

**ENHANCING STUDENT TEACHING EFFECTIVENESS THROUGH
REFLECTIVE PRACTICE: A CASE STUDY OF UNIVERSITY OF BENIN**

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BENIN CITY**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We the undersigned, certify that this research work was done by **Happiness OSABUOHEN** whose matriculation number is **EDU2102079**, in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This study is dedicated to God Almighty for his Love, Grace and Blessing over my life through the period I spent in University of Benin.

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My gratitude goes to God Almighty whose hand in creation and on my life is a continual reminder of your Greatness Oh God. I have only come this far because of Him and the special people he placed in my life. May God's name be exalted forever.

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Abstract

This study focuses on enhancing student teaching effectiveness through reflective practice: a case study of University of Benin. The study employed four objectives which includes to examine how student teachers at the University of Benin understand and engage in reflective practice; to assess the perceived impact of reflective practice on the effectiveness of student teaching; to examine the relationship between students teachers reflective practice, class management and student engagement; and to find out if technology enhances reflective teaching practice, using digital aid. The study adopted the survey design using questionnaire as instrument of data collection. The data was analyzed using frequency and percentage tables, the results showed that most student teachers are aware of the concept of reflective teaching practice, but few have received formal instruction or training on how to apply it systematically during their teaching practice. The results also showed that a significant number of student teachers do not perceive reflective practice as directly improving their teaching effectiveness. The results indicate that student teachers are actively engaging in reflective practices to some extent; however, there is a clear need for these strategies to be more deliberately and systematically integrated into the teacher education curriculum at the University of Benin. The study recommended that there is a critical need for reflective practices to be formally integrated into the teacher education curriculum through structured activities, mentoring, and training to enhance student teaching performance. Workshops, seminars, and classroom sessions should be organized to teach student teachers how to engage in effective reflective practices, including the use of journals, self-assessment tools, and peer feedback. Student teachers should be given regular assignments that require them to reflect on their teaching, identify areas for improvement, and propose specific strategies for development. Schools used for teaching practice should promote a culture that values and supports reflective teaching through regular discussions, feedback, and collaborative learning environments.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education equips individuals with knowledge, skills, and values necessary for personal growth and meaningful participation in society. It fosters critical thinking, creativity, and problem-solving abilities that drive innovation and development. By breaking the cycle of poverty, education empowers people to improve their quality of life and contribute positively to their communities. Teaching is the intentional and structured process of facilitating learning by guiding, supporting, and engaging learners through various instructional strategies. Teaching goes beyond the delivery of content it involves planning, reflecting, and adapting methods to suit learners' needs, especially in diverse educational settings like Nigerian primary schools (Ewa, 2023). Effective teaching requires continuous self-evaluation and professional growth, with reflective teaching serving as a realistic foundation for teacher development (Famogbiyele, 2025).

Reflective practice is increasingly recognized as a critical component of teacher education, shaping how student teachers at the University of Benin engage with their teaching experiences and professional growth. Rooted in Kolb's (1984) experiential learning theory, reflective practice involves a cyclical process of planning, action, observation, and critical reflection, allowing student teachers to connect theory with real classroom contexts. Reflective practice not only improves instructional strategies but also

deepens teachers' self-awareness, enabling them to make informed pedagogical decisions (Farrell, 2018). In the Nigerian teacher education context, Famogbiyele (2025) highlights that reflective practice is essential for developing adaptive teaching skills, especially in diverse learning environments like those found in Nigerian secondary schools. For student teachers at the University of Benin, understanding reflective practice means recognizing its role in linking academic knowledge with authentic teaching experiences, fostering professional identity, and encouraging continuous self-improvement.

The perceived impact of reflective practice on the effectiveness of student teaching is multifaceted, influencing lesson delivery, classroom interactions, and assessment practices. Reflective teaching enhances teacher effectiveness by promoting a deeper awareness of learner needs and facilitating the adaptation of teaching methods to suit different learning styles. Maharjan et al. (2025) argue that reflective practice strengthens teachers' self-efficacy, leading to greater confidence in managing classroom challenges and engaging students meaningfully. This aligns with Alshaye's (2024) assertion that integrating reflective practice with dynamic assessment empowers teachers to critically evaluate their communication and instructional choices. At the University of Benin, student teachers who engage consistently in reflection are better positioned to identify weaknesses in their teaching, set improvement goals, and develop a repertoire of strategies that align with best practices, ultimately enhancing their overall teaching performance.

The relationship between student teachers' reflective practice, classroom management, and student engagement is particularly significant in developing a supportive learning environment. Karnieli-Miller (2020) points out that reflective practice fosters empathy, helping teachers understand students' perspectives and respond effectively to behavioral or academic challenges. Kramer (2018) emphasizes that such reflection builds teacher agency, enabling proactive and context-sensitive classroom management strategies. Reflective teaching enhances student engagement by encouraging more interactive and inclusive classroom activities. For University of Benin student teachers, regular reflection can lead to more thoughtful lesson planning, improved conflict resolution, and the creation of positive learning climates that motivate students to participate actively.

Technology has emerged as a powerful enabler of reflective teaching practice, offering student teachers innovative tools for self-assessment, collaboration, and professional growth. Pow and Lai (2021) highlight the benefits of virtual learning communities in enhancing reflective skills, as these platforms allow teachers to share experiences, receive peer feedback, and access diverse teaching resources. Iyanuoluwa (2025) suggests that digital aids such as video recordings of lessons, online journals, and collaborative platforms can help Nigerian teachers critically analyze their instructional delivery. At the University of Benin, technology can facilitate reflection by enabling student teachers to record classroom sessions, review them for improvement, and share

insights with mentors. This integration of technology supports ongoing professional dialogue and encourages evidence-based adjustments to teaching practices.

Consequently, the use of digital tools in reflective practice aligns with the broader global trend toward blended teacher education models. Mohamed, Rashid, and Alqaryouti (2022) note that the complexity of reflective practice can be more effectively navigated when supported by structured digital environments that guide self-inquiry and critical thinking. Koukpaki and Adams (2020) argue that technology-enabled reflective practices promote continuous professional growth by fostering collaborative learning and problem-solving skills. For University of Benin student teachers, access to these digital resources ensures that reflection is not a sporadic activity but a structured, ongoing component of their teaching practice, leading to more consistent improvements in instructional effectiveness.

The cultural and institutional context also shapes how student teachers engage in reflective practice. Malicay (2023) emphasizes that teacher preparation programs must embed reflective activities into their curriculum to ensure that students develop the habit early in their training. In Nigeria, where teaching conditions can be challenging, reflective practice becomes a means for student teachers to adapt creatively and maintain professional resilience. Famogbiyele (2025) highlights that institutional support such as mentoring programs, reflective teaching workshops, and peer observation opportunities can enhance the quality of reflective engagement. At the University of Benin, such

support systems can create a culture of professional dialogue that sustains reflective habits beyond the teacher training phase.

Ultimately, understanding, practicing, and enhancing reflective teaching among University of Benin student teachers requires a multi-dimensional approach that combines theoretical grounding, practical application, and technological support. Reflective practice not only improves individual teaching effectiveness but also strengthens classroom management and student engagement, contributing to better educational outcomes. By leveraging digital aids, fostering collaborative reflection, and embedding reflective processes within teacher education curricula, the University of Benin can equip its student teachers with the skills necessary for lifelong professional growth. This aligns with the findings of scholars like Farrell (2018) and Maharjan et al. (2025), who affirm that reflective practice is not merely an academic exercise but a transformative process that shapes the identity and effectiveness of future educators.

In the Nigerian context, Ewa (2023) highlights that reflective teaching boosts instructional effectiveness in primary schools by encouraging teachers to constantly assess the impact of their methods and make informed adjustments. Teaching practices improve when educators engage in critical, ongoing reflection, and reflective practice boosts effectiveness by fostering adaptive, self-aware, and student-focused pedagogy. However, these approaches form the backbone of sustainable teacher development in both local and global educational settings. At the University of Benin, the teacher training

curriculum combines theoretical instruction with supervised teaching practice. Conversely, despite this structure, regarding the effectiveness of student teaching, particularly in terms of how well student teachers translate their academic knowledge into engaging and inclusive classroom practices. Titilayo and Uwameiye (2012) pointed that in many Nigerian Colleges of Education, the lack of deliberate reflective structures in teaching practice programs often hinders professional growth and innovation.

