

Primary school teachers understanding of reflective practice in Lukulu and Mongu districts of Western province in Zambia

MundiaLikando*

Corresponding Author: MundiaLikando

Abstract

The purpose of this qualitative research was to explore reflective practice among primary school teachers in Lukulu and Mongu districts in Western province in Zambia. The research instruments used in this research included classroom observations, focus group discussion, document analysis, reflective journal and semi-structured interviews. Data was analysed using the inductive approach using constant comparative data analysis as proposed by Maykut and Morehouse (1994) and it was revealed that primary school teachers were not aware of the concept reflective practice either pre-service teachers during their college time or as serving primary school teachers. Additionally, primary school teachers in this study did not clearly understand and ill-defined reflective practice in that it lacked proper description of reflective practice. Another major finding of the study was that reflective practice was still largely not practised by primary school teachers in Zambian primary schools. The study revealed that there was no time allocated for evaluation of lesson plans within the school time table and primary school teachers conducted their evaluation of lesson plans at home after knocking off. . Analysis of data clearly showed that there was no policy that offered guidance and legal framework on how reflective practice should be embraced by primary school teachers in Zambia.

Key words: Primary school teachers, reflective practice, Lukulu, Mongu, perceptions

Date of Submission: 26-01-2019

Date of acceptance: 09-02-2019

I. INTRODUCTION

In modern times, reflective practice has become one of the most sort classroom instructional practices in many countries around the world. This is because empirical evidence such as Schon (1987), Nolan and Huebner (1989), Milrood (1999), Griffiths (2000), Goldhaber (2002), Disu (2017) have clearly shown that there is a stronger relationship between practitioners' engagement in reflective practice and the improvement of their practice. For example Disu (2017) observed that when teachers are engaged in reflective practice they are taken through the process of critical thinking and this would enable them to examine their teaching practice, assess the performance of students, and factor the strategies that would bring in best results. Disu (2017) further explains that when teachers embedded in reflective practice, they will be able to examine their practices, implement alternative methods and share the best practices with colleagues.

Researchers (Hall & Simeral, 2015; York-barr, Somers, Ghore & Montie, 2006) contended that reflective practice promotes self-awareness, self-efficacy and self-regulation as primary school teachers attempt to address the complexities and demands of teaching.

However, when primary school teachers do not engage in the process of reflective practice, teaching becomes haphazardly, accidental and superficial (Stanton, 1990). Additionally, Braun and Crumpler (2004) note that when teachers do not reflect on their practice, they would be more likely to teach in the same way they were taught and this would result into the repetition of the same ineffective strategies.

Although reflective practice has been viewed by many scholars to be a beneficial classroom instructional practice in the teaching and learning process systematic practice in Zambia is still unknown. The scarcity of information on the use of reflective practice among primary school teachers in Zambia is regrettable because it is this kind of information that is needed by curriculum developers, teacher trainers and teachers in supporting teacher training programmes.

This study therefore attempts to contribute to knowledge base by exploring the reflective practice of primary school teachers in Lukulu and Mongu districts of Western province in Zambia. The study explored the perceptions that primary school teachers in Lukulu and Mongu district of Western province had on reflective practice. It further aimed at establishing how these primary school teachers engaged in reflection-on-practice.

Research questions

- a) What were primary school teacher's perceptions of reflective practice?
- b) How did primary school teachers in Lukulu and Mongu districts engaged in reflective practice?

II. METHODOLOGY

The study took the qualitative interpretivism paradigm and a case study design was adopted. The qualitative interpretivism paradigm was considered appropriate for this study because it considered reality to be in the minds of the people and that qualitative research is sensitive to human beings thus uses a wide range of research instruments that are flexible.

The study covered urban, rural and remote schools located in Lukulu and Mongu districts of Western province in Zambia. The study used purposive sampling technique to select 32 primary school teachers teaching at grade six levels.

