



TEACHER REFLECTIVE PRACTICES AND PROFESSIONAL DEVELOPMENT OUTCOMES IN THE DIVISION OF PANABO CITY

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ABSTRACT

This study investigates the relationship between reflective practices and teacher professional development among teachers in the Division of Panabo City, Philippines, addressing a significant research gap regarding how reflective practices impact professional growth in this local setting. This study employed a quantitative research approach using a descriptive correlational design to examine the relationship between teacher reflective practices and professional development within the Division of Panabo City. The respondents of this study consisted of 90 teachers from five secondary schools in the Division of Panabo City, with 18 teachers selected from each school. Based on the findings of this study, the following conclusions were offered: The extent of teacher reflective practices is extensive, which implies that it is oftentimes evident. All dimensions of reflective practices which include creating a student-centered environment, creating a reflective classroom environment, appreciating criticism, self-evaluation, decision making, and openness to professional development are at an extensive level, which means it is oftentimes evident.

KEYWORDS- *Teacher Reflective Practices, Professional Development Outcomes, Division of Panabo City*

INTRODUCTION

As education systems worldwide face increasing demands for quality and equity, teachers are continuously challenged to improve their instructional methods to meet diverse student needs effectively. Reflective practice has emerged as a key component of teacher professional development, offering a structured approach for educators to critically analyze and refine their teaching practices. This study investigates the relationship between reflective practices and teacher professional development among teachers in the Division of Panabo City, Philippines, addressing a significant research gap regarding how reflective practices impact professional growth in this local setting.

Reflective practice, as defined by Farrell (2019a) and Mathew & Peechattu (2020), is a cyclical process through which teachers systematically collect, analyze, and interpret evidence from their teaching experiences. By reflecting on actions, thoughts, and outcomes, teachers can derive insights that enhance their instructional strategies and professional identities. However, the actual extent to which reflective practices contribute to professional growth and educational quality, particularly in resource-constrained areas like Panabo City, remains underexplored, marking a critical gap that this study aims to address.

Globally, teacher professional development is essential for meeting the Sustainable Development Goal 4, which calls for inclusive and quality education for all (United Nations, 2019). Developed countries like the United States and United Kingdom have incorporated reflective practice as a fundamental aspect of 3 teacher certification and professional standards. For instance, the National Board for Professional Teaching Standards in the United States emphasizes reflective practice as a pathway to advanced certification, enabling teachers to continuously improve their methods (National Board for Professional Teaching Standards, 2019). Similarly, the UK Teachers' Standards mandate reflective practice to enhance teaching effectiveness systematically (Department for Education, 2021). However, reflective practice is less prevalent in many developing countries due to limited professional development programs and resources (UNESCO, 2019). This global disparity highlights the need for localized research on reflective practices in various contexts, especially in regions with fewer resources.

At the national level, the Philippines has undertaken significant educational reforms to improve the quality of teaching and learning. The Enhanced Basic Education Act of 2013, known as the K-12 program, expanded the education cycle from 10 to 12 years to better prepare Filipino students for higher education and employment (Republic Act No. 10533, 2013). While this reform addresses structural aspects, ensuring the quality of teaching remains a pressing challenge. The Department of Education (DepEd) has introduced professional development initiatives, such as Learning Action Cell (LAC) sessions, to encourage reflective practice and collaboration among teachers (Department of Education, 2021). These initiatives aim to foster reflective thinking, but their effectiveness in driving substantial improvements in teaching practices and outcomes requires further investigation. This study, therefore, aligns with national goals by examining the role of reflective practice in enhancing teacher development in the Philippine context. 4.



Locally, the Division of Panabo City presents unique challenges that underscore the relevance of this study. Teachers here often face resource limitations, diverse student backgrounds, and varying levels of preparedness, which complicate efforts to maintain high instructional quality. Reflective practice could serve as a sustainable, cost-effective solution for professional growth, enabling teachers to enhance their skills through self-assessment, peer observations, and collaborative reflection, even with limited resources (Farrell, 2019a). However, empirical evidence on the prevalence and impact of reflective practices within Panabo City remains scarce, creating an opportunity for this study to provide meaningful insights.

By focusing on Panabo City, this study aims to bridge the research gap by exploring how reflective practices are currently implemented and to what extent they influence teacher professional development within this local context. Understanding these dynamics is crucial, as teachers' engagement in reflective practices not only improves their instructional methods but can also increase job satisfaction, leading to better teacher retention in rural and resource-limited areas (Beauchamp & Thomas, 2019). This study will contribute valuable insights into how reflective practices can be more effectively integrated into teacher development programs, thereby supporting local educational goals and improving outcomes for students in Panabo City.

