



Reflective Practices in Teaching: A Study on Faculties of Royal University of Bhutan Colleges

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Aims: Reflective practice refers to teachers' conscious efforts to question their daily activities in the classroom to help them learn and develop professionally. The purpose of this study was to determine the level of reflective practices among Royal University of Bhutan (RUB) faculty members, as well as if these activities differed according to demographic characteristics of the respondents. The study's theoretical framework is the four reflective lenses of Brookfield, namely: student's eye, colleague's eye, Research and theory, and personal experiences/ autobiographies.

Study Design: A descriptive research design with a quantitative approach was used in this study.

Place and Duration of Study: The study was conducted in Bhutan for a period of one year (2020-2021)

Methodology: A total of 186 faculty members from the colleges of the Royal University of Bhutan participated in the study using an online structured questionnaire through Google Form. Descriptive statistics, a one-sample t-test, One-way ANOVA, and an independent sample t-test were used to evaluate and present the findings.

Results: The findings revealed that Royal University of Bhutan colleges' faculty members engage in reflective practices, with student feedback being the most widely utilized strategy for reflection among the four lenses, and peer feedback being the least used technique. The results also showed that there were no differences in educators' reflective practices depending on gender, the number of years of teaching experience, or training attended during in-service years.

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Conclusion: The study's main recommendations are to promote peer help in enabling classroom reflection and to provide faculty members with training and development opportunities in various teaching pedagogies.

Keywords: Royal University of Bhutan; student eye; peer eye; personal experience; theory and research; reflective practice.

1. INTRODUCTION

Teachers are the most significant, enduring, and effective agents of educational reform, not policymakers, curriculum developers, or even education authorities themselves. Teachers must be aware of more than their students' backgrounds and learning preferences to be effective in today's time. They must be able to take effective, constructive action in the classroom to improve their students' educational outcomes. To do so, teachers must be willing and cognitively capable of recognizing ethical challenges and critically and analytically examining their own opinions on the situations they encounter, this necessitates regular, honest reflection [1]. The Royal University of Bhutan's (RUB) key policy document entitled the Wheel of Academic Law, [2] one of the policies: D7 Code of Practice for Learning and Teaching, 3 Responsibilities of the Staff 3.1.10 reads, "staffs should strive for excellence in teaching, and to seek and pay attention to feedback from students about the effectiveness and appropriateness of teaching and the quality of the modules", thereby stressing the importance of teachers' role in ensuring an efficient teaching and learning process. Reflective practices encourage teachers to understand the learners' abilities and needs [3]. Incorporating the concept of reflection into teacher enrichment programs prepares teachers for a lifetime of reflecting on best practices that impact student achievement [1].

However, Bhutanese teachers rarely practice reflective teaching as evidenced by the records kept by teachers and the school. Teachers hardly write their lesson journals. Perhaps, it was only practiced in the Teaching Practice [4], and all the research conducted on reflective practices in Bhutan as well as outside Bhutan, solely focuses on school teachers or the pre-service teachers studying in Teacher Education Colleges. Given the importance of reflective practices on the enrichment of the teaching and learning process, it is therefore high time to have studies to ascertain the reflective teaching practices in the Bhutanese University system as well. The

study's findings will firstly aid in determining whether RUB faculties are questioning their practices for their professional development and to improve and boost learners' understanding. Secondly, it can facilitate intervention by RUB/ respective Colleges in terms of providing training or policy introduction to encourage teachers' reflective practices. Teacher training programs that include reflective practice training modules as part of their course work for refining their practicum improve teachers' teaching strategies through reflective practice [5]. Therefore, the current study aims to answer the following questions.

1.1 Research Questions

1. What is the level of reflective practices in teaching by RUB Colleges' academic staff?
2. Does the level of reflective practices in teachers differ on demographic Variables?
3. What are the challenges associated with reflective teaching practices?

