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## **Awareness of the Significance of Reflective Diaries for Teachers' Professional Development**

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### **Abstract**

The purpose of the article is to describe the findings of the research conducted with the purpose of exploring Georgian schoolteachers' awareness of the benefits of reflective diaries to their professional development, attitude towards them and the application of this tool for improving their professional practice. The survey results revealed high level of teacher awareness. However, they hardly ever employ the diaries, as they are time-consuming. On the other hand, they do express a certain readiness to be periodically involved in reflective diary writing, especially, if they are externally motivated. Thus, educational authorities should seek the ways of motivating teachers.

**Keywords:** professional standards; reflective diary; reflective practice; teacher professional development.

### **1. Introduction**

The current study is an attempt to identify the degree of awareness of benefits of reflective diaries / journals in teachers' professional development, attitude towards them and their application by Georgian school teachers. Teacher professional development has been an issue for nearly three decades in Georgia since the collapse of the Soviet Union. The shift in the paradigm from teacher-centered to learner-centered approach has been of paramount importance since then.

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The National Center for Teacher Professional Development (NCTPD) [1], whose mission is to “promote the improvement of the quality of learning and teaching at school with the aim of establishing high standards of teacher’s professional knowledge and activities,” has been striving to provide the teachers with numerous training opportunities and other profession-related activities to ensure that teachers meet the Teacher Professional Standards [2] and Teacher Induction Professional Development and Career Advancement Scheme [3]. The Teacher Professional Standards have been reviewed several times since their introduction. On 30 June 2020 the edited version of the Teacher Professional Development Standards was approved by the Minister of Education, Science, Sports and Culture [4]. It is obvious from the above-mentioned documents that teachers need objective self-assessment skills in order to develop an effective plan for their professional development. The teachers involved in the scheme were obliged to do an annual self-assessment by means of a questionnaire with the purpose of defining their further professional development plan by the NCTPD [5], the results of which, unfortunately, cannot be judged as they have not been published. No scholarly / empirical research on Georgian teachers’ awareness / application of or attitudes to reflective diaries published in English is available on the internet. One descriptive article by [6] is available on the Internet, which explains what reflection is and gives teachers practical recommendations on holding it, but does not provide any empirical data. There are plenty of such researches worldwide [7, 8, 9, 10], which enables decision-makers to put reflective diaries into life. Therefore, this need and the lack of information on the issue in Georgia triggered the author of the article to undertake this research.

### ***1.1. Research Problem***

It is obvious from the documents mentioned in the introduction that school teachers have to be self-aware in order to acknowledge the need for continuous professional development. With this purpose in mind, they need efficient self-assessment skills in order to evaluate their competences objectively, which will enable them to identify the gaps in their knowledge and stimulate the development of skills for planning the relevant professional activities. According to the analytical report which was prepared by [11], in which the Georgian school teachers assessed their instructional practices, the following data were received: 77.6% of teachers gave themselves 8-9 scores out of 10 on their ability to establish effective communication with students, parents and colleagues, 62.1% of teachers scored high on the knowledge of self-assessment and peer assessment mechanisms and their use in the learning process, 64.7% asserted that they used a variety of teaching strategies for student development in versatile ways, while 74.7 percent of teachers were sure that they know the basic principles of student assessment and their application in the learning process. These results seem to be quite positive. On the other hand, the school leavers’ education results contradict teachers’ self-assessment results. The number of students left behind the school-leaving exam threshold in Georgia has been increasing from year to year. The data of the period 2016-2018 are especially grave: in 2016, 25% of students remained outside the examination threshold, in 2017-27 %, and in 2018-24.5% [12]. The question arises: what the reasons for the shortcomings are while the NCTPD and the Georgian university pre-service teacher education programs have been frequently updating curricula and modules to be in line with the changes in the education system of Georgia.

### ***1.2. Research Focus***

In the center of attention of the given research is the state of the matter in Georgian secondary schools from the point of view of teacher awareness of, attitude to and involvement in reflective practices, in particular, reflective diaries. The comparison of the results of the teachers' questionnaires and the assessment of students' performance is the basis for the concern about the lack of objective self-assessment skills. This may emanate from the fact that teachers' lack of reflective skills required a more relevant evaluation of their skills and competences. One of the strategies to fill this gap can be the application of reflective diaries, which may turn out to be of great assistance to school teachers to reflect on their instructional and professional activities, put them under scrutiny, discover the causes of problems, question the strategies they use, seek professional support from their colleagues, and plan relevant activities to address the problems. For this purpose, a study was conducted which involved 1023 teachers from 157 schools from 11 regions of Georgia. The participants were selected on a voluntary basis. They filled in the suggested questionnaires dealing with awareness and application of professional diaries. The aim of the study was to ascertain whether the teachers were aware of the existence of this tool for their professional development and what their attitude was towards applying them in their professional practice with the aim of better understanding of their pedagogical beliefs and practices, as well as improving the strategies for teaching, classroom management and assessment strategies.

