

**Developing Secondary School Teachers' Positive Attitude towards Reflective Teaching:
A Collaborative Action Research Study**

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Abstract

The purpose of this collaborative action research study was to develop reflective teaching practice through focus group discussions as a form of reflection conversations with nine chosen secondary school teachers in a private school. For data collection, two self-constructed open-ended questionnaires were used in this study: one before the focus group discussions and the second after the focus group discussions. Focus group discussions were held with teachers teaching English language, Urdu language, Science, Social Studies, Pakistan Studies. Focus group discussions were audiotaped and then transcribed for coding and thematic analysis. Based on that analysis, certain inferences were finalized. Professional development experience was found to be useful as participants accepted this new concept of reflective teaching with alacrity both for their development and the development of their students as well. Most of the participants described reflective teaching as beneficial to analytical skills as due this they could analyze performance and determine to be better in the future. In addition, they were of the view that it could also help develop the analytical skills of students. It is hoped that the participants' detailed descriptions in this study will guide the selected school towards enhancing the performance of teachers in the form of better learning goals and students' grooming so that they could be well prepared for a higher level of education and then professional education in the long run.

Keywords: Reflection; Reflective teaching; Critical thinking; Qualitative Research

Introduction

Reflection involves describing, analyzing, and evaluating our thoughts, assumptions, beliefs, theory base, and actions (Alsuhaibani, 2020). It also involves looking backward to determine what we have succeeded in achieving already (Or failed at doing), to get a sense of where we have come from and what we have planned to do. All such things draw attention to self-evaluation for gradual improvement, and sometimes it seems more formative sort of assessment meant for the professional development of teachers (Davis & McDonald, 2019). Reflection is a skilled practice that uses experience, knowledge, and inquiry process to increase our capacity to intervene, interpret, and act positively on success, problem, issues, and essential questions. The use of particular reflective practice can reveal new insights and understandings about who we are and what we do. These practices can also reveal options, possibilities, and avenues for positive and sustainable action. In this process, one outcome of reflection becomes the creation of usable and better knowledge in order to build a better future.

A sudden increase in interest regarding the reflective practice in education late in the 1980s is attributed to the belief the reflective practice brings about a positive change (Russell, 2013). However, reflective practice in the field of teachers' education is more subjective in its outlook because people have different concepts of reflection in terms of context, time, and freedom as well as the responsibility of teachers concerned (Kourieos, 2016). Although a growing concern is there regarding teachers' education and up-gradation of knowledge and expertise in the concerning field yet reflective practices in the domain of teachers' education is going to make room for exploration of new ways of working in terms of new ways of thinking and learning (Chaharbashloo, Gholami, Aliasgari, Talebzadeh, & Mousapour, 2020). An agreement is there that experts in the field of teacher education

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have also responded to the need for adapting reflective practice for professional grooming and development of teachers. There is not a single teacher educator who would say that he or she is not concerned about preparing reflective teachers (Kumari, Savita, & Naik, 2016).

Every form of reflection has got its importance to be its reflection in action or reflection on the action for driving performance and enhancing the effectiveness of the school. Developing teachers' positive attitudes could make a positive contribution to not only school but also society. Reflective teaching facilitates new ways of working on getting the best out of available resources. Reflective practice in teaching enhances professional commitment and uniformity of purpose through group reflection, and this process plays a vital role in the development of students because it contributes positively to society. Concerning authorities in secondary schools must arrange reflective teaching practice by holding their brainstorming session so that an environment of group reflection could be promoted for proper handling of students and educational sessions more interactive.

Competition is also growing at a tremendous pace in every field and education, and teaching professions are no exception to this rule. The survival of the fittest is said to have the rule of the game, and it is for teachers to be more receptive to new ideas and new ways of working. All these things will draw our attention to reflect and explore. Reflective teaching needs to be promoted as these activities as teachers' positive attitudes towards reflective teaching facilitate professional development and development of students as well. The only way to survive is to go for continuous improvement. For continuous improvement, the introspective and reflective approach paves the way for exploring the new option for building an edge over others.

