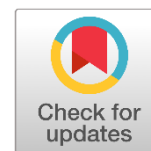




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Exploring the Impact of Teachers' Reflective Practices on Tolerance at the University of Peshawar

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ABSTRACT

The study aimed to investigate the relationship between teachers' reflective practices in the classroom and students' tolerance. Both qualitative and quantitative data were collected using a mixed-method research approach. Quantitative data was gathered through the use of an interpersonal tolerance scale, while qualitative data was obtained through ten focus group discussions with a total of 71 respondents. The study examined the extent of reflective teaching practices among the teachers and their impact on students' level of tolerance. To analyze the quantitative data, the researchers employed the Pearson Chi-square test. This statistical test is commonly used to determine the association between two categorical variables. The qualitative data analysis involved identifying various themes based on the discussions, such as linking theory with practices, mental preparation/readiness, making dead knowledge alive, discourse analysis, and content analysis. The findings of the study suggest that a significant number of teachers do not effectively link theoretical concepts with practical implications in their teaching practices. Additionally, many teachers are not adequately prepared or ready to handle new situations in the classroom. Furthermore, the study found that some teachers teach using outdated materials, presenting old knowledge with a new presentation style or "rapper".

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1. INTRODUCTION

The potential response of education and its goals to the challenging transformational processes that society is facing at the dawn of this millennium might be tolerance as a core virtue. In today's society, where people interact and express their differences in thought, feeling, and behaviour due to economic, political, environmental, medical, climatic, and

ideological challenges that transcend national and regional boundaries, tolerance education through a learner-centered approach may offer solutions to issues that arise (Boghian, 2016). According to Lestari & Widjajakusumah (2009), a student-centered teaching approach is an opportunity for students to learn problem-solving and motivation skills, as well as deep, lifelong, self-directed, and reflective learning. Teachers in the learner-centered style use a collaborative model of teaching which makes students responsible for what they learn. They do not blame anyone for the knowledge they have, rather they take all the responsibility for themselves. They accept and share the information/knowledge that they think is correct and authentic. The teacher mostly applies informal assessment techniques for students' evaluation (Kidwell & Triyoko, 2012).

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Reflective awareness of creative changes is the foundation of good teaching practice. By its very nature, pedagogy is a creative endeavor that calls for understanding the subject matter. Since educational reasoning necessitates imaginative thinking, instinct, and opinion, it is developed by intentional and prompt thinking (Cuenca, 2010; Alexander, 2001). The premise of Freire is that the paradigm of education moves from being teacher-centered to being learner-centered, with the student at the core of the whole learning process. Both teachers and students can learn to think critically when using a student-centered approach (Tijani, 2012). Additionally, it aids in the generation of knowledge and reflective learning (Isah & Omori, 2018).

According to Vieluf, et al., (2012) in an effective learner setting, active and reflective learning takes place in a supportive learning environment with a well-structured classroom, cognitive activation, and status quo challenge. However, where there is intellectual stimulation and learner-oriented practices are used in classrooms, theoretical understanding and pragmatic motivation are achievable. In student-centered education, both teachers and students learn from each other, no one is a master and the sole authority of knowledge (Dewey, 1963). In this approach, analytical and reflective thought is used to enhance academic execution. Students build knowledge as community members, not in isolation, by combining their experiences, skills, and passions. (Mendoza, 2016).

Critical pedagogy aids students in forming their opinions, thoughts, and responses to realities like conflict and peace. "This way of thinking still requires us to separate ourselves from reality and think about situations objectively, that is, thinking about reality" (Cunliffe 2016). On the other hand, traditional educational approaches like teacher-centered learning put the emphasis on retention and memorizing information rather than encouraging pupils to think critically. In addition to transferring knowledge and skills, higher education also teaches students how to think critically, which aids in the development of their creative thinking about any topic. According to Justice, Rice, and Warry (2008), active and participatory learning that requires students to critique, evaluate and solve their problems might encourage advanced thinking, which comprises innovative, reflective, and critical thinking.

