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Obstacles to a Favorable Attitude Towards Reflective Practices in Preservice Teachers in Training

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Abstract: Reflective practices have been recognized as a predictor of professional development because they favor teaching changes that improve the students' learning. The expressions reflection, practice, and reflective professionals are very present in training programs, but with a diversity of meanings and interpretations. The concept of reflection is linked to professional development and teaching identity. The goal of training reflective teachers is shared on an international level, however, the educational conditions that favor a positive attitude toward reflection have not been sufficiently researched. This article aims to describe the obstacles to a positive attitude toward reflection in pedagogy students according to their teachers. This study is qualitative with an interpretive approach for which an instrumental case study was conducted with 15 university teachers in six Chilean regions. The results show that both inter-institutional conditions negatively affect attitudes, as well as the lack of models of reflective practice, insufficient teaching, the way teacher reflection is evaluated, and the barriers to reflective practice in schools. The results indicate the need to intentionally teach pedagogical reflection practices and help to recognize its benefits for teaching.

Keywords: *Attitude towards reflection, reflective practice, teacher training, teaching practice.*

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Introduction

Nowadays, reflective practice (RP) is associated with teachers who are highly aware of their tasks and are deeply committed to transforming their teaching practice (Muñoz et al., 2016; Tajeddin & Aghababazadeh, 2018). Recently, RP has been recognized as a predictor of professional development (Lotter & Miller, 2017; Recchia & Puig, 2019), because it favors changes in teaching that improve the students' learning (Béjar Lopez Peniche, 2020); thus, it sustains teacher training programs in several countries around the world (Brockbank & McGill, 2002; Fullana Noell et al., 2013; Korthagen, 2010; Marcelo & Vaillant, 2017).

RP is a counterpoint to technical rationality (Contreras, 1997; Grundy, 1987; Schön, 1992), characterized by a greater appreciation of theoretical knowledge over certain knowledge and skills fundamentally learned with practice (Zeichner, 2010). Thus, reflection acquires value when it relates to problematic situations in the classroom that require deliberation and knowledge that emerge from the experience itself, giving meaning to the teaching performance (Contreras, 1997; Van Manen, 2003).

Researchers have been interested in studying what RP is and what its consequences are. In this regard, Brockbank and McGill (2002) state that RP generates greater awareness of the teaching approach itself and its implications. More recently, Domingo Roget (2020) points out that systematic reflection favors self-training by becoming a conscious habit that will be integrated into professional identity. However, several authors criticize the overvaluation of RP (Correa Molina et al., 2014; Russell, 2012) and question to what extent reflective practice is a reality in universities and educational institutions.

In this sense, it is important to acknowledge that most preservice have difficulty defining what reflection is (A. Nocetti de la Barra, 2016) because they have received little formation in that field. Additionally, Tagle (2011) warns that beliefs about reflection are not sufficiently analyzed in universities, which impedes the construction of a new meaning of the

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concept. Moreover, preservice teachers will be integrated into educational institutions that lack the necessary working conditions to carry out RP (Erazo, 2011; Russell, 2012).

In summary, preservice teachers face numerous variables that could affect their intention to implement reflective practice during both their university training and when entering the work field (Fishbein & Ajzen, 1975). More recently, a Chilean study (Salinas et al., 2018) detected low levels of reflection in preservice teachers, which casts doubt on whether RP is an important part of their professional development.

Likewise, RP is a complex experience in emotional terms, triggering a certain rejection among teachers in training (A. Nocetti Barra et al., 2020). That is why it is necessary to offer opportunities to experience RP and devise interventions so that the results achieved with adequate pedagogical reflection are valued. In this sense, a systematic review of the literature conducted between 2015-2019 (A. V. Nocetti et al., 2020), concluded that there are not enough studies on the attitudinal dimension in RP learning. In view of the above, the objective of this study is to describe the obstacles to developing a positive attitude towards reflection in teachers in training, based on the vision of a group of teacher educators who research RP at the national level.

Reflective Practice (RP) and Teacher Training

The expressions reflection, practice, and reflective professionals are very present in training programs, but with a diversity of meanings and interpretations. The concept of reflection (Dewey, 1998; Schön, 1992) is linked to professional development (Perrenoud, 2004; Tardif, 2004) and, also to teaching identity (Galaz, 2011; Karimi & Mofidi, 2019; Vanegas Ortega & Fuentealba Jara, 2019). There are qualitative studies that show that student teachers understand reflection as a process of identifying strengths and weaknesses (Del Barrio, 2014; A. Nocetti de la Barra, 2016; A. V. Nocetti de la Barra & Medina Moya, 2019), evidencing a reflection of a technical nature (Erazo, 2011; Grundy, 1987).

The works of Donald Schön (1992) are important references for understanding the concept of reflection. This author proposes a paradigm shift that allows rethinking the articulation between theory and practice. The experience of reflection in, from, and on the action would generate relevant situated knowledge to solve problems of teaching and training. This reaffirms the idea that merely providing theoretical knowledge at the university is not enough to achieve a successful teaching performance. In this regard, Schön (1992) proposes reflection in action as a basis for the construction of knowledge and professional learning. Thus, training for RP is linked to four elements: knowledge in action, reflection in action, reflection on action, and reflection on reflection in action (Schön, 1992).

