presented during classroom interaction (Opasola, 2009).

Banking Education: means the learners as being empty vessels that need to be filled in with knowledge by the teacher (Freire, 1972).

Classroom instructional practice: means the skills and practices that teachers possess in order to effectively and efficiently deliver lessons to the learners.

Critical Education Theory: is a branch of the critical pedagogy that applies the principle of the critical theory in education.

National Assessment Survey: means the national research that is carried on to provide a measure of the learning outcomes across a representative sample.

New Breakthrough To Literacy: is an initial literacy course that was meant to make the grade one learners express themselves orally with confidence and to read and write with ease in the familiar language.

Primary Reading Programme: means a literacy programme implemented at primary school level aimed at making learners express themselves orally with confidence and to read and write with easy in the familiar language and English.

Primary School learners: a child who is enrolled in a primary school that are run from grades one to seven.

Primary school teachers: are regarded as teachers who are tasked with the duty of teaching all subjects in the curriculum at primary school level.

Problem-solving Education: an education in which learners are fully involved in developing their own knowledge through finding answers to problems that have been presented to them.

Read On Course: is a literacy course that was meant to make the grade three to seven learners express themselves orally with confidence and to read and write with easy in the local language and English.

Reflection: means an in intentional intellectual process that an individual become involved in as he or she makes meaning of the experiences.

Reflective practice: means the self-reflections of primary school teachers on their classroom-based teaching actions whether in the future or past sense.

Step In To English: is an initial literacy course that was meant to make the grade one learner express themselves orally with confidence and to read and write with easy in the familiar language and English.

1.11 Theoretical framework

Paulo Freire's (1972) critical education theory was used to guide the selection of related literature to the study, the methodology and discussion of the research findings because it is still a useful and valid theory in today's world. This is because there is still need for critical analysis of situations, coordination, dialogue, intervention and action (Rugut & Osman, 2013). Additionally, Nyirenda (2012) indicates that Paulo Freire's ideas appear to be more relevant in today's education and development in Africa than ever before.

Freire (1972)'s critique of banking education system (teacher-centered education system) and his idea of conscientisation were significant to this study. According to Freire (1972) the concept of banking education refers to an education system in which a classroom environment is created where learners act as bank account and the teacher as a depositor thus the teacher deposit knowledge into learners who passively receive the information from the teacher. In the banking education system, the major role that learners play is putting much effort in receiving and restoring the information that the teacher deposit in them and this leads to the development of cowardice and inferiority among the learners. Thus, this educational system prevents the development of critical consciousness among the learners (Blackburn, 2000). The major activities in banking education is listening, memorizing and reciting of information. This usually creates a dominant suppressive school and classroom culture thus creating a culture- of -silence and culture-of-sabotage. Conscientisation on the other hand is the process in which an individual becomes aware of sources of their oppression and develop their abilities for critical thinking (Blackburn, 2000). The main components of conscientisation are critical reflection and transformative action. Through the use of Freire's critical education theory it was discovered whether primary schoolteachers' engagement or non-engagement in reflective practice are influenced by banking concept or the problem-posing education.

Paulo Freire's critical education theory was used as lens that made it possible to analyse and uncover the ideologies or perceptions that primary school teachers have on reflective practice. Freire (1972) urges that educational problems that are encountered can best be analysed and uncovered by revealing the dominant ideologies that teachers

possess. In order for the dominant ideologies to be uncovered different research instruments were used. In this study research instruments used included semi-structured interviews, classroom-based-observation, reflective journals, focus group discussion and documents collection. At analysis level the Maykut and Morehouse (1994)'s constant comparison inductive analysis approach was used to review the dominant ideologies that primary school teachers have on reflective practice. This uncovering and analysis brought out teachers' perceptions and current practices of their reflective practice.

Other important concepts brought by Freire (1972) are dialogue and discussion. According to Freire (1972) the use of dialogue and discussion allows a deeper understanding of issues or problems at hand. According to Rugut and Osman (2013) dialogue can unlock doors for prosperity and victory in any given situation. In this study the use of focus group discussion, semi-structured interviews would stimulate dialogue and discussion and this would lead to a deeper understanding of the conceptions and practices of primary school teacher with regard to reflective practice. However, Freire (1972) warns that dialogue and discussion can only exist where there is mutual understanding or respect. Freire (1970:62) as cited in Rugut and Osman (2013) urges that 'dialogue cannot exist with humility; you cannot dialogue and discuss if you place above another, seeing yourself as owner of the truth.'

In addition Freire (1972) urges that in order to solve a social problem, there is need to move away from distinct methodologies that have pre-determined logic with answers contained in them within a particular pre-determined framework to methodologies that have multiple responses. Critical education theory is based on the assumption that social realities are multiple and socially constructed through social interactions (Bryman and Bell, 2007). In order to reveal the multiple realities that exist, the study employed multiple qualitative data collection instruments namely; semi-structured interviews, classroom observations and document analysis. These research instruments brought out the feelings, conceptions and beliefs of primary school teachers with regard to ability to reflect.

In this study the application of the critical education theory is underpinned by the following principles. First is that critical education theory has a great influence on the engagement of an individual in reflective practice. It requires an individual to become involved in inquiring, analysis and evaluation of situations thus leading to the empowerment of an individual. Empowerment of an individual can only happen if an individual is involved in reflective practice.

Critical education theory and reflective practice are of particular importance because of the ability not only to increase awareness among individuals the contradictions and distortions that exist in the educational system in Zambia but also empower and equip individuals with knowledge and skills so that they could take action and change the prevailing situation. This therefore means that critical education theory and reflective practice focus on changing the situation than just describing it thus integrating theory and practice in the process.

The above discussion underpins the fact that critical education theory requires an individual to be in thoughtful and reflective activities and think beyond the given situation. This therefore requires an individual to question, replace or reframe an assumption that is dominant (Hillier, 2002). This means that critical education theory is used in this study in the analysis of the educational system in Zambia and how it has led to the reinforcement of superiority of certain pedagogical skills and practices (e.g. Assessment and Evaluation) relative to others such as reflective practice. The latter of which has received less priority with regard to training and space in the time table.

Second is that critical education has a critical and reflective orientation. In both critical education theory and reflective practice, there isn't only the assessment of the strengths and weaknesses of pedagogical skills and classroom practices but also provides ways in which such pedagogical skills and classroom practice can be enhanced. Additionally, critical education theory is holistic in nature in that it can address all pedagogical skills and practices of teachers.

1.12 Organisation of the thesis

This study has six chapters. Chapter one is the introduction to the study and focused at bringing out an in-depth explanation of the problem and the contextual background of the study. Chapter one of this study further explains the research methodology in brief, the significance of the study, delimitation, limitation, theoretical foundations of the study and operational definitions.

Chapter two is the literature review to the study. In literature review various studies that are related to the study problem have been critically reviewed. In literature review the philosophical and historical foundation of reflective practice have been reviewed, the different perceptions of reflective practice, typology of reflective practice, benefits of reflective practice, barriers to reflective practice and the identification of gaps that need to be filled in by this study have been explained. Lastly, a summary to the literature review has been given.

Chapter three is the research methodology that was used in this study. This chapter provides information with regard the research paradigm followed by the researcher, the ontological and epistemological stance of the research. The chapter further provides information on the target population, data collection methodologies, ethical issues, triangulation, validity and data analysis of the research.

Chapter four is the presentation of qualitative research findings. Mostly the participants' voices are used in this chapter. A comparative view is also given in this chapter on different themes that emerged in the study between primary school teachers from Lukulu and Mongu districts.

Chapter five is the discussion of the research findings that have been presented in the fourth chapter of this study. The discussion basically is based on the themes that emerged during the analysis of data.

In chapter six, conclusions and recommendations are given. The conclusions and recommendations are coming from the themes of the study. The chapter also has a

section on suggestion for further study. The pages that will follow this chapter are for references and appendices.

1.13 Summary

The main purpose of this chapter was to contextualise the study on reflective practice among primary school teachers and several critical issues have been discussed. What is coming out more strongly from the studies cited is that reflective practice as a classroom instructional practices and skill has the potential to develop effective teachers who in turn improve the learners' academic performance. In this section knowledge gaps have been provided. It has been explained in this section that despite the fact that the Ministry of General Education had put many resources in the primary sector, the academic performance of learners at primary school level from grades one to seven and in all curriculum areas has continued to be low. It was further explained that the persistent low academic performance of learners in primary schools was due to certain critical concepts such as reflective practice that has remained under estimated and unchecked for a long period of time in the Zambian education system. What is not known are studies exploring reflective practice among primary school teachers. The significance of the study and theoretical framework were also discussed in this chapter. In the next chapter a detailed review of related literature has been given in order to have a deeper understanding of reflective practice.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter is a review of literature related to the study. The review of literature is important because it helps identify the gaps in the body of knowledge. According to Ziwa (2013) cited by Banja (2016) literature review focuses on identifying, selecting, reading, analysing and evaluating what other researchers, authors and philosophers have written in relation to the topic under study. In this study, educational journals, websites, conference proceedings, speeches, professional journals, doctoral theses and masters' dissertations were consulted in identifying the knowledge gaps in related literature.

The review starts with the nature of reflective practice focusing on the historical and philosophical development of reflection, perception of reflective practice, model of reflective practice and characteristics of reflective practice. Thereafter, the review proceeded in the following manner: relevance of reflective practice in education, teachers' reflective practice and learners' academic performance, opportunities for teachers' engagement in reflective practice, challenges to teachers' engagement in reflective practice, identifying the gaps in the related literature and Summary.

On the global level literature, reflective practice has been studied extensively and literature is abundant. However, much of these studies and literature are from the west or global north. In Zambia, research on reflective practice is still scanty, thus this current study on reflective practice of primary school teachers in the developing country added a new direction to the existing body of knowledge on reflective practice.

2.2 Nature of reflective practice

2.2.1 Historical and Philosophical Development of Reflective practice

According to York-Barr (2005) it is important to understand the historical and theoretical development reflective practice because it increases the support for reflection and this would inspire those already engaged in reflective practice continue with reflective practice. This section will focus on the historical and philosophical foundations of reflection. The historical and philosophical foundations of reflection are attributed to many great philosophers, theorists, teacher educators and researchers who did contribute in the development of the body of knowledge of reflection (York-Barr, 2005).

According to research (e.g. Houston, 1988; Rogers, 2002; Mustafa, 2012) the study of teachers reflection and origin of reflection and reflective practice could be traced back to the times of Plato, Aristotle in Greece, Confucius in China and Buddha in India.

2.2.1.1 Dewey's conception of reflection

A number of researches (e.g. Akbari, 2007; Behzadpour, 2011; Sellars, 2012, Zehra, 2012) have indicated that Dewey is acknowledged in literature to be the originator of the concept of reflection although he got the ideas of reflection from great philosophers like Plato, Aristotle and Confucius. According to Halton and Smith (1995) Dewey was the first philosopher to make a link between the concept of reflection and education. In his conception of reflection, Dewey showed the significance of reflection in education as a way of 'knowing what we are about when we act' (Dewey 1964:211).

In his view of reflection, Dewey (1933) made a distinction between routine action and reflective action. Dewey (1910, 1933) as cited in Robert (1998:48) looked at reflection as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that supports it, and the further conclusion to which it tends." From Dewey's definition of reflection Mustafa (2012) notes that reflection brings together beliefs and practice thus linking personal theories and beliefs with action. According to Roberts (1998), Dewey further looked at reflection as "disciplined, conscious, explicit and critical thought which contributes to the

intellectual and moral development"(p:48) Dewey considered routine action on the other hand as an action that is impulsive, traditions, authority and habits. Additionally, Zeichner and Liston (2010) looked at routine action as involving intuition, emotions and passion.

According to Behzadpour (2011), Dewey argues that people usually do not learn from experience but learn as they reflect on experience. It is from this thought that according to Roberts (1998), Dewey argued that the reflection process usually begins when one is confronted with a problem or a surprise that affects the normal delivery of activities. From this situation Dewey proposed a five step reflective practice which is as follows:

The first step is experiencing a feeling of discrepancy, in thought or in feeling as a result of the mismatch between the beliefs that we hold and what is happening in practice, or the ends that we look for and the means that are available to us.

The second step involves making deliberate observations and intellectualisation of the problem that has been experienced so as to find solutions. In order to find out about the nature of the problem it is important to suspend judgment at this stage.

The third step is cultivation of alternative suggestions so as to resolve the problem that has been encountered.

The fourth step is making elaborations on the implications of various suggestions that have been put across so as to select the most appropriate suggestion that would lead to solving the original problem.

The fifth step is about testing theory so as to confirm it and later adopt it as personal knowledge (Dewey, 1933 as cited in Smith 1999).

The five steps of reflective practice suggested by Dewey are of great importance to this study because the steps show that reflective practice can happen when an individual is confronted with a problematic or complex situation that demand thinking critically so that reasoned answers are found to that particular situation. Therefore, reflective practice is not an accidental process but a well thought out process.

According to Atherton (2002), Dewey was of the view that schools in his time emphasised on the memorisation of facts by learners and these learners were expected to reproduce the facts. This was not genuine learning according to Dewey. Therefore, Dewey (1962) criticised Teacher Education programmes for their focus on developing teachers as technicians. Teachers as technicians are equipped with knowledge and skills that will enable them to perform routine duties instead of thinking about what they do and how they would improve their performance (Apple, 1987; Brockbank & McGill, 2007). According to Brockbank and McGill (2007) Dewey's criticism of teacher as technician model is unfortunately present in teaching today. This is evidently seen in the technification of teachers and that teaching is not an autonomous professional (Gray, 2007).

2.2.1.2 Schon's conception of reflective practice

In his book "The Reflective Practitioner, How professionals think in action" Schon (1983, 1987) conceptualised his ideas of reflective practice and shows how practitioners engage in reflective practice as they do their work. Donald Schon was influenced by Dewey's theory of reflective practice. Although Dewey is considered to be one of the most influential philosopher and educationalist of modern day reflection, Schon is considered to be the first to popularise the concept of reflective practice.

Schon (1983, 1987)'s contribution towards reflective practice focused on understanding the relationship between theory and practice. According to Schon (1987) professionals faced a unique and complex working situation every day in their practices which the technical-rationality approach cannot solve. The everyday working situation according to Schon (1983, 1987) was messy, unpredictable, complex, challenging and stressful.

Schon (1987) further maintained that there are two different paradigms in terms of the relationship between theory and practice: technical-rationality and knowledge-in-action. Schon urged that technical-rationality model separates theory from practice and practitioners are viewed as "technicians." According to Zeichner and Liston (1996) in technical-rationality model teachers are expected to practice the theories that have been developed and formulated in universities and research centres. Teachers in the technical-

rationality model may be applying the theories but do not share the knowledge found in these theories (Schon, 1987). Ghaye and Ghaye (1998) concluded that technical-rationality devalues the knowledge that practitioners develop during their working experiences. According to Schon (1983) the problem of separating theory and practice can be dealt with by the use of reflection during and after teaching.

According to Schon (1987)'s argument practitioners usually take a chain of action during the teaching process without being aware of why they took these actions. This means that teachers find themselves doing such actions automatically without clear justification. Schon regarded this as knowing-in-action (theory-in-use) and a core to the artistry of professional practice. Knowing-in-action is also referred to as craft knowledge (Knowles et al, 2001). According to Ghaye and Lillyman (2000) knowing-in-action has got two parts. The first part involves the idea that professional knowledge and practice can be improved by reflecting on what professionals actually do on their experience. Ghaye and Lillyman (2000) urge that when professionals reflect on their knowledge and practice, there is a generation of rich and detailed knowledge. The second part of knowing-in-action is utilisation of this knowledge by professionals in their work.

Schon (1983; 1987) is best remembered for identifying two types of reflective practice: reflection-on-action (after-the-event knowledge) and reflection-in-action (thinking while doing). Schon (1983:49) described reflection-in-action as "an epistemology of practice implicit in the artistic, intuitive processes which some practitioners do bring to situations of uncertainty, instability, uniqueness and value conflict " Schon argued that reflection-in-action enables the practitioner to handle and resolve the difficulties and the concerns that they encounter during their actual practices." According to Ghaye and Lillyman (2000) reflective practice happens when the practitioner is doing his or her work. During the work, the practitioner will be thinking about how to reshape and adjust what he or she is doing.

Schon (1983; 1987) identified reflection-on-action as another type of reflection. Reflection-on-action is the type of reflection that comes after an activity has taken place. According to Moon (1999) this type of reflection relates to verbalised and non-verbalised thoughts and actions taken by the practitioners. Ghaye and Lillyman (2000) acknowledged that reflection-on-action can be conducted privately or publicly as it is a deliberately and conscious process that aims at improving the practitioners' future practices. This implies that reflection-on-action enables professionals to consciously review, describe, analyse and evaluate their past experiences so as to improve the future practices.

While Schon (1983, 1987)' works have influenced many philosophers to come up with their models and categories of reflection. Schon's work has been criticised by many scholars. For example Ekebergh (2006) criticised Schon 'work by explaining that it is impossible to distance oneself from the lived experiences to reflect in the moment. Additionally, Eraut (2004) criticized Schon's work by explaining that Schon's work lacked precision and clarity. Boud and Walker (1998) in their criticism of Schon's work explain that Schon didn't put into consideration the critical aspects of the context of reflection. Moon (2007) criticised Schon (1987) that in reflection-in-action an individual need to pause for a moment so as to do some reflections. This according to Moon (2007) was reflection-on-action in itself. McNamara (1990) and Van Mannen (1993) urge that reflection-in-action does not exist because reflective thinking cannot take place as the action is happening as there is no time or opportunities to do that.

2.3 Perceptions of Reflective practice

According to Bekeena (2009) cited in Banja (2016) human beings usually see things in different ways. This is because each human being is unique in terms of who they are, the environments they are in and what they believe in. This simply means that each human being has a unique picture, image, understanding or interpretation of the world (Banja, 2016). These unique pictures, images, understanding or interpretations of the world that people have are considered to as perceptions. According to Pickens (2013) cited in Vatuva gwaa-Uugwanga (2015) perception is considered to be the way individuals interpret stimuli so as to arrive at something meaningful to himself or herself

based on experiences. Pickens (2013) further notes that the perceptions that people have about something usually have a greater influence on their responses and behaviours either positively or negatively. Perceptions that people have on things are important because they give insights into an understanding of people's actions.

According to Richards and Lockhart (1994) one of the major roles of reflective practice is to uncover the underlying perceptions, understanding and belief systems that are influencing teachers classroom practices. According to Alger (2006) it is important for researchers to have interest in researching on the teachers' perceptions because these underlying belief systems and understanding act as interpretive lenses in which teachers make sense of the teaching and learning processes. The teacher's uptake of new approaches, techniques and activities are influenced by the perceptions that they hold (Donaghue, 2003). Marton (1981) cited in Brown (2003) acknowledged that teachers' perceptions act as lenses through which the teacher can view, interpret and interact with the learners and the environment. Clark and Peterson (1986) and Calderhead (1996) believe that the perception that teachers have in reference to teaching, learning and curriculum greatly influences the teacher's teaching behaviour. This applies to the perceptions that teachers have on reflective practice in that there will be a modification of procedures in lesson planning, delivery, instruction and the teacher interact with others (Brown,2003).

The concept of reflective practice has grown in popularity among different fields and professions. Despite the growth in popularity Kember et al (2001) indicate that reflective practice is not a unified concept and that its meaning is not well defined. This simply means that reflective practice is claimed and defined in many ways in different professional fields and individuals. This is in line with the study done by Beauchamp (2006) in which 55 different definitions were given on the meaning of reflective practice. Lee and Tan (2001) and Kelly (1993) concluded that there is no consensus therefore in the way reflective practice is defined and viewed by different professional fields and individuals. O'Donnell et al (2012) argues that the various conceptions and definitions of reflective practice are as a result of the complex nature of the concept. Cirocki, Tennekoon and Pena Calvo (2014) add that the complex nature of reflective

practice is as a result of lack of agreement on whether reflective practice is ability, an activity or a process. According to Moon (2009:7-9) the complex nature of reflective practice stems 'from problems of vocabulary' and from different fields such as 'Psychology, Sociology and Philosophy.' Kember et al (2001) attribute the complex nature of reflective practice to be 'wide and diverse within desperate contexts and based upon divergent frames of references.' In conclusion it should be noted that "there is no consensus in research on an empirical definition of reflective practice and what it entails," (Kelly, 1993:153).

However, it is important to note that the complex nature of reflective practice and lack of consensus in the definition of reflective practice provides clear gaps in knowledge that need to be filled by the present study and different studies. In this study reflective practice is defined as a classroom instructional practice that involves thinking critically on a problematic or complex classroom situation so that reasoned solutions to that particular classroom situation are arrived at.

Dewey and Schon' conceptions of reflective practice are of particular important to this study in that they provide a strong theoretical foundation on which the current study becomes anchored.

2.3.1 Perception of Reflective practice as a means for looking back on an action

The study by Pedro (2005) focused on investigating how pre-service teachers perceived and understood reflective practice in Middle East Technical University. This was a case study involving five teachers enrolled in a graduate course. Data collection instruments included in-depth interviews, reflective journals and observations. The study revealed that the participants perceived reflective practice as "looking back on action" "change that could be made" and "what could be done in future." This study by Pedro (2005) shows that participants' perception reflective practice fall under the instrumental mediation of action as proposed by Grimmett (1989).

Cimer and Palic (2012) conducted a study that focused on investigating teachers' perceptions and practice of reflection. The study used semi-structured interviews and

weekly guided journals. The sample included seven teachers and data analysed indicated that all teachers believed that reflection was about increasing the quality of teaching and was limited to the preparation of lessons. This study shows that participants' perception reflective practice fall under the instrumental mediation of action as proposed by Grimmett (1989). In the same line Raelin's (2002: 66) study reflective practice was perceived as a practice of 'periodically stepping back to ponder the meaning of what has recently transpired to ourselves and to others in our immediate environment.' Raelin (2002) explains that reflective practice provides the self and others the experiences that would have been overlooked during the time of practice.

In addition to the above, Boateng and Boadi (2015) conducted a study that aimed at investigating and evaluating whether the university teachers understood and engaged in reflective practice. The study focused on one hundred teachers from the university of Ghana and Wisconsin international university college. The research instrument was made up of seventeen items that represented different definitions of reflection. Additionally a five-point Likert scale was used to gather data for the study. The study revealed that majority of the participants' perceived reflection in terms of evaluating the effectiveness of one's teaching practice, examining teaching from the perspective of the learners, conscious and self-awareness deliberation on professional practice, making changes to one's professional practice in the light of experience and deepening their understanding in their role as professional teachers. This study by Boateng and Boadi (2015) concluded that the participants in the study perceived reflective practice as an instrumental mediation of action.

2.3.2 Perception of Reflective practice as gaining different perspective

Zeichner and Liston (1984) perceived reflective practice as competing philosophy to routine action in the teaching and learning processes. They viewed good teaching as either following tried-and-true traditional model of teaching or having a teacher consistently engaging in the assessment of the origin, purposes or consequences of teaching processes (Raiber, 2001).

2.3.3 Perception of Reflective practice as a means for evaluation/assessment of action

In LaBoskey (1994)'s case study which focused on the development of reflective practice among pre-service teachers in New York, pre-service teachers were placed in two groups namely: the alert novices and the common sense group. The alert novices were more reflective while the common sense groups were less reflective. The criterion LaBoskey used in grouping the pre-service teachers was based on their performance on the reflective aptitude test. The results of this study showed that pre-service teachers in the alert novices group had a passionate creed for teaching and asked more of "why" questions during the post-lesson conference. LaBoskey (1994)'s study in addition indicated that pre-service teachers in the alert novice group were more proactive and produced positive results in their classroom because of the positive view they had about themselves as teachers. Grimmett and Erickson (1988) add that when participants in the alert group were indeed capable of appreciating and transforming their understanding of the culture in which they worked because they had that individual view of themselves as teachers. On the other hand pre-service teachers in the common sense group did the opposite of those pre-service teachers in the alert novice group.

LaBoskey (1994)'s study looks at reflection as the reconstruction of experiences that is not only based on problem-setting but also on how individual teachers view themselves and the context in which the experiences take place.

In addition, Digiamo (1993) conducted a study on reflective pedagogical thinking as evidenced in student teacher analytical writing. The aim of the study was to analyse the writings that were made during teaching practice for the period of over six years so as to study their reflective pedagogical thinking. In her findings, Diagiamao (1993) favoured model of reflection that focused on the reconstruction of the self as teachers. Digiamo (1993:98) further suggests that reflection as the reconstruction of the experiences involves "critiquing one's own practice, making a discovery about teaching or self; reflecting on personal values, cultural issues, integrating one's own practice with theory; identifying the implications of one's practice as future practice."

2.3.4 Perception of Reflective practice as a means for professional development

According to Radulescu (2011) reflective practice has been viewed as a facilitator of teachers 'professional development. This means that reflective practice encompasses "any process that encourages in general an attitude of on-going exploration and inquiring, that encourages awareness of the factors affecting teachers, choices made about the organisation of activities in the classroom and the use of techniques and materials" (Radulescu 2011: 1000).

In addition Raiber (2001) cites Goodman (1984), Van Mannen (1977) and Zimper and Howey (1987) as providing the perception of reflection as a means for professional development process. In addition, Teekman (2000), Taylor (2006), Moon (2007), Johns (2009) considered reflection as a developmental process. According to Johns (2009) reflection may take place on five different levels-reflection-on experience, reflection-in-practice, internal supervisor, reflection-within-the movement and mindfulness. Johns (2009) uses reflection-on-action and reflection-in- action in the similar way Schon (1983; 1987) used them. According to Johns (2009:10) the highest level of reflective practice is mindfulness which means "seeing things for what they really are without distortions, whilst holding the intention of realising desirable practice."

According to Van Mannen (1977) reflection occurs on three different levels-the practical/technical level, social/political level and moral/ethical level. The first level consists of the acquisition of technical ways of applying the educational knowledge and curriculum principles. Van Mannen (1977) noted that at this level reflection is concerned with choice of appropriate instructional strategies in the classroom. The second level is social/ political and is concerned with the interpretative understanding of assumptions and pre-dispositions of educational events and the context in which such educational events are taking place. Van Mannen (1977) explains further that at this second level, teachers would begin to reflectively apply educational strategies that would show independent decision making process to pedagogical matter. The third level which is moral/ethical focuses on critical reflection. At this level teachers would usually look at worthiness of knowledge and social circumstances that are necessary to learners without personal bias (Posthuma, 2011).

2.3.5 Perception of reflective practice as knowing oneself or self-awareness

In some studies reflective practice has been perceived as the process that involves knowing oneself or self-awareness. The study by Kottkamp (1990:19) viewed reflective practice as a 'means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance.' This self-awareness usually encompasses one's performance as an individual think on his or her experiences, classroom activities and assignment (Malatji, 2013). This is also acknowledged by Blank (2009:42) as an affirmation is made that when an individual engages in reflective practice there is 'greater level of self-awareness about themselves as practitioners and as people.' This would therefore lead to professional growth.

According to Beck's (1997) study which focused on teacher reflective practice documenting reflecting in a teacher collaborative group, all nine participants were able to identify the changes that were implemented during the period when teachers participated in networks and perceived reflective practice as being beneficial because it encouraged flexibility, growth, improved cognitive focus, an ability to recognise the need for change and encouraged the implementation of change. Reflective practice thus increases the teacher' awareness of themselves as active professionals. In addition Johnson (2000) revealed that reflective practice enabled teachers to gain an understanding of themselves as individuals. The study further noted that reflective practice enabled teachers to be aware of their core values, visions and their personality and professional traits.

In Kelly's study (1993), participants provided with an on-going process of structured reflection. The study lasted for twelve weeks with the first two weeks devoted for pre-testing the participants so as to establish their perception before the training session. During the remaining ten weeks, participants were made to reflect daily on their teaching for each subject. Additionally, participants were observed seven times and immediate feedback given at the end of each lesson. During the post-lesson discussion the participants and the researcher evaluated the teaching decisions made during the lesson and alternative approaches discussed. Kelly (1993:153)'s study concluded that the perception of reflection focused on "teachers' interactive thoughts during instruction, the

implicit beliefs teachers have about students, teaching and the curriculum, and internalised routines that teachers develop to guide their decision during routine teaching activities."

Noormohammadi (2014) conducted a study that focused on teacher reflection and its relation to teacher efficacy and autonomy. It consisted of 172 EFL Iranian teachers who were convenient sampled. The research instrument used for this study was the questionnaire. The data collected was deductively analysed using the SPSS software version 17.0. The results of the study showed that there was a positive correlation between teacher reflective practice, teacher self-efficacy and autonomy. The study concluded that reflective practice helped teachers to foster self-independence.

The study done by Noormohammadi (2014) is significant to this study in that it shows that when teachers are engaged in reflective practice they develop self-awareness and this leads to autonomy and self-independence. The development of self-awareness is critical in that it enables teachers to reflect on their actions. Self-awareness enables the teachers to be receptive of new knowledge and would learn from their reflections.

Olaya Mesa (2018) carried a study that aimed at giving an overview and exploration of 23 national and international reflective teaching research reports. The purpose of this study therefore was to determine the extent to which reflective teaching can be a strategy for language professional development. Data was analysed using content analysis and four major results were brought out and these were (a) reflective teaching is an approach that can enhance the language profession (b) impact on teachers' performance (c) support, time and efforts (d) in-service professional development. The conclusion of the study indicated that reflective teaching is an alternative to raising awareness among teachers about English language teaching and as a means to encourage teachers to open their minds, update their teaching methodologies and adjustment to their lessons.

2.3.6 Perception of reflective practice as learning

The study by Kang in (2004) that aimed at investigating in-service teachers' learning through reflective practice noted that reflective practice was a significant component

that helped teachers to have more control of their teaching actions and have the justification for their teaching actions (Malatji, 2013). Additionally, Valencia's study (2009) that was conducted to describe the way knowledge of five in-service teachers was constructed revealed that the teachers involved in the study perceived reflection as learning as their knowledge based increased due to reflective practice.

It is noticed from the literature presented above that reflective practice is perceived in different ways by different individuals around the world. The perception of reflective practice as self-awareness, professional development and learning are considered in this study as more representative of reflective practice. It is therefore important to add the voice from Zambia on how primary school teachers perceive reflective practice.

2.4 Categorisation of Reflective practice

In recent years, the development and categorisation of reflection have been studied extensively. Despite much research work on reflective practice, researchers have observed that it is difficult to agree on any one type of categorizing reflective practice. This implies that there are many systems of classifying reflective practice.

2.4.1 Van Mannen (1977)'s reflection levels

Van Mannen (1977)'s study categorises reflection into three layers. The first level of reflection according to Van Mannen is the technical/practical which is made up of technical application of educational knowledge and basic curriculum principals (Posthuma, 2011). According to Van Mannen (1977) the focus of reflection at this layer is basically the selection of instructional techniques that are appropriate to the class. Zeichner (1994) observes that this is the most basic layer of reflection and primary school teachers operating at this level are more interested with issues of effectiveness and efficiency as the only way to achieve the goals given. As teachers engage in this level of reflection, they usually do not put the context of the classroom, school and society into consideration (Van Manner, 1977). According to Griffiths and Tann (1992) and Zeichner (1994) the importance of technical/ practical level is ability of relating reflection to everyday world of the teacher.

The second layer of reflection highlighted by Van Manen (1977) is the social/political which basically involves reflective teachers making educational decisions to teaching practice that are independent and more individual oriented. In other words, the second level of Van Manen's reflection is more focused on teachers' clarification of assumptions and pre-dispositions that involves assessing the educational consequences to which teaching practice leads (Posthuma, 2011).

The third level of reflection according to Van Manen is critical reflection. According to Van Manen (1977) at this level the main concern of teachers is worthiness of knowledge and social situations to the learners and focuses on justice, equity and satisfaction of learners within the larger social context. In addition, Posthuma (2011) notes that at this level teacher would usually ask questions that would include: what were the strong points in my lesson? What should be changed? And was the content covered significant to the learners?

2.4.2 Valli's categorisation of reflection

Valli (1992)'s categorisation of reflective practice involved six different levels. The first level which is the lowest according to Valli is behavioural and this level is followed by technical reflection which is generally concerned with instructions and management practices established from research. Valli (1992) acknowledges that technical reflection is narrow-oriented because of its focus on teaching strategies and skills. The third level of reflection includes reflection-in-action and reflection-on -action. These types of reflection are significant in that they focus on the teacher's own teaching practice and decision is made based on that particular situation (Valli, 1992). The fourth level of reflection is called deliberative reflection. Deliberative reflection is more concerned with a large spectrum of teaching practices. Valli (1992) adds that deliberative reflection involves the teacher looking at different assumptions, perspectives and research findings. The fifth level of reflection in Valli's categorisation is called personalistic reflection which is concerned more with the teacher's own growth and the relationship with learners. In this level of reflection the teacher would conduct self-evaluation by listening to his or her own inner silent voice and the voices of other fellow teachers. Lastly, Valli (1992) considers critical reflection as the highest level of reflection that is

more concerned with the social, moral and political spheres of education. Critical reflection involves the teacher making judgment that is more focused on ethical standards (Valli, 1992).

