

Promoting Reflective Teaching Practices: Using Self-Assessment Tools to Enhance Teacher Effectiveness

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Abstract. Self-assessment is a crucial tool for teachers in enhancing their instructional practices and professional growth. By evaluating their own teaching strategies, classroom management, and student engagement, teachers can identify strengths and areas for improvement, ultimately leading to better learning outcomes. Observations on the use of self-assessment tools among teachers reveal distinct patterns between novice and experienced educators. Novice teachers, often in their early years of teaching, tend to rely on self-assessment tools for basic instructional improvements, such as lesson delivery, classroom management, and student engagement. This action research determined the different levels of self-assessment among collaborative non-directive teachers in Maguikay National High School, West I District in the S.Y. 2024-2025, second semester. This inquiry employed a mixed-method design. The researcher tapped the 17 collaborative and 13 non-directive teachers based on the MIS results. This study utilized convenience sampling. Quantitative data revealed that there is no statistically significant relationship between the teacher's classification (collaborative or non-directive) and the elements of self-assessment, as all p-values exceed the 0.05 threshold. Qualitative data revealed five themes: navigating the challenges of self-assessment, establishing self-assessment into diverse teaching methods, integrating self-assessment into diverse teaching methods, foster critical thinking and transfer of learning, enhancing reflection and performance through feedback. The study concludes self-assessment tools effectively foster reflective teaching practices across various instructional styles, though gaps in feedback highlight the need for more structured and actionable guidance. By integrating self-assessment with targeted feedback strategies and professional development programs, schools can enhance teacher effectiveness, promote sustained reflective practices, and ultimately improve student learning outcomes.

Introduction

Self-assessment is a crucial tool for teachers in enhancing their instructional practices and professional growth. By evaluating their own teaching strategies, classroom management, and student engagement, teachers can identify strengths and areas for improvement, ultimately leading to better learning outcomes. According to Black and Wiliam (1998), self-assessment fosters reflective practice, allowing educators to make informed decisions about their teaching methods. Additionally, it promotes a sense of autonomy and accountability, as teachers take an active role in their professional development. When implemented effectively, self-assessment can serve as a means of continuous learning, encouraging teachers to adapt and refine their pedagogical approaches based on evidence from their own experiences and student feedback.

The use of self-assessment tools in teaching also aligns with the principles of formative assessment, which emphasize ongoing reflection and adjustment (Brookhart, 2017). These tools, such as teaching journals, self-evaluation checklists, and peer observations, provide teachers with structured opportunities to analyze their performance and make data-driven improvements. Research by Schön (1983) highlights the importance of reflective practice in professional development, stating that teachers who engage in self-assessment are more likely to adopt innovative teaching strategies and respond

effectively to diverse student needs. As education continues to evolve, integrating self-assessment into teaching practices remains essential for fostering a culture of lifelong learning and instructional excellence.

Observations on the use of self-assessment tools among teachers reveal distinct patterns between novice and experienced educators. Novice teachers, often in their early years of teaching, tend to rely on self-assessment tools for basic instructional improvements, such as lesson delivery, classroom management, and student engagement. According to Farrell (2016), novice teachers frequently use self-evaluation checklists and reflective journals to identify gaps in their teaching practices and build confidence in their instructional methods.

On the other hand, seasoned teachers, with years of experience in the classroom, use self-assessment tools in a more strategic and in-depth manner. They often engage in reflective practices that go beyond technical aspects of teaching, such as analyzing student learning trends, modifying curricula, and experimenting with innovative teaching strategies (Schön, 1983). Empirical studies suggest that veteran teachers are more adept at using self-assessment tools to refine their pedagogical approaches, integrate technology effectively, and mentor less experienced colleagues (Brookhart, 2017). Thus, this study determined the different level of self-assessment among non-directive and collaborative and to delve on their experiences

Statement of the Problem

This action research determined the different levels of self-assessment among collaborative non-directive teachers in Maguikay National High School, West I District in the S.Y. 2024-2025, second semester. The results were the basis for the recommendations.

Specifically, this answered the following questions:

1. What is the weighted mean of the non-directive and collaborative teachers in terms of the self-assessment tool:
 - 1.1. learning environment;
 - 1.2. clear, shared outcomes;
 - 1.3. varied content, materials, and methods of instruction;
 - 1.4. complex transfer and thinking; and
 - 1.5. practice and feedback?
2. Is there a significant differences between the level of non-directive and collaborative in self-assessment tool?
3. What are the challenges and opportunities in using self-assessment tool in teaching?
4. Based on the findings, what contextualized action plan may be proposed?

