Accountability of Secondary School Teachers: Determinants of Quality Education

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Abstract

Accountability is the responsibility that goes with the authority to do something. The responsibility is to use authority justifiably and credibly. The teachers are accountable or answerable; they are responsible for the fulfillment of obligations, liability to account for conduct, meet or suffer consequences, to hold a trustee to his accountability, the accountability of parents towards their children. Accountability is multi-faceted: it involves responsibility, authority, evaluation and control.

Keywords: Accountability, Quality Education, Streams of Education

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Introduction

In the context of global policy, global society and global economy, every country is seriously thinking of heightening the degree of quality in the education system. Everybody has right not only to get an education but also to receive high-quality education (Schalock, H. Del 2004). A quality education system must provide all people with a comprehensive education and help them to be able to manage their working life, life in society and personal life(Andrew, Davis & White, John 2002). It develops the skills and competencies in the individuals to be prepared to participate in the economic life, cultural life and political life of their societies (Chopra, Reeta&Gartia, Radhakanta2009). Quality education deals with continuous improvement of the educational system's process, implementation, evaluation, and decision-making. It views the educant as an individual, a family member, a community member and a global citizen and educates the individual to be competent to play the four roles efficiently (Bontis, Nick &Mograbi, AdwoaMould 2006). Quality pertains to the relevance of what is taught and learned to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the educational system itself, in the nature of students, teachers, facilities, equipment and its objectives, curriculum and educational technologies, and its socio-economic, cultural and political environment(Cohen, Aaron 2007).

Globalization, privatization and a liberal economy have thrown up many challenges to all fields in education. Fierce competition with international competitions in open market demands for quality everywhere and compel us to go for quality. In the global society that we are fast becoming, a sense of being part of larger human family, recognizing diversity within our essential unity and living in a spirit of expected to be quiet different from what it is in a traditional classroom. A teacher is now required to be for more agile in his approach. A teacher has to play multiple roles and preserve the basic values of life.

Teacher's role is now changing from information giver to facilitator, counselor, advisor, guide, coach, co-learner, mentor, and resource and technology manager. As such the key point of

instruction is not the infusion of information but the construction of knowledge, civilization of abilities and illumination of wisdom. To confront the change in teacher's role and instructional innovation, teachers will have to review, arrange, reflect, reconstruct and share their practical knowledge. They will have to play the role of knowledge workers(Aggarwal, J. C. 1995). The job market for knowledge workers is also very different from that of the past. There is an increasing demand for actual knowledge and skills. The job market will require teachers of international standards

Teachers are committed to providing quality programs and welcome accountability strategies that are effective, fairly implemented and that achieve meaningful results. Teaching is a highly regulated profession(Marcy, Richard T. Gentry, William A. &Mckinnon Rob. 2008). As well, teachers continually enhance their practice by:

- assessing their own learning needs and developing annual professional growth plans;
- participating in professional development activities at the school, school board, and provincial level;
- addressing critical issues, sharing ideas and working on grade activities in divisional meetings;
- attending curriculum meetings;
- presenting workshops;
- taking courses to enhance their learning;
- mentoring peers;
- writing curriculum; and
- serving on in-school, board and provincial committees.

Several characteristics techniques make for a successful teacher and all good teachers have in common. Certain time-tested attributes, characteristics and practices contribute immensely to teacher success(Sanech, A. &Bogler, R. 2002). The teachers have some characteristics, if these characteristics are lacking, a teacher cannot be an effective educator. Characteristics are:

- Patience
- Willingness
- Concern for their students
- Knowledgeable
- Good communicators
- Admirable
- Fair and just
- Leadership
- Committed
- Understanding
- Compassion and caring
- Confidence
- Prepared
- Professionalism