The study made use of five data collection instruments namely semi-structured interviews, focus group discussions, document analysis, classroom observations and reflective journals. Data was analysed using inductive data analysis particularly using constant comparative data analysis as proposed by Maykut and Morehouse (1994).

III. RESULTS

Primary school teachers were not aware of reflective practice

During the semi-structured interviews and focus group discussion primary school teacher were asked to demonstrate whether they had ever heard of the concept "reflective practice" in their time as pre-service teacher or in-service teachers. Analysis of responses from the semi-structured interviews and from group discussion indicated that the entire 32 participants had never heard of the concept "reflective practice" either as pre-service teacher or in-service teachers. One interviewee a primary school teacher with 15years of teaching experience at the primary school level observed that:

No.....I do not think I have ever heard of this concept during my pre-service days or now as an in-service teacher. (Pr.Sc.Tr 17)

In another semi-structured interview a female primary school teacher with a diploma in primary teaching and fifteen years of teaching experience said:

No.... I have never heard of such a concept as reflective practice. (Pr.Sc.Tr. 02)

In the focus group discussion held with the primary school teachers the participants emphasised that they have never heard of reflective practice. All the participants in the six focus group discussion were of the view that reflective practice was a new concept to them. The following gives an overview on how the participants responded to the that question that related to whether they had ever heard of the concept 'reflective practice.'

We have never heard of a concept in our life as students or serving teachers. (Pt.03)

In another focus group discussion held with focus group 2, it was reviewed that:

Reflective practice is a brand new concept to us. Maybe when we advance in our studies we shall learn more about it ..(Pt. 06)

Reflective practice not clearly understood and defined by primary school teachers

The next question in the semi-structured interview guide and focus group discussion schedule asked the respondents to express their own understanding of the concept 'reflective practice' by defining it in their own words or ways. Analysis of the responses from the participants to the semi-structure interview and focus group discussions revealed that reflective practice was not clearly understood and defined.

The participant 'understanding of reflective practice was vague and little confused as the majority looked at reflective practice as looking back on what had happened previously. For example one interviewee, a primary school teacher with 5years teaching experience said:

Well....this is difficult to define. Let me see, from my own understanding reflective practice can be thinking on something that had happened before, I think this is what I can say although it is difficult as I said to define something you have come to know just now.(Pr.Sc.Tr.04)

The following is another excerpt from one respondent who seemed to indicate that reflective practice is more the same as the evaluation.

Yeah.....you have caught me unaware (laughing). Anywhere reflective practice is just like evaluation. What it means is that you thinking on something that happened but you look at the strengths and weaknesses /consequence.Hmmmm ..you look at whether the activity you were doing was a success or a failure.(Pr.Sc.Tr.19)

With regard to focus group discussion the following are the excerpts on how reflective practice was defined. In

focus group 1, participant 4 indicated that:

Reflective practice is about being flexible in the use of methods, adapting to situations and being access and accommodative. (FG.03,Pt. 05)

Another focus group discussion, one participant had this to say concerning the definition of reflective practice. *Reflective practice is just about putting on thoughts back on something that had happened previously. (FG. 01, Pt.02)*

The process of Reflective Process

Reflective-On-Action during Lesson preparation

In separate semi-structured interview and focus group discussion, primary teachers were asked to indicate the factors they considered when preparing and planning lessons for their grades. Analysis of the responses from the respondents to the semi-structure interview and focus group discussion question revealed that primary school teachers consider a lot of factors in the preparation and planning of lessons. However in the responses reflective practice was not mentioned as one of the factors in the preparation and planning of the lessons. It is evidently shown that primary school teacher do not reflect- on-action as they plan and prepare their lesson plan. One of the respondents, a primary school teacher with 18years of teaching experience during the semi-structure said:

.....When aim preparing and planning the lessons of the day always look at the method I will use, the ability of the pupils and the teaching /learning aids to be use in that lesson.....(Pr.Sc.Tr.07)

