EXPLORING THE REFLECTIVE PRACTICE AMONG SAUDI FEMALE

IN-SERVICE TEACHERS

by

Ghada Almazrawi

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Ghada Almazrawi

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The following individuals read and discussed the thesis submitted by student Ghada Almazrawi, and they evaluated her presentation and response to questions during the final oral examination. They found that the student passed the final oral examination.

Jennifer L. Snow, Ph.D.   Chair, Supervisory Committee

Holly Anderson, Ph.D.   Member, Supervisory Committee

Philip P. Kelly, Ph.D.   Member, Supervisory Committee

The final reading approval of the thesis was granted by Jennifer L. Snow, Ph.D., Chair of the Supervisory Committee. The thesis was approved for the Graduate College by John R. Pelton, Ph.D., Dean of the Graduate College.

DEDICATION

In The Name of Allah, The Most Gracious, The Most Merciful

""I only advise you of one [thing] - that you stand for Allah, [seeking truth] in pairs and individually, and then give thought." (Quran 34:46, Quran.com)

Allah's calls for deeper thinking, engaging in dialogues, and standing out of one's self to reach the truth impressed me and made me curious to study an issue related to reflective thinking. So, all the praise and gratitude be to Allah in the first place.

Then, I would like to extend my gratitude to my family. My mother whose prayers and genuine love accompany me throughout my life. Also, to my father – God bless his soul– who although not having the privilege of formal education was persistent to see all of his nine children hold college degrees. I am also very thankful to my sisters and brothers who never stop supporting me during my research journey.

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ABSTRACT

This study explored the reflective practice among Saudi female in-service teachers. The purpose of this research was to examine the reflective practice skills and attitudes that are used by Saudi teachers. It observed the voice of Saudi teachers during their reflection on their daily practice. Then, this study used the teachers' narratives to understand how they actually use reflective teaching skills in their classrooms. This study followed convergent parallel mixed methods research design where quantitative and qualitative data were collected separately but concurrently. The study participants were chosen by following the process of stratified random sampling to provide proportional representation of three levels of schools around the Jeddah, Saudi Arabia school district. The research instruments included a survey and individual interviews. The total number of survey respondents was 356 teachers. From this sample, ten teachers volunteered to join the qualitative part of the study, which was comprised of one-to-one structured interviews, following a single class observation. The quantitative data was analyzed by computing descriptive statistics and one-way ANOVA inferential tests by using SPSS software. The quantitative data analysis revealed that Saudi female in-service teachers believe that they held the skills and attitudes of reflective teachers.

The qualitative data was analyzed first by locating the practice indicators according to Larrivee's (2008) Tool to Assess Reflective Teaching. Six indicators are located in the teachers' narratives: 1) no support for beliefs with evidence from

experience, theory or research, 2) ownership of problems to others, 3) seeing oneself as a victim of circumstances, 4) describing problems simplistically or unidimensionally, 5) being preoccupied with management, control, and student compliance, and 6) no connection between teaching actions and student learning or behavior. Then, two major themes were developed to touch on the collective views of the teachers, which were: 1) fixed assumptions about students, and 2) external resources for learning.

Next, both data strands were merged to be discussed together and four themes were generated from the views of the teachers that were related to some reflective teaching skills and attitudes covered in the survey scale. Those themes are: 1) teachers' use of their teaching experiences, 2) students' individual difference and fixed assumption about students, 3) getting to know students' feedback, and 4) evaluating one's teaching.

This study provides several suggestions for those who work in Saudi teacher education and teacher training programs. Those suggestions include providing a space for Saudi female teachers to modify the provided curriculum and to develop their own teaching style. In addition, the professional development staff should provide in-service teachers with professional training about reflective practice and work with the school leaders to produce a culture of inquiry in their schools. A guidance of future research is presented along with defining the study limitations.

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CHAPTER ONE: INTRODUCTION

Rationale of the Study

Because of the current complexity of the educational process and the ambiguity of

the skills needed in the future work place, reforming the existing education systems

becomes a national concern for many countries around the world facing social changes

and scientific and technological transformations (UNESCO, 2014). Saudi Arabia is one

of these countries that lately senses the danger of using outdated methods of educating

their young generations. Multidimensional plans have been put in place to reform the

Saudi education system. Saudi educators and researchers specify six areas that urgently

need improvement: curriculum, teacher training, teaching methods, teaching instruments,

school management, and school buildings (Alkanem, Alsaleh, Almogbel, & Alruais,

2005).

Taking this into account, any reform plan cannot be functional and well-guided

without being informed by a large base of local research. Being a Saudi researcher who is

motivated by this national movement, conducting a study that investigates the current

situation of reflective teaching as one of the reforming areas was a logical choice.

Exploring the ways Saudi teachers think of their practice could inform those who are in

charge of developing professional training. This study presents details about the main

obstacles that prevent teachers from improvement. It portrays the present situation to

inform the future planning.

In any educational reform plan, the development of teacher performance is a crucial start to guarantee continuous improvement in the education process. The teacher is the one who is responsible to carry out the goals and educational objectives and achieve them accurately. That requires a level of professionalism and awareness of this responsibility.

Many researchers consider reflective practice as a "hallmark" of professional competence for teachers (e.g., Zeichner & Liston, 1996; Schön, 1983; Hatton & Smith, 1995; Larrivee, 2008). The ability to think through the routine actions of teaching, investigate one's beliefs, and question the value and worth of the objectives are features of how a reflective practitioner should act (Larrivee, 2008).

As far as I know, this is the first study that investigates the reflective practice in Saudi educational literature. Here arises another rationale to conduct this research and bring valuable knowledge.

To understand the need of this study in the Saudi environment, a basic background of the Saudi education system, teacher education, teacher professional development, and major problems with the existing education system are going to be discussed in the next section.

Education in Saudi Arabia

Demographic Background of Saudi Arabia

The Kingdom of Saudi Arabia was established in 1932 on an area that covers about 80% of the Arabian Peninsula. According to Saudi Central Department of Statistics

and Information (2013), the estimated population is 29 million, including 9 million foreign residents.

The Kingdom is one of the top producers of oil and petrochemicals, which enabled the government to invest heavily in different sectors, including the educational infrastructure in both public and higher education. Islam is the national religion of the country and the basis of its constitution. Arabic is the official language for Saudi Arabia. According to Saudi Central Department of Statistics and Information (2013), the literacy rate is 87.2% for the total population, where the male literacy rate is 90.8% and the female rate is 82.2%.

School Level Sequential in Saudi Education

There are 30,828 public schools in the country, which provide free education, textbooks, and health services for their students (Ministry of Education, 2014). Public schools are administrated directly by the Ministry of Education, which was established in 1953. Both public and private schools should teach the curriculum approved by the Ministry with some freedom for the private schools to add supplementary subjects (Batterjee, 2011).

The educational system consists of four levels. Pre-elementary level (2 years) is optional for children between three and five years old. Elementary level (compulsory) for six years with an average of 30 class periods (45 min.) per week for 15 weeks in a semester. The students' progress in grades 1-6 is assessed by their teachers' on-going evaluation only. After that, they enter Middle school level, which lasts for 3 years. The class periods in this level increase to 33 periods per week and include English as a required subject throughout Middle and Secondary schools. In Secondary level, students

choose to continue in regular Secondary education or to join the Vocational and

Technical Secondary education program. In the regular secondary schools (3 years),

students study a general curriculum in the first year and then choose to follow a more

specialized track (Administration & Social Science, Natural Science, or Shariah & Arabic

Studies). While in the Vocational Program (3 years), the Middle graduates choose to

study in one of the following programs: Industrial, Commercial, or Agricultural. After

that, the students are strongly encouraged to continue their higher education by attending

free public universities. These universities are administrated by the Ministry of Higher

Education, which was founded in 1975. Today, there are 24 public universities in the

Kingdom. Additionally, there are 18 primary teacher's colleges for men and 102 for

women. In the medical education, there are 40 colleges and institutes for health. Lately,

after a period of time of completely controlling higher education by the government

sector, the private sector entered this field and now there are nine private universities and

colleges. In all the educational levels, female and male students study the same standard

curriculum in separate schools, totally segregated by gender (SACM, 2006).

Female Education and Female Teacher Education in Saudi Arabia

According to the cultural factors and traditions that distinguish Saudi Arabia from

other countries, co-education is not an acceptable mode of education. Boys and girls

receive their education in separate buildings and are taught by the same gender teachers.

That is the case in all school levels and higher education campuses. The development of

both genders' curriculum and teacher training are provided by Ministry of Education.

Before 1960, there was no public formal education for women in Saudi Arabia (Alrawaf & Simmons, 1991). Despite this fact, the enrollment rate increased rapidly during the last 50 years.

According to the Ministry of Education (2014) statistical report for the school year 2012/2013, for the first time in Saudi education history the number of female students enrolling in Saudi schools was balanced with the male students at 2,345,364. Saudi female teachers are more than 250,000, which exceeds the male teachers' number. In higher education, the percentage of female students is 56.6% enrolling in Saudi universities. There are 34,000 female students studying abroad in higher education institutes on the expenses of Saudi government in 31 countries around the world (Saudi Press Agency, 2012).

Because of the large demand on teaching jobs during the last decade, many female students pursue a teaching certificate to teach in the public school system, which is a well-paid, secured position. Teacher education institutions were established commencing with the opening of the first girls' elementary school in 1960 (Alobaid, 2002). Current teachers in Saudi schools are graduated from either intermediate colleges or universities. Intermediate colleges provide a two year teaching diploma for high school graduates. Universities offer two kinds of teaching certificates: four year bachelor degrees at College of Education, and a diploma for bachelor degree holders where they receive a comprehensive diploma to prepare them for teaching.

Major Problems Facing Saudi Education

Saudi Arabia is a very young country where one in every two citizens is younger than 15 years old (Denman & Hilal, 2011). This fact makes a challenging situation for the

Ministry of Education to provide a high quality education to prepare the young

generation to build the country and decrease the dependence on oil as a primary source of

economic growth (Onsman, 2010). Nowadays, there is an increasing discussion about the

failure of the educational system to equip the new generation with the required

job market proficiencies needed for the 21st century such as critical thinking and

reasoning skills (Allamnakhrah, 2013).

There are continuous efforts from the Saudi education system to improve and

keep up with international trends in education. However, these efforts did not lead to

significant changes in crucial areas such as math, science, and higher order thinking skills

(Batterjee, 2011).

In the Saudi education system, there are some areas of weakness that are reported

constantly in the research literature. One of these areas is the system's lack of emphasis

on research in higher education institutes. In their study to examine the Saudi teacher

educators' research engagement, Borg and Alshumaimeri (2012) reported a lower level of

research engagement compared to similar studies worldwide. Although having research

activity is one of their institute expectations, the respondents seem less motivated to

conduct research, to enhance their teaching because of their lack of knowledge about

educational research especially in qualitative studies. The universities themselves are

accused of hindering a productive research environment. According to Mohammad AL

Hassan, vice president for educational and academic affairs at King Saud University,

"There is no tenure system here, and we don't spend money on research, so it is just not

the right environment to promote originality" (cited in Krieger, 2007).

Even the Ministry of Education acknowledges the weak performance of Saudi students in math and science compared to their peers in other countries (Batterjee, 2011). Krieger (2007) in his evaluation of Saudi education reform mentions the "outdated teaching methods" that still existed in its universities. Also, he touches on an important point when he says, "reformers not only want to change what is taught, but how it is taught. In the typical Saudi classroom, rote learning is stressed over innovative thinking" (Krieger, 2007, p. 4). Rote memorization as a feature of the Saudi education system could be "traced back to the approach in the Kuttab School" (p. 40), which were the early form of public education in the region in the 7th century CE. The curriculum of the Kuttab School is totally focused on the memorization of Quran and religious basic texts (Rugh, 2002).

Another weakness area reported in Saudi literature is the low quality of teaching preparation programs. Alhammed, Zeadah, Alotaiby, and Motawaly (2004) studied the learning culture in Saudi Arabia and concluded several points where some of them are related to teacher training procedure and teachers' knowledge in Saudi Arabia. They claim that most of Saudi teachers lack sufficient knowledge about student learning and needs. Also, they need professional training in classroom management and assessment. They attribute these weaknesses to the fact that teacher education is provided by several institutions that vary on their objectives and scope. Also, they report a very interesting point, which is the gap between theory that is taught in teaching institutions and the actual classroom practice.

The last and one of the significant problem with Saudi education system is the centralization of decision making. Alswalim (1996) believes that the restrictions that are

enforced by Ministry of Education on teaching a standard curriculum in every classroom in the kingdom within the same time frame and evaluating the teachers on their compliance to these restricted rules leaves no room for teachers to be creative. Also, Alkatheeri (1995) critiques the rigid centralized system, which is inflexible to allow teachers to influence curriculum and modify it to fit their school situations.

National Endeavors to Change This Reality

There are national endeavors toward reforming the education system to cope with the new era demands. These serious efforts started in 2005 when Ministry of Education decided to make dramatic changes in the curriculum and move it from concentrating on knowledge to building critical thinking skills. They started providing comprehensive training for in-service teachers to familiarize them with the new changes in their curriculum and help them to develop the appropriate teaching methods (Algarfi, 2010). This study was conducted during the time when teachers were required to transform their teaching from a traditional format that depends heavily on memorization into a form where they should change their tool kits and approach teaching differently. So, this study would inform the Saudi education policy makers about the level of abilities and readiness those teachers have to adapt with this transformation.

In 2007, another reform plan was announced by King Abdullah bin Abdul-Aziz as a national project called "Tatweer" or "King Abdullah bin Abdul-Aziz Public Education Development Project" (Algarfi, 2010). This project came with a new vision for the teacher and school roles in the education process. It closely responded to the major problems facing the Saudi education system such as the centralization, teacher training, school building, and curriculum.

Tatweer is attempting to change the role of the teacher to be a more "effective change agent" by promoting "continuous staff self-evaluation and reflection to improve performance" (Tatweer Strategy Brief, 2014, p. 6). Empowering the teachers by allowing them to have more autonomy and a space for questioning educational goals and strategies is a critical step to take advantage of the teachers' knowledge that is embedded in their daily practice (Lytle & Cochran-Smith, 1993). Also, the policy of the Tatweer project focuses on the importance of creating a collaborative professional learning community in the schools, where productive reflection discussions could flourish. The project started its first steps in 2008 and most of its plans are under implementation. This study is expected to provide indications for Tatweer teacher training project planners about their progress toward the objective of empowering the teachers and developing them to be reflective practitioners in their practice.

This research study aimed to develop insight into Saudi teachers' reflective practice as a part of the education reform whole picture. This study also was supposed to reveal information about Saudi teachers' level of readiness and flexibility to modify their teaching to cope with the new changes in the education world. It was an attempt to provide an accurate evaluation of the current status of in-service teachers' reflective practice level, which could guide Saudi district staff development efforts by suggesting a point to start. Furthermore, it proposes indications for teacher education programs to develop more precise plans to promote reflective teaching among their graduates. This research seeks to support the national efforts to raise the quality of the educational institutions' work.

Brief about the Study

This mixed methods study aimed to explore the level of reflective practice among female in-service teachers at Jeddah Public Schools District, Saudi Arabia. The researcher chose to focus on the female teachers and exclude the male teachers because of the status of Saudi schools as totally segregated buildings where the female researcher does not have any access to collect data in person from boys' schools.

The study followed a mixed methods approach including: a survey of reflective practice in the teaching-learning process (quantitative portion) and one-to-one interviews with in-service teachers (qualitative portion). This research study attempted to answer the following research questions:

QUANRQ1: What reflective teaching skills and attitudes do the Saudi female in-service teachers think they use in the learning-teaching process?

A. What are the differences between the groups of Elementary, Middle, and High schools teachers regarding the skills and attitudes they report that they use in learning-teaching process?

B. What are the differences between the groups of teachers with different levels of teaching experience regarding the skills and attitudes they report that they use in learning-teaching process?

QUALRQ2: How do the Saudi female in-service teachers reflect on their daily teaching practice events?

A. What are the common practice indicators that manifest through the teachers' reflections?

B.   What are the major themes emerging from the narratives that could hinder

or contribute to the teacher reflection?

MMRQ3: How can the knowledge obtained from the teachers' reflection shed a

light on the ways teachers apply or perceive reflective teaching skills and attitudes?

CHAPTER TWO: LITERATURE REVIEW

Introduction

Increasing attention has been given lately to the practice of reflection among teachers emphasizing the importance of developing decision-making skills and consistently looking for improvement in their work. That causes a shift from the focus on the technical parts of teaching to more deep thought about the social, moral, and political dimensions of the classroom teaching (Tsangaridou & Siedentop, 1995). This literature review will: (a) explore the concept of reflective teaching, (b) describe the dimensions of reflective teaching, (c) and explore the role of a teacher as a reflective practitioner.

The Development of the Reflective Teaching Concept

The word "reflection" comes from its Latin root "*reflectere,*" which means to bend back or to turn round (Rushton & Suter, 2012). The idea of thinking about educational practice began with the work of Dewey in *How We Think* (1933) when he differentiates between two teacher actions: the routine action and the reflective action. Routine action is guided by authority, impulse, and tradition. With this kind of action, there are predefined and taken for granted definitions of reality where no one in the system thinks to look for an alternative. Reflective action is "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1933, p. 9). Dewey's view of reflection is more than a clearly defined procedure ready to be followed

by any teacher, it is a holistic way of dealing with everyday problems, "a way of being as a teacher" (Zeichner & Liston, 1996). That thought corresponds with Greene's (1986) association between engaging in reflective action and having an inherent passion toward teaching and a desire to question and change its reality. Achieving such, according to Brookfield (1995), cannot be possible by holding sincere intentions and assuming that our students are receiving the same meanings we intend in the first place. He named this kind of teaching "teaching innocently," which results in feeling guilty once the teacher actions do not work out as they should. Brookfield suggests critical reflection as an alternative to that innocence and blame circle. Critical reflection in Brookfield's view is seeing our practice in new ways "by standing outside ourselves and viewing what we do through four distinct lenses" (p. 28). These lenses are: our autobiographies as learners and teachers, our students' eyes, our colleagues' experiences, and theoretical literature. Many researchers (e.g., Zeichner & Liston, 1996) portray the reflective teachers as fallible teachers, they commit mistakes but they are not overly harsh toward themselves; they move on instead of blaming themselves. However, they characterize them as highly committed to the education of their students as well as their education as teachers.

Schön (1983) in his highly cited book, *The Reflective Practitioner,* emphasizes the idea of reframing the problem and giving order to a messy situation, which results in a reflective conversation. According to Schön, there are some actions we do spontaneously without thinking or trying to express the tacit knowledge behind them. Reflective teaching is to be more conscious of this knowledge by criticizing and examining it closely. This process can result in thoughtful and well-reasoned decision making.

Reflection as a term has become widespread and a buzzword in the education world lately. As Zeichner and Liston (1996) proclaim, people are not always referring to the same meaning of reflection. Their conception could be so narrow to "analyzing a single aspect of a lesson" or broad to include "the ethical, social, and political implications of teaching practice" (Larrivee, 2008, p. 341).