LITERATURE REVIEW

Reflective practice is an essential component of effective teaching, characterized by a continuous cycle of self-assessment, analysis, and improvement. Teachers engage in reflective practice to systematically collect evidence about their teaching experiences, analyze it, and use the insights gained to enhance future teaching practices (Farrell, 2019a; Mathew & Peechattu, 2020). This process goes beyond merely solving immediate problems; it involves a deeper understanding of oneself as an educator, which in turn influences teaching strategies and professional growth (Rodgers, 2022). The importance of reflective practice is well-established in educational research, with its benefits extending to both teacher identity and teacher quality (Loughran, 2022; Yalcin Arslan, 2019).

Teacher identity, which encompasses both personal and professional dimensions, is significantly shaped by reflective practice. This concept refers to how teachers perceive themselves within their role, including their beliefs, emotions, and teaching philosophies (Mockler, 2011). Reflective practice helps pre-service and in-service teachers to develop a strong sense of identity by allowing them to critically examine and refine their beliefs and emotions (Beauchamp & Thomas, 2009). For instance, reflective journaling can lead teachers to discover new perspectives on their students' learning challenges, as seen in Slade et al.'s (2019) study, where a teacher's increased awareness of her students' socioeconomic struggles fostered greater compassion and understanding.

Reflective practice also plays a crucial role in improving teacher quality, particularly in professional development. By reflecting on their teaching practices, educators can identify ineffective methods and replace them with more effective strategies (Ciampa & Gallagher, 2020). This process of reflection leads to continuous improvement in areas such as classroom management, lesson planning, and instructional strategies (Meierdirk, 2021). Alger's (2019) study demonstrated that reflective practice enables teachers to transition from teacher centered to student-centered approaches, thereby enhancing classroom dynamics and student engagement.

Dewey (2019) described reflective practice as a systematic, evidence based process where teachers use their experiences and knowledge to make informed decisions. Schön (2019) expanded on Dewey's ideas by introducing the concept of reflection-in-action, where teachers reflect on their teaching during the act itself, as well as reflection-on-action, which occurs after the experience. These foundational theories have influenced much of the research on reflective practice, though they have been critiqued for focusing too heavily on technical aspects of teaching while neglecting the personal qualities of teachers (Korthagen, 2020).

Recent models of reflective practice, such as Korthagen's ALACT model (2020) and Farrell's framework for reflecting on practice (2019), advocate for a more holistic approach. These models emphasize the importance of not only reflecting on teaching actions but also on the underlying personal qualities and emotions that influence these actions. This shift from action-oriented to meaning oriented reflection allows teachers to gain deeper insights into the root causes of classroom challenges and develop more meaningful and effective teaching strategies (Korthagen, 2020).

Reflective practice is crucial in practice-based professional learning, where teachers learn primarily from their experiences rather than formal education. This practice enables teachers to bridge the gap between theory and practice, enhancing their understanding of the teaching-learning process (Koellner & Jacobs, 2015). Through deliberate reflection, teachers can critically evaluate their past actions, identify areas for improvement, and implement changes that lead to better educational outcomes (Harvey et al., 2020). This process not only improves individual teaching practices but also contributes to the overall quality of education.

Despite its benefits, reflective practice is not without challenges. One major criticism is that traditional models of reflection, such as those proposed by Dewey and Schön, may lead teachers to focus too narrowly on technical aspects of teaching while neglecting their personal growth and well-being (Korthagen, 2020). Moreover, the demands of reflective practice can be overwhelming, especially for teachers who are already burdened with heavy workloads and administrative duties (Brookfield, 2019). Therefore, it is essential to strike a balance between



reflective practice and other professional responsibilities to avoid burnout and ensure that reflection leads to meaningful improvements in teaching.

To engage in effective reflective practice, teachers can employ various strategies such as keeping reflective journals, conducting self-assessments, and engaging in reflective dialogues with colleagues (Budevac et al., 2023). These strategies allow teachers to systematically reflect on their teaching experiences, gain insights into their practices, and share their reflections with others. Collaborative reflection, in particular, can be highly beneficial as it allows teachers to learn from their peers, gain new perspectives, and develop a supportive professional community (Larrivee, 2020).