RP is a training approach that transforms teachers (Ford, 2016; Nagro, 2020; Perrenoud, 2004; Ruffinelli et al., 2020) by engaging systematic processes of reflection in action and outside of it. More recently, Domingo Roget (2021) states that it is possible to learn to transform the experience through RP and, in this sense, individual and collective reflections emerge as a highly effective training proposal in both the initial and continuing training of teaching staff. Moreover, Lupión Cobos and Gallego García (2017), recognize RP as a strategy that allows structural changes to be made in the professional culture of teachers, enabling variations in teaching that directly improve learning and favor the identification of training needs. On the contrary, the lack of reflection on pedagogical actions in educational institutions hinders the regulation of teaching practice and the teachers' feeling of self-efficacy (A. V. Nocetti de la Barra et al., 2020). In this context, Mulryan-Kyne (2021) suggests that whether teacher training programs effectively contribute to the development of reflective skills and a reflective posture should be evaluated according to the results of teaching at schools.

When thinking about professional training at university, Brockbank and McGill (2002) establish that reflection is a central element of professional learning, which must be activated by an internal dialogue that requires the integration of cognitive and affective experiences. On the other hand, Salinas Quintanilla and De la Fuente Rodríguez (2021) state that during pedagogical practice, systematic reflection favors the professional training of future teachers, and serves as an articulating function of knowledge, constituting a means to achieve the training standards established for teachers (Vega-Díaz & Appelgren-Muñoz, 2019).

Development and Formation of Attitudes

Historically, attitudes were associated with two factors: the cognitive component and the affective component. Then, Thurstone (1931) related them to thoughts and emotions. Later, Allport (1935) included the behavioral component, defining attitudes as predispositions that lead us to think, feel, and act in a certain way. The specialized literature establishes that attitudes are affected by learning and social development. So, they are dispositions influenced by experience, interaction with other people, and context (Baron & Byrne, 2005). Therefore, attitudes do not have an innate character and, consequently, must be stimulated regularly to be specific (Impedovo & Malik, 2016).

In this sense, attitudes are defined as the positive or negative degree to which people tend to judge various aspects of reality (Eagly & Chaiken, 1993). They are also understood as a general evaluation of people, ideas, or situations (Myers, 2019), or even as tendencies to act in a particular way because of said evaluation (Sabatés & Capdevilla, 2010).

Now, if we refer to the development of attitudes, both Morales et al. (2007) and, Baron and Byrne (2005) indicate that they respond to processes linked to human learning, particularly classical conditioning, instrumental conditioning, and social learning (Bandura, 1987), as described in Table 1.

Table 1. Attitude Formation According to Learning Theories

Classical Conditioning	Instrumental Conditioning	Social Learning
The association of negative reactions to initially neutral stimuli could explain the formation of attitudes.	The rewards or results that are obtained after a behavior can strengthen or suppress a way of acting. Therefore, this can also help to understand the formation of attitudes.	The observation of another person who represents a model would lead to imitating their behavior and the development of certain attitudes.

According to the table above, attitudes are related to learning theories. However, to complement this organization, it is necessary to mention that three components are recognized in them: beliefs, feelings, and behavior, as presented in Table 2.

Table 2. Attitude Formation According to Components

Attitudes Based on Cognitive Information	Attitudes Based on Affective Information	Attitudes Based on Behavioral information
Attitudes develop according to beliefs about the object. Then, the reference group validates the attitudes. In this sense, the following stand out: the theory of Reasoned Action (Fishbein & Ajzen, 1975) and the theory of Planned Action (Ajzen, 1991).	Emotions affect the development of attitudes. In this context, it is relevant to understand the theory of Classical Conditioning (Eagly & Chaiken, 1993; Petty & Wegener, 1998) and the theory of Repeated Exposure (Zajonc, 1968).	Attitudes are acquired by the influence of our own behavior. Therefore, dissonance would explain changes in attitude (Festinger, 1957; Morvan & O'Connor, 2017) and would influence the Self-Validation theory (Briñol & Petty, 2003).

It is important to study attitudes in the teacher training stage because they influence how they think and act professionally (Myers, 2019). Therefore, it would be convenient to intentionally work on the attitudinal component toward RP when training reflective teachers. This implies working on the students' beliefs to generate a positive attitude towards reflection. Hence, the objective of this study is to describe the obstacles to developing a positive attitude towards reflection in teachers in training, based on the vision of a group of teacher educators who research RP at the national level.

Methodology

Research Design

The research method was qualitative with an interpretive approach (Álvarez-Gayou Jurgenson, 2003; Crotty, 1998; Denzin & Lincoln, 2012), which implies that the main interest is the approach to the experience in order to explore the meanings that give sense to the formative action. In particular, the Instrumental Case Study method (Merriam, 1988; Stake, 2013) was implemented to describe the conditions that hinder the formation of a favorable attitude towards reflective practice (RP) in teacher training programs in Chilean universities.