1.2 Literature review

Brookfield [3] has noted that actions that teachers take are based on assumptions they have about how best to help students learn; thus reflection is, quite simply, the sustained and intentional process of identifying and checking the accuracy and validity of the teaching assumptions. The chief reason for doing this is to help teachers make more informed actions so that when they do something that's intended to help students learn it has that effect. Reflective practices allows teachers understand their learner's needs more explicitly. Consequently, Brookfield has suggested four lenses/ ways to validate/check the effectiveness of the teaching assumptions and which can be also used to become a reflective teacher: students' eyes, colleagues' perceptions, personal experiences, and theory and research.

- a. Student's eye urges that the most important pedagogic knowledge teachers

need to do good work is awareness, week in, week out, of how students are experiencing learning. Without this knowledge, teachers are working largely in the dark. To make good decisions about the ways teachers organize learning, construct assignments, sequence instruction, and apply specific classroom protocols teachers need to know what's going on in students' heads. This is the essence of student-centered teaching: knowing how students experience learning so that teachers can build bridges that take them from where they are now to a new destination.

- b. Colleagues' Perceptions details the need of a critical friend/colleague who will help the concerned teacher unearth and check the teaching assumptions he/she holds: Suggests new perspectives to the issues faced in teaching and learning, helps in providing insights about the current teaching practices good or bad.
- c. Personal experiences/autobiographies require the teachers to reflect on their own experiences as a student; how they have been bored or engaged as learners, what approaches and activities have helped or inhibited their understanding, which of their teachers made a difference on them and which they felt were a waste of space, all these elements are far more influential than teacher often realize.
- d. Theory and research are taking time out to read about educational theory and research to validate the teacher's assumption about teaching and learning approaches used in class or to discover more relevant methods to make teaching and learning more effective. For example, if a teacher uses case studies as a teaching method, then it is important to read research papers that have examined the effectiveness of case studies.

Wlodarsky and Walters [6] collected qualitative data to describe the nature and characteristics of reflective practice in an authentic setting, and quantitative data to test the associative strength of these characteristics with demographic variables. The researchers collected data from a convenience sample of 30 faculty members in the College of Education at Ashland University, which implements a reflection-based model of an annual evaluation and professional development. The result revealed that reflection for the participants was an internal cognitive process

and that participants were open to input both positive and negative from their peers (colleague's eye and students' eye) in an informal setting. Thirdly, reflection in the participants was fundamentally driven by an evaluative, judgmental frame of reference. The respondents were concerned with finding value or judging the worth of their teaching but they don't focus on research or service.

Latchanna and Daker [7] conducted a study to examine the reflective teaching practices in the Bhutanese secondary schools and specifically aimed to find if there exist differences between the groups of teachers with different levels of teaching experiences and gender in terms of the use of reflective teaching strategies in their teaching and learning processes. A descriptive approach was adopted using survey method. The questionnaire items covered four themes i.e. school policy and culture, use of feedback (students' and colleagues' eyes) and pieces of evidence, classroom practices, and planning process. The data were analyzed using descriptive statistics such as percentages, mean and standard deviation. The findings of the study showed that gender and levels of teaching experience made a difference in the use of reflective strategies. Where, in terms of gender, male teachers are concluded to be more reflective practitioners than female teachers especially in terms of using the feedback, evidence and planning practices as indicated by higher mean score. Similarly, in the teaching experience variable, it is concluded that the teachers teaching in the category 16 and above years seemed to be more reflective than others.

Gheith and Aljaberi [8] investigated four questions, 1. The extent the teacher commits to reflective practices, 2. Whether the level of reflective practices in teachers differs on the variables of gender, experience, and the number of seminars attended during service 3. Teacher's attitude towards professional development, 4. Whether there is a correlation between teachers' levels of reflective practices and their attitude towards professional development. The researchers adopted a descriptive approach. Teachers' reflective practices data were collected using 6 dimensions which included 1. Creating a student-centered environment, 2. Appreciating criticism (students and colleague's feedback/review), 3. Creating a reflective classroom environment, 4. Self-evaluation (Auto-biography), 5. Decision making, and 6. Openness to professional development. Results were drawn

