

Role of Experience and Age among Educators in Practicing Reflection at Tertiary Level

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Abstract



The problem under investigation is to determine the role of experience and age among educators in practicing reflection. Objectives of the study were to determine the role of experience among educators regarding practicing reflection and to determine the role of age among educators regarding practicing reflection. Present study was descriptive in nature in which survey technique was used. Population of the study comprised of 5404 educators teaching in universities situated in Islamabad Capital Territory. 10% from total population is designated for sample. By using this technique 540 educators were selected. RPS (2015) has been adapted for this study. Before the final administration of research instrument Pilot run for checking the reliability as well as validity, as a result and value .82 was found t-test and mean analysis was done to get the results of the study. Findings of this study shows that a visible difference was found groups of educators regarding their reflective practices. Educators above 50 years were found better in their reflective practices as compared to educators of other age groups. The major finding clearly shows that all those educator who were of 50 or more than 50 years old were found better in their reflective practices when compare with those educator who come in different age groups 21-30 Considering the findings, that with greater teaching experience can be used as a useful source of assets to help and train other teachers.

Keywords: Experience, Age, Educators, Reflection

Introduction

Now days the speed and nature of transformation in modern society is extraordinary. In achieving the fundamental goals of education, teachers are working to prepare students for an ever-changing world. The moral and ethical commitment is not only to develop an elite few, but to engage all students as social learners' educational ability to improve lifelong skills. In addition to the long-established standards related to content and client knowledge, educators must in trinity of teachers ability to reflect decisions. Like any group of people, the teaching profession is made up of individuals. Each person has unique experiences, and those experiences are interpreted in their specific way in time and context. Everyone also has their own understanding of what a profession, a teacher and reflection is.: the way individuals describe, analyze, and plan for improvement in their own way.

The concept of high-level reflection and its connection to pedagogical competencies enables teachers to access deeper levels of transformative learning, instills professional autonomy, and enables educators to act as change agents (Lawrence-Wilkes, 2014). When teaching reflectively, teachers take the time to assess their own teaching practices, review course choices, consider student feedback, and make changes to enhance students' sense of learning. All the process required data as well analysis of such data. as, and future for this under consideration phenomenon core philosophies and learning as well as teaching arrangement with concrete classroom exercise before, during, and after a lesson. In this phenomenon of reflective teaching, teachers reason critically about the teaching strategies, methods as see the thinks in the perspective of teachers outcome of their teaching such analysis can be drawn from different research sources.

There are four sources highlighted by Brookfield (2017) these sources are individual own experiences, perception of their own, as well as colleagues who works with them major one pupils theory and research. Teachers learn and reflect on their teaching from these resources using a variety of tools and approaches, going from low-key to formal, individual to intercollegiate. As a example,

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reflective teaching include self-assessment, observations in the classroom, contemplation of student assessments, and research in the field of education “Reflective teaching is an ongoing practice that supports active student-centered teaching” Reflection is not a shallow introspection process, rather it is an evidence-based, analytical and a integrative capacity-building process which helps to create, deepen, critique and document learning. Growth of reflective skills is critical to learners' academic and professional improvement within a subject Own practices ability of reflection when faced with new, unusual or different complex situations extricates expert practitioners from novice practitioners (Schön, 1991). A study by Kayima (2022) explores the potential of reflective practice to support teachers in developing professional and classroom knowledge elements. From an analytical standpoint, strategic enables a reflective process in which a shift in trainee thinking about teaching practice is visible.

Reflective practice manifests itself in varying degrees of sophistication; thus, it is a growing process. Often, teachers move their reflection to the deeper contextual and cautious aspects after only a few weeks of practice (McGovern, 2012). From the results of one study, (Impedovo & Malik, 2016). Furthermore, Dervent (2015) found that once participants in reflective practice were able to move to a further critical level of reflection, an inclusive focus on classroom-related practice emerged. Reflective process is not always easy for practitioner. Many career practices are so perplexing in so many ways that it is at first tough to put the time and effort needed to contemplate systematically about those experiences that prove to be sub-optimal, even those that are occasionally effective. Probably the most successful approach is to do regular reflection exercises. Interactions of this nature enable individuals to respectfully challenge their own and others' assumptions, both to develop the habit of engaging in reflective processes and to deepen their understanding of the origins of differing the opinions and viewpoints (Burrows, 1995). In addition, this exposure to others allows participants to expand their knowledge base, develop increasingly skilled methods for reflection, and become more aware of the significance of professional critical reflection. Now a day the most important element of such phenomenon is revolving around the development of professional reflective teaching practices which is being a debatable topic. Reflective process allows professionals of different fields to monitor and self-regulate their own practice, reflect on their own actions and experiences, understand the connection between theory and practice, and apply this knowledge to practice. Therefore, reflective practice is the professionals as well as The concepts of 'reflection in action' and 'reflection in action' allow practitioners to engage in lifelong learning through critical reflection (Moon, 2013).

