

## Explanatory Analysis of Economics Teachers' Perception and Knowledge of Reflective Teaching in Ibadan, Oyo State, Nigeria

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### Abstract

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The study focused on the Economics teachers' perception and knowledge of reflective practice in senior secondary schools in Akinyele and Ibadan North Local Governments Area of Oyo State. The research design was a mixed-method QUAN-qual. All Economics teachers in Akinyele and Ibadan North Local Government Areas of Oyo State formed the population. A sample of 100 Economics teachers was selected using a random sampling technique selected across the two local government areas. The validated instruments of data collection were the Teachers Reflective Practice Perception Questionnaire ( $r = 0.81$ ), Teacher Knowledge of Reflective Teaching Scale ( $r = 0.88$ ), and Interview Guide. The method of data analysis is the descriptive method and a thematic approach. The study reveals that Economics teachers have a positive perception about reflective teaching with Grand Mean,  $X = 3.18$ , and knowledge of reflective teaching exhibited by economics teachers in the study area is moderate with Mean,  $X = 2.22$ . Also, qualitative data on perception shows that interviewees had a positive perception of reflective teaching practice as indicated by the individual interviewee. Based on the findings, to improve teachers' perception and knowledge of reflective teaching practice, there should be workshops and seminars on reflective teaching practice. Reflective teaching practice should also emphasize by the school management, and a monitoring committee should be in place for result-oriented teaching practice.

**Keywords:** *Assessment, Economics, Reflective practice, Senior secondary schools*

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### **Background to the Study**

The teacher in a classroom is to create a productive learning environment. It involves such procedures and practices which produce effective teaching and learning environment such as communication style, use of instructional materials, teacher's questioning pattern, and time management. Acquisition of these teaching behaviours is important to every teacher as their management in the classroom for teaching effectiveness. Besides, for maintenance of good classroom practice to create and continuously enhance effective teaching and learning process the teacher needs to continuously and regularly be dynamic in the application of these behaviours to maximize learning.

Despite the importance of the aforementioned teaching actions in classroom practice, one wonders if teachers critically consider, analyse and evaluate their behaviours in the classroom as a means of ensuring dynamism in their classroom. It has been observed that more often teachers talk about their teaching practices around students in particular, whenever they meet their colleagues. Some of the issues addressed by the teachers are negative attitudes and difficulties in learning among others. According to Ige (2017), dissatisfied situations are expressed by such teachers and never to be attended to reflectively. This implies that they lack the knowledge of individual or group critical analysis or reflection with colleagues Kareem, (2012) observed that teachers are yet to approach their lessons with dynamism and have adhered to whatever methods they have been using for years even when such methods do not bring results.

Ajitoni (2008); and Apejua (2019), also observed the routinised responses of teachers to classroom situations and advocated for a continuous evaluation of classroom experiences. These observations of the scholars imply that teachers have failed to consciously, consistently, and systematically consider and revisit the sequence of their teaching for meaningful dynamic improvement in the classroom. Supporting this view, Ige (2017), and Gbadamosi and Jegede (2015) remarked that teachers, who teach the same course several times and use the same strategies over the years, have failed to consider their teaching actions from group to group. This implies that the status of teachers' classroom management depends not only on effective pedagogy but also largely on the knowledge of addressing their problems in practice. One way of getting involved in deliberate critical appraisal and continuous examination of classroom processes systematically is through a practice called reflective teaching.

Silvia (2014) defined reflective teaching as “a systematic and structured process in which the teacher looks at concrete aspects of teaching and learning with the overall goal of personal change and more effective practice”. As well, Al-Ahdal and Al-Awaid (2014) commented that reflective teaching is a strategy used by teachers to initiate change(s) to solve problems associated with learning. According to Pollard, Collins, Maddock, Simco, Swaffield, Warin, and Warwick (2006) reflective teaching could be viewed from two dimensions namely, everyday reflective teaching, which is a reflection on practice that just happens, what we do anyway, and pedagogical reflective teaching in which teachers undertake deliberate and sustained reflection and action for improvement. Based on

pedagogical reflective teaching, various forms of reflective teaching which have been identified include technical rationality, reflection-in-action, reflection-on-action, reflection-for-action, and action research (Robyn and Mellita, 2017; Farrell, 2011). There are many reflective teaching tools. They are peer observation, audio recording, and students' feedback, focus group discussion, 'critical friend', diary-keeping/ journal writing, storytelling, observation, recording lessons, thinking aloud, and consensus-building (Robyn and Mellita, 2017; Ige, 2017).