In another semi-structure interview, a respondent with 3years teaching experience indicated that:

During lesson preparing and planning, the factors I put into consideration include the method to be used, the content and the ability of learners. Obviously include the age of the learners.(Pr.Sc.Tr.24)

During the focus group interviews primary teachers were asked to indicate the views on the focus they considered as they prepare and plan their lessons. The following excerpts were the responses:

....Sometimes, we plan our lessons on the basis of our assumptions of pupils' knowledge and how they understand the previous lesson. We also look at what our pupils do. (FG. 1, Pt.05)

Additionally in focus group interview the participants agreed that:

The focus of the lesson Preparation and planning is based on the annual work plan. From the annual work plan, we derive our schemes of work, weekly forecast and lastly the lesson plans. Therefore, for us the annual work plan is the factor that we consider so much as all these other factors embody led in this annual work plan. (FG. 03, Pt.02)

With regard to the response given to the question that looked at factors the respondents considered when planning their lesson plans, a probe question was asked to find out whether the respondents considered the reflective practice as the basis of their preparation and planning. The analysis of response indicate that all the 32 respondents did not consider reflective practice as the basis of their lesson preparation and planning as show from the following interview excerpts.

During the semi-structured interview, one respondent said:

.....You know...just as I said that I do not know anything about this concept you are calling reflective practice, then how can it be a basis of my lesson preparation and planning.(Pr.Sc.Tr 10)

Similarly another respondent said:

....Reflective practice has never been a basis of my lesson preparation and / planning.....(Pr.Sc.Tr.23)

During the focus group interview held with the respondents all the participants in the focus group revealed that reflective practice has never being a basis in their lesson preparation and planning. As indicated by the response below.

In one focus group discussion held the responses were as follows:

.....How can I use something I have never heard about.....? (FG. 04, Pt.03)

With me what I can see is that I do not think someone can use such a concept.... (FG. 01, Pt.06)

Primary school teachers involved in this study were further asked to indicate whether they discussed their lesson plans with their colleagues. The analysis of response from the respondents indicated that all the 32 participants had never discussed their lesson plans with their colleagues as indicated by the interviews excerpt below:

In one semi-structure interview, a respondent with 12years teaching experience said:

Discussing of my lesson plan with my colleagues, no....I have never done that. We do not discuss our lesson plans with colleagues at this school. (Pr.Sc.Tr.11)

In another semi-structure interview held, another respondent said:

I do not I would be in that position of discussing my lesson with my colleague. Uuumm no.....these teachers full of gossiping, your mistakes would be known by every in the village/school. You know what I mean sir.....(Pr.Sc.Tr.25)

Similarly another respondent said:

.....Although, this has never happened think it is a good idea, where you sit down with your colleague plan or

discuss how best the lessons can be taught.....To me it is a good idea but you know the problem...time we are very busy at this school...You start but the chances of failing are very high.(Pr.Sc.Tr. 22)

During the focus group interview held the following were the respondent with regard to whether the respondents discussed their lesson plans with their colleagues after planning.

Most of us we do lesson preparation and planning at home and during the night, and when you go for work you are already geared to teach, also you may find that your colleagues are teaching in the morning or come in the afternoon, So it is quite difficult .Let me say this not the culture of discussing the lesson plans with the colleagues.(FG.03, Pt.03)

Additionally, in another focus group discussion, it was committed that:

When we have written the lesson plans, what happens is that we take them to the school administration usually for date stamping. I do not think if the school administration has the time to go through the lesson plans be have never being told that my lesson plans are being fault.....(FG.05,Pt.05)

During further interview questions, primary school teachers were asked to indicate whether they have ever asked questioned the way lessons are planned and prepared. The analysis of the responses from the respondents revealed that all 32 participants have never questioned the way they plan prepare their lessons for the learners. The following interview excerpt represents the responses from the semi-structure interview held with the respondents. One interviewee a primary school teacher with 7years teaching experience said:

In these schools which you see, there standard procedures and formats that we follow when preparing and planning our lessons, so it is very difficult to question such procedure and formats, we just follow what has been provided for us. So I have never had the time to question this.....(Pr.Sc.Tr.15)

During another semi-structure interview, the respondent said:

The lesson plans that we use were designed by experienced teacher/administrators who have being in the system for sometimes, they have introduced with different pupils and teachers, so their formats are the best.....(Pr.Sc.Tr.16)

In the few group discussion held with participants, it was revealed that all the participants were involved in the focus group discussion did not question the way they planned and prepare their lessons as indicated by the following interview excerpts. In one focus group discussion it was revealed by one participant when she said:

It is difficult to question the way the lessons are being prepared and planned at this school. Let me just say in short that I have never thought the one can question the way lessons are planned and prepared..... (FG.01, Pt.01)

During another group interview, another participant revealed that:

The way we plan and prepare the lessons is perfect. The formats are very simple and specific; there no need is to question such perfect formats. (FG.05, Pt.04)

During participant's observations conducted it was observed that the participants did not reflection-on-action during their lesson planning and preparation sessions. In most observations it was discovered that participant did not put much thoughts as they just follow previous lesson plans. When one participant was asked why he should use the previous lesson plans, he indicated that:

I have being teaching this same grade level for four years now. I have prepared and planned so much lesson plans, There no need for me to start think hard when I have already my previous lesson plans. So what I do is just to present the lesson a new plain paper. The contents, objects and methods have not changed, may be when there will be a change in the syllabus. (Pr.Sc.Tr 01)

The above excerpts indicate that this participant does not think through before lesson planning as he just get old lesson plans and write them on another plain paper.

The analysis of schemes of work, weekly forecast and lesson plans revealed that there has been no different in the way lesson plans are planned from those of the previous years.

IV. DISCUSSION

Primary school teachers' perception of reflective practice

The first objective of this study was to investigate the perceptions that primary school teachers held on the concept reflective practice. The objective specifically aimed at finding out as to whether primary school teachers in this study were aware of the concept reflective practice. Additionally, the objective aimed at finding out whether primary school teachers in this study clearly understood and could define the concept reflective practice.

Analysis of the data from the semi- structured interviews and focus group discussions revealed that all the 32 participants in Lukulu and Mongu districts of Western, Zambia were not aware of the concept reflective practice either from their college time during pre-service training or as serving primary school teachers. This was in response to the question that sought to find out whether the respondents had ever heard of the concept reflective practice in their time as pre-service teachers or as serving primary school teachers.

During the semi-structured interview and focus group discussions all the respondents indicated that they were not aware of the concept reflective practice as they had never heard of it. One of the interviewee said:

No, I have never heard of this concept you have just bought out

Similarly another interviewee indicated that:

To be honest with myself and you sir, this is the first time I am getting to know this concept see...(Laughing) you have increased my vocabulary...(laughs).

In the above excerpts the respondents seem to indicate that they were not aware of the existence of the concept reflective practice. This is also what Rarieya (2005) cited by Sharar (2012) found in his study that teachers in developing countries like Pakistan are not aware of the concepts reflective practice and reflection. Awareness of any concept in any given field or profession is of great importance as it directs an individual's behaviour, feelings and interaction with others. Horn (2015) acknowledged that awareness of one's own thoughts, feelings and behaviour is important as it offers the opportunities on how the individual behaviour, judge, wishes and is tolerant to different situations. The support and practice given to reflective practice requires that an individual is aware of the concept. However, Sharar (2012) argued that when teachers lack an awareness of the concept of reflective practice their perceptions of personal and professional development become shaped in a particular way. Lack of awareness on the concept reflective practice may not lead to a situation where teachers do not engage in reflective practice or may engage in a wrong way. This means that teachers may fail to appreciate the values and significance of reflective practice as noted by Sharar (2012). According to Sharar (2012) teachers who do not engage in reflective practice are unable to appreciate that their professional capacity can be enhanced through reflective practice.