Statement of the Problem

This study determined the relationship between the teacher reflective practices and professional development. More specifically, it sought to answer the following questions:

1. What is the extent of teacher reflective practices in terms of:
 - 1.1. Creating a student-centered environment;
 - 1.2. Creating a reflective classroom environment;
 - 1.3. Appreciating criticism;
 - 1.4. Self-evaluation;
 - 1.5. Decision making; and
 - 1.6. Openness to professional development?
2. What is the extent of teacher professional development in terms of:
 - 2.1. Planning
 - 2.2. Executing, and
 - 2.3. Evaluating?
3. Is there a significant relationship between the teacher reflective practices and professional development?
4. Which of the domains of the teacher reflective practices significantly influence professional development?

METHODOLOGY

Research Design

This study employed a quantitative research approach using a descriptive correlational design to examine the relationship between teacher reflective practices and professional development within the Division of Panabo City. Quantitative research methods involve the systematic collection and analysis of numerical data, which enables the testing of hypotheses and identification of statistical patterns, especially useful in exploring intricate educational dynamics (Creswell & Creswell, 2017). The descriptive element of this design provides a detailed view of the various facets of teacher reflective practices, offering insights into how these practices operate in practical educational settings and contribute to teachers' professional growth (Davis, 2021).

The correlational component of the study investigates the association between the independent variable (teacher reflective practices) and the dependent variable (teacher professional development). This design allows the researcher to determine the strength and direction of these relationships without manipulating the variables, aiming to uncover natural linkages. Key reflective practices, such as self-evaluation and openness to professional growth, are examined in relation to professional development domains, including planning, executing, and evaluating (Kabir, 2016). This correlation-based approach is essential in identifying which aspects of reflective practice significantly contribute to professional development.

The selection of a descriptive correlational design is particularly suited to educational research, where examining interactions in authentic, real-world environments enriches the relevance of findings. By observing these dynamics as they naturally occur, the study provides meaningful insights into the contribution of reflective practices to professional development, offering actionable knowledge to enhance teaching effectiveness in Panabo City's educational landscape (Apuke, 2017).

Research Respondents

The respondents of this study consisted of 90 teachers from five secondary schools in the Division of Panabo City, with 18 teachers selected from each school. The sample size was determined using Slovin's formula, which provides a method for calculating sample size while minimizing sampling error. Slovin's formula is particularly effective when a population size is known and allows for a desired 5% margin of error (Tejada & Punzalan, 2012). Using this approach ensured that the sample would be representative of the population, providing credible and generalizable findings.

Teachers were chosen as respondents for their direct engagement with reflective practices and professional development activities within their schools. Each participant's insights were critical to understanding the extent of teacher reflective practices and their influence on professional growth, given that these aspects are essential to continuous improvement in teaching (Burke & Miller, 2016). As teachers are key stakeholders in educational development, their participation allowed for a comprehensive analysis of current reflective practices and the level of professional development within these schools.



This selection process aligns with ethical standards for sample selection by ensuring voluntary participation and safeguarding participant confidentiality, as highlighted by ethical research guidelines (Resnik, 2020). The study's findings are expected to offer valuable insights for educational policymakers, school administrators, and teachers in enhancing reflective practices and professional development strategies. This knowledge will contribute to creating a more supportive educational environment conducive to both teacher growth and improved student outcomes.

Research Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both, teacher reflective practices and professional development. The questionnaire consisted of closed-ended questions with Likert scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of teacher reflective practices. The second set focused on the extent of teacher professional development.

Teacher Reflective Practices. The teacher reflective practices questionnaire was adapted from Tok, Ş., & Dolapçioğlu, S. D. (2018). The instrument consisted of 28 items. It had six indicators namely; creating a student centered environment (1-6), creating a reflective classroom environment (1-4), appreciating criticism (1-4), self-evaluation (1-4), decision-making (1-5), and openness to professional development (1-5). The Teacher Reflective Practices Questionnaire was subjected to pilot testing, yielding a Cronbach's alpha coefficient of .96. This result suggests that the items within the questionnaire have a relatively high internal consistency, indicating that the instrument is reliable for measuring the reflective practices of teachers across the six indicators.

Data Analysis

This study aims to investigate the relationship between teacher reflective practices and professional development among educators. The analysis was conducted in four primary phases, with statistical tools employed to address each specific research question and test the hypotheses outlined.

Weighted Mean. Mean was used to assess the extent of teacher reflective practices and professional development. Mean was calculated to determine the average scores and variation for each domain within teacher reflective practices: 63 creating a student-centered environment, creating a reflective classroom environment, appreciating criticism, self-evaluation, decision-making, and openness to professional development.