Participants

Cases were selected according to the transfer potential since the results can be extrapolated to other training programs at a national level. The following criteria were used to develop an intentional sample (Flick, 2015): a teacher with a doctoral degree, preferably with a research profile, having at least one publication on RP in the last three years, and with a permanent contract at a national public or private university. A total of 15 teachers were interviewed (ten women and five men). Their geographical distribution can be seen in Table 3.

Table 3. Geographical Distribution of the Universities

Identification	University Location (Region)	N
Teacher 1, 2.	Valparaíso	2
Teacher 3,4,5,6,7,8,9.	Metropolitana	7
Teacher 10, 11.	Biobío	2
Teacher 12	Ñuble	1
Teacher 13,14	Araucanía	2
Teacher 15	Los Lagos	1
Total	6 Regions	15

Data Collection Strategy and Ethical Consideration

The fieldwork began by interviewing the teachers from the Metropolitan and Valparaíso Regions. Subsequently, the teachers from the southern regions of Chile were interviewed: Biobío, Ñuble, Araucanía, and Los Lagos. The interviews lasted for five months and ended when no new meanings were detected that would contribute to the understanding of the problem. Due to the COVID-19 health emergency, the interviews were conducted via video conference. In all cases, participants signed informed consent, and confidentiality and anonymity were guaranteed. Specifically, semi-structured interviews were conducted (Kvale, 2011) and the initial script contemplated three topics: the notion of reflective practice, attitudes towards RP, and the conditions that affect them. To explore the meaning of reflective practice, the trainers were asked to describe how they explained to their students what reflective practice consisted of and also to analyze how this notion had changed over time. Regarding the attitude toward reflective practice, they were asked how they realized that a student had a favorable or unfavorable attitude toward reflective practice. Subsequently, they were asked to assess their students' attitudes towards RP and what were the personal and training conditions that could be shaping it. Based on the responses, a codebook was created that made it possible to create types of conditions that were gradually described during the interviews, until a point was reached when no new elements were recorded for each type of condition, establishing what is called theoretical saturation.

Data Analysis

Data were analyzed using content analysis. To begin with, data reduction was performed using first-order coding (Gibbs, 2012). Then, second-order coding was carried out, leading to the formation of categories and subcategories. First-order coding corresponds to the assignment of codes to units of meaning present in the textual data. Subsequently, these codes are grouped under a unit of a higher level of abstraction configuring a category of analysis, which in turn may include subcategories that represent dimensions of the same category. In this research, the categories were represented by figures, included in the results, showing their subcategories. Finally, schemes were devised to make explicit relationships between the categories with the support of the Atlas-ti-7.0 program. The following were used as quality criteria (Vasilachis de Gialdino, 2006): (a) The credibility or criteria of truth referred to the coincidence between the results and the experience of the participants was achieved through triangulation of informants (trainers from different universities) and persistent conversations with the participants, (b) Transferability or the degree to which the results are recognized by people in similar contexts was worked with detailed descriptions of the context and quotations. Theoretical sampling was also worked on through the diversification of regions and (c) Confirmability referred to the neutrality of the interpretation of the information achieved through the analysis of textual quotations from the interviews and the reflection of the researchers to detect preconceptions.

Results

The data analysis configured three categories of analysis that represent the obstacles to favorable attitudes towards RP in teachers in training: (a) The teacher as a hindering condition; (b) The subject of pedagogical practice as a hindering condition and (c) The educational space as a hindering condition.

The Teacher as a Hindering Condition

Figure 1 describes the category that represents certain characteristics of the teacher that would negatively affect the attitude towards RP, as shown below.

