



TEACHERS ACCOUNTABILITY AS PERCEIVED BY CHAIRPERSONS AND TEACHERS

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Abstract

Teachers Accountability is an old and widely discussed phenomenon. Many researchers have made incalculable efforts to study the dimensions of Teachers Accountability. This study is aimed to study the opinion of chairpersons and teachers regarding teachers' accountability towards students, classroom and institution, teachers' activities, society and nation, and interpersonal relationship. Through data analysis, it is found that teachers have favorable opinion regarding teachers' accountability towards students, classroom and institution, and teachers' activities while they don't have favorable opinion regarding teachers' accountability towards society and nation, and interpersonal relationship. Furthermore, it is found that chairpersons have favorable opinion regarding teachers' accountability towards students, classroom and institution, and society and nation. On the other hand, chairpersons don't have favorable opinion regarding teachers' accountability towards teachers' activities and interpersonal relationship.

Keywords: Teachers, Accountability, Classroom, Interaction, Chairpersons, Nation, Achievement, Society etc.



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Concept Development

The concept of 'Teachers Accountability' consists of two different but interrelated terms: the one is 'Teachers' and another is 'Accountability'. Accountability may be termed as "responsibility to someone or for some activity". When considering a teacher's accountability, we relate it to the teacher's responsibility towards his students and their learning progress. Accountability may be described as a phenomenon which involves the duties of individuals, chairpersons and the institutions towards students and the whole education system. It maintains that teachers are responsible to bring

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quality in their products (students) and improve their knowledge, skills, attitudes and behavior.

Literature Review and Rationale of the study

Lund (1990) found accountability to be in a hierarchical configuration. The basis for this hierarchy was teacher monitoring. Newmann, King & Rigdon (1997) found that only seven of the twenty college had strong accountability systems. There 7 colleges had all 4 components of a complete accountability system: information, standards, consequences and an agent to judge organizational performance. Thrupp, Mansell, Hawksworth, & Harold (2003) reported that that educators were determined that they may be accountable for student achievement but to a limited extent due to the impact of family background. Kleinhenz & Ingvarson (2004) explored the strong link between teacher quality and student learning outcomes calls for effective systems of teacher accountability. School systems in all Australian states have established policies and practices to raise levels of teacher accountability, but it remains doubtful whether they have the capacity to deliver on teacher quality assurance or improvement in teachers' practice. Most of principals and teachers opined that the teachers are accountable towards the academic achievements of students, punctuality in taking class, completion of the assigned syllabus in time, updating the knowledge of students, organization of co-curricular activities, preparation for examination, providing guidance and counseling among students, inculcating of higher values and helping in improving college Campus (Sahu 2002).

It is concluded from the related literature that the intense research regarding teachers' accountability at university level is remained unexplored. Therefore, a need is felt to investigate the Teachers' Accountability as Perceived by Chairpersons and Teachers of Chaudhary Devi Lal University, Sirsa.

Objectives, Research Questions and Hypotheses

The major objectives of this research work are:

- To study the opinion of chairpersons regarding teachers' accountability

towards students, classroom and institution, teachers' activities, society and nation; and interpersonal relationship.

- To study the opinion of teachers regarding teachers' accountability towards students, classroom and institution, teachers' activities, society and nation; and interpersonal relationship.

The present study aimed to analyze the following questions:

1. Do the teachers have favorable opinion regarding teachers' accountability towards students?
2. Do the teachers have favorable opinion regarding teachers' accountability towards classroom and institution?
3. Do the teachers have favorable opinion regarding teachers' accountability towards teachers' activities?
4. Do the teachers have favorable opinion regarding teachers' accountability towards society and nation?
5. Do the teachers have favorable opinion regarding teachers' accountability towards interpersonal relations?
6. Do the chairpersons have favorable opinion regarding teachers' accountability towards students?
7. Do the chairpersons have favorable opinion regarding teachers' accountability towards classroom and institution?
8. Do the chairpersons have favorable opinion regarding teachers' accountability towards teachers' activities?
9. Do the chairpersons have favorable opinion regarding teachers' accountability towards society and nation?
10. Do the chairpersons have favorable opinion regarding teachers' accountability towards interpersonal relations?