2.4.3 Hatton and Smith's categorisation of reflection

Hatton and Smith (1995) categorisation of reflection consist of three levels namely: technical rationality, reflection-on-action and reflection-in-action. Hatton and Smith (1995) place technical rationality as the basic level of reflection. At this level according to Hatton and Smith the teacher focuses on the use of technical behaviour and skills in making reflective decisions, therefore, in this level the teacher investigate their use of technical skills and knowledge (Hatton & Smith, 1995).

The second level of reflection is reflection-on-reflection. According to Hatton and Smith (1995) teachers operating at this level are able to differentiate between descriptive dialogue and critical reflection. Reflection-on-action is considered to be descriptive when one is able to make an analysis of one's performance and then provide reasons for their actions. Additionally, Hatton and Smith (1995) further argue that reflection-on-action is dialogical if teachers are able to weigh assumptions that competing and then exploring them so that they can be used to solve problems and looking at alternative strategies of solving the problems. Reflection-on-action is considered to be critical when the teacher thinks of his/her actions on others more especially the learners. In critical reflection, the teacher takes into consideration the social, political and cultural factors (Hatton & Smith, 1995).

The third and highest level of reflection according to Hatton and Smith (1995) is reflection-in-action. At this level the teacher would be involved with on-spot professional difficulties as they occur (Hatton & Smith, 1995).

2.4.4 Taylor's category of reflection

Taylor's (2006)'s category of reflection is basically made up of three levels namely: technical, practical and emancipatory. According to Taylor, technical reflection focuses on improving the day to day practices of practitioners by basing on empirical or

scientific knowledge. Taylor (2006)'second level of reflection is practical reflection which focus on improving and making sense of human interaction. This type of reflection is interpretive in nature. The third level or category of reflection is emancipation which focuses on critising power relationships so as to change the status quo or bring the social and political change needed (Taylor, 2006). According to Taylor's model no one type or level of reflection is superior to the other as each has a different role to perform.

In summary, it could be acknowledged that reflective practice has been categorised in different ways by different researchers and scholars. Most of these categorisations of reflective practice were done in the western world therefore the need to come up with more Zambian based categorisation of reflective practice. In addition these categorisations have been done a long time ago thus the need for more recent categorisations of reflective practice.

2.5 Core components of reflective practice

In literature, there are controversies and lack of agreement on what really are the core components of reflective practice (Fat'hi, 2011). For example Bartelheim (1993) identified three components of reflective practice which included problem setting, testing and personal responsibility. The Welsh government (2015) identified four components of reflective practice that involved select, describe, analyse and evaluate. Nguyen et al.(2018) identified five core components of reflective practice which included Thought and Action (TA), Alternative, Critical, Exploratory and Iterative (ACEI), the underlying conceptual frame (CF), the view on change (VC) and the self (S).

In this study the core components of reflective practice as identified by Nguyen et al. (2018) were considered to be more comprehensive as when compared to other authors (e.g. Fat' hi, 2011; Bartelheim, 1993;The Welsh government ,2015) because they were more elaborate as indicated in the following description.

According to Nguyen et al. (2018) the first core component of reflective practice is Thought and Action (TA) which focuses on the content on which reflective practice should be based on. The content of reflective practice would include cognitive, non-cognitive and affective content. Therefore thought and action would include all content that should be reflected on such as beliefs, experiences, knowledge, action situation and ideas. Mezirow (1998) added that thought and action also included all that an individual can perceive, think, feel or act. This component is in line with Bartelheim's (1993) component named as problem setting. This component according to Bartelheim (1993) focuses on past experiences, knowledge, research ideas and situations.

The second core component of reflective practice as noted by Nguyen et al.(2018) included Alternative, Critical, Exploratory and Iterative process (ACEI). This is a process-related component of reflective practice. This component was constituted by bringing aspects from different models of reflective practice. For instance, Dewey thought of one's thinking to be active, persistent and careful. For Schon (1983) reflective practice was supposed to be critical in nature while Boyd and Fales (1983) and Boud and Walker (1998) emphasised that reflective practice needed to be exploratory. In line with the above authors, Nguyen et al.(2018) concluded that reflective practice entailed an analytical and almiorative way in which an individual needed to process his/her thoughts and actions. Nguyen et al. (2018) further indicated that thinking about our thoughts and actions alternatively, critically in an exploratory and iterative manner leads to reflective practice.

The third core component as identified by Nguyen et al. (2018) was the underlying conceptual frame. For any practice to be considered reflective, it should involve thinking about one's underlying conceptual frame. Dewey (1933) as cited by Nguyen et al. (2018) Considered conceptual frame as the grounds on which thoughts and actions are supported. Schon (1983) and Brookfield (1990) looked at conceptual frame as 'assumptional structures' and Atkins and Murphy (1993) considered conceptual frame as perspectives. This calls for questioning of the underlying conceptual frame. Therefore, Nguyen et al. (2018) concluded that reflective practice included:

- a) The process of becoming aware of underlying conceptual frames which reveals ‘why we perceive, think, feel or act as we do?’
- b) Making this underlying conceptual frame the new content of reflective thinking by scrutinizing (its) accuracy and validity

The four core component of reflective practice according to Nguyen et al.(2018) is view on change. One of the main concepts in reflective practice is that it should lead to some form of change as noted by Boyd and Fales’s (1983) definition in that reflective practice focuses on creating and clarifying meaning leading into a change in conceptual frames. Mezirow (1998) looked at reflective practice as transformative in nature. According to Nguyen et al. (2018) when an individual is engaged in reflective, he or she must think with the purpose of change in mind.

The fifth core component of reflective practice is the self (S). Nguyen et al.(2018) note that although the reflective process can be Alternative, Critical, Exploratory and Iterative (ACEI), deals with thoughts and actions (TA) and conceptual frame (CF) and is aimed at the view of change (VC) it only becomes reflective when all the four components become linked to the fifth component which is the self. The self is constituted by both the content and process of reflective practice.

In summarising the core components of reflective practice as proposed by Nguyen et al.(2018), it could be said that reflective practice consist of the content of materials to be reflected on, the underlying assumptions, the process involved in conducting reflective practice, change to be taken by the practitioner.

2.6 Characteristics of a Reflective teacher

According to Dewey (1933) a reflective practitioner possesses three major characteristics of reflective practice namely: open-minded, responsible and whole hearted.

According to Farrell (2004) and Zeichner and Liston (2004) a teacher who is open-minded is often willing to listen to diverse views and consider alternatives before

making an action. Webb (1995) considered open-mindedness as a way of recognising that there are multiple viewpoints of explaining an event. Open-mindedness also entails being flexible so as to reconsider viewpoints available and allowing change to take place. Bergsgaard and Ellis (2002) note that open-mindedness is part of introspection, a type of self-observation. Dewey (1933) further notes that open-mindedness brings inquiry that is usually triggered by doubt or perplexity.

Dewey (1933) brings in being responsible as the second characteristic of a reflective practitioner. Zeichner and Liston (1996) acknowledge that reflective teachers are usually very careful when they are reflecting on the consequences of the behaviour.

The third characteristic of a reflective practitioner is whole heartedness. This characteristic entails that a teacher needs to be willing to take on reflection and be responsible socially in making decisions and actions (Littkey & Grabelle, 2004). Noddings (1984) adds that whole heartedness implies being willing, mindfulness and have an open heart.

Zeichner and Liston (1996) identified five characteristics of a reflective teacher. According to Zeichner and Liston a reflective teacher: examines, frames and attempts to solve the dilemmas of classroom practices, is aware of and question the assumptions and values brought to teaching, is attentive to the institutional and cultural environment in which teaching and learning is taking place, takes part in curriculum development and school change efforts, takes responsibility for their own professional development.

According to Taylor (2007) a reflective teacher has three major qualities namely: commitment, courage and humour. Taylor urges that in order for the teacher to engage in reflective practice, they need to see the relevance of reflective practice. Having recognised the importance of reflective practice, the teacher will then make the commitment and will have the courage to face competing ideologies. Taylor also adds that courage enables teachers to reflect on their practice, belief and values. The third characteristic is humour which helps the teacher to keep a sense of perspective when reflecting on uncomfortable experiences.

Larrivee (2009) compiled the following attributes of a reflective practitioner:

- i. Reflect on and learn from experience
- ii. Engages in an on-going inquiry
- iii. Solicits feedback
- iv. Remains open to alternative perspective
- v. Assumes responsibility for own learning
- vi. Takes action to align with new knowledge and understanding
- vii. Observes self in the process of thinking
- viii. Is committed to continuous improvement in practice
- ix. Strives to align behaviour with values and beliefs
- x. Seeks to discover what is true.

In addition to the above, Impedovo and Khatoon (2016) indicated that for a teacher to be considered a reflective practitioner, he or she should be able to implement different strategies and these should include analysing and questioning what is happening within the teaching and learning processes, showing consideration for feelings and behaviours, keeping a daily record of the most important events, share stories and reading professional literature that support the teacher in creating a conducive learning environment for the learners.

The above characteristics proposed by different scholars and researchers were of great importance to this study because they enabled the researcher to categorise primary school teachers involved in this study as either reflective practitioners or not. In addition, the study adopted the characteristics proposed by Larrivee (2009) because they were comprehensive and representative of a reflective practice. Most of the characteristics proposed by other scholars and researchers are embedded in Larrivee (2009)'s categorisation.

2.7 The relevance of reflective practice in education

According to Raiber (2001) researchers have provided a list of six reasons on the importance of reflective practice, which have later been grouped into three classes

namely: importance of reflection to the teacher, importance of reflection to the learner and importance of reflection to practice.

2.7.1 The relevance of reflective practice to the teacher

An increasing body of literature on the importance of reflective practice to the teacher in education has continued to emerge. A qualitative study by Beck (1997) was set to determine the perceptions of teachers on the benefits of reflective practice. She used interviews, transcriptions of network meetings, commentary in teacher's portfolios, reflective journals and artifacts to collect data for the research. The sample was made of nine volunteer teachers. The interview findings of this study indicated that reflective practice helped the participants to recognise the need to change their practice both at individual level and within the network group. Additionally Beck's study revealed that teachers perceived reflective practice as a way that can help in implementing change in practice and that reflective practice was beneficial in combating stagnation. In addition Beck (1997) indicated that all nine participants were able to identify the changes that were implemented during the period when teachers participated in networks.

In summary Beck's study indicated that teachers who volunteered to participate in the study perceived reflective practice as being beneficial because it encouraged flexibility, growth, improved cognitive focus, an ability to recognise the need for change and encourage the implementation of change. Reflective practice thus increases the teacher's awareness of themselves as active professionals.

Kelly (1994) conducted a qualitative study that aimed at investigating the impact of structured reflective practice on teaching decisions of in-service teachers. In Kelly's study interviews and videotapes were used as data collection tools. The general finding of Kelly's study was that reflective practices were beneficial to the teacher's planning for future instruction. Additionally, teachers' outlook on planning changed and the instruction improved.

In her handbook of reflective practice and experiential learning: theory and practice Moon (2004) identified eleven results of engagement in reflective practice namely: increased knowledge, better informed actions, critical review, on-going learning, meta-cognition, theory building, improved decision making, empowerment, creative solutions, emotional commitment and identification of the need for further reflection.

Ahmad, Said, Zed, Rehman, Ahmad and Khan (2013)'s study focused on how reflective practice improves teachers teaching skills a case of the community based schools of Chitral and Khyber Pakhtunkhwa districts of Pakistan. Data collection methods were done by closed ended questionnaires and was administered to 150 participants in 30 community based schools in Pakistan. Participants were subjected to a training session for six months and were later allowed to practice. At the end of one month period the participants were provided with questionnaires as a follow-up activity. The results of the study indicated that teachers were able to plan lessons daily, keep daily reflective journal entries, solve problems and guide learners in a more competent manner and managed their classes effectively. The conclusion of study was that reflective practice helps in developing the teaching and learning skills of teachers.

In Malaysia a study conducted by Choy, Yim and Tan (2017) aimed at investigating reflective thinking among pre-service teachers. Data was collected from the sample made up of 1070 pre-service teachers and self-report questionnaires were administered. In the analysis of data the Structural Equation Modeling (SEM) was used. The results of the study indicated that reflective practice led to self-efficacy among pre-service teachers.

2.7.2 The relevance of reflective practice to learners

According to Beck (1997)'s study, it was discovered that as teachers increasingly became more reflective, the learners' reflectivity also increased. This is because reflective teachers usually modeled the behaviour of their learners.

Nolan and Huber (1989) conducted a study that focused on nurturing the reflective practitioner through instructional supervision. Their study reviewed that as teachers engaged in reflective practice; they also engaged their learners to be reflective.

Hussain, Mehmood and Sultana (2009) conducted a quantitative inquiry into the benefits of reflective practice in open and distance learning at Allama Iqbal Open University Islamabad. The sample of the study included 40 participants who were doing Master's degree in Education. The data collection instruments included questionnaires and interviews. Data collected was analysed by collecting percentages and mean scores on each item. Interviews were also used to triangulate data collected from qualitative sources. The findings show that through reflective practice learners were able to solve the learning problems. Through reflective practice learners had their behaviour improved.

A study conducted by Shirvan, Rezvan and Fatima in 2011 focused on exploring the effects of EFL teachers' reflection on their learners' writing achievement. This was a quantitative study in which the sample included 100 EFL teachers and 1000 EFL learners in Masthead language institutes. The data collection instruments included Reflective teaching instrument that was designed by Akbari and Behzadpour in 2007 and was administered to the teachers. For the pupils the Grade Point Average (GAPs) was used to calculate their writing scores. Data was analysed seductively using Pearson correlation co-efficient formula and an independent T-test formula. The results of this study indicate that teachers' reflection significantly influenced EFL learners' writing achievements. From this revelation it can be indicated that when primary teacher in Zambia engage in reflective practice the performance of the learners may improve.

Ndiewo et al. (2016) conducted a study that aimed at establishing the influence learners reflection had on the academic performance of secondary school learners. This study was guided by Locke and Latham's achievement theory. This study adopted the sequential exploratory design with a targeted population of 2500 students. Stratified sampling was used in the selection of the sample which consisted of 387 students and 12 from four class teachers. Questionnaires and interviews were administered and it was

revealed that there was a statistical significant relationship $r=.17$, $p < .05$ between learners reflection and academic performance.

Aryani et al. (2017) conducted a study in Indonesia that focused on reflective learning model in improving students' critical thinking skills. The study employed an experimental research and a one group pre-test and post-test design was used. The sample was randomly sampled from the 2014 college students who enrolled in agro-technology course. The study administered a critical thinking skill test so as to measure critical thinking among the participants. The results of the study showed that there was a significant difference of ($p < 0.001$) between pre-test ($m = 30.97$) and post-test ($m = 36.06$). This study suggests that the inclusion of reflective practice in the learning situation of the learners would increase the critical thinking of learners.

In addition, Murphy (2014) conducted a study in a small suburban high school of the New York state whose aim was to investigate the impact of a reflection treatment program on the critical thinking skills and reflection level of high school science students. The study took place between January to May 2013 and focused on 200 students from 9th to 12th grade science students who were conveniently sampled. The study was a quasi-experimental research and used the pre-test- post- test comparison research design. After the treatment the scores of the students in the treatment group were compared with scores of students in the control group. Multivariate analysis was used to analyse the data collected. The results revealed that students in the treatment group scored significantly higher ($p = .007$) as when compared with students in the control group. The conclusion of the study was that reflective practice increased the levels of critical thinking and other dispositions in students.

The study above by Murphy (2014) is significant in that it revealed how significant reflective practice is to the students. It is therefore important to note that the use of reflective practice does not only improve critical thinking dispositions of mental focus and cognitive integrity of students but for anyone who engage in the process of reflective practice.

2.7.3 The relevance of reflective practice to teachers' practice

A Study on effective teaching by Harris (1998) found that effective practice was linked to reflection. This was a study conducted over a period of two decades. Additionally, Martins (2008)'s study that revealed the reflective practice growth occurred among rural middle school teachers as a result of co-teaching interactions with principals. This was a study conducted in Southern Colorado, where three rural teachers were sampled and their reflective practice measured before, during and after co-taught units with their principals. Data was collected through interviews, observations and analysis of artifacts. Martins (2008) discovered that the rural teachers showed growth in their reflective practice as a result of co-teaching with their principals.

Saleh and Hussin (2011)'s study focused on determining the reflective practice among mathematics teachers in Malaysian secondary schools. The study more specifically was conducted to determine the extent to which teachers reflected before teaching, during actual teaching and after implementing their teaching activities in their classrooms. Data was collected through classroom observation, individual interviews and document analysis. The results of this study indicated that reflective practice lead to improvement in the teaching practices of teachers.

Deutsche (1996) focused on a study that aimed at investigating how reflective practice impeded within the school context. She sampled six grade six teachers; three were from medium-sized sub urban Connecticut schools with teaching experience of three to fifteen years. The participants were subjected to a training session in reflective practice. Data was collected using learning style inventory, reflective teaching instruments, Billingsley Questionnaires and reflective journals eateries. Findings from this research indicate that the participants were able to identify reflective practices. The study showed that there was an improvement in practice by the teachers due to engagement in reflective practice.

The study conducted by Odhiambo (2011) focused on the influence of reflective practice teaching on the performance of teachers in public schools in Sihaya division of Ugenya district in Kenya. The study used a descriptive survey research design and the sampling

procedure involved both stratified and purposive. Data was collected from headteachers and 298 teachers using questionnaires. From the data analysed it was discovered that the reflective practice performance index was 57.1 percent and the performance and correlation of 1.9 was a very strong indication of the influence of the reflective practice on the performance of teachers. From this study by Odhiambo (2011) it is clear that reflective practice had a great influence on the improvement of the teacher's classroom practice. This, in turn led to the improvement of the academic performance of the learners.

Mackie and Jayatilleke (2012) conducted a study on reflection as part of continuous professional development for Public Health workers. The major aim of the study was to find out if any, the contribution of reflective practice to professional practice. The study employed literature review as its inclusion criterion and thirteen English Language papers on electronic bibliographic data bases in September 2011 were reviewed. The results of the study indicated that reflective practice contributed to professional practice of public health workers.

Muir et al (2014) conducted a study that focused on taking the learning beyond the individual: how reflection informs change in practice. The specific focus of the study was to explore the value of reflection and how it can be applied to practice when educational modules are used. The study focused on Master students in Kuwait in a small Dasmay Diabetes Institute. It used exploratory case study and focus group discussions were used to gather information from the respondents. Data obtained was analysed inductively and the results showed that reflective practice played a critical role in enhancing personal and professional development.

Despite the fact that the studies by Mackie and Jayatilleke (2012) and Muir et al (2014) focused on the health profession, a professional totally different from teaching, contribution to reflective practice in general and to the current study in particular was of great importance as the studies shown that when professional engage themselves in reflective practice then there is a likelihood that their professional practice would change for the better.

2.8 Teachers' Reflective practice and learners' academic achievement

A study conducted by Bond (2003) focused on the effect of reflective assessment on student achievement in mathematics. This was an experimental study that focused on the fifth and sixth grade learners. The study employed a post test-only control group design and learners were randomly placed into three treatment groups. Two of the three groups received identical mathematics curriculum, expect that one group had reflective intervention. Reflective intervention acted as an independent variable for this study. The third group acted as a control group.

In Bond's study an instrument was designed that was in line with the mathematics lessons that were taught to the two experimental groups. According to Bond (2003) this measure acted as a dependent variable for this study. Inferential statistics were used to analyse data from the retention test that was administered six weeks after the end of the study. In addition a performance test was administered so as to measure how learners practically applied the concepts they learned in the mathematics lessons.

Bond's (2003) study revealed a statistically significant difference that occurred between the achievement of learners involved with reflective practice and the achievement of learners in both comparison and control group. Learners in the reflective strategy performed better in performance assessment and retention test which were re-administered than the other two groups. Whereas Bond's (2003) study brought out critical findings, it is important to note that it was an experimental research and participant's views were not considered. The approach in the present study is qualitative in nature and uses a case study that focuses on taking an in-depth and breadth study.

A study by Taghilou (2007) aimed at establishing if there was a relationship between reflective teaching practices and learning outcomes of Iranian EFL learners. This was an experimental research design that comprised of homogenous group of pre-university learners. In this research two different teaching approaches were used in the delivery of the content to the participants. One of the teachers was a strong believer in reflective practice while the other did not believe in reflective practice. The participants were treated to the same materials and pedagogical conditions. The results of the research

indicated that the mean score of the participants in the experimental group was higher as compared to the participants in the control group. The mean score for the participants in the control group was less lower ($p < 0.05$). In addition, the participants in the experimental group showed that they were more satisfied with the learning process.

Laurynn (2009) conducted a study that focused on investigating reflective assessment and student achievement in high school English in Washington. This was a quasi-experimental study that involved a post-test-only control group design. The sample consisted of nine intact ninth grade English classrooms from high schools that were found near Seattle in Washington. The classrooms were randomly assigned to one of the three treatment conditions, two of which received identical co-planned curriculum with the exceptional of reflective intervention in one group. The reflective assessment intervention was meant to serve as the independent variable in this study. The third group served as the control group and received the traditional grade nine curricula for English. The study used descriptive and inferential statistics so as to analyse the data. Inferential statistics involved one-way ANOVAs, mixed between with subject ANOVAs. In addition non-parametric procedures were used to analyse data.

The data collected revealed that there was statistically significance difference between the achievement of students who were in the reflective group and those students in both control and comparison groups. The study also revealed that students in the reflective group had higher maintenance of the information that they had learned as compared to the other two groups. Despite significant revelations of this study was a quasi-experimental research that did not get the lived experiences of the participants. Lived experiences can only be gotten through qualitative research thus the purpose of this study.

In Kenya, Mutiso (2014) conducted a study on the impact of reflective teaching on pre-school children's performance in science activities in Iveti division, Kathiani sub-country, Machako country. This was a quasi-experimental research design with a sample size of two hundred and seventy pre-school children. The study focused on eight pre-schools with four of the pre-schools being the experimental group while the other four

pre-schools were a control group. The participants were assessed before and after the experiment and treatment was given to the experimental group for two weeks. The treatment given to the experimental group was reflective teaching. Data collection instruments were questionnaires and observation schedule. Data was analysed deductively using frequencies, mean scores, standard deviation and t-test based on SPSS software version 17.0. Additionally, the study employed a two-sample independent t-test to find out whether there was statistically significant difference in performance between participants in the experimental and control groups.

The findings of this study indicated that pre-school children in the experimental group performed better in science activities as compared to pre-school children in the control group. Pre-school children in the experimental group were introduced to reflective practice unlike their friends in the control group who were taught using a non-reflective approach.

Owede and Yusuf (2014)'s study focused on the examination of teachers' deposition and reflective practice as correlate of student's performance in social studies in Yenagoa Metropolis, Bayela state. The study used a descriptive survey research that was basically a correlational type. The study sample included 701 junior secondary school learners. The study used random sampling procedure and the research instrument included questionnaire and a social studies performance test. Pearson's product moment correlation data analysis was used to analyse the data of the research at significance level of 0.05.

Owede and Yusuf (2014)'s study revealed that there was no correlation noticed between the teacher's deposition and learners performance but that there was a correlation between the teacher's reflective practice and learners performance.

The study by Ogbuanya and Owodunni (2015) that focused on the effect of reflective inquiry instructional technique on students' academic achievements and ability level in electronic work trade in technical colleges was conducted in Niger state. This study was quasi-experimental research design and involved pre-test, post-test and non-equivalent control group. The sample of this study included 105 students who studied in Technical

colleges in Lagos state. The instrument for the study was an Electronic Work Achievement Test (EWAT). The result of this study was that reflective inquiry instructional technique is more effective in improving students' achievement in electronic works trade than conventional methods.

Zohrabi and Yousefi (2016) conducted a study that focused on the relationship between reflective teaching and overall language proficiency of Iranian learners. The study particularly aimed at exploring the effect of reflective teaching of male Iranian male EFL intermediate learners. The study sample included initially twenty teachers and two hundred and forty EFL learners and was made to answer the questionnaires that were distributed among them. The second phase of the study included an experiment in which reflective teacher and a non-reflective teacher were selected basing on the results of the reflective teaching questionnaire. Sixty-participants were randomly assigned into an experimental and control group basing on the normal curve and standard deviation. The reflective teacher was made to teach the experimental group using the reflective principles of Kumaravadivelu (2006). The unreflective teacher was made to teach the control group. At the end of the study both groups were made to sit for a PET examination.

Zohrabi and Yousefi (2016) revealed that the proficiency level of the experimental group was high as compared to the control group. The study therefore showed that reflective teaching has a positive effect on the proficiency level of the participants. It is however, unclear whether the high proficiency level indicted in this study could be the same with primary school learners.

2.9 Opportunities for teachers' engagement in reflective practice

There are several opportunities that can be used by schools and administrators in engaging teachers in reflective practice.

Reflective teaching journal

According Farrell (2013) reflective journal writing is a problem-solving device that enables the teacher to make reflections on new teaching ideas and making their own

practices known. Additionally Richards and Farrell (2005) urge that when primary school teachers write on a regular basis in their reflective journals, they tend to question and make an analysis of their practices both inside and outside the classroom. McDonough (1994) adds that teachers who on a regular basis write about their teaching practice are more aware of the weaknesses and strengths, their behaviours, attitudes and the decisions that they need to make. Therefore writing in a reflective journal on a regular basis would make teachers clarify their thinking, expose their beliefs and practices and this would help teachers become aware of teaching styles thus will be able to monitor and evaluate their practices (Farrell, 2007).

A study by Tompkins (2009) which focused on reflective teaching journal as an instructional improvement tool for academic librarians revealed that regular keeping of reflective teaching journal was significant in that it helped in improving instructions and provided a platform for the linkage of theory with practice. This finding by Tompkins (2009) was supported by the study of Lakshin (2009). In Lakshin's study that focused on journal writing as a means of professional development in ESL classroom found that writing reflective journals helped in improving language instructions.

Mok (2010) indicates that a project was launched in the mathematics teacher education programme at the University of Hong Kong. In this project the student teachers were asked to keep a reflective journal. One student teacher was involved in this project and a post-lesson interview was conducted during the teaching practice. Analysis of data indicated that the participant moved from a routine and technical level of reflection to a dialogical level.

Azizah (2018) conducted a study in Indonesia that focused on investigating teacher's perceptions toward the use of teacher's journal. The study specifically looked at the components reflected from the teachers' journals. The study comprised of high school English teachers who were purposively sampled. The study used open-ended questionnaires and in-depth interviews. Data was analysed using interactive model and the results indicated that reflective journals had a valuable contribution for the English teachers as they became more skilled and professional. The study further indicated that

reflective journals helped teachers master their study and became more prepared for the lessons that followed.

Professional community of practice

Professional communities of practice provide another opportunity for the practice of reflection as noted by Soisangwarn and Wongwanish (2013), Clarke, (2004) and Nyaumwe (2007). For example a study by Soisangwarn and Wongwanish (2013) investigated the promotion of reflective practice through peer coaching. The study sampled ten primary school teachers teaching grades five and six and had over twenty years teaching experience. The findings of the study indicated that peer coaching was an important practice as it helped teachers to have a better understanding of themselves and their learners. Additionally, the focus of the teachers in study changed to concentrate on how to improve the learning outcomes of the learners. The participants acknowledged the importance of reflective teaching and the benefits of collegial support.

Knight et al. (2009) conducted a study that aimed at exploring the personal and professional impact of reflective practice groups. This study used an analytical survey design and convenience sampling procedure. The study focused on 297 qualified clinical psychologists from a United Kingdom programme. The study employed the reflective practice group questionnaire to solicit information from the respondents. The results of the study revealed that reflective practice groups which are a part of the professional community of practice are valuable tools to personal and professional development of the teachers.

Action research

According to Sowder (2007) as cited by Posthuma (2010) action research is viewed as a systematic on-going process of study where the teacher investigates his or her own teaching or learning process through descriptive reporting, purposeful conversation, collegial sharing and reflection that is aimed at improving the classroom practices of teachers. Zalipour (2015) observes that in action research an individual would ask

himself or herself: ‘What am I doing?’, ‘What do I need to improve?’, ‘How do I improve it?’ Schmuck (2006) cited by Tompkins (2009) indicates that the major component of action research is reflection and this reflective practice starts by identification of the problem and goes through to the point of analysis. The combination of action research and reflection allows teachers to have a continuous process of improvement (Schmuck 2006 as cited by Tompkins, 2009).

Lesson study

Baba (2007) as cited by Posthuma (2010) indicates that a lesson study provides an important opportunity for teachers to reflect on their classroom practices. A lesson study refers to the process that in which a group of teachers in the same study area or with common interest come together to critically examine and criticise one another teaching methods with an aim of improving their teaching process (Baba, 2007 cited in Posthuma, 2010). Rutledge and Benedicto (2007) add that a lesson study is one kind of action research in that teacher work together as reflective practitioners.

2.10 Challenges to teachers’ engagement in reflective practice

Results from different studies that have been conducted in different parts of the world have shown that there are a number of barriers to primary school teachers’ engagement in reflective practice. For example Zeichner and Liston (1996), Fendler (2003), Moore (2004), Akbari (2007) and Posthuma (2010) have identified various barriers to teachers’ engagement in reflective practice.

Time barrier

In White (2015)’s study which focused on exploring the value of reflective practice for child care and family support services revealed that participants in the study did not engage in reflective practice because of time constraints. A time constraint was also identified by Russo and Ford (2006) in their study as a major barrier to teachers’ engagement in reflective practice. Russo and Ford (2006) observed that in many educational institutions teachers are usually challenged to uphold the existing teaching

load, paper grading, research and service and taking time away from these demands to reflect need additional time commitment.

Taylor (2006:48) in his study indicated that time was an important factor in the practice of reflection by teachers as he argued that "The first quality you need to have as a successful reflective practitioner is the willingness to take and make time your life to make a commitment to the process." This is confirmation with Yassaei (2005)' study that focused on investigating reflective practice among the AUS MATESOL and revealed that having more time to reflect and document the reflection could determine the teacher' s engagement in reflective practice.

In a study conducted by Sharar (2012) that focused on introducing reflective practice to teachers in an English Medium lower secondary private school in Chitral in Pakistan. The respondents of the study were purposively sampled and the study revealed that shortage of time among teachers was among the barriers to teachers' engagement in reflective practice.

Cultural Barriers

Cultural issues have a greater influence on whether teachers can take up reflection or refuse to engage in reflective practice. Butke (2003) cited by Posthuma (2010) indicated that there are three barriers to teachers' engagement in reflective practice and these are cultural issues, time and personal risks and motivation. Cultural issues have taken the centre stage in research on reflective practice. Brookfield (1995) identified three cultural barriers to reflective practice which are: the culture of silence (the failure by teachers to discuss their teaching practice with colleagues), culture of individualism (teachers working in isolation) and the culture of secrecy (the failure by teachers to reveal their weaknesses, uncertainties and frustrations).

In reference to culture, Halbach (2002) conducted a study with an aim of investigating whether reflective approach that was conducted in teacher training was applicable in

other cultures and context. The participants in this study were from a Spanish educational background. According to Halbach (2002) Spanish education system focused on the transmission of knowledge rather than focusing on critical thinking. The participants in this study therefore were not willing to embrace reflective practice. Halbach therefore concluded that the reflective approach was not suitable to learning situation in Spain.

The study by Gunn (2010) that focused on exploring MATESOL students' resistance to reflection in a multi-cultural class in the Middle East also revealed that students with the culture background that had more oral traditions were not comfortable in writing their weaknesses, frustrations and uncertainties down.

In addition, Richardson (2004) cited by Zehra (2012) identified previous background experiences as a barrier to the engagement of teachers in reflective practice. Richardson (2004) investigated the possible influence of Arabic-Islamic culture on the reflective practice that was proposed on an education degree at the higher colleges of Technology in the United Arab Emirates. The study by Richardson (2004) revealed that students were resistant in incorporating reflective practice because of the previous experience they had at primary and secondary schools where they were told to follow exactly what the teacher told. In conclusion Richardson (2004:435) notes that "it is clear that cultural value represent a powerful constraint on individual behaviour which could limit the success of reflective practice for trainee teachers in local schools."

Personal barrier

The study by Johnson (1994) as cited by Erginel (2006) confirms that teachers' previous learning experiences have an important influence on the teachers themselves as teachers, teaching and the way they look at their instructional practice. Johnson (1994) focused on pre-service teachers and the study revealed that pre-service teachers looked at their role in teaching in comparison to the experiences they had as teachers. Johnson (1994) concluded that it was difficult for the teachers to change because they experienced the teacher-centred methodology and that they taught in the same way as they were taught.