Rationale of the study

Reflection is seen as an inquiry-based thought process in which teachers think systematically, rigorously and disciplined about their professional practice, enriching their professional practice by engaging in a community of learners. Reflection is a learning process that enables teachers to gain a deep understanding as they transition from one professional learning experience to the next, through which teachers are able to see personal and professional growth as they experience and build connections between growth. The literature which is available on Reflective practices shows that some of studies have been conducted in Pakistan that highlighted the desired reflective practices at tertiary level. The problem under exploration is to determine the role of experience and age among educators in practicing reflection. Today, the role of the teacher is broadly chatted in the educational writings. It is characterized by more complexity than in the older days, and teachers are tasked with developing the generation of tomorrow brighter future. Teachers of the future will not only have the knowledge of the subject, as well as they will be able to perform so diverse and multiple tasks of futures with sense of responsibility multicultural society and be a participant in community change. Reflective practice is part of the competencies vital for the best teachers. Teachers who can practice critical reflection to improve teaching are basically the practitioners. In-depth examination of personal opinions and assumptions about human potential and learning. In this way, a reflective practice approach helps teachers recognize flaws and strengths and develop their practice (Ahmed & Al-Khalili, 2013) so the objectives of the study were to determine the role of experience among educators regarding practicing reflection and to determine the role of age among educators regarding practicing reflection.

Statement of the Problem

The problem under exploration is to determine the role of experience and age among educators in practicing reflection

Objectives of the Study

1. To determine the role of experience among educators regarding practicing reflection.
2. To determine the role of age among educators regarding practicing reflection.

Hypotheses of the Study

H₀₁: There is no significant difference between reflective practices of educators regarding teaching experience.

H₀₂: "There is no significant difference between reflective practices of educators regarding age"

Significance of the Study

Complexity of the instructional technique and the uncertainty of the competencies studying, modern training come to be a subject for international research round the world that are going via a stage of social and technological exchange (Kayapınar, 2013). It's a fruitful contribution by conducting a study exploring reflective teaching in the area considering experiential and age difference. Reflective practice allows teaching by means of looking at and thinking about one's very own practice to in addition enhance and expand the teaching learning manner (Mathew, Mathew & Peechattu, 2016). . Following research can help educational institutions develop strategies and practices for professional development, and reflective practitioners will better assess and evaluate teachers' competencies. It will also help teachers to recognize and develop their reflective practice in order to bring their teaching practice into line with professional standards more effectively, in particular to develop their competencies. This work also helps planners, teacher educators, and teachers understand the needs of curriculum developers for reflective practitioners.

This research will play an important role in cultivating teachers' teaching efficiency. This research will help to explore and develop effective reflective traits in higher-level teachers, and it is expected that this awareness will help educators. study will be the source of guidance for researchers as well in the field current phenomena, which have important implications in teacher training perspective such area has always been circles around entire globe, but very little research has been done on the subject of reflection practitioners in Pakistan. According to the records of the Higher Education Commission of Pakistan, there is a considerable shortage of reflective practice research at the university level.

Methodology

Present research is descriptive in nature and survey was conducted for data collection .Population of the study comprised of 5404 educators teaching in universities situated in capital territory .Sample of 10%from total population was selected, by using such technique 540educators were selected for current research study. RPA instrument used Wilkes and Chapman (2015).Instrument reliability was according to the research standard as well as Alpha value was .82 and a pilot survey was conducted for confirmation of validity and reliability .t test and mean analysis was done to get the result of the study.

Results

Table 1 Comparison of Teachers Experience & Reflective Practices

Variable	Teaching Experience	N	Mean	F	Sig.
Reflective Practices	Less than 3 years	141	3.59	4.55	.00
	3 – 6	181	3.44		
	7 – 10	136	3.50		
	More than 10 years	82	3.73		

* $P < 0.05$ ** $P < 0.01$

Table 1(4.55) value was significant .at 0.01 level of significant table result depicts respondents teaching experience found a significant difference .Those respondents who have 10 years experience of teaching (Mean =3.73)were more better as compare than those who have less 3 year experience of teaching (M= 3.50) as well as F value was 4.55 . First hypothesis no visible difference existed between teacher's reflective practices &educators regarding teaching experience has not been accept

Table 2 Reflective Practices (Post Hoc Test Multiple Comparison) (N=540)