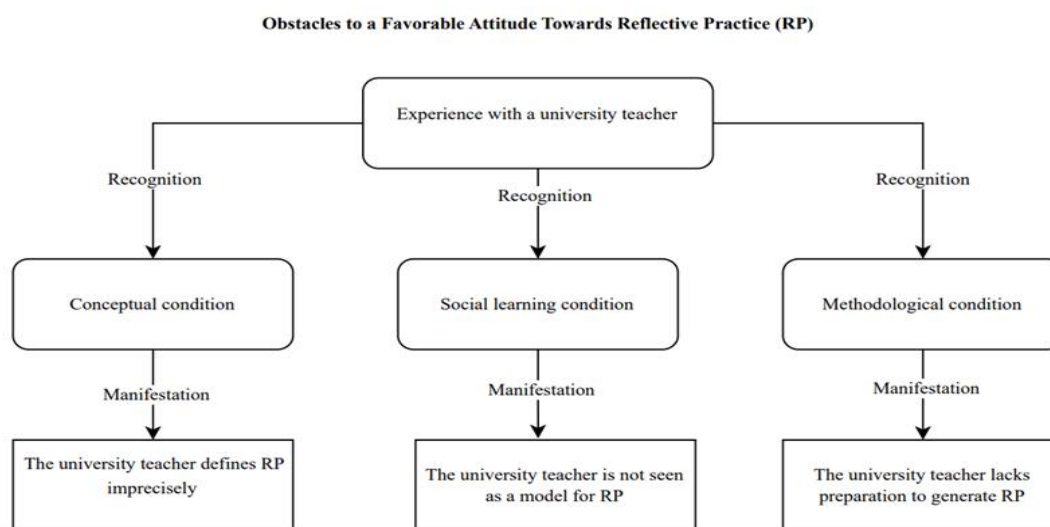


Figure 1. Experience With the University Teacher

Conceptual Condition

Among teachers, there is little consensus and precision on defining reflective practice (RP), and sometimes vague meanings circulate. Therefore, teachers can lead students to internalize a misconception and false evaluation of RP.

(...) From a theoretical point of view, a reflexive approach is adopted in universities, sometimes they do not understand what we are talking about. Then, the teachers will not be able to guide their work in that direction and it will be difficult for them to reinforce a favorable attitude in their students. Teacher 5- .rtf - 6:18.

Likewise, there is conceptual heterogeneity and a lack of space to examine, explain, and discuss what is meant by RP before teaching it. Therefore, preservice teachers will probably internalize a loose meaning of RP.

(...) At the institutional level, universities do not promote spaces either, and the institutional culture doesn't help to have a shared and consensual notion of RP. This conceptual diversity faced by students affects the evaluation of RP (...). Teacher 1.rtf - 10:23

Methodological Condition

University teachers promote RP without having sufficient knowledge about the origin of teacher reflection, which is why it is difficult to reinforce reflective action. For their part, preservice teachers are not sure that they have developed RP, making it difficult for them to value the reflective experience.

(...) I immediately thought of the resources that are used to work with the students. Stories, videos, and portfolios are used, but it seems to be due more to intuitions, rather than to a conscious decision based on the understanding of how RP is produced. Teacher 9.rtf - 10:23

Social Learning Condition

Additionally, university teachers do not appear to be recognized as RP models and they do not show the steps to conduct a teacher reflection. For this reason, a disconnection is observed between a discourse that, on the one hand, values pedagogical reflection, while, on the other hand, finds little reflection in the teaching practice.

(...) We're bad models of RP, because we need to understand better what RP is and how to carry it out. Otherwise, the students ask: What is this RP useful for? And it's like they don't see a role model. This undoubtedly affects the attitude towards teacher reflection. Teacher 6.rtf - 15:40

The Course Subject of Pedagogical Practice as a Hindering Condition

Figure 2 describes the category referring to the characteristics of the teaching internship course that negatively affect attitudes towards RP in preservice teachers, as shown below:

Obstacles to a Favorable Attitude Towards Reflective Practice (RP)