The study by Johnson clearly shows the how previous experiences influences the application of instructional practices by teachers.

Apart from the two barriers mentioned above, Akbari (2007) noted that the teacher's personality type has a great influence on reflective practice. Akbari (2007) indicated that teachers have got individual differences just like learners but these individual differences among teachers are usually neglected. However, the personality of the teacher would influence the way he or she would perceive and engage in reflective practice. Stanley (1999) noted that emotions are significant in the engagement of the teacher in reflective practice. The emotions type that the teachers possess would block or stimulate the teacher's engagement in reflective practice. Stanley (1999:112) indicated that "teachers may be fearful of reflecting on their teaching if they experience blame, guilt or anger at themselves for not having taught well."

Ur (1996) as cited by Zehra (2012) adds that some teachers fear to share their successes because they fear that other teachers would consider them to be boastful or showing off. This attitude by teachers defeats the spirit of collaboration as advanced by Pollard (2002) and confirmed by York-Barr et al (2006). According to Pollard (2002) and York-Barr et al (2006) reflecting with colleagues on the work done is significant because it makes the individual involved have a clear understanding and this would lead to a situation where such individuals support improvements in practice.

Stanley (1998) as cited by Zehra (2012) observes that teachers are overburdened with a lot of work and this can prevent them from engaging in reflective practice. This according to Stanley takes most of the time that teachers should have for reflecting on their work. Kwo (1996) also indicates that teachers do not reflect on teaching and learning processes because of how teaching is structured as this structure of teaching does not allow reflection to take place.

A study by Cimer and Palic (2012) that focused on investigating teachers' perceptions and practice by using Semi-structured interviews and weekly guided journal concluded that inadequate in-service training, workload and low level teacher education and practices were barriers to teachers' engagement in reflective practice.

Markham (1999:60) identified three categories of the barriers to teachers' engagement in reflective practice and these: the seductive simplicity of the metaphor of reflection, resistance to reflection on part of the teachers themselves and the lack of reflection in the teaching environments and instructions

In a paper presented at the annual meeting of the American Educational Research Association in San Francisco based on Virginia teacher assistance programme: The colleague teacher component, Wildman and Niles (1986) mentioned three factors as being responsible in enhancing reflective practice among teachers and these were: support to understand reflective thinking how it relates to their profession, sufficient time and space to reflect and a collaborative and supportive environment that encourages reflective practice. This means that when such factors are not present then reflective practice cannot occur.

Bishop et al. (2010) as cited by Jaeger (2013) indicated that the engagement of teachers in reflective practice hindered by many factors which include time constraints, and fear of being judged. Lack of skills and experience, certain personal characteristics of individual teachers, limitation of the profession, school and district structures are other barriers to teachers' engagement in reflective practice (Jaeger, 2013).

2.11 Identifying the related literature on reflective practice

This study reviewed literature on reflective practice at global level, Africa and Zambia so as to form a foundation on which the study was based.

2.11.1 The Global research on teacher's reflective practice

Yassaei (2005) conducted a study on reflective practice: theoretical construct or on-going benefit. The study aimed at investigating former AUS MATESOL programme participants' perceptions of reflective practice. It specifically focused on how current teachers perceived reflective practice and whether or not they considered themselves reflective practitioners. Additionally, the study focused on what types of reflection the participants used in their practices and the factors that determined their engagement in reflective practice.

In order to gather information for the study, the researcher used semi-structured interviews and the sample consisted of three female and one male teaching at two universities in the Arab Emirates. The study revealed that the participants had an understanding of reflection and reflective practice to some extent and that they were aware of the values and different forms of reflection. The study further revealed that teachers' engagement in reflective practice was dependent on having enough time to reflect, documents on reflection, holding receptive attitudes, being convinced of the usefulness of reflective teaching and believing in change.

Despite the fact that Yassaei's (2005) study was significant in that it revealed relevant knowledge on reflective practice in the teaching and learning processes at university level, the use of only the semi-structured interview as the only research instrument on the expense of multiple qualitative research instruments defeated the issues of triangulation and trustworthiness in research. In the present research, the issues of triangulation and trustworthiness were considered as multiple data collection instrument were used and these included semi-structured interviews, focus group discussion, participant observation, reflective journals and document analysis. Additionally, Yassaei's' (2005) study sample was small in that it comprised of three female teachers and one male teacher teaching at university level. Limited information could be obtained from such a sample as when compared to the present study with 32 participants teaching at primary school level as a sample. The use of 32 participants is a sufficient number in qualitative research (Seidman, 1998).

In Australia, Rae (2010) conducted a study that aimed at examining how Ministry of Education-special education psychologist used reflective thinking in their practice, how the use of reflective thinking can be enhanced, the effect of enhancing reflective thinking on practice and the effect of the psychologists' reflective thinking on the services they provided to nominated clients. The study was conducted in two phases with the first phase focusing on the identification of individual and organisational factors that hindered or promoted reflective thinking while the second phase involved an action research approach that was conducted to examine the effects of providing scaffolding so as to help psychologist engage in reflective thinking. The research instruments

included questionnaires, weekly reflective journals and semi-structured interviews. The results of the study indicated that through the provision of opportunities for engagement in reflective practice, psychologists were able to reflect at different levels that depended on the situation. Additionally, the study indicated that psychologists' reflective thinking was influential for their future thoughts, actions, beliefs and emotions and this led to more client-focused services.

Although the findings by Rae's (2010) study were important, this research focused on the study of special educational psychologists in Australia as the population and did not indicate as to whether the sample taught in a primary school, secondary school or college. Furthermore, Rae's (2010) study involved an action research part. This brought biasness to the result. Unlike the study conducted by Rae, this qualitative study focused on primary school teachers in Lukulu and Mongu districts of Western province in Zambia. Furthermore, the study focused on how these primary school teachers engaged in reflective practice while planning, implementing and evaluating their lessons.

In the study conducted by Cimer and Palic (2012) the focus of the study was to explore the perceptions and practices that science teachers had with regard to reflective practice. The research used semi-structured interviews and weekly journal entries in the collection of data from seven science teachers. The results of this study revealed that all the seven science teachers believed that reflection was one of the characteristics that defined an effective teacher and that it lead to quality teaching and learning. The results further indicated that science teachers' level of reflections were at technical level and mainly focused on the preparation of lessons. Additionally it was revealed in this study that inadequate in-service training, work load and low level students were the impediments to reflection.

This study by Cimer and Palic (2012) is almost similar to the current study in that it focused on the perceptions and practice of science teachers with regard to reflection. It also focused on the challenges that science teachers faced when engaged in reflections. However the major differences with the current study are the sample and research instruments used. In the current study the sample consisted of primary school teachers

who are tasked to teach all the subjects at that grade level and this have a bearing on the perception and engagement in reflective practice. Additionally the sample in Cimer and Palic (2012) consisted of seven science teachers unlike the current study that consist of thirty-two primary school teachers as the sample. The previous study by Cimer and Palic (2012) does not specify whether the sample were from the same school or different schools as this also has a huge bearing on the results. In the current study the participants were from different schools and two different districts. Furthermore, the previous study under review used only two research instruments and this affects triangulation of the results. In the current study five different research instruments were used so as to enhance triangulation and trustworthiness of the results. Moreover in Cimer and Palic's study the concept reflection is used unlike in the current study were the concept used is reflective practice. Reflection and reflective practice are usually considered to be one concept which is usually a misconception as these two terms mean two different things.

A study conducted by Hyatt and Gaimo-Ballard (2012) focused on exploring reflection-in-action teaching strategies that faculty used in the enhancement of teaching and learning processes. This study was qualitative in nature and used the interview as the main research instrument. Data was obtained from fifteen participants whom were full-time members working in NCATE accredited universities in the United States of America. The sample was purposively sampled and data was analysed thematically. In this study the results showed that the participants identified four strategies that were used to enhance teaching and learning processes and these were note taking, requesting for feedback, setting up check points and adjusting to improve practice and that the participation in NCATE led to reflection among faculty members.

The results of the above study are significant because they give highlights on the significance of accreditation and how such accreditation leads to improved practice. However, the current study attempts to explore reflective practice among primary school teachers. In the study by Hyatt and Gaimo-Ballard the focus was on faculty members teaching in NCATE accredited universities unlike the present study that focused on primary school teacher teaching in primary schools. The level of knowledge and expertise on pedagogical aspects differs significantly between a university faculty

member and a primary school teacher. In addition the research instrument used was only the interviews and this may be seen as a limitation in that it does not create any triangulation and trustworthiness of the results. While the advantages of interviews have been documented by several researchers their use as the sole research instrument usually leads to misconceptions. This is because of the fact that the respondents may have a motivation of self-protection or may have little information on a particular pedagogical aspect thus the need for use of different research instruments as in the current study.

In Alabama a study was conducted by Saulsberry (2012) to investigate teachers' perceptions of their use of reflective practices and their perceptions of school effectiveness in the middle schools of Alabama Black Belt region. This was a quantitative study that used descriptive statistics and Pearson correlation to gather data. The independent variable of the study was reflective practice and the dependent variable was school effectiveness. The study sample included grade six and seven middle school teachers and they were 221. Questionnaires and surveys were the major research instruments used in the study. The results of the study indicated that teachers perceived the usage of reflective practice to be related to the way they perceived school effectiveness despite the fact that the relationship between the two variables was not very strong. In addition, it was discovered that teachers in the sample used reflective practice at various levels.

The study above is important in that it contributes to the current study by school that there is a relationship between reflective practice and school effectiveness. It provides important findings on how reflective practice can lead to school effectiveness. However, this study was a quantitative study that used descriptive statistics and Pearson correlation in the analysis of data. Unlike the current study that is purely qualitative in nature. Creswell (2005) indicated that in order to have an in-depth and better understanding of a phenomenon qualitative research are employed just like in the present study. Additionally, it is difficult to gather teachers' perceptions and experiences with quantitative research as individuals change their perceptions as they interact with others.

Thompson and Moody (2015) conducted a research on the role of Turkish lessons and reflective practice in teaching SLA as content. The sample of the study included fourteen graduate students. This study was an experimental research in which at the beginning of each class, participants were taught eight Turkish lessons that lasted for 25 minutes each. The participants were provided with reflective journal in which they wrote their understanding of the SLA concepts as weekly homework assignments. The results of the study indicated that the participants internalised the SLA concepts due to reflection and that they were cognizant of the benefits of the assignments thus by the end of the semester participants had a deeper understanding of the course and their own teaching beliefs.

Although the findings by Thompson and Moody's (2015) study were useful, the researchers used an experimental research design to explore reflective practice among student teachers, at the expense of qualitative case study that is focused on understanding the phenomenon deeply and broadly from the lived experiences of the sample, thus biasing the results. Experimental research design treats human being as objects, who are controlled by the external environment and as passive. This study used a qualitative case study that conforms to the norms that human beings are subjective. Additionally, Thompson and Moody (2015) used university students in their study as the sample. Students are usually focused on gaining marks so that they graduate and awarded a certificate therefore, they act in a positive way. In the present study, the sample was drawn from in-service primary school teachers in a one remote district and one urban district.

The study conducted by Tsingos-Lucas et al. (2016) focused on evaluative students and teachers' perceptions of the utility of the Reflective Ability Clinical Assessment (RACA) in an undergraduate pharmacy curriculum at an Austrian University. The study employed a mixed method research and the research instruments included a seven-item student survey done on a six-point Likert scale and a 45 minutes focus group interview with teachers. The results of the study indicated that students showed significant corrections between self-directed learning, counseling skills, relevance to future practice and performance in an oral examination. In addition the study showed that both the

teachers and the students perceived RACA as an effective educational tool that many entrance skills development for the future clinical officers.

The study above is significant because it highlights how reflective practice is perceived by teachers and students in clinical fields. The findings of this study give strength to the focus of this current study which aims at establishing the perceptions that primary school teachers have toward reflective practice. However, the study focused on teachers and students that work and study in a university under pharmacy curriculum. When compared with the current study, the sample in the study was made up by older students and lecturers lecturing at high institution, therefore the probability is high that such a sample is highly acquainted with the knowledge and skills in reflective practice. Additionally, the study used mixed method research which included part of qualitative and quantitative aspects.

In Malaysia a study conducted by Choy et al. (2017) aimed at investigating reflective thinking among pre-service teachers. Data was collected from the sample made up of 1070 pre-service teachers and self-report questionnaires were administered. In the analysis of data the Structural Equation Modeling (SEM) was used. The results of the study indicated that reflective practice led to self-efficacy among pre-service teachers.

The above study is important in that it did show that when pre-service teachers engage in reflective practice they develop self-efficacy. However, the focus of the above study was on pre-service teachers unlike the present study that focus on in-service teachers. Usually pre-service teachers engage in reflective practice so as to pass the examinations or assessments and the conditions are usually tuned in favour of the pre-service teachers. In comparison with the current study, the sample in the above study was large as it consisted of 1070 pre-service teachers. This meant that it was a quantitative study and its focus was not on in-depth understanding of the reflective concepts. The current study is a qualitative study and has only 32 participants in the sample so as to have an in-depth understanding of the phenomenon at hand.

In Turkey, Fakazli and Kuni-Gonen (2017) conducted a study that aimed at exploring EFL university instructors' perceptions on reflective practice. The study consisted of

eight university instructors and the data collection instruments included reflective diaries, reflective video analysis, reflective peer sessions, questionnaire and semi-structured interviews. In analysis of collected data the constant comparison data analysis procedure was used. The study revealed that participants were aware of reflective practice and realised that reflective practice was an effective method for teacher development as it contributed to professional empowerment if only it is implemented in a systematic way.

The above study is almost similar in that it looks at perception on reflective practice and uses constant comparison data analysis procedure in the analysis of data. However, the major differences with the current study is on its focus, the study sample and research instrument. In the current study the focus is on the perceptions of primary school teachers on reflective practice and not on university instructors. The sample in the current study is made up of 32 primary school teachers spread among two different districts and several schools. In addition, in the current study document analysis, classroom observations and focus group discussion are used as research instruments in addition to semi-structured interviews and reflective journals so as to ensure triangulation and trustworthiness of the results.

In Iran a study was conducted by Bahareh (2018) to investigate the relationship among EFL teachers' reflective teaching, reflective thinking and classroom management. The sample of the study included 102 participants aged between 25 and 40 years with different academic backgrounds. The researcher chose 102 participants who had the experience of teaching at different levels. The data collection instruments included only the questionnaire and data was analysed using the Pearson correlation. The results of the study showed that there was a positive correlation between the teachers' reflective teaching and classroom management. The study further revealed that there was a positive correlation between teachers' reflective thinking and reflective teaching.

This study by Bahareh though done in Iran gives very useful information that in turn provides some insights into the relationship between reflective teaching, reflective thinking and classroom management. However, it consisted of different samples of

different categories of teachers whose grade level they teach is not mentioned. In addition the study is a quantitative study that only used one research instrument-the questionnaire-unlike the current study that was qualitative and used five research instruments. The use of one research instrument made triangulation and trustworthiness difficult.

2.11.2 The African research on teachers' reflective practice

In Nigeria Hyacinth (2014) conducted a qualitative study that was aimed at establishing as to whether English teachers in Nigeria consisted themselves reflective practitioners and were able to articulate reflective practice. The study used interviews, questionnaires, and focus group discussions to gather data on how Nigerian English teachers conceptualised reflective practice. In this study it was discovered that more data is needed in form of vignettes of experiences, interview extracts, journal entries and descriptions of teaching challenges so as to make reflective practice less vague.

The above study contributes to the current study in that it focuses on reflective practice. It brings out important findings on how teachers in Nigeria conceptualise reflective practice. However, the study does not state whether the teachers involved in the study are secondary school teachers or primary school teachers or whether these teachers teach in public or private schools. In addition the focus of the study was to discover as to whether these Nigeria English teachers considered themselves as reflective practitioners. In the current study this concept is not included therefore creating a gap in literature. In addition the study did not use document analysis and reflective journals as part of the research instruments. This makes it impossible for the researcher to prove whether the government in Nigeria supports reflective practice. The current study therefore proves as to whether the government of the Republic of Zambia supports reflective practice through the use of document analysis as one of the research instruments.

In South Africa a study conducted by Posthuma (2011) focused on the nature of mathematics teachers' reflective practice in the context of lesson study in Thabo Mofutsanyana district of Free State. This study was an in-depth exploration of the nature

of reflective practice among mathematics teachers in the context of lesson study. In order to achieve this purpose five mathematics teachers were observed, interviewed and documents which included lesson plans and researcher's diary were analysed. Data analysis was done inductively and the results indicated that the mathematics teachers had a limited understanding of the concept of reflection. In addition the study revealed that there was no evidence that participants reflected-for action instead they reflect-in action through writings and verbal actions.

The study by Posthuma brought out interesting empirical findings because of the number of research instruments used to gather more data. The researcher used semi-structured interviews, document analysis and reflective journals. Unfortunately, the researcher did not use focus group discussion and reflective journals as part of their research instruments. This led to the failure to gather more information that could be generated as participants interact with each other in focus group discussions. In focus group discussions participants are more freely to express themselves than in semi-structured interviews thus more information coming out of the focus group discussions thus the study by Posthuma missed that opportunity. Additionally, Posthuma (2011) had a small sample of five mathematics teachers from the same school teaching grade 8-11 in South Africa. Despite being a qualitative study the participants were supposed to come from different schools so as to have a wide range of views. In the present study 32 in-service primary school teachers from different primary schools were sampled and these were teaching grades six.

In Zimbabwe a research on collaborative reflection was conducted by Nyaumwe in 2007. The purpose of the study focused on professional development of secondary school mathematics teachers through collaborative reflection in pre-service and in-service learning context. Purposive sampling was used to come up with a sample which consisted of three pairs of pre-service teachers attending an undergraduate Bachelor of Science education at BUSE in Bindura in Zimbabwe and two pairs of in-service teachers. The data collection instruments included post-lesson reflective texts, assessment texts of reflective actions during teaching, post-lesson reflective interviews and group reflective interviews. Data was analysed interpretatively and inductively. The

findings of the research were that a cognitive theory of collaborative reflection could explain the possible understanding of decision making processes that a student might attain.

Although Nyaumwe's (2007) study contributed significantly to the body of knowledge on collaborative reflection of pre-service and in-service teachers in Zimbabwe, his study had a smaller sample of only four mathematics teachers and six pre-service teachers enrolled at BUSE. Unfortunately, the use of pre-service teachers as component of the sample gives misleading results as students would usually do anything so as to pass. In the present study focus is on 32 primary school teachers who are charged with the responsibility of teaching all the subjects offered at primary school level.

Taddese (2013) conducted a study in Addis Ababa in Ethiopia that focused on exploring teachers reflection in language teaching and learning in Bashir Dar. Homogeneous and typical sampling strategies were used to come up with a sample that consisted of six teachers doing teaching practice in two semesters. Data collection instruments included observation, interviews, journal writing and field notes and data was analysed inductively.

Taddese's (2013) study showed that the sampled teachers talked and wrote about approaches and procedures of evaluating teaching. Additionally, the research showed that teachers, varied in the degree of the reflectivity. The conclusion of the research was that teachers were not adequately exposed to and trained in reflective practice. Unfortunately, in this study by Taddese research instruments such as focus group discussions and document analysis were not used and data coming from these two research instrument may have been missed. Moreover, the study focused on teachers on teaching practice and this would influence their engagement in reflective practice as their aim was to gain more grades and graduate thus it is important to conduct a study on serving primary school teachers so as to ascertain their engagement in reflective practice. Despite being a qualitative study it was done in Ethiopia a country that is different in its geopolitical, socio-economic and educational dimensions from Zambia.

In Zambia, a mixed research design on the implementation of reflective teaching method in Livingstone district was conducted by Sifuniso (2014). This study followed a case study approach and used semi-structured interviews, questionnaires and document view as research instruments. Since the study was a mixed research design it used purposive and stratified random sampling techniques to come up with a sample of 110 participants. The findings of the study were that novice teachers used lesson plans in reflective teaching than the experienced teachers who largely depended on their mental outlines. The study further revealed that there was no correlation between knowledge and practice of reflective teaching as respondents who acknowledged the importance of this strategy did not practice it.

Although Sifuniso's (2014) study brought out significant findings, it is lacking in its research design and the number of participants. The present study is an instrumental case study that falls under qualitative paradigm and has a few participants because it aims at in-depth and breadth study of the participants so as to bring out the lived experiences. Moreover, Sifuniso's (2014) looks at reflective practice as a methodology for teaching that should be used by teachers while in this study reflective is seen as strategy in which teachers engage in so as to examine and change their practice.

Kinone (2013) conducted a study in Zambia that focused on the study of reflection among primary school mathematics teachers. This was a qualitative analysis on their descriptions in lesson dairy. The study sample included four participants and data was collected using lesson dairy for mathematics classes.

Kinone (2013)'s study indicated that primary mathematics teachers' reflection mainly focused on how to make students memorise knowledge and formulas indicated in mathematics textbooks. The study also revealed that primary mathematics teachers' reflection focused on the contents of textbooks and the visible performance of students in examinations. It is unclear whether the reflection of primary mathematics teachers improved the academic performance of learners. Moreover, the sample size was small when compared to the present study. Additionally, Kinone portrayed primary school teachers as subject specialised which however, is not the case with Zambia.

2.12 Gaps in the literature on Reflective practice of primary school teachers

There is abundant research literature that has been compiled on the concept of reflective practice from different professional fields and countries. In previous studies reflective practice has been identified to have many benefits. These benefits include self-awareness (Kottkamp, 1990; Kelly, 1997; Beck, 1997; Johnson, 2000; Blank, 2009; Malatji, 2013), practice and skill enhancement (Vann Mannen, 1977; Goodman, 1984; Teckman, 2000; Taylor, 2006; Moon, 2007; Johns, 2009; Radulescu, 2011) and academic achievement of learners (Nolan & Huber, 1989; Beck, 1997; Bond, 2003; Taghilou, 2007; Laurynn, 2009; Mutiso, 2014; Ogbuanya & Owodunni, 2015; Zohrabi & Yousefi, 2016).

Much of the related literature reviewed in this study focused on finding out the perceptions that different participants had with regard to reflective practice. Vatuva gwaa-Uugwanga (2015) noted that perceptions are usually determined by several contextual situations such as age, sex, educational level and many others. Although a number of studies have been conducted on the perceptions of participants with regard to reflective practice, it is important to take note perceptions that primary school teachers in Zambia hold about reflective practice may not be the same as or even necessarily being similar to those held by other primary school teachers in other part of the world whether such a study was to be conducted within or across the sampled school. This is because of the uniqueness of each school in terms of its culture and traditions, age of the participants and their gender and educational background.

The related literature reviewed in this chapter showed that most of the studies tended to focus on the definition and models of reflective practice. In these studies the participants were provided with the definition for reflective practice. However in the present study the participants were not provided with the definition of reflective practice so as to establish the participants' understanding of the concept of reflective practice. In addition, despite the availability of literature on reflective practice and how it enhances the teaching and learning processes there is little known about the challenges that prevent primary school teachers from engaging in reflective practice.

A review of related literature on reflective practice has established that much research has been conducted in the global north or western world but there has been no corresponding research on reflective practice generally in Africa and in Zambia in particular. This means that the understanding of the concept of reflective practice in Africa and Zambia in particular is minimal. While research in the western world has provided evidence on the benefits of reflective practice (Griffiths, 2000; Killen, 2007; Akbari, 2007; Jacobs 2011; Allen & Casbergue, 2000; Cimer & Palic, 2012; Burrows, 2012; Bond e tal 2015; Schon, 1987; Valli, 1992; Teekman, 2000; Jay and Johnson, 2002; Lee, 2005; Taylor, 2006; Akbari, 2007; Moon, 2007; John, 2009; Steeg, 2016 Saleh & Hussin, 2011; Jadidi & Keshavarz, 2013; Zohrabi & Yousefi, 2016; Gholami, Iravani, & Sangani, 2016; Dewey, 1933; Zeichner& Liston, 1996; Taylor, 2007; Johns, 2009; Akbari, 2010), most African countries and Zambia in particular has continued to neglect this important classroom instructional practice thus denying primary school teachers an important classroom instructional practice. Literature that is available in Africa is from countries that have different historical, geo-political, socio-economic and educational contextual frameworks from Zambia. This study hopes to fill in the geographical gap in the literature. In addition, in Zambia only few studies have been conducted on reflective practice and these have been done on the master degree level (Sifuniso, 2014).

Based on the review related literature in this chapter, it was observed that most of the studies used one or two research instruments in the collection of data. This tended to create common-methods bias (Dougherty and Dreher, 2007). In this study multiple data collection instruments were used so as to add a new dimension to the research on reflective practice by providing methodological differences. The use of multiple data collection instruments enabled for triangulation of the results. In addition, there has been a view of portraying primary school teachers as subject specialised teachers in some studies. In some research primary school teachers have been portrayed as teaching one specialised subject such as Mathematics, English and Social Studies and tended to bias the results (e.g. Kinone, 2013). In this study primary school teachers are regarded as teachers who are tasked with the duty of teaching all subjects in the curriculum at

primary school level and this would affect their reflective practice. Moreover, the literature on reflective practice focused on secondary school teachers, pre-service teachers, university lecturers, and students in the global north as noted previously.

Apart from the above observations, it has been noted in the review of related literature in this chapter that most of the studies focused on the reflective practice of pre-service teachers on teaching practice and university lecturers or instructors. Usually, pre-service teachers are focused on gaining more grades and graduate thus they try by all means to apply different pedagogical knowledge and skills that they learnt so as to impress their mentors or instructors. Additionally, most of these pre-service teachers are from universities. It is important to conduct a study on primary school teachers who are already servicing the education system so as to ascertain their engagement in reflective practice.

It is also important to note that a number of qualitative researches have been conducted on reflective practice in different regions and counties of the world. The purpose of qualitative research is to have an in-depth understanding and knowledge on the subject under study. However, one of the weaknesses of qualitative research is the lack of generalisation to the general population (Wenglinsky, 2002). The lack of generalisation in qualitative research means that each qualitative research is unique and important as it contributes a different dimension to the knowledge base. Therefore, this study adds a different dimension to the existing knowledge.

2.13 Summary

The study reviewed literature related to reflective practice using different themes so as to create a foundation upon which the study could be based on. This chapter was a review of related literature concerning reflective practice. In this chapter global and local studies on reflective practice have been reviewed. A number of issues were raised in the review of the related literature. The most important ones was the recognition of reflective practice as an important and necessary classroom instructional practice for primary school teachers. In addition, it has been demonstrated in this review of related literature that there is a growing recognition of the role reflective practice can play in

the development of primary school teachers' professional skills thus in turn improve the teaching and learning processes.

The next chapter discusses the research methodology that was used in the collection of data.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological framework that guided the study. The study used an instrumental case study design that focused on primary school teachers in Lukulu and Mongu districts of western province in Zambia. In this chapter the research methodology is explained fully and justification to the choice of the methodology is given. The chapter further provides an explanation on the target population, the sample size, the sampling techniques and the data collection instruments. Reliability, validity and triangulation are also explained. The last part of the chapter presents data analysis, ethical considerations and summary.

3.2 The research paradigm

The word paradigm is equivalent to the Greek word "paradieigma" which denotes "pattern". Thomas Kuhn (1962) is believed to have been the first philosopher to have used the word paradigm to mean a conceptual framework that is shared by a community of scientists. According to Kuhn (1977) a paradigm is said to mean a research culture that is embedded with beliefs, values and assumptions that are common to a community of researchers that guide the conduct of research and how they look at nature. Kuhn argues that a paradigm should enable a community of researchers to investigate problems and find solutions. A research paradigm according to Guba and Lincoln (1994:99) is defined as a "basic set of beliefs that guide actions." Guba and Lincoln (1985) further notes that a research paradigm provides the researcher with the ontological, epistemological and methodological stance that would guide the researcher in conducting the research. This means that a paradigm coordinates and directs the problem -solving activity of the researchers within that given scientific community.

In social sciences, research paradigm are typically grouped into two namely interpretivism and positivism. According to Gall et al (2003) the positivism paradigm is associated with the philosophical idea that 'objectivity' can best be known through the

use of experiments and quasi-experimental approaches that include causal and random, replicable, generalisation and cumulative. According to positivism human behaviour can best be understood by observation and reasons and that true knowledge is as a result of observations and experiments. Human behaviour is determined and controlled by the external environment, therefore it is seen to be passive (Walshman, 1995b). The ontological stance of positivism is that reality is objectively acquired. Reality is said to be objective where it exist independently of human perception meaning that the properties to be measured are independent of the researcher and his instruments and the social construction. According to positivism Knowledge is objective and quantifiable thus its association with quantitative research.

On the other hand, interpretive paradigm takes an anti-positivism approach that highlights that knowledge and understanding is obtained from the actors' lived experiences in the social context (Merriam, 2001; Nueman, 2009). Interpretivists believe that reality is made up of people's subjective experiences and it is from these experiences that an understanding of the world should occur, thus reality is socially constructed. Since the ontological stance of interpretive focuses on reality being subjective, there are no single correct methods to knowledge (Willis, 1995). Walshman (1993) adds that in interpretive paradigm there are no correct or incorrect theories but the focus of the judgment should be on how interesting they are to the researcher.

According to Aikenhead (1997) interpretive paradigm emphasises on observation and interpretation, observation is about collection of information about events and interpretation is making meaning of the information obtained. According to Gephart (1999) Interpretivists consider knowledge to be as a result of interpretation and it is not independent of human reasoning. Therefore in order to have access to reality, one need to use social constructions such as language, consciousness and shared meanings (Myers, 2009).

This study took the qualitative interpretive paradigm because of two reasons: firstly, it considered reality to be in the minds of people and that it does not exist "out there" (Sarantakos, 1998) and this is confirmed by Cohen et al (2000) when they say that reality

is a product of the consciousness of an individual. This was important for the study because interpretations of social reality or worldview made by individuals signals that such individuals had lived experiences and understood these social realities. It is only through qualitative research that such conceptions can be reviewed by the participants. Secondly, is that unlike quantitative research that considers human being as objects, qualitative research is sensitive to human beings and considers each human being as a unique being, therefore, qualitative research allowed the use of methods that are flexible and sensitive to the social context. This was important for the study because the use of flexible methods of data collection and the regard of each human being to be unique allowed for collection of diverse conceptions. This study was also concerned with perceptions and practice of primary school teachers in regard to reflective practice.

3.3 Research Design

In this study, the case study research method was used to give guidance.

3.3.1 Case Study Research Design

The case study approach was considered to be an appropriate research design for this study because of the nature of the research questions and the qualitative interpretive position that was adopted by this study. Therefore, the case study design provided a systematic path to collection of data, data analysis and reporting of the results.

According to Feast and Andrew (2003) a case study is said to have many definitions. For example, Sturman (1997:61) has defined a case as a "generic term for the investigation of an individual, group or phenomenon." Sternhouse (1985:645) also defines a case study as "a collection of a report or presentation of the case." Additionally, Stakes (1995: ix) defines a case study as "the study of the particularity and complexity of a single case coming to understand its activity within important circumstances." Creswell (2007) defines a case study as involving the study of an issue explored through one or more cases within a bounded system (e.g. a setting or a context). Lastly Yin (1994) has also defined a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly defined.

From the above definitions Stakes (1993) identifies three types of case studies namely: intrinsic, instrumental and collective. An intrinsic case study is usually conducted if the case to be studied is unique in nature and does not give a representation of others. Therefore, the main aim is not about theory building but because of intrinsic interest (Stakes, 1993). A case study can be said to be an instrumental case study if it giving insights or developing a theory that is existing. In an instrumental case study the case is usually studied in-depth with its activities detailed as this would help in pursuing the external interest (Stakes, 1993). A collective case study has characteristics of the instrumental case study and involves more than one circumstance.

This study was an instrumental case study that looked at the reflective practice of primary school teachers in Lukulu and Mongu districts of Western, Zambia. This study was an instrumental case study and not an intrinsic case study or collective case study in that it was mainly concerned with one aspect of the case which was the reflective practice of primary school teachers. Stakes (1998) explains that the case should be of secondary priority to the research as its main role is to support of facilitate understanding.

3.3.2 Rationale for case study

Merriam (1998:29) quoting Bromly (1986) notes that case studies by definition "get us close to the subject of interest as they possibly can, partly by means of direct observation in the nature setting, partly by their access to subjective factors (thoughts, feelings and desires)." This means that a case study provides the researcher with a great opportunity of knowing the "insider" viewpoint through conducting observations as participants are going on with their daily routine in their natural environment (Stark & Torrance, 2005). As the researcher talks to the participants, listens to their conversations and allows participants to express themselves in their natural environment, the researcher will be able to have the worldview of the teachers.