According to Iyanuoluwa (2025) and Alshaye (2024) given the increasing complexity of contemporary classrooms marked by diversity, inclusion demands, and curriculum reforms teacher education programs must prioritize reflective capacity as a core professional competency. This study thus seeks to explore how structured reflective practices can enhance the teaching effectiveness of student teachers at the University of Benin. Specifically, it investigates the role of self-assessment, peer collaboration, and mentorship in shaping effective, context-responsive educators. In doing so, the study aims to propose a sustainable, locally relevant model of reflective teaching that can be integrated into pre-service teacher education across Nigerian universities.

Statement of the Problem

Teachers who engage in structured reflective practice are better equipped to make sound classroom decisions and respond effectively to the diverse needs of learners. Through deliberate reflection, teachers are able to analyze their instructional strategies, evaluate what works or fail, and adjust methods to suit varying learning styles. Reflective

teaching not only sharpens teachers' professional judgment but also enhances student engagement by encouraging inclusive, learner-centered practices. When teachers deliberately reflect on their interactions with students, they cultivate empathy, patience, and deeper understanding of individual challenges. This strengthens teacher–student relationships and creates a more supportive classroom environment that fosters academic achievement (Kheirzadeh & Sistani, 2018). Similarly, experiential learning approaches that emphasize continuous reflection allow teachers to adapt their strategies in real time, developing resilience, flexibility, and creativity that significantly boost overall teaching effectiveness.

However, despite the widely acknowledged benefits of reflective and dynamic teaching practices, several barriers hinder their implementation, particularly in developing contexts. One major challenge is the lack of structured professional development programs that emphasize reflective engagement as a core component of teaching. In many Nigerian schools, teachers operate within systems that provide limited opportunities for training, mentorship, and access to modern pedagogical tools. As a result, educators often rely on outdated instructional approaches, which stifle innovation and make it difficult to integrate reflective practice into everyday teaching. Primary schools, in particular, suffer from inadequate institutional support and scarce exposure to reflective methodologies, limiting teachers' ability to consistently improve their effectiveness.

Another barrier is the institutional environment itself, which often fails to prioritize reflection as an essential aspect of teaching. Teachers face overwhelming workloads that include administrative responsibilities, overcrowded classrooms, and rigid curricular requirements. These pressures leave little or no time for thoughtful analysis of teaching practices, forcing educators to prioritize routine delivery of content over reflective inquiry (Famogbiyele, 2025). This culture of efficiency over effectiveness encourages surface-level compliance rather than meaningful pedagogical growth. Consequently, reflective practice is frequently undervalued or misinterpreted, with many teachers perceiving it as a formal requirement rather than a process of genuine professional self-improvement. Such superficial engagement prevents reflective teaching from reaching its transformative potential, reducing it to a token exercise rather than a tool for long-term professional growth and enhanced learning outcomes.

Moreover, lack of digital tools and virtual learning communities, as advocated by Pow and Lai (2021), further limits opportunities for collaborative reflection and knowledge sharing among student teachers. This situation raises serious concerns about their readiness to meet the multifaceted challenges of 21st-century classrooms, where adaptability, inclusiveness, and learner-centered approaches are critical (Mohamed, Rashid & Alqaryouti, 2022; Alshaye, 2024) demonstrates the transformative potential of teaching students in fostering peer-supported reflection through which learners developed a deeper understanding of pedagogical techniques assimilation. Therefore, this study

investigates reflective practice as a tool for enhancing student teaching practice effectiveness at the University of Benin. It explores the extent to which reflective strategies such as self-assessment, peer review, and mentorship are currently employed, and identifies the barriers hindering their effective use. The aim of this research is to propose practical, context-specific strategies for embedding reflective practices within teacher education programs, thereby supporting continuous professional development and equipping future educators with the competencies needed to thrive in complex teaching environments.

Research Questions

Base on this gap the following research questions are formulated to guide this study:

1. How do student teachers at the University of Benin understand and engage in reflective practice?
2. What is the perceived impact of reflective practice on the effectiveness of student teaching?
3. What is relationship between students teachers reflective practice, class management and student engagement?
4. How can technology enhance reflective teaching practice, using digital aid?

Purpose of the Study

The purpose of this study is to examine the enhancement of student teaching effectiveness through reflective practice using a case study of University Of Benin, the aims are to:

1. examine how student teachers at the University of Benin understand and engage in reflective practice.
2. assess the perceived impact of reflective practice on the effectiveness of student teaching.
3. examine the relationship between students teachers reflective practice, class management and student engagement.
4. find out if technology enhances reflective teaching practice, using digital aid.

Significance of the Study

This research is going to be of benefit to student teachers, educators, policymakers, curriculum designers. The relevance of this study to student teachers lies in potential to address persistent challenges in teacher education by offering a deeper understanding of how reflective practice can be harnessed to improve teaching effectiveness among student teachers in Nigerian universities, particularly at the University of Benin. The study is significant for various stakeholders in the educational ecosystem: It provides empirical evidence and practical frameworks for educators that can guide teacher educators in embedding structured reflective activities into their

instructional strategies. By illustrating how guided reflection, mentorship, and peer feedback can enhance professional competence, the research encourages teacher educators to move beyond traditional didactic methods. It promotes active learning environments where student teachers are co-constructors of knowledge through critical inquiry and self-evaluation.

This study presents valuable insights for policymakers and curriculum designers who are working toward improving teacher training frameworks in Nigeria. Reflective practice, as shown in international best practices, can serve as a cornerstone for reforming the curriculum to produce more adaptive, autonomous, and competent teachers. These findings will help to improve on policy development that is geared towards incorporating structured reflection, assessment rubrics, and mentoring systems within national teacher education guidelines. The study will contribute to the growing body of literature on reflective teaching in sub-Saharan Africa and serves as a foundational reference for further academic exploration. It identifies gaps in the current use of reflection within Nigerian teacher training and sets a precedent for future inquiries into context-specific reflective models, teacher identity development, and their implications on learner performance. This can also stimulate comparative studies between Nigerian institutions and international counterparts in terms of reflective teaching practices.

Scope and Delimitation of the Study

This study examines teaching effectiveness through reflective practice: A case study of University of Benin. The study is delimited to 300 and 400 level teaching practice students in Faculty of Education, University of Benin.

Definition of Terms

Reflective Practice: A continuous process where teachers critically examine their own teaching experiences, methods, and outcomes to improve their professional skills and classroom effectiveness.

Student Teaching: A supervised teaching experience, typically part of a teacher education program, where student teachers practice instructional delivery in real classroom settings under the guidance of a mentor teacher.

Teaching Effectiveness: The ability of a teacher to promote meaningful student learning through instructional competence, class management, communication skills, and adaptability to learner needs.

Self-Efficacy: A belief in one's ability to successfully perform specific teaching tasks and manage classroom challenges, often developed through reflection and experience.

Teacher Education Program: A formal academic program designed to prepare individuals for careers in teaching, including both theoretical coursework and practical teaching components.

Mentoring: A developmental relationship in which an experienced educator supports and guides a student teacher through observation, feedback, and advice to improve professional practice.

Pedagogy: The art, science, and profession of teaching, encompassing teaching methods, learning theories, and classroom strategies.

