



RELEVANCY OF REFLECTIVE TEACHING ON TEACHING COMPETENCY OF SOCIAL STUDIES TEACHERS IN NOMADIC PRIMARY SCHOOLS IN NORTH EASTERN STATES OF NIGERIA

Hassan Dan Azumi Audu

PEDN Department,
Federal College of Education, Yola
Email: dahassan@fceyola.edu.ng

ABSTRACT

Reflective teaching is not a new teaching approach but less is always says and hear about it, especially regarding social science subjects such as social studies. In nomadic schools and other conventional schools, social studies is a subject that demand students participation and positive attitudes, thereby teachers need to employ all possible teaching approaches that can make the subject friendly and interesting to students. The current study examined the relevancy of reflective teaching on teaching competency among social studies teachers in senior secondary schools in north eastern Nigeria. The broad objectives of the study include to determine how reflective teaching influence lesson planning, lesson delivery and classroom managements. The study selected 132 social studies teachers across the sixty randomly selected nomadic schools at rate of 10 nomadic schools per state. The instruments for data collection were "Teachers Reflective Teaching Questionnaire (TRTQ)" and "Teachers Teaching Effectiveness Assessment Scale (TTEAS)". The TRTQ were administered to social studies teachers while TTEAS were offers to head teachers in each participating schools for assessment of selected teachers. Data generated through instruments were analyses using Linear Regression Analysis (LRA) at 0.05 significance level. The study found that those teachers practices reflective teaching are more effective in lesson planning, lesson delivery and classroom management than others. The study recommended for inclusive of reflective teaching in teachers institute training, government provision for facilities of reflective teaching as well as training for teachers on reflective teaching.

Keywords: *Reflective Teaching, Lesson Planning, Lesson Delivery and Classroom Management.*

INTRODUCTION

In education setting, teachers are the main actors both as curriculum implementers and as role model for the students. Alarcoa and Moreira (2013) argued reflective teaching is among the strategies suitable to put teachers in the right position of being more active and involved in school activities that can bring expected improvement in our education system. The society is changing, especially the requirements for career opportunity, the advent of modern technology, new lines of production and change in customer taste. All these are continually changing on daily basis, this then demand the reflective capability from teachers to adjust their teachings to actual demand. Social studies is one of the subjects suitable for preparing students to checkmate the excessive changes in our society that can affect our social life. Through social studies, teachers can guide the students to realise that others peoples shared space with them and this will caution the drastically drive to meet up with change at all costs. In most of cases, teaching any subject at nomadic schools require effective lesson planning, lesson delivery and classroom management among other factors. Meanwhile, only those teachers that can link their pervious classroom experiences with the future can appropriately teach nomadic pupils. The ability to reintegrate the pass experiences in the future teaching properly placed reflective teachers above others. The purpose of reflective teaching is to consider the pervious occurrences, experiences, classroom happenings and idea shared with other profession before plan for recent lesson.

In the opinion of some researchers Lois, Wilson, Anders and Warren (2012), Robert (2011) and Wayne (2016), reflective teachers are better placed above rest of teachers in terms of teaching effectiveness, direct impact on learners and minimal human errors. However, studies by Kuş (2017), Kuş (2014) and Karatekin, Kuş and Ve-Sönmez (2010) pinpointed that teachers with teaching experiences are not unlikely to match the reflective teachers in terms of efficiency teaching as well as learners' benefits. Thus, the argument for and against the reflective teaching are ongoing and every point seems convincing, meanwhile, it is expected of that through further study, one could able to pinpoint weather those teachers practices reflective teaching are more effective in their teaching profession compare to those without reflective teaching approach among social studies teachers in nomadic schools in North eastern Nigeria.

Objective of Study

1. To determine the effect of reflective teaching on lesson planning ability of social studies teachers in nomadic schools
2. To examine the effectiveness of reflective teaching on social studies' teachers lesson delivery in nomadic schools
3. To determine the effect of reflective teaching on social studies teachers classroom management in nomadic schools

Hypotheses

- H₀₁:** There is no significant influence of reflective teaching ability of social studies teachers on the effectiveness of lesson planning in nomadic schools.
- H₀₂:** There is no significant influence of reflective teaching ability of social studies teachers on their lesson delivery effectiveness in nomadic schools
- H₀₃:** There is no significant effect of reflective teaching ability of social studies teachers on their classroom management effectiveness in nomadic schools