Statement of Hypothesis

At 0.05 level of significance, the hypothesis below will be tested:

H₀: There is no significant differences between the level of non-directive and collaborative in self-assessment tool.

Methodology

Research Design

This inquiry employed a mixed-method design. It is mixed method research is "research which integrates both qualitative and quantitative elements within a single study" (Creswell & Plano Clark, 2011; Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012). It goes beyond the inclusion of open-ended questions. It involved the explicit integration of qualitative and quantitative elements. This design determined the different levels of self-assessment among collaborative non-directive teachers and to delve on their experiences, opportunities, and challenges in the teaching profession.

Research Participants

The researcher tapped the 17 collaborative and 13 non-directive teachers based on the MIS results. This study utilized convenience sampling. According to Simkus (2022), convenience sampling is a non-probability sampling approach that obtains data from the people who are readily available. Individuals in the sample were picked not because they are typical of the entire population, but because they are the most accessible to the researcher. The researcher purposely asked the collaborative and non-directive teachers to be interviewed. The selection criteria were as follows: (1) he/she is a DepEd teacher, (2) he/she is a teacher in Maguikay National High School, (3) he/she is a collaborative and non-directive teacher.

Research Procedure

Data Collection

Prior to the beginning of data collection, a pre-gathering stage was undertaken. This phase involved meticulously designing the research methodology, including selecting appropriate data collection methods such as surveys, interviews, and observations. Ethical considerations were thoroughly addressed, ensuring informed consent, confidentiality, and protection of participants' rights. Necessary permissions and approvals from relevant institutional review authorities were obtained, and logistical arrangements for data collection, such as scheduling and recruitment of participants, were carefully planned and organized. During the actual gathering phase, data collection was systematically executed according to the predetermined methodology. Surveys were distributed to targeted participants, interviews were conducted. Rigorous attention was paid to maintaining consistency and accuracy, and researchers adhered closely to established protocols while remaining responsive to unforeseen challenges. Following the completion of data collection, the post-gathering stage focused on processing, analyzing, and interpreting the gathered data. The collected information was organized and categorized, and appropriate statistical or qualitative analysis techniques were employed to derive meaningful insights. Patterns, trends, and relationships within the data were identified and critically evaluated in light of the research objectives and existing literature. Conclusions and implications were formulated, and dissemination of findings through academic publications, presentations, and other avenues was prioritized to contribute to knowledge advancement and inform educational practice

Data Analysis

Statistical Treatment of Data

The categorical data were summarized using mean. Moreover, to get the significant differences between collaborative and non-directive, this research used chi-square. The chi-square test is a statistical technique used to assess whether a significant relationship exists between two categorical variables by comparing the observed and expected frequencies of outcomes" (McHugh, 2013). It helped researchers analyze the effects of naturally occurring variables without manipulating conditions, making it useful in observational and survey research (Field, 2018).

Thematic Analysis

Thematic analysis as an independent qualitative descriptive approach is mainly described as "a method for identifying, analyzing and reporting patterns (themes) within data" (Braun & Clarke, 2006). Braun and Clarke (2006) provide a six-phase guide (as cited by Maguire & Delahunt, 2017) which is a very useful framework for conducting this kind of analysis. The steps, however, are not necessarily linear and the researcher may move forward and back between them, perhaps many times, especially if the researcher is dealing with a lot of complex data. The steps are as follows: (1) be familiar with the data; (2) generate initial codes; (3) search for themes; (4) review themes; (5) define and name themes; (6) present and discuss results.

Ethical Consideration

Ethical dilemmas are commonly observed in qualitative research; hence, ethical issues of "informed consent, risk of harm, confidentiality, anonymity, and conflict of interest" must be taken care of and must be thoroughly planned before implementing the study (Fleming, 2008). The researcher gathered the informed participants and assured them of strict confidentiality, following the ethical principles during the study period in exploring the relationship of teachers' digitalized teaching technique on students' level of literacy and numeracy.

Results and Discussion

This chapter presents, analyzes, and interprets the data collected in the study. The findings are examined both explicitly and implicitly, providing a comprehensive understanding in relation to the research problems identified by the researcher.