Reflective practices, once imbibed by teachers, are going to pass on its effect to students as well. Students' reflection and recorded feedback are also very important for bringing about this more effectively. Therefore, the feedback mechanism has to be there besides having cultural awareness for better outcomes as far as new change, and new ways of working are concerned (Evans, 2013). Such reflection paves the way for critical analysis that could come in the form of feedback as well in order to generate new knowledge (Körkkö, Kyrö-Ämmälä, & Turunen, 2016).

Research Studies Conducted in the Pakistani Context

This section reviews the findings of the study conducted in the Pakistani context to explore reflective teaching practice. Searches in the local databases have also yielded the following studies regarding reflective teaching practice. It seems there is a dearth of studies on reflective practice in the Pakistani context. A review of the few studies found as a result of the searches is presented below:

Iqbal (2017) used reflective practice to get over different unwanted things during classroom proceedings because this thing can cause hindrance in the smooth flow. These things could be in the form of shivering, unnecessary repetition of words. This study has been divided into two parts, and the first part sheds light on unwanted things, and the second part places emphasis on the enhancement of skills of those teachers who are in the learning phase of their professional life. However, reflective teaching practice was found to have the potential to improve teachers' performance (Iqbal, 2017).

Another study focused on professional development with the help of reflective practice in 2017. The main purpose of that study was to look into reflective teachings undertaken by teachers. It was found out that teachers are not inclined to making proper use of reflective practice for professional development, which is of considerable importance though reflective teaching practice could play a role in the professional development of teachers (Tariq, Ahmad, & Jumani, 2017).

The third study on the subject of reflective teaching was conducted to gauge the significance of reflective teaching for the professional development of teachers. Critical features of teaching, choice of the teaching profession as well as sources of professional development became part of that research. The need for proper utilization of resources was also highlighted (Hasan, 2018).

The fourth main study was conducted in which the effects of reflective teaching practice on prospective teachers were investigated, and reflective teaching practices were found to help improve teachers' performance. Attention was also drawn to the analysis of the strengths and weaknesses of the teacher for better performance. Both teachers and students were considered as a control group for data collection. Research findings drew on the fact that reflective teaching practice could help improve performance if implemented adequately by prospective teachers, but the teacher did not show the full implementation of reflective teaching in their practicum (Madiha Zahid, 2019).

Awareness about reflective teaching is gradually increasing with time, but reflective practice with an emphasis on reflective teaching has remained mostly confined to professional development

and situational handling in Pakistan. Nevertheless, there is still a need to develop a positive attitude of secondary school teachers towards reflective teaching so that it could set a good precedent for others and for preservice teachers to follow.

Purpose and Significance of the Study

This collaborative action research aims to develop teachers' positive attitudes towards reflective practice. There is little information as to why/how this phenomenon occurs. This study is designed to explore this phenomenon and fill the gap in the literature. This purpose was divided into the following objectives: This purpose was divided into the following objectives:

- 1) To assess teachers' attitudes towards reflective practice before focus group discussions?
- 2) To provide professional development experience related reflective practices to the teacher through focus group discussions.
- 3) To assess whether there is any change in teachers' attitudes towards reflective practice.

A collaborative action research study aimed at developing teachers' positive attitudes towards reflective practice in a Pakistani context is significant since this provided an opportunity to gain understanding of teacher development. This systematic study through collaborative action research and focus group as a reflective conversation adds to the research knowledge concerning reflective practice and contributes to the discussion on its usefulness and its place in teacher education. In addition, it also offers insights about improvements in teacher development at the secondary school where the study was conducted.

Methods and Materials

The current collaborative action research study used a qualitative multiple case study research design. This research design does not require behavioral control as it focuses on contemporary events in natural settings (Yin, 2018). Qualitative research methods were used because they help to develop a complex and nuanced understanding of participants' interaction with the phenomenon being studied. Therefore, the goals of qualitative case study methodology were deemed to be aligned with research questions.