PREVIOUS STUDIES

i. Reflective Teaching

Reflective teaching is the ability of individual teacher to link their past experiences with recent as well as reintegrating others expert idea into their teaching activities (Kuş, 2014). This suggests the teachers' ability to integrate the pervious challenges, personal in consistences as well as effective performance as teachers, into present classroom teaching activities Adler, Reed and Bapoo(2012) expressed that to reflect implies to self-study the past experiences and in the teaching job and linking what had transpire in the previous lesson with expect to happen in the future lesson. The teachers' ability to gather their encounters with students and come up with modalities to correct the identified teaching lapses and forge-on as professional teachers is regarded as reflective teaching. Thus, reflective teachers can be expressed as individual teachers that usually have a look-back in their past experiences and capable of reintegrating their experiences especially in a modified way into the present teaching job. De-Ville (2010) argued that reflective teachers are bound to be competent as teachers and be more completed than those teachers that work with instinct rather than learning form past. Maura (2012) argued, not that reflective teachers are the most experienced by their years in services, but due to their reflection activities that being carried out on

daily basis, this makes them better equipped with experiences and gaining higher recalling capacity than rest of teachers that either wave off the classroom situation immediately after their lesson or politely forgotten the classroom occurrence in order not to carry past burden to their recent. Whenever a teacher choose to throw away experiences gained in their previous lesson, such as teacher may remain incompetent and inexperienced irrespective of years spent in services. Reflective teaching may the best approach for every social studies teacher especially in nomadic schools when consider the fact that in their daily activities, they faced the daunting task of expressing mathematical concepts to students of varying background, learning interest and different attitudes.

Thus, reflective teaching of social studies requires recognition that the social issues addressed needs to be multidimensional, complex and almost by definition controversial. To investigate social issues, students need to consider a combination of logical approaches and multiple, often conflicting perspectives. More specifically, students need to engage in disciplined inquiry about a problem or issue, including genuine openness to considering viewpoints different from their own, to reach a reasoned decision. Then they can take an inform stand on an issue and provide a convincing defense of their evidence-based position (Lois et al., 2012;Robert, 2011).

ii. Reflective teaching and teaching effectiveness

Teaching social studies with reflective teaching approach is likely to have impact on lesson planning among nomadic teachers. Especially, when considered the fact that social studies required past experiences, past history, and the current issues. This is obvious because social studies teachers that intended to link the pervious experiences in their classroom into recent class work need to indicate in totality of happenings in their previous lesson, as well as approach to correct them. Lesson plan by reflective teachers is capable of anticipating the likelihood occurrences in the next class based on past experiences (Maura, 2012). Through reflective teaching approach, a social studies teachers likely to determine aspect that likely to give difficulty in explanation as well as aspects that students likely to find interesting. Such understanding can boost the comprehensiveness of lesson planning as well as promoting the adequacy of the lesson plan.

Social studies teacher with reflective teaching approach is much likely to show more efficient when delivering lesson. Wayne(2016) expressed that

through reflective teaching, social studies teachers could always beforehand determined aspects that likely to give the students tough time. Reflective teaching approach also allows social studies teachers to show consistency in their lesson presentation. Their experiences from pervious lessons may be handy to put teachers in position of determine when to present particular points and when to expose students to new aspects of lesson. Jacobs, Vakalisa and Gawe (2011) argued that those teacher with reflective teaching approach are always effective in lesson delivery since most are capable of determine the exact time and style to be deployed for monitoring the students for comprehension. The beauty of effective lesson delivery is that it allows teachers summarize the lesson and focus on positive gains made by students which can later directly reinforces the behaviors of students.

Teachers with reflective teaching approach are also expected to be excellent in their classroom management. According to Zwodiak-Myers (2009) one of the beaunts aspect of reflective teaching is the ability to consider what students' attitudes likely to be in the classroom ahead of lesson period. Lois et al. (2012) expressed that though classroom management implies the prevention of disruptive behavior, it remains a difficult aspect of teaching for many teachers. In fact, classroom management is such a problematic area causes some to leave teaching. Meanwhile, those teaching staff that had good experience of reflective teaching are the expert in handling classroom irrespective of age of learners. Jacobs et al. (2011) expressed that among the major cause of difficulty classroom management are negative student attitudes and indiscipline, which most teachers are not always prepare for. Through reflective teaching teachers are likely to have better ways of handling classroom disturbance and likely able to anticipate what may displeased the students in mathematics classroom.