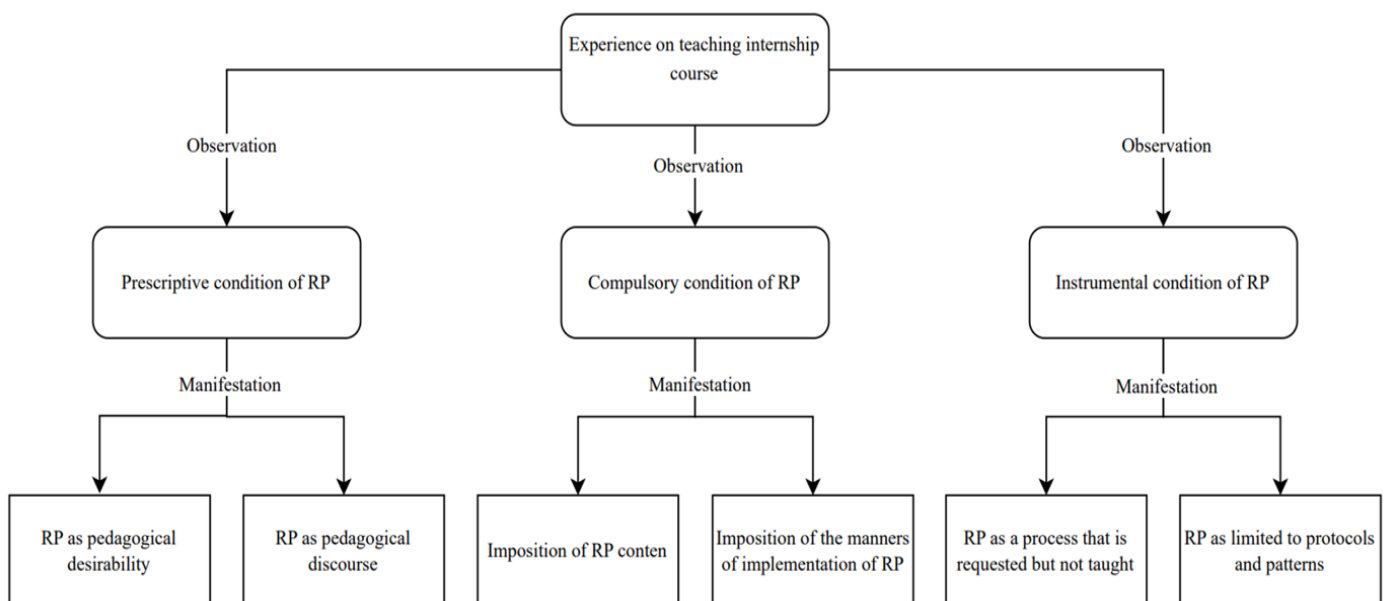


Figure 2. Experience of the Course Subject of Practice

Prescriptive Condition

Another obstacle is the prescriptive approach used to work with RP and the pedagogical desirability that distinguished this teaching skill. Thus, when RP is mentioned by the teaching teams, there is a certainty that it is being taught well. However, this constitutes an empty statement as it is not accompanied by a conceptual understanding. Consequently, a favorable, albeit false, attitude towards RP can be generated based on pedagogical desirability.

(...) It's present within university discourse, but reflective practice isn't approached systematically, maybe because it isn't clear what reflective practice is. There's a risk, because the students can still say they value RP, but the truth is they say it because it's desirable to say it. Teacher 2.rtf - 2:14.

Compulsory Condition

Pedagogical authoritarianism is another aspect that could negatively affect RP's evaluation of RP. Pedagogical authoritarianism is expressed in the imposition of topics to be examined, the way to be examined, and in extreme cases, the theory with which the teaching experience should be interpreted. This is a complex matter, due to the instrumentalization that it generates and the rejection it causes.

(...) I've seen how students reject RP, because some teachers reach the point of establishing which aspect of teaching should be analyzed and under with theoretical approach. Thus, this is what they tell the students: Take this theory to think about your case and that way of teaching generates rejection of reflective practice. Teacher 10.rtf - 23:10

A clear obstacle to a positive attitude towards RP is that this skill is not taught but is required. This denotes the belief that RP is innate and therefore does not require training. This belief has serious implications for the formation of attitudes because it could justify insufficient reinforcement and the lack of modeling of this teaching skill.

(...) "Develop a reflection!" ... And they've never been taught how to do it. So, they forget that it's not an innate condition, the point is not that it's possessed, but that it must be learned like any other skill. Teacher 11.rtf - 10:7

In addition, the previous belief helps to understand why teachers tend to point out that teachers in training are not so reflective. This discourse could lead to a negative predisposition towards the RP experience, as illustrated below:

(...) If I don't like math, maybe it's because they told me I was never going to learn math. Also, there are teachers who tell students that they are not reflective, but they forget that they must be taught, and this is a variable that affects the attitudes towards it. Teacher 4-.rtf - 5:76

Instrumental Condition

The instrumental approach used in the universities associates RP with improvement processes, neglecting the resignification of the didactic knowledge.

(...) At university we approach RP as something technical and I think it's a risk. We're generating an idea of RP as linked to didactic improvement. Knowledge born from reflection is little valued, which could hinder a favorable attitude towards RP. Teacher -7. rtf. - 14:42

In addition, it was observed that when theory is emphasized in reflective analysis, the knowledge that emerges from the experience is often blocked. Then, the predominance of training, which undervalues knowledge hinders the advancement of a reflective posture in preservice teachers.

(...) The theoretical is imposed and there are hardly opportunities to extract the knowledge that comes out of the classroom experience. And then, the students end up rejecting RP. This is paradoxical because reflective practice focuses on the problems of real teaching situations, which cannot be resolved with university theoretical knowledge. Teacher 13.rtf -12:23.

In other cases, there are numerous guidelines for direct reflection by instrumentalizing it. Having to comply with each of the steps without understanding what the exercise is for generates anxiety. Faced with this, negative feelings are recognized due to the pressure of complying with activities of a reflective nature.

(...) This is perhaps the factor that most discourages the evaluation of RP because students end up conducting experiences, records, questions that sometimes don't make any sense to them. It must be done, because it must be fulfilled, so that technical approach negatively affects teaching with a reflective approach. Teacher 7.rtf - 5:62

Although it is not a generalized opinion, the assessment process was also mentioned as an obstacle to a favorable attitude towards RP. This is because there is a risk that preservice teachers will partake in reflective activities only to obtain a good grade and not because they really value systematic reflection in their teaching practice.

(...) It is what I was pointing out to you, they only do it for the assessment, or for the consequences of the assessment of academic performance. So, they don't do it because they value RP. In that sense, grades could negatively affect the attitude towards it. Teacher 8.rtf - 2:52.

The Educational Space as a Hindering Condition

This category refers to characteristics of the student's experience in the educational institution that could negatively affect the assessment of RP. Below, Figure 3 shows the obstacles to generating a favorable attitude towards RP.

Conceptual Condition

Pedagogy students observe an unclear use of the term RP in schools. This perception is also observed in the university; therefore, an inter-institutional condition is configured that makes it difficult to assess RP.