In the reflective practice literature, there are many attempts to provide a clear definition of the concept. Dewey, the philosopher who emphasized the thinking dimension of teaching, saw reflective practice as "a way of being as a teacher" (1933). Reflective practice has been added to the characteristics of how a professional practitioner should act. Calderhead and Gates (1993) consider it as a crucial element in the professional growth of teachers. Others (e.g., Zeichner & Liston, 1996; Ghaye et al., 1996; Tsang, 1998) think of the reflective teaching as a way to elaborate teacher practice from being merely technicians to reflective practitioners who are striving to make sense of their everyday practice by examining the rationale of an action and using that knowledge to plan for the future actions. Moon (2004) emphasized the dimension of learning from the practice of reflection in his definition:

> Reflection, as a process, seems to lie somewhere around the notion of learning and thinking. We reflect in order to learn something, or we learn as a result of reflecting – so 'reflective learning' as a term simply emphasizes the intention to learn as a result of reflection. (p. 80)

Researchers differ in which aspects they add to the concept of reflective teaching and which one has more priority than the other (Tsangaridou & Siedentop, 1995). More

exploration of the concept can be done by reviewing the levels and dimensions of reflective teaching.

Dimensions of Reflective Practice in Teaching

The reflective practice literature is rich with comparisons between reflective practice and non-reflective practice. Zeichner and Liston (1996) wonder if teaching could be happening without thinking about it or if "thinking" is the same as "reflecting" on teaching. They argue that "not all thinking about teaching constitutes reflective teaching" (p. 1).

Van Manen (1977) identifies three levels of reflection. The first is when educators focus on the technical application of educational knowledge to attain a given goal or end. In this level, the teacher is more concerned with the means than the ends and the context of classroom, school, and society are not seen as whole links to the problem. Van Manen considers this level as the lowest level of reflection. The second level is when the educator engages in the process of analyzing and clarifying assumptions and meanings underlying practical actions. The highest level of reflection according to Van Manen is when the teachers engage in a critical reflection of the value and worth of the knowledge. It incorporates examining for the social, moral, and ethical aspects of schooling.

Van Manen's highest level of reflection, "critical reflection," is what Brookfield (1995) considers the most desirable form of reflection. He requires two purposes for the reflection to be "critical." The first one is "to understand how considerations of power undergird, frame, and distort educational processes and interactions" (p. 8). The second purpose for the reflection to be critical is to question the practices we as teachers do to

ease our jobs but actually they will "work against our own best long-term interests" (p. 8).

Although these two researchers prefer reflection in its highest and widest meaning, they do not imply that lower levels of reflection are unimportant. Brookfield (1995) asserts the necessity of the large number of technical decisions teachers make on a daily basis rapidly and instinctively without having the time to think them through. Jay (2003) mentions that the quality of reflection rises from reflecting on trivial to potentially important issues and from issues of practicality to issues of worth.

Another factor in determining how researchers categorize the different levels of reflection practice is the timing of the reflection. Schön (1983) introduces two time frames of reflection: reflection-*in*-action and reflection-*on*-action. Reflection-in-action occurs when the practitioners attempt to solve situational problems during the action and readjust the instruction on the spot, while reflection-on-action occurs before and after teachers' instruction: while they are planning and thinking about their lessons and after they finish and leave the teaching spot when they mentally reconstruct what occurred.

Hatton and Smith (1995) point that the progression of the reflective teachers is developmental, they may begin with reflecting on technical actions before reaching a stage where they can weigh the value of the educational goals. Larrivee (2008) develops a tool to assess teachers' levels of reflection (see Appendix D). The fundamental rationale for it is the developmental feature of the reflective practice from reflecting on technical aspects of teaching "surface reflection," to the level where the teachers reflect on the educational goals and the connection between theory and practice "pedagogical reflection,"the last level is the "critical reflection," which involves examining of the

personal and professional belief systems where the teacher is an active inquirer critiquing current conclusions and generating new hypothesis.. Also, Larrivee believes that there is a stage prior to those three levels, which is the non-reflective level where the teachers react to the situations without "conscious consideration of alternative responses" (p. 342). Larrivee specifies some attitudes for those non-reflective teachers as following:

> They operate with knee-jerk responses attributing ownership of problems to students or others, perceiving themselves as victims of circumstances. They take things for granted without questioning and do not adapt their teaching based on students' responses and needs. Unfortunately, there are those pursuing teaching careers who fall into this category. It is especially important to find ways to facilitate their development of reflective practice. (p. 342)

Although, the reflective practice is developmental as Larrivee asserts, she claims that teachers may reflect on different levels at the same time. An example of that is Schön's perspective for reflective practice *on* and *in* action.

The Teacher as a Reflective Practitioner

During the last decade, many researchers and teacher educators spoke about the need for preparing more reflective teachers in today's teaching environment (Tsangaridou & Siedentop, 1995). They attribute this need to current teaching practice complexity and the increasing concern of the moral and political dimensions of teaching. Brookfield (1995) lists in his book *Becoming a Critically Reflective Teacher* several gains from developing a reflective practice among teachers. First, reflective practice helps teachers realize the ideological basis to teaching. According to Brookfield, the reflective teachers

look at the curricula as "constructed and tentative"; therefore, they must be able to be

questioned and reframed by teachers and students. Second, reflective teachers should

learn how to minimize the risk of their reflection. Criticizing the "hierarchies of power"

or the ways of thinking of our colleagues could be considered a threatening action for

them. Brookfield suggests teachers must learn how to encourage their colleagues to

question their assumptions "in a way that does not imply that they are enemies or idiots"

(p. 29). Third, reflective teachers should see themselves in continual formation. It is a

new perspective of professional development where the teachers constantly investigate

their ideas and practices. Fourth, when the teachers learn to reflect on their practice,

teaching becomes a connective activity. The teacher responds to the students, curriculum,

and the ideology behind teaching, and connect all of that to reach a responsive form of

teaching. Brookfield describes critical reflection as "a matter of stance and dance" (p.

42). Teachers are always putting their stance toward teaching under inquiry and the dance

is "the dance of experimentation and risk. Finally, becoming a critically reflective teacher

is a way to discover one's voice. This process of one's discovering his/her authentic

voice involves being "alert to the voices inside us that are not our own, the voices that

have been deliberately implanted by outside interests rather than springing from our own

experiences" (p. 45).

For a large portion of education history, the emphasis was on effective teaching

and specifically on the technical skills of teaching. Zeichner and Liston (1996) consider

the move toward the reflective teaching as a reaction against the view of teachers as

technicians who apply what others want them to apply. Also, the movement of reflective

teaching goes against considering the teachers as "curriculum consumers" who do not have "the requisite skills to create or critique that knowledge" (Paris, 1993, p. 4).

A central feature of the idea of reflective teaching is the empowerment of teachers by valuing the knowledge inherited in their daily classroom practice, or as Schön called it knowledge-*in*-action. In the traditional technical view of teaching, there is a separation between the world of theory, which is located in the universities, and the world of practice, which is located in schools. The "teacher-generated knowledge" has been ignored in teacher professional development workshops and instead of it a "top-down model" is used and teachers are expected to follow it literally (Zeichner & Liston, 1996).

Through the reflection literature, some dispositions and attitudes were used to describe the reflective teachers. Dewey (1933) identifies three attitudes prerequisite for anyone desiring to engage in reflective practice: Open-mindedness, responsibility, and wholeheartedness. Being an open-minded teacher involves having the capability to listen to more than one side and always paying attention to alternative possibilities. Also, this disposition allows the teachers to examine the taken-for-granted beliefs and even those dearest to them. Reflective teachers, according to Dewey, must be responsible by carefully considering the consequences of their actions on their students in a broad sense. Responsible teachers ask "are the results good, for whom and in what way, not merely, have my objectives been met?" (Zeichner & Liston, 1996, p. 11). The third attitude according to Dewey is the wholeheartedness, which means to stick with the attitude of desiring to learn new things about our teaching and hold to the dispositions of open-mindedness and responsibility (Dewey, 1933).

When teachers encounter a difficulty in their teaching or a discomfort in everyday work, in that moment reflective practice is triggered (Dewey, 1933). Ghaye (2011) describes reflective practitioners as good observers. Their observation occurs with "intense concentration in order to come to know what is going on in the (inter)actions or encounters in front of them and in which they are immersed" (p. 9). He suggests that observation and noticing should not be directed to what went wrong only in our teaching because that will create an atmosphere where the "failing is focal," building a conversation around positive questions will help in improving our practice in the future. Also, Ghaye characterizes reflective teachers as self-critical who are criticizing their practice without being destructive. Besides that, reflection practice is not "private, self-indulgent 'navel-gazing.' It is not a process of self-victimization, but about taking a questioning stance towards what you do and what your organization stands for. It questions the means and ends of education" (p. 23).

Lately, many research studies focus on instructional strategies to enhance teacher reflection (Tsangaridou & Siedentop, 1995). The task of preparing teachers to practice reflection on their career is the responsibility of teacher education institutions. They must equip their student-teachers with the necessary skills to be open to different perspectives, to draw their decisions on multiple sources of information, to be responsive to the needs of diverse learners, and to have the dispositions and skills that will enable them to continue to learn from experience (Gore & Zeichner, 1991). Many researchers wonder about the extent to which prospective teachers can initiate a reflective practice during their teacher preparation. From some empirical studies on teacher education (e.g., Larrivee, 2008; Risko et al. 2002), there is a consensus that creating an emotionally

supportive climate where the instructors and future teachers can openly critique each other's preconceptions and personal beliefs could provide an opportunity for those teachers to deepen their level of reflection.

Conclusion

Reflective teaching encourages teachers to continually improve their work and never reach a stage where there is full satisfaction about their everyday practice. It is a contemporary attitude corresponding with the needs of the new era with its accelerated changes. Teachers should learn to accommodate diverse learners in their classrooms and meet their learning needs. In addition to that, teachers should keep the attitude of learning from their practice to inform their future decisions. Also, in order for teachers to be reflective practitioners, they should discuss problems they encounter in their teaching with their colleagues to help them better view and analyze their classrooms' problems (Cunningham Florez, 2001).

As mentioned previously, reflective teaching is not a linear process. Teachers may be in different levels of reflection. Getting a grasp of how teachers think about their practice and at which level they are involved is a necessity in any reforming plan that aims to develop reflective teachers who continue to pursue their professional development. This research study provides a close look into the teachers' thinking about their daily teaching events and clarify to what extent they go in their reflection. Besides that, it identifies which skills and attitudes already exist among the Saudi female in-service teachers through surveying a large number of them. It brings the voice of teachers into life to present a realistic view of the current situation and inspire more practical plans for the future.

CHAPTER THREE: METHODOLOGY

Research Design

In this mixed methods study, the researcher used both quantitative and qualitative methods to collect data. This type of research involves "the collection, analysis, and integration of quantitative and qualitative data in a single or multiphase study" (Hanson, Creswell, Plano Clark, Petska, & Creswell, 2005, p. 224). For the purpose of this study, a questionnaire was used as an instrument to collect the quantitative data and interviews along with classroom observations to collect the qualitative data.

Having this combination enriched the study results. The narratives and words that the interviewees use add meaning to the numbers and give the readers more in-depth understanding of the numerical data. Also, the quantitative data, which covers a larger sample, strengthens the findings and makes them more generalizable (Johnson & Onwuegbuzie, 2004). To fully present a picture of the reflective practice among teachers, it was a necessity to follow a multimethods approach to be sure that as many details as possible were captured from more than one angle. Then, analyzing both data sets separately and comparing them offered a better understanding of the issue.

There are four different approaches for designing mixed methods research: Convergent Parallel design (QUAN + QUAL), Explanatory Sequential design (quan→QUAL), Exploratory design (qual → Quan), and Embedded design (QUAL or QUAN) (Creswell & Plano, 2011). Because of the researcher time constraints, the

convergent parallel design was more applicable. In this design, the collection of both data occurred separately but concurrently. Then, they were merged at the data interpretation stage as shown in Figure 1. According to Creswell and Plano (2011), both strands should be given equal weight and priority in the study.
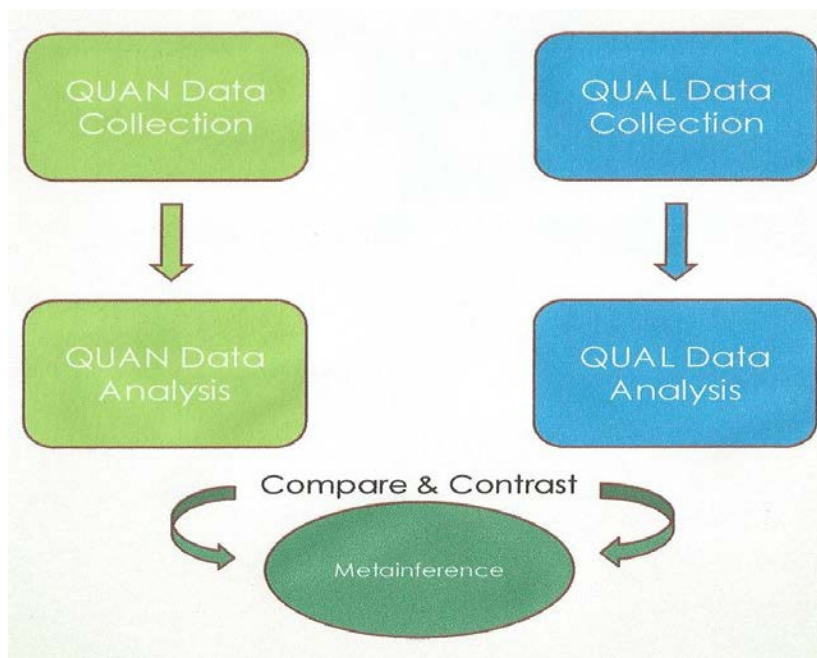
Figure 1.   Convergent Parallel Design Steps

Through the mixed methods research literature, Greene, Caracelli, and Graham (1989) cite many reasons to use mixed methods approach. The most cited reasons are: *triangulation, complementarity, development, initiation, and expansion*. Triangulation refers to the use of different methods to study the same research questions (Jick, 1979). This process would boost the credibility of the research findings (Hesse-Biber, 2010). Also, the mixed methods design allows the researcher to reach complementarity, which cannot be gained with having only one kind of dataset quantitative or qualitative method. Hesse-Biber (2010) mentions that the complementarity factor allows the researchers to

"understand the social story in its entirety" (p. 4). The development factor is a reason behind using the mixed methods research, which manifests in the sequential designs mainly where the findings of the first method inform the development of the second method instrument. Another reason to use mixed methods is the initiation factor, having two sets of findings sometimes raises questions or contradictions that show a need to initiate a new study. That aligns with the last reason, which is the expansion factor, which means the detailed findings coming from a mixed methods research will give indication for the future research about the areas that need more investigations (Greene et al., 1989).

Qualitative Data Validity

For this study, the researcher followed many research-based strategies to ensure a high level of credibility, validity, and trustworthiness of the research findings. According to Creswell (2009), in his recommendations to support validity, the researcher applied triangulation, member checking, and direct quotes from transcripts. The triangulation strategy allowed the researcher to use many different sources of evidence to answer the research questions in depth and support the validity of the findings. Also, as mentioned before, the triangulation strategy makes the research conclusion able to be generalized. In addition, the researcher followed member checking strategy with the interviewees. During nine out of ten interviews, teachers preferred hand note taking instead of voice recording, which raises concerns about the accuracy of recording the exact meanings the teacher intends to say. To overcome that, after each question was answered, the researcher repeated what she was writing down to the interviewees along with the question. That allowed the teacher to expand her answers or alter her wording to be more specific. Finally, direct quotes from the interview transcripts are offered in the form of

quotes in the qualitative data analysis. That strategy allows the readers to access the content and check the trustworthiness of the researcher conclusions based on the interviewees' quotes.

Along with these strategies, the interviewees were drawn from volunteers, which meant that the participants were open for classroom observation and spending time to reflect on their practice after the class period. The researcher avoided using the schools' authorities to arrange the interviews because of the negative impact of this approach on the quality of the teachers' reflection. The communication was mainly between the researcher and the teacher with minimum official interaction with the school administration to give the teachers a sense of confidentiality about their information, which might be sensitive if it holds criticism for their school policies.

Quantitative Data Validity

The researcher tried to establish strong reliability and validity of the quantitative data by approaching a large size sample ($n=356$). This was done in order to get accurate statistical results that can be generalized on the whole population. The sample included teachers from all four parts of the district and from all the school levels. The scale was adapted from Alp (2007), which was created for his thesis research to measure *The Views of First Stage Teachers of Primary Education towards Reflective Thinking Process* (cited in Gurol, 2010). The instruments were translated by the researcher from English to Arabic (the native language of the participants and researcher). Before distributing the instrument, it was presented to a small number of Saudi in-service teachers to check the clarity of the statements and provide suggestions regarding the wording of some

questions. That strategy was used to minimize the measurement errors that happen when the participants respond inaccurately or imprecisely (Dillman, Smyth, & Christian, 2009).

To raise the response rate and being aware of the busy schedule of these teachers, especially since most of the survey sheets were distributed during the examination weeks, the survey contained only 30 items to be answered on a four-point Likert scale. The anticipated time was 7 to 10 minutes to complete the survey. According to IRB committee suggestions to ensure confidentiality of the participants' information, each survey was distributed along with an envelope in which the teachers were instructed in the cover letter to place their completed sheets when they submitted them. This ensured the participants were free of pressure about a third party accessing their information.

This mixed methods study aimed to answer the following research questions:

QUANRQ1: What reflective teaching skills and attitudes do the Saudi female in-service teachers think they use in the learning-teaching process?

A. What are the differences between the groups of Elementary, Middle, and High schools teachers regarding the skills and attitudes they use in learning-teaching process?

B. What are the differences between the groups of teachers with different levels of teaching experience the skills and attitudes they use in learning-teaching process?

QUALRQ2: How do the Saudi female in-service teachers reflect on their daily teaching practice events?

A. What are the common practice indicators that manifest through the teachers' reflections?

B. What are the major themes emerging from the narratives that could hinder or contribute to the teacher reflection?

MMRQ3: How can the knowledge obtained from the teachers' reflection shed a light on the ways teachers apply or perceive reflective teaching skills and attitudes?

Participants

This study targeted Saudi female in-service teachers who were working in the city of Jeddah school district. The selection of Jeddah, Saudi Arabia to conduct the study is due to the fact that it is the hometown for the researcher and she can navigate its neighborhoods easily. Also, Jeddah City is considered as the second largest city in the kingdom of Saudi Arabia with a population estimated around 3.4 million (Jeddah Municipality, 2014). According to Jeddah's schools electronic directory (2014), there are 466 All-Girls public schools around the district and 21,859 female teachers who are the targeted population of this study. Among the 466 girls' schools, there are 214 elementary schools, 131 middle schools, and 121 high schools. Also, there are four administration offices around Jeddah district: Northern neighborhoods girls' schools, Central neighborhoods girls' schools, Southern east neighborhoods girls' schools, and Southern west neighborhoods girls' schools.

