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PREPARATION AND VALIDATION OF A SYSTEMATIC SELF REFLECTION BOOKLET FOR HIGHER SECONDARY SCHOOL TEACHERS

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Abstract

The investigator prepared a booklet which helps teachers to reflect themselves in a systematic way. The sample of the study consisted of 74 higher secondary school teachers of various schools in Thiruvananthapuram district in Kerala. The data collected were analyzed mainly by computing the significance of percentages of scores. The results showed that majority of higher secondary school teachers have favourable attitude towards the systematic self reflection. They are also considered the booklet as a tool for their professional enhancement. There is no difference in attitudes observed between male and female teachers towards the systematic self reflection carried out using a specially devised booklet.

INTRODUCTION

In a profession as challenging as teaching, honest systematic self reflection is a key. Which means, one must regularly examine what has worked and what hasn't in the classroom, despite how painful it can sometimes be to look in the mirror? During Systematic self reflection, teachers employ the educational language of a self reflection which continuously and systematically filter reflections and reconstruction of knowledge.

Here in this study the investigator devised a systematic self reflection booklet which could serve as a tool for systematic, deliberate, and focused self reflection. The systematic self reflection booklet was introduced to the higher secondary school teachers and their attitude and opinions are collected.

RATIONALE OF THE STUDY:

Systematic self- reflection helps teachers to enhance their professional competency, the literature supports the argument that professional learning should endeavour to understand how meanings are constructed and interpreted by the individual and how metacognition can assist the teacher to develop powerful inner language to guide continuous self improvement (Darling-Hammond & McLaughlin, 1995; Fenstermacher, 1988; Lieberman, 1995; McKibbin, Sparks-Langer & Colton, 1991).

Systematic self reflection booklet is a tool for enhancing individual accountability for continued competence. Used as a tool for professional development, it is a potent form of critical thinking and is the most solid basis for improving quality practice. When practitioners take responsibility for individual self assessment within the context of a specific framework that outlines expected competencies and sub skills, they are more motivated to actively engage in self improvement with less resentment. Such self reflection that focuses on building self respect, self confidence, and pride in performance, rather than on criticisms and failures may persuade practitioners to take more active responsibility for improving essential competencies.

OBJECTIVES OF THE STUDY

1. To analyse the opinions and suggestions of higher secondary school teachers about the systematic self reflection booklet to ensure the content validity of the systematic self reflection booklet.
2. To study the attitude of higher secondary school teachers towards the systematic self reflection - as a mean for teachers' professional enhancement.
3. To find out whether there exist any significant difference in the attitude of male and female higher secondary school teachers about the systematic self reflection.

HYPOTHESES OF THE STUDY



1. Higher secondary school teachers do not possess positive attitude towards the systematic self reflection - as a mean for teachers' professional enhancement.
2. There will be no significant difference between the male and female higher secondary school teachers in their attitude towards the systematic self reflection - as a mean for teachers' professional enhancement.

METHODOLOGY

Sample of the Study:

The present study was conducted among a sample consisted of 74 higher secondary school teachers from various higher secondary schools of Thiruvananthapuram district, selected on the basis of normative survey method. Among them 34 are male and 40 are females.

Tools Used:

Systematic self reflection booklet: each systematic self reflection sheet contains 15 statements. Each statement is in the form as reported by teachers themselves. For example, I started my class at exact time, I felt unnecessary anger while teaching etc. Teachers have to respond to each statements based on their day's experience. There are 30 such systematic self reflection sheets included in a systematic self reflection booklet. In this study, no assessment was done based on the self report of teachers. The booklet was considered as a private diary of teachers, so it is not to be evaluated by a third person without prior permission of the owner.

A five point Likert type scale for assessing attitude of higher secondary school teachers towards the systematic self reflection developed by the investigator was employed.

An opinionnaire having ten items was also prepared by investigator for collecting opinions of higher secondary school teachers. In the opinionnaire, there is separate space for registering their open suggestions about the systematic self reflection booklet. The purpose of administrating the opinionnaire is to assess the quality of content, difficulty in implementation and applicability of the booklet

Data collection and Scoring:

As a preliminary step, investigator had collected general opinions and suggestions from teachers, experts and researchers about the applicability and practicability of systematic self reflection in teacher's daily working hours with the help of a booklet. Attitude of teachers towards systematic self reflection was also collected by administering a five point attitude scale. As the second step investigator introduced a draft copy of the systematic self reflection booklet among higher secondary school teachers. And let them to use the booklet for 45 days continuously during their working hours. After the period of 45 days, content validity of the prepared tool is ensured by considering the opinions and suggestions from teachers. Necessary modification in the booklet was done on the basis of their valid suggestions.

All statements given in the attitude scales are positive in nature. In the attitude scale, each item is followed by a five category response part that indicates the degree of strength of attitude as follows: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD), and while scoring, they are given scores 5,4,3,2 and 1 respectively.

The opinionnaire consists of ten items, each item is followed by agree / disagree type response session. After administrating the tool, from the response sheet, number of agree/ disagree were calculated, hence their percentages were calculated.

ANALYSIS AND INTERPRETATION OF THE DATA

In order to verify the first hypothesis, the raw scores obtained on attitude scale were classified into three groups namely: teachers with favourable attitude, unfavourable attitude and neutral. The number of responses of teachers and their corresponding percentages come under each category is shown in Table 1.



