

REFLECTIVE TEACHING METHOD FOR DEVELOPING NATIONAL VALUES IN TEACHER EDUCATION IN NIGERIA

SHETU ILU CHETLE

**DEPARTMENT OF GENERAL EDUCATION STUDIES/ SOCIAL STUDIES
FEDERAL COLLEGE OF EDUCATION (TECHNICAL), GUSAU**

AND

ABUBAKAR MUSA

**SOCIAL STUDIES DEPARTMENT
FEDERAL COLLEGE OF EDUCATION (TECHNICAL) GUSAU**

habsam8@gmail.com & shetuilu@gmail.com

Abstract

The importance of reflective teaching method in teacher education cannot be overemphasized. This paper examines reflective teaching method for developing national values in teacher education in Nigeria. The concepts of reflective teaching method which involves teachers in analysing, discussing, evaluating, changing and developing their practice, by adopting an analytical approach to their work, was discussed. National values; and teacher education were also discussed. Strategies for enhancing reflective teaching in developing national values in teacher education which include; inculcating in the minds of student-teachers that a child is born with values, a teacher needs to uncover them; teachers to provide experiences and situations in which students can consider and reflect about values, and translate this reflection into action; etc. were analysed. It was recommended, among others, that, reflective teaching should be adopted as a strategy for improving the teaching and learning competences of teachers in training to adequately prepare them for their roles as teachers, mentors and role model.

Keywords: *Reflective Teaching; National Values; Teacher Education*

Introduction

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works – a process of self-observation and self- evaluation.

According to Girija (2011), reflective teaching is seen that teaching takes place in a social setting that has its own unique characteristics, opportunities and constraints. He further states that, the practice of reflective teaching explores the implications of all these complex factors with the intention of understanding and improving teaching-learning practice. Engaging in reflective practice is associated with the improvement of the quality of care, stimulating personal and professional growth

and closing the gap between theory and practice. (Girija, 2011).

Teachers are as important as the national values. Having national values captured in our school curriculum without competent teachers to impart them is as good as having a ship without a captain. According to Ani, Onyia and Iketaku (2013), the quality of a nation depends upon the quality of its citizens; the quality of its citizens depends not exclusively but in crucial measure upon the quality of education; and the quality of education depends, more than upon any single factor upon the quality of their teachers. It is the teacher who is responsible for the implementation of the educational process at any stage. This shows that, it is imperative to invest in the preparation of

teachers so that, the future of the nation is secure. The importance of competent teachers in the nation's school system can be, in no way over, emphasized.

Teacher education is essentially a value-laden activity concerned with the overall development of the teacher. The 'education' emphasises a drastic qualitative change in its orientation from the training of teacher as a craftsperson to the development of a humane teacher (Singh, 2016). Unless teachers are well acquainted with societal values, the students will not have them. Teacher plays a vital role to develop the values among children to be good human beings. A value based approach must form the backbone of educational system and also the teacher education system. Today, we are facing so many problems like- terrorism, poverty and population problem due to the non-efficient implementation of national values.

Values are cherished and acceptable standards of behavior. They are the highest ethical parameters and criteria through which individuals, groups and societies order their goals, determine their choice and judge their conducts (Ihedoro, 2006).

Developing national values in teacher education is paramount in ensuring that pupils/students emulate, learn and internalize them. Teacher has an important role in inculcating moral values in students. Education for values needs to be pursued with will, commitment and the hope for transformation and change. Reflective teaching methods can therefore, be used to develop national values in teacher education in Nigeria.

Reflective Teaching Method

Reflective method, according to Deville (2010), is a learning method which fosters meaningful learning through questioning and investigation. Schon (1993) suggested that, reflective teaching is a

continuous process, and involves the learner thoughtfully considering one's own experience in applying knowledge to practice while being taught by professionals. It helps the individuals to develop their own personality. Gibbs in Girija (2011) asserted that, reflective practice suggests that individuals develop an analysis of feelings, evaluation of experience etc. Diezman and Walters (2006), asserted that, reflective practice is a means of ascertaining the effectiveness of teaching and learning activities. Ogunbameru & Uwameiye (2012) cited that, reflection in action carries functional potential of reconstruction of meaning, and that, reflection in action and of action are means of developing professional capability for learning and problem solving. Ogonor and Badmus in Ogunbameru & Uwameiye (2012) stated that, reflective teaching practice entails an ongoing examination of beliefs, and practices, their origins and their impacts on the teacher, the students and their learning process.