Teacher's Classification	Learning Environment	Clear, Shared Outcomes	Varied Content, Materials, and Methods	Complex Thinking and Transfer	Practice and Feedback
Collaborative	3.26	3.13	3.26	3.28	3.03
Non-Directive	3.33	3.29	3.19	3.26	3.00
Mean	3.30	3.21	3.23	3.27	3.02

Note: 4.00-3.25 Perfecting and Adjusting, 3.24-2.50 Largely True, 2.49-1.75 Somewhat True, and 1.74-1.00 Learning About
Table 1. Weighted mean of the Collaborative and Non-directive teachers

The data in Table 1 reveals that both collaborative and non-directive teachers rated the five aspects of self-assessment positively, with mean scores ranging from 3.02 to 3.30. The highest-rated aspect for both groups is the "Learning Environment" (3.30), suggesting that self-assessment tools contribute significantly to creating a structured and reflective learning space. Meanwhile, "Practice and Feedback" received the lowest average score (3.02), indicating that providing effective feedback in self-assessment may be an area for improvement. Non-directive teachers scored slightly higher in "Clear, Shared Outcomes" (3.29) and "Learning Environment" (3.33), while collaborative teachers had a minor advantage in "Complex Thinking and Transfer" (3.28). Despite these variations, both teaching classifications fall under the "Perfecting and Adjusting" category, signifying a strong overall perception of self-assessment tools.

The data suggests that non-directive teachers might integrate self-assessment more fluidly in fostering a learning environment and setting clear learning objectives, as evidenced by their slightly higher scores in these categories. Collaborative teachers, on the other hand, show a marginally stronger emphasis on promoting complex thinking. This aligns with studies indicating that teachers who encourage student autonomy (often characteristic of non-directive teaching) tend to emphasize goal-setting and outcome clarity (Panadero et al., 2017). However, the lower scores in "Practice and Feedback" suggest that while self-assessment is useful for goal-setting and reflection, its effectiveness in guiding student improvement through feedback may require enhancement. Future research could explore strategies to integrate self-assessment into a continuous feedback loop to maximize student learning outcomes.

Groups	Elements	Chi-Square Value	p-Value	Critical Value (df at 6)	Decision	Relationship
Collaborative Non-Directive	Learning Environment	3.101	0.0782	12.592	Failed to Reject H0	No Significant Relationship
	Clear, Shared Outcomes	3.805	0.0511			
	Varied Content, Materials, and Methods	1.68	0.1951			
	Complex Thinking and Transfer	1.68	0.1951			
	Practice and Feedback	3.42	0.0644			

Table 2. Significant differences between the level of Collaborative and Non-directive in Self-Assessment tool

The chi-square test results in Table 2 indicate that there is no statistically significant relationship between the teacher's classification (collaborative or non-directive) and the elements of self-assessment, as all p-values exceed the 0.05 threshold (e.g., Learning Environment: $p = 0.0782$, Clear, Shared Outcomes: $p = 0.0511$). This means that both teaching classifications perceive self-assessment tools similarly in their effectiveness across different learning dimensions. Although slight numerical differences exist in mean scores (as shown in Table 1), the statistical results confirm that these differences are not significant enough to establish a strong relationship between teaching style and self-assessment effectiveness.

The lack of a statistically significant relationship suggests that self-assessment tools function effectively across both collaborative and non-directive teaching styles. This finding reinforces existing research highlighting the versatility of self-assessment in various pedagogical approaches (Andrade, 2019). However, while both groups recognize the value of self-assessment, the slight differences in how they rate its components suggest that individual teaching styles may influence its implementation rather than its perceived effectiveness. Since "Practice and Feedback" received the lowest mean score in Table 1, further investigation into how teachers provide feedback within self-assessment frameworks could be beneficial. Implementing structured reflection exercises and guided self-evaluation strategies may enhance its overall impact.

Theme 1: Navigating the Challenges of Self-Assessment

Self-assessment empowers learners to take ownership of their progress, yet challenges such as bias, lack of confidence, and inconsistencies can hinder its effectiveness. Addressing these obstacles requires structured guidance, clear criteria, and a supportive learning environment. Below are the snippets of the answers of the participants:

According to CBB: *"Some students are hesitant and underestimate their skills, leading to inaccurate self-assessments."*
According to NDBB: *"It can be challenging for individuals to accurately assess their own behaviors and attitudes."*

The challenges identified by the teachers align with prior research indicating that self-assessment may be hindered by students' lack of self-awareness and the difficulty of objectively evaluating one's own performance (Andrade, 2019). The subjective nature of certain self-assessment parameters can lead to inconsistencies, emphasizing the need for teacher guidance and scaffolding (Panadero et al., 2017). Addressing these concerns through structured rubrics and guided self-reflection can enhance the reliability and effectiveness of self-assessment tools.