Implementation of reflective is helpful to teachers in numerous ways. Cimer, Cimer, and Vekli (2013) noted that becoming reflective teachers could help them to be more aware of their teaching process and also identify the consequences of their actions. In another vein, Zulfikar and Mujiburrahman (2017) discovered that reflective teaching promotes teachers' consciousness of his/her teaching and enhances different stages of learning. Adoption of reflective practice is also beneficial to teachers in training by allowing them to apply educational theories in classroom instruction.

Important as reflective teaching is to teaching and teachers, Ige (2017); and Apejua (2018), have separately reported that it has never received due enthusiastic response from teachers. Supporting this, Choy and Oo (2012), found that the teachers engaged in reflective teaching only to understand whether they have implemented proper instructional methods, and thus they failed to get other benefits from their reflective practices, such as to increase and improve their instructional methods. The failure of teachers to practice reflective teaching is may be due to some factors. One factor is that many lecturers (teacher educators) do not approach their teaching with reflection (Kareem, 2012; Zulfikar and Mujiburrahman, 2017). The second factor is that the teachers were not trained on how to practice reflective teaching. The teachers continue to teach without reflecting due to their belief that their classroom teachings are satisfactory (Apejua, 2018; Cimer, Cimer, and Vekli, 2013).

Perception involves the ability to be conscious of or perceive an issue or situation (Ou, 2017). Most teachers do not perceive that their classroom teaching is being carried out in a routine or stereotyped manner. Such teachers do not perceive the need for dynamism or creativity in their teaching actions. Such teachers, where negative perception exists, lack the necessary drives and the support involved in carrying out self-appraisals. Faghihu and Muhammad (2016) reported that most of the teachers depend on their reasoning to measure the success of teaching with a relatively low level of reflection. It is argued that for teachers to develop desirable levels of pedagogic integrity, they should involve themselves more in exploring their students' learning styles and critical aspects of the teaching context (Ige, 2017).

Knowledge is a detailed familiarity or understanding of a situation (Gottschalk-Mazouz, 2006). He further described knowledge as a confident understanding of a subject with the ability to use it for a specific purpose. It could also be referred to as the state or fact of knowing. However, many teachers lack the knowledge of reflective teaching due to their inability to acquire such knowledge while in school since it is not in the teacher training

curriculum (Kareem, 2012). If teachers possess the knowledge of the processes involved in considering, analysing, and assessing their teaching actions, they would have a better understanding of how these processes can have an impact on their management of instruction. This is very germane when it comes to teaching to help students acquire concepts otherwise considered as difficult in various subjects. For example, electrochemistry and organic chemistry in Chemistry (Ijioma and Onwukwe, 2010), map reading in Geography, market structure in Economics.

Economics is one of such subject areas which this study will consider. Economics is the study of how humans use knowledge to identify resources and use these scarce resources to create and distribute resources among people. Economics builds up an individual with the tools of economic analysis which will enable him or her to understand current issues and problems confronting society through the provision of techniques of critical thinking. . Economics makes an individual adopt a practical approach and be objective to world issues and find solutions to daily problems by living peacefully and happily with the people and recognize the dignity of labour.