using descriptive and inferential analysis tools which revealed that the level of teachers' reflective practices on the scale as a whole was within an 'acceptable' level with their practices in the subcategory of "appreciating criticism" falling below acceptable. The findings also concluded that there were no differences based on gender, the number of years of teaching experience, or the number of seminars attended on teachers' reflective practices. In addition to the aforementioned, the findings also revealed that the challenges most of the teachers (respondents) faced in carrying out reflective practices were fear of being judged about their teaching practices hence, becoming skeptical about seeking students' and colleague's views; heavy workload, and lengthy teaching hours being the additional challenges.

Wangdi [4] asserts Bhutanese teachers rarely practice reflective teaching, and hence carried out a study to investigate the perception of teachers about reflective teaching and kind of reflective practices used, the importance of being a reflective educator to provide quality education to the students in Bhutanese schools. The researcher adopted a qualitative approach. Given the limited time frame, data were collected through the in-depth interview from only 13 teachers and 8 principals of six schools under Dagana District, Bhutan. Data were analyzed using the Creswell model of qualitative data analysis and the results revealed that most schools do not have a Reflective Practice policy in place and teachers were classified at a technical level rather than at higher reflective thinking levels. The study also indicated that the teachers knew the benefits of reflective teaching but they were least equipped with the information and tools of reflecting teaching which posed challenges like not being able to provide constructive feedback to colleagues. The teachers also lacked prerequisite attitudes for reflective teaching-open mindedness, responsibility, and whole-heartedness. Additionally, the results also revealed reasons like lack of reflective policy in respective schools, lack of training on how to carry reflective practices, time constraints and workload hinders reflective practices.

Mathew et al. [9] conducted qualitative research to see the effectiveness of reflective practices in the development of student teachers. The study examined how the teacher educator created opportunities for student teachers to develop their reflective practices during their practice

teaching sessions. The findings of the research on reflective practices helped the researchers to identify different strategies that can be practiced in the pre-service training program i.e. reflective journals, collaborative learning, recording lessons, teacher educators' feedback, peer observations (colleague's eye), student feedback (students' eye), and action research (research and theory). The study established that reflective practice is a tool for student teachers to explore themselves and thereby leading to their professional development: a teacher will be able to adopt best practices in the classroom and can deal with the needs and different issues of the learners and demand of time if they reflect on their daily teaching-learning activities for their professional growth.

Pandey [10] investigated the power of reflection in the teaching and learning process. The researcher carried out a qualitative study on English teachers from the Kathmandu district higher secondary schools. The results of this study show that reflective practice enhances teaching skills and brings changes in instructional practices. Teachers have to think, act and reflect tenaciously. As a result, the instructional process is activated and improved. It further presented that every incident has enormous insights to learn through this practice. Reflective practice enhanced the professional development of English language teachers.

Zahid and Khanam [5] contend that Reflective teaching practice helps teachers to plan, implement and improve their performance by rethinking their strengths and weaknesses. The researchers conducted an experimental study to investigate the effect of reflective teaching practices on prospective teachers' performance. The study group included forty pre-service teachers of Women University's teacher education program. The samples were divided into two group i.e. experimental group and the control group. The experimental group was trained through a reflective teaching module. And the rest of the 20 prospective teachers were taught through the traditional (already ongoing) method. The prospective teachers were then sent for their teaching practice in the school and the data was collected field teaching practice of prospective teachers. The result revealed that after training, there was a substantial difference in the performance of trained and untrained teachers for reflective skills. The experimental group was better in lesson planning,

communication skills, providing feedback, and assessment compared to the control group.