Chapter Two

Literature Review

This chapter related to the topic will be discussed under the following subheadings;

- Theoretical Framework
- Conceptual Framework of Reflective Practices
- Perceived Impact of Reflective Practice on Student Teachers' Effectiveness
- Strategies for Enhancing the Integration of Reflective Practice in Teacher Training
- Technology Effectiveness of Reflective Teaching Practice Using Digital Aids
- Student Teachers' Reflective Practice, Classroom Management, and Student Engagement
- Empirical Literature
- Summary of Literature Review

Theoretical Framework

The theoretical framework for understanding reflective practice in the context of teacher education at the University of Benin draws on key theories of reflection and professional development. Reflective practice is rooted in broader educational theories such as experiential learning. These theories provide a foundational lens through which to explore how student teachers engage with, benefit from, and are challenged by reflective

practices during their training. Kolb's Experiential Learning Theory (ELT) emphasizes that learning is a cyclical process where knowledge is created through the transformation of experience. The model outlines four interrelated stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. This framework provides a strong basis for enhancing student teaching effectiveness through reflective practice, particularly in a teacher training environment such as the University of Benin.

For student teachers, the teaching practicum provides the concrete experience of being in a classroom setting. They actively engage with learners, deliver lessons, manage diverse classroom behaviors, and face real-life challenges in instructional delivery. At the University of Benin, teaching practice placements in primary and secondary schools expose students to varying contexts of limited resources, large class sizes, and cultural diversity. These experiences form the foundation upon which reflective practice is built. After classroom engagement, student teachers reflect on what occurred during their teaching sessions. This involves analyzing student responses, identifying gaps in delivery, and considering how teaching methods influenced learning outcomes. Structured reflection journals, peer discussions, and mentorship programs at the University of Benin can support this process, allowing student teachers to critically assess their actions and develop awareness of both strengths and weaknesses in their practice.

Through guided reflection, student teachers connect their classroom experiences to theoretical frameworks in education. They begin to generalize lessons learned, recognize underlying principles of pedagogy, and formulate strategies for improvement. For instance, a student teacher who struggles with classroom management may, through reflection, link this difficulty to theories of behaviorism or constructivism learned in coursework. At the University of Benin, faculty mentors can facilitate this stage by encouraging the integration of educational theory with practice.

The final stage involves applying insights gained from reflection and theory to future teaching practice. Student teachers plan new instructional strategies, test classroom management techniques, or adopt different methods of engaging learners. This stage fosters innovation and adaptability. Within the University of Benin context, repeated teaching practice cycles allow student teachers to reapply strategies in real classrooms, observe outcomes, and refine their approaches, thereby enhancing long-term teaching effectiveness. By applying Kolb's model, reflective practice becomes a continuous cycle rather than a one-time exercise. Student teachers at the University of Benin can move beyond routine teaching to adaptive, learner-centered instruction. The framework encourages them to treat mistakes not as failures but as opportunities for growth, which promotes resilience and professional confidence. Moreover, institutional support such as reflective seminars, supervision, and peer mentoring ensures that the experiential learning

cycle is sustained, thereby enhancing the overall quality of teacher preparation and effectiveness.

Conceptual Framework of Reflective Practices

Importantly, reflective practice goes beyond self-awareness, offering insights into understanding others as well. It helps practitioners expand their perspectives and contribute to both personal and institutional growth. Farrell (2018) noted that teachers who actively engage in reflective practice gain deeper insights into their teaching, assess their development, and adopt a more forward-thinking and positive attitude. Supporting this, Kheirzadeh and Sistani (2018) emphasized that reflection helps teachers enhance their creativity, critical thinking, observation, planning, and organizational skills. Likewise, reflective practice fosters meaningful understanding of events and promotes actionable steps for improvement. This process leads to high-quality outcomes through refining actions and practices. As Loughran (2002) put it, reflection is indeed at the heart of the matter and equally valuable regardless of the profession, highlighting its universal importance.

Reflection can occur either after an action has been completed or while it is still in progress. Typically, professionals reflect after an action to make improvements for future tasks, although reflection can also happen during an activity to adjust plans in real time. According to Mohamed et al. (2022), reflective practice is a dynamic, collaborative, and ongoing process that supports both the personal and professional development of

educators. In this sense, reflection involves continuous awareness of oneself, one's practice, and the surrounding context. Reflective practitioners engage in critical thinking about their actions and the reflective process itself.

The concept of reflection, particularly in the context of teaching, is often challenging to define and conceptualize. Various theorists highlight different aspects of the reflective process, which complicates its understanding. Some argue that the difficulty stems from the multiplicity of meanings and variations attached to the term "reflection," while others believe that the issue lies in how reflection is nurtured in practitioners. Dewey (1933) defines reflection as the active, persistent, and careful consideration of any belief or form of knowledge, particularly in light of supporting evidence and the conclusions it leads to. This definition emphasizes the dynamic and ongoing nature of reflection. Expanding on Dewey's work, some scholars argue that professional practice improves when practitioners are encouraged to engage more actively in reflection. This process is often described as a "conversation" with the problematic situation, where the practitioner's efforts to solve the issue result in new discoveries and further reflection (Kramer, 2018; Ewa, 2023).

Two types of reflection are commonly identified: reflection-in-action and reflection-on-action. Reflection-in-action occurs during practice, particularly when a situation is puzzling and needs to be reframed. It is a form of immediate problem-solving that occurs in real-time. In contrast, reflection-on-action happens after the event, offering

practitioners an opportunity to analyze their practice more systematically and apply solutions for future improvement (Famogbiyele, 2025). Both forms of reflection are considered essential for professional development, as they offer distinct ways to engage with experiences, leading to more informed teaching practices (Maharjan et al., 2025).

Reflection is also understood as a systematic inquiry into one's practice, aiming to improve it and deepen understanding. This process involves critically examining one's educational beliefs and developing a coherent view of teaching and learning. Reflection, in this light, is seen as a mental process that allows individuals to restructure and reshape their existing knowledge and experiences (Korau et al., 2024). From these definitions, it becomes clear that reflection is not a spontaneous process; rather, it is often triggered by specific situations or difficulties. It serves as a response to a problem or question that arises during practice, prompting further exploration and understanding (Mohamed et al., 2022).

Perceived Impact of Reflective Practice Student Teachers' Effectiveness

Reflective practice is increasingly regarded as one of the most powerful pedagogical tools in shaping teacher effectiveness, particularly for student teachers still navigating the complexities of classroom practice. Schön (1983) conceptualized *reflection-in-action* and *reflection-on-action* as dynamic processes through which teachers adapt instruction during teaching moments and critically analyze past actions for future growth. For pre-service teachers, this duality provides both immediate

responsiveness and long-term professional development. The relevance of reflective practice becomes especially pronounced during student teaching, when novices encounter real classroom challenges for the first time. Rodgers (2002) emphasizes that reflection supports the development of critical judgment, enabling student teachers to make informed choices about instructional methods and classroom interactions. Farrell (2018) similarly stresses that reflective teaching creates a bridge between theoretical knowledge and practical application, allowing novice teachers to connect pedagogy with lived classroom realities.

At the University of Benin and similar institutions, reflective activities are embedded into teacher education curricula through tools such as journals, lesson debriefs, peer reviews, and video analysis. Maharjan et al. (2025) argue that these mechanisms encourage pre-service teachers to critically examine not only *what* they teach but *how* they teach, thereby fostering deeper pedagogical awareness. This integration positions reflection as a deliberate professional practice rather than an incidental process. Teaching journals, for instance, enable student teachers to systematically record classroom experiences, observations, and emotions. According to Ewa (2023), Nigerian pre-service teachers who used reflective journals consistently reported greater recognition of student behavior trends, which in turn improved their classroom management strategies. This suggests that written reflection helps teachers develop situational awareness and refine their responses to classroom dynamics.

Lesson debriefs, whether conducted individually or in collaboration with mentors, provide another avenue for reflection. By evaluating what worked and what did not immediately after teaching, student teachers acquire practical insights that can inform their next instructional cycle. Loughland and Alonzo (2019) highlighted that such adaptive practices enhance teachers' ability to implement assessment for learning, demonstrating how reflection supports evidence-based instructional decisions. Video analysis of teaching practice has emerged as one of the most impactful reflective tools. Watching recordings of their own lessons allows student teachers to observe nuances such as tone of voice, pacing, and body language that might otherwise go unnoticed in real time. Kheirzadeh and Sistani (2018) found that such reflective methods not only improve teaching precision but also heighten awareness of how students respond to instructional delivery, thus sharpening professional judgment.