(...) The in-service schoolteachers are not clear about what RP is. Anyway, it's the same at university, so the students' attitudes could be negatively affected by this. (...). Teacher 12.rtf - 8:64

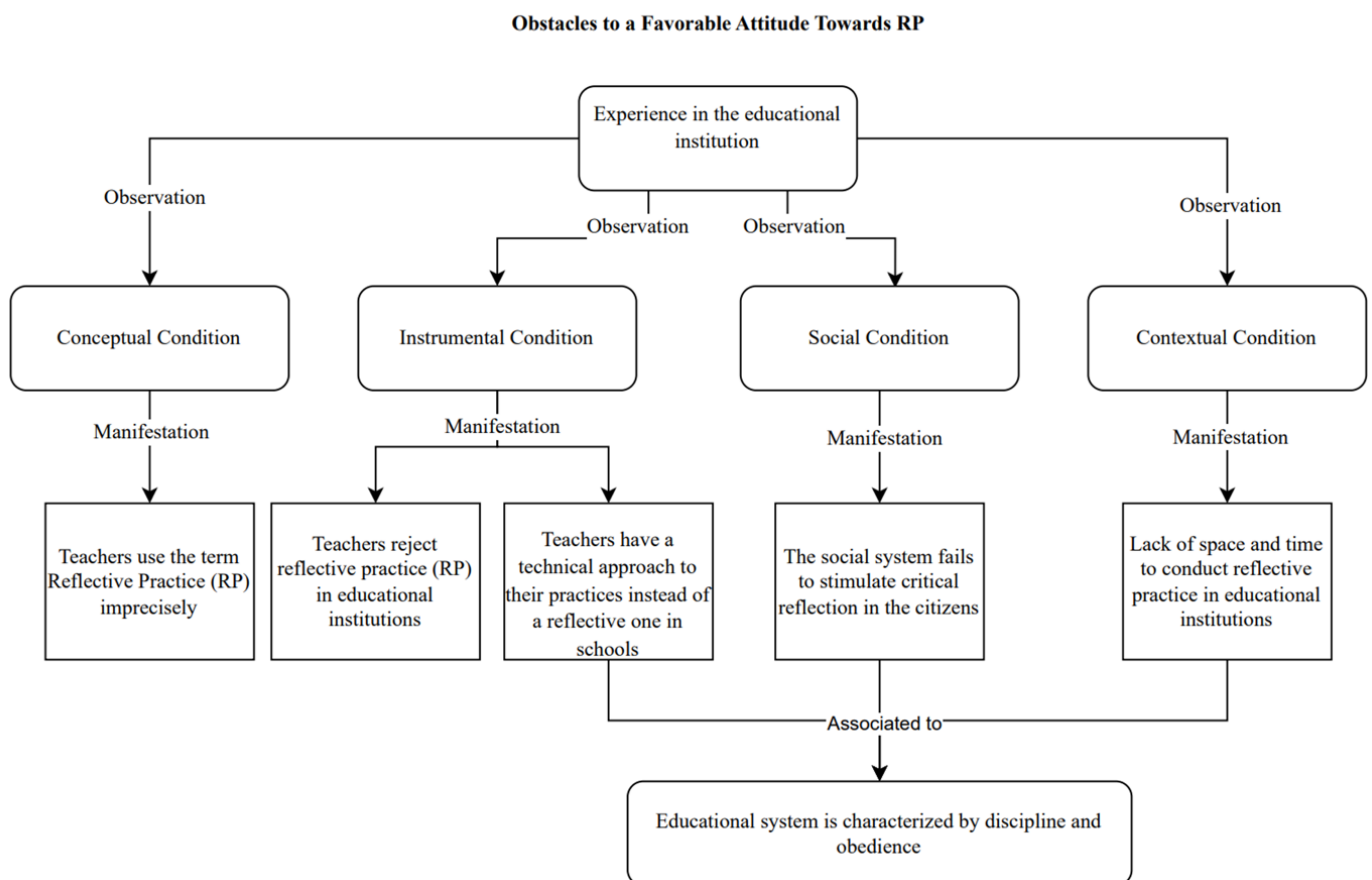


Figure 3. Experience in the Educational Institution That Hinders a Favorable Attitude Towards RP

Contextual Condition

Pedagogy students observe that there is not enough time or space to dedicate to systematic reflection with their peers within the workspace. Facing this contradiction could lead them to the conclusion that RP is not important. Moreover, considering how attitudes are formed, they could be internalizing that they do not have any real control over the conditions that allow them to reflect systematically and, thus, they do not develop a positive attitude towards RP.

(...) I think there's very little space for reflection in school, starting with teachers who do not have time to do that. They are overloaded with administrative issues and that, of course, negatively affects their attitude. Teacher 8.rtf - 8:31

(...) I perceive that in schools there's no time to sit down to write experiences, talk with colleagues. So, they don't observe that teaching reflection is rewarded and, therefore, this develops a barrier against RP. Teacher 5.rtf - 5:59

Instrumental Condition

Pedagogy students observe a strong instrumentalization of the teaching work: it is subject to prescriptions; it is evaluated according to externally defined standards. This does not condition devising proposals or experimenting with methodologies that originate from their own reflective process, which does not help to value RP either.