### ***1.3. Research Aim and Questions***

The aim of the research was to find out the degree of awareness of Georgian school teachers of the role of reflective diaries / journals in teachers' professional development and their involvement in reflective diary writing. Consequently, the research questions were:

- What is the level of Georgian school teachers' awareness of reflective diaries?
- What is their attitude towards reflective diary writing?
- What is the extent of their readiness to conduct them in order to improve their pedagogical practices?

### ***1.4. Reflective Diary as a Tool for Teachers' Professional Development***

Teacher professional development (PD), previously termed teacher in-service training, has been actively recommended by educational authorities and studied by researchers around the world [13]. The change in terminology was largely caused by moving the emphasis from organisation of trainings by educational administration to teacher-initiated activities enhancing their qualifications. In teachers' preparation and professional development, one of the most important tasks is to raise the aspiration towards renewing knowledge, skills, perfecting self-development, and the key competences. However, the conditions, in which the process of formation and development of (future) teachers' professional competence is being carried out, do not often help to bring the future / current teacher professional competence in line with modern standards [14]. One of the reasons why some teachers are not intrinsically motivated to fully commit themselves to professional activities may be due to the lack of their awareness of the need for continuous professional development. The obligations imposed by the ministries and school administrations upon teachers often suppress their inner motivation and aspiration towards professional growth instead of providing extrinsic motivation. For example,

732 secondary school teachers in Austria were surveyed by [15] on the issue of job pressures and their impact on teacher motivation of professional development. It was found that often this pressure has a negative impact instead of the desired one. This is why rewarding teachers for (and not only demanding from them) professional development instead of punishing them for its lack is a more relevant approach. Another reason related to teachers' low motivation can be attributed to the fact that teachers cannot see the connections between what they learn at training sessions and the practical value of the activities. Most teachers find it extremely challenging to see the link between theory and practice, whereas effective teaching requires that they are integrated. The application of professional and transferable skills, logical reasoning, and teaching philosophy should be unique to each practitioner [16]. The method enabling professionals to recognise the benefits of their professional development is reflective practice, the importance of which has been stressed by many researchers and educators. For instance, John Dewey stated: "Reflection is active. When we reflect we examine prior beliefs and assumptions and their implications. Reflection is an intentional action". A "demand for a solution of a perplexity is the steadying, guiding factor in the entire process of reflection" [17:14]. Reflective learning is defined as the comprehension and coverage of experience. Reflective learning is an opportunity for the teaching process and the formation of self-motivated, self-confident teachers. In critical reflection experiences are recalled and understood, which is followed by more effective planning [18]. Reference [19] pointed out that becoming a reflective teacher involved shifting from 'how to' questions to 'what' and 'why' questions. Reflection helps practitioners to feel confident and competent about the matters, which involve both personal and professional growth. A process of learning enhances their confidence when they come across with complex situations in class. It is emphasised that teachers may gain from reflecting despite the fact that reflection is time-consuming, while professionals have such a busy schedule [20]. Merely reflecting on the experience does not ensure that a teacher will identify the real causes of the problem or recognise the elements of successful teaching. 'Critical reflection' refers to the ability to recollect, analyse, and assess. Reflective practice is "learning through and from experience towards gaining new insights of self and practice" [21:1]. Teacher reflection is considered indispensable: teaching can be improved only through reflection. Reflection has a double meaning. It includes, on the one hand, the relationship between a teacher's thought and action and, on the other hand, the relationship between individual teachers and society. The former involves the teacher's subjective thinking. The latter explores the relationships between an individual teacher's behaviour and the goals of educational community (school / country). This dual value of reflection can be described as critical [22]. Reflective learning is the teacher's understanding of what is happening in the lessons and thinking of alternative ways to achieve the set goal [23]. There are different models of reflective practice. Kolb's Learning Cycle highlights reflective practice as a tool to gain conclusions and ideas from an experience. The aim is to take the learning into new experiences, completing the cycle [24]. On the other hand, a closer examination of the model offered by Kolb model suggests that concrete experience which is relied on the concrete, tangible, felt qualities of the world is followed by reflective observation. This is the crucial factor serving as a basis for a new idea to be conceived (abstract conceptualisation) which is put to active experimentation [25]. Gibbs stresses the importance of learning through experience. However, he emphasises that practical experience without theorizing and analyzing is a useless activity. Reflection helps to overcome the gap between theory and practice by engaging a professional in describing, feeling, evaluating, analyzing, concluding and action planning. "It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience, it may quickly be forgotten or its learning

potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated. And it is generalisations which enable new situations to be tackled effectively” [26: 9]. The role of reflection as a means of self-assessment in the professional development has been emphasised by plenty of educational philosophers, researchers and scientists. For example, [27:1] state: “Reflective practice generally means that teachers take the responsibility of looking at their professional practice, such as what they do, why they do it, and how they do it, be these actions inside or outside the classroom, so that this practice can become personally meaningful to them”. Research [28] recognises the lack of expertise in the professional fields such as medicine and engineering and stresses the importance of improving the quality of the professional knowledge by reflection-in-action (i.e., in the process of action) and reflection-on-action (i.e., post-reflection). Teachers ask themselves about the features of their teaching, criteria on which they base their judgments, relevance of activities and procedures, and ways of solving the arising problems. The significance of reflection and reflective practice has been ascertained, as it is obvious from the above-mentioned sources. However, reflection is more productive when concrete experience is documented in written form. This considerably improves the quality of reflection and provides a valuable source for further reference [29]. The essence of reflective diaries is to facilitate the process of reflection by guiding a teacher through self-talk. A diary is written regularly, it involves reflections on both events and ideas. A diary has six defining attributes: it is written, dated, informal, flexible, private, and archival. A diary “is concrete evidence of one’s evolving thought processes, documenting valuable, often fleeting glimpses of understanding” [30:3]. Reference [31] believe that reflective writing can enhance reflective thinking. They mention the following benefits of students’ journal writing: “(1) journals serve as a permanent record of thoughts and experiences; (2) journals provide a means of establishing and maintaining relationship with instructors; (3) journals serve as a safe outlet for personal concerns and frustrations; (4) journals are an aid to internal dialogue” (ibid, p. 1396). As for the benefits that teachers gain from dialogue journal writing with students, they mention that “1) journals serve as windows into students' thinking and learning; 2) journals provide a means of establishing and maintaining relationship with students; and 3) journals serve as dialogical teaching tools (ibid, p. 1396). Reflective journaling can be used at university level and for in-service teacher professional education programs with a variety of purposes in focus. The efficacy of the usefulness of reflective journals was explored while teaching writing to university students who reflected on the instructional practices with an aim of evaluating the effectiveness of teaching [32]. It was shown that reflective journaling raised the quantity and quality of student writing. [33] carried out a research in order to develop and validate a L2 teacher reflection instrument. They proposed a five-factor model of teacher reflection, including practical, cognitive, affective, metacognitive, and critical components. Reflective diaries may be of particular importance for educating novice teachers. Diaries guide the student teachers to improve their professional skills through reflection on teacher training sessions. In addition, diaries are applied by both university teachers and school teachers. A diary is a “container for writing that provides students with a framework to structure their thoughts and reflections” [34:2]. Reflective diaries are applicable for ensuring foreign language teacher development. Reflective teaching is divided into four phases: 1. identification of the problem, 2. observation and analysis, 3. re-generalisation, and 4. actual verification. The data are gained through observation by means of questionnaires, recordings, interviews, etc. Then they are critically analyzed in reflective diaries. After reflecting on their practice and ideas as well as attitudes and emotions, teachers analyze the causes of the problem and try to find solutions. When dialogue diaries are applied, teachers also learn from their colleagues’ experience.

