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Professional Responsibility among Primary School Teachers of Mathematics

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ABSTRACT This paper identifies the performance of primary schools mathematics teachers in the light of their professional responsibility. Research has been conducted following the descriptive approach. Questionnaire has been used as a data collection tool to explore the professional responsibility in terms of teachers' belief in their professional responsibility, their interest in cognitive development as a means to professional development and their behavior as an outcome of professional development. The study group consists of 60 teachers divided into two groups. Group (A) includes (30) males and Group (B) includes (30) females. The results prove that primary school mathematics teachers have a low level of professional responsibility with no statistically significant differences in the average of professional responsibility in terms of gender or professional experience. The second part of the paper includes suggestions for enhancing the performance of primary school mathematics teachers in the light of their acquired professional responsibility