(...) We're in a system that is extremely focused on the product and the teachers appear as the ones who must implement what others say and propose. So: At what point do we give them space to reflect or experiment with their own methodologies? Simply, this approach doesn't leave room to value reflection. Teacher 9-rtf- 14:20.

Additionally, it is common for pedagogy students to perceive that school teachers reject reflective sessions due to their administrative nature. Consequently, preservice teachers gradually internalize this rejection of RP.

(...) So, today there are no classes at the high school because it is "reflection day." And when the pedagogy student asks: How was the day? The teacher replies: "It didn't help, more work, just warnings on the imposed goals". Thus, that experience is also internalized, but their indifference towards RP shouldn't. Teacher 10.rft-18-24.

Social Condition

Finally, it should be considered that the educational institution is part of a broader social system that hardly promotes critical thinking. Although the importance of RP is proclaimed, it is not clear if it really aspires to make teachers think about and question the teaching work. So, the development of a positive attitude towards RP could be destined to fail for a social reason.

(...) Here there are underlying political issues that have to do with what the system expects of teachers. And they don't want them to think about or question the system much, even though at the same time there is talk of a RP, a total contradiction. Teacher 3-.rtf - 14:43.

The educational institution has historically been characterized by discipline-oriented training and behavior standardization, which hinders the development of a reflexive critical stance in education. This would explain why students are reluctant to participate in reflective experiences, at least initially.

(...) I believe that this reflection is dangerous for the social model in which we live. For this reason, the school has little space to cultivate this disposition towards reflection in children and less in teenagers. Reflection, looking at oneself, looking at the world? For what? Teacher 2-.rtf - 8:56

Discussion

In general, three types of obstacles to the development of a favorable attitude towards RP were identified. The first refers to the characteristics of the university teacher; the second, to the experience in the school subject of pedagogical practice, and the third, to the experiences in the educational institution where the future teachers conduct their teaching internships.

In the case of the teachers, poor conceptual management produces insecurity in defining what reflective practice is in the preservice teachers. Because of this, they may declare that they value RP when in fact they do not, because they confuse reflection with related concepts, as other authors have confirmed (A. V. Nocetti de la Barra & Medina Moya, 2019). This finding leads us to reconsider the broad criticism of the multiple and changing definitions that exist of reflective practice, becoming a conceptual obstacle that has its origin in the literature and is reproduced in the curricula (Beauchamp, 2015; Russell, 2012).

Likewise, this study clarifies that not only the insufficient understanding of the concept of RP influences the attitude towards it, but also the lack of a common and shared definition of the concept among trainers, professors, and in service teachers. Several authors (Correa Molina et al., 2014, Gadsby, 2022) question the extent to which reflective practice is really integrated into initial teacher training courses (Atkinson, 2012; Otienoh, 2011), but also constitutes a barrier to stimulating a positive attitude toward teacher reflection.

At the level of practicing teachers, Bawaneh et al. (2020) indicate that the lack of prior training as well as received training hinders the development of reflective practice, which means an improvement in teaching. According to the results of this study, this experience would also discourage the positive value of reflective practice and would question the extent to which RP helps professional development (Suaib, 2022).

Another obstacle to developing a reflective attitude is having teachers who are not considered to be reflective professionals. This is consistent with other research that indicates that teachers have not modeled RP and have kept this focus on the discourse (Russell, 2012). In a way, what this means is that without a practical proficiency in knowledge, you cannot teach RP (Béjar Lopez Peniche, 2020), nor can you stimulate a positive attitude towards RP, as shown in this study.

Regarding the obstacles that were identified in the pedagogical practice course, on the one hand, it was observed that demanding and not teaching RP accentuates the conceptual confusion that negatively affects the attitude towards reflective practice. On the one hand, the diversity of meanings given to RP and the insufficient support make it difficult for future teachers to develop this skill (Salinas Quintanilla & De la Fuente Rodríguez, 2021), and low self-efficacy affects the attitude towards reflective practice. On the other hand, students' scarce control over the content and form of reflection provokes a certain rejection and reaffirms the findings of Ramsey (2010) and Callens and Elen (2011), who respectively indicate that when the preservice teachers make decisions about their approach to reflection and the aspect of their teaching that they want to analyze, they achieve a more meaningful and deep reflection. This leads to the recognition that respecting the interests of the preservice constitutes the main activator of RP (Saiz-Linares & Susinos-Rada, 2020) and its positive evaluation, according to this study's findings.

In addition to the above, although teachers in training value pedagogical reflection, they are not sure if they are developing reflection skills (Mulryan-Kyne, 2021), because they are not explicitly taught, and not much time is devoted to examining the beliefs they have about RP (Tagle, 2011). So, according to the results of this study, the little information they receive about RP hinders a favorable attitude toward it (Morales et al., 2007; Myers, 2019). According to the above, preservice teachers experience a dissociation between speech and action. This favors a negative attitude towards RP since it is necessary to have considerable experience to value the object of the attitude (Myers, 2019).