Jasper (2003) associated reflective teaching practice with lifelong learning resulting in the development of autonomous, qualified and self-directed professionals. Bartlett (1990) pointed out that, becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes. Asking questions "what and why" gives certain power over individuals teaching resulting in the emergence of autonomy and responsibility in the work of teachers. In reflecting on the earlier asked questions, teachers begin to exercise control and open up the possibility of transforming everyday classroom life.

Lieberman and Miller (2000) pointed out that, the practice of reflective

teaching, reflective inquiry, and reflection-on practice, result in gaining of the personal and professional knowledge that is so important to being an effective teacher and in shaping children's learning.

Han in Girijia (2011) stated that, the process element of reflection emphasizes how teachers make decisions, content stresses the substance that drives the thinking and reflective inquiry may set the stage for learning how to be a good teacher. Galvez-Martin cited in Girijia (2011) proposed reflective teaching as the act of creating a mental space in which to contemplate a question or idea, such as, "What do I know now about teaching young children?" This of repeated questioning leads to mental transformation to a time and a situation that lead to a deeper perspective helping students. It implies teachers' commitment to study their teaching practices to make changes based on weaknesses, and develop action plans to improve the quality of their educational instruction (Olaya Mesa, 2018).

Reflective teaching appears as the ability to think about the teaching performance in the classroom. According to Trujillo (2015), it is not only to reflect about the everyday doing as a teacher, it is to make a decision and implement this decision to really improve teaching actions, and acquire knowledge from experience as a teacher and promote students' learning. Minott (2009), defined reflection as careful consideration or thought. It is a process of disciplined intellectual criticism combining research; knowledge of context, and balanced judgment (critical thinking) about previous, present, and future actions, events or decisions. In light of this, reflective teaching is an approach to teaching, learning and problem-solving that uses reflection as the main tool. It encourages teachers to create distance between themselves and their practice, as outlined by Bengtsson (1993). It involves them in analysing, discussing,

evaluating, changing and developing their practice, by adopting an analytical approach to their work.

Skills required by trainees or learners to develop reflective learning practice include ability to communicate, exchange ideas, engage in self-assessment, and team work (Deville, 2010).

A common feature of the reflective process is the questioning of 'self', that is, one's beliefs, values, assumptions, context, and goals, in relation to actions, events, or decisions, as outlined by Cruickshank in Minott (2010). Reflective teaching involves teachers in examining, framing, attempting to solve dilemmas of classroom and schools, and asking questions about assumptions and values they bring to teaching. It also involves attending to the institutional and cultural context in which they teach, taking part in curriculum development, being involved in school change and taking responsibility for their professional development.

Farrell (2001) posited that, reflective teaching demands that teachers employ and develop their cognitive skills as a means of improving their practice. They would recall, consider, and evaluate their teaching experiences as a means of improving future ones. Elder and Paul (1994), and Halpern (1996) also pointed out that, reflective teachers would think critically, which involves the willingness to question, take risks in learning, try out new strategies and ideas, seek alternatives, take control of learning, use higher order thinking skills and reflect upon their own learning processes. They would discuss and analyse with others, problems they encounter in their classroom, to aid their analysis of situations, which could result in improved future classroom encounters, as suggested by Cunningham (2001). Zeichner and Liston cited in Minott (2010) opined that, reflective teachers would be

subject conscious as well as standard conscious because teaching reflectively promotes the individual as responsible for identifying subject content deficiencies and, through the act of reflection and being autonomous, address such deficiencies.