Through cyclic reflection, teachers become effective reflectors [35]. It should be noted that professional development continues throughout one's career. In order to meet the growing demands of the Ministry of Education, Science, Sports and Culture of Georgia prompted by the shift of the paradigm in contemporary education system and to ensure that teachers keep up with the changes, teachers are supposed to get involved in a variety of professional activities. Anything that they do to promote their knowledge base, understanding and skill can be seen as professional development. Perhaps the most important criteria of professional development are that teachers recognise that they are developing and changing as a result of their activities. Professional development activities can be seen as a continuum, with formal academic qualifications at one extreme and personal individual reflective activity at the other [36]. Therefore, professional development activities should serve the purpose of change in the teacher's beliefs and attitudes towards teaching and learning, which is very difficult if possible at all to complete without reflecting. Reflection, in its turn, is facilitated by keeping reflective diaries, which can be used for scaffolding the reflective practice. With the help of reflective diaries teachers will document their experience, reconstruct their practices and put them to scrutiny with the aim of discovering the useful patterns to be reinforced, on which new knowledge and experience will be built.

## **2. Materials and Methods**

### **2.1. General Background**

A quantitative survey research (descriptive / non-experimental) design was used for this study as a basis for finding out the awareness of and attitude towards keeping a reflective journal / diary of general school teachers in Georgia. This design was chosen, as [37] state that quantitative research design yields objective (permits statistical treatment, correspondingly, enables generalisation), valid and reliable results. "The advantages of quantitative research methods are that they draw conclusions for large numbers of people, employ efficient data analysis, examine probable cause and effect, are bias-controlled, and people generally like numbers" [38]. According to [38:7], Survey research is a unique way of gathering information from a large cohort. Advantages of surveys include having a large population and therefore a greater statistical power, the ability to gather large amounts of information and having the availability of validated models. SPSS (Statistical Program for Social Sciences) 26 was applied for calculations. To provide the reliability of the questionnaire, it was tested on 40 school teachers who further were not involved in the research. The 'test-retest' approach was applied. "Test-retest reliability is the degree to which test scores remain unchanged when measuring a stable individual characteristic on different occasions" [39]. The teachers filled in the same questionnaire twice, with a short pause. When / if the issues are well understood, the results are normally (close to) identical, correspondingly, the correlation is close to 1 [40]. Table 1 shows how the correlation was calculated.

The correlation of results (Cronbach's alpha) turned out to be 0.993, which enables the researcher to say that the respondents understood the items correctly and assessed them consciously. To validate the questionnaire, three experts of the area were involved who assessed how exactly the terminology was used and how well the items covered the topic under study (content validity). The experts also assessed the quality of translation of the questionnaire from Georgian (not all school teachers in Georgia have relevant competence in English to understand the questionnaire instruction and items in English, so the questionnaire was initially designed in Georgian) into English. Therefore, they provided face, content, construct and cultural validity [37:572).

**Table 1:** Defining the reliability of test items

Items	Variable 1: Means (first measurement)	Variable 2: Means (second measurement)
Item 1. When you read in a book or saw in a movie that somebody kept a personal diary, your attitude was positive.	3.75	3.70
Item 2. You have kept a diary (either personal or professional).	3.15	3.20
Item 3. You have heard about keeping a professional diary.	4.05	4.10
Item 4. You have kept a professional diary and you think it is useful.	3.10	3.05
Item 7. If your institution encouraged you to keep a diary, you would keep it.	3.80	3.75
Item 8. I am ready to keep a professional diary on my own initiative.	3.20	3.15
Cronbach's alpha	0.993 The correlation is significant at the 0.01 level (2-tailed)	

## **2.2. Sample Selection**

According to [41], Georgian national statistics office, the number of school teachers in Georgia is 64,000. According to [42], at 99% confidence level and 4% confidence interval, a sample consisting of 1023 participants is needed for probability (simple random) sampling. The number of participants in this research was 1046, which means that the number of survey participants is representative and, consequently, the results are generalisable. In addition, the participants represented 157 (7%) out of 2308 schools from 11 (92%) out of 12 regions in Georgia, to provide that various clusters were represented, too. All participants were volunteers. Some participants were recruited through the project ERASMUS+ (Assessment Tools for New Learning Environments in Higher Education Institutions. 2017-2020, # ASSET 585587-EPP-1-2017-1-IL-EPPKA2-CBIHE-JP) and the conference within the project entitled The First Online Academic Writing Conference IFAW. The researcher also presented her study at various teachers' meetings throughout Georgia during 2019/2020 educational year and informed them that the questionnaire was available electronically or they could address her personally to get a copy.