Despite its importance, the teaching of Economics in Nigerian Secondary School is characterized by the unsatisfactory performance of students in WAEC and NECO examinations despite its importance in the development of a nation (Oyewole, 2019; Gbadamosi and Jegede, 2015). There is a low quality of the instruction in Economics lessons (Jeshuabib, 2019, Gbadamosi, 2019). To overcome this, it was suggested that Economics teachers should be equipped with adequate and qualitative teaching behaviours or actions and continuously examine such behaviours critically through the practice of reflective teaching to improve teachers' teaching events in the classroom and consequently students' achievement. To practice reflective teaching, teachers need to acquire knowledge of its process through training.

The study was anchored on Social constructivism theory, propounded by Lev Vygotsky (1978). The theory emphasizes education for social transformation and reflects a theory of human development that situates the individual within a socio-cultural context. Social constructivism theory is relevant to reflective teaching in making teachers learners who can make meaningful knowledge about their classroom practice through interactions with each other and the environment.

### **Statement of the Problem**

Teaching has always been beset by routine and inadequate classroom practices and poor students' achievement. While the major factor responsible for such poor performance is teachers' non-dynamism in classroom instruction by adhering to the routine way (s) of addressing instructional problems, despite the training that they have been exposing been. Reflective practice has been harvested as one of the solutions to the identified problems. However, it seems much effort put in place on pre-service teachers over in-service teachers. Therefore, this study investigated Economics teachers' perception and knowledge of reflective teaching in Akinyele and Ibadan North, Oyo State, Nigeria.

## **Methods and Materials**

**Research Design:** Mixed method QUAN-qual design was adopted.

**Population, Sample and Sampling Technique:** the participants are the Economics teachers in senior secondary schools in Ibadan North Local Government Area of Oyo State. Random sampling techniques was used to select the Economics teachers in the secondary schools in Ibadan North Local Government Areas of Oyo State. In all, a total of 100 Economics teachers were given questionnaire and 15 Economics teachers were involved in the interview. The criteria for the selection of teachers include:

- (1) The teacher must be a certified Economics teacher with NCE(Economics), B.A(ED), B.Ed, M.Ed/M.S.c, Ph.D
- (2) The teacher must be teaching in any of the public and private schools within the local government areas.

**Instrumentation:** Three validated instruments were used for the data collection. Namely, Teachers Reflective Practice Perception Questionnaire ( $r = 0.81$ ), Teacher Knowledge of Reflective Teaching Scale ( $r=0.88$ ) and Interview Guide.

## **Procedure for Data Collection**

The researcher collected a letter of introduction from Head of Department, Arts and Social Sciences Education, University of Ibadan, which was presented to the principal of the selected schools.

## **Quantitative Data**

Teachers reflective practice perception questionnaire and teacher knowledge of reflective teaching scale were administered to the teachers through the help of four trained research assistants and collected back on the spot.

## **Qualitative data**

### **Teacher's Interview**

An interview guide for one-on-one semi structured interviews was used. Three main points were ask, first about the Economics teachers' perceptions about practicing reflective teaching, second is the kinds of reflective teaching that the teachers practice, and the last is the barriers that the teachers face in practicing reflective teaching.

## **Methods of Data Analysis**

Data collected were analyzed using the descriptive method Mean, Standard Deviation, Frequency Count and Percentage to determine the Perception and Knowledge of Economics Teachers in the use of Reflective Practice while thematic approach was used for qualitative data.

## Results

**Table 1:** Profile of the Respondents

S/N	Variable	Frequency	Percentage
1	Gender		
	Male	56	56.0
	Female	44	44.0
	Total	100	100.0
2	Age		
	21-30years	22	22.0
	31-40years	56	56.0
	41-50years	21	21.0
	51years and above	1	1.0
	Total	100	100.0
3	Educational Qualifications		
	OND/HND	6	6.0
	BSc/BEEd	66	66.0
	MSc/MEd	28	28.0
	Ph..D	0	0.0
	Total	100	100.0
4	Experience		
	1-5years	33	33.0
	6-10years	48	48.0
	11-15years	13	13.0
	16-20years	4	4.0
	21years and above	2	2.0
	Total	100	100.0

Table 1 shows the profile of the respondents used in the study. The table indicates that there are more male 56 (56.0%) than female 44 (44.0%) respondents. The table also shows that the majority 56 (56.0%) of the respondent falls between the age range of 31-40 years, 22 (22.0%) are in the age range of 21-30 years, 21 (21.0%) are between ages 41-50years and only one respondent is of age fifty-one years and above. Based on qualification, BSc/Bed 66 (66.0%) is the common educational qualification of the respondents. In terms of years of teaching experience, the highest number of respondents 48 (48.0%) had between 6-10years of experience, while the lowest group has two respondents with teaching experience of twenty-one years and above.