In order to accomplish the objectives of the study following hypotheses were framed and the same were further tested:

H1: Teachers have favorable opinion regarding teachers' accountability towards students.

H2: Teachers have favorable opinion regarding teachers' accountability

towards classroom and institution.

H3: Teachers have favorable opinion regarding teachers' accountability towards teachers' activities.

H4: Teachers have favorable opinion regarding teachers' accountability towards society and nation.

H5: Teachers have favorable opinion regarding teachers' accountability towards interpersonal relations.

H6: The chairpersons have favorable opinion regarding teachers' accountability towards students.

H7: The chairpersons have favorable opinion regarding teachers' accountability towards classroom and institution.

H8: The chairpersons have favorable opinion regarding teachers' accountability towards teachers' activities.

H9: The chairpersons have favorable opinion regarding teachers' accountability towards society and nation.

H10: The chairpersons have favorable opinion regarding teachers' accountability towards interpersonal relations.

Research Methodology

For the purpose of the study, the researcher randomly collected primary data from the respondents i.e. 10 chairpersons and 50 teachers of Chaudhary Devi Lal University, Sirsa. The present study is descriptive in nature. The researchers used questionnaire developed by Satish Kumar (2006-07) as tool for collecting data. The questionnaire comprises 25 items. The questionnaire contained two responses 'Yes' and 'No.' In the questionnaire '1' marks is assigned to 'Yes' or 'Agree' and '0' is assigned to 'No' or Disagree.

Analytical Procedure, Result and Discussion

For the purpose of analysis of data simple measures like frequencies and percentage were used.

Research Questions 1: Do the teachers have favorable opinion regarding teachers' accountability towards students?

Hypothesis 1: The teachers have favorable opinion regarding teachers'

accountability towards students.

Table 1: Perception of teachers regarding teachers' accountability towards students.

Item No.	Statement of item	Frequency & percentage		Source value
		Yes	No	
1.	Do you provide career counseling to students?	45 (90%)	5 (10%)	45
6	Do you work for better academic achievement of students?	46 (92%)	4 (8%)	46
11	Do you take special consideration for slow learners?	27 (54%)	23 (46%)	27
16	Do you make special efforts for brilliant students?	37 (74%)	13 (26%)	37
21	Do you assist students in preparation of their exam?	47 (94%)	3 (6%)	47

It is revealed from table no. 1 that most of teachers are very much responsible towards students. Teachers make efforts for the better learning and academic achievements of the students. 90% Teachers have opined that they provide guidance and counseling among the students where as 10% teachers opined that they don't provide guidance and counseling among students. 92% Teachers opine that they work for better academic achievement of students. 54% Teachers take special consideration for slow learner but 46% teachers don't take special consideration for the slow learner. 74% teachers make special efforts for brilliant student. 94% teachers assist students in preparation of their exam only 6% teachers don't assist students in preparation of their exam. Thus, the hypothesis that teachers' have favorable opinion regarding teachers' accountability towards students is accepted.

Research Question 2: Do the teachers have favorable opinion regarding teachers' accountability towards classroom and institution?

Hypothesis 2: Teachers have favorable opinion regarding teachers' accountability towards classroom and institution.

Table 4.2: Perception of teachers regarding teachers’ accountability towards classroom and institution.