To select a representative proportional sample, the lists of each school level "elementary, middle, and high school" were pulled out from the district electronic directory. Then, each tenth school was chosen. That made the total number of the schools

targeted in the study (*n*= 46) divided into 21 elementary schools, 13 middle schools, and 12 high schools. Teachers in these 46 schools were invited to participate in filling the survey and also to be part of the qualitative portion of the research. The average of teachers in every school in the targeted sample is 47 teachers, which makes a total of 2,162 teachers had the chance to participate in this study. Figure 2 shows information about the administration office and school level of these 46 schools in the targeted sample.

	N	C	SE	SW
Elementary	188	376	188	235
Middle	141	94	141	235
High	141	235	141	47
Total	470	705	470	517
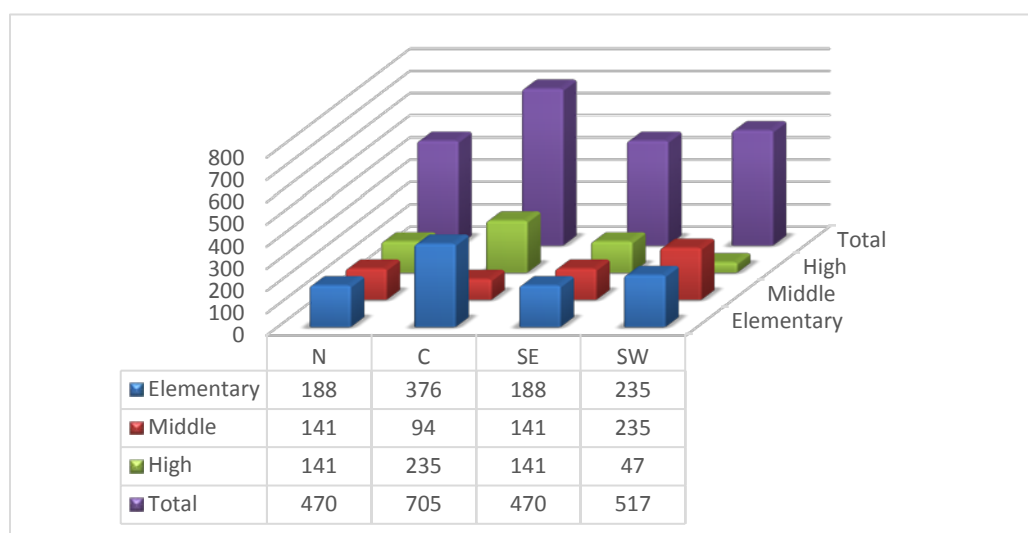
Figure 2. **Demographic Information of the Targeted Teachers in the Sample**

	N	C	SE	SW	Total
■ Elementary	0	19	28	25	72
■ Middle	8	14	99	28	149
■ High	35	50	42	0	127
■ Total	43	83	169	53	348
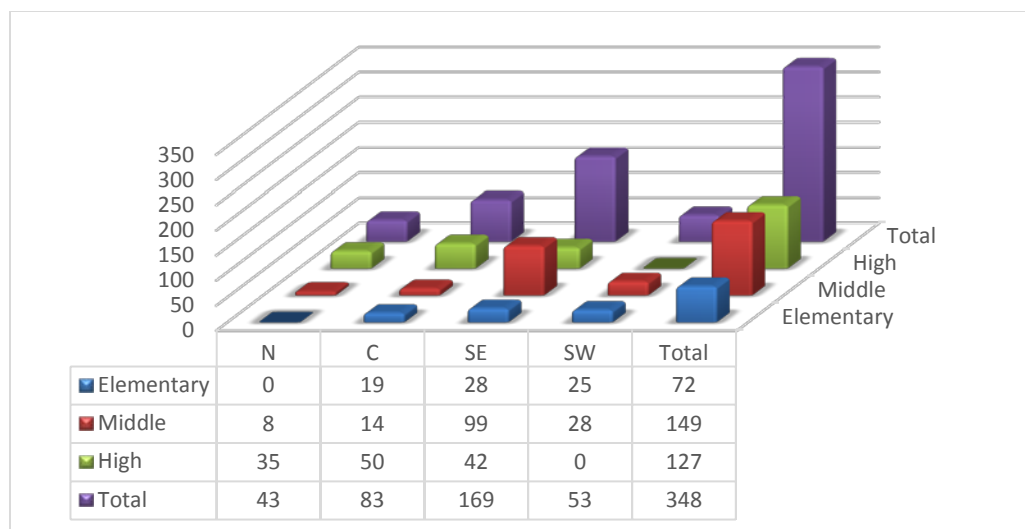
Figure 3. **Demographic Information of the Participated Teachers**

As shown in Figure 3, from the targeted sample (*n*= 2,162), only 356 teachers

responded to the survey. Figure 3 shows the total number (*n*=348) of participants who

reported their school level and administration office in their survey sheets, while there

were (*n*=8) teachers who did not include this information. So, the response rate is 16.4%

for the quantatitive data instrument.

Teachers from the Southeast neighborhood schools have the highest response rate

among other parts of Jeddah city. The sample did not include any elementary school

teachers from the north neighborhood schools or any high school teachers from the south

western neighborhood schools.

From this sample, (*n*=10) teachers volunteered in the qualitative part of the study,

which includes a single class observation followed by one-on-one interviews. Each

participant in the sample (*n*=356) had an equal opportunity to be part of the interviews

because of an invitation distributed along with the survey (see Appendix A). However,

only ten teachers showed their willingness to participate.

	N	C	SE	SW	Total
Elementary	0	0	0	2	2
Middle	0	3	2	0	5
High	3	0	0	0	3
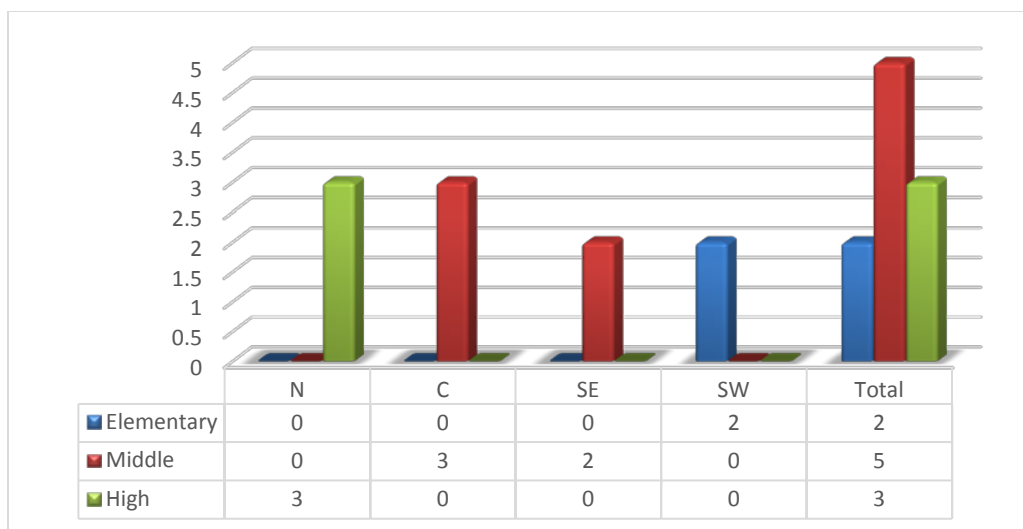
Figure 4.   Demographic Information for the Interview Participants

Figure 4 shows the demographic information of the teachers who participated at the research interviews. So, 2.8% from the study sample ($n= 356$) agreed to engage in the interviews.

Procedures

Quantitative Data Collection

The time span the researcher had for collecting the data was about 35 days during her visit to Jeddah, Saudi Arabia between the last week of December 2013 and January 2014. According to the Saudi Ministry of Education school calendar for Fall/Spring 2013/14 (2014), this period included a week for exam preparation, two weeks for examination for middle and high school students, one week school break, and the two first weeks of Spring semester. The Elementary school students started their school break earlier with the beginning of the examination weeks. So, the elementary grades teachers usually have assigned duties out of their schools such as observing exam halls in middle

and high schools. With teachers as the main participants, those factors affected the response rate to the research instruments.

The two weeks of examinations were dedicated to distributing the survey because it was impossible to observe classes in that time. The researcher was planning to use Mail as a way to send out the survey to the 46 schools in the sample. However, because of technical issues with the district directory having wrong mail addresses and missing information in some schools' entries, the researcher visited the 46 schools in person to deliver the survey copies for those teachers willing to complete them. Although permission was obtained from Jeddah Schools District prior to the administration of the research instruments (See Appendix C), some school administrations rejected distributing the survey due to their teachers' busy schedules. Other school administrations were cooperative but not the teachers. In each school, there was an assigned person from the administration staff responsible for distributing and then collecting the sealed envelopes for the completed surveys. After that, the researcher went in person to the schools to collect them. Some schools needed more than one visit to collect the surveys, while others school administrations preferred to distribute them at the beginning of Spring semester.

Qualitative Data Collection

The researcher expected to receive emails from the teachers who completed the survey and were willing to engage in the interviews but none of them did. So, the researcher decided after the first week of distributing the survey to speak with the teachers in person during her visits to schools to collect the surveys. That approach was more effective because, as many of them expressed, they were encouraged better and

have a feeling of safety when they meet the researcher face-to-face and start a conversation instead of communicating via email.

Ten classroom observations and interviews were conducted during the first two weeks of Spring semester. As required by Jeddah School District prior to starting the observations and interviews, a written permission should be obtained from the school administration where the interview and observation would occur. In the day of the interview, the researcher attended a single class period for the interviewee and took notes of the main events in the class to use them as a reminder when the teacher referred to them during the interview. Following the class, there was approximately 15-20 minutes spent in a one-on-one structured interview with the teacher.

During all interviews, the researcher asked the teachers to choose a quiet setting within their school building for the interviews where there is minimum distraction. In the informed consent (Appendix E), the teacher should indicate her preference of interview recording method, whether by voice recording or by hand note taking. Most of them ($n=9$) chose the note taking as a method. In these cases, after completing the answer of each question, the researcher repeated the question along with the teacher's answer to double check for capturing the same meaning before moving to the next question. That process was not necessary in the voice recorded interview.

Instruments

Quantitative Data Instrument

A 30 items scale was used as an instrument to collect quantitative data (see Appendix A). It was adapted from Alp's study (2007) on Turkish in-service teachers to

determine their reflective thinking skills and attitudes in learning and teaching process. The researcher rephrased some questions to make them clearer and easier to understand by the participants (Part I: Q10, Q12, Q14, Q15; Part II: Q1, Q6, Q10, Q11). The instrument was translated by the researcher from English to Arabic and then presented to some Saudi teachers to check the statements' clarity and wording in order to overcome any loss of actual meaning from translation (see Appendix B).

The survey asked the participants to share the following demographic information: Age, level of teaching, years of experience, department, and school administration office. Also, along with the survey comes a two page cover letter, which was designed to introduce the participants to the purpose of the study, any potential risks or benefits, and the researcher contact information as requested by IRB regulations. On the last page of the survey, there was an invitation for the survey participants to be part of the interviews and advise those who were willing to email the researcher with their contact information.

There were 30 items in the survey divided equally into two parts. The first part focused mainly on skills and attitudes related to the teaching process, while the second part focused on those related to the planning and evaluating stage. To answer each item, the participant was expected to select their answer on a four point Likert scale "None, Sometimes, Often, Always."

Qualitative Data Instrument

The structured interview questions in this study were adapted from Sparks-Langer, Simmons, Pasch, Colton, and Starko (1990), who believe that the language that

teachers use to describe their daily practices could reveal their levels of reflectivity. Here

is the protocol that was followed in this study:

[Before the interview, the researcher observes a class period for the interviewee to make the references that are going to be made during the interview clearer to both parts.]

At the beginning, the interviewee is going to read and sign the informed consent form and return it to the researcher. Through the form, the interviewee is going to choose the preferred method to record the interview "voice recording or hand note taking."

Researcher asks: (q1) Identify one successful teaching event during the last class period.

- Tell why you think it is a successful one.
- Discuss any conditions that may have influenced the outcome.
- Describe any issues or concerns that came to mind as you thought about this successful event.

Researcher asks: (q2) Identify one less successful teaching event during the last class period.

- Tell why you think it is a less successful one.
- Discuss any conditions that may have influenced the outcome.
- Describe any issues or concerns that came to mind as you thought about this less successful event.

Note: In case of note taking, the researcher needs to repeat the interviewee's answer after she finished to check for recording accuracy.

The interview followed a structured method where every participant was asked

the same set of questions in the same sequence. The researcher kept the procedure

consistent with all participants without any change or follow up questions.

Data Analysis

Quantitative Data Analysis

Statistical Package for the Social Sciences (SPSS) was used to analyze the

quantitative portion of this mixed methods study. All of the survey variables (35

variables) values were coded into a SPSS file. Then, descriptive statistics (mean,

maximum, minimum, and standard deviation) and inferential statistics (one way between

groups ANOVA) were applied to the data. The score intervals used in Alp's study (2007) to indicate the realization level of the items in the scale as follows:

1.00–1.75 "None"
1.76–2.50 "Sometimes"
2.51–3.25 "Often"
3.26–4.00 "Always"

The analyzing of the quantitative data would inform us on reflective teaching skills and attitudes teachers use during their teaching and learning process.

Qualitative Data Analysis

Each interview transcript was read and analyzed according to Larrivee's Tool for Assessing Development as a Reflective Practitioner (2008), which identifies four levels of reflection: *pre-reflection, surface reflection, pedagogical reflection, and critical reflection* (see Appendix D). There are several indicators under each level that describe the attitude of the reflective practitioner in that level. The researcher read each interview transcripts side to side with the practice indicators sheet to locate the indicators that match the teacher's level of reflection and locate quote evidences from the interviews. Then, the researcher read the ten transcripts together to find themes and collective views among the ten teachers. After that, the researcher generated major themes that were found constantly in teachers' narratives.

In the discussion chapter, the quantitative and qualitative data are briefly discussed along with the findings in literature. Then, both strands are merged together to present an answer for the mixed methods research question, which concerns how the

knowledge from the teachers' narratives can enhance our understanding of the way Saudi female teachers perceive the use of the reflective teaching skills in their daily practice.

CHAPTER FOUR: FINDINGS

Quantitative Data Findings

The results of the quantitative data should provide answers for the following

research questions:

QUANRQ1: What reflective teaching skills and attitudes do the Saudi female in-

service teachers think they use in the learning-teaching process?

A.   What are the differences between the groups of Elementary, Middle, and

High schools teachers regarding the skills and attitudes they use in

learning-teaching process?

B.   What are the differences between the groups of teachers with different

levels of teaching experience regarding the skills and attitudes they report

that they use in learning-teaching process?

Descriptive Statistics

Demographic Information about the Survey Participants

The total number of survey respondents is ($n=356$). Table 1 shows descriptive

statistics for the survey participants' age and experience years.

As it appears from Table 1, 30% ($n=108$) of the total sample ($n=356$) did not

respond to the age question. Some of the participants left it blank, others decided to erase

it after writing it down, and one participant wrote "higher than 40+". The age question

could be a sensitive issue for female participants in Saudi Arabia. A graduate researcher

Alobaid (2002), in her pilot study, had 75% of respondents miss answering the age

question, which led to the elimination of the question in the actual study.

Table 1   Descriptive Statistics for the Survey Participants Age and Experience Years

		Age	Experience Years
N	Valid	248	294
	Missing	108	62
Mean		39.4153	15.2517
Median		39.0000	17.0000
Mode		40.00	18.00[a]
Minimum		28.00	1.00
Maximum		60.00	33.00

a. Multiple modes exist. The smallest value is shown.

The minimum age in the sample was 28 and the maximum age was 60, while the

mean and median was 39. As it is noticed from Figure 5, the sample included teachers

who were from every single age between 28 through 51. Those teachers have experience

years range from 1 year to 33 years as shown in Table 1.
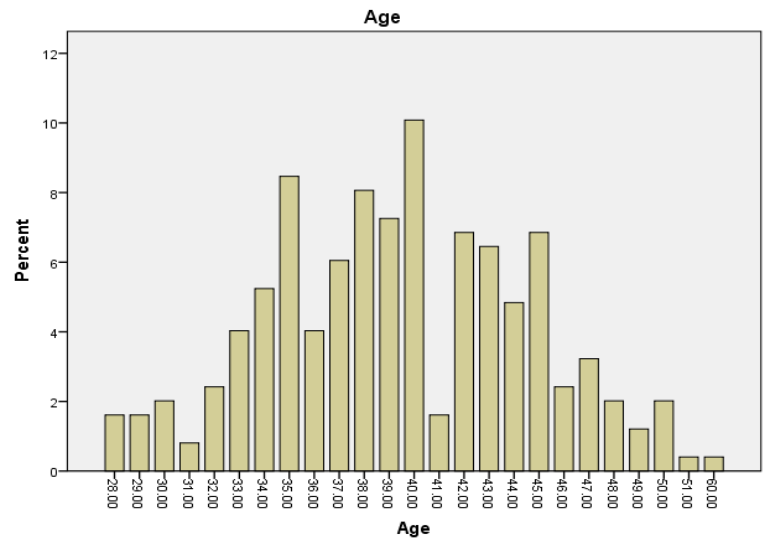
Figure 5. **Survey Participants Age Percentage**
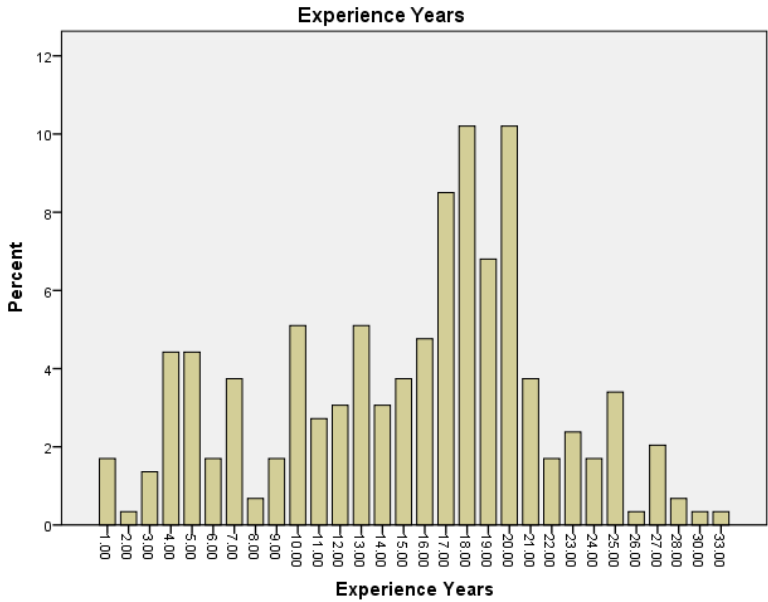
Figure 6. **Survey Participants Experience Years Percentage**

Through the survey data, 72 teachers did not respond to the experience years

question, which was 17.4% of the sample size. There are two modes under this variable

18 and 20 as it shows in Figure 6. While the mean value is 15.2. So, the participants may

be considered as well experienced teachers. Also, the sample included teachers from all

three school levels and all four administration offices in the district as it shows in Table 2
and Table 3.