Teaching Experience	Teaching Experience Groups	Sig
Less than 3 years	3 - 6 years	.03
	7 - 10 years	.24
	More than 10 years	.09
3 - 6 years	Less than 3 years	.03
	7 - 10 years	.40
	More than 10 years	.00
7 - 10 years	Less than 3 years	.24
	3 - 6 years	.40
	More than 10 years	.00
More than 10 years	Less than 3 years	.09
	3 - 6 years	.00
	7 - 10 years	.00

“Table 2 As the table shows that a significant difference found between the practitioner those who have lesser experience as compare to those who have more than three years experience (Sig. =.00). And those teachers having more than 6to 7 years experience (Sig. =.00).

Table 3 Age wise Comparison of Reflective Practices

Variable	Age	N	Mean	F	Sig.
Reflective Practices	21 – 30	204	3.57	3.35	.01
	31 – 40	229	3.51		
	41 – 50	77	3.42		
	More than 50	30	3.83”		

* $P < 0.05$ ** $P < 0.01$

Table 3 Values of the table shows (3.35) which was greater than 0.01 . It shows that different age groups shows a significant differences .50years age respondents (Mean =3.83) was more better as compare to those represent who falls in the 21-30age group (Means =3.57) 31-40 (Mean =3.42)and F value was 3.35 so the Hypothesis “ There is no significant difference between reflective practices of educators regarding age , has not been accepted.

Table 4 “Reflective Teaching Practices (Post Hoc Test Multiple Comparison) (N=540)

Age	Age Groups	Sig.
21-30	31-40	.27
	41-50	.06
	More than 50	.04
31-40	21-30	.27
	41-50	.29
	More than 50	.01
41-50	21-30	.06
	31-40	.29
	More than 50	.00
More than 50	21-30	.04
	31-40	.01
	41-50	.00”

Table 4 depicts the clear picture that a significant difference existed among the age group of 31-40 and those who were of 50years. practitioners having fall between the age of 41-50 and those who about 50 it was observed that regarding their reflective practices (sig. =.00)

Discussion

As the current study shows the finding that huge and significant difference existed among different group of age of educators different groups of age of educators as well as about their reflective practices .The major finding clearly shows that all those educator who were of 50or more than 50years old were found better in their reflective practices when compare with those educator who come in different age groups 21-30 & 40-50 regarding reflective practices one of the research study which was conducted in 2005 by heycox highly support the present research findings their study have similar findings as the mature people at the age of fifty or more than fifty have closely involved in the

reflective practices as compare to the younger practionaires who were at the age of fifty it was comparatively easier to teach reflective practices (2015) study also support the findings that different age groups have different reflective teaching practices

Another finding of this research study a significant difference existed in reflective practices of educators has different experience of teaching. A huge difference was clearly visible that those who have more teaching experience e.g. ten years were more sound and better in their reflective practices as compare to those who have less than three years of practical experience of teaching. It was evident six seven years of experience in the field of teaching were more batter in reflecting practices an through their own experiences and knowledge which they gain in teaching profession by passing many years in this profession .and the use of tools for reflective practices in & on actions examining entirely different perspective to highlight the reflection ,such results were more similar with the study which was conducted by Rahmani (2015) in which he also analyzes and compare teaching experience have low and high level of experience it was evident that more teaching experience reflect high level of teaching reflections .one of the study conducted in (2016) by Rezaei, shirnejad, khoshshima they separate and divide the people who were teaching according to their teaching experience and their research study findings shows that experience have no role in reflective practices such findings show difference with the current research study findings but the present study findings are more similar and close to the findings of Afshar (2015) also depict that a positive relationship existed between more teaching experience as well as with reflective teaching practices, Overall it was concluded that reflective thinking can be increased as well as the number of teaching experience increases. It is natural that ability as well as capacity of thinking improves with the age and with the increase in teaching experience reflective thinking automatically increase so we can say that reflective thinking is also the part of overall thinking and it is strongly concluded on the bases of findings that as the teaching experience increases such increase of experience automatically effect the reflective teaching as well as reflective thinking positively.

Recommendations

1. Study reveals the fact that as teaching experience increases in the life of teachers their reflective thinking as well as reflective practices improved .so the experienced teachers can be the great source of help providing training to other teaching members.
2. It is highly important that in -services teaching programmes must be based on practical approach which clearly depicts the reflection of practices.
3. Present study primarily focuses on the teaching experience and age and based on the differences which accurse in teachers reflective practices in future research studies can be conducted with other demographic factors e.g. teaching level, in-service and pre service teachers teaching with different socio economic background can be researched.

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