Item No.	Statement of item	Frequency & Percentage		Source
		Yes	No	
2	Do you maintain students’ academic progress record?	39 (78%)	11 (22%)	39
7	Do you have control over the classes?	43 (86%)	7 (14%)	43
12	Do you have good command on related subjects?	134 (68%)	16 (32%)	34
17	Do you help in improving institutes environment?	29 (58%)	21 (42%)	29
22	Do you motivate students to participate in co-curricular activities?	45 (90%)	5 (10%)	45

It is evident from table 2 that the most of teachers has opined that they are responsible or accountable towards classroom and institution. 78% teachers maintain students’ academic progress record and 22% teachers don't maintain students’ academic progress record. 86% teachers have good control over the classes. 68% teachers have command on related subject but 32% teachers don't have command on related subject. 58% teachers help in improving institutes environment but 42% don't help in improving the institution’s environment 90% teachers motivate the students to participate in co-curricular activities. The Hypothesis that the teachers have favorable opinion towards teacher's accountability regarding classroom and institution is accepted.

Research Question 3: Do the teachers have favorable opinion regarding teachers’ accountability towards teachers’ activities?

Hypothesis 3: The teachers have favorable opinion regarding teachers’ accountability towards teachers’ activities.

Table 3: Perception of teachers regarding teachers' accountability towards teachers' activities.

Item No.	Statement of item	Frequency Percentage		& Source value
		Yes	No	
3	Are you regular in attending the departments?	34 (68%)	16 (32%)	34
8	Are you punctual in taking classes?	28 (56%)	22(44%)	28
13	Do you make adequate preparation for teaching?	33(66%)	17 (34%)	33
18	Do you use audio-visual teaching aids?	25 (50%)	25 (50%)	25
23	Do you use new methods and techniques?	32 (64%)	18 (36%)	32

The table 3 reveals that the teachers are aware and conscious of their activities. 68% teacher are regular in attending the department but only 56% teachers are punctual in taking classes. 66% teachers prepare themselves adequately for teaching. It is revealed that only 50% teachers use audio-visual aids during teaching. 64% teachers are there who use the new methods and techniques for teaching. It is evident from the table that there is not much good results about the responsibilities of teachers towards their activities. Teachers have favorable opinion towards teacher's accountability regarding teachers' activities, therefore, the hypothesis is accepted.

Research Question 4: Do the teachers have favorable opinion regarding teachers' accountability towards society and nation?

Hypothesis 4: The teachers have favorable opinion regarding teachers' accountability towards society and nation.

Table 4: Perception of teachers regarding teacher's accountability towards society and nation.

Item No.	Statement of Item	Frequency percentage		& Source value
		Yes	No	
4	Do you inculcate higher values among students?	35 (70%)	15 (30%)	35
9	Do you participate in community development programme?	25 (50%)	25 (50%)	25

14	Do you participate in national welfare programme?	16 (32%)	34 (68%)	16
19	Do you organize cultural activities?	33 (66%)	17 (34%)	33
24	Do you celebrate the national festivals at departments?	26 (52%)	24 (48%)	26

It is evident from the table 4 item No. 4 that the 70% teachers try to inculcate higher values among student but 30% teachers do not do so. 50% teachers participate in community development activities and works. Only 32% teachers participate in national welfare programme but the 68% teachers don't bother about the national welfare and developmental programme. 66% teachers help in organizing the cultural activities. 52% teachers celebrate the national festivals at departments but 48% teachers don't celebrate such festivals at departments. All teachers don't have favorable opinion towards teachers' accountability regarding society and nation thus hypothesis made by researcher is rejected.

Research Question 5: Do the teachers have favorable opinion regarding teachers' accountability towards interpersonal relations?

Hypothesis 5: The teachers have favorable opinion regarding teachers' accountability towards interpersonal relationship?

Table 5: Perception of teachers regarding teachers' accountability towards interpersonal relationship.