Table 2.   The Frequency of Teachers' School Levels

		Frequency	Valid Percent
Valid	Elementary	73	20.9
	Middle	149	42.7
	High	127	36.4
	Total	349	100.0
Missing	99.00	7	
Total		356	

Table 3.   The Frequency of Teachers' Schools' Administration offices

		Frequency	Valid Percent
Valid	N Jeddah	43	12.1
	C Jeddah	83	23.4
	SE Jeddah	176	49.6
	SW Jeddah	53	14.9
	Total	355	100.0
Missing	99.00	1	
Total		356	

As the frequency in Table 2 indicates the majority of the teachers in the study
sample were coming from middle school level with 42.7%, then the high school teachers
with 36.4% teachers. The elementary school teachers ranked last with only 20% even
though they are the largest school level group in the district. The timing of distributing
the survey during a time when a number of them performing duties outside their schools
may cause this small presentation.

The sample design was not targeted to shape a proportional presentation of the
four administration offices in Jeddah school district. So in the sample, there are 49.6% of
the teachers teaching in the southeastern neighborhoods. Then, the central neighborhoods

schools come second with 23.4%, southwestern schools with 14.9%, and finally the

northern schools with 12%. The participants respond well to the school level and

administration office variables with only (*n=8*) failing to answer them.

The teachers in the sample came from 20 different departments as shown in

Figure 7. There was a large number of Islamic studies teachers (*n=53*), which is 19% of

the total participants. Then, the Arabic teachers came second with (*n=41*), which is 15%.

After that, the math teachers ranked third with 12.7% and the science teachers fourth with

8.3%. English and social sciences teachers both shared the fifth place with (*n= 21*),

which is 7.6%. The least representative department in the sample was Special Education

with only one teacher, which is 0.4 %.
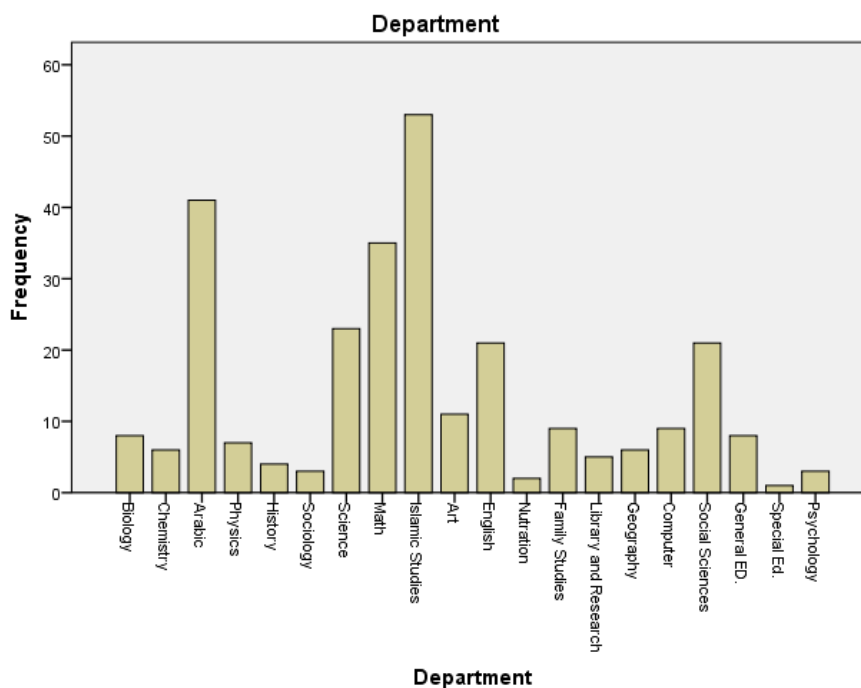
Figure 7. **The Frequency of the Teachers' Departments in the Sample**

Participants' Responses to the Scale Items

Examination of the means of 30 variables in Table 4 indicates that the Saudi

female in-service teachers believe that they possess the skills and attitudes of reflective

teachers in their teaching and learning process. Except for the variable "I get my students'

feedback about my teaching at the end of the class," which is not one of the attitudes that

teachers show stability in performing ($\bar{x}$= 2.30 "Sometimes"). In general, the Saudi

female in-service teachers believe that they have sufficient vocational knowledge and

abilities to be successful teachers ($\bar{x}$=3.4). This provides an answer for the first research

question, which was concerned with knowing the reflective teaching skills and attitudes

Saudi teachers apply in learning-teaching process.

The response rate for the most survey items was satisfying in general. The

variable "I use a well-planned approach to solve the teaching problems" got the highest

missing responses (*n*=21), which is about 6% of the sample. The question wording and

the ambiguity of the "well-planned approach" may have lead to avoiding the answer. The

total number of the surveys that include complete response to the 30 scale variables is

(*n*=280).

**Table 4.   The Mean and Standard Deviation for the Participants' Responses on
the Survey Items**

Scale Items	N	Mean	Standard Deviation
When I am teaching: 1. I consider my students' learning-development levels while planning learning-teaching process.	354	3.43	.773
2. I consider my experiences while planning learning-teaching process.	356	3.59	.687
3. I take my students' feedback into consideration while planning for learning-	352	2.94	.840

teaching process.			
4. I consider my students\ individual differences during learning-teaching process.	354	3.45	.737
5. I give opportunities to my students to evaluate themselves.	354	2.72	.862
6. I give opportunities to my students to express themselves.	353	3.13	.799
7. I give opportunities to my students to find solutions for the problems.	349	3.00	.800
8. I give responsibility to my students during the learning-teaching process.	351	3.01	.813
9. I give opportunities to my students to study independently.	346	2.78	.835
10. I use the class activities as a way for my students to discover their own interests and abilities.	355	3.07	.836
11. I help my students realize their weak and strong areas.	353	3.10	.812
12. I revise my personal objectives and thoughts about teaching regularly.	350	3.25	.780
13. I make my Instructional decisions based on intuitions.	347	2.14	.946
14. I can overcome obstacles during teaching creatively.	356	2.91	.758
15. I use a well-planned approach to solve the teaching problems.	335	2.97	.814
While Planning, Practicing and evaluating my teaching: 1. I arrange my students' activities as portfolio files to recognize their progression.	354	2.97	1.03
2. I carry out evaluation at the end of the class.	353	2.85	.838
3. I use open-ended questions on evaluations.	352	2.99	.842
4. I get my students' feedback about my teaching at the end of the class.	349	2.30	1.00
5. I determine the problems arising from my teaching method at the end of my evaluations.	353	3.18	.814
6. I think of the social dimension of my teaching practices.	351	2.88	.819

7. I change my teaching style deliberately to fulfill the needs of my students.	354	3.28	.801
8. I have sufficient vocational knowledge to be a successful teacher.	354	3.35	.716
9. I keep a journal to record my thoughts about teaching regularly.	355	2.90	.947
10. I have long term teaching goals.	354	3.14	.849
11. I can evaluate my own teaching practice.	355	3.39	.694
12. There is not one best way to teach a lesson.	354	3.32	.868
13. I am open for innovative thoughts in teaching.	353	3.19	.838
14. I focus on the target of the course only.	355	2.45	1.09
15. I have sufficient abilities to be a successful teacher.	356	3.42	.702
Valid N (listwise)	280		

Inferential Statistics

In addition to describing the data on its surface using descriptive statistics,

inferential statistics were calculated "with the purpose of generalizing the findings from a

sample to the entire population of interest" (Allua & Thompson, 2009, p. 168). For the

purpose of this study, One Way ANOVA or Variance analysis was calculated to compare

means of the different groups in the present sample. To answer the research question,

QUANRQ1:A. *What are the differences between the groups of Elementary,*

Middle, and High schools teachers regarding the skills and attitudes they

report that they use in learning-teaching process?

Variance analysis test was conducted between the scale 30 items and the school

level variable. Then, the means of teachers from different school levels were compared to

code any differences in the skills and attitudes from a school level to another. The

following results are the findings of nine statistically significant differences between the school level variable and eight reflective teaching skills and attitudes.

Table 5. **ANOVA Test between Teachers' School Level and "*I help my students realize their weak and strong areas*" Variable**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.009	2	2.504	3.887	.021
Within Groups	221.660	344	.644		
Total	226.669	346			

As indicated in Table 5, one way ANOVA test between the teachers school levels and "I help my students realize their weak and strong areas" variable showed a significant difference records at p=0.02, where the level is p<0.05. The mean of the Elementary school teachers' answers on this variable is ($\bar{x}$=3.3), which means they always show the attitude of helping their students to discover their weak and strong areas while they are teaching, while the middle school teachers ($\bar{x}$= 3.0) and the High school teachers ($\bar{x}$= 3.1) often showed this attitude.

Table 6. **ANOVA Test between Teachers' School Level and "*I make my instructional decisions based on intuition*" Variable**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.205	2	3.602	4.109	.017
Within Groups	295.443	337	.877		
Total	302.647	339			

An examination of Table 6, shows a statistically significant difference records at p= 0.01. For the school level and the variable, "I make my instruction decisions based on intuitions." Elementary school teachers with the mean ($\bar{x}$=1.9), middle school teachers with the mean ($\bar{x}$=2.3), and high school teachers with the mean ($\bar{x}$=2.0), comparing the

groups means indicate that they all sometimes built their instructional decisions based on

intuitions.

Table 7.   ANOVA Test between Teachers' School Level and "*I can overcome obstacles during teaching creatively*" Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.080	2	2.540	4.493	.012
Within Groups	195.607	346	.565		
Total	200.688	348			

A look at Table 7 shows a statistically significant difference between teachers

from the three school levels and "I can overcome obstacles during teaching creatively"

variable at p=0.01. The Elementary school teacher with the mean ($\bar{x}$= 3.1) manifest the

ability to overcome teaching problems in almost every case they encounter. Middle

school teachers and high school teachers with the same exact mean ($\bar{x}$=2.8) often showed

a tendency to creatively solve teaching problems.

Table 8.   ANOVA Test between Teachers' School Level and "*I use well-planned approach to solve teaching problems*" Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.893	2	2.446	3.748	.025
Within Groups	212.803	326	.653		
Total	217.696	328			

In Table 8, a variance analysis of the school level variable and "I use well-

planned approach to solve teaching problems" variable indicated a statistically significant

difference at p=0.02. Elementary school teachers ($\bar{x}$=3.2) state their use of well-planned

approach almost in every teaching problem. Middle and high school teachers ($\bar{x}$=2.9) also

often used this approach.

Table 9. **ANOVA Test between Teachers' School Level and "*I arrange my students' activities as portfolio files to recognize their progression*" Variable**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43.285	2	21.642	22.807	.000
Within Groups	326.427	344	.949		
Total	369.712	346			

Table 9 shows a statistically significant difference at p=0.00 between the school variable and "I arrange my students' activities as portfolio files to recognize their progression" variable. Elementary school teachers ($\bar{x}$=3.5) always used the portfolio to recognize their students' progression, while the middle school teachers ($\bar{x}$=2.6) and high school teachers ($\bar{x}$=3.0) often used this method to organize their students' activities.

Table 10. **ANOVA Test between Teachers' School Level and "*I get my students' feedback about my teaching at the end of the class*" Variable**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.422	2	8.711	8.999	.000
Within Groups	328.157	339	.968		
Total	345.579	341			

Table 10 shows a statistically significant difference at p=0.00 between the school variable and "I get my students' feedback about my teaching at the end of the class" variable. Elementary school teachers with the mean ($\bar{x}$=2.7) indicated that they often committed to check their students' feedback by the end of almost each class, while the middle school teachers ($\bar{x}$=2.2) and High school teacher ($\bar{x}$=2.1) were not very concerned about asking their students about their feedback by the end of the class.

Table 11. **ANOVA Test between Teachers' School Level and "*I keep a journal to record my thoughts about teaching regularly*" Variable**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.465	2	4.733	5.399	.005
Within Groups	302.406	345	.877		
Total	311.871	347			

Table 11 shows a statistically significant difference at p=0.00 for the variance analysis between the school level and "I keep a journal regularly" variable. Elementary school teachers ($\bar{x}$= 3.1), middle school teachers ($\bar{x}$=2.7), and high school teachers ($\bar{x}$=2.9) often kept a journal.

Table 12. **ANOVA Test between Teachers' School Level and "*I am open for innovative thoughts in teaching*" Variable**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.000	2	3.500	5.138	.006
Within Groups	233.636	343	.681		
Total	240.636	345			

A look at Table 12 shows a significant difference at p=0.00 between the school level variable and "I am open for innovative thoughts" variable. Elementary school teachers ($\bar{x}$=3.4) stated their being always open for any innovative thoughts in teaching. While the middle school teachers ($\bar{x}$=3.0) and high school teachers ($\bar{x}$=3.2) thought they were often open for innovative thoughts in teaching.

Table 13. **ANOVA Test between Teachers' School Level and "*I focus on the targets of the course only*" Variable**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.084	2	7.542	6.553	.002
Within Groups	397.086	345	1.151		
Total	412.170	347			

Table 13 shows a significant difference at p=0.00 between school level variable and "I focus on the targets of the course only" variable. Elementary school teachers ($\bar{x}$ =2.8) indicated that they often focus solely on the target of their courses, while middle school teachers ($\bar{x}$=2.3) and high school teachers ($\bar{x}$=2.4) only sometimes focused solely on their courses targets.

When comparing the means of the scale items responses with the school level variable, the means of the three groups of teachers were so close to each other with no salient differences between the teachers' school levels and the skills and attitudes they manifest in their teaching. There was no single school level that its teachers response means differed remarkably than other school level teachers through the scale items.

Next, to answer the research question:

QUANR*Q1B. What are the differences between the groups of teachers with different levels of teaching experience regarding the skills and attitudes they report that they use in learning-teaching process?*

The experience year variable was recoded into seven categories: category one (1-5), category two (6-10), category three (11-15), category four (16-20), category five (21-25), category six (26-30), and category seven (31-33). That was done to measure if there were any differences between more experienced teachers and those who recently attended the preparation program. Table 14 shows the frequency of the teachers in each category who reported their experience years.

Table 14.   **Frequency of Teachers in each Teaching Experience Category**

Teaching Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-33
N	36	38	52	117	38	10	1

Following is a report of the statistically significant findings of the experience

year's categorical variable with reflective teaching skills and attitudes. Followed by the

findings of comparing the means of teachers with different levels of teaching experience.

Table 15.   **ANOVA Test between Teachers' experience years and "I consider my students individual differenced during learning-teaching process" Variable**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.719	7	1.817	3.509	.001
Within Groups	179.146	346	.518		
Total	191.864	353			

Table 15 indicates a statistically significant difference at p=0.00 where a

significant difference was determined at the level of p<0.05. The teachers who had 6-10

($\bar{x}$= 3.0) and 11-15 experience years ($\bar{x}$= 3.2) thought they often considered their

students' individual differences. While teachers who have 1-5 experience years ($\bar{x}$= 3.5),

16-20 ($\bar{x}$=3.5), 21-25 ($\bar{x}$=3.5), 26-30 ($\bar{x}$= 3.8), and 31-33 ($\bar{x}$= 4.0) always considered their

students' individual differences.

Table 16.   **ANOVA Test between Teachers' experience years and "I give opportunities to my students to express themselves" Variable**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.989	7	1.427	2.293	.027
Within Groups	214.753	345	.622		
Total	224.742	352			

Table 16 indicates a statistically significant difference at p=0.03 where a

significant difference was determined at the level of p<0.05. The teachers who had 1-5 ($\overline{x}$

=3.3), 6-10 ($\overline{x}$= 2.8), 11-15 ($\overline{x}$= 3.0), 16-20 ($\overline{x}$= 3.1), and 21-25 ($\overline{x}$= 3.0) often gave their

students opportunities to express themselves. While the more experienced teachers 26-30

($\overline{x}$= 3.5) and 31-33 ($\overline{x}$= 4.0) believed they always did so.

Table 17.   ANOVA Test between Teachers' experience years and "I give responsibilities to my students during teaching learning process" Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.443	7	1.492	2.311	.026
Within Groups	221.454	343	.646		
Total	231.897	350			

Table 17 shows a statistically significant difference at p=0.03. The teachers who

had all teaching experience levels: 1-5 ($\overline{x}$= 3.1), 6-10 ($\overline{x}$=2.9), 11-15 ($\overline{x}$=2.8), 16-20 ($\overline{x}$

=3.0), 21-25 (2.9), 26-30 ($\overline{x}$= 3.1), and 31-33 ($\overline{x}$=3.0) thought they often gave their

students responsibilities during the learning-teaching process.

Table 18.   ANOVA Test between Teachers' experience years and "I use the class activities as a way for my students to discover their own interests and abilities" Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.653	7	1.808	2.667	.011
Within Groups	235.139	347	.678		
Total	247.792	354			

Table 18 indicates a statistically significant difference at p=0.01 where a

significant difference was determined at the level of p<0.05. Teachers with teaching

experience 1-5 ($\overline{x}$=), 6-10 ($\overline{x}$=), 11-15 ($\overline{x}$=), 16-20 ($\overline{x}$=), 21-25 ($\overline{x}$=) said they often used

the class activities as a way for their students to discover their own interests and abilities.

While more experienced teachers 26-30 ($\bar{x}$=3.5) and 31-33 ($\bar{x}$= 4.0) believed they always did so.

Table 19.   ANOVA Test between Teachers' experience years and "I revise my personal objectives and thoughts about teaching regularly" Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.424	7	1.489	2.516	.016
Within Groups	202.433	342	.592		
Total	212.857	349			

Table 19 shows a statistically significant difference at p=0.02. Teachers who had teaching experience years 1-5 ($\bar{x}$=3.2), 6-10 ($\bar{x}$= 2.9), 11-15 ($\bar{x}$= 3.2), 16-20 ($\bar{x}$= 3.2), and 21-25 ($\bar{x}$= 3.1) said they often revised their personal objectives and thoughts about teaching. While more experienced teachers, 26-30 ($\bar{x}$=3.7) and 31-33 ($\bar{x}$=4.0) believed they always did so.

Table 20.   ANOVA Test between Teachers' experience years and "I use a well-planned approach to solve the problem" Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.684	7	1.526	2.364	.023
Within Groups	211.125	327	.646		
Total	221.809	334			

Table 20 indicates a statistically significant difference at p=0.02. Teachers who had teaching experience years 1-5 ($\bar{x}$= 2.8), 6-10 ($\bar{x}$= 2.9), 11-15 ($\bar{x}$=2.8), 16-20 ($\bar{x}$= 2.9), and 21-25 ($\bar{x}$= 2.9) said they often used a well-planned approach to solve the problems. While more experienced teachers, 26-30 ($\bar{x}$= 3.4) and 31-33 ($\bar{x}$= 4.0) thought they always did so.