iii. Reflecting Teaching and students' Performance

It is worth of notes, to examine how reflective teaching has been fair on students and their performances. Owede and Yusuf (2014) expressed that teacher's competency is enhanced by the rate of adoption of reflective teaching. This view was also shared by Wayne (2016), and Byrne and Willis (2008), they all independently proved that reflective teachers are better prepared and more capable to handle classroom activities than the rest of teachers. However, the empirical search lights attempted to examine the direct impact of reflective teaching on student's performance yielded different findings and conclusions. Studies by Adeniyi (2009) and

Maura (2012) reiterated the positive impact of reflective teaching on students' performance, whereas, studies by Robert (2011) and Alarcoa and Moreira (2013) argued that it is difficult to conclude that the variance in the performances of students can be explained by reflective teaching. Coincidentally, all the studies agreed that students in reflective classrooms enjoyed orderliness of classes and getting adequate responses that can later positively influence the students' performance. Owede and Yusuf (2014) argued that among differences noticeable between other teachings and reflective teaching classes are usual cases of rowdiness as well as unsatisfactory looks on the faces of students in those classes where teaching are non-reflective. In the long run the reflective teaching that creates consistent classroom orderliness will positively impact on the performances of students. Study by Owede and Yusuf (2014) argued that though, teachers' effectiveness is directly related with their rate of reflective teaching, there are still other aspects or factors that make it difficult to jump into conclusion that students attended classes from teachers with non-reflective teaching skills do performs less.

METHODOLOGY

This study adopts quantitative survey research design. The study area is north eastern states in Nigeria, comprised of Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe states. The target population for this study is 326 social studies teachers in all the 171 nomadic schools in the six states in north eastern Nigeria. The sample size was 132 social studies teachers across the sixty randomly selected nomadic schools at rate of 10 nomadic schools per state. The instruments for data collection were "Teachers Reflective Teaching Questionnaire (TRTQ)" and "Teachers Teaching Effectiveness Assessment Scale (TTEAS)". The TRTQ were administered to social studies teachers while TTEAS were offers to head teachers in each participating schools for assessment of selected teachers. Data generated through instruments were analyses using Linear Regression Analysis (LRA) at 0.05 significance level.

RESULTS

H₀₁: There is no significant influence of reflective teaching ability of social studies teachers on their effectiveness of lesson planning.

Table 1: Regression Analysis on Effect of Reflective Teaching on Lesson Planning Effectiveness of Social Studies Teachers, in North Eastern Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.827	.516		5.477	.000
Reflective Teaching	.706	.050	.795	14.259	.000

Dependent Variable: Lesson Planning; $R=0.795$, $R^2 =0.633$, $Adj.R^2 =0.630$, $F(1, 118)=203.325$, p -value 0.000

The results on Table 1 present the outcome of regression analysis on effect of reflective teaching on lesson planning effectiveness of social studies teachers. The result of Analysis of Variance (F-Ratio) for the overall regression model fitness, revealed $F(1, 118) =203.325$, P -value $0.000 < 0.05$. Thus, the obtained p -value (0.000) is less than hypothetical p -value (0.05), this implies that model is fit. Also, the results reveal R -value of 0.795, which indicates that independent variables have high level of prediction on the dependent variable (Lesson planning). Likewise, the standardized coefficient beta of 0.795 reported on the table indicated that the independent variable (Reflective teaching) can explain about 79.5% of the variability in dependent variable (lesson planning).

H₀₂: There is no significant influence of reflective teaching ability of social studies teachers on their lesson delivery effectiveness in nomadic schools

Table 2: Regression Analysis on Effect of Reflective Teaching on Lesson Delivery Effectiveness of Social Studies Teachers

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.477	.475		5.210	.000
Reflective Teaching	.656	.046	.798	14.363	.000

Dependent Variable: Lesson Delivery; $R=0.798$, $R^2 =0.636$, $Adj.R^2 =0.633$, $F(1, 118)=206.308$, p -value 0.000

The results on Table 2 present the outcome of regression analysis on effect of reflective teaching on lesson delivery effectiveness of social studies teachers in senior secondary schools in north east Nigeria. The result of Analysis of Variance (F-Ratio) for the overall regression model

fitness, revealed $F(1, 118) = 206.38$, $P\text{-value } 0.000 < 0.05$. Since the obtained $p\text{-value } (0.000)$ is less than hypothetical $p\text{-value } (0.05)$, this implies that model is fit. More so, the results reveal $R\text{-value of } 0.798$, which indicates that independent variables have high level of prediction on the dependent variable (Lesson delivery). Likewise, the standardized coefficient beta of 0.798 reported on the table indicated that the independent variable (Reflective teaching) can explain about 79.8% of the variability in dependent variable (lesson delivery).