Mentorship and peer feedback further strengthen reflective practice. Mouraz and Ferreira (2021) emphasize that peer observation introduces multiple perspectives, enabling student teachers to move beyond self-centered evaluations. Constructive feedback conversations normalize reflective dialogue and contribute to a collaborative culture of professional growth, which is essential for teacher preparation programs. Beyond instructional delivery, reflective practice significantly influences classroom management. By analyzing their strategies for maintaining order, engaging students, and resolving disruptions, student teachers develop a more nuanced understanding of

behavioral dynamics. Ewa (2023) provides evidence that reflective engagement reduced classroom anxiety and improved novice teachers' confidence in handling diverse learning groups, a critical step in fostering productive learning environments.

Reflective practice also enhances responsiveness to diverse student needs. Through reflection, pre-service teachers become more aware of variations in learning styles, cultural backgrounds, and language proficiencies. Pham et al. (2024) highlighted that *in-on-for* reflection methods empower teachers at different career stages to design inclusive instructional approaches that meet the needs of all learners. Inclusivity, in particular, is strengthened by reflective engagement. Pant (2017) argues that transformative teachers must not only *do* and *teach* but also *think* about their practice in order to design learner-centered experiences. Reflection allows student teachers to identify strategies that foster student participation, collaboration, and equitable access to learning opportunities, thereby making classrooms more democratic and inclusive.

Critical thinking, self-assessment, and problem-solving are additional cognitive dimensions enriched by reflective practice. Famogbiyele (2025) argues that reflective engagement improves teachers' ability to respond creatively to unexpected challenges in the classroom. Similarly, Mohamed et al. (2022) noted that reflective educators cultivate resilience, which enables them to transform setbacks into learning opportunities rather than sources of discouragement. These reflective capacities also contribute to the development of professional identity. As student teachers critically examine their values,

teaching philosophies, and emotional responses, they begin to construct a coherent sense of self as educators. Osmanović Zajić et al. (2022) report that reflective practitioners often experience enhanced empowerment, both personally and professionally.

The effectiveness of reflective practice, however, depends heavily on contextual relevance. Titilayo and Uwameiye (2012) observe that student teachers are often resistant to reflective tasks if they appear abstract or disconnected from real classroom situations. Therefore, aligning reflective activities with authentic challenges enhances both motivation and perceived usefulness among pre-service teachers. When reflective activities are perceived as meaningful, their impact extends beyond individual growth to improved student learning outcomes. Maharjan et al. (2025) found that student teachers in Nepal who engaged in systematic reflection reported higher levels of student engagement, deeper comprehension, and overall greater satisfaction with classroom interactions, thus demonstrating reflection's far-reaching pedagogical benefits.

For Nigerian student teachers, contextual relevance also involves addressing systemic barriers such as overcrowded classrooms, inadequate instructional resources, and diverse linguistic contexts. Korau et al. (2024) argue that reflective practices can be adapted to these realities, helping teachers improvise strategies and adopt contextually sensitive approaches to teaching. A critical question, then, is whether student teachers perceive reflective practice as transformative or merely procedural. If reflective tasks are seen as bureaucratic requirements, their potential impact is minimized. However, when

integrated meaningfully into teacher education, reflective practice promotes genuine self-improvement, confidence, and professional competence.

The perceptions of student teachers at the University of Benin will therefore provide valuable insights into how theory translates into practice. Reflective practice is not a superficial academic exercise but a transformative mechanism for enhancing student teacher effectiveness. By strengthening instructional delivery, improving classroom management, fostering responsiveness to diversity, and shaping professional identity, reflection equips novice teachers with the tools for lifelong learning. Student teachers' perceptions of these impacts not only illuminate reflective practice's present value but also guide how it can be sustained and scaled within teacher education programs globally.

Strategies for Enhancing the Integration of Reflective Practice in Teacher Training

Reflective practice is widely recognized as a transformative tool in teacher education, enabling teachers to critically evaluate their experiences and adapt their approaches to improve student outcomes. Schön (1983) pioneered the concept, highlighting reflection-in-action and reflection-on-action as central to professional growth. In teacher training, reflective practice is essential for bridging theory and classroom realities, yet it requires deliberate strategies to ensure its meaningful integration into programs. One strategy involves incorporating structured reflective journals into teacher education. Journaling enables trainees to systematically record and

analyze their experiences, fostering deeper self-awareness and critical thinking. Research has shown that guided prompts and models, such as Gibbs' reflective cycle, can make journaling more effective in connecting theory to practice (Farrell, 2018; Mohamed, Ali & Hadi, 2022). Such structured approaches encourage trainees to move beyond description to analysis and action-oriented reflection.

Mentoring and coaching also serve as vital mechanisms for embedding reflective practice. When novice teachers engage with experienced mentors, they gain exposure to reflective dialogue that highlights both strengths and areas for growth. Studies emphasize that mentorship cultivates reflective habits and promotes professional identity formation (Knowles & Gilbourne, 2010; Sunar, Pant & Dahal, 2024). By modeling reflective thinking, mentors help trainees develop the capacity to critically evaluate their teaching decisions. Peer observation and feedback represent another effective approach. Collaborative reflection through peer observation allows trainee teachers to engage in constructive critique while also learning from alternative teaching styles. Mouraz and Ferreira (2021) found that multidisciplinary peer observation fosters professional dialogue and enhances self-reflective capacities among educators. Similarly, Loughland and Alonzo (2019) argue that adaptive peer feedback strengthens teachers' ability to align assessment and learning strategies.

The use of technology-enhanced reflection is gaining prominence in modern teacher training. Digital tools such as e-portfolios, video recordings, and online reflective

forums provide opportunities for ongoing reflection and professional dialogue. Maharjan, Shrestha, and Subedi (2025) reported that student teachers in Nepal significantly improved their teaching effectiveness when reflective practices were supported by digital resources. Video-based reflection, in particular, enables trainees to revisit classroom interactions and critically assess their communication, body language, and instructional strategies (Karnieli-Miller, 2020).

Embedding reflective assignments and assessments into teacher training curricula is another crucial strategy. Assignments such as critical incident analyses and reflective essays promote structured reflection linked to professional standards. Kheirzadeh and Sistani (2018) found that reflective teaching practices improved student achievement, highlighting the tangible impact of integrating reflection into teacher education. Similarly, Pant (2017) emphasizes that reflection-driven assignments foster transformative teaching, especially in mathematics education. Creating a reflective culture within teacher education institutions is also necessary. Trainers and faculty must model reflective practices themselves, thereby signaling their importance to trainees. Research indicates that when reflection is embedded in institutional culture, trainees are more likely to sustain it in their professional practice (Osmanović Zajić, Maksimović & Milanović, 2022; Korau, Aliyu, Ya'u & Jika, 2024). This cultural embedding ensures that reflection is not perceived as an isolated academic exercise but as a professional norm.

Consequently, strategies should extend beyond initial training into continuous professional development (CPD). Reflective practice must be nurtured throughout a teacher's career through workshops, professional learning communities, and ongoing research engagement. Pham et al. (2024) highlighted that in-on-for reflection methods at different career stages enhance both personal growth and teaching quality. Long-term commitment to reflection ensures that teachers remain adaptive, critical, and responsive to the evolving demands of education.

Technology Effectiveness of Reflective Teaching Practice Using Digital Aids

Technology has become an indispensable tool in enhancing reflective teaching practice, particularly through the use of digital aids such as video recordings, learning management systems (LMS), virtual learning communities, and digital journals. Tools like video analysis allow teachers to observe and reflect on their own classroom behaviors and student interactions, providing concrete data for self-evaluation (Pow & Lai, 2021). These recordings help educators identify non-verbal cues, engagement levels, and areas of instructional strength or weakness that may not be apparent in real time.