A case study was also appropriate for this study because of the requirement for depth understanding. Morris and Wood (1991) and Fisher (2004) explain that case studies are more suitable for studies that need in-depth understanding of a particular event.

McMillan and Schumaller (1993) in case studies in-depth understanding of a particular situation is achieved because of its focus on one phenomenon, chosen by the researcher despite a lot of sites, participants and documents for the study. TESOL-quarterly (1996-2007) adds that the richness that is found in case studies largely depend on the amount of details and conceptualisation obtained when only one or a small group is analysed. It is for this reason that a case study was considered to be the most appropriate method because the researcher was able to get deeper into the reflective practices of primary teachers in Lukulu and Mongu districts of Western, Zambia.

This research used a case study because it allowed the use of a variety of data collection methods and data analysis which led to a better understanding of the case and answering of the research questions (Merriam, 1998; Krause, 2005). Therefore, a combination of data collection methods was used in this study so as to shed more light on the reflective practice of primary school teachers in Lukulu and Mongu districts of Western province in Zambia. The data collection methods used in this study included semi-structured interviews, classroom observations, reflective journals, and document analysis and focus group discussions. The use of different data collection methods allowed methodological triangulation. Yin (1994) notes that in case studies triangulation is achieved through the use of multiple source data.

3.3.3 The case study (Site Selection)

Western province of Zambia lies astride the upper reaches of the Zambezi River. Western province is part of the central African plateau that lies at 1050 metres above sea level. According to Ministry of Education (2013) western province at present has recorded a steady increase in terms of progression in the examination results from as low as 50 percent in 2004, 80.09 percent in 2008, 93.71 percent in 2009, and 100 percent in 2010 to 2014. However, the National assessment surveys at middle level have shown contrary results of Western province. The National assessment reports revealed for example that western province's score in literacy was at 34 percent, mathematics at 40 percent and life skills at 36 percent in 2008. In 2012 the national assessment showed stagnation in the learning achievements at primary school level despite heavy investment in education.

Western province had implemented a number of strategies in the last seven years, all aimed at delivering quality education to the child in western province. Among the strategies is the implementation of the policy on continuous assessment spearheaded by the Examination Council of Zambia. The province took the initiative of rolling out the policy of continuous assessment to the districts. This was with the view of fulfilling its vision of being on top of the performance list at national level.

Lukulu district is situated in the North-west direction of Western province. It is among the rural and poorest districts in western province. According to Central statistical office (2011) Lukulu is estimated to have a population of 83 902 and it among the districts with a rapid growing population. Ministry of Education (2013) indicates that despite a favourable resource situation in terms of teachers and classrooms in Lukulu the performance among the learners is very poor. For example, Ministry of Education (2013) indicated that the results for English at grade seven were at 24 percent and those for the local language (Silozi) were even much lower. Repetition rate of Lukulu district is 9 percent higher than the national repetition rate which is at 7 percent. Ministry of Foreign Affairs, Netherlands (2011) was also concerned with the lack of progress in terms of the performances of primary school pupils in Lukulu district.

According to Ministry of Education, Science, Vocation Training and Early Education (2013) Lukulu district is ranked as one of the under-performing district in the country and province. In 2009 for example, Lukulu district was ranked number 7 in the province and 72 in the country, in 2010 the district came at number 7 in the province and 66 on the national level, and in 2011 the district was recorded at number 7 at province level and 68 at national level. In the year 2012 the district came at number 7 and 70 at national level. In 2013 Lukulu was reported at number 7 at province level and 97 at national level and in the year 2014 the district was at 13 at province and 100 at national level (Ministry of Education, Science, Vocation Training and Early Education, 2015).

On the other hand Mongu district the provincial headquarters for Western province lies on the edge of the Barotse flood plain. The most spoken local language is Silozi; however, Luvale and Mbunda are also spoken.

Mongu district has been considered for this study because its performance both at national and provincial level. Mongu district has been ranked as the second high performing district in the province in terms of learners' performance at grade seven levels and the number twenty-six in the country (Ministry of Education, 2015) of this situation calls for a study of reflective practice of primary school teachers in Lukulu and Mongu districts.

3.4 Population and Sampling

3.4.1 Population

McMillan and Schumacher (2001) look at a population as a group of elements or cases, which could include individuals, objects or events, that conforms to specific Criteria and to which we intend to make some generalisation of the research findings. Additionally, Bless and Achola (1988) defines a population as the entire set of objects and events or group of people on which the research is to be conducted and on which the researcher wants to establish some features. Additionally, Parahoo (1997:218) outlines a population as "the total number of units from which data can be collected." The total unit can include individuals, artifacts, events or organisation. In this study, the population included all primary school teachers in Lukulu and Mongu districts of Western province in Zambia.

3.4.2. Sample

Polit et al (2001:234) look at a sample as "a proportional of a population." The sample was chosen from primary School teachers employed in government schools of Lukulu and Mongu districts of Western, Zambia. Miller and Schumacher (2001) states that, in qualitative research the logic behind the sample size depends on the purpose of the study, the research problem and the data collection instruments. Additionally Patton (2002) and Sayre (2002) note that in qualitative research, the sample size usually depends on the purpose of the study, the significance and credibility of the cases that are been chosen. Time and resources are also important in the determination of the sample size (Sayre, 2002; Patton, 2002). In qualitative research there are a lot of guidelines that have been put forward on the determination of the number of participants to constitute a sample. One of the guidelines was proposed by Miller (2001) and was about the focus

of the study. According to Miller (2001) when the focus of the study is based on the process then the size of the sample will depend on the natural length of the process. Additionally, Miller (2001) proposed that when the study aims at an in-depth interview of the participants, the size will depend on how accessible is it to the researcher. Miller (2001) adds that another strategy that can be used in the determination of the size of the sample is the primary data collection strategy. In primary data collection strategy, the study would have a small sample but the researcher would continuously go back to the same sample to confirm the data collected.

In making a decision on the number of participants to be included in the sample several factors as proposed by Morse (2000) were considered in this study. The factors included the scope of the study, the nature of reflective practice, the quality of the data that is to be gathered and the design of the study which included interviews, observations, focus group discussions, reflective journals and document analysis. This study therefore consisted of 32 participants: 16 primary school teachers from each district. The number of participants chosen for this study was in line with Creswell (1998) who proposed that 20-30 participants are enough to saturate categories and details in qualitative research. Morse (2000) further agreed that 30-50 participants in a qualitative research are enough to reach saturation.

3.4.3 Sampling procedure

According to Patton (1990) the major aim of qualitative research is to describe, understand and make clarification of human experience therefore, sampling is critical in qualitative research as it aims at finding individuals with rich and varied insights into the phenomenon which is being investigated (Dornyei, 2007). In order for a researcher to come up with a sample that has rich and varied insights into the phenomenon under study there is need to use purposive sampling. Dornyei (2007) states that purposive sampling is the best sampling strategy for qualitative research as it enables the researcher to draw a sample with rich and varied insights into the phenomenon that is being studied. Punch (1998) argues that in order to conduct sampling, a researcher should have a sampling plan that explains the parameters (participants, settings and processes). The sampling procedure that was used in this study is described below.

Western province is made up of fourteen districts and out of these districts Lukulu and Mongu was purposively sampled. Purposeful sampling is a non-random sampling method in which the researcher considers only the information rich cases for study in length (Patton, 2002). At the time of this research, Lukulu district had eighty (80) primary schools which are classified as either rural or remote. Primary schools were categorised into location strata (rural and remote). According to Palinkas, Horwitz, Green, Wisdom, Duan, Hoagwood (2015) stratified purposeful sampling strategy is necessary because it helps the researcher capture major variations rather than identify common core. Patton (2002) urges that in stratified purposeful sampling each stratum make up a homogeneous sample. Out of the eighty (80) primary schools in Lukulu, twenty (20) were classified as rural and sixty (60) were in the category of remote schools. The intent of the research was to have 20% of the target sample. In these two groups, purposeful random sampling was conducted that is to mean that every fifth school on the list was included in the sample. From these purposeful random sampling four (4) rural primary schools were drawn into the sample while for remote schools twelve (12) primary schools were included in the sample and this resulted into a total of sixteen schools. From these schools, primary school teachers teaching grade six were purposively sampled for this study. In case of schools having single stream, the teachers were automatically were included in the sample. According to Creswell (2008) in purposive sampling the researcher looks for cases that can give useful and relevant information that will lead to answering of the research questions.

On the other hand Mongu district had 98 primary schools of which 15 were classified as urban schools, 30 were rural schools and 33 were remote schools. The same sampling procedure that was used in Lukulu district was also used to sample three urban schools, six rural schools and six remote schools in Mongu district. From these schools grade six teachers were purposively sampled.

The total sample included 32 primary school teachers. Having 32 participants in this research was more than the figure of 20 participants Irving Seidman proposed to be enough in a qualitative research (Seidman, 1998). In qualitative sampling 32 participants

is an adequate number because of a need to conduct in-depth and breadth analysis of large quantities of qualitative data (Ritchie & Lewis, 2003).

3.4.4 Inclusion criteria

The criterion for the selection of the participants was as follows:

- a) Primary school teachers who were currently working in primary schools of Lukulu and Mongu districts.
- b) primary school teachers who had served at least for not less than three years
- c) primary school teachers who were currently teaching grades six in that particular sampled school
- d) primary school teachers with interest in the study

From the above criteria it was assumed that primary school teachers who were participants in this study had the experience and practices and were able to reflect on their teaching practices.

3.5 Data collection instrument and procedures

This study used a variety of research instruments aimed at triangulation and capturing of a variety of conceptions and improve trustworthiness of data. Semi-structured interview, focus group discussion, document analysis, reflective journals and classroom observation were used in this study in the collection of data.

3.5.1 Semi-structured interviews

According to Coleman and Briggs (2007) the interview is the oldest and widely used research technique in social research. Interviews can come in many ways namely: as a group and one or two interviewers or one-to-one that involves face-to-face dialogue (Coleman and Briggs, 2007).

This research used semi-structured interview to collect data on primary school teachers 'reflective practice. Semi-structured interviews are useful because they elicit more

information from the respondents because of their open-endedness approach (Burns, 2000).

At each school only one semi-structured interviews that took 30- 40 minutes was conducted. The semi-structured interview focused on the grade six teachers. A total number of 32 primary school teachers were interviewed. The interview concentrated mainly on the reflective practice of primary school teachers. These interviews were recorded and face-to -face or one-to-one. The semi-structured interview guide consisted of 18 questions that are structured in an open-endedness manner to allow teachers to bring out as much information as possible necessary for the study. The semi-structured interviews were electronically recorded using a smart phone.

3.5.2 Document Analysis

According to Bell (2005) document analysis is an important research instrument because it allows the triangulation of data from other sources and is used to check for reliability of information gathered from survey questionnaires and interviews. Document analysis provides a perspective of what is exactly happening in that situation. According to Burton (2007) document analysis acts as a baseline instrument where other conceptions are compared.

Document analysis provides two kinds of information namely: witting and unwitting. According to Burton (2007) and Robson (2002) witting information is that information that is communicated by the author intentionally whereas unwitting information is information that comes out of the document due to language, omission or style and that the author had no intention of communicating such information.

In this study the main categories of documents that were collected included:

- a) Education policy
- b) Teachers preparatory books relating to schemes of work, weekly forecast and lesson plans
- c) School In-service record book (SIR)

The above documents helped in bringing out more information about the reflective practice of primary school teachers.

The national policy on education document 'Educating our Future' was analysed to find out if there was any policy guidance on implementation of reflective practice in the teaching and learning processes. Additionally, several policy pronouncements such as circulars were included in the analysis to find out if there are new developments with regard to the direction of reflective practice in the teaching and learning processes.

In analysing teachers' preparatory books and the School-In-service Record book (SIR) Lee (2005) model was used. The teaching files from the 32 sampled teachers were used to find out whether the teachers engaged in some form of reflection and the depth of their reflective practice. In addition 16 School-In-service Record books were analysed to find out the occurrence of reflective practice and the depth of their reflective practice. The reflective model of Lee (2005) consists of three levels namely:

- a) Recall level (R1) which is more on the process of recalling the teaching and learning processes with little or no thought on the alternative actions.
- b) Rationalisation (R2) which focuses on the creation of relationships between the teaching and learning processes and the interpretation of these processes.
- c) Reflectivity (R3) which focuses on the analysis of the teaching and learning processes with a view of improving the processes in future

3.5.3 Focus group discussion

In addition to the above research instruments the study also used focus group discussion. A focus group is a group of individuals selected and assembled by the research to discuss and comment on, from personal experience, the topic that is the subject of the research. According to Patton (1990) focus group discussion can be viewed as collective interviews where the respondents are expected to provide data concerning the topic at hand as they interact with each other. A focus group consists of six to twelve participants.

Participants included in the focus groups were chosen on the basis that they taught grade six whose classes formed part of the sample. Each focus group consisted about 5-6 participants. These participants were brought together so as to explore their conceptions and feelings about reflective practice. The focus group discussions were electronically recorded using a smart phone.

The questions for the focus group discussion were structured in a loose manner so that more information is gathered. A total of six focus group discussions were conducted and the researcher acted as the moderator. The discussions lasted for at least 30-40 minutes. During the focus group discussions the researcher created an environment which was conducive for dialogue so that more information could be obtained from the participants. One of the strategies was to create mutual understanding or respect among participants and researcher. Freire (1972) warns that dialogue and discussion can only exist where there is mutual understanding or respect. Freire (1970:62) as cited in Rugut and Osman (2013) urges that 'dialogue cannot exist with humility; you cannot dialogue and discuss if you place yourself above another, seeing yourself as owner of the truth.' The researcher further brought himself to the level of the participants so as to gain more information from the discussions.

Focus group discussions are advantageous over semi-structured interviews because more information can be generated as participants interact with each other (Polit & Black, 2006). Additionally, in focus group discussions participants are more freely to express themselves than in semi-structured interviews thus more information coming out of the focus group discussions.

In this study focus group discussions were used to collect participants' perceptions with regard reflective practice and the challenges that prevented participants from engaging in reflective practice. Focus group discussions were used to collect views from participants on whether school administrators did enough to equip teachers with the knowledge and skills in reflective practice.

3.5.4 Non participatory classroom observations

This study also used non participatory classroom observation to gather information on primary school teachers' reflective practices during lesson preparation and planning, lesson delivery and lesson evaluation. Observations are considered to be “systematic, purposeful and selective way of watching and listening to an interaction as it is” (Conrad & Serlin, 2006:81). Neuman (2003) and Patton (2002) observed that classroom observations being data collection instrument enables the researcher to have an understanding of what is happening in a given situation. The researcher would watch, listen carefully and pay particular attention.

In this study non participatory classroom observations were conducted in sampled schools so as to establish whether primary school teachers engaged in reflective practice. Each primary school teacher teaching grades six was observed. This means that a total of 32 classroom observations were conducted. This was advantageous because it allowed the researcher to understand the meaning primary school teachers attached to reflective practice. The observations were recorded through field notes and these comprised of teachers' reflections.

In this study non-participatory observations were conducted to observe participants as they prepared and planned their lessons. During lesson preparation and planning sessions, the researcher obtained data on the factors that primary school teachers considered as they prepared and planned their lessons. In addition the researcher obtained data on whether participants engaged or did not engage in reflection-on-action during lesson preparation and planning sessions.

During the lesson delivery sessions, non- participatory classroom observations were conducted to gather data on whether primary school teachers made any unplanned changes or not to their lesson plans and the type of unplanned changes that they made if any. During lesson evaluation the researcher observed the participants make their lesson evaluation so as to gather data on the factors primary school teachers based on as they did their lesson evaluation. In addition, non-participatory observation were conducted

to gather data on whether the participants discussed their lesson evaluation with colleagues or not.

3.5.5 Reflective Journals

Reflective journals were also used to collect information for this study. Primary school teachers were required to write from time to time on what is going on in the classroom. The writings in the reflective journal included thoughts and reactions (Bailey, 2006). Bailey (1990) explains that in reflective journals teachers are able to experiment, criticise, express their frustrations and raise several questions. According to Farrell (2013) reflective journal writing is a problem-solving device that enables the teacher to make reflections on new teaching ideas and making their own practices known. Additionally Richards and Farrell (2005) urge that when primary school teachers write on a regular basis in their reflective journals, they tend to question and make an analysis of their practices both inside and outside the classroom. McDonough (1994) adds that teachers who on a regular basis write about their teaching practice are more aware of their weaknesses and strengths, their behaviour, attitudes and the decisions that they need to make. Therefore writing in a reflective journal on a regular basis would make teachers clarify their thinking, expose their beliefs and practices and this would help teachers become aware of teaching styles thus will be able to monitor and evaluate their practices (Farrell, 2007). Reflective journal writing was chosen for this study because of the following reasons suggested by Brock, Yu and Wong (1992:395):

- a) They provide awareness about how teachers teach and learners learn.
- b) Reflective journals are effective tools for reflection.
- c) They provide first-hand information on teaching and learning accounts.
- d) They promote the development of reflective teaching.
- e) It enables the researcher to relate classroom activities and examine trends emerging from the diary.
- f) They provide an on-going record of classroom events and teachers and learners'

reflection.

3.6 Data Analysis

This section provides a description of how data was analysed. Hatch (2002) has defined data analysis as the process that involves a systemic search for meaning. This means that during data analysis the researcher needed to work with data, organise it, break the data into units that are manageable, synthesise it, search for patterns, discover what is important and what should be learned (Bogdan and Biklen, 1982). In this study, data was analysed using inductive data analysis approach. Thomas (2006) defines inductive data analysis as an approach that focuses on reading raw data in details so as to derive concepts, themes, or a model through the interpretations made by the researcher. Nieuwenhuis (2010) notes that the most important goal of inductive data analysis is to allow the research findings emerge from raw data. This study used inductive data analysis because there is not much former knowledge about the reflective practice of primary school teachers in Lukulu and Mongu districts of Western, Zambia. Additionally, using inductive data analysis allowed movement from specific to general. This means that particular teachers were observed, interviewed and then the results were combined in a larger whole or general statement (Chinn and Kramer, 1999).

In this study, data was analysed using the constant comparative inductive data analysis method. Constant comparative technique is an inductive data analysis strategy that allowed the researcher to follow a prescribed procedure; therefore, it is a more detailed organisational procedure. Maykut and Morehouse'(1994) procedure of constant comparative procedure was used in this study. The procedure includes:

- a) Reviewing and coding each data piece carefully
- b) Organising each data piece into categories.
- c) Comparing each new data piece to existing categories or falls into new categories.
- d) Looking for themes that will emerge within each category.

- e) Repeating the process so as to find the most pronounced themes.

Constant comparative data analysis technique was done on interviews, focus group discussion, participant observation and documents. Data from the interviews focus group discussion and observation was first critically examined and then organised by groups. Apart critically examining and organising data by groups, the researcher looked at each group so as to find categories that emerged so as to help determine the reflective practice of primary school teachers in Lukulu and Mongu districts of Western, Zambia. The next step was to compare the categories from interviews, focus group and observations so as to identify themes that were recurring. From this stage the most salient themes were obtained after comparing the themes.

Data that was obtained from documents such as reflective journals and other related documents was used to supplement data from interviews, focus group discussion and observation. The researcher made a review of different documents and reflective journals with a view of fitting the themes into the already determined themes from interviews, focus group discussion and observation.

3.7 Trustworthiness

Trustworthiness as defined by White (2005) looks at the quality of the research. Trustworthiness is of great importance in qualitative research (Nieuwenhuis, 2010). In this research, data was collected using observation, interviews, focus group discussion, reflective journal and document analysis. Interviews and focus group discussion were electronically recorded and transcribed.

In order to safeguard trustworthiness in this research, data that was collected from multiple sources was used to verify the research findings. Data that was collected through focus group discussion, interviews and observation was verified with data that was collected from reflective journals and document analysis. Participants were also asked to verify the interpretation made by the researcher.

In addition, to ensure trustworthiness, Lincoln and Guba's method (1985) was considered in this research. Lincoln and Guba's method (1985) include truth-value,

applicability, consistency and neutrality. In this research credibility was achieved through the triangulation, persistent observation, prolonged fieldwork, recording of interviews and focus group discussion.

3.8 Methodological Triangulation

In this study methodological triangulation was used in the triangulation of data. According to Cohen et al. (2005) triangulation is significant in qualitative research as this enables the production of highly credible results. This means triangulation strengthens the confidence of the research findings (Arksey & Knight, 1999). Triangulation involves the use of multiple methods, various investigations, multiple theories and different resources so as to establish the credibility of the research (Cohen et al. 2005). In this study multiple data collection instruments were used and these included classroom observation instruments, interview schedule, focus group discussion, document analysis and reflective journals. In addition, patterns that emerged were compared with other theories that are found in literature review.

3.9 Ethical Consideration

In conducting research it is of great importance to consider the consequences that the research will have on the participants, therefore, it is important to preserve and protect the privacy, dignity, well-being and freedom of the research participants (Sapsford, 1999).

The research was cleared by Ethics committee called University of Zambia- Humanities and Social Sciences Research Ethics Committee. In addition the research compiled and conformed to ethical codes, guidelines, protocols and practices. Permission to use the schools for the research was solicited from the District Education Standard Office and Headteachers.

The researcher explained honestly and openly to all participants about the nature, aims and purpose of the study. Additionally, the researcher explained to the participants that participation in this study was voluntary. Furthermore, the research compiled with ethical issues of confidentiality, anonymity and privacy. As an example, names of the

interviewees were not to be disclosed; names of schools, headteachers and teachers remained anonymous and have not appeared in the final report.

3.10 Summary

The study used a qualitative interpretivism research paradigm because of its ontological and epistemological stance. The case study design was used in this study because it allowed the researcher do an in-depth study of the participants. The study sample was made of primary school teachers teaching grade six in Lukulu and Mongu districts of western province in Zambia. Purposive sampling was used to select the participants to the study. A wide range of data collection instruments were used in the collection of data on reflective practice among primary school teachers in Lukulu and Mongu districts of Western province in Zambia. One of the strength of the methodology of this current study is the use of multiple data collection methods that allowed for methodological triangulation. The next chapter is the presentation of the research findings.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter is a presentation of the research findings pertaining to a study of reflective practice of primary school teachers in Lukulu and Mongu districts of Western province in Zambia. The research findings of this study are presented according to the themes that emerged during the analysis of the data. The themes that emerged are as follows:

- i. Where primary school teachers in Lukulu and Mongu districts aware of reflective practice?
- ii. How did primary school teachers in Lukulu and Mongu districts engaged in reflective practice?
- iii. What challenges did primary school teachers face when implementing reflective practice?

4.2 Research Findings

4.2.1 Primary school teachers' awareness of reflective practice

This section presents the findings from research question one which aimed at establishing whether primary school teachers in Lukulu and Mongu districts were aware of reflective practice. The section will also contrast between primary school teachers in Lukulu and Mongu district. The section contrasted the view from primary school teachers from Lukulu and Mongu districts of Western province in Zambia.

During the semi-structured interviews and focus group discussion, primary school teachers were asked to demonstrate whether they had ever heard of the concept “reflective practice” in their time as pre-service teachers or in-service teachers. The responses that primary school teachers in Lukulu and Mongu districts gave indicated that the 32 participants had not heard of the concept “reflective practice” either as pre-service teachers or in-service teachers. For instance one primary school teacher with 15 years of teaching experience at the primary school level said that:

To me this concept you are talking about is new. I have just heard from you today. (Pr.Sc.Tr. 01)

In another semi-structured interview a female primary school teacher with a diploma in primary teaching and fifteen years of teaching experience said:

No.... I have never heard of such a concept as reflective practice. (Pr.Sc.Tr. 02)

These responses from primary school teachers in Lukulu district were shared by all primary school teachers in Mongu district. For instance in an interview, a primary school teacher with 10 years of teaching experience said:

I do not think I have ever heard of this concept during my pre-service days or now as an in-service teacher. (Pr.Sc.Tr 17)

Responding to the same question on whether they have ever heard of the concept 'reflective practice' one female primary school teacher with a diploma in primary teaching and ten years of teaching experience said that:

To me, the concept 'reflective practice' is very new and I have not heard of such a concept either at college or during the years I have served as a primary school teacher. (Pr.Sc.Tr.19)

In the focus group discussion held with the primary school teachers the participants emphasised that they have never heard of reflective practice. All the participants in the six focus group discussion were of the view that reflective practice was a new concept to them. The following gives the overview of how the participants responded to the question that related to whether they had ever heard of the concept 'reflective practice.'

We have never heard of a concept in our life as students or serving teachers. (Pt.03)

In another focus group discussion held with focus group 2, it was reviewed that:

*Reflective practice is a brand new concept to us.
Maybe when we advance in our studies we shall
learn more about it...(Pt. 06)*

Similar in focus group 3 the majority of the participants indicated that:

*Yeah.....oh no, I don't think I have ever heard of
this concept, you may tell us more about it...
(FG.03, Pt.04)*

The above responses from the focus group discussions held with primary school teachers in Lukulu district were also shared by primary school teachers in Mongu district as indicated by the following excerpts. In focus group 4, the participant 4 said:

*To be honest with you sir, when we say that these
concepts are not new to us, people may think that
we are not serious or joking, but that is the truth.
Let me speak for my-self, I don't know of these
colleagues of mine but all the same, we are from the
same colleges and same in-service
workshops.....may be (FG.04, Pt.04)*

Similarly, one participant in focus group three indicated that:

*I would contribute by saying this concept is very
new to me, maybe when I advance in my
professional qualification I will learn more about
it. I'm just hearing it from you sir. (FG.06, Pt. 06)*

In focus group four, participant number one indicated that:

Let me see... No, I don't think I have ever heard of this concept either at college or during my seven years serving as a teacher. (FG.04, Pt.01)

The next question in the semi-structured interview guide and focus group discussion schedule asked the respondents to define the concept “reflective practice.” Although the respondents had indicated that they were not aware of the concept of reflective practice, the researcher wanted the respondents to express their own understanding of the concept ‘reflective practice’ by defining it in their own words or ways. Analysis of the responses from the participants to the semi-structure interview and focus group discussions revealed that there was no evidence that the respondents clearly understood and defined reflective practice. The participants ‘understanding of reflective practice was vague and little confusing as the majority looked at reflective practice as looking back on what had happened previously. For example one interviewee, a primary school teacher from Lukulu, with 5 years teaching experience said:

Well....this is difficult to define. Let me see, from my own understanding reflective practice can be thinking on something that had happened before, I think this is what I can say although it is difficult as I said to define something you have come to know just now.(Pr.Sc.Tr.04)

The following is another excerpt from one respondent in Lukulu who seemed to indicate that reflective practice the same as the evaluation.

What it means is that you thinking on something that happened but you look at the strengths and weaknesses /consequence. You look at whether the activity you were doing was a success or a failure. (Pr.Sc.Tr.05)

The vague definition of reflective practice by primary school teachers in Lukulu district was also shared by all respondents interviewed in Mongu district. The following

interview excerpt obtained from a primary school teacher seemed to define reflective as:

To me..... reflective practice is when you reflect on what you have done, you look at how the lesson went, the weaknesses and strengths of the lesson.
(Pr.Sc.Tr.20)

In another interview, another primary school teacher defined reflective practice as:

Anyway reflective practice is just like evaluation. What it means is that you thinking on something that happened but you look at the strengths and weaknesses /consequence. You look at whether the activity you were doing was a success or a failure. (Pr.Sc.Tr.19)

During the focus group discussions held with primary school teachers in Lukulu, the following excerpts represent the views on how reflective practice was defined. In focus group 1, participant 4 indicated that:

Reflective practice is about being flexible in the use of methods, adapting to situations, accessible and accommodative. (FG.01,Pt. 05)

Another focus group discussion, one participant had this to say concerning the definition of reflective practice.

Reflective practice is just about putting on thoughts back on something that had happened previously. (FG. 02, Pt.02)

In the focus group discussions, primary school teachers in Mongu district seemed to define reflective practice in the same way as their colleagues in Lukulu as shown by the following responses:

.....the thinking of an event that had happened before, this implies that you sit down in a quiet place and start thinking of how events were unfolding. (FG.06, Pt.05)

In another focus group discussion, one participant defined reflective practice as:

I would look at reflective practice as a situation where you silently think of a situation or activity and make judgments within your mind. (FG.04, Pt., 01)

In contrasting the views and opinions of primary school teachers from Lukulu and Mongu on whether they have ever heard of reflective practice, it was discovered that there was a broad consensus amongst the respondents that they had not heard of the concept of reflective practice either from their college time during pre-service training or as serving primary school teachers. This was in response to the question that sought to find out whether the respondents had ever heard of the concept reflective practice in their time as pre-service teachers or as serving primary school teachers.

Additionally, there was a broad consensus amongst the respondents in this study that they did not clearly understand and ill-defined the concept of reflective practice. It was revealed that primary school teachers defined reflective practice in two ways, namely: as thinking of something that had happened previously and evaluation.

4.2.2 Primary school teachers' engagement in reflective practice

This section focused on the presentation of findings on the reported engagement of primary school teachers in reflective practice. In order to collect more information on this theme, the section was made of three parts namely: reflection-on-action during lesson preparation and planning, reflection-in-action during lesson delivery and reflection-for-action during lesson evaluation. The final part of the section was a contrast between the views of primary school teachers from Lukulu with those from Mongu district.

4.2.2.1 Reflection-on-action during lesson planning

During the semi-structured interviews and focus group discussions, primary teachers were asked to indicate whether reflective practice was part of the factors they considered when preparing and planning lessons for their grades. Analysis of the responses from the respondents to the semi- structured interview and focus group discussion questions revealed that primary school teachers did not consider reflective practice as one of the factors that they could base their lesson planning and preparation on. It is evidently shown that primary school teachers do not reflect- on-action as they plan and prepare their lesson plan. The interview extracts below provides an overview of the responses from the respondents. One of the respondents, a primary school teacher from Lukulu with 18years of teaching experience said:

.....When I do prepare and plan the lessons of the day ,I always look at the method I will use, the ability of the pupils and the teaching /learning aids to be use in that lesson.....(Pr.Sc.Tr.07)

The above view seemed to have been supported by another respondent from Lukulu who indicated that:

During lesson preparing and planning, I considered factors like methods to be used, the content and the ability of learners. Obviously include the age of the learners. (Pr.Sc.Tr.05)

The factors above as identified by primary school teachers in Lukulu district were also shared by all respondents interviewed in Mongu district. The following interview excerpt obtained from a primary school teacher showed what they considered during lesson planning and preparation.

I plan my lesson basing on the teachers' guide and pupil's textbook. (Pr.Sc.Tr 18)

Another primary school teacher from the same district indicated that:

In planning and preparation of the lesson, the major factor I consider the work previously covered with the learners, the method and ability level of the pupils.
(Pr.Sc.Tr.24)

The focus group discussions were held with primary teachers aimed at confirming the responses from the semi-structured interviews by eliciting data from the respondents on the factors they considered as they prepared and planned their lessons. The analysis of data from the focus group discussions indicated that the participants did not consider reflective practice as one of the factors they considered during lesson preparation and planning. The following excerpts were the responses of primary school teachers from Lukulu:

...Sometimes, we plan our lessons on the basis of our assumptions of pupils' knowledge and how they understand the previous lesson. We also look at what our pupils do. (FG. 1, Pt.05)

Additionally in focus group interview the participants agreed that:

The focus of the lesson Preparation and planning is based on the annual work plan. From the annual work plan, we derive our schemes of work, weekly forecast and lastly the lesson plans. Therefore, for us the annual work plan is the factor that we consider so much as all these other factors embody led in this annual work plan.
(FG. 03, Pt.02)

The above views and responses were also shared by primary school teachers from Mongu district during the focus group discussion held. For instance, one of the respondents in focus group 5 indicated that:

Age of the learner, abilities teaching/learning aids, time and locality of the school are important factors one needs to consider as he/she is doing lesson planning.
(FG. 05, Pt.01)

The response above was similar to following response given by the participant in focus group 4.