It seems understandably that primary school teachers from Lukulu and Mongu districts of Western, Zambia lacked awareness on reflective practice attributed due to lack of exposure to the concept of reflective practice during the pre-service training or continuous professional development programmes. This is confirmed by Hepworth (2013) s study which covered the university of Zambia in Zambia, University of Botswana in Botswana and university of Malawi in Malawi that many African graduates lack in critical thinking, independent learning capacities and information literacy because they are not taught in such areas.

Furthermore, the analysis of data from the semi-structured interviews and focus group discussions revealed that primary school teachers from Lukulu and Mongu districts of Western, Zambia did not clearly understand and define the concept 'reflective practice.' This was in response to the question that sought to find out whether primary school teachers in the study could clearly define the concept reflective practice in their own perception or understanding.

As it was with primary school teachers in Lukulu district, primary school teachers in Mongu district perceived reflective practice as 'looking back on an action' which is in agreement with the case study conducted by Pedro (2001) in which the participants in the study perceived reflective practice as 'looking back at an action.' In Raelin (2002)'s study the some participants considered reflective practice as stepping back to ponder the meaning of what has recently happened to ourselves and other in our immediately environment. Some participants in Khan (2012)'s study perceived reflective practice as 'thinking about things' which is equivalent to 'looking back on an action.' The perception of reflective practice as looking back on an action seems to follow the Latin verb of 'reflectere' which literary means 'bend or turn backwards.' According to Cimer and Gunay (2016) reflective practice is not about looking back on an action but looking at an action with critical lenses. Looking at an action with critical lenses as observed by Smyth (1989) and Murray and Kujundizic (2005) cited by Cimer and Gunay (2016) involves questioning our experiences so as to bring out the reasons behind an action and considering the wider consequences of an action.

Other participants in this study perceived reflective practice as 'evaluation of an action' and this was in agreement with the study conducted by Boetang and Boad in 2015. In their study Boetang and Boad (2015) the participants perceived reflective practice in relation to the evaluation of how one's teaching practice, examining teaching and making changes to one's professional practice.

Overall, primary school teachers from Lukulu and Mongu districts of Western, Zambia perceived reflective practice in two ways namely as Looking back on an action and evaluation of an action. It is important to note that reflective practice can be perceived and defined in many different ways by different practitioners. This assertion is acknowledged by Pedro (2005) and Posthuma (2010) who in their separate studies revealed that reflective practice was perceived differently by different participants involved in their studies. Additionally, Cimer and Palic (2012) acknowledged in their study that there are so many ways of defining reflective practice all dating from the time of Dewey in 1933. In confirmation Beachamp (2006) in her study concluded that there was fifty-five different definitions of reflective practice and this seem to indicate that there is no consensus on the definition and perception of reflective practice as noted by Kelly (1993 as cited by Raiber 2001)

Despite the fact that reflective practice has no single definition, definitions given by the respondents are significant in that they reveal their understanding of a particular concept or phenomenon as these definitions

form the basis for explaining such concepts or phenomenon (Pedro, 2005). When the definitions of reflective practice given by the respondents in this study are compared with the way reflective practice has been systematically defined in literature it would be said that the respondents in this study did not clearly understand and ill-defined reflective practice in that it lacked proper description of reflective practice that is backed up with theoretical frameworks. Additionally, the respondents did not use any specific author as a reference in their definition of reflective practice. This was in line with the study by Khan (2012) in which the respondents failed to provide a proper description of reflective practice in that they failed to make any reference to any specific author or model of reflective practice as their guiding principle in describing reflective practice. This was further observed in the study conducted by Cimer and Palic (2012) where their participants revealed inadequacies in their understanding of reflective practice as they failed to provide proper description of reflective practice. It was also confirmed in White (2015)'s study that in practitioners failed to articulate a detailed technical knowledge or theoretical understanding of reflective practice. White (2015) indicated that there was no evidence that the participant in the study used any reflective models, reflective journals, or specific reflective structure in defining their understanding of reflective practice. Rahman, Mohdjelas and Oman (1999) in their study of 108 diploma student teachers and 133 trainee teachers from a bachelor of education programme also found that there was a weak understanding of reflective practice among the participants.

