

The Reflective Practices of English Teachers in the Upper Basic Stage in the Directorate of Hebron and it' s Relationship to Efficiency of Teaching and Morale.

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Abstract:

The study aimed to identify the degree of The Reflective Practices of English Teachers in the Upper Basic Stage in the Directorate of Hebron and it' s relationship to efficiency of Teaching and Morale. The researcher adopted the correlation descriptive method and chose a sample in stratified random way, which consist of (152) English language teachers of the whole study population which is (268) teachers distributed over the schools of Hebron, approximately (57%) of the whole population study, according to the variables of gender, experience, qualification and teacher's annual assessment. To achieve the purposes of this study, the researcher utilizes three main scales, for (reflective practices, teaching efficiency and morale). Moreover, the validity and reliability of the study scales were verified.

The result showed that the degree of the reflective practices among teachers were high, and there were no significant differences due to variables of gender, experience and qualification, but there were differences due to the teacher annual assessment. And, the degree of teaching efficiency among teachers were high, and there were no significant differences due to the variables of gender, experience, qualification and teacher's annual assessment.

In addition, the degree of morale among teachers were high, and there were no significant differences due to variables of gender, experience, qualification and teacher's annual assessment. Also, the result showed that there is a strong, positive correlation between Reflective Practices, Efficiency of Teaching and Morale among English teachers of the upper basic stage in the directorate of Hebron. Moreover, the result showed that Reflective Practices, Efficiency of Teaching have a significant, key role in predicting Morale among English teachers of the upper basic stage in the directorate of Hebron. Based on the previous results, the researcher recommends adopting a policy of professionalizing education, encourage teacher by improving the corporate ladder and raising awareness about the importance of the reflective practices and inclusion it in teacher's preparation and qualification programme.