Reflective teaching also demands that, teachers use and develop their affective skills as a means of improving their practice. According to Markham (1999), they would use their intuition, initiative, values, and experience during teaching, and exercise judgment about the use of various teaching and research skills. Reiman (1999) suggested that, they would identify personal meaning and or significance of a classroom or school situation and this would include the disclosure and examination of personal feelings. Markham (1999) further suggested that, teachers would also take personal risks, for reflective teaching demands the sharing of perceptions and beliefs with others. They would engage in the disclosure of feeling, ideas, receiving and giving feedback as a part of a collaborative experience, as purported by Day (1999) and, as Cunningham (2001) stated, they would confront the uncertainty about their teaching philosophies and indeed their competence.

If teachers hone their cognitive and affective skills via reflective teaching, this could improve their ability to react and respond—as they are teaching—to assess, revise, and implement approaches and activities on the spot. According to Cunningham (2001) and Bengtsson (1993), this could also develop further self-awareness and knowledge through personal experience. More importantly, this could aid in encouraging teachers in their role as autonomous professionals, by encouraging them to take greater responsibilities for their own professional growth by deepening an awareness of their practice, set within their

unique particular socio-political contexts.

Defining reflective teaching and outlining its benefits point to its value and role in encouraging effective teaching and teachers.

National Values

Values are the forces that govern behaviour at the core of the personality. Behavioural dispositions of the individual are governed by value-orientations, attitudinal dispositions, and belief systems with specific reference and relevance to broader social context of the individual. A value orientation is essential for the planning of a good future for mankind. It is a matter of experience that, mankind reacts to human behaviour sometimes with approval and sometimes with disapproval. Not only the individual but society makes judgments on various kinds of human behaviour (Mohan & Subashini, 2016).

According to Ugwuegbu (2004), values are the goals people work for. They are those elements in a person's behaviour that show how a person has decided to use his time, energy or life. Values determine where people put most of their energy, what they work for and the way they go about that which they do.

Core values are the selected standards of behaviour that are fundamental to developing a stable and progressive nation. Core values are the acceptable, right and cherished pattern of behaviour that are capable of enhancing national integration and unity (Ajere and Oyinloye, 2011).

According to Nnamani & Ilo (2014), national value is consistent ethics and ideological integrity applied on individual or collective will of the people. A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a desirable group, which

influences the selection from available modes, means and ends of action. Lesthaeghe & Moors (2000) argued that, values are cultural imperatives that lead to certain actions. It is the belief, the conduct personally or socially preferable to an opposite mode of conduct or end-state of existence. Values are evaluative beliefs that synthesize affective and cognitive elements to orient people to the world in which they live (Marini 2000). National values are treated as static mental structures, with little emphasis placed within the action. It is leading by example that is doing the right thing for right reasons not compromising core principles. It is moral, political or economic motivated type of behaviours (Nnamani & Ilo, 2008).

Elements of national values

Patriotism is the love, devotion to one's country which might or might not be the native land of the patriot. It believes in nationalism which is devoted to the national interest of a nation. It is a sense of unity among the country's inhabitants, particularly the natives of the land with a firm will to remain a sovereign government. It is necessary for protecting citizens and their way of life, freedom and participation in international organizations for major decision-making (Wise, in Nnamani & Ilo, 2008). Patriotism has to do with a person's support for his country by showing feelings and qualities of patriotism.

Loyalty is allegiance to the sovereign government of one's country, personal reverence to the sovereign and the royal family. It traces the word "loyalty" to the 15th century, as fidelity in service, love to an oath taken. Britannica gives meaning as one who is loyal in the feudal sense of fealty, lawful as opposed to outlaw, full legal rights as a consequence of faithful

allegiance to a feudal lord (Wright, in Nnamani & Ilo, 2008).

Honesty is a facet of moral character and denotes positive, virtuous attributes such as integrity, truthfulness, and straightforwardness with the absence of lying, cheating or theft. It comes from active resistance of temptation and links to the controlled cognitive processes that delay regards to reward. It is a variety of communication both verbal and non-verbal which implies the lack of deceit. It involves complete truthfulness, not telling lies nor cheating, being straight forward in whatever you do and always contentious (Nnamani & Ilo, 2014).

Dedication to duty is the act of binding intellectual or emotional to a course of action; total commitment to public service allegiance, loyalty. It concerns attending your work regularly, going in time and dismissing at proper time, above all carrying out the best of your ability (Nnamani & Ilo, 2014).