The respondents' failure to provide a clearly understanding and definition of reflective practice may be attributed to lack of training in reflective practice either at college level or at school based level.

Reflective-on-action was not done by primary school teachers

The findings of this section of the study revealed that primary school teachers did not engage in reflective-on-action during lesson planning. The analysis of data from semi-structured interviews, focus group discussions, observations and document analysis showed that the respondents did not consider reflective practice as the basis of their lesson planning. This was however contrary to the study conducted by Disu (2017) and Minott (2006) in which the participants considered reflective practice as the basis of their lesson planning.

Overall, Participants in this study mentioned that they considered factors such as the content of the topic, methodology, age and ability of the learners and location in the lesson planning and this was also noted by Disu (2017) and Minott (2006) in their studies. Disu (2017) and Minott (2006) considered participants in their study who think about content of the topic, methodology, age and ability of the learners and location in the lesson planning as being reflective practitioners. However, Zeichner and Liston (1996:7) questioned 'is any thinking about teaching that teachers do reflective practice?' The response to their own question is a 'no' suggesting that 'not all thinking about teaching constitutes reflective teaching' (Zeichner and Liston, 1996). Thinking about the content to be taught, age and ability of the learners and methodology to use during lesson planning does not mean that the teacher is being reflective but technically focused thinking and the teacher is said to be a technician (Zeichner and Liston, 1996). In addition, Farrell (2007) cautions that while most teachers usually engage in thinking about their work before the start teaching a lesson while many may think of it as reflective practice, it is just the composition of fleeting thoughts. This is acknowledged by Cimer and Palic (2012) in their study when they said that teachers usually think about their experiences but this does not mean that they are reflective. Reflective practice is not 'just thinking hard about what you do' (Bullough&Gitlin, 1995).

The respondents were further asked to indicate if at all the discussed their lesson plans with their colleagues. Data analysis indicated that there was no difference in the responses given by the participants from Lukulu and Mongu in that they all indicated that they never discussed their lesson plans with colleagues. This is in line with the findings from the study conducted by Pellerin and Paukner (2015) in which they found that participants lack of collaboration between the participants. In the study by Pellerin and Paukner (2015) it was revealed that participants in the study perceived their fellow teachers in Chile as lacking collaboration or unwillingly as the felt more comfortable working in isolation. This finding by the study was opposite to Disu (2017)'s findings in which the respondents discussed their lesson plans with colleagues. The collaboration among primary school teachers is essential in that it is central to gaining skills of reflective practice as indicated by Harrington (2009) that when teachers collaborate among themselves they become aware of reflective practice and this led to the improvement of classroom practice and students performance (Dufour, 2004 and Bradley, 2015 cited by Disu 2017).

Lack of collaboration among primary school teachers in this study may be attributed to the type of teacher training that the participants underwent in colleges of education that emphasised more on competition than cooperation. Due to this type of training teachers are afraid to share their weaknesses with colleague in fear that they would be considered to be incompetent (Pellerin and Paukner, 2015).

With reference to whether the respondents in this study questioned the way they prepared and planned their lesson plans, it was revealed that all the respondents from Lukulu and Mongu districts did not at any given

time questioned the way they prepared and planned their lesson plans. According to Sigglen-Damen and Romme (2014) one of the most significant components of reflective practice is questioning that involves the uncovering of the basic assumptions and blind spots in one's thinking. This means according to Zeichner and Liston (1995) that when a teacher does not ask questions on the values and goals, the context of the teaching process and his assumptions than the teacher is not involved in reflective practice. Ash and Clayton (2004) caution that when questioning is not part of the reflective practice than there is a greater risk that beliefs may continue to be biased or encapsulated in stereotype or misconceptions.