## **2.3. Data Collection**

The obtained data resulted from a questionnaire made up by the researcher. The majority of items had to be assessed by the respondents in a 5-point Likert scale, while others were multiple choice items including the possibility "other" which enabled the respondents to express their opinion in case it was different from the suggested options. The tool was developed based on the literature analysis above and several existing inventories with a similar purpose [33, 43, 44]. However, as it was modified, it underwent validation as described above. Data collection mostly occurred through an electronic questionnaire (Google forms), with the link uploaded to social media. It was available online for three months, to involve maximum participants. Besides, some respondents could obtain the questionnaire directly from the researcher and send / give it back to her after filling it out. Then the results were added manually to the Google forms to calculate the results. Quite few respondents, however, applied direct contact with the researcher. The questionnaire was anonymous, so research ethics was observed.

## **2.4. Data Analysis**

The results were first entered into Excel files, and then, as mentioned, analyzed with the help of SPSS 26 program from the point of view of descriptive statistics: measures of central tendency (mean, median, and mode), as well as of the symmetry in a distribution (standard deviation, skewness and kurtosis).

**3. Research Results**

The summed up research results are presented in Table 2 below. The questionnaire items 1-4, 7, and 8 were based on Likert 5-point scale. The mean results equal or above 3.5 can be viewed as positive, while the results which equal to or are above 4 as very positive.

**Table 2:** Survey results

Item	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
1. When you read in a book or saw in a movie that somebody kept a personal diary, your attitude was positive.	3.66	4	4	0.71701	-0.735	1.736
2. You have kept a diary (either personal or professional).	3.15	4	4	1.13645	-0.433	-0.972
3. You have heard about keeping a professional diary.	4.01	4	4	1.56049	15.851	414.640
4. You have kept a professional diary and you think it is useful.	3.47	4	4	0.8125	-1.370	2.201
7. If your institution encouraged you to keep a diary, you would keep it.	3.98	4	4	2.29658	15.143	263.302
8. I am ready to keep a professional diary on my own initiative.	3.89	4	4	1.45311	20.074	557.090

According to the mean results (as well as median and mode), it is possible to judge that teachers in Georgia are well enough aware of the existence of professional reflective diaries / journals (item 3, mean result =4.01) and have quite a positive attitude towards them (item 4, mean result=3.47, which is almost a positive result), however, not so many of them (item 2 mean, which equals 3.15) have kept them. However, if the institution encouraged them to write reflective diaries, they expressed readiness to do so (item 7, mean result equals 3.98). The answers to items 1 and 4 (standard deviation below 1) are relatively unanimous, while skewness of items 1, 2, and 4 is negative, which means that there are more negative assessments of items than positive, thus, the attitude towards and experience of keeping diaries is not as good as the mean shows us. On the other hand, the higher the kurtosis, the closer all results are to the mean. So, the results of items 3,7 and 8 are quite close to the mean, thus, eventually, it is possible to say that the respondents' awareness of (item 3) and readiness to keep a diary (especially, when being externally motivated) is high enough. This brings the researcher to the conclusion that the respondents were ready to keep a professional / reflective diary, especially if they were motivated by the

administration to do so. When the assessments of item 4 were not completely positive (assessments 1-4), the respondents (item 5) had to choose the reasons why they have never held a professional diary or held but did not like / benefit from it. Out of the 92 respondents who answered this question 8 (9%) thought it was boring, 43 (47%) assessed it as time-consuming, 21 (23%) simply chose that it was useless, and the rest 20 (22%) offered some other reasons such as not required by standards, too much paperwork to be done at school, lack of time, etc. We can see that the reasons named fall into two categories – lack of internal motivation and lack of time. Item 6 inquired what major advantage the respondents saw in holding a reflective diary. The majority of them (392 or 37%) named the development of reflective, analytical and critical ability as well as ability to (self-) assess. Next most popular answer (222 or 21%) was that it supports professional development (knowledge of terminology, theories, ability to find fresh information in the field, and the desire to grow professionally), and the next ones, almost equally popular (194 or 18.5% and 186 or 18%, consecutively) – it triggers research and supports the development of individual teaching style. The answer ‘develops writing skills’ was not really popular and was chosen only by 52 respondents (5%).