The case study method is meant for in-depth investigation of data using different sources of information such as interviews, observations of an individual, or group of people (Yazan, 2015). Most of the time, it is seen that traditional research designs give empowerment to researchers from developing to the execution of research design (Bisel, Barge, Dougherty, Lucas, & Tracy, 2014). Any design is developed in such a manner that will be accepted with lesser enthusiasm by the end-user who is not taken into confidence, so it will be less likely to enhance productivity (Tracey, 2014). In traditional research design, as mentioned before, are not receptive to the inclusion of learners or who may be the participant, so chances of unnecessary waste of time and resources could come in the way of research. Results may thus be counterproductive and demotivating to the end-user because it is not aligned with their needs, and it will be like imposing something on teachers so it could no longer be conducive to a healthy learning environment. The concept of value addition and creation of new knowledge is of prime importance when it comes to dealing and chalking out a research design (Engerman, MacAllan, & Carr-Chellman, 2017).

Research Sites, Sampling, and Participants

The purposeful sample, utilizing a criterion sampling technique (Patton, 2015), was selected. Criterion sampling involves selecting cases that meet some predetermined criterion of importance (Patton, 2015). It implies that sample selection has to be made in line with set criteria. For example, the topic of research is: developing private secondary school teachers' positive attitudes towards reflective teaching. In such type of study criterion for sample, the selection is that every participating teacher must fulfill the following criteria for inclusion of participants in this study:

- 1) The participant was a teacher of the selected school.
- 2) The participant had at least one year of teaching experience
- 3) The participant was teaching courses related to social sciences and humanities.

Table 1: Demographic information of the participants

Participant	Gender	Age	Academic Qualification	Experience (Years)
1	Female	23	MSc	1
2	Female	45	MA Urdu	13
3	Female	38	BA	12
4	Female	37	BA, BEd	8
5	Female	30	BA	2
6	Female	34	BSc	2
7	Female	40	MA, BEd	18
8	Female	23	MEd	4
9	Female	24	BA	3

Data Collection Methods

Two open-ended questionnaires were conducted to collect data for this study. Open-ended questionnaires are used extensively in the qualitative methods of research.

Teachers working for focus discussions tend to interact continuously because of the greater degree of interdependence involved in the generation of knowledge. Knowledge is to be generated by way of observation, listening, analyzing, and ensuring involvement in the creation of one's knowledge. There must be a greater degree of flexibility whole responding to the request of teachers to give them due to importance, which will also enhance their self-worth (Marciano & Warren, 2019). Extensive reading to gain insight and strategies is devised based on generated knowledge. A community and the collaborative group also come into existence in this way that develops a symbiotic relationship among them. An environment of mutual concern and understanding is thus developed (Jansen et al., 2015).

The needs of the teacher were identified and find a way out as to how to develop a set of skills that may help in developing efficiency and effectiveness in their duties. Such kind of process is also going to enhance their confidence and self-worth. It becomes essential to participate in sessions of professional development. Research got started up by way of power-point presentation in which outlines, aim, and objectives were put across to them and what would come out of it.

After the phase of initial discussion, teachers were asked for volunteer participation in the focus group discussions. Firstly, the main aim was to pave the way for sustainable professional development for the proper development of teachers of which society and organizations are going to be beneficiary in the long run. Secondly, another aim was also to set aside biases for passing the right judgment and to make an informed decision. The consensus of participating teachers is another factor regarding the period, after which another focus group discussion could be held. Preferences regarding gaps and required pedagogical skills were elaborated and decided. During the focus group, discussion, insight, and forms of all participants were taken and shared. Such kind of knowledge sharing could go a long way in developing and fine-tuning the pedagogical skills of teachers. All these points ultimately converged on developing a positive attitude through reflective practice.