H₀₃: There is no significant effect of reflective teaching ability of social studies teachers on their classroom management effectiveness

Table 3: Regression Analysis on Effect of Reflective Teaching on Classroom Management Effectiveness of Social Studies Teachers in Nomadic Schools

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.669	.457		8.023	.000
Reflective Teaching	.617	.044	.791	14.055	.000

Dependent Variable: Classroom management; $R=0.791$, $R^2 = 0.626$, $Adj.R^2 = 0.623$, $F(1, 118) = 197.555$, $p\text{-value } 0.000$

Table 3 presents the outcome of regression analysis on effect of reflective teaching on effectiveness of social studies teachers in classroom management in senior secondary schools in north east Nigeria. Analysis of Variance (F-Ratio) for the overall regression model fitness, revealed $F(1, 118) = 197.56$, $P\text{-value } 0.000 < 0.05$. Since the obtained $p\text{-value } (0.000)$ is less than hypothetical $p\text{-value } (0.05)$, this implies that model is fit. More so, the results reveal $R\text{-value of } 0.791$, which indicates that independent variables have high level of prediction on the dependent variable (classroom management). Likewise, the standardized coefficient beta of 0.791 reported on the table indicated that the independent variable (Reflective teaching) can explain about 79.1% of the variability in dependent variable (lesson delivery).

DISCUSSION OF FINDINGS

Reflective teaching significantly influenced the effectiveness of lesson planning, lesson delivery and classroom management by social studies teachers. This may not be unconnected with the fact that lesson planning depends largely on past experience and expectation, which only those

social studies teachers with reflective teaching approach can sufficiently taking care of in their planning. The current finding agrees with that made by Wayne (2016) and Ken (2016) that there was significant difference in the effectiveness of lesson planning by those teachers with reflective teaching capability than those without reflective teaching approach. Also, studies by Kuş (2017) Takahashi, Watanabe and Yoshida, (2010) and Kuş (2014) reiterated that those teachers with reflective teaching approach show more consistent in lesson delivery than others irrespective of subjects. Stanley (2013) and Adeniyi (2009) rated attitude and responsiveness of students to teachers during lesson delivery higher for those teachers adopted reflective teaching than those without reflective teaching approach. Studies by Priya, Prasanth and Prince (2017), Posthuma (2011) and Zeichner (2012) reaffirmed that all teachers sampled in their study indicated better teaching through reflective teaching, however, most considered the approach as retarded, slow and time consuming. Majority of teachers believed that reflective teaching is not effective when need to cover curriculum contents arise.

Pedro (2011) concluded that irrespective of subject in consideration only reflective teachers could be regarded as teachers that can bring out the best from students irrespective of their ages and background. The need for reflective teaching approach include; to help students develop the skills they need to best take action in today's world; to accommodate the wishes of students and communities, and consider what is most beneficial for our society during teaching. Through reflective teaching students can develop positive skills of communication, critical thinking, collaboration, and problem-solving (Ken, 2016). Studies by Kuş (2017) and Adeniyi (2009) showed that reflective teaching allow teachers to take the central position of change and come up with solution to society challenges of insecurity, mistrust, need for economy diversification and poor governances.

CONCLUSION

The findings from this study have shown that through reflective teaching teachers were in the best position to well plan their lesson, deliver the lesson and have good control on their classroom. This proved that social studies teachers with reflective teaching approach is in the best position to positively engage students in various aspects of mathematics, which most students considered difficult and uninteresting.

RECOMMENDATIONS

1. Social studies teachers in north east Nigeria should be trained on different approach of achieving reflective teaching to enhance their teaching capability.
2. All necessary support from schools should be provided for the social studies teachers to effectively put students through difficulties aspects of social studies through reflective teaching
3. Teachers' institutes in the north eastern Nigeria should be encouraged to training the pre-services teachers on various reflective strategies to prepare them for task ahead.