Usually we consider the content of the lesson, age, ability and the material that are present. These are just few of the factors that we look at but there are many of them (FG.04, Pt., 05)

Primary school teachers involved in this study were further asked to indicate whether they discussed their lesson plans with their colleagues. The analysis of responses from the respondents indicated that all the 32 participants had never discussed their lesson plans with their colleagues. In one semi-structure interview, a respondent from Lukulu with 12 years teaching experience said:

Discussing of my lesson plan with my colleagues, no....I have never done that. We do not discuss our lesson plans with colleagues at this school.
(Pr.Sc.Tr.11)

The view expressed above by one primary school teacher seemed to have been supported by another primary school teacher from the same district who also indicated that she never discussed her lesson plans with colleagues. The respondent said:

I do not thinkI would be in that position of discussing my lesson with my colleague. Uuumm no.....these teachers full of gossiping, your mistakes would be known by everyone in the village/school. You know what I mean sir..... (Pr.Sc.Tr.12)

It was discovered that, it was not only primary school teachers from Lukulu district who did not discuss their lesson plans with colleagues but even primary school teachers from Mongu district did not discuss their lesson plans with their colleagues. This was confirmed through the analysis of data from the semi-structure interviews as indicated by the interviews excerpt below:

.....Although, this has never happened I think it is a good idea, where you sit down with your colleague plan or discuss how best the lesson can be taught.....To me it is a good idea but you know the problem...time we are very busy at this school...You start but the chances of failing are very high.(Pr.Sc.Tr. 22)

The views expressed above were also shared by another primary school teacher in Mongu district as indicated by the following excerpt.

We do not discuss our lesson plans at this school. This would be quite interesting. What happens is that you just have to take the lesson plans to the senior teachers where they will be date stamped and proceed in your class to go and teach (Pr.Sc.Tr. 29)

During the focus group discussion held with primary school teachers from Lukulu and Mongu districts it was confirmed that primary school teachers did not discuss their lesson plans with colleagues after preparation and planning. The following were the responses with regard to whether the respondents discussed their lesson plans with their colleagues after planning.

Most of us we do lesson preparation and planning at home and during the night, and when you go for work you are already geared to teach, also you may find that your colleagues are teaching in the morning or come in the afternoon, So it is quite difficult. (FG.01, Pt.03)

The views expressed above in focus group 01 seemed to have been similar with the views expressed by other participants in focus group 03, who indicated that they had never discussed their lesson plans with their colleagues after preparation and planning. In supporting this view the participant contended that:

When we have written the lesson plans, what happens is that we take them to the school administration usually for date stamping. I do not think if at all the school administration has the time to go through the lesson plans. (FG.03, Pt.05)

Similarly it was observed that primary school teachers in Mongu shared the same views as those in Lukulu. This was observed during the focus group discussions held and the following excerpt indicates the view of one of the primary school teachers:

Some of these practices cannot happen in Zambian primary schools; they are for western school where ever thing is in place and where even a primary school teacher is specialized. In Zambia it is not possible. (FG.06, Pt.01)

Similar comments as above were gathered from another focus group discussion held with a primary school teacher from the same district and in supporting the views it was said that:

Since I started teaching in 1994, there has been no time at which we sit done with my fellow teachers to discuss the lesson plans for each and every teacher in the school. (FG. 04, Pt. 04)

During interview questions, primary school teachers were further asked to indicate whether they have ever questioned the way lessons are planned and prepared. The analysis of the responses from the respondents revealed that there was no evidence that

all 32 participants questioned the way they plan and prepare their lessons for the learners. The following interview excerpt represents the responses from the semi-structure interview held with the respondents. One interviewee a primary school teacher from Lukulu with 7years teaching experience said:

In these schools which you see, there standard procedures and formats that we follow when preparing and planning our lessons, so it is very difficult to question such procedure and formats, we just follow what has been provided for us. So I have never had the time to question this..... (Pr.Sc.Tr.15)

In agreeing to the above view, another primary school teacher form Lukulu in semi-structure interview responded that:

The lesson plans that we use were designed by experienced teacher/administrators who have been in the system for sometime, they have introduced with different pupils and teachers, so their formats are the best..... (Pr.Sc.Tr.16)

The views above were also shared by respondents from Mongu district. In a semi-structured interview, it was commented that primary school teachers do not question the way lessons are planned and prepared as shown by the interview excerpt below:

We do not ask the way we plan our lessons.... (Pr.Sc.Tr.26)

In another semi-structured interview held with one primary school teacher from Mongu district it was indicated that:

From the time I started work have not at any given time tried to ask questions on issues that pertain to lesson planning. I think these lesson plans are okay (Pr.Sc.Tr 27)

In the focus group discussion held with participants, it was revealed that all the participants involved in the focus group discussion did not question the way they planned and prepare their lessons as indicated by the following interview excerpts. In one focus group discussion it was revealed by one participant when she said:

.....it is difficult to question the way the lessons are being prepared and planned at this school. Let me just say in short that I have never thought one can question the way lessons are planned and prepared..... (FG.01, Pt.01)

During another group interview, another participant revealed that:

The way we plan and prepare the lessons is perfect. The formats are very simple and specific; there no need is to question such perfect formats. (FG.02, Pt.04)

The above views and opinions expressed by primary school teachers in Lukulu district were similar to the views expressed by primary school teachers from Mongu district as indicated by the following interview excerpts.

I have being teaching for ten years now. I think I have vast experience in lesson planning therefore I do not need to question the way we do it. When you question then it means you doubt you caliber. With me I don't doubt myself. (FG. 04, Pt.01)

In another focus group discussion, similar responses as indicated above were observed as one of the participant in focus group number 06 commented:

We usually receive these lesson plans from either the provincial headquarter or districts as common schemes of work, common weekly forecast and lesson plans which every teacher is expected to adopt without fail.

When you go your own way then you are inviting trouble to yourself. (FG. 06, Pt. 05)

After conducting semi-structured interviews with the participants, classroom observations were conducted with the participants, as a way of triangulation. The aim was to find out as to whether the participants engaged in reflective practice as they prepared and planned their lessons. Thirty-two classroom observations were conducted from Lukulu and Mongu districts. From the observations conducted, it was observed that the all the 32 participants did not engage themselves in reflection-on-action during their lesson planning and preparation sessions. In most observations it was discovered that participants did not put much thoughts in preparing and planning their lessons. Mostly it was observed that primary school teachers just compared previous lesson plans. Additionally, participants did not discuss their lesson plans with their colleagues. When one participant was asked why he should use the previous lesson plans, he indicated that:

I have being teaching this same grade level for four years now. I have prepared and planned so much lesson plans, There no need for me to start think hard when I have already my previous lesson plans. So what I do is just to present the lesson a new plain paper. The contents, objects and methods have not changed, may be when there will be a change in the syllabus. (Pr.Sc.Tr 01)

The above excerpts indicate that this participant did not think through before lesson planning as he just got old lesson plans and wrote them on another plain paper. In another interview the participant revealed that when she was allocated a new class, she would ask for lesson plans for that class from friends and would copy them on a new plain paper.

The analysis of schemes of work, weekly forecast and lesson plans revealed that there was no difference in the way lesson were planned from those of the previous years. The

lesson plans below indicate that participants did not reflection-on-action during their lesson planning and preparation sessions as it was discovered during observations that participants did not put much thoughts in their lesson planning as they just followed previous lesson plans and sometimes duplicating the previous lesson plans.

LESSON PLAN

Date 30th May, 2016.
 Subject: social studies
 Duration: 40 minutes
 Week: 4
 T/L Aids: chart

Grade: Six (6)
 Topic: Governance
 Sub-topic: what government does
 Reference: Longman social studies ppbk Pg 17

Specific outcomes: By the end of the lesson L SBAT

- Discuss how the executive, the legislature and judiciary work
- Explain what each branch of the government does /

Lesson Development

Stage	Teacher's activities	Learner's activities	Teaching points
Introduction	Revise the previous lesson.	Participate in the revision	Name the three branches of government. <ul style="list-style-type: none"> • legislature, executive and judiciary
Step 1	facilitate a discussion on how executive, legislature and judiciary works.	Participate in the discussion	with the help of a chart The executive, collect tax, decides how to spend tax, keep law and order defend the country. The legislature have the Power to make new laws. The law courts make sure that people obey the laws
Step 2	Explain what each branch of government does.	pay attention to the	<ul style="list-style-type: none"> • The executive branch of government puts laws into practice • The legislature make new laws • Judiciary, the law courts make sure that people obey the laws
Summary	Go through the main points of the lesson	Participate fully.	

LESSON PLAN

Grade: Six (6)

Topic: Governance

Sub-topic: What government does

Reference: Longman Social Studies PP 6K Pg 17

Specific outcomes: By the end of the lesson L SBAT

- Discuss how the executive, the legislature and judiciary
- Explain what each branch of the government does /

Date: 12 July, 2017

subject: social studies

duration: 40 minutes

Week: 4

T/L Aids: chart

Lesson Development

Stage	Teacher's activities	Learner's activities	Teaching points
Introduction	Revise the previous lesson.	Participate in the revision	Name the three branches of government. • legislature, executive and judiciary
Step 1	facilitate a discussion on how executive, legislature and judiciary works.	participate in the discussion	With the help of a chart The executive, collect tax, decides how to tax, keep law and defend the country. The legislature have power to make new laws The law courts make sure that people obey the law
Step 2	Explain what each branch of government does.	pay attention to the	• The executive branch of government puts into practice • The legislature make new laws • Judiciary, the law courts make sure people obey the law
Summary	Go through the main points of the lesson	Participate fully.	

The above lesson plans clearly indicate that there was no reflection-on-action during lesson planning. This is because the teacher only transferred the content of the lesson plan for the year 2016 on to the new paper and wrote 2017.

In contrasting the views of primary school teachers from Mongu and Lukulu on their engagement in reflective-on action during lesson preparation and planning, it was observed that there was a broad agreement amongst them that they did not engage in the reflective practice and reflective practice was not considered as a basis of their lesson preparation and planning.

Additionally, there was broad agreement between the respondents from Lukulu and Mongu district in that they all indicated that they did not discuss their lessons before the implementation with colleagues and did not question the way they prepared and planned their lesson plans.

4.2.2.2 Reflection-in-action during Lesson delivery

Guided by the semi-structured interview schedule, participants from Lukulu and Mongu districts were asked to indicate as to whether they made any changes to their lesson plans during lesson delivery and give reasons to the answer. Analysis of data indicated that all the respondents did not make any unplanned changes to their lesson plans during lesson delivery. One primary school teacher from Lukulu district during the semi-structured interview indicated that:

Let me start by giving an example, let say you are teaching and there is a monitor in your class, then suddenly you make unplanned changes that you are talking about. How will the monitor look at you? Obviously you be considered to be an ineffective teacher. Now take that you make change on a daily basis, I think they would recommend you for training. Those are the reasons we try to avoid as old as I am as

having served for more than 15years going for training that would be an insult..... (Pr.Sc.Tr.09)

Another primary school teacher from Lukulu district commented that:

.....unplanned changes would affect the flow of the lesson therefore, it is not necessary to make such changes. (Pr.Sc.Tr.16)

It was also discovered that it was not only primary school teachers from Lukulu district who did not make unplanned changes to their lesson plans during lesson delivery but even those from Mongu district did indicate that they did not make unplanned changes to their lesson plan during lesson delivery as noted by one of the respondents

.....I do not make these unplanned changes to my lesson during the actual teaching process. It is actually being unprofessional and can confuse the learners (Pr.Sc.Tr. 19)

The response above was further echoed by another primary school teacher from Mongu district when he indicated that:

Well.... during lesson delivery I don't make unplanned changes to the lesson. (Pr.Sc.Tr. 21)

During the focus group discussion held with participants, it was revealed that all the participants did not make any unplanned changes to their lesson plans during lesson delivery. In one focus group discussion in Lukulu district, it was revealed by one participant when she said:

When you make unplanned changes to your lesson then it clearly shows that you were not prepared for the lesson. (FG.03, Pt.01)

In another focus group discussion it was revealed by one of the participants that she did not make any unplanned changes to her lesson plans during lesson delivery as indicated by the following excerpt:

I cannot imagine making so many changes to the flow of the lesson. You may not even enjoy teaching because of such unplanned changes. For you to enjoy the lesson, it needs to flow from the start to the end. Any changes to the lesson can interrupt this flow..... (FG.02, Pt.04)

Interestingly, the above views and opinions expressed by primary school teachers in Lukulu district in the focus group discussions were similar to the views expressed by primary school teachers from Mongu district during the focus group discussions held as indicated by the following interview excerpts.

I don't make unplanned changes to my lessons because I do not want to waste resources. (FG.04, Pt.02)

The above view expressed by one participant in focus group four was also supported by another participant from focus group six as indicated below:

When you plan lessons, there are a lot of resources that we put in such as time, papers and many others, so it will be a waste of time and other resources for to be making unplanned changes always. At last once in a while it is understood. (FG. 06, Pt.04)

In another question, the respondents were further asked to show whether they questioned the way they delivered their lesson in their classroom. Analysis of the responses from

the respondents indicated that all the 32 participants did not question the way they delivered their lessons to the learners. The following interview excerpt was from a primary school teacher in Lukulu district:

I have never thought of questioning the way I deliver my lessons to my pupils. (Pr.Sc.Tr 15)

In another semi-structured interview, one participant commented that:

You know what? I have been observed several times by the school administration and other external monitors and they have never mentioned to me that the way I delivery my lesson was bad, therefore, should I waste time on questioning the way I deliver the lessons? The answer is no, I cannot do that.... (Pr.Sc.Tr 10)

The views and opinions given above were not only expressed by primary school teachers from Lukulu district but also expressed by primary school teachers from Mongu district as commented below:

You can only question something if have doubts about it. What do I mean?....Simple, I can only question the way I deliver my lesson if I am doubting myself, or pupils have boycotted because I am not delivering to their expectations. As for now I am not doubting my caliber and pupils have never boycotted my lesson.....So (lifting his hands).....I do not do that please..... (Pr.Sc.Tr 19)

Additionally, the following interview excerpt revealed the comment of the respondents:

Everything starts with how well you have prepared and planned your lesson for that class. When you have prepared and planned well; you are expected to deliver

good lessons. Up to date lessons will give you the confident to deliver quality lessons. When your lessons are of good quality, how are going to question the deliverance system of your lesson.....(Pr.Sc.Tr 23)

After conducting semi-structured interviews with the participants, classroom observations were conducted with the participants, as a way of triangulation. The aim was to find out as to whether the participants engaged in reflective-in-action as they delivered their lessons. Thirty-two non participatory classroom observations were conducted in Lukulu and Mongu districts. From the observations conducted it was observed that the all the 32 participants did not engage in reflection-in-action during their lesson delivery sessions. In most observations it was discovered that participant did not at any point in their lesson delivery sessions make any unplanned changes to their lesson plans as they followed the steps of the lesson as they had planned them.

In contrasting the views of primary school teachers from Mongu and Lukulu on their engagement in reflective-in action during lesson delivery, the participants were asked to indicate whether they made any unplanned changes to their lesson plans. Both primary school teachers from Lukulu and Mongu indicated that they did not make any unplanned changes to their lesson plans during lesson delivery. This means that there was no difference noted between primary school teachers from Lukulu and Mongu districts in response to the question.

Additionally, there was a broad agreement in the responses provided by primary school teachers from Lukulu with those from Mongu in that they all indicated that they did not question the way they delivered their lessons. Failure to question one's practice does not provide a good recipe for reflection-in-action.

4.2.2.3 Reflection-for-action during Lesson evaluation

Primary school teachers in this study were asked to indicate whether they had time specifically devoted for evaluation. Analysis of the responses from the participants indicated that they had no time that was specifically devoted for evaluation, but was

done after knocking off from school. One of the interviewees a primary school teacher from Lukulu said that:

The school time is heavily occupied that you do not have time for evaluation. When you take some time to evaluate your lessons then other activities within the school or even the next lesson will be affected. In class immediately one lesson finishes the other lesson starts and when you knock off core curricular activities are waiting for youYou see.....So evaluation of lesson is done at home before going to sleep. (Pr.Sc.Tr. 09)

In another interview, the response was:

I do not have the specific time for evaluating my lesson plans. It can be done any time when I feel that I'm free and this is usually at home during the night. (Pr.Sc.Tr 12)

The views and opinions expressed above by primary school teachers from Lukulu district seemed to suggest that there was no time allocated for the evaluation of lesson plans in the school master time table. Mostly, teachers evaluated their lesson plans in the comfort of their homes. The views and opinions expressed by primary school teachers from Lukulu seemed to have been supported by primary school teachers from Mongu district who also did indicate that they evaluated their lesson plans at home as observed in the following response:

Teaching is a tiresome activity, more especially this primary level. When you have knocked off you would be exhausted and in this state you cannot start evaluating your lessons, so you have to relax, then at night while

at home you can start evaluating your lessons or early in the morning before planning other lessons.(Pr.Sc.Tr 16)

Additionally, another primary school teacher from Mongu district in an interview indicated that:

Most of the teachers do not evaluate their lessons immediately; some teachers would evaluate their lessons at home or when the school administrators have asked for the file, meaning if the checking of preparatory books by the administrator are done every after two weeks then teachers would spend one of the weekend days evaluating their lessons. It can take one or two hours for teachers to evaluate their lessons.....Most of us do that..... (Pr.Sc.Tr. 18)

In another focus group discussion, the responses were that:

Most of our schools do not have staffroom and immediately you knock off in the morning session, then another class enters, So many of us do our evaluation at home and this is mainly at night when are done with everything. You would start with evaluation of lessons before planning the next day's lessons. (FG.01, Pt.02)

Similarly:

We do our lesson evaluation after we have finished teaching and have knocked off and it is done at home since we always go home with our preparatory books. (FG.02, Pt.05)

Evaluation of my lesson plan is done at home during night time. (FG.05, Pt 01)

Yeah I evaluate my lesson plans at the end of the school work.....when I knock off. (FG.04, Pt 03)

The participants in this study were further asked to indicate whether they had a set of questions they used to evaluate their lessons. Analysis of the responses from the semi-structured interview and focus group discussion held with the respondents revealed that all the 32 participants had no set of questions that they used in the evaluation of their lessons. One interviewee, a primary school teacher with 16 years of teaching experience said:

Umm....I do not have any set of questions that I use when I am evaluating my lessons.....(Pr.Sc.Tr 08)

Other responses to the question included:

I just write my evaluation without referencing to any set of question to use. (Pr.Sc.Tr 14)

During the five focus group discussion held with participants, the responses to the question on whether they had the set of questions they used to evaluate their lessons were as follows:

Normally, we conduct the evaluations of our lessons without any set of question guiding us to do so. (FG.01, Pt.06)

During the semi-structured interviews and focus group discussions the participants were further asked on whether during the lesson plan evaluation sessions they put a lot of thought in conducting their evaluations. Analysis of the responses from the semi-structured interviews and focus group discussions revealed that all the participants never put much thought in conducting their lesson evaluations. The responses below represent the response from semi- structured interviews.

One interviewee said:

I have no time to start thinking so deeply in writing my evaluations (Pr.Sc.Tr 01)

Another respondent commented that:

There is no need of putting much thought in just conducting my evaluation, may be if you talk of putting much thought in selection of the content and not evaluation..... (Pr.Sc.Tr 17)

Additionally a respondent with 13 years of teaching experience at primary level indicated that:

Teaching at primary school level is a bit difficult and different from secondary school level. Unlike secondary school level where you teach one /two subjects, in primary schools you teach seven to eight subjects a day. With secondary teaching it is possible to do that, I mean to put much thought in evaluation of lessons but not with primary teaching. Do you have the leisure time to do that? The answer is still no. Apart from teaching you may be a sports teacher coordinator or P.M.S coordinator. (Pr.Sc.Tr 12)

In focus group discussion held with the participants, their responses with regard to whether during their lesson evaluation they put much thoughts were as follows:

To be honest with you sir, no one can cheat you that they put much thoughts when they are evaluating their lesson plans. We do it more causally..... (FG.04, Pt. 05)

Primary school teachers were asked to explain the factors that they considered in their evaluation of their lessons. Analysis of both responses from the semi-structured interviews and focus group discussions revealed that the respondents focused their evaluation of the lessons on learners' behaviour leaving out the teacher and the teaching process. The responses below are from the semi-structured interview held with the respondents.

My evaluation of the lesson plans are based on how the pupils participated during the lesson..... (Pr.Sc.Tr 02)

In evaluating my lesson, the focus is on the performance of the pupils during the lesson. Their participation in answering oral questions, contributions and written exercise forms the basis for evaluation. Then I would say the lesson was successful or a failure. Normally, we write that lesson was successful. (Pr.Sc.Tr 29)

In other semi-structured interviews the following excerpt represents the responses from the respondents.

When you plan to teach a lesson, you as a teacher have some objectives that should be achieved at the end of the lessons. In this case during the evaluation you would consider whether your objectives were achieved or not. Therefore, my evaluation of my lessons basically involves the objectives of the lesson.(Pr.Sc.Tr 10)

The evaluation of the lesson looks at successes and failure of the lesson with focus on the effectiveness of the method used, teaching or learning aids and participation of the learners in the lesson... (Pr.Sc.Tr 27)

During the focus group discussions, the following were the responses to the interview question that sought to find out on what factors the respondents based their evaluation.

During lesson evaluation, we take into account the content of the lesson. We also write on how the content was received by the pupils? Were able to demonstrate knowledge the content or what? If pupils could demonstrate that they were able reveal the content of the lesson, then in evaluation we would say the lesson was successful and vice versa. (FG.03, Pt.04)

Similarly, the participants indicated that:

Lesson evaluation focuses on the performance of learners in the lesson, the weaknesses and strength of the lesson..... (FG.02, Pt.03)

.....well.... we always evaluate our lesson so as to see how best to help our learners. We usually look at which learners are performing well and those not performing well. (FG.01,Pt.02)

In another question during the semi-structured interviews and focus group discussion participants were asked whether they have ever at any given time in their professional life questioned the way they conduct the evaluation of their lessons. Analysis of responses from the semi-structured interviews and focus group discussions revealed that all the 32 participants have never at any given time during their professional life questioned the way they conduct their lesson evaluation. The following responses interview excerpts represent responses from the semi-structured interviews. One of the interviewees said:

Questioning of the way we do evaluation, I have never done that before (Pr.Sc.Tr 13)

I am not so sure about it, anywhere questioning for what purpose. No I have not tried to question and where do you start from. (Pr.Sc.Tr 25)

During the focus group discussions the following interview excerpts were the responses from the participants.

You know what; I think our Zambia culture come into play. In Zambia, we are not good at questioning how and why things are done the way they are done. If you do that you would you will be considered to be a problem, controversial and arrogant. This is what has even gone into our education system. It is very rare that you find us questioning how things are done and why. So we just follow what has been handover to us. In short we have never done so. (FG.02, Pt. 01)

In another focus group discussion the following was one of the interview excerpts

We have learnt of this type of evaluation at college and in school. Everyone who has gone through my file and not commented anything regarding my evaluation, so I think they have approved the way we conduct the evaluation, then why should I start questioning that.. I think it does not make any sense to me..... (FG.06, Pt.06)

During analysis of preparatory books the aim was to establish whether primary school teachers engaged in reflective practice or not during lesson evaluation. During the document analysis of preparatory books more especially the lesson plans it was revealed that the majority of the respondents did not engage in reflection-for-action during lesson evaluation as their evaluation of the lessons focused on learners leaving out teachers and the teaching process. Moreover, the evaluation comments which were written by the

respondents were short and only focused on the successes of the lessons leaving out the weaknesses. The following represents some of the evaluative comments made by the respondents in evaluating their lessons.

Evaluation: lesson well delivered, learners' participation was good.

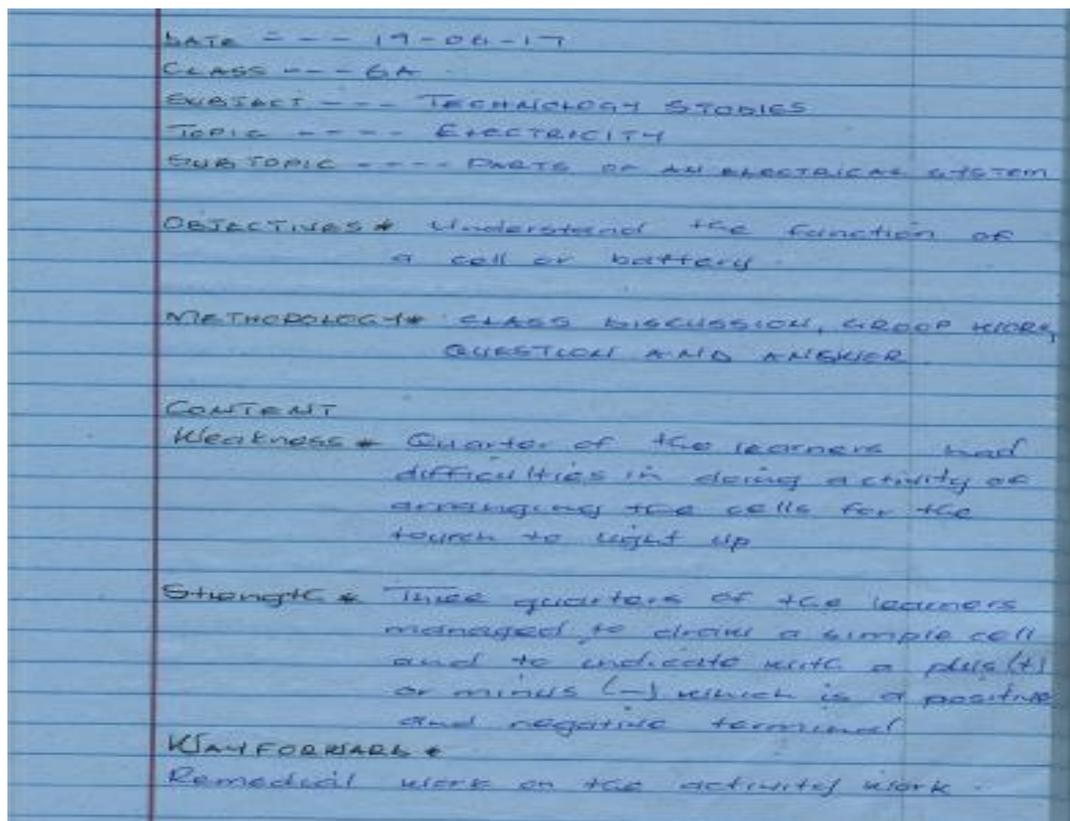
The above script was the evaluative comment of primary school teacher number two while the script below was an evaluative comment made by primary school teacher number twenty-three.

Evaluation: The lesson was taught with a full participation from the learners.

In another lesson plan the following was the comment made during the evaluation of the lesson:

Evaluation: learners performance was good.

During the analysis of document more especially the reflective journals, it was revealed that the comments made by the respondents focused on the general information which included the date, class, subject, topic, sub-topic, objectives, methodology, strengths and weaknesses and less on critical reflection. These comments were descriptive in nature as there were more of lessons descriptions as shown below.



The above script was made by one of the primary school teachers in Lukulu district and hardly had any provision for critical reflection-on-action.

In summary, this section was a presentation of the research findings on primary school teachers 'engagement in reflection-for- action during lesson evaluation. The analysis of the responses from semi-structured interviews and focus group discussions revealed that the participants had no specific time that was devoted for evaluation of lesson plans. It was further revealed in this section that the participants had no set of questions that they used in conducting their evaluation and never put much thought when conducting their lesson evaluation. This section of the study further established that the evaluative comments made by the respondents focused on the learners leaving out the teacher and the teaching process. It was also revealed in this section that the respondents had never at any time of their professional life questioned the way they conduct the evaluation of the lessons.

4.3 Challenges primary school teachers faced when implementing reflective practice

Participants in this study were further asked in the semi-structured interviews and focus group discussions to identify the challenges that prevented them from engaging in reflective practice. Analysis of the responses obtained from the semi-structured interviews and focus group discussions revealed that lack of training in reflective practice, time, overloaded primary school curriculum, pressure of the high-stake examinations and lack of personnel motivation were among the challenges that prevented participants from engaging in reflective practice. The following interview excerpts represent the responses of the participants during the semi-structured interviews.

4.3.1 Lack of training in Reflective practice

Participants in this study indicated that they had never received any formal training in reflective practice either at college as pre-service teachers or as in-service teachers. For instance the following excerpt indicates the views of one primary school teacher:

Lack of training in reflective practice is the major challenge that prevents us from engaging in reflective practice. If we were trained on what reflective practice

mean, its importance and how it is conducted just like we were taught on assessment or evaluation I'm very sure that we would have been practicing it. (Pr.Sc.Tr 10)

Similarly one primary school teacher also indicated that:

I don't engage in reflective practice because I have no training in it. It is quite difficult to practice the concept that you have not received training. (Pr.Sc.Tr. 12).

The responses above on the lack of training in reflective practice as indicated by primary school teachers from Lukulu district was also shared by primary school teachers in Mongu district as shown by the following interview excerpt. For instance one participant indicated that:

I have never received training in reflective practice (Pr.Tr.Sc. 18)

In another semi-structured interview, an interviewee commented that:

Well.....it is difficult to practice some of these skills without any training. This also true with reflective practice, you need to have some training in it. (Pr.Sc.Tr. 20)

During the focus group discussions held with the participants in Lukulu district it was revealed that lack of training in reflective practice was among the challenges that primary school teachers faced as shown by the following responses:

To be honest with you sir, we don't have any training in reflective practice otherwise we would have been using this concept. (FG.03.Pt. 02)

In another focus group discussion it was also revealed that:

No one can claim here that we were taught of reflective practice at college or even in our own TGMs. We don't have the know-how for reflective practice (FG.01Pt.06)

The views expressed above by the participants from Lukulu district were also shared by the participants from Mongu district as indicated by the responses that follows:

The major challenge that we have is training and anything else. If we were trained in reflective practice, we would have been practice it. What is so special about it that we fail to practice it? (FG.04. 05)

In addition it was also revealed that:

It's only that we were not given the skills and knowledge while at college. (FG.06.Pt.01)

4.3.2 Lack of Time

Participants in this study further indicated that they had no time to spare for reflective practice. For instance the following excerpt indicates the views of one participant:

From your explanation sir of reflective practice, I can already see that it needs more time for it to be implemented by a teacher. (Pr.Sc.Tr 11)

Additionally, one respondent during the semi-structured interview indicated that:

We are failing to accomplish many things because of time. (Pr.Sc.Tr.13)

Primary school teachers from Mongu district shared similar views with those from Lukulu district as indicated from the following interview excerpts:

When you ask of the challenges, I was thinking of time, yeah like we do not have that luxury of time to spend on reflective practice. Like for me I teach grades six and three. At the sometime I'm a sports teacher so no time is available for reflective practice yeah like that....
(Pr.Sc.Tr 03)

During the focus group discussions held with participants in Lukulu and Mongu districts, it was similarly revealed that the participants lacked time for engagement in reflective practice as indicated by the following responses:

Honestly speaking we do not have the time to spare for reflective practice (FG.01.Pt.01)

Similarly it was also revealed that:

Time is the major challenge that we face as teachers. We sometimes opt to teach even on weekends so that we can beat time (FG.02.Pt.03)

The above responses from primary school teachers in Lukulu district were similar to the responses given by primary school teachers in Mongu district during the focus group discussions as indicated by the responses below:

What I have seen from this discussion is that we need to create space for reflection and be tuned in to the culture of spending time to reflect on various issues affecting the teaching and learning processes. Now with our education system in Zambia where are we going to get the time to reflect? So this is already a challenge I see...I don't for others. (FG. 06: Pt 01)

Furthermore, it was revealed that:

Time is not there for such concepts just as my colleagues have already alluded to (FG. 05Pt.05)

4.3.3 Workload

Participants in this study also indicated that they were overburdened by the work they did in schools therefore making it difficult to conduct reflective practice. For instance the following excerpt indicates the views of one participant:

Workload is a big challenge. We are overloaded with a lot of work as primary school teacher. Apart from teaching all the subjects at primary school level, we have other responsibilities. (Pr.Sc.Tr 30)

In another semi-structured interview it similarly revealed that:

Now let me explain to you how busy we are at this school. I teach grades one, three and six and a sports teacher at the same time. When I go for work at 06:00hours, I always come home around 17:30 hrs. At home there are other duties that I need to attend to so time isn't there to conduct reflective practice. Maybe, if we were fully staffed as in urban school not the way things are it is a big challenge. (Pr.Sc.Tr. 07)

The above responses from primary school teachers from Lukulu district were in agreement with the responses from primary school teachers in Mongu district as indicated by the responses below:

The amount of work that we do and the type of work is so enormous that by the time you knock off you are exhausted. We are really overburdened (Pr.Sc.Tr. 20)

Similarly another respondent indicated that they were overburdened with work in the school as indicated by the following excerpt:

In Zambia, a primary school teacher is has a lot of work and you would find that in most case we teach more than one class that has over 60 learners. The marking of books, preparation and planning of lesson every day become a big challenge to engage in some of these concepts. You can pity a primary school teacher I tell you... (Pr.Sc.Tr. 30)

During the focus group discussions the responses given by primary school teachers from Lukulu district were as follows:

I think one of the challenges is that teachers are just busy people. They have a lot of work to do (FG. 01 .Pt. 03)

Similarly, another respondent indicated that:

Honestly speaking ...I would say overload of work. You know there are no time that you can relax when you are at school- you are always busy with this and that (FG.03. Pt. 06)

The responses above given by primary school teachers in Lukulu district during the focus group discussions held were similar to the responses below that were given by primary school teachers in Mongu district during the focus group discussions:

I suppose the workload I just too much (FG. 04. Pt. 03)

Additionally, another participant indicated that:

You know say for primary school teachers to engage in this concept that you are talking about there is need to reduce the workload. We are overburdened with a lot of work. (FG.06.Pt. 04)

4.3.4 No policy on reflective practice

Participants in this study also indicated that there was no policy guidance on how to engage in reflective practice as indicated by the responses below: For instance the following excerpt indicates the views of one participant from Lukulu district.