Table 21.   ANOVA Test between Teachers' experience years and "I determine the problems arising from my teaching method at the end of my evaluations" Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.340	7	1.334	2.052	.048
Within Groups	224.320	345	.650		
Total	233.660	352			

Table 21 shows a statistically significant difference at p=0.05. Teachers who had teaching experience as following: 1-5 ($\bar{x}$=3.2), 6-10 ($\bar{x}$=2.9), 11-15 ($\bar{x}$=2.9), 16-20 ($\bar{x}$= 3.3), and 21-25 ($\bar{x}$= 3.1) said they often had the ability to determine the problems arising from their teaching method at the end of their evaluations. While more experienced teachers 26-30 ($\bar{x}$=3.7) and 31-33 ($\bar{x}$= 4.0) believed they always did so.

Table 22.   ANOVA Test between Teachers' experience years and "I think of the social aspects of my teaching practices" Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.504	7	1.358	2.065	.047
Within Groups	225.471	343	.657		
Total	234.974	350			

Table 22 indicates a statistically significant difference at p=0.05. Teachers who had teaching experience as following: 1-5 ($\bar{x}$= 2.9), 6-10 ($\bar{x}$= 2.7), 11-15 ($\bar{x}$= 2.8), 16-20 ($\bar{x}$= 2.8), 21-25 ($\bar{x}$=2.9), and 26-30 ($\bar{x}$= 3.0) believed they often thought of the social aspects of their teaching practices. While the only teacher in the category 31-33 thought she was always doing so.

Table 23. **ANOVA Test between Teachers' experience years and "I have long term teaching goals" Variable**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.586	7	1.512	2.141	.039
Within Groups	244.352	346	.706		
Total	254.938	353			

Table 23 shows a statistically significant difference at p=0.04. Teachers who had

1-5 ($\bar{x}$= 3.0), 6-10 ($\bar{x}$= 2.8), 11-15 ($\bar{x}$= 3.1), 16-20 ($\bar{x}$= 3.2), and 21-25 ($\bar{x}$=3.0) thought

they often had long term teaching goals. While more experienced teachers 26-30 ($\bar{x}$= 3.6)

and 31-33 ($\bar{x}$= 4.0) believed they always had long term teaching goals.

Table 23. **ANOVA Test between Teachers' experience years and "I focus on the targets of the course only" Variable**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	20.308	7	2.901	2.493	.016
Within Groups	403.765	347	1.164		
Total	424.073	354			

Table 23 shows a statistically significant difference at p=0.02. Teachers who had

6-10 ($\bar{x}$=2.2), 11-15 ($\bar{x}$= 2.3), 16-20 ($\bar{x}$= 2.3), and 26-30 ($\bar{x}$= 2.0) believed they only

sometimes focused on the targets of the course only. While teachers who had 1-5 ($\bar{x}$=2.7)

and 21-25 ($\bar{x}$= 2.7) thought they often did so. The single teacher in the category 31-33

thought she always focused solely on her course targets.

Comparing the means of teachers with different levels of experience regarding the

reflective teaching skills and attitudes they believed that they possess indicated that the

teachers who have more experience years – exceeding 25 years– seemed more confident

in rating their teaching with "always" more regularly than others. In addition, there was

no large variance between the means of teachers with different experience years. Less

experienced teachers "1-5" did not seem to acquire higher or lower reflective skills than other groups of teachers. In general, they are homogenous between the means of different teaching experience categories.

Qualitative Data Findings

The qualitative data are trying to offer an understanding of the way Saudi female in-service teachers apply reflective teaching on their daily practice, which is the focus of the second research question:

QUALRQ2: How do the Saudi female in-service teachers reflect on their daily teaching practice events?

A.   What are the common practice indicators that manifest through the teachers' reflections?

B.   What are the major themes emerging from the narratives that could hinder or contribute to the teacher reflection?

In the following section, a demographic description of the interview participants is followed by the main reflective practice indicators found in the interview transcripts.

Demographic Description

There are ($n=10$) participants in the qualitative part of the study coming from the same quantitative sample ($n=356$). That means all teachers who volunteered to be part of the interviews did complete the survey previously. Table 17 shows demographic information about the interviewees' departments, school level, and administration office.

Table 24. **Demographic Information of Interview Participants**

Interviewee Code	Department	School Level	Administration Office
IslamicESW	Islamic Studies	Elementary	SW
MathESW	Math	Elementary	SW
ArabicMSE	Arabic	Middle	SE
MathMSE	Math	Middle	SE
PhysicsHN	Physics	High	N
HistoryHN	History	High	N
ChemistryHN	Chemistry	High	N
FamilyMC	Family Studies	Middle	C
ArabicMC	Arabic	Middle	C
IslamicMC	Islamic Studies	Middle	C

As shown in Table 24, the interview participants came from seven departments and all different school levels and administration offices. The names of the participants were changed into codes formed as "Department + School Level initial (E, M or H) + Administration Office initials (N, C, SE, or SW)." If the department contained two words, the first word only would be in the code. There were no participants who were identical in all three labels.

The following Table 18 shows each participant and the indicators that were found in her narrative along with the level of reflective teaching that she seemed to be labeled with. It is noted that nine out of ten participants were considered to be in pre-reflection level, while one participant who is PhysicsHN teacher showed a higher level than other teachers and revealed a pedagogical reflection.

Although some teachers acquired indicators that belonged to categories other than the one they identified with, the labeling depended on the high frequency of the indicators under one level to determine the teachers' level of reflection. According to

Larrivee (2008), reflective teachers could reflect on more than one level in the same time.

Also, some teachers appeared to show more indicators than others that go back to the

length of their narratives and the depth they provided in their speaking about their

teaching events. Some teachers tended to give very short responses to the researcher

questions, which led to less indicators being located, while others provided longer and

thicker descriptions during their reflection, which revealed more practice indicators. In

Table 18, the indicators that are marked with (*) appear in the teacher's narrative but do

not lead to put her under the indicator level categories.

Table 25.   Practice Indicators as Appeared in Teachers' Narratives

Interviewee Code	Practice Indicator	Level of Reflection
IslamicESW	-Is preoccupied with management, control and student compliance. -Attributes ownership of problems to students or others. -Does not support beliefs and assertions with evidence from experience, theory or research.	Pre-reflection
MathESW	-Enforces preset standards of operation without adapting or restricting based on students' responses. -Sees oneself as a victim of circumstances. -Does not support beliefs and assertions with evidence from experience, theory or research.	Pre-reflection
ArabicMSE	-Does not support beliefs and assertions with evidence from experience, theory or research. -Sees oneself as a victim of circumstances. -Does not thoughtfully connect teaching actions with student learning or behavior. -Describes problems simplistically or unidimensionally.	Pre-reflection

MathMSE	-Operates in survival mode, reacting automatically without consideration of alternative responses. -Views students and classroom circumstances as beyond the teachers' control. - Does not thoughtfully connect teaching actions with student learning or behavior. -Describes problems simplistically or unidimensionally. -Support beliefs only with evidence from experience.* -Sees oneself as a victim of circumstances.	Pre-reflection
PhysicsHN	-Sees oneself as a victim of circumstances.* -Questions the utility of specific teaching practices but not general policies or practices.* -Analyzes relationship between teaching practices and student learning. -Strives to enhance learning for all students. -Sees teaching practices as remaining open to further investigation. -Does not support beliefs and assertions with evidence from experience, theory or research.	Pedagogical Reflection
HistoryHN	-Does not support beliefs and assertions with evidence from experience, theory or research. -Is willing to take things for granted without questioning. -Views students and classroom circumstances as beyond the teachers' control. -Attribute ownership of problems to students or others. -Dismisses students' perspectives without due consideration. -Describes problems simplistically or unidimensionally. -Does not thoughtfully connect teaching actions with student learning or behavior.	Pre-reflection
ChemistryHN	-Is preoccupied with management, control and student compliance. -Sees oneself as a victim of circumstances. -Does not support beliefs and assertions with evidence from experience, theory or research.	Pre-reflection

FamilyMC	-Does not support beliefs and assertions with evidence from experience, theory or research. -Attribute ownership of problems to students or others. -Describes problems simplistically or unidimensionally.	Pre-reflection
ArabicMC	-Operates in survival mode, reacting automatically without consideration of alternative responses. -Does not support beliefs and assertions with evidence from experience, theory or research. -Is preoccupied with management, control and student compliance. -Fails to recognize the interdependence between teacher and student actions. -Fails to consider differing needs of learners. -Does not thoughtfully connect teaching actions with student learning or behavior. -Describes problems simplistically or unidimensionally.	Pre-reflection
IslamicMC	-Does not support beliefs and assertions with evidence from experience, theory or research. -Is preoccupied with management, control and student compliance. -Attribute ownership of problems to students or others. -Describes problems simplistically or unidimensionally.	Pre-reflection

Organization of the Interview Results

   The reading of the transcripts took three stages: first, individual reading for each transcript and determining the reflective teaching indicators that applied the most to each interviewee's narrative. Second, the researcher read the ten transcripts together and coded the frequency of the appearance of each indicator. Third, two major themes emerged from the teachers' narrative and seemed to prevent them from being reflective teachers.

QUALRQ2: How do the Saudi female in-service teachers reflect on their daily teaching practice events?

The results of the qualitative data findings in this section are organized around the most common practice indicators, which are six indicators appearing in most of the interviewees' narratives:

- No support for beliefs with evidence from experience, theory, or research.

- Ownership of problems to others.

- Seeing oneself as a victim of circumstances.

- Describing problems simplistically or unidimensionally.

- Being preoccupied with management, control, and student compliance.

- No connection between teaching actions and student learning or behavior.

After exploring these six indicators, the following additional common themes, which are found consistently in the interviews, are going to be discussed:

- Fixed assumptions about students.

- External resources for learning.

Practice Indicators in Teachers' Interviews

The interview transcripts were read individually and then as a whole to locate the common practice indicators within the teachers' narratives to answer the qualitative research sub question:

QUALRQ2. A. What are the common practice indicators that manifest through the teachers' reflections?

Six indicators were found as common and all of them were organized under the pre-reflection level as Larrivee describes it (2008):

> At the pre-reflective or non-reflective level developing teachers react to students and classroom situations automatically, without conscious consideration of alternative responses. They operate with knee-jerk responses attributing ownership of problems to students or others, perceiving themselves as victims of circumstances. They take things for granted without questioning and do not adapt their teaching based on students' responses and needs. (p. 342)

No Support for Beliefs with Evidence from Experience, Theory, or Research

This indicator falls under the pre-reflection category and it shows up clearly within nine interviews, which is 90% of the total interviews. None of the teachers mentioned any connection to theory as evidence of what they believe or do in class.

The teachers tended to develop their own beliefs and instructional decisions based on what worked with them before from their own perspective without any consideration whether their actions were research-based or not. No evaluation of the experiences to inform future planning was found in the teachers' narratives. ArabicMSE teacher who teaches Arabic for middle school students talked about a problem her classes faced with the new Arabic curriculum and how some of these classes were facing difficulty in comprehending the new concepts. She says,

I can tell that some classes facing difficulty in comprehending the new concepts so I do not go on with providing extra examples because their brain capacity is limited so they can't follow.

In this quotation, the teacher makes three assertions. The first one is when students face difficulty in comprehending the new concepts, teachers should stop going on with more explanations. Second, the students' brain capacity is limited, which sets predefined limits of what students can learn. The third assertion is there are classes who face difficulties and classes who do not, which means there are learning differences between classes not individual differences between students. The teacher does not offer any support for these beliefs from theory or experience.

Another teacher "ArabicMC," who happened to be an Arabic teacher at a middle school too, shares with the previous teacher the same view in the third assertion. She says,

I believe there are differences between the classrooms not between the students because the general classroom environment affects even the good students and dampens them because of the lack of competition.

Again, this belief lacks a support from theory and seems to depend on the teachers' previous experience. She adds a reason to this belief, which was the role of classroom environment on the students' level of activity but seemed to think of the students as the creators of this environment and not seeing herself as a part of it.

<u>Ownership of Problems to Others</u>

This practice indicator falls under the pre-reflection category and appeared in four interview transcripts. The teachers seemed to find it hard to blame themselves or critique their teaching practices. They took a defensive position when they were asked to indicate one less successful event during their teaching. They varied on whom to have the ownership of problems: their students, curriculum, or time. A HistoryHN teacher spoke of her students' declining level of achievement as an external phenomena not as a problem she was a part of as a teacher. She said,

> Although– and you have to mention that the students level is so low- I am trying to add information outside the textbook but for sure you saw how difficult to let them come up with the right answer. Even their information during the brainstorming were so ridiculous and far from the right one. Maybe the History is so rigid subject and our curriculum is not nice.

This answer is for the question that asked about the conditions that may have influenced the outcome of the successful event. The successful event according to HistoryHN teacher was the way she encouraged her students in class. Her students' failure to come up with the right answer was a concern for her, for which she was trying to find a reason. Her students' weak information, the nature of the subject, and the curriculum were three possible reasons behind that but not the teacher's way of teaching.

Time factor was another reason for the teaching problems, especially when teachers were trying to find balance between following their students' progress and covering the content. IslamicESW teacher, who was answering the concerns that come to her mind when she is thinking of the less successful event, which was in her case her

students' inability to capture the real meaning of the new concepts presented that day, stated:

> Actually, I am unable to communicate these concepts to my students because I always run out of time. I have only 30 minutes in each class period. And I am concerned to finish the textbook content on time.

This teacher saw her choices as one of two: success in teaching or success in content coverage. From her view, time was the one to blame in her situation.

Seeing Oneself as a Victim of Circumstances

Teacher's attempt to victimize herself was one of the indicators that comes under the pre-reflection level and appeared in five interview transcripts in this study. Teachers described themselves as victims of lack of teaching resources or a victim of a school administration that does not offer enough support. PhysicsHN teacher, who was the only teacher in the sample that showed a higher level of reflection compared to other teachers, claimed that her efforts to enhance her teaching and bring up new instructional aids to her class were in vain with her traditional school administration. She said,

> For example, once I bought the tools to build something similar to the smart board and it costs me more than 300 SR [=80$] from my own pocket but when I came to school no one offers any support. They told me no space, not enough power. They do not want to get advantage of those who want to change. They think the traditional ways are more than enough as long as the students can get it.

MathESW teacher complained about her lack of resources and saw it as an obstacle in her way to improve her teaching. She mentioned,

> What bothers me as a math teacher is not having professional teaching aids and
>
> having a limited time.

This was her reply on what concerned her when she thought of the successful event, which she identified as her use of models to teach division. So, lacking the teaching resources may negatively influence her teaching.

Describing Problems Simplistically or Unidimensionally

This indicator falls under pre-reflection level and 60% of the teachers' interviews in this study obtained this indicator. When speaking about their teaching problems, teachers did not seem able to see all the aspects of the problem and rather expressed their description in a simple language. Even when speaking about the new teaching strategies that they had to apply in their classrooms, they showed weak understanding of their real meanings and goals.

FamilyMC, a Family Studies teacher for middle school grades, critiqued the independent learning method as follows,

> They [supervisors] said the students must work independently and your job is to
>
> evaluate them, where is the teacher role in that?

Another teacher who shared the same opposition to the independent learning method was ArabicMSE who said,

> The idea of dividing the learning responsibility as 90% on the students and 10%
>
> on the teacher is a good-for-nothing idea. Because it restricts the role of the
>
> teacher and she becomes only as a performer for what her students are dictating
>
> on her and no real role for her in instruction.

This misconception about independent learning let those teachers reject the method without exploring its dimensions and many of its applications.

<u>Preoccupied with Management, Control, and Student Compliance</u>

This pre-reflection indicator showed up in 40% of the teachers' interviews. Teachers tended to be firm about developing a quiet classroom environment that helped them to deliver their instruction without any interruption. Classroom management techniques were reported as the most successful events in three interviews.

ChemistryHN teacher described her use of "Ice Cream Sticks" strategy, which was to organize how students participated in class where every student when she finished answering a question pulled an ice cream stick randomly to assign the next person who was supposed to answer a question or solve a problem on the board. That strategy's effectiveness was described by ChemistryHN as follows,

> Successful because it helps all of them to focus during the whole class period....
> The student knows for sure that in case she could not answer all of her team
> members will lose points and she will be out of the group for the rest of the class
> as it happened with one of the groups if you noticed.

Having all students' attention and controlling any possible misbehavior seemed a goal also for ArabicMC teacher who used threat as a classroom management technique, she said,

> I used the threatening method so effectively today by setting a specific time and
> threatening them to mark with the red pen on their textbooks in case they did not
> finish on time.

None of the teachers raised any concern about using the strict classroom management techniques and creating a safe classroom environment where each one can participate. ArabicMC teacher who used firm control strategies was also complaining about her students' expression ability. She said,

> The biggest problem students have is not knowing how to express their opinion in a proper way. They lack those skills and their words come not in a good order.

No Connection Between Teaching Actions and Student Learning or Behavior

This pre-reflection indicator showed in 40% of the interviews. As it appeared in the teachers' narratives, student learning was not always connected to the teaching actions or vice versa. They saw them as two separate units. That manifested clearly in HistoryHN teacher who was teaching about "Islamic Sects" and she was speaking negatively about one of the sects to which one of her students belonged. Through this teacher reflection, the teacher reflected on this event but she did not show any consideration of the connection between her teaching actions and her student learning. She said,

> We were being warned not to mention some sects' names explicitly but sometimes my hints are enough for my students to know what I meant and they tell me *"you mean this sect, teacher right? ....* Respecting for her feelings, I am trying not to go deep with details because I do not have the right to distort her sect. So, I am trying not to generalize but it is important to present the historical information as it is.

Her responsibility to represent the historical information let her dismiss her student's learning. She did not make any connection between what she did in class and its impact on her student's learning.

Also, ArabicMSE teacher overlooked her students' need to use the Thesaurus as a learning tool in that class period but could not see the connection between her action and her students' learning outcome. She said:

> It is so important for the students in this grade level to be familiar with Thesaurus usage...... To be honest, although I know how important they are, I was so lazy to get them from the resources room this morning.....I do not think the absence of this learning aid largely affects the success of *"finding the word meanings"* activity and the proof of that is the high participation of the students and their ability to locate the accurate meanings.

What her students were supposed to learn was how to use the Thesaurus as she stated in the beginning. But in order to reduce the importance of her teaching action, which was not to provide this tool, she described her students' successful completion of the activity as the intended learning output.

Additional Themes from the Narratives

The interview transcripts were searched to locate major themes and common views within the narratives related to reflective teaching but could not be included under the practice indicators to answer the second qualitative sub question,

QUALRQ2B. What are the major themes emerging from the narratives that could hinder or contribute to the teacher reflection?

Two major themes appeared in the teachers' interviews that could hinder deeper reflective teaching.

<u>Fixed Assumptions about Students</u>

60% of the teachers in this study seemed to have pre-made assumptions about their students' learning abilities and tended to share this information with each other. There was a lot of over generalization on a total population of students "the whole generation" or "the whole class" without putting into consideration their students' individual differences. They ended up teaching only the excellent students and ignored those who did not engage in the learning process. ArabicMC teacher said:

> I believe we are having a bad passive generation of students I prefer to refer to it as "*Writing generation*." They just want to relax, so being strict with them is a necessity.

