



Science Communication Form

Research title	Reflective Teaching Practices in Teachers and their Attitudes toward Professional Self development
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Summary and Conclusions: This study aimed to investigate the levels of teachers' reflective practices as well as their attitudes toward professional self-development in relation to various variables, including gender, number of workshops attended and experience. The study sample consisted of 162 teachers who work as teachers at a number of private schools in Amman. Two scales have been used in this study; the first questionnaire consists of (28) items to measure teachers' reflective practices in 6 dimensions. The second scale consists of (18) items to measure the attitudes-towards-professional-development. Results found that the level of teachers' reflective practices on the scale as a whole were within an 'acceptable' level; however, their practices in the subcategory of "appreciating criticism" were below acceptable. Findings indicated that teachers' attitudes toward professional development were positive. Findings further revealed a strong correlation of 0.485 between the reflective practices and the attitudes toward self-development in teachers.

Keywords: Reflective teaching Practices, Professional self-development, attitudes

The benefit of research: investigate the levels of teachers' reflective practices in order to better plan curricula and teaching methods