I have not read much of the books in our ministry. Imagine I have not ever read the national policy on education, so I am not sure whether this policy exists or not. You have given me a task to go and read so that I familiarise myself with some of these documents (Pr.Sc.Tr 12).

Similarly another participant from Lukulu indicated that:

I'm not familiar with this policy on reflective practice that you are talking about and have never heard about it (Pr.Sc.Tr 17)

The above responses from primary school teachers in Lukulu district were in agreement with the responses below that were obtained from primary school teachers in Mongu district.

Well... I have heard of many policies in this ministry such as HIV/AIDS work policy, catch up policy, Homework policy, girl-child friend school policy just to mention just but a few. But when you say a policy with regard to reflective practice..... let me not cheat you have never heard of such a policy. (Pr.Sc.Tr 30)

Additionally another primary school teacher from Mongu district indicated that:

Iam not aware that there is such a policy in our ministry..... maybe (Pr.Sc.Tr 18)

During the focus group discussions held with the participants from Lukulu and Mongu districts it was also revealed that there was no policy on reflective practice. One respondent from Lukulu indicated that:

*I would just give the same answer as my colleagues.
There is no policy on reflective practice in the education
system in our country (FG.03.Pt.01)*

In another focus group discussion, one participant from Lukulu revealed that:

*I have never heard of any policy on reflective practice
(FG.02.Pt.02)*

The participants in Mongu district had similar responses as those in Lukulu during the focus group discussions held with them. For instance the following were some of the responses:

*Thank you for asking such a question sir, I sometimes
wonder within myself where we are heading to. Our
ministry is totally confused. It's like every day there is
a policy that is been introduced in our ministry. Today
you hear of this policy when you wake up tomorrow you
hear of another policy..... too many policies to
comprehend.....I'm not sure whether there is such a
policy. Let just say it does not exist. (FG.O4, Pt.02)*

*I would just confirm the earlier statements by my
colleagues that no policy exists on reflective practice.
(FG.05, Pt.05)*

4.3.5. Lack of support from school administration

Participants in this study indicated that they did not receive support from school administration with regard to the development of the knowledge and skills in reflective

practice. For instance the following excerpt indicates the views of one primary school teacher from Lukulu district:

Since you have assured me of confidentiality and anonymity then I will speak.... (Laughs).....the school administration that we have here is the waste... it is a free for all type of administration. Ever since I came to this school in 2010 there have been no professional meetings not even opening or closing staff meeting are held here. So this is the problem with remote school. (Pr.Sc.Tr. 10)

In another semi-structured interview it was indicated that:

What I can say is that the school administration is well as they are able to organise in-service training for us teachers. However the concept of reflective practice has never been part of these in-service trainings. We have learnt a lot about assessment, planning and many other concepts but reflective practice has never been part of this. On this I would say they have not done much to equip us with knowledge and skills in reflective practice. (Pr.Sc.Tr. 20)

The above responses given by primary school teachers from Lukulu were in agreement with the responses from primary school teachers in Mongu district as shown by the responses below:

Basically this concept of reflective practice is not only new to us teachers but also to the school administration, so how can they equip us with knowledge and skills in something that they do not know. I'm confident for sure that if they knew this

concept they would have equipped us with the knowledge and skills that is my analysis of the situation. (Pr.Sc.Tr. 19)

Mostly our school administration has failed teachers in that they do not equip them with knowledge and skills in reflective practice. (Pr.Sc.Tr.29)

During the focus group discussions held with participants it was indicated that the school administration was not doing enough to equip their teachers with the knowledge and skills in reflective practice as shown by the excerpts below.

Honestly speaking we don't receive much support from the school administration (FG.02.Pt. 06)

In focus group three, participant number six gave the following in response to the question on challenges they faced in engaging in reflective practice.

Brother and sisters let us not just condemn the school administrators for nothing. Look at what they do, in most cases they usually brief us or sometimes provide us with training in concepts that have come on board. In my own understanding these school administrators lack the knowledge and skills in the concept of reflective practice that is why they are not supporting us in the development of such a concept (FG. 03: PT 03)

In other focus group discussions held with the primary school teachers from Mongu district the responses obtained were similar to the responses from primary school teachers from Lukulu district as shown by the following excerpts:

There is nothing much that these school administrators do apart from threatening teachers with charges and

dismissals. They do not organise school based training for us teachers. (FG.06.Pt.03)

In same line with the above response, participant four in focus group four indicated that:

These school administrators you see have no knowledge on some of these concepts so it is difficult for them to give us the support. (FG.04.Pt.04)

In summary, this section was a presentation of the research findings on primary school teachers' level of training and support in reflective practice. In this section it was revealed that all the participants in this study had never received any training in the use of reflective practice either at college or during in-service professional development programmes. This was in response to a question that sought to find out as whether the participants had received any training with regard to the use of reflective practice in their daily teaching process. Analysis of data on whether the participants were aware of any policy or policy document on reflective practice among primary school teachers in Zambia revealed that they were not aware of any policy or policy document on reflective practice.

Furthermore, the section revealed that the major challenges that the Participants faced in engaging in reflective practice included lack of training, time, overloaded primary school curriculum, pressure of the high-stake examinations and lack of personnel motivation.

It was also revealed in this study that school administrators were not doing enough in equipping their teachers with the knowledge and skills in reflective practice. This was in response to the question that sought to find out as to whether the school administration was doing enough in equipping them with the knowledge and skills in reflective practice.

4.4 Summary of the chapter

This chapter was a presentation of the research findings on reflective practice of primary school teachers in Lukulu and Mongu districts of Western province in Zambia. The study aimed at exploring reflective practice among primary schoolteachers in Lukulu and Mongu districts of Western province in Zambia.

The study clearly revealed that primary school teachers were not aware of the concept of reflective practice either as pre-service teachers during their college time or as serving primary school teachers. Additionally, the analysis of data showed that primary school teachers in this study did not clearly understand and ill-defined reflective practice in that it lacked proper description of reflective practice that is backed up with conceptual and theoretical frameworks or any specific author as a reference in their definition of reflective practice. This is despite the fact that reflective practice is defined and perceived in so many ways by different philosophers and authors. In this study primary school teachers understood reflective practice in two ways, namely: as thinking of something that had happened previously and as evaluation.

Another major finding of the study was that reflective practice was still largely not practised by primary school teachers in Zambian primary schools. As revealed by the study primary school teachers did not engage in reflective practice during lesson planning, lesson delivery and lesson evaluation.

Additionally, the study revealed that primary school teachers did not discuss their lessons with colleagues before and after lesson delivery. Further it was revealed that the primary school teachers did not question the way they prepared and planned, delivered and evaluated their lessons.

The study revealed that there was no time allocated for evaluation of lesson plans within the school time table and primary school teachers conducted their evaluation of lesson plans at home after knocking off. It further established that the evaluative comments made by the primary school teachers were mainly descriptive in nature.

In addition to the above mentioned findings another major finding was that there was no national policy on reflective practice. Analysis of data clearly showed that there was no policy that offered guidance and legal framework on how reflective practice should be embraced by primary school teachers in Zambia.

Furthermore, it was established that the major challenges that prevented primary school teachers from engaging in reflective practice included lack of training, time, work load, pressure of the high-stake examinations, lack of personnel motivation and unsupportive and uncooperative school working environment. It was also revealed in this study that school administrators were not doing enough in equipping their teachers with the knowledge and skills in reflective practice.

The next chapter presents the discussion of findings.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

This was a study that focused on the reflective practice of primary school teachers in Lukulu and Mongu districts of Western, Zambia. The study employed a qualitative case study and mainly used semi-structured interviews, focus group discussions, document analysis, classroom observations and reflective journals as data collection methods. Data was collected from primary schools in Lukulu and Mongu districts and focused on the grade six primary school teachers. The presentation of the chapter would be as follows:

5.2 Critical Discussions of Research Findings

5.2.1 Key theme: Primary school teachers' perception of reflective practice

The first objective of this study was to establish whether primary school teachers were aware of the concept reflective practice. Additionally, the objective aimed at finding out whether primary school teachers in this study clearly understood and could define the concept reflective practice.

Analysis of the data from the semi- structured interviews and focus group discussions revealed that all the 32 participants in Lukulu and Mongu districts of Western, Zambia were not aware of the concept reflective practice either from their college time during pre-service training or as serving primary school teachers. This was in response to the question that sought to find out whether the respondents had ever heard of the concept reflective practice in their time as pre-service teachers or as serving primary school teachers.

During the semi-structured interviews and focus group discussions all the respondents indicated that they were not aware of the concept reflective practice as they had never heard of it. This is also what Rarieya (2005) cited by Sharar (2012) found in his study that teachers in developing countries like Pakistan are not aware of the concepts reflective practice and reflection. Awareness of any concept in any given field or profession is of great importance as it directs an individual's behaviour, feelings and

interaction with others. Horn (2015) acknowledged that awareness of one's own thoughts, feelings and behaviour is important as it offers the opportunities on how the individual behaves, judges, wishes and is tolerant to different situations. The support and practice given to reflective practice requires that an individual is aware of the concept. However, Sharar (2012) argued that when teachers lack an awareness of the concept of reflective practice their perceptions of personal and professional development become shaped in a particular way. Lack of awareness on the concept reflective practice may not lead to a situation where teachers do not engage in reflective practice or may engage in a wrong way. This means that teachers may fail to appreciate the values and significance of reflective practice as noted by Sharar (2012). According to Sharar (2012) teachers who do not engage in reflective practice are unable to appreciate that their professional capacity can be enhanced through reflective practice.

It seems understandably that primary school teachers from Lukulu and Mongu districts of Western province in Zambia lacked awareness on reflective practice was attributed to lack of exposure to the concept of reflective practice during pre-service training or continuous professional development programmes. This is confirmed by Hepworth's (2013) study which covered the University of Zambia in Zambia, University of Botswana in Botswana and University of Malawi in Malawi that many African graduates lack in critical thinking, independent learning capacities and information literacy because they are not taught in such areas. Critical thinking and independent learning capacities are some of the skills or abilities that are needed in reflective practice.

The analysis of data from the semi-structured interviews and focus group discussions revealed that primary school teachers from Lukulu and Mongu districts of Western, Zambia did not clearly understand and define the concept 'reflective practice.' This was in response to the question that sought to find out whether primary school teachers in the study could clearly define the concept reflective practice in their own understanding.

As it was with primary school teachers in Lukulu district, primary school teachers in Mongu district defined reflective practice as 'looking back on an action' which is in agreement with the case study conducted by Pedro (2005) in which the participants in

the study perceived defined practice as ‘looking back at an action.’ In Raelin (2002)’s study some participants considered reflective practice as stepping back to ponder the meaning of what has recently happened to ourselves and others in our immediate environment. Some participants in Khan (2012)’s study defined reflective practice as ‘thinking about things’ which is equivalent to ‘looking back on an action.’ The definition of reflective practice as looking back on an action seems to follow the Latin verb of ‘reflectere’ which literary means ‘bend or turn backwards.’

According to Cimer and Gunay (2016) reflective practice is not about looking back on an action but looking at an action with critical lenses. Looking at an action with critical lenses as observed by Smyth (1989) and Murray and Kujun dizic (2005) cited by Cimer and Gunay (2016) involves questioning our experiences so as to bring out the reasons behind an action and considering the wider consequences of an action.

Other participants in this study defined reflective practice as ‘evaluation of an action’ and this was in agreement with the study conducted by Boetang and Boad in 2015. In their study Boetang and Boad (2015) the participants defined reflective practice in relation to the evaluation of how one’s teaching practice, examining teaching and making changes to one’s professional practice.

Overall, primary school teachers from Lukulu and Mongu districts of Western province in Zambia defined reflective practice in two ways namely as Looking back on an action and evaluation of an action. It is important to note that reflective practice can be defined in many different ways by different practitioners. This assertion is acknowledged by Pedro (2005) and Posthuma (2010) who in their separate studies revealed that reflective practice was defined differently by different participants involved in their studies. Additionally, Cimer and Palic (2012) acknowledged in their study that there are so many ways of defining reflective practice all dating from the time of Dewey in 1933. In confirmation Beachamp (2006) in her study concluded that there was fifty-five different definitions of reflective practice and this seems to indicate that there is no consensus on the definition and perception of reflective practice as noted by Kelly (1993 as cited by Raiber 2001)

Despite the fact that reflective practice has no single definition, definitions given by the respondents are significant in that they reveal their understanding of a particular concept or phenomenon as these definitions form the basis for explaining such concepts or phenomenon (Pedro, 2005). When the definitions of reflective practice given by the respondents in this study are compared with the way reflective practice has been systematically defined in literature it would be said that the respondents in this study did not clearly understand and ill-defined reflective practice in that it lacked proper description of reflective practice that is backed up with theoretical frameworks.

Additionally, the respondents did not use any specific author as a reference in their definition of reflective practice. This was in line with the study by Khan (2012) in which the respondents failed to provide a proper description of reflective practice in that they failed to make any reference to any specific author or model of reflective practice as their guiding principle in describing reflective practice. This was further observed in the study conducted by Cimer and Palic (2012) where their participants revealed inadequacies in their understanding of reflective practice as they failed to provide proper description of reflective practice. It was also confirmed in White (2015)'s study that practitioners failed to articulate a detailed technical knowledge or theoretical understanding of reflective practice in defining the concept of reflective practice. White (2015) indicated that there was no evidence that the participants in the study used any reflective models, reflective journals, or specific reflective structure in defining their understanding of reflective practice. Rahman et al. (1999) in their study of 108 diploma student teachers and 133 trainee teachers from a bachelor of education programme also found that there was a weak understanding of reflective practice among the participants.

The respondents' failure to provide clearly understanding and definition of reflective practice may be attributed to lack of training in reflective practice either at college level or at school based level.

5.2.2 Key Theme: The reflective process of primary school teachers

The second objective of this study was to explore how primary school teachers engaged in the reflective process. Specifically the objective aimed at finding out how primary

school teachers in the study engaged in reflective-on action during lesson planning, reflective-in-action during lesson delivery and reflective-on-action during lesson evaluation. The objective further sought to find out the depth of reflective practice of the respondents.

The findings of this section of the study revealed that primary school teachers did not engage in reflective-on-action during lesson planning. The analysis of data from semi-structured interviews, focus group discussions, observations and document analysis showed that the respondents did not consider reflective practice as the basis of their lesson planning. This was however contrary to the study conducted by Disu (2017) and Minott (2006) in which the participants considered reflective practice as the basis of their lesson planning.

Overall, Participants in this study mentioned that they considered factors such as the content of the topic, methodology, age and ability of the learners and location in the lesson planning and this was also noted by Disu (2017) and Minott (2006) in their studies. Disu (2017) and Minott (2006) considered participants in their study who think about content of the topic, methodology, age and ability of the learners and location in the lesson planning as being reflective practitioners. However, Zeichner and Liston (1996:7) questioned ‘is any thinking about teaching that teachers do reflective practice?’ The response to their own question is a ‘no’ suggesting that ‘not all thinking about teaching constitutes reflective teaching’ (Zeichner and Liston, 1996). Thinking about the content to be taught, age and ability of the learners and methodology to use during lesson planning does not mean that the teacher is being reflective but technically focused thinking and the teacher is said to be a technician (Zeichner and Liston, 1996). In addition, Farrell (2007) cautions that while most teachers usually engage in thinking about their work before they start teaching a lesson while many may think of it as reflective practice, it is just the composition of fleeting thoughts. This is acknowledged by Cimer and Palic (2012) in their study when they said that teachers usually think about their experiences but this does not mean that they are reflective. Reflective practice is not ‘just thinking hard about what you do’ (Bullough & Gitlin, 1995).

The respondents were further asked to indicate if at all they discussed their lesson plans with their colleagues. Data analysis indicated that there was no difference in the responses given by the participants from Lukulu and Mongu in that they all indicated that they never discussed their lesson plans with colleagues. This is in line with the findings from the study conducted by Pellerin and Paukner (2015) in which they found that there was lack of collaboration between the participants in terms of lesson planning and preparation. Pellerin and Paukner (2015) revealed that participants in the study perceived their fellow teachers in Chile as teachers who lacked collaboration as they felt more comfortable working in isolation. However, Disu (2017)'s findings were different in that the respondents discussed their lesson plans with colleagues. The collaboration among primary school teachers is essential in that it is central to gaining skills of reflective practice as indicated by Harrington (2009) that when teachers collaborate among themselves they become aware of reflective practice and this led to the improvement of classroom practice and students performance (Dufour, 2004 and Bradley, 2015 cited by Disu 2017).

Lack of collaboration among primary school teachers in this study may be attributed to the type of teacher training that the participants underwent in colleges of education that emphasised more on competition than cooperation. Due to this type of training teachers are afraid to share their weaknesses with colleagues in fear that they would be considered to be incompetent (Pellerin and Paukner, 2015).

With reference to whether the respondents in this study questioned the way they prepared and planned their lesson plans, it was revealed that all the respondents from Lukulu and Mongu districts did not at any given time question the way they prepared and planned their lesson plans. According to Sigglen-Damen and Romme (2014) one of the most significant components of reflective practice is questioning as it involves the uncovering of the basic assumptions and blind spots in one's thinking. This means according to Zeichner and Liston (1995) that when a teacher does not ask questions on the values and goals, the context of the teaching process and his assumptions then that teacher is not involved in reflective practice. Ash and Clayton (2004) caution that when

questioning is not part of the reflective practice then there is a greater risk that beliefs may continue to be biased or encapsulated in stereotype or misconceptions.

With reference to whether primary school teachers made any unplanned changes to their planned lessons, the analysis of data from the responses revealed that the participants did not make unplanned changes to their lesson plans during lesson delivery. This was also discovered in Reilly (2009)'s study in which a high school English teacher adjusted his language arts instruction by modifying the curriculum so as to incorporate specific texts that could meet the instructional needs and interest of the learners. This is because, according to Lin, Schwartz and Hatona (2005) the teaching process is dynamic, complex and unpredictable therefore, calling for unplanned changes to instructions. This means that as teachers plan and prepare their lesson plans they are not aware of what would happen next in the classroom as they delivery their lessons, therefore making unplanned changes to the lesson during lesson delivery is one way of adapting the lesson to the learners' needs and the learning environment.

According to Insana (2015) unpredictable situations in the class that lead to unplanned changes to lesson plans are so many and frequent in elementary schools because of the nature of the learners involved. However, it was revealed in this study that the participants only made unplanned changes to their lesson once or twice a week meaning that most of the classroom time, the participants did not make unplanned changes to their lessons during implementation. The findings from the classroom observations and focus group discussions conducted also revealed that primary school teachers in Lukulu and Mongu districts of Western province in Zambia rarely made unplanned changes to their lessons. This is, however contrary to the study conducted by Parsons (2012) in which it was revealed that one participant made thirty-nine adjustments to the lessons in the space of nine observations conducted whereas the other participant made 19 adaptations of the lessons in the same nine observations.

It is important to note that the number and frequency of making unplanned changes to the lesson during lesson delivery is significant because it shows how much the learners are involved in the lesson. In a learner-centred approach where tasks are open-ended,

the number and frequency of making unplanned changes to the lesson are high than in a teacher-centred approach where the tasks given to the learners are mostly closed-ended. This is also supported by Parsons (2012) who noted that participants in his study adapted the lessons more when students were actively involved in reading, writing and collaboration. This means the participants in Parsons (2012) had to make changes to the lessons so as to make learners become more active in their lessons.

Going by the number and frequency of the unplanned changes that participants in this study made to their lesson plans, it can be deduced that the participants in this study practiced more of teacher-centred approach in which learners are treated as having same behaviour patterns and the classroom environment as homogeneous. This is in line with Horoshi (2012)'s study in which an observation was made that Zambian teachers have not transformed their teaching to learner-centred approach teaching practice despite government emphasising the adoption of learner-centred approach. When primary school teachers do not make unplanned changes to their lesson plans so frequently, it means that they are teaching in a more routinised manner. Posner (1989) noted that when teachers are less reflective, they would rely heavily on routine behaviour and impulse, tradition and authority. In addition the teacher would be seen as the sole provider of information while the learners are at the receiving end.

With the above response from primary school teachers from Lukulu and Mongu districts of Western province in Zambia, they were further asked to indicate the factors on which their unplanned changes to the lesson plans focused. A number of factors were identified by the respondents and some included the following: methodology, content, pace of lesson delivery and teaching/learning aids. This finding is in consonant with Insana (2015)'s study in which behavioural issues, personality conflicts, a mismatch between learning styles and curriculum, learning differences and interruptions in the schedule were identified as factors leading to unplanned changes to teachers' lesson during lesson delivery. Most of these factors have been discussed extensively in literature on reflective practice.

Further it was revealed from the analysis of responses that the respondents did not question the way they went about delivering their lessons in class. The most significant aspect of reflective practice is the ability to question beliefs, assumptions, practice and philosophy. According to Posner (1989) cited by White (2015) teachers are considered to be reflective practitioners only if they make use of questions and other reflective tools. This is because questioning the way things are done provides an opportunity for the individual to explore his/her skills, knowledge, experiences, attitudes, beliefs and values (Lee and Barnett,1994) This means that if questioning does not form part of the reflective practice then beliefs would continue to be biased. Posner (1989) cited by White (2015) also indicated that when teachers fail to question their beliefs, assumptions, skills, experiences, attitudes and practice then they are simplifying their professional life in that they would just be accepting things that have just been dictated to them by others.

The findings of this section of the study revealed that primary school teachers did not engage in reflective-on-action during lesson evaluation. The analysis of data from semi-structured interviews, focus group discussions, observations and document analysis showed that the respondents did not think critically as they conducted their lesson evaluation.

It was found in this study that primary school teachers in Lukulu and Mongu districts of Western, Zambia evaluated their lessons in the comfort of their homes. It is important to note that the time in which the teachers evaluate his or her lessons is important in that it contributes in providing the direction of the next lesson. According to Disu (2017) teachers need to make evaluations to their lessons immediately after the lesson or at the end of the school day. In addition, Rowe (1983) cited by Minott (2006) indicate that lesson evaluation need to occur directly after the teacher has finished delivering the lesson and the evaluation should take the written form. This means that primary school teachers are expected to conduct their evaluation in the school. Minott (2006) acknowledges this as a good suggestion in that when the teacher takes more time between lessons taught and their evaluation; the more likely that the teacher would have forgotten what actually happened in all the lessons on that particular school day.

In Zambia, primary school teachers are expected to teach five to six subjects in a day and in one single class. This means that primary school teachers need to conduct five to six post-lesson evaluations. The way the learning or teaching time is allocated in Zambian primary schools does not allow for immediate post-lesson evaluation. For example in a forty minutes lesson plan the time allocation is usually 5 minutes for introduction, 30 minutes lesson development and 5 minutes conclusion. There are no minutes that are provide for in the time table for the teacher to prepare for the next lesson or conduct post-evaluation of the lessons immediately as observed by Rowe (1983) cited by Minott (2006) as the school time table is made in such a way that immediately one lesson ends the next lesson begins.

The absence of such allocation of time on the school time table means that teachers would have no time for the evaluation of their lessons immediately but would have to wait until they have that time at home. And this is what Rowe (1983) cited by Minott (2006) caution in that the greater the time gap between the lesson that has been taught and the time for evaluation, the more likely that the teacher would have completely forgotten what went on in that particular lesson. Additionally, Wragg (2002) observed that as time is allowed to pass day by day without conducting post-lesson evaluation, teachers are more likely to recall less and less of what really transpired during the lesson. This means that the teachers would just evaluate his or her lessons in a more casual way so that he or she does not leave that part of the lesson plan blank for fear of quarries from supervisors.

In this section of the study primary school teachers from Lukulu and Mongu districts were asked as to whether they had a set of questions that guided them in evaluating their lessons. The analysis of the responses from both primary school teachers from Lukulu and Mongu districts indicated that they had no set of questions that guided them in the evaluation of their lessons. According to Richards and Farrell (2005) a primary school teachers need to have a set of questions to be used in conducting post-lesson evaluation because the set of question grant a detailed account of what happened in the lesson.

The absence of a set of questions to guide primary school teachers in conducting their post-lesson evaluation has many consequences. Among the consequences is that primary school teachers are more likely to conduct this lesson evaluation in a more routinised or causal way with less thought and time spent examining what happened in the lesson.

The impact of the lack of a set of questions that guides the teacher in post-evaluation usually manifests itself on the way primary school teachers write their evaluative statements or comments. As observed in this study through lesson observations and document analysis, the evaluative comments made by primary school teachers were short with less than twenty words and mainly on the recall level (R1) according to Lee (2005). Additionally, the evaluative comments that primary school teachers made during post-lesson evaluation are not reflected in the next lesson. This means that there is no connection between the evaluative comments made by primary school teachers and the planning of the next lesson. However, it should be noted that the evaluative comments should be the basis on which primary school teachers should use in planning for the next lesson.

In addition to the above, primary school teachers were further asked to provide the factors they considered in their post-lesson evaluation. The analysis of the responses provided through lesson observations and document analysis revealed that primary school teachers considered many factors when conducting their post-lesson evaluation. These factors included chalkboard usage, time management, teacher's voice projection, teaching and learning aids, learners involvement in the lesson, gender balancing, dressing of the teacher, strengths and weaknesses of the methodology used and how difficult the lesson was.

The evaluative comments that were made by primary school teachers portrayed surface thinking. This is in line with Ministry of Education (2014) in which it was revealed that when teachers focus their post-lesson evaluation on chalkboard usage, time management, teacher's voice projection, teaching and learning aids, learners involvement in the lesson, gender balancing, dressing of the teacher, strengths and

weaknesses of the methodology used and how difficult the lesson was then they are involved in surface reflection. Surface reflection cannot lead to improved teaching and learning processes. Surface reflection also, known as descriptive by Jay and Johnson (2002) belongs to type zero form of reflective practice according to Mezirow (1991).

With regard to whether primary school teachers in this study questioned the way they conducted their evaluation, it was revealed through semi-structured interviews and focus group discussions that they did not question the way they conducted their lesson evaluation. In the study that was conducted by Minott (2006) it was also discovered that participants did not at any given time question the way they evaluated their lessons and how their beliefs, values, assumptions and values about teaching impacted their evaluation of the lessons.

As indicated in the previous sections of this study, Posner (1989) cited by White (2015) observed that teachers can only be considered to be reflective practitioners only if they make use of questions and other reflective tools. This is because questioning the way things are done provides an opportunity for the individual to explore his/her skills, knowledge, experiences, attitudes, beliefs and values (Lee and Barnett,1994) This means that if questioning does not form part of the reflective practice then beliefs would continue to be biased. Posner (1989) cited by White (2015) also indicated that when teachers fail to question their beliefs, assumptions, skills, experiences, attitudes and practice then they are simplifying their professional life in that they would just be accepting things that have just been dictated to them by others.

It also emerged in this study through lesson observations and document analysis that primary school teachers from Lukulu and Mongu districts mainly used post-lesson evaluation in evaluating their lessons and these were on the recall level as indicated by Lee (2005). These post-lesson evaluations were mostly in form of written records. Sifuniso (2014) and Minott (2006) in their studies also discovered that the participants mostly used post-lesson evaluation and that these evaluations were mostly in form of written records. Post-lesson evaluation is an integral part of the lesson process and should not be treated as an addendum as noted by Sternberg (1991), James-Reid (1983)

and Ferris and Hedgcock (1985) cited by Minott (2006). The written comments that primary school teachers provided in their post-evaluation and reflective journals were mainly descriptive in nature and focused on what happened during the lesson.

The post-lesson evaluation written by primary school teachers merely reported what had happened during the lesson without been interpretive or providing any additional insights that have developed from the lesson. The evaluative comments that primary school teachers wrote in their post-lesson evaluation had no evidence of any engagement in critical reflection or deeper reflection. This finding was also revealed in Posthuma (2010)'s study in which the respondents mainly focused on describing what had happen in the lesson as they wrote their evaluative comments during the post-lesson evaluation. Such evaluative comments according to Jay and Johnson (2002) fall under descriptive level of reflective practice. Lee (2005) called the descriptive level as the recall level with Mezirow (1991) referring it to non-reflective action. In literature the descriptive level is referred to as type zero form of reflection. This means that there is no reflection taking place as it is done without any thought. According to Ward and McCotter (2004) any teachers' spoken or written accounts about their practice that focus on the description of procedures, routines and operations without any jurisdiction are considered to fall within the type zero form of reflective practice meaning that there is no reflective practice taking place.

5.2.3 Challenges primary school teachers faced when implementing reflective practice

The third objective of this study was to investigate the difficulties that prevented primary school teacher from engaging in reflective practice. In addition, the objective aimed at finding out as to whether there was a policy that provided guidance to primary school teachers in reference to reflective practice. Additionally, the objective aimed at finding out the challenge that prevented primary school teachers from engaging in reflective practice and whether primary schools were doing enough in equipping teachers with skills and knowledge in reflective practice.

Primary school teachers were asked to identify the barriers that prevented them from engaging in reflective practice. Analysis of data from the responses given by the respondents during the semi-structured interview and focus group discussion revealed that there were many barriers that prevented primary school teachers from engaging in reflective practice. These barriers were lack of training in reflective practice, lack of time, heavy workload, lack of motivation and school culture.

All the 32 participants involved in the study indicated that lack of training was the major barrier that prevented them from engaging in reflective practice. The primary school teachers indicated in this study that they had not received any training in reflective practice either at college during their pre-service education or in professional learning communities as in-service teachers. This finding is similar to the finding that White (2015) observed in line with social workers. In White (2015)'s study the participants lamented that they had not received any formal training with regard to reflective practice. This was also observed by Posthuma (2010)'s study in which it was acknowledged that the respondents had inadequacies in their training in reflective practice thus they failed to articulate reflective practice in conceptually and theoretically.

Lack of training in reflective practice has numerous consequences for the teacher, learner and educational system. For instance, the lack of conceptual and theoretical understanding about reflective practice may be attributed to the lack of training with regards to reflective practice. This is evidently seen from the responses obtained during the semi-structured interviews and focus group discussions conducted. Primary school teachers failed to express their conceptual and theoretical understanding of reflective practice. Moreover, all the respondents clearly failed to bring out definitions of reflective practice that supported by conceptual and theoretical frameworks.

When primary school teachers are not trained in any pedagogical knowledge and skills such type of definitions may not be avoid. Therefore when primary school teachers are not trained in reflective practice, they are not expected to be reflective in their practice. However, the common tendency by those in authority is to assume that primary school

teachers can become reflective practitioners by trial and error without in training in reflective practice.

It should be noted that primary school teachers cannot become reflective practitioners by trial and error. For primary school teachers to become reflective practitioners they need to undergo training in reflective practice. The training in reflective practice would equip primary school teachers with knowledge and skills in different conceptual and theoretical frameworks, reflective methodology or models and various aspects of reflective practice. Equipped with the knowledge and skills in reflective practice, primary school teachers would be aware of and easily articulate an understanding of reflective practice. They will be able to make distinctions between effective and ineffective practices.

Without training in reflective practice, it entails that all efforts aimed at a paradigm shift from traditional-oriented model of knowledge and skills transmission to transformative model would be in vein. This means that primary school teachers would continue being exposed to technical-focused type of training in which they would be viewed as technicians. In the technical model of training the focus is on technical issues such as classroom management, classroom teaching, learners' behavioural issues, teaching techniques and subject content (Zeichner and Liston, 1996). The focus on technical issues as noted by Zeichner and Liston (1996) was evidently seen in the primary school teachers involved in this study. Primary school teachers under this type of training rely heavily on routine behaviour and impulse, traditions and authority as noted by Posner (1989 cited by White, 2015).

The implication for training primary school teachers as technicians is that there will be a perpetuation of teacher centered methodologies in which learners passively receive knowledge and skills that have been decided upon by others without questioning the status quo. This is the type of education that Freire (1974) criticised and referred to as banking education.

Another prominent barrier identified by primary school teachers in this study was time. All the primary school teachers involved in this study indicated that they were

constrained to engage in reflective practice because of time. This finding is in line with White (2015)'s study in which the respondents indicated that they were so busy with their work that they could not find time for regular or consistent reflection. This issue of lack of time was more pronounced in the study conducted by Khan (2012). In Khan (2012) the majority of the respondents regarded lack of time as the major barrier to their engagement in reflective practice.