Theme 2: Establishing Self-Assessment into Diverse Teaching Methods

Self-assessment helps students align their personal learning goals with academic expectations, fostering deeper engagement and accountability. By reflecting on their progress, learners can identify strengths, address weaknesses, and set meaningful objectives for growth. Below are the snippets of the answers of the participants:

According to CAA: *"Self-assessment tools served as a guide for me on what aspect I need to improve myself"*

According to CBB: *"Another added, 'It enhances student awareness of learning goals like written outputs such as an essay writing task'"*

Self-assessment enables students to develop goal-setting skills and better understand learning expectations, aligning with research that highlights its role in enhancing self-regulated learning (Zimmerman, 2002). By clearly defining objectives, students gain a sense of direction, improving their ability to track progress and make necessary adjustments (Boud & Molloy, 2013). Teachers can further optimize this process by incorporating explicit learning criteria and exemplars to guide student reflections.

Theme 3: Integrating Self-assessment into Diverse Teaching Methods

Incorporating self-assessment across various teaching strategies enhances student autonomy and metacognitive skills. Whether through active learning, project-based tasks, or traditional lectures, self-evaluation promotes a more personalized and reflective learning experience. Below are the snippets of the answers of the participants:

According to CBB: *"To make self-assessment more meaningful and accessible, I integrate varied content, materials, and instructional methods."*

According to CAA: *"Students have varied interests and strengths, so I try to incorporate fun activities while ensuring that they are learning"*

Integrating self-assessment into diverse teaching strategies enhances inclusivity and engagement. Research suggests that using multimodal instructional approaches, such as visual aids, interactive activities, and differentiated tasks, supports a wide range of learners (Tomlinson, 2014). By diversifying content and assessment methods, teachers ensure that students with different learning preferences can meaningfully engage in self-reflection and performance evaluation.

Theme 4: Foster Critical Thinking and Transfer of Learning

Self-assessment encourages students to analyze their thought processes, improving their ability to apply knowledge across different contexts. By engaging in reflective evaluation, learners develop essential critical thinking skills that support lifelong learning.

According to CAA: *"Self-assessment tools support complex thinking and transfer of learning in my classroom because they promote metacognition."*

According to NDCC: *"It encourages students to become aware of their lacking in math. If students are given time to reflect, they will track and know their limits"*

Critical thinking and metacognition are fundamental to the learning process, and self-assessment plays a pivotal role in cultivating these skills (Schraw & Dennison, 1994). However, there is a risk that rigid self-assessment frameworks may limit creative problem-solving by confining students within predefined criteria (Andrade, 2019). To counteract this, educators should encourage open-ended reflection questions and real-world applications that promote deep learning and knowledge transfer.

Theme 5: Enhancing Reflection and Performance through Feedback

Effective feedback in self-assessment deepens students' ability to critically analyze their work and make improvements. Constructive guidance from peers and instructors transforms self-evaluation into a tool for continuous learning and enhanced performance. Below are the snippets of the answers of the participants:

According to CAA: *"Self-assessment tools help students identify their strengths and weaknesses, giving them a clear picture of what they know and what needs more attention".*

According to NDCC: *"It allows students to deeply reflect on their learning process and grow their understanding of the topic due to meaningful feedback".*

The effectiveness of self-assessment is significantly enhanced when coupled with formative feedback, which reinforces students' ability to reflect on their learning and make targeted improvements (Sadler, 1989). Meaningful feedback fosters self-awareness and self-efficacy, leading to more autonomous learning (Hattie & Timperley, 2007). Teachers should

integrate structured feedback loops, ensuring that self-assessment goes beyond mere evaluation to become a constructive tool for growth.

Conclusion and Recommendations

Conclusion

Self-assessment tools effectively foster reflective teaching practices across various instructional styles, though gaps in feedback highlight the need for more structured and actionable guidance. By integrating self-assessment with targeted feedback strategies and professional development programs, schools can enhance teacher effectiveness, promote sustained reflective practices, and ultimately improve student learning outcomes.

Recommendations

The use of self-assessment tools is essential for teachers in monitoring student progress and refining instructional strategies.

Beginning Teachers. Use self-assessment checklists or simple rubrics to help students reflect on their outputs and efforts. Integrate reflection prompts at the end of tasks or lessons to develop student awareness of their own learning.

Collaborative Teachers. Incorporate peer and self-assessment during group tasks to build accountability and shared learning goals. Use self-assessment results as a discussion point during team planning or lesson study sessions.

Non-Directive Teachers. Use self-assessment data to inform differentiated instruction and personalized feedback. Guide students in setting their own learning goals based on their self-reflections.

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Competing Interests Statement

The author declares that she has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.