Moreover, data collection was carried out by way of focus group discussion backed by focused interaction concerning the given topic and sharing of knowledge and perception. Knowledge generation takes place when everyone starts capitalizing on each other's strengths for finding a way to do jobs in an improved manner. The critical point is that interaction and focuses group discussion will take place, having a focus on an assigned topic so that the whole focus group discussion could be well-focused and result-oriented (Loughland & Ryan, 2020). Another critical point was relevant to self-disclosure among participants of a focus group that is going to take place as a result of the focus group discussion (Bokhorst-Heng & Marshall, 2018).

Another important point is also going to come after the decision of the assigned topic and how to keep the focus on it during the discussion, which is about a discussion in the form of an unstructured interview. People are not homogenous, and differences of opinion and perception will provide a strong basis for discussion. Therefore, group dynamics become a strong basis of discussion and subsequent knowledge generation. It enables us to conduct a deeper analysis of the given topic (Cilliers, 2006). Morgan (1997) further states that the two defining features of focus groups are "the reliance on the researcher's focus and the groups' interactions" (p. 13). A reasonably developed research objective is of immense value and assistance to glean quality information and data in order to be able to generalize effectively. The research question for focus group discussion in order to gain the

required information is of considerable use for getting on well with research (van Hoof, Bennetts, Hansen, Kazak, & Soebarto, 2019). Every research method has got its strengths, and similarly, focus group discussion has also got one of its main strengths to produce concentrated data-more aligned researcher's preferences (Cilliers, 2006). Maintaining a neutral stance during data collection is a must because personal biases have to be kept aside for gaining quality data.

Preference has to be given to focusing group members for not only discussion but also negotiation for deciding on what type of teaching methodology to adopt to get on well in the future. The same thing will also serve as a source of motivation, thereby making them feel empowered. Initially, the effort is to be made to reach an agreement among all the participants of the focus group so that research could set in motion in order to reach a feasible solution. Focus groups for collaborative action research comprised of 9 teachers of different subjects from a well-known private school.

All these teachers deal with different aspects and subjects of students, so they feel more knowledgeable with deep insight, and the same factor has got excellent potential to generate fruitful knowledge sharing sessions. Such kind of knowledge sharing inclusive handling of different situations and students does enable them to capitalize on each other's strengths to overcome weaknesses, thus creating an environment of healthy competition with a good sense of belonging for the ultimate enhancement of productivity and better outcome as well as students' grooming. Such kind of practices has got the potential to produce productive outcomes for all those teachers, who are keener and inclines to try new ways of working- new pedagogical tools. Another important factor is related to students who are in the formative years of their life (Collins & Hitt, 2006).

A similar kind of focus group discussion for research is difficult for teachers dealing with different classes because it may cause disturbance to them. Maintaining an adequate size of a focus group could be more conducive to gaining better results merely because the contribution to be made is going to both individual and diverse, and it will be helpful to us for carrying out a more appropriate analysis. Knowledge once generated will be of considerable assistance to the concerning resource persons (Markkanen, Anttila, & Valimaki, 2019).

As far as this research is concerned, nine teachers showed interest in taking part in participatory action research through focus group discussion, so they became a population of interest for research under consideration. During the discussion, a platform was provided where every member gets a chance to learn about other values, preferences, and perspectives, and everyone becomes better able to deal with differences and find a way how to deal with them amicably. Therefore, this process is going to prepare the ground for better working relations imbued with a spirit of collaboration and coordination for more productive outcomes.