**Research Question 1:** How do teachers perceive practicing reflective teaching?

**Table 2:** Teachers' Perception of Reflective Teaching

S/N	Perception	SA	A	D	SD	X	SD
1	Consistent use of reflective teaching methods by economics teacher boosts teachers' professionalism.	34 34%	65 65%	-	1 1%	3.32	0.529
2	Reflective practice allows teachers to adapt lessons to suit their classes	24 24%	76 76%	-	-	3.24	0.429
3	Reflective process improves the quality of teaching and learning.	39 39%	61 61%	-	-	3.39	0.490
4	Reflection on teaching methods help to improve teaching-learning outcomes	37 37%	63 63%	-	-	3.37	0.485
5	A teacher needs to think about his/her teaching philosophy and the way it affects his/her teaching.	36 36%	64 64%	-	-	3.36	0.482
6	Reflective teaching method is not suitable for effective learning in economics in secondary school.	12 12%	45 45%	31 31%	-	2.57	0.856
7	By engaging in reflection, teachers also carry out evaluation.	14 14%	86 86%	-	-	3.14	0.349
8	Reflective practice enables a teacher to work on areas where development might be needed in his care.	17 17%	81 81%	2 2%	-	3.15	0.411
9	Teachers who evaluate their own teaching through critical reflection handle students based on their individual learning needs.	11 11%	75 75%	13 13%	1 1%	2.96	0.530
10	The more a teacher reflects on his teaching method, the more he/she better at teaching	35 35%	60 60%	5 5%	-	3.30	0.559
<b>Grand Mean = 3.18</b>							

Table 2 shows the teachers' perception of practicing reflective teaching. The table revealed that 39 (39%) of the respondent strongly agreed that the reflective process improves the quality of teaching and learning will improve and the remaining 61 (61%) agreed to the same statement. 37 (37%) of the respondents strongly agreed that Reflection on teaching methods helps to improve teaching-learning outcomes and the remaining 63 (63%) also agree with the statement. The table also shows that 34 (34%) strongly agreed that consistent use of reflective teaching methods by economics teachers boosts teachers' professionalism and 65 (65%) agreed with the statement. However, 14 (14%) disagreed that teachers who evaluate their own teaching through critical reflection handle students based on their individual learning needs. 31 (31%) also disagreed that the reflective teaching method is not suitable for effective learning in economics in secondary school. The grand mean of 3.18 shows that Economics teachers have a positive perception of reflective teaching.

Further, on the perception the key informant interview shows that interviewees are of positive perception of reflective teaching practice as indicated by the individual interviewee:

For instance,

*Reflective teaching is not bad, in the sense that it gives me opportunity to confirm my strength or areas of improvement and performances of my students.*

**Teacher 1 (Male, Age, 31-40 years; teaching experience, 11-15 years)**

Another teacher, reported that:

*It is nice to engage in reflective teaching since at times teachers may not correct in handling some situations. Sometimes, the teacher may not actually know what our students want. Meanwhile, students may not prefer the model adopt by his/her teacher. In fact, we need to think about our action.(Teacher 2 (Male;51 years and above; teaching experience, 21 years and above).*

Similarly, a female teacher reiterated,

*I am used to reflect my teaching. It is not a big deal to do reflective because I do it regularly. When I am teaching, I am conscious of what I do and evaluation during the class to make sure students are learning and after class. I examine my student.*