MathMSE teacher said:

> They [the students] do not provoke the teacher to get them better teaching and always their personalities tend to be more receptive and passive. And I found a lot of teachers share with me this view and we agree about the characteristics of each class we teach.

HistoryHN teacher said:

> But, in advance I do not give them [the students] any chance because they are passive students with so weak academic level.

IslamicMC teacher said:

Also, they [the students] really can't compose a perfect definitive answer, is it

because of their age? I don't know, but I could never get good complete answers

from them. Also, their religious information is so weak, it is an "*ignorant*

generation."

Those who did not participate were simply careless students, as MathESW teacher said:

My students were engaging in class and they were willing to participate except

some careless students.

Higher-achievers deserved better teaching while the lower achievers did not deserve the

effort as PhysicsHN teacher said:

I try to motivate and encourage the higher-achievers by giving them presents......

if they are good students and like the subject they will try to please the teacher.

But those other girls [low-achievers] will be satisfy with basic instruction and

there are a lot of them in our school "don't overload us, don't read too much,

don't bring something from an external source, let's just pass the course, I don't

want to lose points for my cumulative GPA."

So, as the previous quotations indicate, there were fixed assumptions about students'

learning abilities that may prevent the teacher from full engagement in deeper reflection

where the teachers saw themselves as a part of the problem.

External Resources for Learning

The teachers in this study seemed to rely heavily on the external resources for

learning about teaching or to apply changes and enhancement on their teaching instead of

counting their personal experience as a source of learning. In almost every interview, the

teachers referred to the district workshops and Internet websites as their sources to learn about teaching trends and issues with an absence of the knowledge embedded in their classroom practice as a source of growth.

MathMSE teacher depended on the Internet sources, to explore teaching strategies for her subject. She said,

> I am trying to be updated with what is written about Math teaching trends in Math electronic forums on the Internet and I try to take from them what suit my classroom and students.

FamilyMC teacher referred to the district workshops, Internet sources and her discussions with her colleagues as her ways to learn. She said,

> I am trying to improve myself as a teacher through the district workshops even though they are so condensed in a short time....... Also, the Internet sources are so rich to learn from and plan lessons. Besides that, I and my colleagues are communicating regularly to exchange our experiences.

ChemistryHN teacher critiqued the district workshops and gave an example of the type her colleagues' cooperative work. She said,

> The district workshops are not effective in this regard. It is full 2 days fast lecturing without any space for us to apply what we learnt. I think if they divide the workshops to one day for lectures and the second day for teachers to come up with small lessons where they apply what they just learned about and let us see how each other use the new strategies. That is better.......We are trying to fill this gap I and my colleagues by exchanging our expertise. For example, if I have a

Physics part in my Chemistry lessons I go and ask the Physics teacher and the same if she has a Chemistry part in her curriculum.

On the other hand, IslamicMC teacher thought the district workshops helped her to understand the new curriculum as a teacher. She said,

I really worked hard to improve myself and I attended many workshops which were beneficial in introducing the new curriculum.

ArabicMC teacher also felt positive toward the district workshops. She said,

I am trying hard to improve myself. I use the Internet sources and the workshops which taught me a lot about the new curriculum, teaching strategies, and classroom management.

PhysicsHN teacher believed that the district workshops did not meet her needs as an experienced teacher and called for more space for teachers to work around their lessons creatively instead of enforcing a set of criteria on the teacher teaching methods.

She said,

We as teachers need new sources for learning. We have the district workshops but I am one of those who are in charge for preparing them. But it turns to be a routine work. Nothing they could add to my knowledge, it is maybe beneficial for the new teachers but not the experienced ones. I want to use the simulation teaching but it requires a large free space to work around my lessons, which I don't have. I am working hard to better my teaching but no one adopts my efforts.

An interesting point is raised by ArabicMSE teacher regarding how they as teachers were requested by their supervisors to follow the textbooks and how they would be evaluated on their following of the textbook outlines, not on the creativity of their teaching. She said,

> The supervision department in the district forces us to literally follow the textbook and we are not encouraged to add to it anything such as activities or worksheets. That is why I find myself following the same lesson plan from the textbook for each class I teach in the grade level equally.

That may reflect that teachers adhered to what they learned in the district workshops because these were the guidelines that illustrated how their work would be evaluated.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

Overview of the Study

The purpose of this mixed methods study was to develop an understanding of the reflective teaching practice among Saudi female in-service teachers. It studied the skills and attitudes they already applied in the learning-teaching process. It developed a sense of how they actually reflected on their daily practices and which dimensions they included and seemed to be aware of in this process. Then, this study used the knowledge obtained from the teachers' narrative to provide an understanding of the ways Saudi teachers perceived and applied the reflective teaching skills and attitudes in their actual practice. This mixed methods study followed a convergent parallel design to collect and analyze the quantitative and qualitative datasets. A survey was distributed to obtain information from in-service teachers about the reflective teaching skills and attitudes they use. Concurrently, an interview was conducted with teachers from the same sample to gain an insight into teachers' ways of reflection.

The study participants were chosen according to stratified random sampling, the total population of schools was divided into three strata according to the school level. Then, schools were selected proportionally. The number of respondents to the survey was 356 and to the interview 10 teachers. The survey was distributed and collected by the researcher. The interviews were conducted after attending a class period for the interviewee. Audiotaping and note taking were the methods followed to record

interviews. The scale data were analyzed using SPSS software to generate statistical tests. The interviews' transcripts were coded by hand to highlight the main practice indicators and common themes. In Chapter Five, brief discussions for the quantitative and the qualitative findings are presented separately. After that, both quantitative and qualitative findings are merged and integrated to provide an answer for the mixed method research question.

Discussion

Quantitative Findings Discussion

The quantitative data findings showed that Saudi female in-service teachers believed they often used a considerable number of reflective teaching skills and attitudes during the learning-teaching process. This result is consistent with Gurol's (2010) research findings while he was administrating the same scale used in this study but on pre-service instead of in-service teachers. Comparing the scale item means for both studies' participants show that all of them tend to highly evaluate their practice "often or always" when responding to the survey.

The findings of the quantitative analysis reflected that Saudi female in-service teachers valued the practice of reflective teaching by integrating its skills and attitudes into their daily practice. They reported their awareness of the complexity of the education process and its being multi-dimensional. While they plan, they believed that they often put into consideration the facts of having diverse learners in the classroom, their teaching experiences, their students' feedback, and their students' individual differences. In the classroom, they reported giving their students opportunities to evaluate themselves, to

express themselves, to solve problems, and to be responsible for their learning. Saudi female in-service teachers said that they used class activities to help their students discover their interests and abilities. Besides that, they helped them to recognize their strengths and weaknesses. Saudi female teachers thought they regularly engaged in self-evaluation of their beliefs and assumptions about teaching.

Saudi female in-service teachers reported adapting strategies to help them evaluate their teaching such as using open-ended questions in evaluation, doing the evaluation immediately after the end of the class, and organizing their students' work in portfolios to recognize their progress. By the end of the evaluation, they had the ability to discover what they do poorly. In addition to that, Saudi female teachers stated keeping journals to reflect regularly on their teaching practice and embraced long term teaching goals. Finally, they believed that they were open-minded teachers who were open to teaching alternatives and innovative thoughts.

Saudi female in-service teachers thought that they had sufficient vocational knowledge and abilities to be successful teachers, which reflects a sense of satisfaction about their practice.

The preceding results did not change when the teachers were grouped according to their school levels. In general, there were no specific school level teachers that showed a higher acquisition of reflective teaching skills and attitudes than others. Also, more experienced teachers who have teaching experience exceeding 25 years seemed more confident in evaluating their practice so positively by choosing the highest scale point "always" more frequently. Among the other levels of experience, teachers' responses did not largely vary to distinguish one group as more or less reflective. Despite their teaching

experience length, there is a homogeneity in the teachers' response means and the skills and attitudes they believed they carry while teaching. Being an experienced teacher or a new teacher seemed to have a minor effect on the teachers' evaluation of their practice.

Qualitative Findings Discussion

In the qualitative data findings, the teachers' narratives indicated that they were not engaged in reflective teaching at all and they held the attitudes of pre-reflection level as outlined in Larrivee (2008). Conforming to the definition of this level is what Zeichner and Liston (1996) describe: "If a teacher never questions the goals and the values that guide his or her work, the context in which he or she teaches, or never examines his or her assumptions, then it is our belief that this individual is not engaged in reflective teaching" (p.1).

The teachers presented their beliefs without supporting them with evidence from experience, theory, or research. Also, they tended to attribute ownership of problems to others and seeing themselves as victims of circumstances. They described problems simplistically or unidimensionally, the context in which they taught was not present in their reflection.

In addition, the teachers were preoccupied with management, control, and student compliance. For me as a researcher, who had been a student for 12 years in the Saudi school system, I found minor changes had happened regarding the classroom management strategies when I visited them for the purpose of doing this research. Most of the strategies I observed in the classrooms tended to use traditional methods such as teacher as an expert of the subject knowledge and the controller of the learning, students sat in rows, rote learning was the predominant method, and teachers used threat in case of

noncompliance. None of the teachers questioned her methods of classroom management. Some of the teachers mentioned these methods as factors that contributed to their success. Pinto (2013) invites teachers to be involved in the process of reflection in order to evaluate their classroom management strategies because some teachers unconsciously teach in the same way they were taught in school. So, the reflective practice is a way to consciously examine the teaching decisions and to break the cycle.

Through teachers' reflections, they show no connection between teaching actions and student learning or behavior. In addition to that, they held fixed assumptions about their students. Timperley (2008) thinks "existing assumptions about curriculum or about what particular groups of students are able to learn can prevent teachers from examining how effective their own practice is in promoting student learning" (p. 20). Alhammed and his colleagues (2004) outline the issue of Saudi teachers having limited knowledge about different students' learning needs, which is consistent with the findings of this study. Also, he mentions that Saudi teachers may misunderstand key concepts in teaching. This study also shows how some teachers build their criticism on false understanding of some teaching methods like independent learning.

Saudi teachers tend to rely on external resources such as the district workshops for learning instead of their "contextualized knowledge," as called by Coyle (2002). This study's findings show the inadequacy of in-service training programs and their narrow scope in the training fields. The teachers critique the district workshops' short time length and describe the subjects they usually tackle such as: subject knowledge and the new curriculum, teaching strategies, and classroom management. This finding is consistent with Alhammed and others (2004) who found that in-service training programs that are

presented by the Ministry of Education in Saudi Arabia are held in short time (e.g., one hour) and relate to subject knowledge, time management, improving teachers' confidence (e.g., presentation skills), and technology.

Finally, the teachers during the interviews found it difficult sometimes to engage in deep critique of their practice. According to Cruickshank (1987), questioning of one's beliefs and assumptions in relation to such events, actions, or decisions is a main feature of the reflective practice. Also, teachers tend to defend their less successful actions and tried to not go further with reflection. An example of that is what ArabicMSE teacher says,

> I do not think the absence of this learning aid largely affects the success of "finding the words meanings" activity and the proof of that the high participation of the students and their ability to locate the accurate meanings. Which really makes me satisfied with all of this is my ability to provide a safe environment for my students and good relationship with their parents.

Bengtsson (1993) recommends those teachers to create a distance between themselves and their practice to enable them to reflect better or as Brookfield (1995) describes it "standing outside ourselves" (p. 28).

Mixed Method Findings Discussion

In this section, the quantitative and qualitative findings are going to be merged and integrated to offer an answer on the mixed methods research question:

MMRQ3: How can the knowledge obtained from the teachers' reflection shed a light on the ways teachers apply or perceive reflective teaching skills and attitudes?

The first impression after reading the two sets of findings is that they are a total contradiction with each data set refuting the other. This is one of the mixed methods research challenges, which is how to integrate the two different strands. To answer the mixed methods research question, quotations from the teachers' narratives were presented along with the quantitative results to provide a new knowledge about how Saudi female in-service teachers perceive the use of reflective teaching skills in their actual practice.

The Saudi teachers evaluated themselves positively regarding their application of reflective teaching skills and attitudes. So, a search for evidence that clarifies the way they actually use these reflective teaching skills was conducted through the narratives. Through this process, four themes are generated.

Teachers Use of their Teaching Experiences

According to Gibbs (1988), reflective teachers should engage in evaluation of their experiences. To measure if teachers are taking advantage of their experiences and using them in planning, the survey respondents were asked if they were considering their experiences while they were planning. Table 26 shows the frequency of the participants' answers and percentages on this variable. It shows 70.8% answer very positively to this variable, while only 9.8 % depend rarely on their experiences in planning.

Table 26. **Frequency of Response to "*I consider my experience in planning learning-teaching process*" Variable**

		Frequency	Valid Percent
Valid	Never	2	.6
	Sometimes	35	9.8
	Often	67	18.8
	Always	252	70.8
	Total	356	100.0

On the other hand, in the teachers' narratives about 90% of them did not reflect on their experience or present it as a subject to reflect on or as a reason behind their instructional decisions. The only teacher who reflected on her experience was MathMSE who is a Math teacher at middle school. This teacher answered the researcher's question about the most successful event during her class period as following,

> I feel satisfied with the way I used the cooperative learning strategy with students' groups of no more than two. From my experience it is better than using large groups "more than 2" because I found that not everyone participate in the large groups equally, some of them work hard and the others just copy the answers. Also, the large groups need a space which is not available in our small crowded classes and we do not have round tables.

She drew on her experience to determine what teaching strategy was working well and which was not. Through this teacher narrative, it seemed she accepted or rejected teaching techniques after testing them for few times and assessing the effectiveness of those techniques based on intuition and guessing. That manifested clearly in her reply on the less successful event question. She said,

I am not satisfied with the way I treat the low-achiever students in my class. I had an idea to set them in the middle of the class during group work, and work individually with each one of them to give them the attention they need. I applied it one time but it did not work out and took a huge amount of time and I did not feel its output. Honestly, I don't want to be unfair to the whole majority of my class on account of some.

So, the highly positive response to the question "I consider my experiences while planning learning-teaching process" could refer to the way the respondents perceive the meaning of this question. They may have understood it in a superficial sense to determine which teaching strategy to use and which not to use. That apparently means the teachers are not engaged in evaluating those teaching experiences.

Students' Individual Difference and Fixed Assumption about Students

The scale was asking the teachers if they put their students' individual difference into consideration while they planned their lessons. Table 27 shows the frequency of the teachers' responses. About 59% always considered their students' individual differences, while about 30% often did that. This is a high positive attitude toward this variable.

Table 27.   Frequency of Responses to "*I consider my students individual differences during planning for learning-teaching process*" Variable

		Frequency	Valid Percent
Valid	Never	6	1.7
	Sometimes	34	9.6
	Often	106	29.9
	Always	208	58.8
	Total	354	100.0
Missing	99.00	2	
Total		356	

On the other hand, 60% of the interviewees held fixed assumptions about their students' learning and tended to harshly generalize on a large number of students. The teachers' narratives shed a light on the way the teachers perceived the concept of students' individual differences. For example, PhysicsHN said,

I may have the same lesson plan for different classrooms but during instruction the students may change me 180 degrees. It depends on the students and their individual differences. I may go to a class the percentage of excellent students more than another classroom, so I find myself become more creative and be able to finish so quickly, because the girls were engaged. The student is the one who control the teacher, not the opposite.

They rarely spoke about the accommodation strategies they offered for those who seemed to not respond to the teaching method in the classroom. For example, MathMSE teacher spoke about the low-achievers in her class and how she felt guilty for their low performance. However, she justified that by saying,

But I believe they [low-achievers] need some extra private tutorials and the school is not responsible to offer this service. Besides that, I have a heavy curriculum to cover which did not allow me to take care of these students. So, I preferred to work with the majority of my students.

They tended to differentiate between their class performance not between their students'. For example, ArabicMC teacher said,

So, I believe there are differences between the classrooms not between the students because the general classroom environment affect even the good students and dampens them because of the lack of competition.

They report that they followed the same plan for each class they teach. For example, ArabicMC teacher said,

> I am trying to be useful to all my classes and to be fair with all of them I planned my lessons to different classes in the same way and in case I mentioned an information in front of one class I repeated it in front of others. Students careless let me feel unfair to them but their refusal to engage is their own problems.

Differentiating instruction to reach out those students who struggle seemed as not one of the teachers' concerns. If a student did not respond well to the teacher's instruction that was because she was a careless student who refused to learn and work hard. Their concept of a teacher's job was to teach for the mainstream. The researcher noticed a positive tune when the teachers spoke about the "good students" and a negative or a neutral one when they spoke about the "careless students." For example, PhysicsHN teacher said,

> My beloved excellent students, I will give them a problem that needs higher thinking. But the normal students I will give them one of the problems from the textbook. I try to motivate and encourage the higher-achievers by giving them presents and thank them by their names in front of the school students.

So, to be able to understand the way survey respondents understand the consideration of individual difference while planning, we can conclude that they

perceived it in a collective sense. That means whether they be in the good student category or the low-achiever category. The dominant category in one class determines how the teacher teaches in that classroom. Also, in Saudi teachers' view, when a student was a low-achiever that went back to that student's choice to be there, not as a result of the used teaching method, which may not be effective or accommodating the student's learning style.

Interpreting the quantitative finding showed the Saudi female in-service teachers' understanding of their acquisition of differentiated instruction. It shed a light into their conception of students' individual differences.

Getting to Know Students' Feedback

The survey participants were asked about getting their students' feedback in two questions: "I take my students' feedback into consideration while planning for learning-teaching process" and "I get my students' feedback about my teaching at the end of the class." The first question is concerned with taking the students' feedback as a factor in planning and the second one is concerned with getting feedback about what works and what not in a teaching unit. Tables 28 and 29 show the frequency of the participants' responses to these two questions.

Table 28.   **Frequency of Responses to "*I take my students' feedback into consideration while planning for learning-teaching process*" Variable**

		Frequency	Valid Percent
Valid	Never	11	3.1
	Sometimes	101	28.7
	Often	136	38.6
	Always	104	29.5
	Total	352	100.0
Missing	99.00	4	
Total		356	

Table 29.   **Frequency of Responses to "*I get my students' feedback about my teaching at the end of the class*" Variable**

		Frequency	Valid Percent
Valid	Never	83	23.8
	Sometimes	134	38.4
	Often	75	21.5
	Always	57	16.3
	Total	349	100.0
Missing	99.00	7	
Total		356	

Through Table 28, 38.6% of the teachers said they often take their students'
feedback into consideration while planning, while 28.7% sometimes considered the
feedback and 29.5% of the teachers always did that. When the teachers were asked to
specify if they got these feedback about their teaching after the end of class, the responses
differ. Table 29 shows that 38.4% said they sometimes end their classes with getting
feedback, while 23% of teachers never did that. Only 16.3% of them were concerned
about their students' feedback by the end of every class. The mean of the total responses
for this variable is ($\bar{x}$=2.3). So, this variable is the least reflective teaching skill performed
by the Saudi female in-service teachers.

