

Reflective Practices and Teachers' Performance in Southwest District, Cagayan de Oro City: Basis for School Strategic Plan

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Abstract

Reflective practice is a systematic process and inquiry into one's teaching. It develops teacher's ability to understand how students best learn and the best ways teachers teach. Teachers who are reflective will be more confident that he can deliver best the teaching-instruction and ways to teach inside the classroom. To be more reflective this study was conducted to determine the level of reflective practices and performance among public elementary school teachers in Southwest I District, Division of Cagayan de Oro City, School Year 2021-2022. Specifically, this study sought to: 1) find the level of teachers perceived reflective practices; 2) find the performance level of the teacher as shown in their IPCRF; 3) determine the relationship between the teachers perceived reflective practices and their performance; and 4) come up with a school strategic plan on reflective practices based on the findings of the study. There were two hundred sixty-six (266) respondents in the study. It made use of the descriptive survey method of research. The instrument used in collecting the pertinent data was adapted from Tantiado (2018) on her study titled "Personal Growth and Professional Development Through Reflective Practices". Descriptive statistics such as mean, frequency, percentage, and standard deviation were used to describe the variables in the study. Moreover, Pearson Product Moment Correlation (r) was used to determine the significant relationship between the teachers perceived reflective practices and their performance.

The findings of the study revealed that teachers' level of perceived reflective practices on mentoring, critical reflection, diary / journal, lesson (video) recording, portfolio organizing and students' feedback is high described as most of the time. Further, the performance level of teachers as shown in their IPCRF is outstanding. Moreover, there is significant relationship between teachers perceived reflective practices and their performance. Thus, reflective practices help teachers maximize teaching learning process. Based on the findings, it is recommended that school administrators should conduct seminar- workshops on reflective practices to encourage teachers to utilize video lesson recording and to be more open to using such practices.

Keywords: Reflective Practices; Teachers' Performance

1. Main text

Teachers are of primary importance since they play a vital role in making learning possible for learners, especially during school days. The fact that educators face different challenges and problems in the classroom every day is an important issue to consider. Most of the time, these challenges and problems are centered on

the learner itself, which is why applying and considering reflective practice is important. It is, therefore, important that the teacher use reflective practices to understand their learners and the outcome of their teaching deeply.

Teachers that engage in reflective practice examine their methods of instruction, consider what was taught and how it may be modified or improved to increase student learning. What is currently being done, why it is being done, and how effectively pupils are learning may all be factors to take into account throughout the reflection process. They discover and investigate their own behaviors and underlying ideas by gathering data about what occurs in their classroom and analyzing, assessing, and exploring it.

Apiar (2017) stated that teachers who utilize reflective practices are the greatest assets of any education system. They are situated at the point where values, skills, and knowledge are transmitted. Any nation's education system can be improved and strengthened by investing in teacher education. Emerging global trends in education as well as people's general wants and ambitions are taken into consideration throughout teacher training. The caliber of teachers and instruction determines the caliber of education. A key factor in raising quality is the way teachers are trained.

In teacher education, reflective practice has gained popularity as a significant trend. Given the complexity of teaching, educators must reevaluate their methods for continuing professional development in order to enhance and boost student achievement. The capacity to reflect on a behavior in order to participate in a process of continual learning is known as reflective practice. One of the main justifications A person who reflects throughout their practice is not just looking back on past actions and events but is taking a conscious look at emotions, experiences, actions, and responses and using that information to add to their existing knowledge base and reach a higher level of understanding (Mathew et al., 2017).

In the Philippine Education System, the Professional development of teachers is encouraged and discussed in the Department of Education in Department Order No. 35 s. 2016, which is the Learning Action Cell as a K to 12 Basic Education Program in School. The Department of Education encourages innovation and implements programs with the purpose of helping the government improve the quality of Filipino lives by giving quality education for all. This is the primary reason DepEd regularly implements programs, enhances oversight, and ensures substantial allowances is to inspire higher performance and greater accountability to ensure that education targets and promises are met, as mentioned in the Department Order No.33, s. 2014 is about the Guidelines on granting Performance-Based Bonus for the Department of Education Employees and Officials.