Teacher Education

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

Teacher education is a program of education, research and training of persons to teach from pre-primary to higher educational levels (Ani, Onyia and Iketaku, 2013). Teacher education is a program that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirement of the profession and face the challenges there in (Kanayo, 2012). Teacher education is all the formal and informal activities and experiences that

help to qualify a person to assume responsibilities of a member of the educational profession (Ani, Onyia and Iketaku, 2013).

Teacher education, according to Ani, Onyia and Iketaku (2013), encompasses *teaching skills, sound pedagogical theory and professional skills*.

Teaching Skills include providing training and practice in different techniques, approaches and strategies that would help the teachers to plan and impact instructions, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skill.

Pedagogical Theory includes the philosophical, sociological and psychological considerations that will enable the teacher to have a sound basis for practicing the teaching skills in the classroom

Professional Skills include the techniques, strategies and approaches that will help teachers to grow in the profession and also work towards the growth of the profession. The amalgamation of teaching skill, pedagogical teaching and professional skills will serve to create the right knowledge, altitude and skills in teacher thus, promoting holistic development. Teacher education is based on the theory that, teachers are made not born. In contrary to the assumption, teachers are born not made. Since teaching is considered an art and a science, there is need for teacher education. The focus of teacher preparation had to shift from training to education. If it had to make a positive influence on the quality of curriculum transaction in classrooms.

Strategies for Enhancing Reflective Teaching in Developing National Values in Teacher Education

Teachers play a very important role in developing values in children to become good citizens. There is, therefore, the need to develop in teachers, national values to enable them perform their duties effectively. A value-based approach must form the backbone of educational system and also the teacher education system.

According to Deville (2010), when considering strategies for enhancing reflective teaching, particularly in developing a sense of professional self and belief structures, the following factors count: learning context, community of practice or learners and the influence of significant others.

Reflective teaching entails modelling meta cognitive activities and dialogue. Deville (2010) asserted that when metacognitive skills are embedded into teaching of course content, they promote the development, scaffolding and equipping of students with reflective practice.

Klob in Ogunbameru & Uwameiye (2012) asserted that reflection and conceptualization associated with active experimentation, intense practice and vicarious experimentation have high correlation with modelling. The integration of meta cognitive strategies of planning, monitoring, evaluating and adjusting learning performance are strategies to promote self-reflection.

The self-reflective strategies eventually help students to find their own learning strategies that enhance their academic achievement most effectively (Kobayash and Lockee, 2008).

Ogunbameru & Uwameiye (2012) stated that, the quality of self-reflection depend on the dimension of meta cognitive activities embedded in instruction and

modelling the activities. To promote quality self-reflection, students should engage in activities that require them to: describe their learning process, report their observations, query some teaching and learning practices (activities), interpret, evaluate and critique some contextual and social political practices.

Adopting these reflective teaching strategies, teacher educators, according to Sing (2016):

- should inculcate in the minds of student-teachers that, a child is born with values, a teacher needs to uncover them. Students should be informed of about the ideals of life and country's social ethos to influence them.
- value education that cannot be circumscribed by textbook materials but should be left to the initiative and inspiration of the teachers in finding the learning resources.
- values cannot be taught in isolation but the teacher can provide experiences and situations in which students can consider and reflect about values and translate this reflection into action.
- teachers must consider the values that undergird the scientific endeavours and attempt to prepare curricula and methods that reflect these values.
- at present, the edifice of faith, trust, fellow-feeling, loyalty, mutual help, fair play, sacrifice, obedience to law, are crumbling rapidly under the weight of materialism.
- the practice of the values by the teacher is more important than mere inclusion in the syllabus. Teacher educators must develop competencies in teacher trainees to

teach on the basis of the accepted principles of teaching and learning.