Digital journals and e-portfolios also serve as platforms for structured, continuous reflection. Through these tools, teachers can document their goals, strategies, challenges, and progress over time, promoting both self-awareness and professional growth (Koukpaki & Adams, 2020). Moreover, reflective communities hosted on platforms such as Google Classroom, Microsoft Teams, or discussion forums foster peer feedback and

collaborative learning, which enriches the reflection process by introducing diverse perspectives (Mohamed, Rashid & Alqaryouti, 2022). Additionally, technology enhances accessibility and flexibility in reflective practices. Teachers can engage in reflection asynchronously and revisit past reflections for comparative insights. As Malicay (2023) notes, integrating digital tools into teacher training encourages habitual reflection, helping to develop more autonomous, confident, and effective educators.

Student Teachers' Reflective Practice, Classroom Management, and Student Engagement

There is a strong interconnection between student teachers' reflective practice, effective classroom management, and enhanced student engagement. Reflective practice enables student teachers to critically evaluate their instructional strategies, classroom interactions, and behavior management approaches. By reflecting on what works and what does not, they become more adaptive and responsive to classroom dynamics (Alshaye, 2024; Famogbiyele, 2025). This continuous self-assessment fosters a deeper awareness of students' needs and learning styles, allowing for the creation of more inclusive and supportive learning environments.

Moreover, effective classroom management characterized by clear expectations, consistency, and responsive discipline is often the product of thoughtful reflection and adjustment. Ewa (2023) emphasizes that reflective teachers are more likely to recognize patterns of student behavior and adapt their management techniques accordingly, which

helps in minimizing disruptions and maximizing instructional time. As a result, students are more engaged, as they feel respected, understood, and actively involved in the learning process. Engagement, in this context, becomes both a result and a catalyst of effective teaching practice. Maharjan et al. (2025) noted that reflective educators tend to employ more learner-centered approaches, which promote student participation and motivation. This relationship highlights the cyclical benefit of reflection: better classroom management improves engagement, and increased engagement provides richer material for reflective analysis.

Empirical Literature

Ewa (2023) examined reflective teaching and teacher teaching effectiveness in Nigerian primary schools. The study investigates on the influence of reflective teaching on teacher teaching effectiveness in state primary schools in Nigeria. Findings indicate that reflective diary, peer observation and video recording have significant influence on teacher teaching effectiveness in government primary schools in the country. It is recommended that teachers should keep notes on their classroom activities so as to reflect on their teaching; teachers should engage their colleagues to watch and feedback them about their teaching and video cameras should be deployed to record classroom lessons so that the footages can be studied in order to enhance teaching skills; reflective practice should be included in the teacher education curriculum.

Maharjan et al (2025) reflective practice enables teachers to examine their personal and professional actions and learn from their lived experiences. The study explores teachers 'conceptualizations of reflective practice, its applications, challenges, and opportunities for being and becoming professionals. The findings reflect that reflective practice fosters professional development by helping teachers find and address their weaknesses, thereby improving their professional practices. For boosting teachers' self-efficacy, emancipation, and empowerment, the study concluded that reflective practice significantly enhances teachers' professional development by enabling them to analyze and address their weaknesses.

Alshaye (2024) did integrating reflective teaching with dynamic assessment to enhance EFL teachers' autonomy, self-assessment, and communication skills, The study employed a quasi-experimental design with pre-test and post-test measures and a control group. The results revealed that the experimental group showed significant improvement in their autonomy, self-assessment and linguistic communication skills compared to the control group. The study concluded that using a reflective teaching model supported by dynamic assessment in teaching sessions can foster primary English language teachers' professional development and enhance their language teaching outcomes.

Korau et al., (2024) investigates the awareness and implementation of reflective practices among English language teachers in Nigerian secondary schools. A cross-sectional survey research design was adopted and 77 teachers were selected to participate

in the study. The findings also suggest a lack of awareness of reflective practices among the majority of respondents. Additionally, the study discovered that even those with some awareness of reflective practices rarely followed established steps for incorporating reflection into their teaching. This indicates a significant gap between theoretical knowledge and practice. Thus, the study makes recommendations for professional development programs to familiarize educators with the concept of reflective teaching and its potential impact on instructional effectiveness.

Summary of Literature Review

Reflective teaching has emerged as a powerful tool for enhancing teacher effectiveness and fostering professional development. By engaging in reflective practices, teachers gain the ability to critically evaluate their teaching methods, identify areas for improvement, and refine their instructional techniques. Several key reflective practices, including keeping reflective diaries, participating in peer observation, and recording and analyzing video footage of their lessons, have been shown to significantly improve teachers' skills. These practices not only provide opportunities for self-reflection but also facilitate constructive feedback, contributing to higher instructional quality. Reflective diaries, for instance, allow teachers to document their daily experiences, reflect on what worked well, and identify areas for improvement. Peer observation provides a platform for teachers to learn from one another and offer insights into each other's teaching styles,

while video recordings allow for a detailed analysis of teaching strategies, student engagement, and classroom dynamics.

In addition to improving teaching quality, reflective practices help teachers develop greater self-efficacy the belief in their ability to succeed in teaching. By identifying their strengths and weaknesses, teachers can actively address areas for improvement, thus increasing their confidence and empowerment. This process of self-reflection enables teachers to grow professionally by fostering a mindset of continuous improvement. Empowered teachers are more likely to take initiative in enhancing their practice, which ultimately benefits their students.

Moreover, in some contexts, integrating reflective teaching with dynamic assessment has been found to enhance teachers' autonomy and communication skills. Dynamic assessment, which emphasizes ongoing feedback and the integration of reflection into the learning process, has proven to be an effective method for promoting teachers' professional development. Teachers in environments where reflective teaching and dynamic assessment are combined report greater autonomy in decision-making and an increased ability to assess and adapt their teaching methods in real-time, leading to better teaching outcomes and more effective learning experiences for students.

However, despite the growing body of evidence supporting the benefits of reflective teaching, several studies reveal gaps in its implementation. In certain regions, particularly in developing countries or less resource-rich environments, teachers are

either unaware of reflective practices or under-engaged with them. This lack of engagement with reflective practices may stem from insufficient training, limited resources, or cultural resistance to self-reflection. In these contexts, teachers may not be equipped with the knowledge or skills needed to effectively incorporate reflection into their teaching practice, thus hindering the potential benefits.

Gap in the Literature: While many studies emphasize the importance of reflective teaching and its positive impact on teacher development, there remains a gap in the literature regarding the barriers to implementing reflective practices in specific regional contexts. Specifically, more research is needed to understand the factors that hinder teachers' engagement with reflective practices in low-resource or culturally diverse settings. Additionally, the integration of reflective teaching with other professional development strategies, such as dynamic assessment, warrants further exploration to determine how these combined approaches can be most effectively implemented across different educational systems. There is also a need for research that examines the long-term effects of reflective teaching on teacher retention and student outcomes, as current studies primarily focus on short-term improvements in teaching practice. Finally, while the benefits of reflective practice have been highlighted, less attention has been paid to how reflective practices can be systematically incorporated into teacher education curricula and professional development programs to ensure consistency and sustainability in their application.

CHAPTER THREE

METHODOLOGY

This chapter describes the method and procedure employed in carrying out the study under the following headings:

Design of the Study,

Population of the Study,

Sample and Sampling Techniques of the Study,

Research Instrument,

Validity of the Study,

Reliability of the Study,

Method of Data Collection and

Method of Data Analysis

Design of the Study

The study adopted the descriptive survey research design. This design was adopted because the study sought to describe an already existing phenomenon: Enhancing Student Teaching Effectiveness through Reflective Practice: A case study of University of Benin.

Population of Study

The population of this study comprises (2478) 300 and 400 level teaching practice students of the Faculty of Education, University of Benin.

Sample and Sampling Techniques of the Study

The sample consists of (248) which is 10% of the total number of 300 and 400 levels teaching practice students in the Faculty of Education, University of Benin. The students were selected through the use of purposive random sampling technique.