2. MATERIALS AND METHODS

2.1 Research Design

The study has adopted a descriptive approach, which is a suitable approach for studies that aim to describe and analyze a given phenomenon as it exists in reality through collecting needed data. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data [11]. Based on the literatures analyzed, the study's theoretical framework is the four reflective lenses of Brookfield, namely: student's eye, colleague's eye, research and theory, and personal experiences/autobiographies

2.2 Population and Sample

The population for the study was the faculties/teachers of RUB colleges which stood at 543 [12], and the sample size calculated was 230. However, due to the advent of the COVID-19 pandemic, researchers were able to collect data from 186 respondents only. The sample size was obtained using the Taro Yamane sample size calculation formula at a 95% confidence level [13]. To achieve a fair distribution of the questionnaire based on the size of the colleges' respective academic staff, researchers employed a stratified sampling as shown in Table 1. Stratified sampling design ensures representation from each sub-group (stratum) of the population [14]. Systematic random sampling technique was used as sampling technique where researchers collected the list of academics from respective colleges and accordingly distributed a questionnaire which

was easier to execute and ensured good sample representation of the population [14].

2.3 Data Collection Instrument and Analyzes Tools

The researchers have adopted a Primary source of data collection through a structured questionnaire. A pilot survey was also conducted via Google form to test the reliability of the questionnaire items. As noted by Kothari [14] structured questionnaires are easy to use and evaluate, with predetermined responses and options. The questionnaire items were adapted from the study of Gheith and Aljaberi [8] and modified to fit the Bhutanese context. Descriptive analysis, Inferential statistics like one sample t-test, Independent sample t-test have been adopted to compare mean differences among a group like a gender and training attended, and One-way ANOVA analysis was adopted to compare mean differences among groups of teaching experiences to test the significant difference among groups.

3. RESULTS AND DISCUSSION

3.1 Reliability Test

To assess whether the five items that were summed to create the reflective practice score formed a reliable scale, the Cronbach value was computed. Cronbach alphas for each construct are .898 for student's eye, .825 for peer eye, .934 for personal experience, .836 for theory and research, and, .827 for challenges. The measurement items are considered reliable if the values of Cronbach alpha are above 0.7 [15]. Hence, as per the calculated values, measurement items used in this study are reliable since the values of Cronbach alpha are all above 0.7.

Table 1. Stratified sample size

College	Total academics (Stratified sample size)
1. College of Language & Culture Studies (CLCS)	$57/543 \times 230 = 24$
2. College of Natural Resources (CNR)	$57/543 \times 230 = 24$
3. College of Science & Technology (CST)	$68/543 \times 230 = 29$
4. Gedu College of Business Studies (GCBS)	$67/543 \times 230 = 29$
5. Gyalpozhing College of Information Technology (GCIT)	$26/543 \times 230 = 11$
6. Jigme Namgyel Engineering College (JNEC)	$54/543 \times 230 = 22$
7. Paro College of Education (PCE)	$67/543 \times 230 = 29$
8. Samtse College of Education (SCE)	$47/543 \times 230 = 20$
9. Sherubtse College (SC)	$100/543 \times 230 = 42$
Total	230

*multiplication

Table 2. Number of items and Cronbach Alpha values

Construct	Cronbach's Alpha	No. of items
STD_EYE	.898	11
PEER_EYE	.825	7
PER_EXP	.943	10
THEORY_RESEA RCH	.836	5
CHALLENGES	.827	7

3.2 Descriptive Analysis

Descriptive analysis has been used to represent the demographic information results of the respondents as depicted in Tables 3, 4, 5, and 6.

There were 116 male responders and 70 female responders among the 186 total respondents as reported in Table 3.

Table 3. Gender of the respondents

	Frequency	Percent
Male	116	62.4
Female	70	37.6
Total	186	100.0

As per proportioned distribution of sample, researchers could get satisfactory responses from GCIT, SCE, PCE, GCBS, and SC and very poor responses from CLCS, CNR, CST, and JNEC as shown in table 4.

Table 4. Number of respondents from the respective RUB Colleges

	Frequency	Percent
SCE	19	10.2
PCE	28	15.1
SC	35	18.8
JNEC	17	9.1
CST	14	7.5
CNR	17	9.1
GCIT	12	6.5
CLCS	12	6.5

Those with 0-10 years of teaching experience were the highest number of responders, while those with more than 20 years of experience were the lowest number for this study as reported in Table 5.