Students' perceptions about teachers and other classmates are made through learning styles such as initiating style, experience style, imaging style, reflective style, analyzing style, deciding style and thinking style. These styles help the students in adopting (in) tolerant behavior in the classroom and in society. Teachers and students learn from different teaching styles in different learning environments. The liberation of education from traditional and passive learning is made possible by critical pedagogy, which encourages reflective, critical, and innovative thinking within learners. According to Mehta and Pandya (2017), true democracy and social transformation in schools result in students who have fresh perspectives, a critical mindset, and an inquisitive temperament. According to Aliakbari & Faraji (2011), critical pedagogy equips teachers with critical, reflective perspectives that allow them to involve students in the learning process in the classroom. They help pupils develop a sense of self-worth and reflection so they can respect and accept others' perspectives of their classmates. Self-reflection is defined by Crabtree and Sapp (2004) as the process of critically analyzing one's goals, ideologies, pedagogies, and motivations as they are influenced by theory and habit.

Everyone in the classroom is free to participate in a debate and should be willing to embrace the new realities, critical pedagogy places the instructor in a position of control over the course (Horton and Freire, 1990). He introduces students to culture and gets them ready for society in the critical, reflecting function of the instructor. Learners help the oppressed and exploited clusters live in better conditions by engaging in critical thinking. (2000) Ohara et al. Critical awareness and consciousness are the central points of critical pedagogy (Shaukat & Ahmad, 2021).

Yanusova and Lautkina (2019) looked into the connection between the growth of instructors' reflective practices and communication abilities that are directly associated with tolerance. Additionally, Boghian's (2016) study highlighted a number of approaches for increased levels of tolerance among students. For example, it can be challenging to develop a tolerance-promoting pedagogy and curriculum in the classroom. Therefore, educational institutions should take responsibility for improving students' tolerance by embracing cross-cultural education. Gutu & Boghian (2019) suggested a psycho-pedagogical method for building tolerance in students as well as teachers. This method raises students' levels of tolerance in the classroom and significantly reduces the chance of discrimination among students.

Lazovsky (2007) examined the usefulness of reflective teaching practices to teach students tolerance and cohabitation. The results recommended reflective pedagogy could improve socio-cultural interactions, promote civic engagement, and foster limits of tolerance in students. Bleasdale's (2014) argues that diversity and inclusive pedagogy help students to understand students with miscellany. Students with the nethermost learner-centered, education had the lowest level of tolerance (Robinson et al. 2019; Shaukat & Jamil, 2021). Education may enhance social life by fostering tolerance, cultural diversity, and moral principles. Reflective practices are essential to strengthening students' ethical principles and values so they can live fulfilling lives, reflective pedagogy enhances young people's capacity for impartial reasoning, thinking critically, and ethical deliberation (Williams, 2004).

2. METHODOLOGY

The study was conducted to find out the relationship between teachers' reflective practices during teaching and the tolerance level of students. A mixed-method research design was used and data was analyzed through triangulation of data. Both quantitative and qualitative data were collected to establish the relationship. Quantitative data was collected to establish an interpersonal tolerance scale, while qualitative data was collected through ten focus group discussions. Respondents were randomly selected from different academic departments/institutes. Quantitative data was analyzed through the Pearson Chi-square test and qualitative data was analyzed through various themes.

3. RESULTS & FINDINGS

Qualitative Data Analysis

Teacher's Reflective Practices

Class preparation is a key duty of a teacher. The concepts become clearer and understandable to the reader (teachers) when one reads to explain to others (students). Students cannot compromise, teachers' expertise and comprehension of the subject. Teachers who arrive at class on time with preparation are well-liked by the students.

Linked theory with Practices

Most of the research articles and books taught in the class are written by foreigners. These texts are written with their respective societies and social contexts as they have different locations, religions, economics, politics, social, and cultural systems. The university-level instructors should be able to relate these theories to local customs in the students' communities. Teachers at universities should bridge the gap between theory and practice by their insights and vision.

"Most of the teachers prepare for the class and they try that we should learn something, and some of our teachers try to make the thing easy. They linked the lecture with the real-world examples for understanding."

"I believe they do not come prepared because they are unable to relate outdated knowledge to contemporary issues. Instead, they simply offer lectures without adapting them to the expectations of the younger generation or answering any of their questions. They repeated their classes, and those course outlines remained unchanged. Teachers feel hesitation to include new discoveries and inventions in their notes and lectures."