Based on periodic meetings among faculty members, an atmosphere of cordiality and mutual trust comes into being that goes into the making of consistent and continuous progress, which again paves the way for better grooming of students of which ultimate beneficiary will be employer and society. A good precedent is going to be set consequently for teachers to hold group discussions on a periodical basis for effectively dealing with students. This activity is more teacher-driven in its outlook, so its frequency could be reduced from once weekly to once in a fortnight. Whenever a change or certain changes are suggested by a single member, these changes are negotiated in order to reach a consensus. This is how; a solution once agreed on, is going to make a beneficial contribution to overall performance. Focus group has no doubt got an over other methods of qualitative research because it projects all features of self- contained research tools (Kaushik & Walsh, 2019). There will also be an environment in which all members will have the natural motivation and willingness to elaborate on matters of mutual interest. Every member willingly participates and gives input for a better solution concerning a situation that is their mutual concern (Zoran, 2009).

Open-ended Questionnaires

Two open-ended questionnaires were used in this study—one before the focus group discussions and the second after the focus group discussions. Several questions for the questionnaires were developed based on the areas identified in the literature.

The initial draft of two open-ended questionnaires was discussed in a meeting of the authors, and after discussion, the questions were finalized for the interview. A few questions were amended, whereas few ambiguous and repetitive questions were removed. Therefore, the language of these

questions was amended to increase the clarity of questions. Besides, questions were rearranged so that the sequence could be made logical.

The questionnaires were further improved by piloting it with a critical friend. As a result of this piloting, the interview guide was further revised. Some questions were removed/added, and the language of some questions was amended after further discussions with the supervisor.

Data Analysis Methods

Reflexive thematic data analysis (Braun, Clarke, Hayfield, & Terry, 2019) was used to analyze data from open-ended questionnaires. This method of data analysis is conducted in six steps, which are shown in figure 1 below:

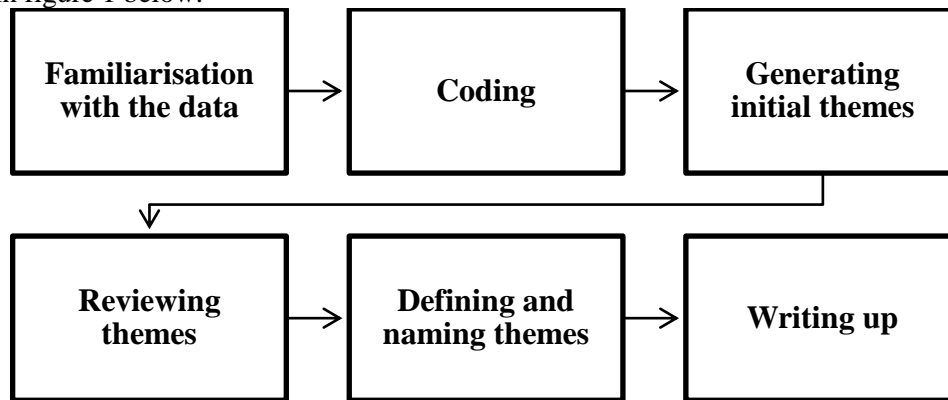


Figure 1: Steps in reflective thematic data analysis.

Although these phases come one after another, respectively, and are interrelated in terms of meanings, therefore, it is typically a *recursive process*, with backward and forward movement between different phrases. These rules were not followed strictly, but a series of conceptual practices were followed that provided a guiding tool to facilitate further analysis and to derive results from data.

The first phase involves reading and re-reading the data to become immersed and intimately familiar with its content. The coding phase involves generating succinct labels (codes) that identify important features of the data that might be relevant to answering the research question. It involves coding the entire dataset, and after that, collating all the codes and all relevant data extracts, together for later stages of analysis.

Generating the initial themes phase involves examining the codes and collated data to identify significant broader patterns of meaning (potential themes). It then involves collating data relevant to each candidate theme so that you can work with the data and review the viability of each candidate theme. The reviewing themes phase involves checking the candidate themes against the dataset to determine that they tell a convincing story of the data and one that answers the research question. In this phase, themes are typically refined, which sometimes involves them being split, combined, or discarded. In this approach, themes are defined as a pattern of shared meaning underpinned by a central concept or idea.