Table 5. Years of teaching experiences of the respondents

	Frequency	Percent
0-10 years	93	50.0
11-20 years	66	35.5
Above 20 years	27	14.5
Total	186	100.0

The study comprises 83 respondents who had attended training where reflective practices concepts were addressed, and 103 respondents who had not received any training on reflective practices concepts as presented in Table 6.

Table 6. Training attended related to reflective practices

	Frequency	Percent
Yes	83	44.6
No	103	55.4
Total	186	100.0

3.3 Level of Reflective Practice in the RUB Colleges and the Associated Challenge

One sample t-test was performed to evaluate whether there is a significant difference between the assumed mean (target value 4) and the actual mean of the sample result. All the four constructs of reflective practices are statistically significant with the significant value for the entire construct coming less than 5%. The respective *P* and mean of the four constructs as reported in Tables 7 and 8 are; Student eye = 5.22 (*P*=.00), Peer eye= 4.40 (*P*=.00), Personal experience= 5.14 (*P*=.00), and, Theory and research= 4.52 (*P*=.00). Challenges associated with reflective practice also have *M*=3.368 (*P*=.01) and is having a significance value of less than 5%.

3.4 Variability between Genders on Reflective Practices

Males and females exhibited higher mean scores on all four constructs of reflective practices, as indicated in Table 9: Male *M*=5.18; Female *M*=5.29 on Student's eye, Male *M*=4.41; Female *M*=4.39 on Peer's eye, Male *M*=5.08; Female *M*=5.24 on Peer experience, Male *M*=4.49; Female *M*=4.57 on Theory and Research. An independent samples t-test was used to see if the difference in mean scores was statistically

significant. The assumption of homogeneity of variances was further examined and tested using Levene's F test. The F tests results indicated that variability between the male and female groups on all the four constructs of reflective practices are statistically insignificant, with Student eye $t(184)= 1.094$, $P=.20$, Peer eye $t(184)=.219$, $P=.73$, Personal experience $t(184) = 1.443$, $P=.45$ and Theory and research $t(184)= -0.566$, $P=0.97$, as reported in Table 10.

3.5 Variability between Training Attended or Not on Reflective Practices

Both the categories of the respondents; those who had attended training and those who haven't, show a higher mean score on all four variables of reflective practices in Table 11. An independent samples t-test was used to see if the difference in mean score was statistically significant. Since all of the significance values reported in Table 13 were $P>0.05$, the F test results revealed that the difference between respondents based on training attended or not on reflective practice is not statistically significant with Student eye $t(184)=.158$, $P=.95$, Peer eye $t(184)=.707$, $P=.95$, Personal experience $t(184)=.511$, $P=.24$ and Theory and research $t(184)= 0.761$, $P=.90$, as reported in Table 12.

3.6 Variability between Years of Teaching Experience on Reflective Practices

The One-way ANOVA test was conducted to see if there was a difference in reflective practices between the respondents who fell into different categories of teaching experience. As per the data reported in Table 14, there were no significant differences between the groups as the significance value $P>0.05$ i.e. Student eye $P=.64$, Peer eye $P=.88$, Personal experience $P=.22$, and Theory and research $P=.29$.

3.7 Overall Mean Comparison between the Colleges on Reflective Practice and Challenges

A mean analysis was used to see which colleges scored the highest on each of the reflective practices dimensions. On the dimension of students' eyes, SCE had the highest mean score of 5.47, while CLCS had the lowest mean. Peer

eye dimension again saw SCE, with the highest mean score of 4.58, while CST had the lowest mean score of 4.06 among the RUB colleges. SCE had a better mean value on the remaining two dimensions as well, namely personal experience and theory and research, with mean values of 5.41 and 4.75, respectively, while CLCS had the lowest mean of 4.98 and 4.10 on the Personal experience and theory/research dimensions.

On the dimensions of the challenges, SCE reported the highest mean of value 4.47 while CST reported the lowest mean of value 3.85.