**(Teacher 3 (Female, Age, 41-50 years; teaching experience, 11-15 years)**

*Moreover, my opinion is that reflection give us teachers to reflect and correct our mistake in the school. It is to promote everything we do in teaching.*

**Teacher 4 (Female; 21 years and 30 years; teaching experience, 1-5 years)**

**Research Question 2:** What is the teachers' extent of knowledge about practicing reflective teaching?

**Table 3:** Knowledge of Reflective Teaching

S/N	Knowledge Extent	Frequency	Percentage
1	Low	5	5.0
2	Moderate	68	68.0
3	High	27	27.0
4	Total	100	100.0
<b>Grand Mean = 2.22</b>			

Table 3 presents the teachers' extent of knowledge about practicing reflective teaching. The table indicates that 68 (68%) of the Economics teachers have moderate knowledge of reflective teaching, 27 (27.0%) of the teacher have high knowledge of reflective teaching while 5 (5%) of the teachers have low knowledge of reflective teaching. The grand mean of



2.22 indicates that the knowledge of reflective teaching exhibited by Economics teachers on the average can be describe as moderate.

### **Discussion of Findings**

#### **Teachers' Perception of Reflective Teaching**

Findings on how teachers perceive practicing reflective teaching revealed that respondents strongly agreed that reflective process improves the quality of teaching and learning will improve and that reflection on teaching methods help to improve teaching-learning outcomes. The finding also shows that respondents strongly agreed that consistent use of reflective teaching methods by economics teacher boosts teachers' professionalism. However, respondents disagreed that teachers who evaluate their own teaching through critical reflection handle students based on their individual learning needs and they also disagreed that reflective teaching method is not suitable for effective learning in economics in secondary school. In all, the finding revealed that Economics teachers have positive perception about reflective teaching.

This finding is in line with that of Zulfiker and Mujiburrahman (2017), who found out that reflective teaching increases teachers' awareness and improves their teaching processes. However, these findings contradict that of Choy and Oo (2012), who found out that teachers engaged in reflective teaching only to understand whether they have implemented proper instructional method and thus they failed to get other benefits from their reflective practices, such as to increase and improve their instructional methods.

#### **Teachers' Knowledge of Reflective Teaching**

The result on the teachers' extent of knowledge about practicing reflective teaching indicates that the majority of Economics teachers have moderate knowledge of reflective teaching; some of the teachers have high knowledge of reflective teaching while few of the teachers have low knowledge of reflective teaching. The grand mean indicates that the knowledge of reflective teaching exhibited by Economics teachers on average can be described as moderate.

The result of this study corroborates that of Sellars (2017) who found out that many pre-service teachers need knowledge of reflective teaching. He recommended that teachers need to do a process of reflection as an individual who recognises and acknowledges the origin and impact of the belief system, value, and interpretations as the basis of professional teachers.

#### **Policy Implications of the findings**

1. The role of teachers today for effective teaching and learning is significant. Therefore, for prompt, efficient, and evidence-based professional development emphasize should be on reflective teaching practice.
2. School-based professional development through reflective teaching practice should also be adopted as it allows teachers to be responsible for their professional development.

## Conclusion

The findings reveal that Economics teachers in senior secondary schools in Akinyele and Ibadan North Local Government Areas of Oyo State have positive perceptions and moderate knowledge of reflective teaching practice. It can therefore be concluded that reflective teaching is the key to result-oriented teaching and continuous self-professional development as perceived by the teachers.

**Recommendations**The major duty of a teacher is to translate the curriculum to the student and ensure appropriate implementation. One way by which teachers do this is by delivering a lesson in appropriate adequate, relevant, and satisfactory strategies are through Reflective teaching practice. It is therefore recommended that:

1. Workshops and seminars should be organized on reflective teaching practice to improve teacher's perception and knowledge of reflective teaching practice.
2. All Economics teachers should practice reflective teaching for professional self-development.
3. Non-challant attitude or reluctance on part of teachers as regard reflective teaching practices should be curtailed through effective monitoring.
4. Teachers should see the reflective practice as part of their work.

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