- teacher is considered as a fountain of all knowledge and a source of great ideals. He is the torch-bearer to society. Hence, if the teacher has a keen sense of values and has faith in the higher purpose of life, he can guide the whole generation through his versatile personality.
- moral values can be explained through stories and illustrations. Role play of a good story in the lesson. Through poetry, novel and stories we can inculcate moral values in the students.
- human values need to be cultured for the sake of the mind and the body in the students. Therefore, value education should be a process of developing the spirit of rational enquiry and self-discovery.
- value education is most effective when the teacher act as a role model and ensures that it is at the heart of the school's philosophy.
- teachers should conduct fairly and without bias regarding ethnicity, gender, marital status, political or religious beliefs, family, social, or cultural background, sexual orientation, or social economic status of everyone.
- the content of the lesson should be value oriented. All the values can be imbibed and inculcated through a suitably prepared language text and supplementary readers.
- after the lesson stimulus, a whole class discussion allows the value to be explored more deeply. So, teacher educators must encourage healthy discussions and also motivate teacher trainees to participate and explore themselves.

- a teacher is a teacher everywhere in the school and, outside of the school. Basically, this should be reflected in his behaviour.
- emphasis should be laid on respecting pupils and ensuring that they are not criticized frequently. Introspection is central to the establishment of a school than embodied values.
- Teacher educators should make teacher trainees need to know human nature. With loving attention and care one can bring out the positive human values in child.
- teachers' training should enable teachers to broaden their understanding of school subjects and look at them in a holistic manner and not just as a body of cold facts.
- values should be the top priority in a child's education. Recognizing that values are key to character building. Strong values and socio-emotional competencies will help a child succeed in any field.

Having identified patriotism, honesty, loyalty and dedication to duty as some of the elements of national values, reflective teaching strategies are the ways these could be achieved as they involve critical thinking, discussing to reflect the outcome of particular activity. This will give room for proper evaluation which may result to adjustment, adaptation or otherwise of certain techniques/methods.

Conclusion

Reflective teaching method involves careful consideration of thoughts, intellectual criticism, critical thinking, analysing, questioning, discussing, evaluating to reflect constantly on the outcome and decide on the way forward. These are no doubt suitable for developing national values in teachers for the desired

objectives to be achieved. Values cannot be taught in abstracts, it requires ethics of caring, constructivist and creative problem-solving as well cognitive and affective skills which are embedded in reflective teaching strategy.

Developing national values in teacher education is very necessary as teachers are the critical role players in inculcation of right type values in children and they are seen as role model and students often feel humbled to imitate their teachers. Having right type of values instilled in citizens will unequivocally promote the overall developments of this nation.

Recommendations

In view of the potentials of reflective teaching methods, as a way of developing national values in teachers the following recommendations were made:

1. Reflective teaching should be adopted as a strategy for improving the teaching and learning competences of teachers in training to adequately prepare them for their roles as teachers and mentors
2. Teachers should as a matter of priority learn the skills of reflective teaching to become reflective teachers.
3. Teaching aids required for reflective teaching should be adequately available in schools. These should include, but not limited to, video cameras, tape recorders, video projectors, charts, diagrams, posters and still pictures.

References

- Ajere, O. and Oyinloye, O.A. (2011). Perspectives of Youths on the Interiorization of Core-Societal-Values in the Nigerian Society. *Akungba Journal of Research in Education 1 (1)*, 179-194.