Item No	Statement of item	Frequency Percentage		& Source value
		Yes	No	
5	Do you inform the parents about students' performance?	19 (38%)	31 (62%)	19
10	Do you have healthy relations with chairpersons?	26 (52%)	24 (48%)	26
15	Do you make good relation with their colleagues?	36 (72%)	14 (28%)	36
20	Do you help in administration of departments?	23 (46%)	27 (54%)	23

25	Do you make good relations with managing body?	25 (50%)	25 (50%)	25
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From the table 5 the interpersonal relationship is revealed. Only 38% teachers inform the parents about students’ performance but the 62% teachers don't inform the parents about students’ performance. There are 52% teachers who have healthy relations with the chairpersons of the departments. 72% teachers have good relations with their colleagues. 46% teachers help in the administration of the departments or institution but 54% teachers do not think so to help in administration of departments. 50% teacher are there who make good relationship with the managing body. From the source value it is proved that teachers don't have favorable opinion towards teachers' accountability regarding interpersonal relationship hence hypothesis is rejected.

Research Question 6: Do the chairpersons have favorable opinion regarding teachers’ accountability towards students?

Hypothesis 6: The chairpersons have favorable opinion regarding teachers’ accountability towards students.

Table 6: Perception of chairpersons regarding teachers' accountability towards students.

Item No.	Statement of item	Frequency Percentage		Source value
		Yes	No	
1	Do teachers provide career guidance to students?	10(100%)	0 (0%)	10
6	Do they work for better academic achievement of students?	9 (90%)	1 (10%)	9
11	Do they take special consideration for slow learner?	7 (70%)	3 (30%)	7
16	Do they make special efforts for brilliant students?	5 (50%)	5 (50%)	5
21	Do they assist students in preparation of exams?	5 (50%)	5(50%)	5

The table 6 revealed the opinion or perception of chairpersons regarding

teachers' accountability towards students. 100% chairpersons opined that the teachers provide career guidance to students. 90% chairpersons opined that the teachers work for better academic achievements of students. 70% chairpersons viewed that the teachers take special consideration for slow learner 50% chairpersons think that the teachers make efforts for brilliant students. 50% chairpersons revealed that teachers assist students in preparation of exams. Majority of chairpersons have favorable opinion towards teachers' accountability regarding students. Thus, hypothesis made by researcher is accepted.

Research Question 7: Do the chairpersons have favorable opinion regarding teachers' accountability towards classroom and institution?

Hypothesis 7: The chairpersons have favorable opinion regarding teachers' accountability towards classroom and institution.

Table 7: Perception of chairperson regarding teachers' accountability towards classroom and institution.

Item No.	Statement of item	Frequency percentage		& Source value
		Yes	No	
2	Do teachers maintain students' academic progress?	7 (70%)	3 (30%)	7
7	Do they have good control over the classes?	9 (90%)	1 (10%)	9
12	Do they have full command on related subject?	1 (10%)	9 (90%)	1
17	Do they help in improving department environment?	6 (60%)	4 (40%)	6
22	Do they motivate student to participate in co-curricular activities?	10(100%)	0 (0%)	10

It is revealed from the table 7 that the 70% chairperson opined that the teachers make or maintain students' academic progress records. Teachers have good control over the classes it is viewed by 90% chairpersons only 10% chairpersons perceived that the teachers have full command on related subject but 90% chairperson think that the teachers don't have full command on related teaching subject. 60% chairpersons viewed that the teachers help in improving department environment. It is opined by 100% chairpersons that

the teachers motivate the students to participate in co-curricular activities. Source value shows that the chairpersons have favorable opinion regarding teachers' accountability towards classroom and institution thus, hypothesis is accepted.

Research Question 8: Do the chairpersons have favorable opinion regarding teachers' accountability towards teachers' activities?

Hypothesis 8: The chairpersons have favorable opinion regarding teachers' accountability towards teachers' activities.

Table 8: Perception of chairpersons regarding teachers' accountability towards teachers' activities.