Research Instrument

The research instrument used in generating data for this study is a structured questionnaires which were titled Enhancing student teaching effectiveness through reflective practice (ESTQ) a case study of University of Benin. The questionnaire is made of yes or no (agree or disagree). The questionnaire which consist sections: (A&B). Section A consisted of questions on respondents, Biodata, and demographic information, while section B, was drawn to cover the four (4) research questions raised to guide the study.

Validity of the Instrument

In order to ensure the validity, the instrument was validated by the researcher's supervisor and two other experts in the Department of Curriculum and Instructional Technology. The corrections and suggestions made by them were incorporated into the final draft of the instrument. This was done to be sure that the instrument was validated both in face and content

Reliability of the Instrument

In order to establish the internal consistency of the instrument, the questionnaire was subjected to the split half reliability test. The instrument was administered to a group of twenty (20) respondents selected from the population of the study but who was not part of the sample of the study. After administration the responses were grouped into two groups of even and odd numbers. The data generated from both groups were compared with the use of Pearson product moment correlation coefficient test and coefficient of 0.74 was achieved meaning that the instrument was valid.

Method of Data Collection

Data will be collected using questionnaire titled (ESTQ) which were administered to the respondents with help of researcher assistant after explaining the content and purpose of the instrument to them. The respondents were given enough time to read through, understand and respond to the questions after which the questionnaires were retrieved on the spot. This was done to reduce the mortality rate of the instrument.

Method of Data Analysis

The data generated from the administration of the instrument will be analyzed with the use of descriptive statistics (frequency tables and percentages). The choice of this method of analysis will be predicated on the fact that the instrument used in generating the analyzed data was the yes or no (agree or disagree) type.

CHAPTER FOUR PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the analysis of data collected and the discussion of the findings.

Socio-demographic Characteristics of Respondents

Table 1: Class

Level	No of Respondents	Percentage (%)
300	127	51.21
400	121	48.79
Total	248	100

Source: Field Survey, (2025)

The table reveals that 127 respondents representing 51.21% of the sample were in Class 300. With a frequency of 121 and a percentage response of 48.79%, the Class 400 respondents were also well-represented.

Presentation of Results

Research Question 1: How do student teachers at the University of Benin understand and engage in reflective practice?

Table 2: To examine the current use and understanding of reflective practice among student teachers at the University of Benin

Items	Current Use and Understanding of Reflective Practice among Student Teachers	Responses			
		YES	%	NO	%
S/N	Questions				
1.	Do you know what reflective teaching practice means?	174	70.16%	74	29.84%
2.	Have you ever been introduced to the concept of reflective practice during your teacher training?	110	44.35%	138	55.65%
3.	Do you currently engage in any form of reflection after your teaching sessions?	180	72.58%	68	27.42%
4.	Do you feel confident in using reflective techniques to improve your teaching?	138	55.65%	138	44.35%
5.	Are you really comfortable with reflective practice among student teachers	179	72.18%	69	27.82

Source: Field Survey, (2025)

The data presented in Table 2 show the findings on the current use and understanding of reflective practice among student teachers at the University of Benin show varied levels of awareness, exposure, and confidence. Item 1 on do you know what reflective teaching practice revealed that 70.16% agreed that they know what reflective teaching practice means. This suggests that the majority of student teachers is aware of the concept and recognize its relevance for professional growth. However, 29.84% did not know, which implies that a significant proportion of students may lack basic understanding, potentially limiting their ability to engage effectively in reflective activities. Item 2 on have you ever been introduced to the concept of reflective practice during your teacher training, 44.35% indicated that student teachers reported being formally introduced to reflective practice during their training. This indicates that less than half of the respondents received structured instruction on reflection, highlighting a gap in teacher education programs. Meanwhile, 55.65% had not been formally exposed, suggesting that awareness of reflective practice for many may come from informal experiences or self-directed learning. Item 3 on do you currently engage in any form of reflection after your teaching sessions showed that 72.58% of respondents confirmed that they engage in reflection after teaching sessions. This shows that a large majority of student teachers actively practice reflection, suggesting that reflective habits are being adopted even without comprehensive formal training. However, 27.42% did not engage in reflection, which may indicate a need for guidance, motivation, or structured opportunities to support

reflective practice. Item 4 on do you feel confident in using reflective techniques to improve your teaching showed that 55.65% agreed of the respondents reported feeling confident in using reflective techniques to enhance their teaching. This demonstrates moderate self-assurance among student teachers in applying reflection to improve instructional practices. Conversely, 44.35% did not feel confident, highlighting that a substantial number of students may require additional training, mentoring, or practical experience to use reflective methods effectively.

Item 5 on are you really comfortable with reflective practice among student teachers 72.18% of student teachers indicated that they are comfortable with reflective practice. This suggests that most respondents have a positive attitude toward reflection and are likely to integrate it into their teaching routines. Nevertheless, 27.82% were not comfortable, which could reflect unfamiliarity with reflective methods, lack of skills, or limited exposure to structured reflection exercises.

Research Question 2: What is the perceived impact of reflective practice on the effectiveness of student teaching?

Table 3: To assess the perceived impact of reflective practice on the effectiveness of student teaching.

Items	Perceived impact of reflective practice on the effectiveness of student teaching.	Responses			
		S/N	Questions	YES	%
1.	Have you noticed improvements in your teaching performance as a result of reflecting on your lessons?	143	57.66%	105	42.34%
2.	Do you think that reflective practice helps you better understand your students' learning needs?	147	59.27%	101	40.73%
3.	Has reflective practice helped you to identify and correct your teaching mistakes?	141	56.85%	107	43.15%
4.	Do you believe your use of reflective practice contributes positively to your teaching effectiveness?	139	56.05%	109	43.95%
5.	Do you think that reflective practice is an effective method for student teachers? Y	145	58.47	103	41.53%

Source: Field Survey, (2025)

The data presented in Table 3 addresses Research Objective 2, which explores assessing the perceived impact of reflective practice on the effectiveness of student teaching. The analysis of item 1 on improvement in teaching performance showed that 57.66% agreed, showing that more than half of the student teachers reported that reflecting on their lessons helped them improve their teaching performance. This indicates that reflective practice is perceived as a useful tool for enhancing practical teaching skills, though a sizable 42.34% have not experienced such improvement, suggesting variation in how reflection is applied or supported. The analysis of item 2 understanding students' learning needs revealed 59.27% agreed, indicate a majority of respondents stated that reflective

practice helps them better understand their students' learning needs. This suggests that reflection promotes student-centered thinking, enabling teachers to adapt instruction to learners' strengths and challenges. Still, 40.73% disagreed, showing that not all student teachers find reflection effective in guiding their understanding of learners. The analysis of item 3 identifying and correcting teaching mistakes 56.85% agreed establishing that over half of the participants agreed that reflective practice assists them in identifying and correcting their teaching mistakes. This demonstrates that reflection is viewed as a mechanism for self-correction and continuous improvement. However, 43.15% did not share this view, which may reflect limited reflective skills or inadequate training. The analysis of item 4 on contribution to overall teaching effectiveness 56.05% agreed that a little more than half of the respondents believed that reflective practice contributes positively to their teaching effectiveness. This indicates that reflection is generally perceived as beneficial to their professional development, though 43.95% remain unconvinced, highlighting gaps in reflective training or practice. The analysis of item 5 on reflective practice as an effective method for student teachers 58.47% agreed that most respondents considered reflective practice an effective method for student teachers, pointing to widespread recognition of its importance in teacher education. Nevertheless, 41.53% disagreed, implying that a notable minority may require further exposure, support, or clearer understanding of reflective strategies.

Research question 3: What is relationship between students teachers reflective practice, class management and student engagement?

Table 4: The Relationship between Students’ Teachers’ Reflective Practice, Classroom Management, and Student Engagement.