In the present scenario, there is cutthroat competition in every field of life, even in education. Teachers are more responsible for improving students' achievement. Teachers face many problems i.e. personal and psychological. Due to these problems, teachers do not work properly (Sanech, A. & Bogler, R. 2002). Teacher accountability is most important for improving the quality of education. It should be more responsibility of the teachers to improve the level of their work. Commitment should be necessary for the teachers towards their work, profession and values like moral and ethical also are inside the teachers(Nordin, RazakAbd& Keeves, John P. (2009). Occupational commitment contributes to the field of education because it has successfully attempted to fill the gap(Bourke, Sid 2005). It should be reduced the weaknesses among teachers. Ethical behavior should be must be for the teachers, and then the teachers would be responsible for their work

The objective of the Study

- To study the accountability of secondary school teachers with respect to their gender and streams of education.

Research Questions

- Is there any difference in the accountability of secondary schools male and female science teachers working in govt. schools?
- Is there any difference in accountability of secondary schools male and female arts teachers working in govt. schools?

METHODOLOGY

The present study is descriptive in nature and survey method has been used. Descriptive research studies are designed to obtain pertinent and precise information concerning from the facts discovered. All secondary school teachers working in the Gurugram district of Haryana constitute the population for the present investigation. The investigator has selected 100 teachers from 10 secondary schools using simple random sampling. The classification of teachers as sample is given below:

Tools Used for Collection of Data

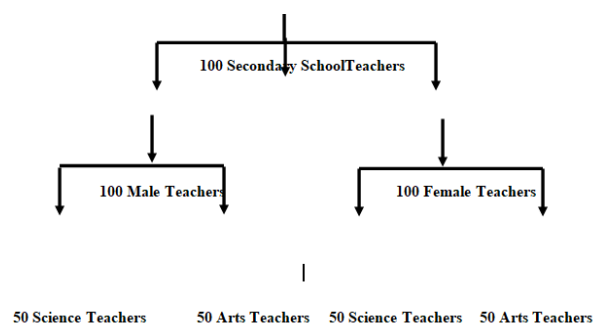The investigator has used *the Teacher Accountability Scale (TAS) constructed and standardized by the investigator.*

Figure 1: showing classification of teachers as sample for the present investigation

Description of the Teacher Accountability Scale:

The process of standardization consisted three stages. In the first stage, a scale consisting of 40 statements was prepared. The scale was modified in the light of views obtained from experts, senior teachers, research scholar sand language experts. The scale was administered over 20 secondary school teachers for pilot study to avoid initial difficulties.Some of the respondents expressed difficulty in understanding a few statements. Irrelevant statements were checked. Few statements were modifying and added. Finally the scale was developed by taking into account 43 questions. The scale includes 43 statements, covering 3 dimensions which are described as:

Reliability and Validity

The scale was measured the teacher accountability of the respondents and some cannot be validated by using the test-retest method because the period between the test-retest method it allows the respondents to change their views on concerned accountability and the construction of an equivalent parallel form is even more tedious and difficult in the available time limit. The questionnaires were administered to 20 teachers and the reliability was established by using the split-half technique (odd and even). The reliability of the coefficient obtained was 0.67 significant at .01 level. The statements of the teacher accountability scale indicated the face validity. The conceptual dimensions were not used in same form and modified to suite Indian conditions and these qualities the researcher to establish the content validity of the tool.

Scoring

Every alternative of the item has only one weighted score, which provides score to any response in the horizontal plane. Likert-type scale was used to elicit the five-point scale responses. Five response categories in words have been given only on the top of the right hand side. The rating scale was Strongly Agree-1, Agree- 2, Neutral-3, Disagree-4, and Strongly Disagree-5. Reverse scoring was adopted for the following statements Strongly Agree-5, Agree-4, Neutral-3, Disagree-2, and Strongly Disagree-1.