- Ani, M.I., Onyia, C.N. & Iketaku, I.R. (2013). Teacher Education as a Viable Tool for National Development Doi:10.5901/jesr.2013 *Journal of Educational and Social Research MCSER Publishing, Rome-Italy* 3(8) 2240-0524.
- Bartlett, L. (1990). Teacher development through reflective teaching. In J.C. Richards and D. Nunan (ads.), *Second language teacher education*. Cambridge: Cambridge University Press.
- Bengtsson, J. (1993). Theory and Practice: Two fundamental categories in the philosophy of teacher education. In B. Wade, L. Davies, H. Thomas, G. Upton, M. Lawn, S. Walker, C. Chitty, & D. Martin (Eds.), *Educational Review* 45(3). Abingdon: Carfax.
- Cunningham, F.M.A. (2001). Reflective teaching Practice in Adult ESL in Eric Digest USA: Washington DC Retrieved April 10, 2019 from: <http://www.cal.org/caela/esl%5Fresources/digests/reflect.html>
- Day, C. (1999). Researching Teaching Through Reflective Practice, in Loughran, J. (Ed) *Researching Teaching; Methodologies and practices for Understanding Pedagogy*. London: Falmer Press, 215-232.
- 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 preservice Lecturers, especially in the development of professional reflective practice*.
- Elder, L. and Paul, R. (1994). Critical Thinking: Why we must transform our teaching. *Journal of Developmental Education* Fall 34-35 retrieved April 11, 2019 from: <http://www.kcmetro.cc.mo.us/longviev/wctac/definitions.htm>
- Farrell, T.S.C. (2001). Tailoring Reflection to Individual Needs: a TESOL case study, In *Journal of Education for Teaching* 27.1.
- Girija C.N. (2011). Reflective Teaching Pedagogy as Innovative Approach in Teacher Education Through open and Distance Learning. *Journal of Media and Communication Studies* 3(12),. xx-xx, December 2011 Available online <http://www.academicjournals.org/jmcsDOI: 10.5897/JMCS11.028 ISSN 2141 – 2545 ©2011 Academic Journals>
- Ihedoro, M. (2006). Value system, attitudes and knowledge of civic education as determinants of students performance in social studies. An Unpublished M. Ed Project. University of Ibadan.
- Jasper, M.A. (2003). Nurses' perceptions of the value of written reflection: *Nurse Education Today*, 19(6): 452-463.
- Kanayo, V.A. (2012). Preparing teachers for a changing world. Unpublished seminar paper Imo state university Owerri
- Kobayashi, M. and Lockee, B. (2008). Evidence based approaches for self-regulated learning *Revista Reginal De Investicacin Educativa*, 5,33-43.
- Lesthaeghe, R. and Moors, G. (2000). Transitions and value orientations: selection and adaptation <http://www.vub.ac.be/SOCO/demo>
- Lieberman A, M.L. (2000). Teachers – Transforming their world and their work. New York: Teachers College Press. Little, J. Inside teacher community: Representations of classroom practice. *Teach. College Record*, 105(6): 913-945.
- Marini, J. (2000). The Inspiratory work of breathing during assisted mechanical ventilation. *CHEST* 87(5), 612-618.

- Minott, M.A. (2009) Reflection and Reflective Teaching, A Case study of Four Seasoned Teachers in the Cayman Islands. Germany: VDM Verlag Dr. Müller.
- Minott, M.A. (2010). Reflective Teaching and How it Aids in Coping with Heavy Workloads, Mandated Policies and Disagreements with Colleagues. *Current Issues in Education*, 13(1). Retrieved from <http://cie.asu.edu/>
- Mohan S.A. & Subashini, A.E. (2016) Role of Teachers in Inculcating Values among Students National Conference on Value Education Through Teacher Education. 1 Issue- IJARIE- ISSN(O)-2395-4396.
- Nnamani D.O. & Iloh, J.O. (2008). Good Governance and National Value: Where Does Nigeria Stand At 53? *International Journal of Democratic and Development Studies (IJDDS)* 2(1).
- Ogunbameru M.T. & Uwameiye, R. (2012) Reflective Practice: A Strategy for Improving Teaching Practice in Nigerian Colleges of Education *International Journal of Academic Research in Progressive Education and Development* October 2012, 1(4).
- 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/how.25.2.386>.
- Reiman, A.J. (1999). The evolution of social role taking and guided reflection framework in teacher education: recent theory and qualitative synthesis of research. *Teaching and Teacher Education* 15(6).
- Schon, D.A. (Ed.). (1993). *The reflective turn: Case studies in and on educational practice*. New York: Teachers College Press.
- Sing, S. (2016). Values in Teacher Education: Issues and Challenges. *An international Peer Reviewed & Referred Scholarly Research Journal for Humanity Science & English Language*. www.srjis.com
- Trujillo, S.M. (2015). *Reflective inquiry on strategic reading instruction* (Master's thesis). Universidad de Antioquia, Medellín, Colombia.
- Wikipedia (n.d.) Teacher Education https://en.m.wikipedia.org/wiki/Teacher_education retrieved 13/04/2019.