#### **4. Discussion**

Therefore, the research has revealed that Georgian teachers are well enough aware of reflective diaries and their benefits. Although the obtained mean results are high enough (the mean is from 3.47 to 4.01 according to a 5-point Likert scale), and they expressed readiness to be involved in holding a diary, either on the condition of being extrinsically motivated (3.98) or on their own (3.89), many of them admitted that they have never held any kind of diary, either personal or professional (reflective) (3.15). Consequently, if administration wants teachers to apply this efficient tool, it is necessary to motivate them to do so. Among the advantages of reflective diary writing the respondents especially valued the development of reflective, analytical and critical ability as well as ability to (self-) assess (37% of the respondents who assessed diary writing negatively made this choice). As for the challenges, the fact that they were time-consuming was emphasized by 47% of the respondents who assessed diary-writing positively. Concerning the awareness of teachers about the benefits of reflective diaries for professional development, there are quite few researches, but they mention that teachers in Iran, Colombia, Indonesia and China are to a certain degree aware, but a higher level of awareness is needed [8, 45, 9, 46]. The main reason why Georgian teachers in this research resisted conducting reflective diaries was that they are time-consuming. This coincides with other researchers’ findings, for instance, Reference [47] held a qualitative study to find out why student and beginner teachers, although aware of the benefits of reflective teaching, resist applying it. He found that student and beginner teachers are too busy with just ‘survival’ and think that reflective is too time-consuming, so they cannot afford it. They prefer to get ready-made receipts of teaching, instead of ‘wasting’ their anyway limited time on reflection. Student teachers are also afraid that if they write something critical about their teaching, the professor supervising the practice may not like it and give them low assessment for their lessons. Reference [48] is of the same opinion. Reference [49] mentions that teachers resist applying reflective diaries, as keeping them is difficult and even stressful, while they expect quick improvement, but it does not occur. Many teachers in his research tried to think about their challenges, but found it too difficult to provide a theoretical explanation to it. Only after being guided to conduct reflective diaries, they found them extremely useful. Reference [32] names among the reasons the lack of teacher’s electronic feedback and time management problems. Among the benefits of reflective diaries, the majority of

the respondents named the development of reflective skills and professional development. As for the advantages of reflective journals / diaries, the obtained results coincide or are similar to researches of [32, 8, 50, 51, 52] and others. Reference [53] mentions the possibility of teacher reflective journals to help teachers to clarify their identity (teaching style) and link theory and practice on condition that they are taught to apply reflection. The importance of external motivation (through rewarding and not obliging) of teacher reflection diary writing was underlined by the Georgian respondents. Reference [54] analysed several research articles dealing with relationships between rewards and learning motivation and engagement and found that rewards do enhance both, however, if intrinsic motivation anyway exists, then rewards may bring no additional benefits. Reference [55, 56, as well as 57] have found that reflective journals not only increase teacher students' and teachers' intrinsic and extrinsic motivation, but also need initial extrinsic motivation in order to be applied by them.

#### ***4.1. Research Limitations and Further Research Directions***

The research was conducted as a cross-section study, thus, a longitudinal research would offer more reliable results (can reveal the stability of the findings). The research was based on a deductive approach (the questionnaire was made up based on literature analysis), a preliminary open-ended (unstructured) interview (i.e., inductive approach) could have permitted to make up a better questionnaire, reflecting teachers' experiences. Although the research results are generalizable for Georgia, they involve school teachers only from Georgia, so it might be useful to replicate the research in other countries.

#### **5. Conclusions**

Thus, both the analysis of literature and the results of the survey brought the researcher to the below conclusions. Teachers understand that reflective diaries are an effective tool for teacher professional development. They enhance the knowledge of theories and terminology and a deeper understanding of the ongoing changes in the educational processes. They enable a better professional communication as well. This conclusion is supported both by this research (for Georgian teachers, whose attitudes have not been studied before and for teachers in other countries, as shown in [9, 45, 46]. Teachers in Georgia (and some other countries, not only such developing countries as Iran, Colombia and China, but also in such developed countries as the USA) are informed about the existence and benefits of reflective diaries, but they do not apply them in their practice very actively first of all due to the fact that they are time-consuming (and they have many other professional duties to fulfil). However, they do express a certain readiness to be periodically involved in reflective journal writing, especially if they are externally motivated (if, for example, writing this diary is part of assessment of their professional qualification). It is important that instead of an obligational attitude of educational administration there should be a rewarding attitude, for providing extrinsic motivation instead of suppressing their intrinsic motivation. The lack of application of reflective diaries by school teachers (and, correspondingly, the lack of their reflective practices) may be one of the reasons of school leavers' low academic results. Therefore, if administration wants students in their schools to make more academic achievements, teachers should be provided relevant conditions for professional self-development, including writing professional diaries.

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