3.8 Discussions

The findings of the study revealed that RUB teacher' reflective practices were at an adequate level. Teachers reflect on their everyday practices and make improvements in the classroom to improve the students' overall learning experience. The educators' high level of reflective practices can be attributed to a variety of measures taken by the respective academic institution and the RUB through teacher development programs such as training, workshops, and seminars. In addition to organizational variables, the attitude of the respective tutors toward personal and professional growth could also be a contributing factor to the high degree of reflective practices among RUB teachers. A similar observation was made in a study conducted in Jordan, where Gheith and Aljaberi [8], found that the level of teachers' reflective practices was within an 'acceptable' level and reflective practices were established as a result of numerous and continuous updates to Jordan's teaching system, as well as various decisions made to improve teacher training in Jordan; teachers have been encouraged to attend workshops and seminars on various and modern student-centered learning and teaching methodologies, as well as the opportunity to apply these strategies, which has a good impact on their classroom practices and their students' academic success. Mathew et al. [9] in their study also noted that teachers engage in reflective practices as it is one of the most important sources of personal and professional development and improvement, and it is an important tool in practice-based professional learning settings where people learn from their own professional experiences rather than formal learning or knowledge transfer.

The findings also revealed that teachers' reflective practices were high across all four constructs, with student eye having the highest mean value of 5.22, and peer eye coming in fourth with a mean value of 4.40. As students are the ones who experience the teaching, it is clear that RUB faculties depend more on students' feedback. As a result, teachers may acquire a true picture of their teaching and make improvements accordingly. And, because the respective Colleges under RUB collect and shares students' feedback on the teachers who have taught them at the end of each semester for teacher evaluations, it is a tool that is quickly and conveniently available for all tutors to reflect on. The peer eye is, however, the least used approach for reflection, which may be attributed to teachers' fear of being judged by their friends or colleagues, or that it may become a source of ridicule. The study conducted by Gheith and Aljaberi [8] noticed the same thing, concluding that while teachers' level of reflective practices was high on all dimensions except for colleagues' criticism, which indicates that teachers in Jordan are more likely to use learner-centered learning strategies, strive to create a reflective teaching environment and self-evaluation, make appropriate decisions when solving classroom-related problems, and are persistent in self-development; however, they don't take peer criticism well, which could be attributed to teachers' fear of being judged by their colleagues, especially if their classroom performance isn't up to par which could negatively impact their general sense of self-confidence. In contrast, [6] on the other hand, found that teachers were more open to both positive and negative feedback from both colleagues and students in their study.

A mean value of 4.21 was recorded for the challenges connected with reflection, indicating that while teachers recognize the value of reflective practices, certain factors such as workload, and confusing notions about how to engage in reflective practices, and peer or colleague feedback that isn't constructive occasionally can prevent individual tutors from engaging in reflective practices. As demonstrated in [4], although teachers knew the benefits of reflective teaching, they were least equipped with the information and tools of reflecting teaching

which posed challenges like not being able to provide constructive feedback to the colleagues, the teachers lacked prerequisite attitudes for reflective teaching-open mindedness, responsibility, and wholeheartedness and reasons like lack of reflective policy in respective schools, lack of training on how to carry reflective practices, time constraint and workload also hindered reflective practices. Pandey [10] made a similar finding, citing reasons such as a lack of cooperation and support from colleagues to improve reflective practices in the classroom, as well as the time element, as problems related with the practice of reflection in teaching.

Both males and females have reported the same on all the dimensions of reflective practices in the current study which is a similar observation made by [8]. However, [7] provides a conflicting result; where male educators were more reflective than female teachers, notably in terms of making use of feedback and evidence (research and theory) and planning practices, as males are more open to possibilities.

Teachers develop professionally through training, seminars, and workshops, which give new information that encourages professional growth and development [8]. The results of the current study, however, revealed that there were no differences in reflective practices among teachers based on whether or not they had received reflective practice training. The result supports the findings of [8], but it contradicts [5], who found that there was a significant difference in reflective skills performance between trained and untrained teachers, with the trained group performing better in lesson planning, communicational skills, feedback, and assessment.