The lack of time for reflective practice may be attributed to many factors. These would be the rigidity of the school time table and workload experienced by primary school teachers. The school time is allocated in such a way that it does not allow for Reflections and flexibility by the teacher. During the teaching process in primary schools, when one lesson ends the other lesson immediately begins leaving no time for the teacher to either prepare for the next lesson or conduct reflective practice.

In addition to training and time, the finding of this study revealed that primary school teachers indicated that unsupportive school working environment was another major barrier to their engagement in reflective practice. This unsupportive school working environment comprised of the headteachers and colleagues.

The majority of the primary school teachers involved in this study felt that the school administrators more especially the school head teachers were not doing enough in the area of equipping them with knowledge and skills in reflective practice. This could be attributed to the lack of knowledge and skills in reflective practice among the primary school headteachers. Primary school headteachers may not possess the knowledge and skills in reflective practice because of lack of training. When headteachers lack the knowledge and skills in reflective practice, it is more unlikely that they work towards promoting and supporting issues to do with reflective practice.

It is important to note that primary school headteachers have got an influential position within and outside the school; therefore the lack of knowledge and skills in reflective practice has got major consequences for the school. Without the necessary training in reflective practice, it may be unlikely that primary school headteachers may initiate and support any efforts aimed at creating a school culture that promotes reflective practice

among the teachers. As noted by Ashraf and Rarieya (2008) primary school teachers can only engage in reflective practice only if reflective practice is part of the school culture and not something that has been added on to their already over -burdened workload. This therefore creates unsupportive school working environment that would act as a challenge to primary school teachers' engagement in reflective practice.

Furthermore, when primary school headteachers lack training in reflective practice, they may not provide the much needed time for reflective practice within the regular school timetable as this would be seen as a wastage of teaching and learning time. However, in so doing the head teacher is creating a school environment that does not support the development of reflective practice.

Apart from primary school headteachers, colleagues within the school can prevent their fellow teachers from engaging in reflective practice therefore colleagues in school can be part of the unsupportive school working environment. According to Ur (1996) cited in Zehra (2012) Primary school teachers at times usually have feelings of professional rivalry amongst themselves. The sense of professional rivalry among primary school teachers in primary schools may lead to lack of collaboration. The lack of collaboration among primary school teachers means that primary school teachers may be afraid to share their professional challenges with one another.

The lack of collaboration among primary school teachers may be attributed to the type of training, over -burdened and personal experiences encountered in the working environment. With regard to the type of training, it is necessary to note that most of our primary teachers colleges of education promote competitiveness among the student teachers than cooperation or collaboration. The examinations and different assignments given to the student teachers are all aligned to competition among students. The student teachers are trained to work in isolation as they acquire the knowledge and skills for actual teaching. This spirit of competitiveness is brought along with them as they start the actual teaching process and would want to be grade as best teachers in school. With such behaviour from teachers, it is more unlikely that they would engage in

collaboration with their colleagues thus create an environment in the school that is not supportive and cooperative.

Additionally, primary school teachers may be over burden with a lot of work and may not have any spare time to attend to challenges brought by their colleagues. This creates unsupportive and uncooperative school working environment. Some primary school teachers may have had bad experiences during their teaching lifetime with colleagues. As noted above, sometimes primary school teachers are professional enemies and may not be willing to support each other in times when one has professional challenges. They would rather look down upon each other in times of professional challenges and this would eventuate to a situation where primary school teachers become afraid to share the professional challenges with colleagues for fear of being labeled incompetent or lazy teachers. These experiences create an environment that is not supportive and cooperative, thus primary school teachers would prefer working in isolation to collaboration.

Primary school teachers were asked to indicate whether they had heard or read of a policy on reflective practice. Based on the analysis of data from the responses provided by the respondents during the semi-structured interviews and focus group discussions and through document analysis, it was revealed that there was no policy on reflective practice.

Policy is of great importance as it influences and informs the uptake of reflective practice by primary school teachers. This is because policy acts as a medium through which the philosophical ideologies are transmitted. Therefore, according to White (2015) having an inherent policy on reflective practice is significant in that it can instill a reflective outlook and approach in the context of practice. The existence of a policy on reflective practice is a significant pre-condition to the development of an effective reflective practice and an important variable in perpetuating the transformative application of reflective practice by primary school teachers (White, 2015).

The non-existence of a policy on reflective practice as revealed in this study by primary school teachers has many consequences. Without a policy on reflective practice, it

means that there would be no supportive mechanisms, strategies, systems, procedures or methods that would be used to structure an effective reflective training programme. This means that primary school teachers would not be trained in reflective practice and the lack of training in reflective practice among primary school teachers is visible. The lack of training in reflective practice is evidently seen in primary school teachers' failure to clearly express their understanding and ill-defining reflective practice. This therefore, symbolises the lack of knowledge and skills in reflective practice. When a policy on reflective practice is in place even the supportive factors would be in place and this in return would make primary school teachers engage in reflective practice.

When there is no policy on reflective practice in place, primary school teachers may not receive any training in reflective practice, therefore, primary school teachers may not be expected to be reflective practitioners. Additionally, primary schools may not be expected to have policies in place that promote a reflective culture in the school. This is so because policies at school level are usually derived from the national policy. This means that primary school teachers cannot develop into reflective practitioners by themselves or chance but there is need for guiding principles as Larrivee (2008) states that "the general accepted position is that without carefully constructed guidance, prospective and novice teachers as well as more experienced teachers seem unable to engage in pedagogical and critical reflection to enhance their practice." However, the tendency by those in power is to force primary school teachers to engage in pedagogical and critical reflection without providing policy guidance to the teachers.

5.3 Summary

This chapter was a discussion of the research findings on reflective practice of primary school teachers in Lukulu and Mongu districts of Western province in Zambia.

The analysis of data from the semi- structured interviews and focus group discussions clearly revealed that all the 32 primary school teachers from Lukulu and Mongu districts of Western province in Zambia were not aware of reflective practice either as pre-service teachers during their college time or as serving primary school teachers. Additionally, the analysis of data showed that primary school teachers in this study did

not clearly understand and ill-defined reflective practice. This is despite the fact that reflective practice is defined and perceived in so many ways by different philosophers and authors. In this study primary school teachers' perceived reflective practice in two ways, namely: as thinking of something that had happened previously and as evaluation.

Analysis of data clearly indicated that the primary school teachers did not engage in reflective practice and that reflective practice was not considered as a basis of their lesson preparation and planning. Additionally, it was revealed that primary school teachers did not discuss their lessons with colleagues before delivery in class and that they did not question the way they prepared and planned their lesson plans.

Analysis of data revealed that primary school teachers did make unplanned changes to their lesson plans during lesson delivery although these unplanned changes were rarely done. Additionally the respondents indicated that the unplanned changes focused on the methodology, content, pace of lesson delivery and teaching/learning aids. Further it was revealed from the analysis of responses that the respondents did not question the way they delivered their lessons. It should be noted that when teachers do not make unplanned changes during lesson delivery then it means that they rarely engage in reflection-in practice.

The analysis of the data from semi-structured interviews and focus group discussions revealed that primary school teachers had no time for evaluation of lesson plans within the school time table but evaluated their lesson plans at home after knocking off. It was further revealed in this section that the participants had no set of questions that they used in conducting their evaluation and never put much thought when conducting their lesson evaluation. The analysis of data further established that the evaluative comments made by the respondents focused on the learners leaving out the teacher and the teaching process. It was also revealed that the respondents had never at any time of their professional life questioned the way they conduct the evaluation of the lessons.

During the analysis of documents more especially the lesson plans, it was revealed that the evaluative comments made by the respondents focused on the learners leaving out the teacher and the teaching process. These evaluative comments were descriptive in

nature and short with less than twenty words. According Lee (2005)'s levels of reflection the respondents fall under the recall level (R1).

Analysis of data clearly showed that there was no policy that offered guidance and legal framework on how reflective practice should be embraced by primary school teachers in Zambia. Furthermore, it was revealed that the major barriers that prevented primary school teachers from engaging in reflective practice included lack of training, time, work loaded, pressure of the high-stake examinations, lack of personnel motivation and unsupportive and uncooperative school working environment. It was also revealed in this study that school administrators were not doing enough in equipping their teachers with the knowledge and skills in reflective practice.

The next chapter focuses on the conclusion and recommendations of the study. It also includes the suggestion for future research.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter was the discussion of the research findings that focused on reflective practice of primary school teachers in Lukulu and Mongu districts of Western province in Zambia. The current chapter presents the conclusion and recommendations that have been based on the findings of the study. The main aim of the study was to explore perceptions and practices of primary school teachers in Lukulu and Mongu districts, of Western, Zambia with regard to reflective practice.

6.2 Summaries

The purpose of the study was to explore perceptions and practice of reflective practice of primary school teachers in Lukulu and Mongu districts of Western province in Zambia. The study observed and analysed the nature and prevalence of primary school teachers' reflective practice in Lukulu and Mongu districts of Western, Zambia. The study also identified barriers that prevented primary school teachers from engaging in reflective practice.

This study took the qualitative interpretive paradigm and the instrumental case study methodology was used in this study. Case study was appropriate to school setting because of its ability to reproduce social action as it naturally occurs in the natural setting (Hitchcock & Hughes, 1995). A case study helped the researcher dig deeper into the perceptions and practices of primary school teachers in Lukulu and Mongu districts of Western, Zambia. Additionally a case study permitted the researcher to employ a variety of instruments in the collection of data for triangulation.

In order for a researcher to come up with a sample that has rich and varied insights into the phenomenon under study purposive sampling was used. The study used a variety of research instruments with the aim of triangulation and capturing a variety of perceptions and improves trustworthiness of data. Semi-structured interview, focus group discussion, document analysis, reflective journals and classroom observation were used

in this study in the collection of data and inductive data analysis approach. The constant comparative inductive data analysis strategy as detailed by Maykut and Morehouse (1994) was used in analysis of data.

The study clearly revealed that primary school teachers were not aware of the concept reflective practice either as pre-service teachers during their college time or as serving primary school teachers. Additionally, the analysis of data showed that primary school teachers in this study did not clearly understand and ill-defined reflective practice in that it lacked proper description of reflective practice that is backed up with conceptual and theoretical frameworks or any specific author as a reference in their definition of reflective practice. This is despite the fact that reflective practice is defined and perceived in so many ways by different philosophers and authors. In this study primary school teachers' perceived reflective practice in two ways, namely: as thinking of something that had happened previously and as evaluation.

Another major finding of the study was that reflective practice was still largely not practised by primary school teachers in Zambian primary schools. As revealed by the study primary school teachers did not engage in reflective practice during lesson planning, lesson delivery and lesson evaluation.

Additionally, the study revealed that primary school teachers did not discuss their lessons with colleagues before and after lesson delivery. Further it was further revealed that primary school teachers did not question the way they prepared and planned, delivered and evaluated their lessons.

The study revealed that there was no time allocated for evaluation of lesson plans within the school time table and primary school teachers conducted their evaluation of lesson plans at home after knocking off. It further established that the evaluative comments made by the primary school teachers were mainly descriptive in nature.

In addition to the above mentioned findings another major finding was that there was no national policy on reflective practice. Analysis of data clearly showed that there was no policy that offered guidance and legal framework on how reflective practice should be embraced by primary school teachers in Zambia.

Furthermore, it was established that the major challenges that prevented primary school teachers from engaging in reflective practice included lack of training, time, work load, pressure of the high-stake examinations, lack of personnel motivation and unsupportive and uncooperative school working environment. It was also revealed in this study that school administrators were not doing enough in equipping their teachers with the knowledge and skills in reflective practice.

6.3 Recommendations

The findings of this study revealed the perceptions and practices of primary school teachers concerning reflective practice. Based on the findings of the study the following recommendations emerged.

- a) The curriculum in primary teachers' college of education need to be revised so that it moves away from the technical type of educating teachers to a reflective teacher training programme. This would expose pre-service teachers to the concept of reflective practice. In this way it would promote participatory teachers and the movement of teacher training from theoretical orientation to practical.
- b) Potential college and university lecturers need to be trained and equipped with the knowledge and skills in reflective practice as part of the implementation strategy of the national policy on reflective practice of primary school teachers.
- c) A national policy on reflective policy of primary school teachers need to be developed and institutionalised in the Ministry of General Education.
- d) There should be capacity building training for in-service teachers so as to build their reflective knowledge and skills.

- e) There is need to change the generic lesson plan format. This would involve replacing the evaluation part of the lesson plan with reflection or self-reflection. This would make teachers reflect more on their lessons unlike the focus on evaluation of lessons.

6.4 Suggestions for further research

The following are the suggestions for further investigation.

- a) A comparative study of reflective practice among primary and secondary school teachers can be done. This would give insights into the perspectives and practices of primary and secondary school teachers.
- b) Research on reflective practice of colleges and university lecturers should be done. This would give insights into the knowledge and skills of college and university lecturers concerning reflective practice.

REFERENCES

- Abdul Raheem, Y., Muinat, B.B. & Collins, O.V. (2015). Teachers' characteristics as correlates of upper basic school students' performance in social studies in Yenagoa, Bayelsa state, Nigeria. *Erzinean Universitesi Egitim Fakiitesi Dergisi Cilt-Sayt*, 17(2), 325-345.
- Aikhead, G.S. (1997). A framework for reflecting on assessment and evaluation. Paper presented at the Korean Education Development Institute International conference Globalisation of Science Education, Soeul, Korea. *Google Scholar*.
- Akbari, R. & Allavar, N.K. (2010). L2 teachers' characteristics as predictors of students' academic achievement. *The Electronic Journal for English as a Second Language*, 13 (14), 1-22.
- Akbari, R. (2007). Reflections on reflection: A critical appraisal of reflective practice in L2 teacher education. *System*, 35 192-207.
- Akbari, R., and Behzadpour, F. (2007). *Developing a Measuring Instrument for Reflective Teaching*. Unpublished Master Thesis. Tarbiatmodares University. Tehran.
- Aldahmash, H.A., Alshmrani, M.S. & Almufti, A.N. (2017). Secondary school science teachers' voices about their reflective practice. *Journal of Teacher Education for sustainability* 19(1), 43-53.
- Alger, C. (2006). What went well, what did not go well: growth of reflection in pre-service teachers. *Reflective practice*, 7 (3), 287-301.
- Allen, R.M., & Casbergue, R.M. (2002). *Impact of teachers' recall on their effectiveness in mentoring novice teachers: the unexpected prowess of the transitional stage in the continuum for novice to expert*. Louisiana.
- Apple, M. (1987). *Teacher and texts*. London: Routledge and Keganpaul.

- Aryani, F., Rais, M., & Wirawan, H. (2017). Reflective learning model in improving student critical thinking skills. *Global Journal of Engineering Education*, 19(1), 19-23.
- Asare, A.S. (2011). *The reflective and collaborative practices of teachers in Ghanaian basic schools: a case study*. Unpublished PhD thesis, University of Nottingham, Nottingham.
- Ash, S.L & Clayton, P.H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative higher education* 29(2), 137-154.
- Ashraf, H. & Rarieya, J.F.A. (2008). Effective leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38 (2), 130-141.
- Atherton, J. (2002). Learning and teaching: Learning from experience (on-line) available at <http://www.dmu.ac.uk/jamesa/learning/experience.htm>. Accessed 16th October, 2017.
- Bahareh, R.M. (2018). Investigating the relationship among EFL teachers' reflective teaching, reflective thinking and classroom management. *International Journal of Foreign Language teaching and research* 6(21), 107-120.
- Bailey, K. M. (1990). The use of diary studies in teacher education programmes. In J.C. Richards & D. Nunan (eds.). *Second language teacher education* (pp. 215-226). Cambridge: Cambridge University Press.
- Bailey, K.M. (2006) *Language teacher supervision: A case-based Approach*. Cambridge: Cambridge University Press.
- Banda, B. (2007). Current status and challenges of in-service training of teachers in Zambia. Based on the experience of introducing lesson study to the schools. *NUE Journal of International Educational cooperation* 2(2), 89-96.
- Banja, K.M. (2016). *Mentoring of newly qualified teachers in Zambian secondary schools: An introspection of teachers and headteachers' perspectives in selected districts of Zambia*. Unpublished PhD thesis, University of Zambia: Lusaka.

- Bartelheim, F.J. (1993). The presence of reflective indicators in special education resource teachers. Instructional decision making. *The journal of Special Education* 2(3), 338-347.
- Baxen, J. & Souden, C. (1999). Outcome based education: teachers' identity and politics of participation. In J.Jansen & P. Christie (eds). *Changing curriculum: studies on outcome based education in South Africa*. Kenwyn: Juta.
- Beauchamp, C. (2006). *Understanding reflection inn teaching: A framework for analysing the literature*. Unpublished PhD thesis, McGill University: Montreal.
- Beek, L. (1997). Teacher reflective practice documenting reflection in a teacher collaborative group (CD-Rom). Abstract from: *Proquest file: Dissertation Abstracts* item 9711573.
- Bell, J. (2005). *Doing your research project. A guide for first-time researchers in education, health and social science*. New York: open University press.
- Bergsgoad, M., & Ellis, M. (2002). Inwards: The journey towards authenticity through self-observing. *Journal of Educational thought* 36 (1) 53-68.
- Beyani, C. (2013) A Review by Afrimap and Open Society Initiative for Southern African.*The Open Society Institute for Southern Africa*. Johannesburg.
- Blackburn, J. (2000). Understanding Paulo Freire: reflection on the origins, concepts and possible pitfalls of his educational approach. *Community development journal*, 35 (1), 3-15.
- Blank, A. (2009). Reflective and professional practice. in A. Atwal and M. Jones (eds.). *Preparing for professional practice in health and social care* (pp. 41-50). Ames, IA: Wiley-Blackwell.
- Bless C, and Achola, P. (1988). *Fundamental of social Research Methods: An African Perspective*: Lusaka Government Printers.

- Boateng, J.K. & Boadi, C. (2015). Evaluating teachers of adult learners in reflective practice. *International Journal of Economic, Commerce and Management*, 3 (3), 1-15.
- Bogdan, R.C., & Biklen, S.K. (1998). *Qualitative research for education: An introduction to theory and methods*. Boston, M.A: Allyn& Bacon.
- Bond, B.J., Denton, D.W. & Ellis, A.K. (2015). Impact of reflective assessment on student learning: best evidence synthesis from ten qualitative studies. *International Dialogues and Education Past and Present*, 2 (2), 6-15.
- Bond, J.B.(2003). *The effect of reflective assessment on student achievement*. Unpublished PhD thesis Seattle practice university.
- Boud, D. & Walker, D. (1988). Promoting reflection in professional courses: The challenges of context. *Study High Educ*, 23, 199-206.
- Boyd, E.M. & Fales A.W. (1983). Reflective learning key to learning from experience. *J. Humanist psychology*, 23, 99-117.
- Boyd, L.D. (2008). Development of reflective judgment in pre-doctoral dental clinical curriculum. *Evrj Dent Edu*, 12, 149-158
- Braun. J. A., & Crumpler, T.P. (2004). The social memoir: An analysis of developing reflective ability in a pre-service methods course. *Teaching and Teacher Education* 20(10 59-75.
- Brock, M. N., Yu, B., & Wong, M. (1991). "Journaling together; collaborative diary-keeping and teacher development" paper presented at the international conference on second Language Teacher Education, City Polytechnic of Hong Kong.
- Brockbank, A., & McGill, I. (2000). *Facilitating reflective learning in higher education*. Suffolk: Open University Press.
- Brookfield, S. (1990). Using critical incidents to explore learners' assumptions. In J. Mezirow (ed.). *Fostering critical reflection inn adulthood: A guide to transformative and emancipatory learning*. San Francisco CA: Jossey-Bass.

- Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco CA: Jossey-Bass publishers.
- Bryman, A, and Bell, E. (2001). *Business Research Methods*. Second Edition. Oxford: Oxford University.
- Bullough, R.V. & Gultin, A.D. (1995). Educative communities and the development of reflective practitioner. In B.R. Tabachnick & K.M. Zeichner (eds.). *Issues and practices in inquiry-oriented teacher education* (pp.35-55). London: Falmer press.
- Bullough, R.V. & Gutlin, A. (1995). *Becoming a student of teaching: methodologies for exploring self and school context*. New York: Gerland.
- Burns, R.B. (2000). *Introduction to research methods*. London: Sage.
- Burrows, N. L. (2012). *Reflective thinking by teachers and improvement in teaching practice*. Unpublished PhD thesis, Oklahoma State University: Oklahoma.
- Burton, D., & Bartlett, S. (2005). *Practitioner research for teacher*. London :SAGE publications Ltd.
- Central Statistical Office (2011). *The Monthly Bulletin*, October 2011, Vol 103, Lusaka: Government Printer.
- Cheechoy, S. & San Oo, P. (2012). Reflective thinking and teaching practices: A precursor for incorporating critical thinking into the classroom? *International Journal of Instruction* 5(1), 167-182.
- Chibamba, C.A. (2012). *Factors that lead to low reading levels in Chinyanja and English languages at middle basic level. A case of grade 5 pupils learning under Read On course (ROC) in selected basic schools in Lusaka district*. Unpublished MED dissertation: University of Zambia.

- Choy E.T. and San OO (2012) Reflective Thinking and Teaching Practices : A Precursor for Incorporating Critical Thinking into the Classroom? *International Journal of Instruction*, 10, (1) 15-19.
- Choy, C.S., Yim, J.S. & Tan, P.L. (2017). Reflective thinking among pre-service teachers. A Malaysian perspective: *Issues in Educational Research*, 27(2), 234-251
- Cimer, S.O. & Palic, G. (2012). Teachers perceptions and practices of reflection. *International Journal of Educational Research and Technology*, 3(1), 52-60.
- Cirocki, A., Tennekoon, S. & Pena calvo, A. (2014). Research and reflective practice in the ESL classroom: voices from Sri Lanka. *Australian Journal of Teacher Education*, 39 (4), 24-44.
- Clark, C.M. & Peterson, P. L. (1986). Teachers' thought process. In M. Witrock (ed). *Handbook of research in teaching* (3rd ed. Pp. 255-296). New York: Mac millan.
- Clarke, M. (2004). Reflection: Journals and reflective questions: a strategy for professional learning. *Australian Journal of Teachers Education*, 29 (2) 11-23.
- Cohen, L, Manion L. & Morrison, (2011).*Research methods in Education*. New York: Routledge.
- Cohen, L. Manion, L, & Morrison, K. (2005).*Research methods in education, (6th Ed.)*. New York: Rutledge.
- Cohen, L., Manion, L., & Morrison, K. (2000).*Research Methods in Education, (6th Ed.)*. New York: Rutledge.
- Coleman, M. & Briggs, A. (2007). *Research methods in educational leadership and management*. London: Paul Chapman.
- Conrod, F.C. & Serlin, C.R. (2006). *The sage handbook for research in education*. California, North: ERDC press.

- Cornford, Z. (2002). Reflective teaching: Empirical research findings and some implications for teacher education. *Journal of Vocational Education and Training* 54 (2), 219-235.
- Crandall, J. (2000). Language teacher education: *Annual review of applied Linguistics*, 20(1) 34-55.
- Creswell J.W. (2008). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nded.). London. SAGE Publication.
- Davey, J. (1933). *How we Think: A Restatement of the Relation of Reflective Thinking to the Education Process*. Boston: MA, D.C. Heath.
- Day, C. (2001). Professional development and reflective practice: purposes, processes and partnerships. The course named “*understanding and developing reflective practice*” readings. School of Education, University of Nottingham: Nottingham.
- Deutshe, G. (1996) Influencing factors along the road to reflective practice (CD-Rom). Abstract from *Proquest file*: Dissertation Abstracts item: 9626671.
- Dewey, J. (1910). *How to Think*. Boston : Heath.
- Digiaino, S. (1993). A study of reflective pedagogical thinking as evidenced in Student teachers analytical writings. (CD-Rom). Abstract from: *Proquest file*. Dissertation Abstracts item 9425020.
- Disu, A. (2017). *A phenomenological study on reflective teaching practice*. Unpublished Ed.D. thesis. Concordia University: Portland.
- Donaghue, H. (2003). An instrument to elicit teachers’ beliefs and assumptions. *ELT Journal*, 57 (4), 344-354.
- Dornyei, Z. (2001) *Research Methods in Applied Linguistics: Quantities, Qualitative and Mixed Methodologies*. Chicago: Chicago Press.
- Dufour, R. (2004). What is a professional learning community? *Educational leadership*, 61 (8) 6-11.
- Ekebergh, M. (2007). Life-world based reflection and learning: A contribution to the reflective practice in nursing and nursing education. *Reflective Practice* 8 (3) 331-343. Retrieved from <http://dx.doi.org/10.1080/14623940701424835>. Accessed 26th April, 2016.

- Eraut, M. (2004), Informal Learning in the Workplace. *Studies in Continuing Education*, 26 (2), 264.
- Erginel, S.S. (2006). *Developing reflective teachers: A study on perception and improvement of reflection in pre-service teacher education*. Unpublished PhD thesis, Middle-East Technical University: Middle-East.
- Eyler, J. & Giles, D. E. (1999). *Where's the learning service learning?* San Francisco, CA: Jossey-Bass.
- Fakazli, O.E., & Kuru-Gonen, S.I. (2017). Reflection on reflection. EFL university instructors' perceptions on reflective practices. *HU journal of Education*. 32(3), 708-726.
- Farrell, S.T.C. (2007). *Reflective language teaching: from research to practice*. London: continuum press.
- Farrell, T. S. C. (2004). *Reflective practice in Action*. California: Corwin press inc.
- Farrell, T.S.C. (2013). Teacher self-awareness through journal writing. *Reflective practice: International and Multi-disciplinary perspectives*, 14(4) 465-471.
- Farrell, T.S.C. (2001) Tailoring Reflection to Individual Needs: A TESOL Case Study. *Journal of Education for Teaching*, 27 (1), 12-38.
- Fat'hi, J. (2011). Beyond method: the rise of reflective teaching. *International Journal of English Linguistics* 1 (2), 241-251.
- Fatemi, A. H., Shirvan, M. E., and Rezvani Y. (2011). The Effect of Teachers Self – Reflection on EFL Learners' Writing Achievement. *Cross Culture Communication* 7 (3) 175- 181.
- Feast, V. & Anderson, J. (2003). A case study of online support for international students in a doctoral programme. *International Education Journal*, 4(2), 78-88.
- Feast, V. & Anderson, J. (2003). A case study of online support for international students in a doctoral programme. *International Educational Journal*, 4 (2), 78-88. <http://leg.cjb.net> (on-line). Accessed on 16/11/17.

- Fendler, L. (2009). Teacher reflection in a hall of mirrors: historical influences and political reverberations. <http://www.Researchgate.net/publications/242537621>. Accessed on 26/06/2017.
- Fleish, B.D. (2002). *Managing education change: The state and school reform in South Africa*. Heinemann: Cape Town.
- Folotiya, J.J. (2014). *Influence of grade one Zambian teachers and graphogame on initial literacy acquisition in Lusaka district*. Unpublished PhD thesis, University of Jyvakyla.
- Freire, P. (1973). *Pedagogy in process: The letters to Guinea-Bissau*. New York. Seabury.
- Freire, P. (1972). *Pedagogy of the Oppressed*. Harmondsworth: Penguin Books.
- Freire, P. (1970). *The pedagogy of the Oppressed*. Penguin; England.
- Gandhi, P.O. (2002). Outcome based education.
- Gephart, R. (1999). Paradigm and research methods: [http:// division. Aonline.org/rm/1999.RMD-forum_paradigms-and-research](http://division.Aonline.org/rm/1999.RMD-forum_paradigms-and-research). Accessed December 2017.
- Ghaye, A. & Ghaye, K. (1998). *Teaching of Learning through critical reflective practice*. London: David Fulton.
- Ghaye, T., & Lillyman, S. (2000). *Caring moments the discourse of reflective practice*. Mark Allen publications: Dinton.
- Giaimo-Ballard, C. (2010). *Key reflective teaching strategies used by education faculty in NCATE- Accredited Universities*. Unpublished Doctoral dissertation. University of La Verne, California.
- Goldhaber, D. (2002). The mastery of good teaching: surveying the evidence on student achievement and teachers characteristics. *Education Next*, 2 (1), 50-53.

- Goodman, J. (1984). Reflection and teacher education: a case study and theoretical analysis. *Interchange*, 9-26.
- Gray, D. E. (2007). Facilitating management Learning Developing critical reflection through reflective tools. *Management Learning*, 38(5), 495-517.
- Griffiths, M, & Tann, S. (1992). Using reflective practice to link personal and public theories. *Journal of Education for Teachers*, 18(1), 69-84.
- Griffiths, V. (2000).The reflective dimension in teacher education. *International Journal of Educational Research*, 33(1)539-555.
- Grimmett, P. (1989). A Commentary of Schon's view of reflection: *Journal of curriculum and supervision* 5 (1), 19-28.
- Grimmett, P., & Erickson, G. (eds). (1988). *Reflection in teacher education*. New York. Teachers college press.
- Guba, E.G and Lincoln Y.S. (1994).Completing Parading in qualitative Research. In N.K. Denizen and Y.S. Lincoln (Eds.) *Handbook of Qualitative Research*(PP. 105- 117). London: Sage.
- Gunn, C.L. (2010). Exploring MA TESOL students' resistance to reflection. *Learning teaching Research*, 14 (2), 208-223.
- Halbach, A. (2002). Exporting methodologies. The reflective approach in teacher education. *Language, Culture and curriculum*, 15 (3), 243-250
- Harrington, C.D. (2009). *Critical friends group: Effects on teacher practice and collaboration*. Unpublished MED dissertation, University of North Carolina: Wilmington.
- Harris, I. (1989). A critique of Schon's views on teacher education: Contribution and issues. *Journal of Curriculum and Supervision*.5 (1),13-18.

- Hatton, N. & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. Retrieved June 23, 2015, from http://alex.edfac.usyd.edu.au/local_resource/study1/hattaonart.htm l.
- Hepworth, M. & Duvigneau, S. (2013). An investigation into the development of an instructional strategy to build research capacity and information literate, critical thinking, independent learners in three Africa Universities. *Worldwide Commonalities and challenges in information literacy Research and Practice*, 86-92.
- Hillier, Y. (2002). *Reflective teaching further and adult education*. Continuum: London.
- Hitchcock, G., & Hughes, D. (1995). *Research and the teacher. A qualitative introduction to school based research (2nd Ed.)*. London: SAGE.
- Holloway, I., & Wheeler, S. (2010). *Qualitative research in nursing and Healthcare. (3rd Ed)*, Oxford: Wiley-Blackwell.
- Horns, V. J. (2015). Reflective practice across diverse early childhood services setting.
- Houston, W. (1988). Reflection. In H. Waxman et al (eds.). *Images of reflection in teacher education* (pp.2-9). Virginia: ATE. <http://www.researchgate.net/publication/317209834>
- Hussain, A.M. Mehmood, A. & Sultan, M. (2011). An inquiry into the benefit of reflective practice in open and distance learning. *Turkish online Journal of Distance Education*, 2(2), 15-59.
- Hyacinth, T. & Mann, S. (2014). Reflective practice in Nigeria: Teachers voices and experiences. *TESL-EJ*, 18(3), 1-26.
- Hyatt, L., & Giaimo-Ballard, C. (2012). Reflection-in-action teaching strategies used by faculty to enhance teaching and learning. *Networks* 14(2), 1-11

- Impedovo, M.A., & Khatoon Malik, S.(2016). Becoming a reflective in-service teacher. Role of research attitude. *Australian Journal of Teacher Education Development* 41(1).
<https://doi.org/10.14221/ajte.2016v41n1.6>.
- Insane, L.E. (2015). *Understanding adaptive teaching expertise in an elementary classroom viewed as a complex adaptive system*. Unpublished PhD thesis, University of Illinois at Urbana: Champaign.
- Jacobs, A.M and Farrell.T.S.C (2001). Paradigm Shift: Understanding and Implementing Change in Second Language Education. *TESL-EJ S* (1), 17-23.
- Jacobs, M. Vakalisa, N.C.G., & Gawe, N. (2011). *Teaching Learning dynamics*. Cape Town: Pearson. Thousand Oaks: Sage.
- Jadidi, E. & Keshavaraz, Z. (2013). The impact of Iranian EFL teachers' reflection on their incorporation of strategy-based instruction. *International Journal of Language learning and Applied Linguistics World*, 4 (3), 140-143.
- Jaeger, E.L. (2013). Teacher reflection: supports, barriers and results. *Issues in Teacher Education*, 22 (1), 89-104.
- Jansen J.D. (2005). 'Loot in Translation?' Researching Education in African. In D. Hammett and R. Wedgewood. *The Methodological Challenges of Researching Education and Skills Development in African*.PP.16-25 Edinburgh. Centre for African Studies .University of Edinburgh.
- Jay, J.K. & Johnson, K.L. (2002). Capturing complexity. A typology of reflective practice for teacher education. *Teaching and Teacher Education*, 18, 73-85.
- Johns, C. (2009). *Becoming a reflective practitioner* (3rd Ed.).Blackwell; oxford.
- Johnson, K.E. (Ed). (2000). *Teacher education*. Alexandria, VA: Teachers of English to speakers of other Languages TESOL.