The members of the focus group were divided on the question, as some students said that teachers come prepared, while the majority questioned teachers' class preparation. Students have noted that when teachers do not come prepared, they are unable to relate their lectures to the most recent and relevant instances from normal life. On the other hand, in critical pedagogy, teachers connect theoretical knowledge with real-world situations to help pupils understand the topic. Cuenca (2010) and Loughran (2006).

Cognitive Preparation/Readiness

Another crucial aspect of teaching is the teacher's mental conditioning for a class. Students at universities come from a variety of backgrounds, including different regions, religious systems, social and cultural customs, and, most importantly, everyone has unique cognitive abilities, capabilities, and comprehension. Less intelligent pupils require more attention from the teacher since they need it more than intelligent and good students do. The instructor should always be prepared for the students' critical, imaginative, reflective, and analytical inquiries, and their answers should be correct and acceptable.

"There should be no distance between teacher and pupil. The students should be informed if the teacher is running late or does not have an answer to a question. Teachers are the recipients of student suggestions as well. In our session, experience and knowledge shared between teachers and students."

The majority of the students in the class read books by foreign authors, as the local books are subpar and rife with

inaccuracies. These books are cut-and-pasted versions of international publications"

The participants in the focus group discussion claimed that teachers do not come to the classroom fully prepared books and research papers they suggested are written by authors of technically advanced countries, and the examples given in the books are related to their communities, and beyond students' cognitive capacity. Making a conceptual connection verbally is insufficient; students can easily understand local examples. Mental activity is made up of cognitive behaviors including problem-posing, planning, reasoning, and decision-making in novel settings, while physical activities refer to overt actions that last (Anderson et al. 2001).

Making Dead Knowledge Alive

Making new and inventive teachings that bring old and dead knowledge to life as it lies dead in the books. Through real-life examples of the dead things, the teacher brings them to life. Old knowledge is useless unless it is connected to and integrated with the realities of the present. If not, the outdated knowledge is useless and of no significance to us. We encounter new things every day that are connected to the subject matter we are studying and that the professors should explain while keeping in mind outdated, defunct knowledge.

The majority of teachers simply copy and paste the lectures they have already delivered instead of preparing themselves for the class. We become disinterested in class because of the outdated and uninteresting way they deliver the material. We attend class purely out of short attendance not out of learning and curiosity as we know that the teacher will teach the book exactly as it is.

In the focus group discussion, it was identified for the discussion that students want new things from the teacher in class, which should be different from the books as with the passage of time these books are outdated.

Discourse Analysis

The symbolic significance of the concept should be thoroughly investigated by the teacher, emphasizing how things appear to be different from apparently actual as making things completely clear to the students is one of a teacher's duties. Academic ideas and non-academic impressions both require professional clarification, although most people think it should be the other way around. According to Erven Goffman, the confusion between front and backstage leads to issues between encoders and decoders, which ultimately leads to intolerance because one is unable to comprehend people and their discourses in the truest meaning. The focus of teaching methods is discourse analysis; it has no relevance to any one field and can apply to both social and natural sciences. It should be used with the students in the classroom as both an analytical tool and a teaching praxis.

In the earlier semester, teachers simply repeat their prior semesters' lecture notes and books without any changes. Now things have changed, they prepare for the class and present us with the practical side of matters in the higher semesters. Our marketing instructor takes us into the marketplace to demonstrate how the structure actually operates.

Nations are becoming more intimately interconnected as the world has transformed into a global community. The act of a single person or group, therefore, cannot be confined to a single country or region; rather, it is developed and replicated by discourses, and practices followed internationally that have differing effects on people living in various parts of the world (Arshad-Ayaz, 2011). (Arshad-Ayaz, 2011). Students in the focus group discussion mentioned that they expect discourse analysis of the concepts from the teachers rather than the reproduction of knowledge.

Content Analysis

Another way of analyzing the concept is content analysis, which is equally crucial for comprehending the concepts as discourse analysis is. Discourse analysis focuses more on the interior of the items, while analysis of content is the exterior studies. In the classroom, the instructor thoroughly discusses the assigned readings and material for the course with the students, from where the teacher draws out unique and novel features of the readings and sparks discussion. Analysis of the material reveals that the instructor is fully prepared and proficient in the content.

