

Ethics Of The Teaching Profession Among Teachers Of The Basic Stage In The Hebron Education Directorate And Its Relationship To Asking Skill Questions

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Abstract:

This study aimed to identify the ethics of the teaching profession among primary school teachers in the Hebron Education Directorate and its relationship to the skill of asking questions.

The study population consisted of all primary school teachers (1-4) in the Hebron Education Directorate, who numbered (790) male and female teachers, 175 male and 615 female teachers, during the second semester of the year 2021/2022 AD, the study sample consisted of From (380) male and female teachers, including (137) male and female teachers (243), the data were collected by means of a questionnaire prepared to achieve the objectives of the study.

The results of the study showed that the degree of commitment of primary school teachers in the Hebron Education Directorate to the ethics of the teaching profession was significant. The field of "teachers-student relationship" came in the first place, "teachers-principals' relationship" came in second, and "teachers' relationship with each other" came in third, while the field of "teacher's commitment to professional ethics towards parents" came last.

The results showed that the degree of availability of the question-asking skill of primary school teachers in the Hebron Education Directorate was large. The skill of asking "creative questions" came in the first place, the skill of "the teacher receiving students' answers" came in the second place, the skill of asking "probing questions" came in the third place, the skill of "adapting questions" came in the fourth place, and finally came the skill of "formulating questions" ranked fifth.

The results showed that there is a positive direct relationship between the ethics of the teaching profession and its dimensions on the one hand, and the skill of asking questions and its dimensions on the other hand, that is, the greater the commitment of

teachers to the ethics of the teaching profession, the more skill they have in asking questions, and vice versa.

The results showed that there were no statistically significant differences in the mean scores of the study sample members about the commitment of primary school teachers to the ethics of the teaching profession in the Hebron Education Directorate due to the variables of gender, specialization, years of experience, and educational qualification.

The results showed that there were no differences in the mean scores of the study sample members about the practice of the basic stage teachers of the skill of asking questions in the Hebron Education Directorate due to the variable gender, specialization, while there are differences due to the variable years of experience and educational qualification in favor of those whose years of experience (5-10 years). And (more than 10 years), and those with scientific qualifications (BA), and (postgraduate studies).

In light of the findings of the study, the researcher recommends that teachers show a higher level of respect for the parents' opinions and accept constructive criticism in order to develop the level of students' behavioral and educational skills, and that teachers provide a level of appreciation to their colleagues when they provide them with professional assistance. Teachers ask questions that revolve around bringing up basic facts in the educational content, avoiding asking questions that leave the learner in confusion and confusion, that teachers listen to students' answers in depth and reinforce healthy answers from them, and that teachers raise more questions that develop critical thinking through an atmosphere of excitement and enthusiasm.