- Johnson, K.E. (1994). The emerging beliefs and instructional practice of pre-service English as a second language teachers. *Teaching and Teacher Education*, 10(4), 439-452.
- Johnson, K.E. (2000). Teacher education. Alexandria, VA: teachers of English to speakers of other language. *TESOL*,
- Kamaravadivelu, B. (2006). Dangerous liason: Globalisation, Empire and TESOL in J. Edge (eds). *Relocating TESOL in a new age of empire* (pp. 1-26). Basingstoke, UK: Palgrave.
- Kang, N. (2004). In-service elementary teachers' learning through video reflection. In R. Ferdig et al (eds.). *proceeding of society for teacher education: international conference* (pp. 2312-2315).
- Kavaliauskiene, G, Kaminskeine, L., & Anusiene, L. (2007). Reflective practice: Assessment of assignment in English for specific purposes. *IBERICA* 14 149-166.
- Kelly, M. J. (2000). *Reading comes first. Primary programmes: Baseline Reading study*. Lusaka: MOE.
- Kelly, M.J. (1999). *The origin and development of education in Zambia: from pre-colonial times to 1996*. Image publishers Ltd: Lusaka.
- Kelly, T. (1993). The impact of structural reflective practice on the teaching decisions of in-service teachers.(CD-ROM). Abstract: *Proquest file:Dissertation Abstract item 9316680*.
- Khan, M.I. (2012). *Reflection as a teacher education concept connotation and implementation: a qualitative case study of a post-graduate certificate in education (secondary) programme at a UK university*. Unpublished PhD thesis. University of Leicester: UK.
- Killen, R. (2007). *Teaching strategies for outcome based education*. Cape Town: Juda.

- Kinone, C. (2013). Study on Reflection of primary school mathematics Teachers in Zambia. A qualitative Analysis on their descriptions in Lesson Diary. *Zambia Journal of Teacher professional Growth* 1(1) 45-65.
- Knight, K., Sperlinger, D. & Matty, M. (2009). Exploring the personal and professional impact of reflective practice groups: a survey of 18 cohorts from a UK clinical psychology training course. *Wiley online library*, 17 (5), 427-437.
- Knowles, Z., Gilbourne, D., Borrie, A. & Nevill, A. (2001). Developing the Reflective Sports Coach: A Study Exploring the Process of reflective practice within a higher Education Coaching Program. *Reflective Practice* 2 (2),185- 207.
- Kottkamp, R.B. (1990). Means for facilitating reflection. *Education and Urban society*, 22 (2), 182-203.
- Krause, K. (2005). Understanding and promoting student engagement in university learning communities. Retrieved October 30, 2015, from: <http://www.cshe.unimelb.edu.au/pdfs/stud.eng.pdf>.
- Kuhn. T. (1970). *The structure of Scientific Revolution*, 2nd ed. Chicago. University of Chicago press.
- La parade, K., Gilpatrick, M., Perkins, D. (2014). Impact of reflective practice on online teaching performance in higher education. *MERLOT Journal of Online Learning and Teaching*, 10(4) 625-639.
- LaBoskey, V.K. (2004). The methodology of self-study and its theoretical underpinnings. In J.J. Longman M.L. Hamilton, V.K. LaBoskey & T. Russell, (Eds.) *International handbook of self-study of teacher on teacher education practices* Vol.2. pp.817-869) Dordrecht: Kluwer publishing.
- LaBoskey.B. (1994). *Development of reflective practice: A study of pre- service teachers*. New York Teachers college press.

- Lakshini, S.D. (2009). Journal writing: A means of professional development in ESL classroom at undergraduate level. *Journal of Language and Linguistic Studies*, 5 (2) 11-23.
- Larrivee, B. (2008). Development of a tool to assess teachers' level of reflective practice. *Reflective practice*, 9(3), 341-360
- Laurynn, E. (2009). Reflective assessment and student achievement in high school English. Unpublished PhD thesis. Seattle University:
- Lee, H. W. & Tan, S. K. (2001). *Reflective practice in Malaysian teacher education*. Singapore: Marshall Cavendish Academic.
- Lee, H.J. (2005). Understanding and assessing pre-service teachers' reflective thinking. *Teaching and Teacher Education*, 21, 699-715.
- Lin, X., Schwartz, D. L, & Hatano, G. (2005). Towards teachers' adaptive metacognition. *Education Psychologist*, 40(4), 245-255.
- Lincoln, Y.S., & Guba, E.G (1985). *Naturalistic Inquiry*. Beverly Hills: Sage.
- Littky, D., & Grabelle, S. (2004). *The big picture. Education is everyone's business*. Alexandria, VA: Association for supervision and Curriculum.
- Mackie, A. & Jayatilleke, N. (2012). Reflection as part of continuous professional development for public health professional: A literature review. *Journal of Public Health*, 35(2), 308-312.
- Malatji, K. S. (2013). *The practice of self-reflection by primary school teachers in Mankweng circuit, Capricon district*. Unpublished MED dissertation. University of Limpopo, South Africa.
- Markham, M. (1999). Through the looking glass: Reflective teaching through a Lucanian lens. *Curriculum inquiring* 29 (1), 31-45.

- Martins, D.C. (2008). *Rethinking of the role of the principle. An exploration of reflective practice while Co-teaching among middle school teachers and their building principal*. University of Colorando: Boulder Co
- Masalila, T.B. (2008). *Towards a systematic framework of examining the congruence among reading objectives, tasks and competencies in Botswana' primary schools*. Unpublished Masters' dissertation: IIEP, Paris, France.
- Matafwali, B. (2010). The role of local language in the acquisition of early literacy skills: a case of Zambian languages and English. Unpublished PhD thesis: University of Zambia.
- Maykut, A., &Morehouse, R. (1994). *Beginning quantitative research: A Philosophic and Guide*. London: The Falmer Press.
- Mc Donough, J. (1994). A teacher looks at teachers' diaries. *ELT Journal*, 28 (1), 57-65.
- McMillan, J. & Schumacher, S. (2005). *Research in Education: Evidence-based inquiry*, (6th Ed.). Boston, MA: Allyn& Bacon.
- McMillan, J. H. & Schumacher, S. (2001). *Research in education: A Conceptual Introduction*. New York: Addison Wesley Longman Ink.
- McNamara, D. (1990). Research on teacher's thinking: its contribution to educating students to think critically. *Journal of Education for teaching*, 16(2), 147-161.
- Mdikane, K.M. (2004). *A critical evaluation of outcome based education from a developmental perspective in South Africa with particular reference to the Eastern Cape*. Unpublished master degree dissertation: Rhodes University. South Africa.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco CA: Jossey-Bass publishers.
- Merriam, S.(1988). *Case Study Research in Education*. San Francisco: Jossey Bass.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. John Wiley and sons: Toronto.

- Mezirow, J. (2008). *Fostering critical reflection in adulthood; A guide to transformative and emancipatory learning*. San Francisco CA: Jossey-Bass.
- Miles, M.B. and Hubberman, A.M. (1984). *Qualitative Data Analysis: A Source Book of New Methods*. New Berry Park CA: Sage.
- Milrood, R. (1999). *A module for English language teacher trainers*. Moscow: British council.
- Ministry of Education (1998). *School programme of in-service for the term. A manual for in-service provision*. Ministry of Education: Lusaka.
- Ministry of Education (2001). *Learning achievements at the middle basic level: Zambia' National Assessment survey report-2001*. The Examination Council of Zambia: Lusaka.
- Ministry of Education (2001). *New breakthrough to literacy teachers' handbook*. Longman: Lusaka.
- Ministry of Education (2002). *Step into English. Literacy teachers' guide*. Lusaka: Longman.
- Ministry of Education (2006). *Learning achievements at the middle basic level: Zambia' National Assessment survey report-2006*. The Examination Council of Zambia: Lusaka.
- Ministry of Education (2006). *Read on course to literacy handbook grade 3-7*. Cambridge university press. UK:
- Ministry of Education (2008). *Learning achievements at the middle basic level: Zambia' National Assessment survey report-2008*. The Examination Council of Zambia: Lusaka.
- Ministry of Education (2010). *Educational Remedial Material Booklet Based on the Difficult Learning Areas*. Lusaka C.D.C.

- Ministry of Education (2010). *Learning achievements at the middle basic level: Zambia' National Assessment survey report-2010*. The Examination Council of Zambia: Lusaka.
- Ministry of Education (2011). *School based continuous professional development through lesson study*. Lusaka.
- Ministry of Education (2012). *Learning achievements at the middle basic level: Zambia' National Assessment survey report-2012*. The Examination Council of Zambia: Lusaka.
- Ministry of Education (2014). *Learning achievements at the middle basic level: Zambia' National Assessment survey report-2014*. The Examination Council of Zambia: Lusaka.
- Ministry of Education (2016). *Learning achievements at the middle basic level: Zambia' National Assessment survey report-2012*. The Examination Council of Zambia: Lusaka.
- Ministry of Education, Science, Vocational Training and Early Education (2011). *Educational statistical bulletin*. MOESVTEE: Lusaka.
- Ministry of General Education (2016). *Standard and evaluation guidelines*. Directorate of standards and evaluation : Lusaka.
- Minott, M.A. (2006). *Reflection and reflective teaching: a case of four seasoned teachers in the Cayman Islands*. Unpublished PhD thesis. University of Nottingham: Nottingham.
- Mok, I.A.C. (2010). Towards a reflective practice: The case of prospective teachers in Hong Kong. *Journal of Mathematics Education* 3(2), 25-39
- Moon, J.A (1999). *Reflection in Learning and Professional Development: Theory and Protective*. London: Kegan.

- Moon, J. A. (2007). *Critical thinking: An exploration of theory and practice*. London: RoutledgeFalmer.
- Moore, A. (2004). *The good teacher: dominant discourses in teaching and teacher education*. London: Routledge Falmer.
- Moore, A. (2004). *The good teacher: dominant discourses in teaching and teacher education*. London: Routledge.
- Morse, J. (2000). Determining sample size. *Qualitative Health Research*, 10, 3-5.
- Muir, F., Scott, M., Mc Conville, K., Watson, K., Behbehani, K., Sukkar, F. (2014). Taking the learning beyond the individual: how reflection inform change in practice. *International Journal of Medical Education*, 4(5), 24-30.
- Murray, M. & Kujundzic, N. (2005). *Critical reflection: A text for critical thinking*. Quebec, Canada: McGill-Queen's University press.
- Mustafa, D. (2012). *Developing pedagogical skills of Libyan pre-service teachers through reflective practice*. Unpublished PhD thesis, University of Southampton. Southampton.
- Mutiso, F.K. (2014). *Impact of reflective teaching on pre-school children's performance in science activities in Iveti division, Kathiani sub-country, Machako country in Kenya*. Unpublished Masters dissertation. University of Nairobi: Kenya.
- Mwansa, P. (2010). *Implementation of the school programme of in-service for the term (SPRINT): The case of selected basic schools in Chipata district of Zambia*. Unpublished MED dissertation: University of Zambia.
- Mwanza-Kabaghe, S. (2015). *Preschool, Executive functions and oral language as predictors and numeracy skills in first grade*. Unpublished PhD thesis, University of Zambia; Lusaka.

- Ndeiwo, P.O., Raburu, P. & Aloka, P.T.O. (2016). Influence of learners reflection on academic performance of Kenyan secondary schools. *International Journal of Psychology and Behavioural Science*, 6 (3), 128-132.
- Neuman, W.L. (2003). *Social research methods: qualitative and quantitative approaches*. Fifth edition, Allyn and Bacon.
- Nguyen, Q.D., Fernandez, N., Karsenti, T. & Charlin, B. (2014). What is reflection? A conceptual analysis of major definitions and proposal of a five-component model. <http://www.researchgate.net/publication/268529041>
- Nieuwenhuis, J. (2010). Qualitative research design and data gathering techniques. In K. marce (ed.). *First steps in research*, (pp.66-97). Pretoria Van Schaik publishers.
- Nkoya, S. (2013). *Student Assessment in Zambia World Bank Symposium: Assessment for Global Learning*, Washington D.C.
- Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley: University of California Press.
- Nolen, J. & Huebner, T. (1989). Nursing the reflective practitioner through instructional supervision: A review of the literature. *Journal of curriculum and supervision*. 4(2), 126-143.
- Noormohammadi, S. (2014). Teachers refection and it relation to teacher efficacy and autonomy. *Procedia-Social and Behaviour Science*, 98 (2014), 1380-1389.
- Nyaumwe, L. (2008). *Professional development of secondary school mathematics teachers through collaborative reflection in pre-service and in- service learning contexts*. Unpublished PhD thesis. University of Zimbabwe. Zimbabwe.
- Nyirenda, J.E. (2012). The relevance of Paulo Freire's contribution to education and development in present day Africa. Retrieved from archive.lib.msu.edu/Dmc/Africajournals/pdfs/Africa. Accessed on 05/02/2016.

- O'Donnell, A. M., Reeve, J. & Smith, J. K. (2012). *Educational psychology. Reflection for action*. Hoboken, NY: John Wiley.
- Odhiambo, V. (2011). *The influence of reflective practice teaching on the performance of teachers in public primary schools in Sihay division of Ugenya district in Kenya*. Unpublished PhD thesis, University of Nairobi: Kenya.
- Ogbuanya, T.C. & Owodunni, (2015). Effects of reflective inquiring instructional technique on students' academic achievement and ability level in electronic work trade in technical colleges. *Journal of Educational and practice*, 6 (7), 43-54.
- Olaya Mesa, M.L. (2018). Reflective teaching: An approach to enrich the English teaching professional practice. *How* 25(2), 149-170. <https://doi.org/10.19183/how25.2.386>.
- Olivier, C. (1998). *How to educate and train outcome based*. J.L. Van Schaik: Pretoria.
- Palinkas, L.A., Horwitz, S.A., Green, C.A., Wisdom, J., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for qualitative Data collection and Analysis in mixed method implementation. *Springer* 42(5) 533-44.
- Parahoo, K. (1997). *Nursing research: Principles, Process and issues*. New York: Palgrave.
- Parsons, S.A. (2012). Adaptive teaching in literacy instruction: case studies of two teachers. *Journal of Literacy Research*, 44 (2), 149-170.
- Patton, M.Q. (2002). *Qualitative Evaluation on Research methods*. Newbury Park: Longman.
- Patton, M.Q.(1990). *Qualitative Evaluation on Research methods*.(2nd Ed.). London: SARE publications.
- Pedro, J.Y. (2005). Reflection in teacher education: Exploring pre-service teachers' meaning of reflective practice. *Reflective practice*, 6(1), 49-66.
- Pellerin, M. & Paukner, F.I. (2015). Becoming reflective and inquiring teachers: collaborative action research for in-service Chilean teachers. *Revista Electronica de Investigacion Educativa*, 17 (3), 13-27.

- Polaki, M.V., & Morobo, N. (2007). Developing a profile of Teachers practice in the Teaching of school mathematics in Lesotho. *In Southern Africa Association for Research in Mathematics, Science and Technology Education* (pp.304-311). Maputo: Eduardo Modlane University press.
- Polit. D. F. & Beak C. T. (2006). The contact index: Are you sure you know what's Being reported? Critique of Recommendations. *Research in Nursing & Health* 29 (5) 459-479.
- Pollard, A. (2002). *Reflective teaching: Effective and evidence-informed professional practice*. London: continuum.
- Posner, G.J. (1989). *Field experience methods of reflective teaching*. New York: Longman publishing groups.
- Posthuma, A. B. (2011). *The nature of mathematics teachers' reflective practice*. Unpublished PhD thesis. University of Pretoria. Pretoria.
- Punch, K. (1998). *Introduction to social research*. London: Sage publications.
- Race, P. (2002). Evidencing reflection: Putting "W" into reflection (ESCALATE learning Exchange). <http://www.escalate.ac.uk/exachange/reflection> accessed 01/12/2016.
- Radulescu, C.T. (2011). Systematic reflective enquiring methods in teacher education. . *Procedia Social and Behavioural Sciences*, 33 (2012), 998-1002.
- Rae A.J (2010). *Psychologists' intentional use of Reflection as a tool for inquiry*. Unpublished PhD dissertation. Massey University.
- Raelin, J.A. (2002). I don't have time to think! Versus the art of reflective practice. *Reflection: The SOL journal on knowledge, Learning and change*, 4(1), 66-79.
- Rahman, S., Mohd Jelas, Z. & Osman, K. (1999). *The conception, perception and the practice of reflective thinking among student teachers*. (Report no. G6/99) Bang: Fakulti Pendidikan, University Kebangsaan: Malaysia.

- Raiber, M. A. (2001). *An investigation of the relationship between teachers' engagement in reflective practice and Music teaching effectiveness*. Unpublished PhD dissertation. Oklahoma University. Norman, Oklahoma.
- Rarieya, J.F.A. (2005). Reflective dialogue: what's in it for teachers? A Pakistan case. *Journal of In-service Education* 31 (2), 313-335.
- Richards, J.C. & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York: Cambridge University Press Richards, J.C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. New York: Cambridge University Press.
- Richardson, P.M. (2004). Possible influences of Arabic- Islamic culture on the reflective practice proposed for an education degree at the higher colleges of technology in the Arabic Emirates. *International Journal of Educational Development* 24, 429-436.
- Ritchie, J., & Lewis, J. (2003). *Qualitative research practice: A guide for Social Science students and researchers*. California: SAGE publications.
- Robert, J. (1998). *Language Teacher Education*. London: Arnold.
- Robson, C. (2002). *Real world research (2nd Ed.)*. Cornwall: Blackwell.
- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflection thinking. *Teachers college record*, 104(4), 842-868.
- Rourke, J.A. (2013). Assessment as Learning: The role of peer and self-review can play towards enhancing students learning. *The international Journal of Technology, Knowledge and Society* 8(3), 1-12.
- Rugut, E.J. & Osman, A.A. (2013). Reflection on Paulo Freire and classroom relevance. *American international Journal of Social Science* 2(2) 23-28
- Russo, T.C. & Ford, D.J. (2006). Teachers' reflection on reflection practice. *Journal of cognitive Affective Learning*, 2 (2), 1-12.

- Rutledge, D. & Benedicto, R. (2007). Building successful lesson study communities. In K. Willburg & S. Brown (eds). *Lesson study communities: Increasing achievement with diverse students* (pp. 19-107). California: Corwin Press.
- Saleh, F., & Hussin, Z. (2011). Reflective practice among mathematics teachers, 26 (1) 145-157.
- Sapsford, R. (1999). *Survey research*. London: sage.
- Sarantakos, S. (1998). *Social research (3rd Ed.)*. Basingstoke: MacMillan.
- Saulsberry, A.P. (2012). *Teachers' perceptions of their use of reflective practice and their perception of school effectiveness in middle schools of the Alabama black belt region*. Unpublished PhD thesis, University of Alabama: Alabama.
- Sayre, S. (2001). *Qualitative methods for marketplace research*. Thousand Oaks, CA: Sage publication.
- Schon, D.A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Base Books. Schon, D.A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Segglen-Damen, I.C.M. & Romme, A.G.L. (2014). Reflective questioning in management education: Lesson from supervising thesis projects. *Sage open*, 2014, 1-13.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and social sciences (3rd Ed.)*. New York: Teachers College Press.
- Sellars, M. (2012). Teachers and change: The role of reflective practice. *Procedia Social and Behavioural Sciences*, 55 (2012), 461-469.
- Sharar, T. (2012). Introducing reflective practice to teachers in an English medium lower secondary school in Chitral. *Academic Research international*, 2 (3), 277-283.
- Shumba, O., Choobe, B., & Mulendema, P (2013). Capacity development for problem solving and innovation in mathematics and service education through action oriented research projects. *Zambia Journal of Teacher Professional Growth* 1 (1) 1-15.

- Sifuniso, M. (2014). *An analysis of the implementation of reflective teaching methodologies in Zambia: A case of Linguistics district*. Unpublished masters' dissertation University of Zambia. Lusaka.
- Smith, E.R. (1999). Affective and cognitive implications of group membership becoming part of the self: New models of prejudice of the self-concept. In D. Abrams & M.Hogg (Eds.). *Social identity and social cognition* (pp. 183-196).Oxford: Blackwell Publishers.
- Smyth, J. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Teacher Education*, 40 (2), 2-9.
- Soisangwarn, A. & Wongwanich, S. (2013). Promoting the reflective teacher through per coaching to improve teaching skills. . *Procedia Social and Behavioural Sciences*, 116 (2014), 2504-2511.
- Sotelo, P., & Raskoff, S. (1994). Community service- learning: promises and problems. *Teaching sociology*, 22,248-254.
- Stake, R.E. (1995). *The Art of case study Research*. Thousand Oaks: Sage.Stakes, R. E. (1998).Case Studies.In N.K. Denzin& Y. Lincoln (Eds), *Strategies of qualitative inquiry* (pp.86-109). California: SAGE publications.
- Stallions, M., Murrill, L. & Earp, L. (2012). Don't quit now! Crisis, crisis, reflection, growth and renewal for early career teachers. *Kappa Delta pi Record*, 48 (3), 123-128.
- Stanley, C. (1999). Learning to think, feel and teach reflectively. In J. Arnold (ed). *Affect in language learning* (pp. 109-124). Cambridge: Cambridge University press.
- Stanton, T.K. (1990). Liberal art, experiential learning and public service: Necessary ingredients for social responsible undergraduate education. In J. Kendall and Associates (Eds.), *combining service and learning* (pp. 175-189). Raleigh,Nc: National Society for internships and Experiential Education.

- Stark, S. & Torrance, H. (2005). Case study. In B. Somekh & C. Lewin (eds). *Research methods in social sciences*. London: Sage.
- Steege, S.M. (2016). A case study of teacher reflection: Examining teacher participation in a video-based professional learning community. *Journal of Language & Literacy Education*, 12 (1), 122-141.
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann.
- Stenhouse, L. (1988). Case study methods, in J. P. keeps (ed.). *Education Research methodology and measurement. An international Handbook*, (1sted.). Oxford: pergamon, pp.44-53.
- Stigler, J. (1999). *Reflection on mathematics teaching and how to improve it*. UCLA.
- Stronge, J.H. (2002). *Qualities of effective teachers*, ASCD Alexandria, Virginia, USA.
- Sturman, A. (1997). Case study methods. In J.P keeves (ed.). *Educational Research methodology and measurements. An International Handbook*, pp, 173, Oxford: Pergamon Press.
- Taddese. G. (2013). *An Exploration of Teacher reflection in Language teaching and Learning: A case study of secondary school English teachers in Bahir Dar*. Unpublished PhD dissertation. ADDIS ABABA University.
- Tanghilou, M.R. (2007). From reflective teaching to effective learning: A new class order. *Iranian Journal of Language Studies*, 1 (2), 15-26.
- Taylor, B. J. (2007). *Reflective practice: A guide for Nurses and Midwives (2nd Ed.)*. Berkshire: England Open University Press.
- Taylor, P. (1993). *The texts of Paulo Freire*. Buckingham: Open University press. Teekman, B. (2002). Exploring reflective thinking in nursing practice. *Journal of Advanced Nursing*, 31, 1125-1135.

- Thomas, G. (2007). *Education and theory: Strangers in paradigms*, Berkshire, England: Open University Press.
- Thompson. A. S &Eadil-Moody, Z. (2015). The role of Turkish lessons and reflective practice in teaching SLA as content. *TESL-EJ* 18(4), 1-25.
- Tompkins, E.K. (2009). A reflective teaching journal: An instructional improvement tool for academic librarians. *College and undergraduate libraries*, 16 (4), 221-238.
- Tsingo-Lucas, C., Bosnic-Anticevich, S., Smith, L. (2016). A retrospective study on students'and teachers' perception of the reflective ability clinical assessment. *American Journal of Pharmaceutical Education* 80(6) 101
- UKaid RTI international. (2015). *National assessment survey of learning achievement at grade 2*. UKaid.
- Valencia, J.A. (2009). An exploration of Colombian EFL teachers' knowledge base through teachers' reflection. *Linguagen & Ensino*, 12(1), 73-108.
- Valli, L. (1992). *Reflective teacher education : Causes and critiques*. Albany: state university of New York press.
- Valli, L. (1993). Reflective Teacher Education Programmes: An Analysis of Case Studies. In Y. Calderhead and P. Gates (Eds.), *Conceptualizing Reflection in Teacher Development* (23-41). London. Falmer.
- Van Mennen, J. (1977). Linking Ways of Knowing with Ways of Being Practical. *Curriculum Inquiry*, 6(2) 205 – 208.
- Vatuva-gwaa-Uugwanja, P. (2015). *Teacher educators' perceptions about possibilities and challenges of the merger between Namibian higher education instructions for improving teacher education*. Unpublished PhD thesis, University of Western Cape: South Africa.

- Waleed, M.A.A. (2014). *Exploring reflective practice among university English teachers in Yemen. A case study*. Unpublished PhD thesis, University of Malaysia: Malaysia.
- Walsham, G. (1995). Interpretive case studies in IS research: Nature and Methods. *European Journal of Information Systems* 4 (2), 74-81.
- Webb, G. (1995). Reflective practice, staff development and understanding. *Studies in continuing Education* 17(1&2), 70-77.
- Welsh government. (2015). *Reflective practice. New deal for education workforce*. Department of Education and Skills. Welsh government: Cardiff.
- Wenglinsky, H. (2002). How schools matter: The link between teachers classroom practices and students' academic. Performance Education Policy Analysis Archives, 10(12). <http://epaa.a.sv.edu/epaa/v1on12/>. Accessed on 15th July, 2017.
- White, C.J. (2005). *Research: A practical guide*. Ithuthuko investment: Pretoria.
- White, L. (2015). *An exploration of the value of reflective practice for child care and family support service provision*. Unpublished PhD thesis, National University of Ireland: Galway.
- Wragg, T. (2002). Interviewing. In M. coleman and A.R.J. Briggs (eds.). *Research methods in educational leadership and management*. London: sage.
- Yassaei, S. (2005). *Reflective practice: Theoretical constructs or on-going benefit*. Unpublished Master thesis, American University of Sharjah.
- Yin R.K. (1994). *Case Study Research: Design and Method*. (2nded.). Thousand Oaks: Sage Publications.
- Yin, R.K. (1984). *Case Study Research: Design and Methods*. Newbury Panc. California: Sage.
- Yusuf, A., Muinat, B.B. & Collins.O.V. (2015). Teachers' characteristics as correlates of upper Basic school Students' performance in Social Studies in Yenagoa, Bayelsa State, Nigeria. *Fakiilti Desrgisi*, 17(2), 325-346.

- Zahrabi, M. & Yousefi, M. (2016). A study of the relationship between reflective teaching and overall language proficiency of Iranian learners. *International Journal of English and Education*, 5(2), 114-141.
- Zalipour, A. (2015). *Reflective practice: Teacher development unit*. The University of Waikato.
- Zehra, A. (2012). *The role of reflection in ELT: university of Sharjah teachers' views*. Unpublished MED dissertation. American University of Sharjah, United Arab Emirates.
- Zeichner, K.M. (1994). Research on teachers' thinking and dy... views of relecture practice in teaching and teacher education. In I. cargren, G. Handal & S. Vaage (eds.), *Teachers' minds and actions: Research on teachers' thinking and practice*,(pp.8-27). London: The Falmer press.
- Zeichner, K.M., & Liston, D. P. (1996). *Reflective teaching: an introduction*. Newbury Panc, California: Sage.
- Zeichner, K.M., & Liston, D. P. (2010). *Reflective teaching: an introduction*. Mahwah, NJ: Routledge.
- Zwozdiak-Myers, P. (2009). *An analysis of the concept reflective practice and an investigation into the development of student teachers' reflective practice within the context of action research*. Unpublished PhD dissertation. Brunel University.

APPENDICES

APPENDIX 1: SAMPLE REFLECTIVE JOURNAL ENTRY FORMAT

APPENDIX 2: TEACHERS INTERVIEW GUIDE

<p style="text-align: center;">General information on today's lesson</p>	<p style="text-align: center;">Here the teacher would indicate the school, grade, subject, topic, specific outcomes, knowledge, skills, rationale, date, duration and Enrolment.</p>	<p style="text-align: center;">Before the lesson</p>
<p style="text-align: center;">Teacher' reflection on the day's lesson</p>	<p style="text-align: center;">Here the teacher would indicate his/her reflection on:</p> <p style="text-align: center;">Objectives achievement</p> <p style="text-align: center;">Content</p> <p style="text-align: center;">Instructional techniques</p> <p style="text-align: center;">Teaching activities</p> <p style="text-align: center;">Learning activities</p> <p style="text-align: center;">Unplanned changes/Surprises during lesson delivery</p>	<p style="text-align: center;">This will be done after the lesson</p>
<p style="text-align: center;">Way forward</p>	<p style="text-align: center;">In here the teacher will indicate</p> <p style="text-align: center;">Actions to be taken</p> <p style="text-align: center;">Issues to be considered</p>	<p style="text-align: center;">This will be done after the lesson</p>

APPENDIX 2: TEACHERS INTERVIEW GUIDE

TEACHERS' CONCEPTIONS AND UNDERSTANDING OF REFLECTIVE PRACTICE

1. In your own words can you define the concept reflective practice?

REFLECTION-ON-ACTION DURING LESSON PLANNING SESSIONS

2. What factors do you put into consideration when planning your lessons?
3. In your lesson planning and preparation sessions do you usually consider reflective practice as the basis of your lesson planning and preparation?
4. How often do you use reflective practice in your lesson planning and preparation sessions?
5. What strategies of reflective practice do you use in conducting your reflective practice?
6. Are able to give reasons as to why you use reflective practice in your lesson planning and preparation sessions?
7. After the lesson planning and preparation session do you discuss your lesson plans with colleagues?

REFLECTION-IN-ACTION DURING LESSON DELIVERY

1. During your lesson delivery or implementation do you make unplanned changes to your lessons?
2. Are able to explain some of the changes you make during your lesson implementation?
3. What are some of the reasons you make changes to your lesson during lesson delivery

REFLECTION-ON-ACTION DURING LESSON EVALUATION

1. What things do you reflect on after lesson implementation?
2. How do you reflect on your lesson during lesson evaluation?

PRIMARY SCHOOL TEACHERS' LEVEL OF PREPAREDNESS AND SUPPORT

1. Are you aware of any policy document that relates to primary school teachers as reflective practitioners?
2. Have you ever received any training in reflective practice?
3. Are you able to explain the type of training you received (if any)?
4. What are some of the challenges you face in engaging in reflective practice as a teacher?
5. Do you think school administrators are doing enough to equip you as a teacher with the knowledge and skills in reflective practice? If yes, how do they help?
6. What is the nature (if any) of support you receive at school in terms of reflective practice?

APPENDIX 3: CLASSROOM OBSERVATION SHEET

REFLECTION-ON-ACTION DURING LESSON PLANNING AND PREPARATION

1. Does the teacher conduct reflection-on-action during lesson planning and preparation sessions?
2. On what factors does the teacher base his or her lesson planning and preparation?
3. On what level of reflective practice does the teacher conduct reflective practice?

REFLECTION-IN-ACTION DURING LESSON IMPLEMENTATION

1. Has the teacher made any unplanned changes to the lesson?
2. What are the unplanned changes made by the teacher during lesson implementation?
3. Why did the teacher make these unplanned changes during lesson delivery?

REFLECTION-ON-ACTION DURING LESSON EVALUATION

1. What things/ issues did the teacher base his lesson evaluation on?
2. Did the teacher discuss the lesson evaluation with colleagues?

APPENDIX 4: FOCUS GROUP DISCUSSION

1. In your own words can you define the concept reflective practice?
2. Do you think primary school teachers should reflect on during their lesson preparation, delivery and evaluation?
3. Explain to me some of the barriers to your engagement with reflective practice?
4. Do you think school administrators are doing enough to equip you as teacher with the knowledge and skills in reflective practice? If yes, how do they help?
5. What is the nature (if any) of support do receive at school in terms of reflective practice?

APPENDIX 5: DOCUMENT ANALYSIS

- 1.** Check for any policy guidance on reflective practice in the national policy document 'Educating Our Future' and any other related curricula from the Ministry.
- 2.** Check for the implementation of reflective practice in School-in-service Record books.
- 3.** Check teachers teaching files and analyse the occurrence of reflective practice.
- 4.** Check the teachers' reflective journals to see the level and depth of their reflective entries and use Lee (2005) model of reflective practice in the analysis of the entries.