The defining and naming themes phase involve developing a detailed analysis of each theme, working out the scope and focus of each theme, determining the ‘story’ of each. It also involves deciding on an informative name for each theme. The writing up phase involves weaving together the analytic narrative and data extracts and contextualizing the analysis of existing literature.

Results

Teachers' Initial Attitudes Towards Reflective Practice

This study took up its start with three main research questions, out of which the first one was related to the attitude of private secondary school teachers towards reflective teaching. Five of them had not got a pretty much clear idea about reflective teaching and its role in generating new knowledge after processing experience, develop students, and develop themselves. Although teachers had a positive attitude, yet they were not pretty sure that reflective teaching has something to do with enhancing the performance and effectiveness of their jobs as a teacher. Moreover, they tend to keep reflective teaching confined to the analysis of the environment and understanding of other people’s behaviors, giving little thought to other factors that could be considered for deriving performance and bring about a win-win situation.

Focus Group Discussions with Teachers Related to Reflective Practice

The purpose and rationale behind the conduction of focus group discussions were to enable them to take into account previous experience, making productive use of it, and thus determine to be better in the performance of their jobs as teachers. Raw mater to be processed to generate useful information provided the way of reflective teaching practice.

During the first focus group discussion, they were introduced to the concept of reflective teaching in addition to whatever concept of reflective practice they all have already had. Emphasis was placed on new ways of working for not only continuous improvement but also their professional development as its effect will be passed on to learners, thus contributing to society.

Most of them showed interest in this new concept for better learning, knowledge generation, and professional development. The first session of focus group discussion in connection with collaborative action research took up its start with an underpinning of Gibbs's model of reflection. Reflective teaching was projected as a broader concept unfolding new horizons of a better life within the domain of teaching and learning. It was emphasized that reflected teaching once imbibed in true letter and spirit would tend to create a ripple effect for a lively and better change in the form of lifelong learning.

The concept of generation of new knowledge and enlightenment with the power of new knowledge became part of the first session of focus group discussion. The response of all the participants was found to be slow initially, but it became better gradually. Attention was also drawn to their experience and how it could be used for reflective teaching practice for a better tomorrow. discussion held concerning reflective teaching in the first session revolves around Gibbs's model of reflection, as previously mentioned.

The second session of focus group discussion emphasized group reflections in which different ways to capitalize on strengths to get over weaknesses and thus to enhance productivity were discussed. Learning motivation also became part of that session. Knowledge was shared by way of reflective exercise during a session that proved to be effective in gaining useful knowledge and information.

The third focus group discussion revolved around reflection in action and reflection on the action to handle a different situation, such as dealing with different types of students and dealing with parents. Different kinds of situations that took place in their professional life came under discussion as a result of different exercises of reflective teaching. The rationale behind was to prepare them mentally to adopt reflective teaching for both their professional development and the development of students as well.

In the last session, classroom reflection and reflective teaching in the form of writing were the main topics of discussion that were meant for digging out the potential of students and make them utilize and build on their innate strengths and for better performance of teachers. Better planning and a sense of responsibility, as well as proactive management of essential tasks, also came under discussion.

Changes in Teachers' Attitudes towards Reflective Practice after the Focus Group Discussions

After the focus group discussion sessions, an open-ended questionnaire was administered to the same nine participants after three weeks to assess what changes have taken place in their attitude towards reflective teaching.

Professional development experience was found to be useful in the case of three participants, who accepted this new concept of reflective teaching with alacrity both for their development and the development of their students as well. Most of the participants described reflective teaching as beneficial to analytical skills due to which they could be able to analyze performance and determine to be better in the future. It could also help develop the analytical skills of students who are going to be professionals in their respective fields.

For professional development and grooming, the teachers set new targets and new milestones to stretch out of their limits. This is how: they challenged the existing circumstances by thinking out of the box and striving for something new and worthwhile powered by reflective practice. Better coordination and exchange of ideas after individual reflections also paved the way for a better learning environment, more conducive and mutually tolerant.