To this date, the present reflective practices of Lumbia Central School are the following: Coaching/Mentoring, Lesson (Video) Recording, Portfolio, and Students Feedback, which indicates reflective practices are observable. As one of the teachers, the researcher would like to address the need to inform the teachers and the school heads of the benefits of understanding the reflective practices and implementing the reflective practices not only for personal growth and professional development but also for the benefit of the school and the community. By knowing what reflective practices are practiced and the teachers' performance, certainly the school administrators can carry out real and lasting relations towards attaining the school's vision and mission, which is paramount to the school's success.

Nomenclature

r	measures the strength of the relationships
p	measures the significance of the relationships.
SD	measures of how much a set of values varies from the mean.

1.1. Theoretical and Conceptual Framework

This study is anchored on Tantiado's Reflective Practice Theory (2018). This theory considers the importance of reflective practice in successfully attaining teachers' personal growth and professional development. Teachers must engage in reflective practices and critical reflection in their classroom practice. Based on the theory of Tantiado, teachers' performance, personal growth, and professional growth are gained from increased academic study and reflective skills in ways that impact a deeper understanding of their work and improve teaching practices.

Reflective practice is a systematic reviewing process for all teachers, which allows one to make links from one experience to the next, making sure students make maximum progress. It is a basic part of teaching and learning. By questioning common assumptions of daily practice and critically assessing practitioners' responses to practice settings, it seeks to increase instructors' awareness of their professional knowledge and activity. The reflective process promotes collaboration, best practice sharing, and reliance on others for help. Since learning may be personalized for each student, reflection ultimately ensures that all students learn more successfully.

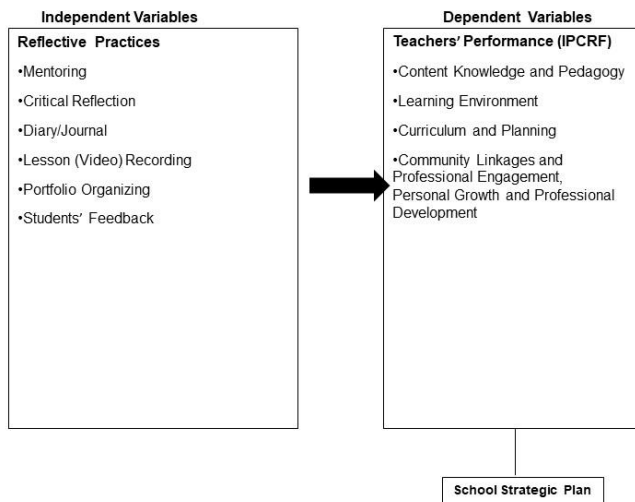


Figure 1. Schematic Presentation Showing the Relationship between the Independent and Dependent Variables of the Study

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2. Presentation, Analysis, and Interpretation of Data

2.1. Tables

Table 1. The summary of the Level of Teachers Perceived Reflective Practices

Variables	Mean	SD	Description
Mentoring	3.51	0.51	At All Times
Critical Reflection	3.47	0.53	At All Times
Diary/ Journal	2.93	0.68	Most of the Time
Lesson (Video) Recording	2.29	0.93	Sometimes
Portfolio Organizing	3.25	0.62	Most of the Time
Student's Feedback	3.28	0.65	At All Times
Overall	3.12	0.65	Most of the Time

Table 1 summarizes the result of the assessment on reflective practices. The data discloses an overall mean of 1.87 (SD=0.65), described as At All Times. This implies that the teacher recognizes the importance of reflective practices. It means that teachers are aware that reflective practices are needed for them to cope up with the demands in the world of teaching and assess their own professional growth. This is obvious in the efforts of teachers to make themselves more able to respond positively to their work assignments which include uplifting their teaching performance but also the student's performance.

