



**ORIGINAL RESEARCH PAPER**

**Education**

**ACCOUNTABILITY OF THE TEACHERS OF SECONDARY SCHOOLS**

**KEY WORDS:** Accountability, secondary school teachers.

<b>Uttam Basak</b>	Research Scholar, Dept. of Education, The University of Burdwan Purba Bardhaman, West Bengal.
<b>Dr. Sanat Kumar Ghosh*</b>	Associate Professor, Katwa College, Katwa, Purba Bardhaman. *Corresponding Author

**ABSTRACT**  
 Quality assurance in education has become imperative in this rapidly changing world for all round development of each and every student and to cope up with the international challenges ushered by globalisation and advancement in technology and communication. In this transitional period of professionalism, accountability got momentum during the last few decades. The present paper is based on a report on the assessment of accountability of government aided secondary school teachers in Purba Bardhaman and Hooghly districts of West Bengal. The study was conducted on a sample of 400 teachers randomly selected from the two districts. The sample was bifurcated in the following way- 100 boys' School, 100 girls' school and 200 Co-Ed school teachers; 200 graduate and 200 post-graduate teachers. Accountability of Secondary School Teachers Scale developed and duly standardized by the investigators was administered on the selected teachers from the schools selected on school type basis. The collected data were analysed with appropriate statistical approaches. The study found that most of the teachers have favourable and average accountability. Significant difference in Accountability was found between teachers of boys' school and Co-ed schools. No significant difference in accountability was observed on the basis of qualifications.

**Introduction**

In spite of the inevitability of the role of the teachers in espousing quality and standard performance of education system, the sad truth remains that society almost all over the world have depicted a surprising hesitance in correlating the values and standard of teachers with the expected standard of education (Lassa, 1996). It is quite obvious that quality of education depends on the quality of teachers and their readiness to take responsibility for ensuring the aims and objectives of education specified by the nation. Therefore, teachers have a crucial role in bringing up pupils for the manifestation of their innate potentialities and in preparing pupils, the future citizens of a nation, with proper skills, knowledge and values so that they can become an agent of change for making their nation as well as they can face the international challenges in this globalised world. Education is the single most important family investment and parents deserve quality education for their children (Sloan, 2007). Hence, teachers need to be accountable for preparing students with the skills and knowledge as a return of investment from the part of the family and the state as well. Whitaker (1998, p.106) states, "issues of accountability are never far from our minds these days and it is vital to be clear about our responsibilities to share information and explanations with those concerned with the school." Accountability is an ethical concept with multiple meanings. Generally speaking, it refers to the responsibilities of an individual or institution for some actions to some significant others. According to Bovens (2007), "Accountability is a relationship between an actor and a forum in which the actor has an obligation to explain and to justify his or her conduct, the forum can pose questions and pass judgement and the actor may face consequences" (p.450). Lessinger (1973) defined accountability is to be responsible for something to someone with predictable consequences for the desirable and understandable performance of the responsibility. In education, teachers are responsible for the all-round development of students. In school system, teachers are fully aware of their clients and they should be responsible to those clients. In educational system, teachers have to be accountable to the authorities, students and teaching fraternity. (Monyati, et.al.2006).

**Need for the Study**

Every society expects teachers perform their responsibilities sincerely as the future of the students and the progress of that

society depend on them. But the issue has come out from different social media and the opinion of common people that the quality of education has been deteriorating due to the lack of teachers' accountability. Several questions have been raised whether teachers are accountable or not. On the other hand, secondary education is considered the most vital in the ladder of education system. It interlinks the primary and higher educational stages. With the view to get the exact nature of accountability of secondary school teachers and to get the answers of several questions raised against the accountability of teachers, the present study was conducted.

**Review of Related Literature**

Bala(2017) found average professional commitment among almost all of the school teachers.

Basu (2016) found that there was no significant difference in accountability between teachers of different types of schools. Kung (1982) found academic level and administrative attitudes are highly correlated with teachers' professional commitment.

**Statement of the Problem**

The present study may be stated as "Accountability of the Teachers of Secondary Schools".

**Objectives**

- The following objectives are laid down for the study-
1. To estimate the accountability of the teachers of secondary schools.
  2. To compare the accountability of the teachers of different types of secondary schools (Boys/ Girls/ Co-ed).
  3. To compare the accountability of the teachers of secondary schools with different qualifications.

**Hypotheses**

The following hypotheses are framed based on the objectives of the study.

- H01. There is no significant difference in accountability of the teachers of different types of secondary schools.  
 H02. There is no significant difference in accountability of secondary school teachers on the basis of their levels of qualifications.

**Variables of the Study**

In the study, accountability of the secondary school teachers

is the dependent variable. The independent variables are:  
 1. Type of Schools. 2. Academic Qualifications. The study was conducted to estimate the impacts of independent variables on the dependent variables.

**Method**

Descriptive survey method was adopted to conduct the study.

**Population**

The population of the study consisted of government aided secondary school teachers of Purba Bardhaman and Hooghly districts of West Bengal.