Pearson Correlation Coefficient. To address the study's primary objective of determining the relationship between teacher reflective practices and professional development, a Pearson Product-Moment Correlation analysis was conducted. This statistical tool is suitable for exploring the linear relationship between the overall scores of teacher reflective practices and professional development. **Multiple Regression Analysis.** To identify which specific domains of teacher reflective practices significantly impact professional development,

Multiple Linear Regression analysis was utilized. In this model, each domain of teacher reflective practices was treated as an independent variable, while professional development was the dependent variable. This approach allows for examining the unique contribution of each domain (e.g., student-centered environment, reflective classroom environment, appreciation of criticism, etc.) in predicting levels of professional development.

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of the data, the conclusions drawn from the findings, and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between teacher reflective practices and professional development outcomes. The study was conducted with the selected teachers from the Division of Davao del Norte. There were ninety (90) teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted Mean, Pearson Product Moment Correlation, and Regression Analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.

The major findings of the study were the following: the extent of the reflective practices of the teachers is extensive. Meanwhile, the extent of the professional development outcomes is also extensive. It was found that there is a significant relationship between teacher reflective practices and professional development outcomes. The hypotheses of no significant relationship between teacher reflective practices and professional development outcomes and none of the domains of teacher reflective practices significantly influence the and professional development outcomes were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered: The extent of teacher reflective practices is extensive, which implies that it is oftentimes evident. All dimensions of reflective practices which include creating a student-centered environment, creating a reflective classroom environment, appreciating criticism,



self-evaluation, decision making, and openness to professional development are at an extensive level, which means it is oftentimes evident. Meanwhile, the extent of professional development is also extensive, which means that it is oftentimes evident. All dimensions of professional development which include planning, executing, and evaluating are oftentimes evident. Both variables call for all school members to work hand in hand to strengthen the existing status of the reflective practices and professional development outcomes of teachers.

Based on the findings, reflective practices and professional development outcomes are correlated. Also, reflective practices significantly influence professional development outcomes. All domains of reflective practices, namely, creating a student-centered environment, creating a reflective classroom environment, appreciating criticism, self-evaluation, decision making, and openness to professional development significantly influence professional development outcomes by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the six domains of reflective practices, professional development outcomes also increases.

Recommendations

The following suggestions were offered based on the conclusions of the study:

Based on the findings and conclusions of this study, several recommendations are offered to key stakeholders to further enhance the relationship between teacher reflective practices and professional development outcomes.

For higher officials in the Department of Education, it is imperative to prioritize the integration of reflective practices into the framework of teacher development programs. Policies and guidelines should be developed to institutionalize professional learning communities where teachers can collaboratively engage in reflective activities such as peer observations, feedback sessions, and action research. Allocating resources for professional development workshops that emphasize creating student-centered environments, fostering reflective classrooms, and self-evaluation will ensure that reflective practices are embedded into the teaching culture.

For school principals, the study highlights the crucial role of school leaders in fostering a culture of reflection and continuous professional growth. Principals should create opportunities for teachers to engage in structured reflective practices by scheduling regular reflective meetings, implementing mentorship programs, and promoting collaborative decision-making. Providing recognition or incentives for teachers who exhibit strong reflective practices and professional development engagement can also motivate others to follow suit. Principals should work closely with teachers to address barriers to reflection, such as time constraints or lack of support, and advocate for the necessary resources to sustain these initiatives.

For teachers, the findings emphasize the importance of adopting reflective practices as a tool for continuous professional growth. Teachers are encouraged to actively engage in reflective processes by keeping reflective journals, seeking constructive criticism, and participating in professional learning communities. Embracing self-evaluation and openness to professional development will not only enhance their teaching practices but also positively impact student outcomes. Teachers should also consider exploring innovative teaching strategies and approaches informed by their reflective insights, ensuring that they remain adaptable and responsive to the diverse needs of their learners.

For future researchers, this study provides a foundation for further exploration of the dynamics between reflective practices and professional development. Researchers are encouraged to expand the scope of the study by examining the influence of other factors, such as cultural and contextual differences, on the effectiveness of reflective practices. Longitudinal studies that track the progression of teacher reflective practices and their long-term impact on professional development would also provide valuable insights. Also, exploring the role of digital tools and platforms in enhancing teacher reflection and collaboration presents an avenue for advancing educational research and practice.

The study underscores the transformative potential of reflective practices in fostering professional development among teachers. By addressing the recommendations provided, stakeholders can collaboratively strengthen the teaching profession, leading to improved learning experiences for students.

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