Items	Students’ Teachers’ Reflective Practice, Classroom Management, and Student Engagement.	Responses			
		YES	%	NO	%
S/N	Questions				
1.	Reflective teaching practices used by my teacher help improve classroom management.	134	54.03%	114	45.97%
2.	My teacher’s ability to reflect on lessons increases my level of engagement during class activities.	160	64.52%	88	35.48%
3.	When teachers use reflective practice, it results in a more organized and well-managed classroom.	149	60.08%	99	39.92%
4.	I am more interested in learning when my teacher adjusts lessons based on previous reflections.	136	54.84%	112	45.16%
5.	Effective classroom management by reflective teachers encourages students to participate actively in class.	153	61.69%	95	38.31%

Source: Field Survey, (2025)

The responses presented in Table 4 indicate that students perceive a positive relationship between teachers’ reflective practice, classroom management, and student engagement.

The analysis of item 1 on reflective teaching practices improve classroom management 54.03% agreed that just over half of the students agreed that their teachers’ use of reflective teaching practices helps improve classroom management. This suggests that reflection contributes to creating a more orderly and controlled classroom environment although the 45.97% who responded “No” indicate that this perceived improvement is not universal. Item 2 on reflection increases student engagement 64.52% agreed that a majority of students reported that their teacher’s ability to reflect on lessons increases

their level of engagement during class activities. This implies that reflective teachers are more likely to use approaches that capture and maintain students' interest. However, 35.48% did not share this experience, showing that engagement may depend on how effectively reflection is implemented. Item 3 on reflective practice creates a well-managed classroom 60.08% agreed that more than half of the respondents believed that when teachers use reflective practice, the classroom becomes more organized and well-managed. This indicates that reflection supports better planning and instructional structure. Still, 39.92% disagreed, highlighting that the benefits of reflective practice on organization may vary across classrooms. Item 4 on interest in learning increases when teachers adjust lessons based on reflection 54.84% agreed that some students stated that they become more interested in learning when teachers adjust their lessons based on previous reflections. This suggests that reflective adjustments make lessons more relevant and engaging. Nevertheless, the 45.16% who disagreed show that not all students perceive these reflective changes as motivating. Item 5 on effective classroom management by reflective teachers promotes active participation 61.69% that most students agreed that when reflective teachers manage the classroom effectively, it encourages them to participate actively in class. This underscores the role of reflection in creating an environment where students feel comfortable and motivated to engage. Yet, 38.31% did not report this effect, indicating that participation may depend on additional factors beyond reflective management.

Research Question 4: How Can Technology Enhance Reflective Teaching Practice, Using Digital Aids?

Table 5: To find out if technology enhances reflective teaching practice, using digital aid.

Items	Can Technology Enhance Reflective Teaching Practice, Using Digital Aids	Responses			
		YES	%	NO	%
S/N	Questions				
1.	Digital tools help teachers review and evaluate their teaching methods	157	63.31%	91	36.69%
2.	Technology makes it easier for teachers to track students' progress and reflect on learning outcomes	142	57.26%	106	42.74%
3.	Using video recordings of lessons helps teachers reflect on their teaching techniques	154	62.10%	94	37.90%
4.	Digital platforms (e.g., online journals, apps) support teachers in documenting reflective notes	167	67.34%	81	32.66%
5.	Technology improves a teacher's ability to adjust instruction based on reflective feedback	176	70.97%	72	29.03%

Source: Field Survey, (2025)

The data presented in Table 5 provides answers to how can technology enhance reflective teaching practice, using digital aids. The analysis of item 1 on digital tools help teachers review and evaluate teaching methods 63.31% agreed that digital tools assist teachers in reviewing and evaluating their teaching methods. This suggests that technology is perceived as a supportive resource for analyzing instructional practices. However, 36.69% did not share this view, indicating that some teachers may lack access, skills, or confidence in using digital tools for reflective evaluation. Item 2 on technology supports tracking students' progress and reflecting on learning outcomes 57.26% agreed that technology makes it easier for teachers to track student progress and reflect on learning outcomes. This shows that digital systems are viewed as helpful for data-driven reflection.

Nevertheless, the 42.74% who answered “No” imply that not all teachers find technology effective for monitoring or interpreting students’ learning patterns. Item 3 on video recordings enhance reflection on teaching techniques 62.10% agreed that video recordings of lessons support teachers in reflecting on their teaching techniques. This indicates that visual feedback is recognized as a valuable tool for self-assessment. Yet, 37.90% did not see video recordings as beneficial, possibly due to discomfort with being recorded or limited experience using video for reflection. Item 4 on digital platforms supports documentation of reflective notes 67.34% that digital platforms such as online journals and apps help teachers document reflective notes. This highlights the perceived usefulness of digital tools in organizing and storing reflections in a structured manner. However, 32.66% disagreed, suggesting that some teachers may prefer traditional methods or lack the digital literacy needed for effective use. Item 5 on technology enhances teachers’ ability to adjust instruction based on reflection 70.97% received the strongest agreement, with nearly 71% of respondents indicating that technology improves teachers’ ability to adjust instruction based on reflective feedback. This demonstrates a strong belief in the transformative role of digital tools in refining and improving teaching practices. Still, 29.03% did not share this perception, showing that the benefit of technology for instructional adjustment is not universally experienced.

Discussion of Findings

The findings on the current use and understanding of reflective practice among student teachers at the University of Benin showed varied levels of awareness, exposure, and confidence. This finding aligns with Ewa (2023) and Malicay (2023) showing that while many student teachers recognize the value of reflective practice, gaps in formal training persist. The high level of awareness and willingness to reflect reported by respondents is corroborated by Farrell (2018) and Kramer (2018), who affirmed that teachers often adopt reflective habits even without strong institutional support. However, the insufficient curricular emphasis on reflective practice agrees with Mohamed et al. (2022) and Famogbiyele (2025), who noted that teacher education programs in many contexts still under-prioritize reflective skill development. The mixed levels of confidence observed among student teachers are supported by Maharjan et al. (2025), who highlighted that reflective competence grows meaningfully only when structured guidance and continuous mentoring are provided. Overall, the generally positive attitude toward reflection aligns with findings by Karnieli-Miller (2020) and Kheirzadeh & Sistani (2018), yet the discomfort among some respondents affirms ongoing challenges in fully integrating reflective practice into teacher education.

The findings from objective two aligns with existing literature affirming that reflective practice contributes meaningfully to teaching effectiveness, as noted by Farrell (2018). The respondents' perception that reflection improves teaching performance and deepens

understanding of learners' needs is corroborated by Kheirzadeh and Sistani (2018), who found similar gains in student-centered instructional outcomes. These results are further supported by Maharjan et al. (2025), who emphasized that reflective processes help teachers identify areas for self-improvement and correct instructional mistakes. The overall agreement among student teachers that reflective practice enhances professional growth corresponds with insights from Malicay (2023) and Mohamed et al. (2022), who asserted that reflection strengthens teacher development and instructional decision-making. Together, these findings affirm the broader scholarly consensus that reflective practice is a valuable and effective strategy for improving the competence and overall performance of student teachers.

The findings from objective 4 align with Kramer (2018) affirming that reflective practice enhances teachers' ability to manage classrooms effectively and promote student engagement. The students' perception that reflection leads to better-managed and more organized classrooms is corroborated by Malicay (2023) and Mohamed et al. (2022), who emphasized that reflective teachers make more informed instructional and behavioral decisions. Likewise, the reported increase in student engagement and interest supports the claims of Karnieli-Miller (2020), who asserted that reflective practice fosters more responsive and motivating learning experiences. The observation that students participate more actively when teachers adjust their lessons based on reflection agrees with Kheirzadeh and Sistani's (2018) findings that reflective teaching improves learner

involvement and performance. Overall, these results affirm and extend existing literature by showing that reflective practice not only strengthens teaching quality but also cultivates a more engaging, orderly, and participatory classroom environment.