In terms of teaching experiences, the findings demonstrated that there is no variation in reflective practices between teachers with varying years of experience which yet again is similar to the finding concluded by [8]. However, the findings contradict that of [7], who found that teachers having teaching experience of more than 16 years and up were more reflective than others because experienced teachers are more willing to learn through reflection as they have a wealth of previous experiences.

Table 7. One sample statistics

	N	Mean	Std. Deviation	Std. Error Mean
STD_EYE	186	5.22	.653	.048
PEER_EYE	186	4.40	.809	.059
PER_EXP	186	5.14	.748	.055
THEORY_RESEARCH	186	4.52	.887	.065
CHALLENGES	186	4.21	.849	.062

Table 8. One sample test

	Test Value = 4					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
STD_EYE	25.590	185	.000	1.225	1.13	1.32
PEER_EYE	6.789	185	.000	.402	.29	.52
PER_EXP	20.770	185	.000	1.140	1.03	1.25
THEORY_RESEARCH	7.971	185	.000	.518	.39	.65
CHALLENGES	3.368	185	.001	.210	.09	.33

Table 9. Gender variability Group statistics table

	1# Gender	N	Mean	Std. Deviation	Std. Error Mean
STD_EYE	Male	116	5.18	.684	.063
	Female	70	5.29	.596	.071
PEER_EYE	Male	116	4.41	.817	.076
	Female	70	4.39	.800	.096
PER_EXP	Male	116	5.08	.763	.071
	Female	70	5.24	.718	.086
THEORY_RESEARCH	Male	116	4.49	.891	.083
	Female	70	4.57	.883	.106

Table 10. Gender variability independent samples test table

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
STD_EYE	Equal variances assumed	1.647	.201	-1.094	184	.275	-.108	.099	-.303	.087	
	Equal variances not assumed			-1.132	161.078	.259	-.108	.095	-.297	.080	
PEER_EYE	Equal variances assumed	.116	.734	.219	184	.827	.027	.123	-.215	.269	
	Equal variances not assumed			.220	148.042	.826	.027	.122	-.214	.268	
PER_EXP	Equal variances assumed	.571	.451	-1.443	184	.151	-.163	.113	-.386	.060	
	Equal variances not assumed			-1.465	152.529	.145	-.163	.111	-.383	.057	
THEORY_RESE ARCH	Equal variances assumed	.001	.971	-.566	184	.572	-.076	.134	-.341	.189	
	Equal variances not assumed			-.567	146.643	.572	-.076	.134	-.341	.189	

Table 11. Training group statistics

	6# Have you attended any training on the enhancement of teaching and	N	Mean	Std. Deviation	Std. Error Mean
STD_EYE	Yes	83	5.2333	.65111	.07147
	No	103	5.2180	.65720	.06476
PEER_EYE	Yes	83	4.4492	.80600	.08847
	No	103	4.3648	.81250	.08006
PER_EXP	Yes	83	5.1711	.73044	.08018
	No	103	5.1146	.76523	.07540
THEORY_RESEARCH	Yes	83	4.5735	.89594	.09834
	No	103	4.4738	.88117	.08682

Table 12. Training Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STD_EYE	Equal variances assumed	.005	.945	.158	184	.874	.01529	.09654	-.17517	.20576
	Equal variances not assumed			.159	176.352	.874	.01529	.09644	-.17504	.20562
PEER_EYE	Equal variances assumed	.004	.949	.707	184	.480	.08445	.11942	-.15115	.32006
	Equal variances not assumed			.708	176.262	.480	.08445	.11932	-.15102	.31993
PER_EXP	Equal variances assumed	1.392	.240	.511	184	.610	.05652	.11062	-.16172	.27476
	Equal variances not assumed			.514	178.769	.608	.05652	.11006	-.16066	.27371
THEORY_RESEARCH	Equal variances assumed	.015	.904	.761	184	.447	.09971	.13095	-.15865	.35806
	Equal variances not assumed			.760	174.448	.448	.09971	.13119	-.15921	.35862