Two leading participants were of the view that it is a gradual process, and it should take a bit more time to imbibe and adopt this new concept in true letter and spirit. Apart from the point

mentioned above, there are many other positive changes after they all have been through the sessions of focus group discussion. One of the leading participants has also expressed this view that there be a refresher because one tends to forget about it. The main point is related to a critical evaluation of one's self for a better chance by using reflective teaching practice.

Reflective teaching has taught most of the flexibility, adaptability in changing times, and changing needs, and there is a need to stretch out, making some extra efforts to grow and develop, which is also going to create a ripple effect within the school. Changing moods according to the classroom environment and to be able to get on well with students, developing a symbiotic relationship with them.

Most of the participants, especially old ones, started thinking it necessary to reflect on the experience to pick gaps and then take corrective measures. Under the influence of reflective teaching, most of the time was spent in the staff room discussing students and new ways to deal with them by taking the benefit of group reflection effectively. They had started getting the benefit of group reflections, although it was somewhat difficult to spare time for it.

Developing a positive attitude towards reflective practice is going to add value to the lives of students. Learning from interaction has got its importance, and group reflection also facilitates the generation of new knowledge that is carried out properly. Reflective teaching has also drawn attention to different roles; a teacher has to adopt for grooming and educational wellbeing of students.

Discussion of the Findings

The main purpose of this study was to develop a positive attitude of private secondary school teachers towards reflective teaching through focus group discussion. Most of the participant has understood the concept of reflective teaching, have given a proper and encouraging response for making it a part of their teaching methodology.

This related to reflective teaching has got both ontological and epistemological outlook only because it involves individual reflection and group reflection on teaching practice for knowledge generation for bringing about a better change and for enhancing effectiveness and productivity of school. It also seems more tilted towards the epistemological approach as group reflection and interactions among teachers were more preferred for generating new knowledge and to get over different problems that take place from time to time.

They have shown more preference for group reflection for not only dealing with disruptive students but also dealing with parents. The relationship between teachers and parents must be valid for proper grooming and development of students on academic grounds. Better understanding between parents and teachers enabled them to reflect on and sort out root causes that may be counterproductive to the academic progress of students. Another benefit of group reflection is about ways to capitalize on each other strengths for gradual improvement and better results in the future.

Apart from group discussion, individual reflection on teaching has also been preferred by most of the teachers because they find it instrumental in improving knowledge and honing their skills, such as analytical skills and communication skills. Reflective teaching practice, once adopted, will set a good precedent for other teachers and students for their development and lifelong learning.

Although there are numerous ways in which the concept of reflective teaching has been elaborated in literature as well as in studies conducted in the educational concept of Pakistan yet there is also a most repeated point of similarity, which is related to the professional development of teachers. Professional development of teachers is also going to play its part in the development and educational well-being of students. Most of the points discussed there do converge on improvement and professional development of teachers for the benefit of learners.

Another similar point is related to the improved performance of teachers for better educational outcomes.

Studies previously done within the context of reflective teaching have placed more emphasis on the professional development of teachers. However, factors of dealing with students and colleagues are also of considerable importance for professional development and for enhancing productivity by way of collaboration and coordination. Many other factors go into the making of professional development. Another critical point is related to unnecessary distractions and judicious utilization of available resources, whereas, in my study, the emphasis has been placed on the generation of new knowledge with the support of reflective teaching for the development of human resource

development because once human resource developed will go for productive utilization of resources for better output.

A point of contrast is about the impact of reflective teaching on the performance of prospective teachers, utilization of resources that are available for a better outcome in the context of university education. One main point of difference is about the level of education where studies on the subject of reflective teaching have so far been conducted. This study has been conducted at the level of secondary school where are in the formative years of their lives and are passing through a critical phase. If a positive attitude of teachers is developed at this level, students will be beneficiary of this change, and there will also be a positive contribution to society in the long run. Whatever students learn at this level is going to leave a lasting impact on them.