The findings from objective 5 align with Farrell (2018); Pow and Lai (2021) affirming that technology can significantly strengthen reflective teaching by providing tools that support deeper lesson analysis and instructional improvement. The respondents' belief that digital tools enhance teachers' ability to review and evaluate their teaching is corroborated by Koukpacki and Adams (2020), who emphasized that technology-driven documentation promotes more structured and meaningful reflection. Likewise, the perceived usefulness of digital systems for tracking student progress supports Mohamed et al. (2022), who argued that reflective practice becomes more effective when teachers have access to accurate, data-based insights. The strong agreement on the value of video recordings and online platforms aligns with the assertions of Kramer (2018) and Malicay (2023), who affirmed that visual feedback and digital journals foster greater self-awareness and professional growth. Overall, the positive perceptions documented in Table 5 agree with the broader literature showing that technology-enhanced reflection helps teachers analyze their teaching more effectively, make informed instructional adjustments, and engage in continuous improvement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary:

This study examined enhancing student teaching effectiveness through reflective practice, using University of Benin. The background revealed that in recent years, the need for quality and effective teacher education has intensified, with increased attention given to how student teachers translate theoretical knowledge into classroom competence. One powerful tool in bridging this gap is reflective teaching practice, which involves the systematic process of thinking about one's teaching experiences to improve professional practice. This chapter introduces the concept of reflective practice, emphasizing its role in promoting critical thinking, self-awareness, and continuous improvement among educators.

The problem of the revealed that at the University of Benin, student teachers often face the challenge of adapting pedagogical theories to real-world teaching scenarios. While many have been exposed to the theoretical underpinnings of education, there appears to be a disconnect between this knowledge and actual classroom delivery. This study seeks to examine how reflective practices are currently understood and implemented by student teachers at the university, and how these practices influence their teaching effectiveness.

The chapter outlines the research objectives, which include assessing the level of awareness of reflective practice, evaluating its perceived impact on teaching outcomes, and identifying challenges hindering its application. The significance of the study lies in its potential to inform curriculum reform and enhance teacher training programs by promoting evidence-based teaching strategies. The research questions guide the investigation, and the scope is limited to student teachers undergoing teaching practice within the Faculty of Education at the University of Benin.

The chapter two reviews key literature on reflective practice, beginning with foundational theories such as Kolb's Experiential Learning Theory (1984), which posits that learning is a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. Donald Schön's Reflective Practitioner Model (1983) is also central, emphasizing "reflection-in-action" and "reflection-on-action" as essential for professional development.

Further, reflective practice can lead to better classroom decision-making, increased student engagement, and personal growth for teachers. The literature review also investigates empirical studies on the implementation of reflective strategies in various educational contexts, highlighting how journaling, peer feedback, and mentoring can foster effective reflection. Importantly, the chapter identifies gaps in the Nigerian context, noting that while the benefits of reflection are well-documented globally, there is limited integration of structured reflective practice in Nigerian teacher education

programs. This gap underscores the need for research that explores localized experiences, especially within institutions like the University of Benin.

Conclusion

Based on the findings of this study, the following conclusions were made

- 1) Most student teachers are aware of the concept of reflective teaching practice, but few have received formal instruction or training on how to apply it systematically during their teaching practice.
- 2) A significant number of student teachers do not perceive reflective practice as directly improving their teaching effectiveness. A certain proportion about 42% reported noticing an improvement, suggesting a disconnect between reflection and tangible performance gains. A majority of respondents acknowledged that reflective practice helped them better understand student learning needs, indicating its usefulness in promoting learner-centered instruction. More than half of student teachers reported that reflection enabled them to identify and correct teaching mistakes, showing that reflection supports continuous self-improvement.
- 3) The findings indicate that student teachers are actively engaging in reflective practices to some extent; however, there is a clear need for these strategies to be more deliberately and systematically integrated into the teacher education curriculum at the University of Benin.

- 4) Taken together, these findings affirm that while reflective practice is recognized as an essential component of teacher development, its application is significantly hampered by structural and contextual factors.

Recommendations

- There is a critical need for reflective practices to be formally integrated into the teacher education curriculum through structured activities, mentoring, and training to enhance student teaching performance. Reflective teaching strategies should be formally embedded in the teacher education curriculum at the University of Benin to ensure all student teachers are systematically exposed to its principles and methods.
- Workshops, seminars, and classroom sessions should be organized to teach student teachers how to engage in effective reflective practices, including the use of journals, self-assessment tools, and peer feedback. Experienced educators and mentors should be assigned to guide student teachers in reflecting on their teaching experiences and translating insights into improved classroom practices.
- Student teachers should be given regular assignments that require them to reflect on their teaching, identify areas for improvement, and propose specific strategies for development. Reflection should be considered a component of student teacher assessment, encouraging more deliberate and consistent engagement in the process.

- Schools used for teaching practice should promote a culture that values and supports reflective teaching through regular discussions, feedback, and collaborative learning environments.

Suggestions Further Study

- Studies should be conducted to evaluate the long-term impact of reflective teaching on professional development and student learning outcomes, particularly within the Nigerian context.
- Further investigation could explore how supervisors and mentors influence the development of reflective skills in student teachers during teaching practice.
- Comparative Studies Across Institutions: Researchers could compare the use and effectiveness of reflective practices in different universities or colleges of education within Nigeria to identify best practices and regional disparities

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APPENDIX

ENHANCING STUDENT TEACHING EFFECTIVENESS THROUGH REFLECTIVE PRACTICE: A CASE STUDY OF UNIVERSITY OF BENIN

CURRICULUM INSTRUCTIONAL TECHNOLOGY FACULTY OF EDUCATION UNIVERSITY OF BENIN BENIN CITY

Dear Respondents,

This questionnaire seeks to collect information on “enhancing student teaching effectiveness through reflective practice: A case study of University of Benin”. Kindly respond honestly to the following items by ticking [] in the appropriate response that pertains to you. There is no right or wrong answer. All responses will be treated with utmost confidentiality. Thank you.

Section A: Demographic Information

School:

Level of Study: 300 (), 400 ().

Section B

1. To examine the current use and understanding of reflective practice among student teachers at the University of Benin

1. Do you know what reflective teaching practice means? Yes [], No [].
2. Have you ever been introduced to the concept of reflective practice during your teacher training? Yes [], No [].
3. Do you currently engage in any form of reflection after your teaching sessions? Yes [], No [].

4. Do you feel confident in using reflective techniques to improve your teaching? Yes [], No [].
5. Are you really comfortable with reflective practice among student teachers? Yes [], No [].

2. To assess the perceived impact of reflective practice on the effectiveness of student teaching.

6. Have you noticed improvements in your teaching performance as a result of reflecting on your lessons? Yes [], No [].
7. Do you think that reflective practice helps you better understand your students' learning needs? Yes [], No [].
8. Has reflective practice helped you to identify and correct your teaching mistakes? Yes [], No [].
9. Do you believe your use of reflective practice contributes positively to your teaching effectiveness? Yes [], No [].
10. Do you think that reflective practice is an effective method for student teachers? Yes [], No [].

3. The Relationship between Students' Teachers' Reflective Practice, Classroom Management, and Student Engagement.

11. Reflective teaching practices used by my teacher help improve classroom management. Yes [], No []
12. My teacher's ability to reflect on lessons increases my level of engagement during class activities. Yes [], No []
13. When teachers use reflective practice, it results in a more organized and well-managed classroom. Yes [], No []
14. I am more interested in learning when my teacher adjusts lessons based on previous reflections. Yes [], No []

15. Effective classroom management by reflective teachers encourages students to participate actively in class. Yes [], No []

4. Can Technology Enhance Reflective Teaching Practice, Using Digital Aids?

16. Digital tools help teachers review and evaluate their teaching methods. Yes [], No []

17. Technology makes it easier for teachers to track students' progress and reflect on learning outcomes. Yes [], No []

18. Using video recordings of lessons helps teachers reflect on their teaching techniques. Yes [], No []

19. Digital platforms (e.g., online journals, apps) support teachers in documenting reflective notes. Yes [], No []

20. Technology improves a teacher's ability to adjust instruction based on reflective feedback. Yes [], No []