V. CONCLUSION

The study clearly revealed that primary school teachers were not aware of the concept reflective practice either pre-service teachers during their college time or as serving primary school teachers. Additionally, the analysis of data showed that primary school teachers in this study did not clearly understand and ill-defined reflective practice in that it lacked proper description of reflective practice that is backed up with conceptual and theoretical frameworks or any specific author as a reference in their definition of reflective practice. This is despite the fact that reflective practice is defined and perceived in so many ways by different philosophers and authors. In this study primary school teachers' perceived reflective practice in two ways, namely: as thinking of something that had happened previously and as evaluation.

Another major finding of the study was that reflective practice was still largely not practised by primary school teachers in Zambian primary schools. As revealed by the study primary school teachers did not engage in reflective practice during lesson planning, lesson delivery and lesson evaluation.

Additionally, the study revealed that primary school teachers did not discuss their lessons with colleagues before and after lesson delivery. Further it was revealed from that the primary school teachers did not question the way they Prepared and planned, delivered and evaluated their lessons.

The study revealed that there was no time allocated for evaluation of lesson plans within the school time table and primary school teachers conducted their evaluation of lesson plans at home after knocking off. It further established that the evaluative comments made by the primary school teachers were mainly descriptive in nature.

In addition to the above mentioned findings another major finding was that there was no national policy on reflective practice. Analysis of data clearly showed that there was no policy that offered guidance and legal framework on how reflective practice should be embraced by primary school teachers in Zambia.

VI. RECOMMENDATIONS

The findings of this study revealed the perceptions and practices of primary school teachers concerning reflective practice. Based on the findings of the study the following recommendations emerged.

1. A national policy on reflective policy of primary school teachers need to be developed and institutionalised in the Ministry of General Education.
2. Potential college and university lecturers need to be trained and equipped with the knowledge and skills in reflective practice as part of the implementation strategy of the national policy on reflective practice of primary school teachers.
3. The curriculum in primary teachers' college of education need to be revised so that it move away from the technical type of educating teachers to a reflective teacher training programme. In this way it would promote participatory teachers and the movement of teacher training from theoretical orientation to practical.
4. There should capacity building training for in-service teachers so as to build their reflective knowledge and skills.
5. There is need to change the generic lesson plan format. This would involve replacing the evaluation part of the lesson plan with reflection or self-reflection. This would make teachers reflect more on their lessons unlike the focus on evaluation of lessons.
6. There should be time created within the primary school timetable for teacher to reflect on their lessons. This should be done in such a way that 5 minutes is allocated at the end of every lesson for reflection by the teacher.

REFERENCES

- [1]. Ash, S.L & Clayton, P.H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative higher education* 29(2), 137-154.
- [2]. Bailey, K.M. (2006) *Language teacher supervision: A case-based Approach*. Cambridge: Cambridge University Press.
- [3]. Beachamp, C. (2006). *Understanding reflection in teaching.A framework for analysing the literature*. Montreal, Quebec, Canada: Unpublished doctoral thesis, McGill University.

