Teachers' Attitude towards Reflective Practice in Public and Private Sector at Higher Secondary Level

Abstract

The study was conducted to explore teachers' attitudes towards reflective practice in public and private sector at the higher secondary level. Objectives of the study were to investigate teachers' attitude about the need for reflective practice in teaching and to explore teachers' attitudes towards the use of reflective practice for understanding students' learning difficulties. It was a descriptive study done in the Pakistani context. For this purpose, the researcher developed a questionnaire to find out teachers' attitudes towards reflective practice. Data was collected through the stratified random sampling technique from 300 teachers teaching higher secondary classes of private and public sector higher secondary schools/colleges. The analysis of the data was made by applying mean, SD (standard deviation), t-test and ANOVA (analysis of variance) through SPSS (statistical package for social sciences). The findings showed that teachers of both the public and private sectors did not realize the need for reflective practice at the higher secondary level for understanding students' learning difficulties. It was recommended that teachers of the public and private sector may be aware of reflective practice through training programs. Strategies of reflective practice are supposed to be used by teachers in the teaching learning process. It is suggested that reflective practice may be mentioned in the syllabus of the training course. The findings of the presented study have implication for teachers and curriculum developers of professional development programs.

Keywords: reflective practice, learning difficulties, teaching skill, higher secondary level, teachers' attitudes, teaching learning process