Table.1 Level of attitude of higher secondary school teachers towards systematic self reflection

Favourable		Neutral		Unfavourable	
No.	%	No.	%	No.	%
54	72.97	10	13.51	10	13.51

Table 1 shows that, out of 74 higher secondary school teachers 54 teachers reported favourable attitude towards systematic self reflection, whereas 10 of them reported unfavourable and 10 of them reported neutral attitude towards systematic self reflection with the help of a booklet. Thus we can conclude that majority of the higher secondary school teachers have favourable attitude towards systematic self reflection done with the help of a booklet. Thus the first hypothesis is rejected.

Comparison of the Mean Scores of Attitude based on Subsamples:

An attempt was made to find out whether there is any significant difference in the attitudes with respect to gender; Table 2 gives the details of analysis.

Table 2. Comparison of the Mean Scores based on Subsamples

Sub-samples	N	Mean	S.D.	t-value	Level of Significance
Gender					
Female	40	34.67	9.548	1.4401	Not Significant
Male	34	31.29	10.598		

From the Table 2, it is clear that there is no significant difference in means; resulted that there is no significant difference between the male and female higher secondary school teachers in attitude towards the systematic self reflection as a mean for their professional enhancement. Hence second hypothesis can be accepted.

Different level of opinions of higher secondary school teachers about the implementation and applicability of systematic self reflection booklet in the present education system are given in the below graph. Where items in the Y axis are denoted with capital letters, each indicates different opinions. The number of teachers responded for each item was taken in the X axis. The major suggestions reported by the teachers for improving the content validity of the systematic self reflection booklet are given in the Table.

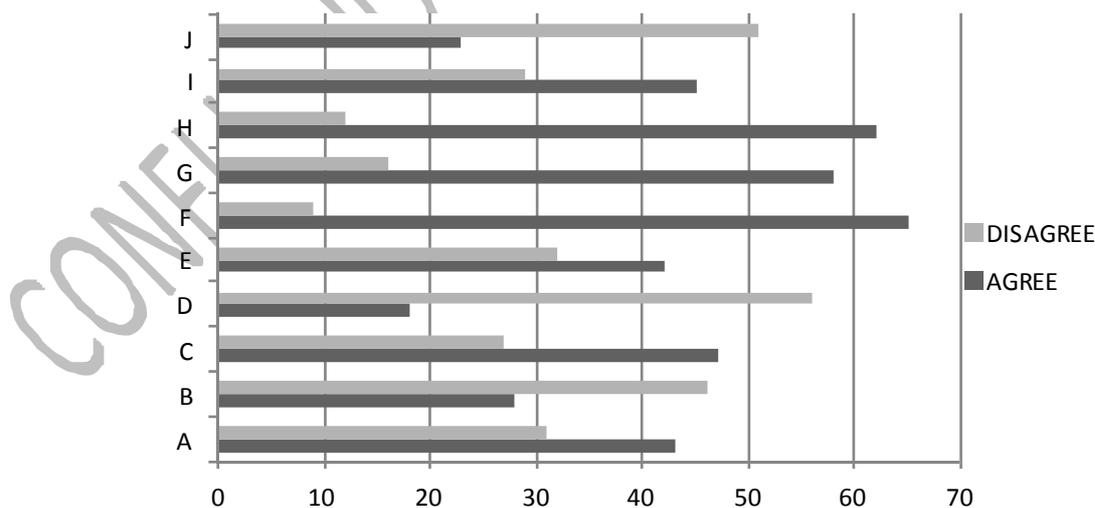


Figure 1. Different Levels of Opinions of Higher Secondary School Teachers

A- It is necessary to implement a systematic self reflection tool in the present education system.



- B- It is not practicable to implement such a systematic selfreflection tool for teachers
- C- The systematic selfreflection tool is a time consuming one, so can't use daily school situations
- D- Selfreflection is a must, but systematic selfreflection is not so applicable.
- E- It is necessary to keep the selfreported/ reflected booklets in private.
- F- Continuous evaluation by the higher authorities on selfreflection of a teacher can't be allowed.
- G- Need more practice to do selfreflection in a systematic way
- H- Awareness programmes should be conducted before implement a systematic selfreflection tool in daily school life of a teacher.
- I- Continuous selfevaluation of the systematic selfreflection booklet will help a teacher to enhance his or her professional quality
- J- It is nice to selfreflect without using a tool, it is a unique matter of selfevaluation

Table 3. Suggestions Reported by the Teachers for Improving the Content Validity of the Systematic SelfReflection Booklet

Si. No.	Suggestions reported	Number of teachers suggested	% of teachers suggested
1	Re arrange the order of statements for ensuring the psychological and logical sequencing	63	85 %
2	Report each statement as reported by the first person	60	81 %
3	Include extra space for selfwriting other than answering the given statements	51	69 %
4	Avoid repetition of statements having similar meaning	44	59.5 %
5	Prepare the booklet in mother tongue too	44	59.5 %

FINDINGS OF THE STUDY

- Higher Secondary School Teachers shows a healthy attitude towards Systematic Self Reflection- As a tool for their professional enhancement.
- There is no significant difference in attitude of male and female higher secondary school teachers towards systematic self reflection. That shows a healthy attitude is there irrespective of the gender difference, towards systematic selfreflection- As a tool for their professional enhancement.
- From the different opinions from the teachers, it is clear that teachers have a scaffolding mentality about the implementation of a new tool- systematic selfreflection booklet, in the present education system.
- Most reported suggestions were taken in to account and on the light of them re organised self reflection booklet and ensured the content validity.

CONCLUSION

There is favourable attitude from the side of higher secondary school teachers about the systematic self reflection and its practice by using a systematic self reflection booklet for their professional enhancement. Studies must be continued to find out how effective the systematic self reflection tool, for the professional enhancement of teachers at different level of experience. Comparative studies should be taken in to account for checking its efficacy and applicability in the innovative school curriculum.

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