- [4]. Braun, J. A., & Crumpler, T.P. (2004). The social memoir: An analysis of developing reflective ability in a pre-service methods course. *Teaching and Teacher Education* 20(10) 59-75.
- [5]. Cimer, O. S., & Palic, G. (2012). Teachers' perceptions and practices of reflection. *International Journal of Educational research and Technology*, 2(1), 52-60.
- [6]. Disu, A. (2017). A phenomenological study on reflective teaching practice. Ed.D Dissertation 16. Retrieved from <http://commons.cu.portland.edu/edudissertation/16>.
- [7]. Goldhaber, D. (2002). The mystery of good teaching: surveying the evidence on student achievement and teachers' characteristics. *Education Next*, 2(1), 50-55.
- [8]. Griffiths, V. (2000). The reflective dimension in teacher education. *International Journal of Educational Research*, 33(1) 539-555.
- [9]. Hall, P., & Simeral, A. (2015). *Teach, reflect, learn: Building your success in the classroom*. Alexandria, VA: ASCD.
- [10]. Maykut, A., & Morehouse, R. (1994). *Beginning quantitative research: A Philosophic and Guide*. London: The Falmer Press.
- [11]. Milrood, B. (1999). *A module for English language teacher trainers*. British council: Moscow.
- [12]. Minott, A.M. (2006). Supporting reflective teaching via schools culture: A framework utilizing Tierney' understanding of school culture. *Education line*
- [13]. Norlan, & Huebner, T. (1989). Nurturing the reflective practitioner through instructional supervision: A review of literature. *Journal of curriculum and supervision*, 4(2), 126-143.
- [14]. Pedro, J.Y. (2001). *Reflection in teacher education: exploring pre-service teachers' meanings of reflective practice*. Unpublished doctoral thesis, Blacksburg: Virginia polytechnic institute and state university.
- [15]. Pellerin, M. & Paukner, F.I. (2015). Becoming reflective and inquiry teachers: Collaborative action research for in-service Chilean teachers. *Revista Electronica de investigacion Educativa* 17(3), 13-27. Retrieved from [http://redie.uabc.mx/vol.17 no 3/contents-Pellerin-Paukner.html](http://redie.uabc.mx/vol.17%20no%203/contents-Pellerin-Paukner.html). Retrieved on 20/09/17.
- [16]. Posthuma, A. B. (2011). *The nature of mathematics teachers' reflective practice*. Unpublished PhD thesis. University of Pretoria. Pretoria.
- [17]. Raelin, J.A. (2002). "I don't have the time to think/versus the art of reflective." *Reflections* 4(1) 66-79.
- [18]. Rahman, S; Mohd-jelas, Z & Osman, K. (1999). The conception, perception and the practice of reflective thinking among students teachers. (*Report no:G6/99*). Bang: Fakaltipendidikan, university Kebangsaan Malaysia.
- [19]. Raiber, M. A. (2001). *An investigation of the relationship between teachers' engagement in reflective practice and Music teaching effectiveness*. Unpublished PhD dissertation. Oklahoma University. Norman, Oklahoma.
- [20]. Schon, D.A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- [21]. Seglen-Damen, I.C.M. & Romme, A.G.L (2014). *Reflective questioning in management Education: Lessons from supervising thesis projects*. Sage open 2014: 1-13.
- [22]. Sharar, T. (2012). Introducing reflective practice to teachers in an English medium lower secondary school in Chitral. *Academic research international* 2(3), 277-283. <http://economics.aku.edu/pakistan-ied-pdcel>. Retrieved on 15/04/2017.
- [23]. Stanton, T.K. (1990). Liberal art, experiential learning and public service: Necessary ingredients for social responsible undergraduate education. In J. Kendall and Associates (Eds.), *combining service and learning* pp (175-189). Raleigh, Nc: National Society for internships and Experiential Education.
- [24]. White, L. (2015). *A exploration of the value of reflective practice for child and family support service provision*. Unpublished PhD thesis. National university of Ireland, Galway.
- [25]. York-Barr, J.; Sommers, W.A., GHere, C.S., & Montie, J. (EdS). (2006). *Reflective practice to improve schools: an action guide for educators*. Thousand Oaks, CA: Corwin Press.
- [26]. Zeichner, K.M., & Liston, D. P. (1996). *Reflective teaching: an introduction*. Newbury Panc, California: Sage.

MundiaLikando. " Primary school teachers understanding of reflective practice in Lukulu and Mongu districts of Western province in Zambia. " *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 02, 2019, pp. 46-53.