Furthermore, the indicator Coaching/Mentoring got the highest mean of 3.51 (SD=0.51), described as At All Times. It means that teachers acknowledge the coaching/mentoring of their immediate supervisors/school principals. Teachers appreciate the coaching/mentoring they receive from their immediate supervisors/school principals. They start to develop a love of learning from others and increase their awareness from coaching/mentoring. As observed, teachers are very open to listening from their school principals and supervisors because they see its importance. This implies that teachers affirm the importance of coaching/mentoring. This is supported by a study by Carruthers (2022) found that 73% of coaching clients say that coaching helps them improve their relationships, communication skills, interpersonal skills, work performance, work/life balance, and wellness. It can support staff in advancing their careers, enhancing their general productivity, developing their leadership abilities, and raising engagement.

Thus, the combination of reflective practices and mentoring enhances educators' problem-solving skills. Reflective thinking encourages educators to analyze past experiences, critically evaluate their decisions, and identify alternative solutions to challenges they encounter in the classroom. Mentors contribute to this process by sharing their own experiences and providing valuable insights, thus enriching the problem-solving capabilities of educators. In conclusion, the study demonstrated the substantial impact of incorporating reflective practices within mentoring relationships on the professional development of educators. The combination of self-reflection and mentorship leads to a deeper understanding of teaching practices, improved decision-making, and the adoption of evidence-based strategies. Mentoring provides the necessary guidance and emotional support (Smith et al., 2017).

On the other hand, Lesson (video) Recording got the lowest mean of 2.29 (SD=0.93), described as At All Times. This means that teaching optimism to lesson (video) recording has to be raised. Teachers need to be practical in dealing with lesson (video) recordings. As observed, teachers are always frightened when somebody mentions a lesson (video) recording.

According to Runhaar and Sanders (2017), teachers actively pursue their continuing development and learning throughout their careers, and it is the responsibility of school leaders to help facilitate this. On the same line, Sherin et al. (2021) said that video-recording lessons offer teachers a way to improve their capacity to notice what is happening in their classrooms. Even without group discussion, making recordings of their classrooms can aid instructors in developing their capacity to notice.

However, recording classroom activities can be exciting and fruitful, but it requires planning and forethought (Richards et al., 2020). With recording, learning opportunities do not end. Reviewing their movies and choosing clips to show their colleagues gave teachers new perspectives. Teachers occasionally learned new things while watching their recordings that did not immediately stick out to them during instruction. When watching videos, teachers may also be inspired to think about what they missed that could have been interesting to see.

Additionally, capturing classroom films can offer excellent chances to observe and discover more about students' methods of thinking and participating in class activities.

It can also allow teachers to see things about their teaching practice. The most fruitful learning opportunities maintain students and student interaction at the center, whether one student is working on an assignment or a whole-class conversation, although what the teacher notes depends on the aim. Teachers can prepare for continuing inquiry and learning by routinely recording brief segments that are student-centered. Teachers can review earlier recordings or use their observations to plan their upcoming recording if new questions arise. In short, recording classroom videos can be a unique and supportive partner for the continual learning and growth of teaching (Sherin et al., 2021).

Table 2. The summary of data gathered of the Performance Level of Teachers as shown in their IPCRF

Key Result Areas	Mean	SD	Description
Content Knowledge and Pedagogy	4.65	0.89	Outstanding
Learning Environment	4.57	0.51	Outstanding
Curriculum and Planning	4.51	0.54	Outstanding
Community Linkages and Professional Engagement, Personal Growth and Professional Development	4.50	0.53	Outstanding
Overall	4.55	0.61	Outstanding

Table 2 presents the Summary of the Performance Level of Teachers through their IPCRF. The data discloses an overall mean of 1.82 (SD=0.61), described as Outstanding. This implies that the teacher's performance is exceptional. This means that teachers are doing their best to carry out their duties and responsibilities successfully and efficiently. This is probably because they know that their performance affects the student's learning. Teachers must be skillful and knowledgeable about their duties and responsibilities, especially in teaching-learning. As noticed, teachers are preparing their lessons well. This is obvious with the instructional materials and power point presentations used by the teachers during the teaching/instruction. Also, the teachers are mindful of their responsibilities and are aware of the end-year evaluation. Effective and efficient teaching and learning processes can produce high-achieving students. Therefore, it is important to consider all the factors that affect the performance of teachers.