REFERENCE

- Adeniyi, T. B. (2009). *Influence of Selected Teacher Variables on Secondary School Students' performance in social studies in Ado-Ekiti, Nigeria*. Unpublished M. Ed Thesis, University of Ilorin, Ilorin.
- Adler, J., Reed, Y., &Bapoo, A. (2012). Incomplete Journeys: Code-switching and other language practices in Science and social science classrooms in South Africa. *Language and Education, 16*, 128–149.
- Alarcoa, I. & Moreira A. (2013). Technical rationality and learning by reflecting on action in teacher education: dichotomy or complement? *Journal of Education for Teaching: International Research and Pedagogy. 19* (1) 31-40
- Byrne, M. & Willis, P. (2008). An Exploration of Tertiary Accounting Students prior Approaches to Learning Outcome. *International Journal of Management Education, 7*(3), 34-46.
- De-Ville, P. (2010).Mentoring Reflective Practice in Pre-service Teachers. EABR&ETLC Conference Proceeding: The voice of Australian Science Teachers reconstructing the mentoring provided by pre-service Lecturers, especially in the development of professional reflective practice. Retrieval Date: 14th August 2012.
- Jacobs, M., Vakalisa, N. C. G. &Gawe, N. (2011).Teaching-Learning Dynamics. Cape Town: Pearson.
- Karatekin, K., Kuş, Z., &Ve-Sönmez, Ö. F. (2010).Democracy Perception of Primary School Students .*e-Journal of New World Sciences Academy Education Sciences, 5* (4),33 – 41

- Ken, Z. (2016). A Critical Analysis of Reflection as a Goal for Teacher Education. *Education Social Science*, 29(10),21 – 43
- Kuş, Z. (2014). What kind of Citizen? Analysis of Social Studies Curriculum in Turkey. *Citizenship, Social and Economics Education*. 13(2), 132 – 142.
- Kuş, Z. (2017). Reflective Thinking in Social Studies Curricula. Retrieved on 21st April, 2020 from https://www.isres.org/books/chapters/NASSE12017-13_11-09-2017.pdf
- Lois, M. C., Wilson, E.K., Anders, S.K. & Warren, E. P.(2012).Teachers' Reflections on Their Practice of Social Studies, *The Social Studies*,92:5,205-208,
- Maura, S. (2012). Teachers and Change: The Role of Reflective Practice. *Procedia - Social and Behavioral Sciences* 55: 461 – 469
- Owede, V. & Yusuf, A. (2014).Teachers' Disposition and Reflective Practice as Correlates of Students' Performance in Social Studies in Yenagoa Metropolis, Bayelsa State. *Revue Internationale de Recherch en Communication, Education et Development (RIRCED)*. 1(5): 2 – 17.
- Pedro, J.Y. (2011). *Reflection in Teacher Education: Exploring Pre-Service Teachers' meanings of Reflective Practice*. Unpublished Doctoral Dissertation. Virginia Polytechnic Institute and State University, Blacksburg, VA, United States.
- Posthuma, A.B. (2011). *The Nature of Social Studies Teachers' Reflective Practice*. Unpublished Doctoral Dissertation. University of Pretoria, Pretoria, South Africa.
- Priya, M., Prasanth, M. & Prince, J. P. (2017). Reflective Practices: A Means To Teacher Development *Asia Pacific Journal of Contemporary Education and Communication Technology (APJCECT)*, 3(1):126 – 131
- Robert, M. (2011).Reflections on Teaching Social Studies to ESL Students. *International Journal of Curriculum and Instruction*, 2(4)12 – 43.

- Stanley, C. (2013). A Framework for Teacher Reflectivity. *TESOL Quarterly*, 32 (3),584-591
- Takahashi, A., Watanabe, T., & Yoshida, M. (2010).Developing Good Teaching Practice through Reflective Lesson Study. *Tsukuba Journal of Educational Study in Mathematics*, 25, 197–204.
- Wayne, E. R. (2016). The Role of Portfolio Evaluation in Social Studies Teacher Education: How Evaluation Practices Shape Learning Experiences. Retrieved on 21st April, 2020 from <http://www.socialstudies.org/sites/default/files/publications/se/6003/600308.html>
- York-Barr, J., Sommers, W.A., Ghere, G.S., &Montie, J. (2010).*Reflective Practice to Improve Schools*. Thousand Oaks, CA: Corwin Press.
- Zeichner, K. (2012). Preparing Reflective Teachers: An Overview of Instructional Strategies which have been Employed in Pre-service Teacher Education. *International Journal of Educational Research*, 11(5), 65 – 75.