Item No.	Statement of item	Frequency & percentage		Source value
		Yes	No	
3	Are teachers regular in attending the departments?	3 (30%)	7 (70%)	3
8	Are teachers punctual in taking classes?	4 (40%)	6 (60%)	4
13	Do they make adequate preparation for teaching?	4 (40%)	6 (60%)	4
18	Do they use audio-visual teaching aids?	2 (20%)	8 (80%)	2
23	Do they use new methods and techniques?	7 (70%)	3 (30%)	7

The table 8 revealed the opinion of chairpersons regarding teachers' accountability towards teachers' activities. Only 30% chairpersons have perceived that the teachers are regular in attending the departments but 70% chairpersons don't think that teachers are regular in attending departments. 40% chairpersons opined that the teachers are punctual in taking classes but 60% chairpersons don't think so. There is only 20% chairpersons who perceived that the teachers use audio-visual teaching aids, but the 80% chairpersons don't perceived that teachers use audio-visual teaching aids. 70% chairpersons opined that the teachers use new teaching methods and techniques. Source value prove that the chairpersons don't have favorable opinion regarding teachers' activities and hypothesis is rejected.

Research Question 9: Do the chairpersons have favorable opinion regarding teachers' accountability towards society and nation?

Hypothesis 9: The chairpersons have favorable opinion regarding teachers' accountability towards society and nation.

Table 9: Perception of chairpersons regarding teachers' accountability towards society and nation.

Item No.	Statement of item	Frequency Percentage		& Source value
		Yes	No	
4	Do teachers inculcate higher values among students?	8 (80%)	2 (20%)	8
9	Do they participate in community development activities?	6 (60%)	4 (40%)	6
14	Do they participate in national welfare programmes?	5 (50%)	5 (50%)	5
19	Do they organize cultural activities in departments?	7 (70%)	3 (30%)	7
24	Do they celebrate national festivals at departments?	4 (40%)	6 (60%)	4

It is revealed from the table 9 that 80% chairpersons perceived that the teachers inculcate higher values among inculcate students. 60% chairpersons opined that the teachers participating in community development activities. 50% chairpersons opine that teachers participate in national welfare programmes but 50% chairpersons don't view so. 70% chairpersons perceived the participation of teachers in organizing the cultural activities in the departments. Only 40% chairpersons stated that the teachers celebrates national festivals at departments but 60% chairpersons presented the opposite view. It is revealed from the source values that the chairpersons have favorable opinion regarding teachers' accountability towards society and nation. Therefore, the hypothesis made by researcher is accepted.

Research Question 10: Do the chairpersons have favorable opinion regarding teachers' accountability towards interpersonal relationship?

Hypothesis 10: The chairpersons have favorable opinion regarding teachers' accountability towards interpersonal relationship.

Table 10: Perception of chairpersons regarding teachers' responsibilities towards interpersonal relationship.

Item No.	Statement of item	Frequency & Percentage		Source value
		Yes	No	
5	Do teachers inform parents about students' performances?	6 (60%)	4 (40%)	6
10	Do they have healthy relation with chairpersons of departments?	2 (20%)	8 (80%)	2
15	Do they have good relation with colleagues?	9 (90%)	1 (10%)	9
20	Do they help in administration of institution?	3 (30%)	7 (70%)	3
25	Do they make good-relationships with managing body?	1 (10%)	9 (90%)	1

Table No.10 shows the chairperson's perception towards the teachers' interpersonal relationship. 60% chairpersons have viewed that the teachers inform parents about students' performance on the basis of regular assessment. 20% chairpersons have opinion that the teachers have healthy relation with chairperson of departments but 80% chairpersons are not in the favor of this perception. 90% chairpersons have the opinion that teachers have good relation with their colleagues. Only 30% chairpersons have opined that the teacher help in administration of institution and 70% chairpersons don't think that the teachers help in the administration of institution. It is perceived by only 10% chairpersons that teachers make good relationship with managing body of institution but 90% chairperson have viewed that teachers don't make good relationship with managing body of institution. Source value of chairpersons' opinion prove that the chairpersons don't have favorable opinion regarding teachers' accountability towards interpersonal relation. Thus the hypothesis is rejected.

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