Subsequently, Content Knowledge and Pedagogy got the highest mean of 4.65 (SD=0.89), described as Outstanding. It means that teachers are aware that they should be experts on content knowledge and pedagogy. Teachers knowledge is certainly a factor of teacher professionalism. As observed, teachers are mindful of their great responsibility for possessing and improving the knowledge and skills of their teaching

profession. According to Rajagopalan (2019) knowledge of subject matter and teaching skills are essential for education to reach its goals, and define artistic and scientific features of the teaching profession. A teacher should take up the role of a scientist while acting like an artist and while designing the learning environment with the characteristics of a scientist, he should add beauty, elegance, understanding, tolerance, and affection to this environment with the features of an artist. Several studies stress the importance of teachers' knowledge, highlighting that in addition to assimilating academic knowledge, student teachers also need to incorporate knowledge derived from experiential and practical experiences in the classroom.

Additionally, Garcia et al. (2019) delved into the impact of content, knowledge, and pedagogy on student motivation and engagement. The study found that when teachers possess in-depth content knowledge and employ varied pedagogical approaches, students' interest and enthusiasm for learning are more likely to be ignited. A teacher's ability to present subject matter with passion and engage students in meaningful learning experiences enhances their motivation and willingness to participate actively in the learning process.

On the other hand, Community Linkages and Professional Engagement, Personal Growth and Professional Development got the lowest mean of 4.50 (SD=0.53), described as Outstanding. This means that teachers' participation and involvement in the Community Linkages and Professional Engagement, Personal Growth, and Professional Development must be elevated. Teachers need to extend their time participating in activities in their society and engage in professional activities since teaching encompasses a series of teaching-learning and wide-ranging school activities that include the community. Also, teachers must attend activities that advance their skills and knowledge to help them become the best they can be.

Another study by Smith and Brown (2018) explored the impact of community linkages on teacher professional development. The research found that schools with strong community connections provided educators valuable collaboration and training opportunities. Engaging in partnerships with local businesses, universities, and educational organizations exposed teachers to innovative teaching practices, resources, and professional development opportunities. As a result, teachers were better equipped to implement evidence-based instructional strategies and enhance their effectiveness in the classroom.

Table 3. Result of the Test on Relationship Between Teachers Reflective Practices and their Performance

Reflective Practices	Teaching Performance							
	Content Knowledge and Pedagogy		Learning Environment		Curriculum Planning		Community Linkages and Professional Engagement, Personal Growth and Professional Development	
	r	p	r	p	r	p	r	P
Coaching/ Mentoring	0.25	0.00	0.24	0.00	0.39	0.00	0.47	0.00
	Significant		Significant		Significant		Significant	
Critical Reflection	0.13	0.02	0.19	0.00	0.31	0.00	0.44	0.00
	Significant		Significant		Significant		Significant	
Diary/ Journal	0.09	0.11	0.09	0.13	0.21	0.00	0.20	0.00
	Not Significant		Not Significant		Significant		Significant	
Lesson (Video) Recording	0.09	0.11	0.05	0.40	0.27	0.00	0.24	0.00
	Not Significant		Not Significant		Significant		Significant	
Portfolio Organizing	0.10	0.09	0.12	0.03	0.29	0.00	0.21	0.00
	Not Significant		Significant		Significant		Significant	
Students' Feedback	0.01	0.85	0.11	0.04	0.27	0.00	0.31	0.00
	Not Significant		Significant		Significant		Significant	

Table 3 displays the inferential statics on the significant effect of reflective practices on teaching performance. Pearson Product Moment Correlation was conducted to determine the effect of the two variables being studied.