Another important point that deserves mention is about individual and group reflection of teachers, reflection in action, reflection on action, classroom reflection, and reflective teaching in writing for continuous improvement of teachers of which they have also given a positive response in the open-ended questionnaire at the end of data collection. This vital point also makes this study stand out in comparison to the other one conducted so far.

After having conducted a focus group discussion and conducted different exercises regarding reflective teaching, there was more clarity regarding reflective teaching among teachers. Teachers were more aware of the role it could play in bringing about a symbiotic relationship between teachers and students, and it will also make an excellent contribution to the development of society by making proper value addition to learning and teaching. Previously conducted studies in our environment have kept the focus on the professional development of teachers, resource utilization for deriving better performance. Another study also laid emphasis effects of reflective teaching on the performance of teachers. As far as this study is concerned, it has placed more emphasis on developing a positive attitude of private secondary school teachers' positive attitude towards reflective teaching through focus group discussion. Although developing such a thing is time taking but positive attitude once developed is going to produce its lasting effects on the performance of the school, and it will also be passed on to others.

Conclusion

This qualitative study reinforces existing research that has found the concept of reflective teaching practice to be effective in the improvement of performance and professional development of teachers. However, the same practice could be more effective if it is started at the secondary level for proper grooming and educational development of teachers, as it leaves a lasting impact on teachers.

Professional development has been deliberately mentioned because participating teachers were receptive to this concept of reflective teaching, and they went on to discuss different situations related to their jobs during different exercises of reflective teaching in focus group discussion. Professional development experience was found to be useful as participants accepted this new concept of reflective teaching with alacrity both for their development and the development of their students as well. Most of the participants have described reflective teaching as beneficial to analytical skills due to which they could be able to analyze performance and determine to be better in the future. It could also help develop the analytical skills of students who are going to be professionals in their respective fields.

It is hoped that the participants' detailed descriptions in this study will guide the selected school that will enhance the performance of teachers in the form of better learning goals and students' grooming so that they could be well prepared for a higher level of education and then professional education in the long run.

Implications of Research

Recommendations for Policy and Practice

Based on the findings of the current research study, the following recommendations for policy and practice are made:

- 1) This study has revealed an area of improvement for the better performance of the selected school.
- 2) It was not intended to correct the irregularities; it uncovered the strengths and weaknesses of the participants and exposed them to new ways of working. Therefore, it is recommended that reflective teaching on an individual and collective basis should be adopted for better creativity and a better outcome.

- 3) This study raises questions about the availability of time. Therefore, it is recommended that there must be proper time management, and the school's administration should encapsulate time for group reflection and better sharing of ideas.
- 4) As shown by the research that participating teachers are inclined to this concept of reflective teaching at the school level; therefore, this study recommends that spare time for critical evaluation of their own teaching practice must be allocated for teachers with the help of a reflective teaching concept.

Suggestions for Future Research

In light of the study's findings and limitations, several avenues for future research studies are suggested below:

- 1) There is a need to examine the sustainability of the concept of reflective teaching to see if teachers maintain the level of motivation or their motivation goes down after some time.
- 2) Future researchers can expand the current study by examining the periodical performance of teachers over the years.
- 3) Though the current study's findings have highlighted more dimensions, there is much to be learned about adopting a positive attitude towards reflective teaching practice. This study did not include perspectives of administrators, much as they would have enriched the findings. Future research studies can be designed to explore the perspectives of principal and school administration regarding the development of a positive attitude of teachers towards reflective teaching.
- 4) Researchers interested in the intricacies of this concept may want to dig into the adoption of reflective teaching. Other researchers may want to investigate further those aspects of the concept of reflective teaching, which engendered and encouraged the issues discussed in this study.
- 5) It seems that the use of focus group discussions in line with collaborative action research was useful in gaining insights into the current qualitative research. However, future studies may consider the same methodology to draw a comparison between the public and private sectors to bridge the gap and improve the quality of instruction and education.

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