During the classroom observation, none of the teachers tried to collect meaningful feedback from their students to assess the success of the teaching episode. That is consistent to some extent with the teachers' responses to survey questions about getting feedback by the end of each class.

During the classroom observation, there were simple questions to check for understanding or if the students were following up with the instruction. An example of that was found in MathESW teacher when she was listing the reasons behind the successful event. She said,

> I checked their understanding by the end of the class when I asked them:
> Did you like the division? Did you find it easy or hard? And they
> answered it was easy.

Through narratives, the teachers did not single out their students' feedback as an element to determine the success of a teaching event. Other factors such as high participation and delivering the right answers were the assessment methods the teachers used to know if they were heading into the right direction. ArabicMSE teacher said,

> The proof of that is the high participation of the students and their ability
> to locate the accurate meanings.

Another teacher admitted that her students' answers to her question "if they got it or not" were not always accurate. However, she could not recognize the fallacy of this type of direct question in a teacher-centered classroom. This teacher is IslamicMC and she said,

What bothers me is they told me they got it but when I started asking them

questions no one answered.

So, the interview analysis showed that the teachers' conception of students'

feedback may be formed around the superficial check for understanding questions that

use yes or no questions. Instead of the sense of informative feedback that could help the

teachers improve their teaching and make real changes serving the students' learning.

Another element that the researcher noticed during the classroom observation,

which can prevent students from providing feedback, if they are asked, was the classroom

environment. The students were mainly receptive to the teacher knowledge and not active

learning partners. So, in case they were asked for their feedback, they were not expected

to change their attitude and present authentic evaluation of the teaching unit. In most of

the classes, the basic feedback of those who participated in class were going along with

what pleased the teacher and presented them as well-behaved students. The classroom

environment as teacher-centered explains the negative responses on the survey question

"I get my students' feedback about my teaching by the end of class." I think the phrase

"about my teaching" impacted that result and let the teacher step back from adapting this

attitude as an authority figure in class. From such mentality, it is hard for the teacher as

"an expert" to ask whom she considers as a way less knowledgeable than her. Mansour

and Alhodithy (2007) relate the low performance of students in Saudi Arabia to the

pedagogy used in the classroom, which is teacher-centered where the teacher owns the

full authority.

So, the qualitative findings showed that the teachers when they responded to the

scale questions may understand getting the students' feedback in the sense of having

students' participating in class and pronouncing the right answers. Also, in the sense of

asking them questions to check their understanding, not questions that provide

informative feedback. Getting to know that could explain the contradiction between the

survey and interview data.

Evaluating One's Teaching

The survey participants were asked in two questions if they had the abilities

required to be successful teachers. First question was "I have sufficient vocational

knowledge to be a successful teacher." Second one was "I have sufficient ability to be a

successful teacher."

The following two tables, Table 30 and Table 31, present the response

frequencies.

Table 30. **Responses Frequency for "*I have sufficient vocational knowledge to be a successful teacher*" Variable**

		Frequency	Valid Percent
Valid	Never	6	1.7
	Sometimes	32	9.0
	Often	145	41.0
	Always	171	48.3
	Total	354	100.0
Missing	99.00	2	
Total		356	

Table 31. **Responses Frequency for "*I have sufficient abilities to be a successful teacher*" Variable**

		Frequency	Valid Percent
Valid	Never	4	1.1
	Sometimes	32	9.0
	Often	128	36.0
	Always	192	53.9
	Total	356	100.0

Through Table 30, 48.3% believed they had the vocational knowledge they need to be successful teachers. And in Table 31, about 54% believed they had the sufficient abilities to be successful teachers. Only 9% of the teachers thought they had them to some extent. That reflects a high level of satisfaction among teachers about their knowledge and abilities as teachers. On the other hand, the narratives showed that 90% of the teachers were not engaged in reflective teaching. Being satisfied with knowledge and abilities one has could hinder the reflection. Larrivee and Cooper (2006) describe the essential practices for becoming a reflective practitioner and mention perpetual problem-solving as "Perpetual problem-solvers are never satisfied that they have all the answers and constantly seek new information" (p. 8).

So, the quantitative finding that Saudi female in-service teachers are highly satisfied with their vocational knowledge and abilities could interpret the low level of reflection they manifest in their narratives. Being fully satisfied with one's performance could prevent looking for improvement and seeking new ways to develop the performance.

Conclusion

Examining the mixed methods findings provides an insight into how the survey participants may perceive the scale questions and end up rating their teaching positively. Following the mixed methods approach served the purpose of this study by providing many details about the reflective practice among Saudi female in-service teachers. The contradiction between the two strands of findings revealed a third dimension of how the teachers translate the reflective teaching skills into their practice. The misconceptions of students' individual differences and getting students' feedback raises questions about how the teachers perceive other aspects of reflective teaching, which they claim they possess. These aspects included revising one's beliefs about teaching, being open for innovative thoughts, and understanding different students' needs. That leads to the conclusion that there is a lack of actual knowledge among Saudi teachers of what applying these skills and attitudes imply. The teachers seem to have a misconnection between the teaching strategies they use and their theoretical and research bases. They lack the research-based knowledge they need as teachers. That results in distorted applications in their classroom and misunderstanding of the correct application of reflective teaching.

The results of this study revealed that this situation goes back to the fact that those teachers are not encouraged to pursue their own professional development as individuals. They receive resources from the school district and mention it as a main source of learning about teaching besides the internet sources and their colleagues. None of the teachers mentioned participating in discussions about their beliefs or assumptions with others to help them resolve their teaching problems.

Suggestions

For Saudi female in-service teachers to develop as reflective practitioners, they should be given enough space to modify the provided curriculum. Also, teachers should be able to create their own authentic teaching tools for their students instead of evaluating them on restricted outlines. Musharraf (2000) refers to the problem of Saudi teachers' absence from the process of curriculum development: "Saudi Arabia does not take a firm stand about the importance of teacher participation in curriculum development and the teachers themselves are missing from the curriculum development process" (p. 1). The Arab Bureau of Education for the Gulf States (1995) reported that the curriculum development traditions in the states still largely influenced by the administrators rather than implementers.

In addition to that, teachers should be given a safe environment where they can disclose their practice problems without being afraid of being looked at as less qualified teachers (Miller, 2004). As Earl and Kats (2008) recommended, district supervisors should work with the schools' leaders to create a culture of inquiry within their schools' teachers.

Also, the present study results show that the emphasis of teachers' professional development according to their narratives focused on discrete teaching strategies instead of decision making skills and this was one of the concerns that was raised by Dewey and Archambault (1964) when they express the concern of training teachers on practicing routines instead of giving them the tools to develop better judgment. Telling teachers how to teach their subject without promoting them to modify their teaching to reach out to their students is a large obstacle to reflective teaching.

This study's findings showed the inadequacy of in-service training programs and their narrow scope in the training fields. The teachers critiqued the district workshops' short time length and described the issues they usually tackle such as: subject knowledge and the new curriculum, teaching strategies, and classroom management. This finding is consistent with Alhammed et al. (2004) who found that in- service training programs that are presented by the Ministry of Education in Saudi Arabia are held in short time (e.g., one hour) and relate to subject knowledge, time management, improving teachers' confidence (e.g., presentation skills), and technology.

So, giving Saudi teachers the freedom to modify the provided curriculum and training them to reflect on their practice and then share their thoughts with their colleagues in a safe, encouraging school environment would positively impact the student learning in Saudi schools and make the education experience more related to them. Teachers cannot develop reflective practice by themselves without guidance as Larrivee (2008) states, "The general accepted position is that without carefully constructed guidance, prospective and novice, as well as more experienced, teachers seem unable to engage in pedagogical and critical reflection to enhance their practice" (p. 345).

Study Limitations and Recommendation for Future Research

Being the first study that examined the reflective practice in the Saudi educational research, there was little guidance for the researcher in developing and choosing the research instruments. So, using a scale that was not developed to address the Saudi audience in the first place could impact the understanding of the scale items among the participants.

Also, using the parallel mixed methods research design because of the research restricted time may not have been the right choice to address this issue. The use of explanatory sequential (quan→QUAL) or exploratory (qual→QUAN) designs would be more beneficial. In the exploratory design, collecting qualitative data first would inform the development of the scale instrument. So, adapting the teachers' general discourse and ways of expression about teaching issues to develop the study scale would result in a more accurate measurement of their reflective teaching skills and prevent the problems of differing conceptions between the respondent and the researcher. Also, if an explanatory design was followed that would allow the researcher to develop interview questions that touch the main results of the quantitative findings and expand the understanding of the survey respondents' answers.

Another limitation in this study was the use of structured interview questions. Taking into account that the culture of Saudi schools does not hold the practice of reflection, it was difficult for the teachers who were not familiar with reflection to engage in evaluating their teaching episode. So, semi-structured interviews could be better in future research to encourage the teachers to expand their reflection and let them engage in a conversation that reveals more about their thinking.

One of the main limitations in this study was the timing of distributing the surveys where it was during the examination weeks, which could impact the accuracy of the survey participants' responses during that stressful time of the semester. So, a recommendation for future researchers to take this point into consideration by allowing more time for this stage of their studies.

In the future studies, this study could be replicated on different groups of participants such as Saudi male teachers, teachers from other districts, and pre-service teachers to be compared with the presented study and check the accuracy of its findings.

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APPENDIX A

Survey of Reflective Practice in Teaching- Learning Process (Informed

Consent/scale/Interview Invitation) in English

BOISE STATE UNIVERSITY

INFORMED CONSENT

Study Title: Measuring Reflective Practice among Saudi Female In-service Teachers
Principal Investigator: Ghada Almazrawi   **Co-Investigator:** Dr. Jennifer Snow
Sponsor: None

This consent form will give you the information you will need to understand why this research study is being done and why you are being invited to participate. It will also describe what you will need to do to participate as well as any known risks, inconveniences or discomforts that you may have while participating. We encourage you to ask questions at any time. If you decide to participate, you can do that through completing this survey and it will consider as an agreement to participate.

➢ **PURPOSE AND BACKGROUND**

You are invited to participate in a research study to learn more about the reflective thinking skills and attitudes of the Saudi female in-service teachers in learning-teaching process and how they reflect on their daily teaching practice events. The information gathered will be used to better understand the reality of reflective practice among the current Saudi teachers by studying a sample of Jeddah schools teachers. You are being asked to participate because you are an in-service teacher currently teaching in all- girls Jeddah's k-12 public schools.

➢ **PROCEDURES**

If you agree to be a part of the study, you will be asked to complete this short survey which will take approximately 10-15 minutes to complete. The questions require you to reflect on your teaching experience and evaluate each teaching skill and attitude appear in the survey on a scale of "None, Sometimes, often, always".

➢ **RISKS**

Some of the questions asked may make you uncomfortable or upset. You are always free to skip answering any question or to stop your participation at any time.

➢ **BENEFITS**

There will be no direct benefit to you from participating in this study. However, the analyzing of the information that you provide along with other participants may help to guide the teacher professional training and teacher education programs.

➢ **EXTENT OF CONFIDENTIALITY**

Reasonable efforts will be made to keep the personal information in your research record private and confidential. Any identifiable information obtained in connection with this

study will remain confidential and will be disclosed only with your permission or as required by law. The members of the research team, and the Boise State University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants.

Data will be kept for three years (per federal regulations) after the study is complete and then destroyed. Please do not leave any personal information that is unneeded on the survey sheet such as your name or any other identifiable information. Also, please place this survey on the sealed envelope included with the survey before turning it back to the administration office in your school to keep your information confidential.

➢ **PAYMENT/COMPENSATION**

There will be no payment or compensation for participation in this research.

➢ **PARTICIPATION IS VOLUNTARY**

You do not have to be in this study if you do not want to. If you volunteer to be in this study, you may withdraw from it at any time without consequences of any kind or loss of benefits to which you are otherwise entitled.

➢ **QUESTIONS**

If you have any questions or concerns about your participation in this study, you should first contact the principal investigator at ghadaalmazrawi@u.boisestate.edu or 056-112-4315

If you have questions about your rights as a research participant, you may contact the Boise State University Institutional Review Board (IRB), which is concerned with the protection of volunteers in research projects. You may reach the board office between 8:00 AM and 5:00 PM, Monday through Friday, by calling (208) 426-5401 or by writing: Institutional Review Board, Office of Research Compliance, Boise State University, 1910 University Dr., Boise, ID 83725-1138.

DOCUMENTATION OF CONSENT

By completing this survey, I admit that I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement and possible risks have been explained to my satisfaction. I understand I can withdraw at any time.

...

Age:..........	Please circle the option that applies to you:
Years of experience:..........	Teaching Level: (Elementary, Intermediate, High School).
Department:......................	School Administration: (Office: North, Central, South West, South East).

	None	Sometimes	Often	Always

Part I: In my teaching:

	None	Sometimes	Often	Always
1. I consider my students' learning-development levels while planning learning-teaching process.	☐	☐	☐	☐
2. I consider my experiences while planning learning-teaching process.	☐	☐	☐	☐
3. I get my students' feedbacks about learning-teaching process.	☐	☐	☐	☐
4. I consider my students' individual differences during learning-teaching process.	☐	☐	☐	☐
5. I give opportunities to my students to evaluate themselves.	☐	☐	☐	☐
6. I give opportunities to my students to express themselves.	☐	☐	☐	☐
7. I give opportunities to my students to find solutions for the problems.	☐	☐	☐	☐
8. I give responsibility to my students during the learning-teaching process.	☐	☐	☐	☐
9. I give opportunities to my students to study independently.	☐	☐	☐	☐
10. I use the class activities as a way for my students to discover their own interests and abilities.	☐	☐	☐	☐
11. I help my students realize their weak and strong areas.	☐	☐	☐	☐
12. I revise my personal objectives and thoughts about teaching regularly.	☐	☐	☐	☐
13. I make my instructional decisions based on intuition.	☐	☐	☐	☐

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	None	Sometimes	Often	Always
14. I can overcome obstacles during teaching creatively.	☐	☐	☐	☐
15. I use a well-planned approach to solve any teaching problem.	☐	☐	☐	☐

Part II: While planning, practicing and evaluating a lesson:

	None	Sometimes	Often	Always
1. I arrange my students' activities as portfolio files to recognize their progression.	☐	☐	☐	☐
2. I carry out evaluation at the end of the class.	☐	☐	☐	☐
3. I use open-ended questions on evaluations.	☐	☐	☐	☐
4. I get my students' feedbacks about my teaching at the end of the class.	☐	☐	☐	☐
5. I determine the problems arising from my teaching method at the end of my evaluations.	☐	☐	☐	☐
6. I think of the social aspects of my teaching practices.	☐	☐	☐	☐
7. I change my teaching style deliberately to fulfill the needs of my students.	☐	☐	☐	☐
8. I have sufficient vocational knowledge to be a successful teacher.	☐	☐	☐	☐
9. I keep a journal regularly.	☐	☐	☐	☐
10. I have long term teaching goals.	☐	☐	☐	☐
11. I can evaluate my own teaching practice.	☐	☐	☐	☐
12. There is not one best way to teach a lesson.	☐	☐	☐	☐
13. I am open for innovative thoughts.	☐	☐	☐	☐
14. I focus on the target of the course only.	☐	☐	☐	☐
15. I have sufficient abilities to be a successful teacher.	☐	☐	☐	☐

Thank You for sharing these information about your teaching. Do not forget to place this survey in the sealed envelope before turning it back to the administration office in your school.

This research contains of two parts: the survey and one to one interview with volunteered teachers who are willing to share their reflection on a single class period. The researcher will observe the instruction of the teacher and then follow it with about 30 minutes interview discussing the events of that period instruction.

If you are interested in engaging in the interview part of the study, please email the researcher with your contact information on the email address below and you will be contacted for arrangement. Be sure that all of your information and answers will be confidential.

In case you have any concern about this study, you are welcome to contact me on my email: Ghadaalmazrawi@u.boisestate.edu

APPENDIX B

Survey of Reflective Practice in Teaching- Learning Process (Informed Consent/scale/Interview Invitation) in Arabic

BOISE STATE UNIVERSITY

استمارة موافقة

عنوان الدراسة: قياس مدى التفكير التأملي لدى معلمات التعليم العام بالمملكة العربية السعودية. .جدة نموذجا

الباحث الرئيسي: غادة المزروعي *الباحث المشارك*: جينفر سنو *الراعي*: لا يوجد

تقدم لك هذه الاستمارة معلومات موجزة عن الدراسة ولماذا تم اختيارك لتعبئة هذا الاستبيان. كجزء من هذا البحث من حقك معرفة اولا ما سيتم طلبه منك لتتكون لديك صورة متكاملة قبل البدء. تذكري أنه من حقك ايضا كمشتركة أن تتواصلي مع الباحثة الرئيسية في حالة وجود أي تساؤل لديك أو استفسار يخص الدراسة.

إذا قررت المشاركة فبإمكانك البدء بتعبئة الاستبيان وستعتبر هذه الخطوة إقرارا منك بالموافقة على الانضمام للدراسة.

الغرض من الدراسة: أنت مدعوة للمشاركة في دراسة بحثية تهدف لمعرفة مدى استخدام مهارات التفكير التأملي بين معلمات التعليم العام في المملكة العربية السعودية من خلال دراسة عينة من معلمات مدينة جدة. المعلمات التي ستقدمها هذه الدراسة سوف تصب في تقديم فهم أعمق لرؤية المعلمة السعودية لنشاط تدريسها اليومي. تم اختيارك للانضمام للدراسة بسبب كونك معلمة على رأس العمل في أحد مراحل التعليم العام في مدينة جدة.

خطوات تعبئة الاستبيان: في حالة موافقتك لإكمال هذا الاستبيان، فسيستغرق منك من 10-15 دقيقة وستتطلب منك الإجابة التأمل في تدريسك وتقييم مهارات أدائك كمعلمة على ميزان يتراوح بين " ابدا/أحيانا/غالبا/دائما "

المخاطر: قد تسبب لك بعض الأسئلة الحرج أو الانزعاج، وفي تلك الحالة لك مطلق الحرية لتجاوزها أو التوقف عن المشاركة نهائيا.

الفوائد: لن تكون هناك فوائد مباشرة لمكملة الاستبيان ولكن النتائج التي سيخرج بها هذا البحث ستساهم في توجيه برامج وورشات عمل تطوير أداء المعلمين ومعدي مناهج برامج إعداد المعلمين.

سرية المعلومات: ستبذل الباحثة جهدها للحفاظ على سرية المعلومات المقدمة من المشاركين في البحث. ولن يتم مشاركتها مع أحد ماعدا أعضاء فريق البحث ومركز الإشراف على البحوث في جامعة بويسي ستيت المختص بحفظ حقوق المشاركين في البحوث والدراسات.

سيتم الاحتفاظ بالمعلومات لمدة ثلاث سنوات بعد إتمام الدراسة ومن ثم سيتم التخلص منها. من فضلك لا تتركي أي معلومات شخصية غير مطلوبة على استمارة الاستبيان كالاسم أو أي معلومات أخرى. بعد الانتهاء من تعبئة الاستبيان ضعيها في الظرف المغلق وأغلقيه بإحكام قبل تسليمه للحفاظ على سرية معلوماتك.