Table 13. Teaching experience variability descriptive table

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
STD_EYE	0-10 years	93	5.29	.623	.065	5.16	5.42	3	6
	11-20 years	66	5.08	.701	.086	4.90	5.25	3	6
	Above 20 years	27	5.36	.585	.112	5.13	5.59	4	6
	Total	186	5.22	.653	.048	5.13	5.32	3	6
PEER_EYE	0-10 years	93	4.43	.792	.082	4.27	4.59	2	6
	11-20 years	66	4.37	.794	.098	4.17	4.56	2	6
	Above 20 years	27	4.39	.921	.177	4.03	4.76	2	6
	Total	186	4.40	.809	.059	4.29	4.52	2	6
PER_EXP	0-10 years	93	5.19	.695	.072	5.04	5.33	3	6
	11-20 years	66	5.02	.794	.098	4.82	5.21	2	6
	Above 20 years	27	5.28	.797	.153	4.96	5.59	3	6
	Total	186	5.14	.748	.055	5.03	5.25	2	6
THEORY_RESEARCH	0-10 years	93	4.50	.848	.088	4.33	4.68	2	6
	11-20 years	66	4.44	.877	.108	4.23	4.66	2	6
	Above 20 years	27	4.76	1.028	.198	4.35	5.16	2	6
	Total	186	4.52	.887	.065	4.39	4.65	2	6

Table 14. Teaching experience variability ANOVA table

		Sum of Squares	df	Mean Square	F	Sig.
STD_EYE	Between Groups	2.334	2	1.167	2.792	.064
	Within Groups	76.496	183	.418		
	Total	78.829	185			
PEER_EYE	Between Groups	.171	2	.086	.130	.878
	Within Groups	120.763	183	.660		
	Total	120.934	185			
PER_EXP	Between Groups	1.689	2	.844	1.516	.222
	Within Groups	101.937	183	.557		
	Total	103.626	185			
THEORY_RESEARCH	Between Groups	1.921	2	.960	1.224	.296
	Within Groups	143.557	183	.784		
	Total	145.478	185			

Table 15. Overall mean tables

	4# Your College								
	SCE	PCE	SC	JNE C	CST	CNR	GCIT	CLCS	GCB S
	Mea n	Mea n	Mea n	Mean	Mea n	Mea n	Mea n	Mean	Mean
STD_EYE	5.47	5.23	5.25	5.15	5.53	5.32	5.24	4.95	5.00
PEER_EYE	4.58	4.50	4.33	4.37	4.06	4.48	4.48	4.39	4.40
PER_EXP	5.41	5.14	5.09	5.06	5.40	5.15	5.18	4.98	5.00
THEORY_RESEARCH	4.75	4.70	4.45	4.41	4.51	4.48	4.45	4.10	4.56
CHALLENGES	4.47	4.40	4.38	4.11	3.85	4.18	4.23	4.10	3.97

4. CONCLUSION

Reflective practice is an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It is the most important source of personal professional development and improvement [9]. As a result, this study was done to determine whether or not RUB faculty members reflect on their everyday classroom practices, and the findings found that faculty members do engage in reflective practices, with the most popular technique being student feedback.

The following are a list of recommendations that, if implemented, would help instructors develop and strengthen their reflective practices even more:

- Encourage teachers to seek support from their colleagues to observe their lessons, as well as chances for teachers to share and exchange ideas with each other, as these are critical to improving teachers' performance by supporting them in identifying their strengths and weaknesses.
- Academic institutions should invest more in training and development programs to increase their academics' abilities and expertise in various teaching pedagogies.
- Given that the current study found that RUB faculty members engage in reflective practices, future research/researchers may investigate if teachers' reflective practices improve students' academic performance.

CONSENT

Before processing this manuscript for publication, consent was obtained from the relevant agency and persons.

DISCLAIMER

The products used for this research are commonly and predominantly used products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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