The result of the correlation analysis reveals that reflective practices as to coaching and mentoring were statistically significant to the teaching performance in content and pedagogy with computed $r = 0.25$ ($p = 0.00$), learning environment with computed $r = 0.24$ ($p = 0.00$), curriculum and planning with computed $r = 0.39$ ($p = 0.00$), and community linkages and professional engagement and personal growth and professional

development with computed $r = 0.47$ ($p = 0.00$). This means that the null hypothesis was rejected since the probability value was less than the set value at 0.05. It further reveals that coaching and mentoring affect teaching performance in content and pedagogy, learning environment, curriculum and planning, and community linkages and professional engagement & personal growth and professional development.

It also reveals that reflective practices as to critical reflection were statistically significant to the teaching performance in content and pedagogy with computed $r = 0.13$ ($p = 0.02$), learning environment with computed $r = 0.19$ ($p = 0.00$), curriculum and planning with computed $r = 0.31$ ($p = 0.00$), and community linkages and professional engagement and personal growth and professional development with computed $r = 0.44$ ($p = 0.00$). This means that the null hypothesis was rejected since the probability value was less than the set value at 0.05. It further reveals that critical reflection affects teaching performance in content and pedagogy, learning environment, curriculum and planning, community linkages, professional engagement, personal growth, and professional development.

Moreover, it can be gleaned from the table that reflective practices as to diary and journal were statistically significant to the teaching performance in curriculum and planning with computed $r = 0.21$ ($p = 0.00$), and community linkages and professional engagement and personal growth and professional development with computed $r = 0.20$ ($p = 0.00$). This means that the null hypothesis was rejected since the probability value was less than the set value at 0.05. It further reveals that the diary and journal affect the teaching performance in curriculum and planning, community linkages, professional engagement & personal growth, and professional development.

In addition, the result of the correlation analysis reveals that reflective practices as to lesson (video) recording was statistically significant to the teaching performance in curriculum and planning with computed $r = 0.27$ ($p = 0.00$), and community linkages and professional engagement and personal growth and professional development with computed $r = 0.24$ ($p = 0.00$). This means that the null hypothesis was rejected since the probability value was less than the set value at 0.05. It further reveals that the lesson (video) recording affects the teaching performance in curriculum and planning, and community linkages and professional engagement and personal growth and professional development.

The result of the correlation analysis also reveals that reflective practices as to portfolio organizing were statistically significant to the teaching performance in a learning environment with computed $r = 0.12$ ($p = 0.03$), curriculum and planning with computed $r = 0.29$ ($p = 0.00$), and community linkages and professional engagement and personal growth and professional development with computed $r = 0.21$ ($p = 0.00$). This means that the null hypothesis was rejected since the probability value was less than the set value at 0.05. It further reveals that portfolio organizing affects teaching performance in the learning environment, curriculum and planning, community linkages, professional engagement, personal growth, and professional development.

Finally, the result of the correlation analysis reveals that reflective practices as to student feedback were statistically significant to the teaching performance in the learning environment with computed $r = 0.11$ ($p = 0.04$), curriculum and planning with computed $r = 0.27$ ($p = 0.00$), and community linkages and professional engagement and personal growth and professional development with computed $r = 0.31$ ($p = 0.00$). This means that the null hypothesis was rejected since the probability value was less than the set value at 0.05. It further reveals that the student's feedback affects the teaching performance in the learning environment, curriculum and planning, community linkages, professional engagement & personal growth, and professional development.

3. Conclusions

Teachers are aware that they need to employ reflective practices and be familiar with these reflective practices. They know that reflective practices are really important. The teachers are At All Times with coaching/mentoring, critical reflection, diary/ journal and student's feedback after taking the assessment of

this study while Most of the Time in the portfolio organizing. It is sound to conclude that these teachers understand the process of reflective practices as it facilitates teaching, learning, and understanding both to their work as teachers to their students and to their professional development, but these teachers need to work out on the lesson (video) recording. There is a significant relationship between teachers' reflective practices and their teaching performance.

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