In educational institutions, one of the factors that negatively affect the attitude toward RP in preservice teachers is observing the low level of RP in education professionals, coinciding with another study (Bawaneh et al., 2020). In addition, the teaching staff's rejection of reflection activities is perceived, as these are usually transformed into instances of administrative work. Therefore, as the reference group rejects instances of reflection, it will be difficult for pedagogy students to advance towards a reflective behavior, according to what is established by the theory of reasoned action (Fishbein & Ajzen, 1975). It will also be challenging for them to internalize RP early on as an important part of their teaching identity (Akkerman & Meijer, 2011; Vanegas Ortega & Fuentealba Jara, 2019). Another fact to consider is the lack of space and time required to carry out systematic teacher reflection (Del Barrio, 2014). Then, the preservice teachers begin to internalize that they will not have control over their reflective behavior early on, a relevant condition when considering the subjective social norm as the basis for the development of the attitude towards RP.

On the other hand, the findings indicate that there is little awareness that society does not reinforce critical thinking and therefore, an important group of students will initially reject reflection. In this regard, Fullana Noell et al., (2013) warn that working on RP in universities means accepting that students are not used to developing a reflective analysis of what they have experienced. In this context, it is relevant to deliberately teach RP and, especially, to help future teachers to identify the benefits of the reflective experience to become a model of reflective practice.

From the results, it is understood that the development of a favorable attitude towards RP should be worked on early and intentionally at the university, and in this sense, social learning is key. Hence, the experience with the trainers and what has been lived at school is crucial to value reflective practice. In addition, it is necessary to keep in mind the need to solve the conceptual problem associated with the notion of reflective practice, an issue related to the technical-instrumental model present in teacher training institutions. Likewise, it is necessary to generate learning strategies for reflective practice, in which teachers in training experience the benefits of it and minimize the obstacles to a positive attitude towards it. Finally, having a generation of reflective teachers requires an experience at school and university, in which reflective experiences abound and not so much a simple discourse on the importance of teacher reflection that leads to a false favorable attitude towards reflective practice.

Conclusions

The results of this study conclude that inter-institutional conditions (Universities - schools) do not stimulate a favorable attitude toward RP in preservice teachers, since they acquire little knowledge about reflective practice in both training spaces. In addition, both in the university and in the previous educational institution, future teachers have experiences that make them associate RP with negative emotions, either when they observe the rejection of the teaching staff towards formal reflection spaces or experience anxiety when required to reflect during their teaching internships, having never been taught how to do it. These experiences produce insecurity regarding their reflective abilities, so that, early on, preservice teachers learn to reject the exercise of teacher reflection.

From the perspective of instrumental conditioning, little effective reinforcement of reflective behavior was observed from the teachers, since they have a low understanding of RP, and this leads them to reinforce a variety of behaviors that could lead the preservice teachers to a false RP evaluation. In addition, according to the social learning theory, the findings indicate that university professors are not seen as models of reflective practice during teaching internships, discouraging a positive attitude towards RP. Moreover, in the educational facilities where they conduct their internships, they do not observe pedagogical reflection as part of the teaching task and, therefore, they hardly internalize the idea that RP is an important part of the teaching exercise.

Finally, the findings indicate that social comparison influences the formation of future teachers' attitudes because although the university discourse indicates that RP is key to professional development in educational facilities, it is

observed that teachers complain about the lack of conditions to conduct RP. This social information could cause an anticipated perception about the lack of control of variables in the work context that would affect the ability to act reflexively when working as teachers, negatively influencing the development of a positive attitude towards RP during their university education.

Recommendations

The findings of the current research have a positive contribution as these cases illustrate the training experience in Chilean universities, and the results can serve to analyze to what extent the obstacles described are also present in other teacher training institutions with similar characteristics at a national or international level. In addition, the results show that there are numerous obstacles to developing a positive attitude toward reflective practice. A study should be conducted to prioritize the conditions that hinder the attitude toward reflective practice and, furthermore, to explore what type of conditions are those that hinder this attitude in in-service teachers. Therefore, we recommend, that, in university institutions, a common meaning for RP should be established, intentionally teaching pedagogical reflection, and helping to recognize its benefits for teaching. Also, educational institutions become aware that teachers constitute a professional reference group that influences the reflective posture of the teacher in training. Thus, they should be trained and accompanied in the development of their own reflective skills so that they become professional models of reflective practice for future education professionals. Likewise, it is important and relevant to study how the formative approach favors reflective practice from the student's point of view.

Limitations

The number of teachers who participated in the study could have been more in number, which could have strengthened the present research. Another limitation was the scarce research on the attitudinal dimension of RP, which made the discussion difficult.

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Conflict of interests

The authors declare no conflict of interest.

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Authorship Contribution Statement

Nocetti-de-la Barra: Conceptualization, design, data acquisition, analysis, writing, supervision. Pérez-Villalobos: Conceptualization, writing, analysis. Philominraj: Writing, critical revision of manuscript, editing/reviewing, supervision.

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