"The teacher does not give us readings out of fear that we will not ask questions. I think before the discussion teacher should give us a briefing on readings such as what the reading is about? and how readings give us benefit? and then we will easily learn from it. The vocabulary and syntax of the readings are quite difficult for an average student to understand. Students do not give constructive replies to the teacher over readings which disheartens the students when they realize that they cannot do anything as they do not understand the reading."

Reflective consideration of others' formative development constitutes the basis of critical pedagogy - an imaginative endeavor requiring knowledge of the learners, and oneself. Since educational logic necessitates creativity, instinct, and expression, it can be developed. Readings can be used for content analysis; however, most teachers do not provide their pupils with literature (Cuenca 2010).

Quantitative data Analysis

Table 1
Content Analysis of FGDs

| | | | | |
|--------------------------------|-----------|-----------|-----------|----|
| Teachers' reflective practices | 30 (42.3) | 28 (39.4) | 13 (18.3) | 71 |
|--------------------------------|-----------|-----------|-----------|----|

The table shows that teacher prepares their course for class however, the connection of the lecture with the contemporary challenges is missing. The table indicates that 42.3 percent of respondents think that teachers come with course preparation. Moreover, 39.4 percent think differently that teacher practices are not reflective, they cannot connect theory with practical examples, while 18.3 percent partially agree with the teacher reflective practices.

Table 2
Bi-Variate Analysis of Pedagogy and Warm Tolerance

| | | | |
|--------------------------------|--------|----|-------|
| Teachers' Reflective Practices | 74.786 | 68 | 0.004 |
|--------------------------------|--------|----|-------|

The chi-square value is 74.786 for teacher's reflective practices in a classroom with 68 degree of freedom and have

a chi-square value of 74.786. The point probability value ie .004 exhibits a substantial correlation with the teacher's reflective practices and tolerance. If the education is not critical and analytical, pupils will judge someone as acting improperly or oddly and will not attempt to understand the reasons behind the concept.

Table 3
Bi-variate Analysis of Pedagogy and Cold Tolerance

| | | | |
|--------------------------------|--------|----|------|
| Teachers' Reflective Practices | 64.455 | 56 | .001 |
|--------------------------------|--------|----|------|

Qualitative evidence reveals that while most teachers do not come prepared for class, their instructional strategies are not reflective. They are unable to revive the outdated information using examples from the present. Such students show a high level of cold tolerance, despite the quantitative facts supporting that. The table indicates that the Pearson chi-square test value, degree of freedom, and probability point are, respectively, 64.455, 56, and 001.

Table 4
Bi-variate Analysis of Pedagogy and Limits of Tolerance

| | | | |
|--------------------------------|--------|----|-------|
| Teachers' Reflective Practices | 62.053 | 56 | 0.005 |
|--------------------------------|--------|----|-------|

The qualitative data shows that most of the teachers come for to class with preparation but have less concern to produce critical and analytical minds. The teachers do not link theoretical knowledge with practical and live examples. On the other hand, results of quantitative data shows that students have very low tolerance limits. The data in the table shows that the Pearson chi-square test value for teacher's reflective practices is 62.053, the degree of freedom is 56 and the point of probability is .005. The data shows that the reflective practices of teachers in class are essential for the high level of tolerance limits.

4. CONCLUSION

Indeed, university teachers play a crucial role in bridging this gap between theoretical knowledge and its practical application in the real world and helping students understand the relevance and applicability of the concepts they learn. Unfortunately, in conventional teaching and learning processes, some teachers may struggle to effectively link theory with real-world implications. This could be due to various factors, such as a lack of awareness, limited exposure to practical applications, or a traditional teaching approach that prioritizes rote learning over critical thinking and analysis. Teachers need to be prepared and open-minded when it comes to encountering new and unfamiliar situations, both in their academic and personal lives. By embracing a reflective mindset and continuously updating their knowledge and skills, teachers can better guide their students toward understanding the practical implications of the subjects they study.

Competing Interests

The authors did not declare any competing interest.

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