

Science Teachers' Reflective Practices: Perspectives and Attitudes

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ABSTRACT Studies investigating reflective practices among teachers have focused on reflective practice use in teaching and teacher's professional development. The attitudes of teachers toward reflective practices have been neglected, but the attitudes of science teachers toward reflective practices are key to their effective use in classroom settings. This study aimed to understand the attitude of science teachers toward these practices and how they implement professional reflective practices as well as any relationship between reflective practices and attitudes. A sample of 650 science teachers, 321 males and 329 females completed the questionnaire. Results revealed that science teachers practiced all reflective activities at high levels. Additionally, their attitudes toward reflective practices were moderately positive. Pearson correlation coefficients for the relationship between the reflective practices and attitudes of science teachers were statistically significant at $p < 0.01$. Hence, science teachers who had positive attitudes toward reflective practices were likely to demonstrate more reflective teaching in their educational careers.