

The study was conducted to explore teachers' attitudes towards reflective practice in public and private sector at higher secondary level. Main objectives of the study were to investigate teachers' attitude about the need of reflective practice in teaching , to measure teachers' attitude about use of reflective practice to understand students' learning difficulties, to find the strategies which teachers use for reflection upon their teaching, to explore teachers' awareness about benefits of reflective practice for their continuous professional development , to explore teachers' attitude about need of reflective practice and to discover their views about barriers for doing reflective practice.

It was a descriptive study. For this purpose, researcher developed a five point rating scale questionnaire to measure teachers' attitudes towards reflective practice. Data was collected through stratified random sampling technique from 300 male and female teachers teaching higher secondary classes of rural and urban higher secondary schools/colleges of tehsil Murree.

The analysis of the data was done by applying mean, SD, t-test and ANOVA through SPSS. Main findings indicated that teachers of both public and private sectors did not realize the need of reflective practice at higher secondary level for understanding students' learning difficulties. Findings showed that the teachers of private sector used strategies for reflection upon their teaching more than the teachers of public sector and they had shown much interest in training for reflective practice as compared to the teachers of public sector. The findings of the study showed that the teachers of private sector are much aware about the benefits of reflective practice for their continuous professional development (CPD).

According to the findings of the present study female teachers were more interested in reflective practice than male teachers. The teachers of public and private sector had same attitude regarding barriers in doing reflective practice. It was recommended that teachers of public and private sector may be provided awareness about reflective practice through training programs. Strategies of reflective practice are for teachers to follow in teaching learning process.

It is suggested that reflective practice may be mentioned in syllabus of training course. The present study provides a theoretical ground for implementation of reflective practice in teaching profession.