Table 1: Showing Various Dimensions of Teacher Accountability

Sr. No.	Major Dimensions
1.	Techniques of Teaching
2.	Evaluation
3.	Home Assignment

RESULT ANALYSIS

A result pertaining to the difference in accountability of male and female science teachers working in govtschools
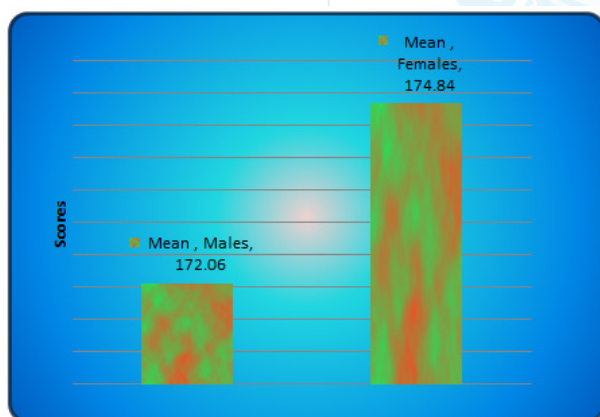
To find out the difference in accountability between male and female science teachers working in government. Schools, t-ratio was calculated and the result is presented in Table 2

Table 2: The difference in accountability of male and female science teachers working in govt. schools

Gender and Stream	N	M	SD	SEd	t-ratio
Teacher Accountability					
Male Science Teachers	50	172.06	14.23		
				2.64	1.06
Female Science Teachers	50	174.84	12.04		

Table 2 depicts the calculated t-ratio with respect to the accountability of male and female science teachers working in govt. Schools which is found to be not significant. Thus, it can be interpreted that there exists no significant difference in teacher accountability of male and female science teachers working in govt. schools.

The difference of mean scores of teacher accountability among male and female science teachers has been shown in graph 1.

Graph 1: The difference in mean scores of male and female science teachers

Result pertaining to the difference in teacher a countability of male and female Arts teachers working in govt. schools
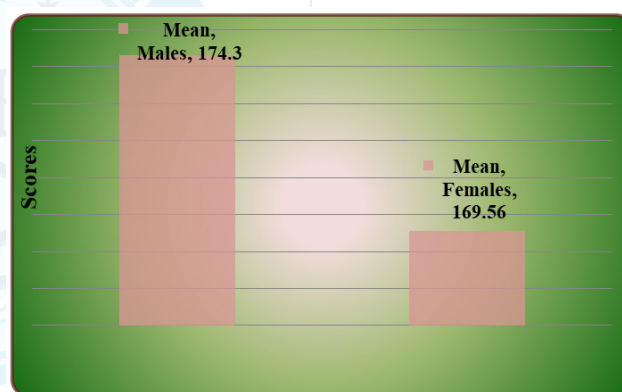
To find out the difference in accountability between male and female arts teachers working in government. schools, t-ratio was calculated and result is presented in Table 3.

Table 3: The difference in accountability of male and female Arts teachers working in govt. schools

Gender and Stream	N	M	S. D.	SED	t-ratio
Teacher Accountability					
Male Arts Teachers	50	174.3	12.26		
				2.08	1.76
Female Arts Teachers	50	169.56	114.76		

Table 3 reveals the calculated t-ratio with respect to accountability of male and female arts teachers working in govt. schools, which is found be insignificant. Therefore, it can be interpreted that there exists no significant difference in accountability of male and female arts teachers working in govt. schools.

The difference of mean scores of accountability of male and female arts teachers of has been shown in graph 2.

Graph 2: The difference in mean scores of male and female arts teachers

CONCLUSION

No significant difference exists in the accountability of male and female Science and Arts teachers working in govt. schools. The reason may be that the teachers from science and arts streams are more accountable for students learning, eager to encourage students to participate in co-curricular activities, and always more pragmatic towards their profession.

SUGGESTIONS FOR THE FURTHER STUDY

- A similar study can be conducted in other districts of Haryanataking into account other variables as well.
- An ethnographic study should be more useful to explore the relationship than quantitative ones. A detailed ethnographic study is one or two schools should provide more in-depth information regarding teachers' commitment.
- The central and state governments should take appropriate steps to implement various policies, schemes and interventions to improve the quality of education.

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