Approved IRB Protocol Number: 108-SB12-131

المشاركة تطوعية: المشاركة في تعبئة هذا الاستبيان غير إلزامية وبإمكانك إلغاء مشاركتك في أي وقت أثناء التعبئة.

الأسئلة: في حالة وجود أي سؤال بإمكانك مراسلة الباحثة الرئيسية على العنوان التالي:
ghadaalmazrawi@u.boisestate.edu

و يمكنك التواصل مع مركز الإشراف على البحوث في جامعة بويسي ستيت

رقم الهاتف: 0012084265401

Institutional Review Board,

Office of Research Compliance,

Boise State University,

1910 University Dr., Boise, ID 83725-1138.

توثيق الموافقة:

إكمال هذا الاستبيان يعتبر إقرار بالموافقة على المشاركة كجزء من هذا البحث بعد قراءة موجز المعلومات أعلاه واستيعاب أن المشاركة طوعية وأنه يمكن الانسحاب في أي لحظة.

- الرجاء عدم كتابة الاسم.
- بعد الانتهاء الرجاء وضع الاستبيان في الظرف وإغلاقه بإحكام للحفاظ على سرية المعلومات بين الباحثة والمعلمة.

العمر: ....
سنوات الخبرة: ....
مادة التدريس: ....
ضع خط تحت الخيار المناسب:
مرحلة التدريس: (ابتدائي، متوسط ثانوي)
مركز الاشراف: (شمال جدة، وسط جدة، جنوب شرق جدة، جنوب غرب جدة)

دائما	غالبا	أحيانا	ابدا	القسم الأول: أثناء تدريسي:
( )	( )	( )	( )	1) أضع تفاوت مستويات التعلم لدى طالباتي في الحسبان عندما أخطط لعملية التعلم والتعليم.
( )	( )	( )	( )	2) أضع خبراتي السابقة في الحسبان عندما أخطط لعملية التعلم والتعليم.
( )	( )	( )	( )	3) أضع أراء طالباتي في الحسبان عندما أخطط لعملية التعلم والتعليم.
( )	( )	( )	( )	4) أضع فروق طالباتي الفردية في الحسبان عندما أخطط لعملية التعلم والتعليم.
( )	( )	( )	( )	5) أمنح طالباتي الفرصة لتقييم أدائهن بأنفسهن.
( )	( )	( )	( )	6) أمنح طالباتي الفرصة للتعبير عن أنفسهن.
( )	( )	( )	( )	7) أمنح طالباتي الفرصة للمشاركة في البحث عن حلول للمشاكل التي تعترضنا أثناء الدرس.
( )	( )	( )	( )	8) أمنح طالباتي المسؤولية أثناء عملية التعلم والتعليم.
( )	( )	( )	( )	9) أمنح طالباتي الفرصة للتعلم منفردين.
( )	( )	( )	( )	10) أستخدم النشاطات الصفية كوسيلة لطالباتي لاكتشاف اهتماماتهم وقدراتهم.
( )	( )	( )	( )	11) أساعد طالباتي لاكتشاف نقاط قوتهم وضعفهم في عملية التعلم.
( )	( )	( )	( )	12) أراجع باستمرار قناعاتي وأهدافي بخصوص مهنة التدريس.
( )	( )	( )	( )	13) أبني قراراتي أثناء التدريس على الحدس.
( )	( )	( )	( )	14) يمكنني التغلب على الصعوبات أثناء التدريس بشكل إبداعي.

15) أستخدم أسلوب علمي محكم لحل المشاكل التي تعترضني أثناء التدريس.   ( )   ( )   ( )   ( )

القسم الثاني: عندما أخطط، أمارس، أقيم تدريسي:

1) أرتب نشاطات طالباتي (أوراق العمل) كملف لكل طالبة ليسهل على ملاحظة تقدمه.   ( )   ( )   ( )   ( )

2) أقوم بتقييم أدائي وأداء طالباتي أثناء الدرس فورا بعد انتهاء الحصة.   ( )   ( )   ( )   ( )

3) أقوم بتقييم أدائي وأداء طالباتي أثناء الدرس فورا بعد انتهاء الحصة.   ( )   ( )   ( )   ( )

4) أستطلع أراء طالباتي حول تدريسي بنهاية الحصة.   ( )   ( )   ( )   ( )

5) أستطيع تحديد نقاط الضعف والأخطاء التي ارتكبتها أثناء شرحي بعد انتهائي من عملية التقييم( )   ( )   ( )   ( )   ( )

6) أنظر للبعد الاجتماعي للعملية التعليمية (متمثلة في تدريسي.)   ( )   ( )   ( )   ( )

7) أغير أسلوب تدريسي بشكل متعمد ليتوافق مع احتياجات طالباتي.   ( )   ( )   ( )   ( )

8) لدي المعرفة المهنية الكافية لأكون معلمة ناجحة.   ( )   ( )   ( )   ( )

9) أحتفظ بمدونة (مفكرة) لتسجيل أفكاري حول التدريس بشكل منتظم.   ( )   ( )   ( )   ( )

10) لدي أهداف تدريسية بعيدة المدى.   ( )   ( )   ( )   ( )

11) أستطيع تقييم أدائي كمعلمة.   ( )   ( )   ( )   ( )

12) لا يوجد طريقة واحدة فقط لتدريس درس معين.   ( )   ( )   ( )   ( )

13) أنا منفتحة للطرق المبتكرة في التدريس.   ( )   ( )   ( )   ( )

14) أركز على الأهداف المرجوة من المادة فقط.   ( )   ( )   ( )   ( )

15) لدي إمكانيات كافية لأكون معلمة ناجحة.   ( )   ( )   ( )   ( )

شكراً لك للمشاركة في تعبئة الاستبيان. لا تنسي وضعه في المغلف وإحكام قفله قبل تسليمه.

هذا البحث مكون من قسمين: الاستبيان ومقابلة مع الباحثة للمعلمات الراغبات في المشاركة بآرائهن

حول أدائهن في حصة دراسية.

المقابلة تستغرق 30 دقيقة تتم بعد أن تحضر الباحثة حصة دراسية للمعلمة المتطوعة وتدور أسئلة

المقابلة حول أحداث تلك الحصة من وجهة نظر المعلمة.

إذا كانت لديك الرغبة في التطوع لإجراء المقابلة، أرجو منك مراسلتي على إيميلي الشخصي في الأسفل

لإعطاء معلومات الاتصال بك وسأقوم بالتواصل معك للترتيب. كوني على ثقة أن معلوماتك الشخصية

محاطة بالسرية التامة.

Ghadaalmazrawi@u.boisestate.edu

APPENDIX C

Jeddah Schools District Permission (In Arabic)

المملكة العربية السعودية
وزارة التربية والتعليم
(٢٨٠)
الإدارة العامة للتربية والتعليم بمحافظة جدة
إدارة التخطيط والتطوير
الدراسات والبحوث

الرقم: ٥٣/١/٢٥
التاريخ: ١٨/١/٢٥ ٤٣٥هـ
المرفقات: ٤

إلــى : مكاتب الإشراف التربوي بتعليم جدة / بنات .

مــن : مدير إدارة التخطيط والتطوير

بشــأن : تسهيل مهمة الباحثة / غادة مصلح محمد صالح المزروعي

السلام عليكم ورحمة الله وبركاته ، وبعد :

إشارة إلى إحالة سعادة مساعدة المدير العام للشؤون التعليمية بمحافظة جدة
ذي الرقم ٣٥١١٦١٣٧، وتأريخ ١٤٣٥/١/١٦هـ المبنية على خطاب الملحق الثقافي
السعودي بالولايات المتحدة الامريكية . المبني على خطاب الجامعة برقم ٢٢٦٠-
٤٢٦ - ٢٠٨ وتأريخ ٢٠١٣/١١/١٥م ، بشأن تسهيل مهمة الباحثة غادة مصلح محمد
صالح المزروعي "لتطبيق بحثها الذي بعنوان " قياس مدى التفكير التأملي لدى
معلمات المرحلة الثانوية في منطقة جدة في المملكة العربية السعودية " كمتطلب
للحصول على رسالة الماجستير . ، وترغب الباحثة في تطبيق أداة بحثها (استبانة ،
ومقابلة) على عينة من معلمات المرحلة الثانوية في تعليم جدة ، حيث تم فحص أداة
البحث وتبين استيفاؤها لضوابط الوزارة بهذا الخصوص .

تأمل منكم تسهيل مهمة الباحثة بتمكينها لتطبيق أداة بحثها على مدارس
العينة المختارة في مكتبكم ، شاكرين ومقدرين تعاونكم واهتمامكم بالبحث
العلمي .

والسلام عليكم ورحمة الله وبركاته

خليل بن فراج الواية

APPENDIX D

Practice Indicators

LEVEL 1: PRE- REFLECTION
Operates in survival mode, reacting automatically without consideration of alternative responses.
Enforces preset standards of operation without adapting or restricting based on students' responses.
Does not support beliefs and assertions with evidence from experience, theory or research.
Is willing to take things for granted without questioning.
Is preoccupied with management, control and student compliance.
Fails to recognize the interdependence between teacher and student actions.
Views student and classroom circumstances as beyond the teachers' control.
Attributes ownership of problems to students or others.
Fails to consider differing needs of learners.
Sees oneself as a victim of circumstances.
Dismisses students' perspectives without due consideration.
Does not thoughtfully connect teaching actions with student learning or behavior.
Describes problems simplistically or unidimensionally.
Does not see beyond immediate demands of a teaching episode.
LEVEL 2: SUPERFICIAL REFLECTION
Limits analysis of teaching practices to technical questions about teaching techniques.
Modifies teaching strategies without challenging underlying assumptions about teaching and learning.
Fails to connect specific methods to underlying theory.
Supports beliefs only with evidence from experience.
Provides limited accommodations for students' different learning styles.
Reacts to student responses differentially but fails to recognize patterns.
Adjusts teaching practices only to current situation without developing a long-term plan.
Implements solutions to problems that focus only on short-term results.
Makes adjustments based on past experience.
Questions the utility of specific teaching practices but not general policies or practices.
Provides some differentiated instruction to address students' individual differences.
LEVEL 3: PEDAGOICAL REFLECTION
Analyzes relationship between teaching practices and student learning.
Strives to enhance learning for all students.
Seeks ways to connect new concepts to students' prior knowledge.
Has genuine curiosity about the effectiveness of teaching practices, leading to experimentation and risk-taking.
Engages in constructive criticism of one's own teaching.

Adjusts methods and strategies based on students' relative performance.
Analyzes the impact of task structures, such as cooperative learning group, partner, peer or other groupings, on students' learning.
Searches for patterns, relationships and connections to deepen understanding.
Has commitment to continuous learning and improved practice.
Identifies alternative ways of representing ideas and concepts to students.
Recognizes the complexity of classroom dynamics.
Acknowledges what students brings to the learning process.
Considers students' perspectives in decision making.
Sees teaching practices as remaining open to further investigation.
LEVEL 4: CRITICAL REFLECTION
Views practices within the broader sociological, cultural, historical, and political contexts.
Consider the ethical ramifications of classroom policies and practices.
Addresses issues of equity and social justice that arise in and outside of the classroom.
Challenges status quo norms and practices, especially with respect to power and control.
Observes self in the process of thinking.
Is aware of incongruence between beliefs and actions and takes action to rectify.
Acknowledges the social and political consequences of one's teaching.
Is an active inquirer, both critiquing current conclusions and generating new hypothesis.
Challenges assumptions about students and expectations for students.
Suspends judgments to consider all options.
Recognizes assumptions and premises underlying beliefs.
Calls commonly-held beliefs into question.
Acknowledges that teaching practices and policies can either contribute to, or hinder, the realization of a more just and humane society.
Encourages socially responsible actions in their students.

APPENDIX E

Interview Informed Consent in English

BOISE STATE UNIVERSITY

INFORMED CONSENT

Study Title: Measuring Reflective Practice among Saudi Female In-service Teachers
Principal Investigator: Ghada Almazrawi   **Co-Investigator:** Dr. Jennifer Snow
Sponsor: None

This consent form will give you the information you will need to understand why this research study is being done and why you are being invited to participate. It will also describe what you will need to do to participate as well as any known risks, inconveniences or discomforts that you may have while participating. We encourage you to ask questions at any time. If you decide to participate, you will be asked to sign this form and it will be a record of your agreement to participate. You will be given a copy of this form to keep.

> ➢ **PURPOSE AND BACKGROUND**

You are invited to participate in a research study to learn more about the reflective thinking skills and attitudes of the Saudi female in-service teachers in learning-teaching process and how they reflect on their daily teaching practice events. The information gathered will be used to better understand the reality of reflective practice among the current Saudi teachers by studying a sample of Jeddah schools teachers. You are being asked to participate because you are an in-service teacher currently teaching in all- girls Jeddah's k-12 public schools.

> ➢ **PROCEDURES**

If you agree to be in the study, you will be asked to participate in one brief interview after the researcher's observation of one of your classes as you choose. The interview will last approximately thirty minutes. During the interview, you will be asked to talk about two events happened during the class period: one you distinguish it as a successful event and one as a less successful event. The interview will be audio-recorded and you have the right to refuse that. In this case, the researcher will take notes by hand.

> ➢ **RISKS**

Some of the questions asked may make you uncomfortable or upset. You are always free to decline to answer any question or to stop your participation at any time.

> ➢ **BENEFITS**

There will be no direct benefit to you from participating in this study. However, the analyzing of the information that you provide along with other participants may help to guide the teacher professional training and teacher education programs.

> ➤ **EXTENT OF CONFIDENTIALITY**

Reasonable efforts will be made to keep the personal information in your research record private and confidential. Any identifiable information obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. The members of the research team, and the Boise State University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants.

Your name will not be used in any written reports or publications which result from this research. Data will be kept for three years (per federal regulations) after the study is complete and then destroyed.

> ➤ **PAYMENT/COMPENSATION**

There will be no payment or compensation for participation in this research.

> ➤ **PARTICIPATION IS VOLUNTARY**

You do not have to be in this study if you do not want to. If you volunteer to be in this study, you may withdraw from it at any time without consequences of any kind or loss of benefits to which you are otherwise entitled.

> ➤ **QUESTIONS**

If you have any questions or concerns about your participation in this study, you should first contact the principal investigator at ghadaalmazrawi@u.boisestate.edu or 056-112-4315

If you have questions about your rights as a research participant, you may contact the Boise State University Institutional Review Board (IRB), which is concerned with the protection of volunteers in research projects. You may reach the board office between 8:00 AM and 5:00 PM, Monday through Friday, by calling (208) 426-5401 or by writing: Institutional Review Board, Office of Research Compliance, Boise State University, 1910 University Dr., Boise, ID 83725-1138.

DOCUMENTATION OF CONSENT

I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement and possible risks have been explained to my satisfaction. I understand I can withdraw at any time. I have received a copy of this form.

Check your preferable method to record this interview is: Audio-taping

Hand notes by the researcher

_____   _____

Printed Name of Study Participant   **Signature** of Study Participant   Date

APPENDIX F

Interview Informed Consent in Arabic

BOISE STATE UNIVERSITY

استمارة موافقة

عنوان الدراسة: قياس مدى التفكير التأملي لدى معلمات التعليم العام بالمملكة العربية السعودية، جدة نموذجا.

الباحث الرئيسي: غادة المزروعي   **الباحث المشارك:** جينفر سنو   **الراعي:** لا يوجد

تقدم لك هذه الاستمارة معلومات موجزة عن الدراسة ولماذا تم اختيارك لتعبئة هذا الاستبيان. كجزء من هذا البحث من حقك معرفة أولا ما سيتم طلبه منك لتتكون لديك صورة متكاملة قبل البدء. تذكري أنه من حقك أيضا كمشتركة أن تتواصلي مع الباحثة الرئيسية في حال وجود أي تساؤل لديك أو استفسار يخص الدراسة.

الغرض من الدراسة: أنت مدعوة للمشاركة في دراسة بحثية تهدف لمعرفة مدى استخدام مهارات التفكير التأملي بين معلمات التعليم العام في المملكة العربية السعودية من خلال دراسة عينة من معلمات مدينة جدة. المعلومات التي ستقدمها هذه الدراسة سوف تصب في تقديم فهم أعمق لرؤية المعلمة السعودية لنشاط تدريسها اليومي. تم اختيارك للانضمام للدراسة بسبب كونك معلمة على رأس العمل في أحد مراحل التعليم العام في مدينة جدة.

خطوات المقابلة: في حالة موافقتك لإجراء هذه المقابلة، فستقوم الباحثة بحضور حصة دراسية واحدة لك ثم تليها مقابلة منفردة لمدة 30دقيقة تدور أسئلتها حول أكثر وأقل الأحداث نجاحا في تلك الحصة من وجهة نظر المعلمة رؤيتها وتقييمها لأدائها.

المخاطر: قد تسبب لك الأسئلة بعض الحرج ولك مطلق الحرية في التوقف عن إجراء المقابلة أي وقت اثنائها.

الفوائد: لا توجد هناك فوائد مباشرة تعود على المشتركين ولكن النتائج التي سيخرج بها البحث ستسهم في توجيه برامج وورشات عمل تطوير أداء المعلمين ومعدي برامج إعداد المعلمات.

سرية المعلومات: ستبذل الباحثة جهدها للحفاظ على سرية المعلومات المقدمة من المشاركين في البحث. ولن يتم مشاركتها مع أحد ما عدا فريق البحث ومركز الإشراف على البحوث في جامعة بويسي ستيت المختص بحفظ حقوق المشاركين في البحوث والدراسات.

سيتم الاحتفاظ بالمعلومات لمدة 3 سنوات بعد إتمام الدراسة ومن ثم سيتم إتلافها.

المشاركة تطوعية: المشاركة في هذا البحث غير إلزامية وبإمكانك إلغاء مشاركتك أي وقت أثناء المقابلة.

الأسئلة: في حال وجود أي سؤال بإمكانك مراسلة الباحثة الرئيسية على البريد الإلكتروني:

ghadaalmazrawi@u.boisestate.edu

ويمكنك التواصل مع مركز الإشراف على البحوث في جامعة بويسي ستيت على العنوان التالي:

رقم الهاتف: 0012084265401

Institutional Review Board,

Office of Research Compliance,

Boise State University,

1901 University Dr., Boise, ID 83725-1138

توثيق الموافقة:

لقد قرأت ما سبق وأطلعت على ما تتضمنه المشاركة في هذا البحث وأوافق على إجراء المقابلة وحضور الباحثة لحصة دراسية لي. أعلم يقينا أم بإمكاني الانسحاب وأن المشاركة طوعية ولقد حصلت على نسخة من استمارة الموافقة للاحتفاظ بها.

ضع علامة على الخيار الذي ترغب به لتوثيق المقابلة: ( ) تسجيل صوتي   ( ) كتابة خطية

اسم المعلمة المشاركة في البحث: ....

التوقيع: ....

التاريخ: ....

توقيع الشخص المستلم للاستمارة: .... التاريخ: ....