**Sample**

400 teachers from Government aided secondary schools in Purba Bardhaman and Hooghly districts were selected for the study with the following sample distribution-

**Table- 1 Sample of teachers based on school types**

Location	Boys' School	Girls' School	Co-ed School	Total
Rural	50	50	100	200
Urban	50	50	100	200
				400

**Table- 2 Sample of teachers based on gender**

Location	Graduate	Post-Graduate	Total
Rural	96	104	200
Urban	104	96	200
			400

**Tool**

Accountability of Secondary School Teachers Scale developed and standardized by the present study investigators was used for the study. The tool consists of 50 items with 10 dimensions viz Dedication to the profession, Adherence to rules and regulations, Good relations with students, Interest and accomplishment of any work related to the profession, Teaching as a passion not profession, Impartiality, Adherence to democratic convention, Righteousness, Sound knowledge and understanding in subject, Readiness to care and corporate pupils at any time. The tool is a five point scale with strongly agree, agree, neutral, disagree and strongly disagree. The range of scoring of the Accountability tool is between 50 to 250.

**Procedure**

The tool, Accountability of Secondary School Teachers was administered to 400 teachers of selected Secondary Schools in Purba Bardhaman and Hooghly districts of West Bengal. The teachers were given relevant instructions to fill up the tool with utmost care and sincerity. The duly filled in tools were collected afterwards.

**Plan of action**

- The study was carried out through the following steps-
- Selection of schools
- Selection of teachers
- Construction of the tool
- Validation of the tool
- Collection of data
- Analysis and Interpretation of Data

**Statistical Approaches**

- The following statistical approaches were used for the analysis of data-
- Mean
- Graphical representation
- Standard deviation
- Critical ratio test (t)
- Chi square test

**Analysis and Interpretation of Data**

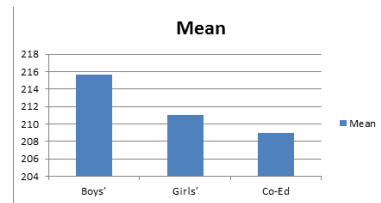
Analysis of data pertaining to objective-1. (To estimate the accountability of the teachers of secondary schools)

**Table-3 Showing the mean accountability scores of the teachers of different types of secondary schools**

School	N	Mean	Level of Accountability
Boys'	100	215.65	Average
Girls'	100	211.02	Average
Co-Ed	200	208.95	Average

Interpretation: Above table indicates that teachers of Boys', Girls' and Co-Ed secondary schools have average accountability.

**Figure-1 Showing the mean accountability scores of the teachers of different types of secondary schools**



Interpretation: Above figure indicates that teachers of Boys' secondary schools have higher accountability than those of Girls' and Co-Ed secondary schools.

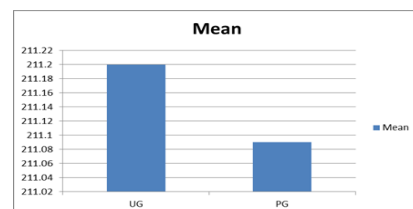
Analysis of data pertaining to objective-4 (To compare the accountability of the teachers of secondary schools on the basis of their qualifications)

**Table-4 Showing the mean accountability scores of the teachers on the basis of qualifications**

Qualifications	N	Mean	Level of Accountability
UG	200	211.2	Average
PG	200	211.09	Average

Interpretation: Above table indicates that both the Graduate and Post-Graduate teachers have average accountability.

**Figure-2 Showing average accountability scores of the teachers on the basis of qualifications**



Interpretation: Above figure indicates that Graduate and Post-Graduate teachers are having same level of accountability.

Analysis of data pertaining to hypothesis 1  
 H<sub>0</sub>1. There is no significant difference in accountability of the teachers of different types of secondary schools.

**Table-5 Showing comparison of accountability of the teachers of different types of secondary schools**

School	N	Mean	SD	SED	df	t	Level of significance
Boys	100	211.65	16.99	2.48	198	1.86	NS
Girls	100	211.02	18.48				
Girls	100	211.02	18.48	2.34	298	0.88	NS
Co-ed	200	208.95	19.97				
Boys	100	215.65	16.99	2.32	298	2.89	.05
Co-ed	200	208.95	19.97				

Interpretation: Above table indicates that the value of t between boys' and girls' school teachers is not significant at

.05 level, meaning thereby Boys' and Girls' school teachers do not differ significantly on the basis of their accountability score.

The value of t between Girls' and Co-ed school teachers is not also significant at .05 level. meaning thereby accountability of Girls' and Co-ed school teachers does not differ significantly. But the value of t between Boys' and Co-ed school teachers is significant at .05 level, meaning thereby Boys' and Co-ed school teachers differ significantly on the basis of their accountability score.

**Table-6 Showing the degree of accountability of the teachers of secondary schools on the basis of school types**

School Type	High Accountability	Average Accountability	Low Accountability	Total	$\chi^2$	Level of Significance
Boys'	36	42	22	100	12.8 58	.05
Girls'	26	49	25	100		
Co-eds'	56	70	74	200		

Interpretation: The chi square value is significant at .05 level. The result leads to infer that accountability differ significantly between Boys', Girls' and Co-ed school teachers but accountability does not differ significantly between Boys' and Girls' school teachers and also between Girls' and Co-ed school teachers.

Analysis of data pertaining to hypothesis 2

H<sub>0</sub>2. There is no significant relationship between Accountability and levels of qualifications of the teachers of secondary teachers.

**Table- 7 Showing comparison of accountability of the teachers having different qualifications**

Qualifications	N	Mean	SD	SED	df	t	Level of significance
UG	200	211.20	18.72	1.907	398	0.058	NS
PG	200	211.09	19.41				

Interpretation: Above table indicates that the value of t between Graduate and Post-graduate teachers is not significant at .05 level, meaning thereby Graduate and Post-graduate teachers do not differ significantly on the basis of their accountability score.

**Table-8 Showing the degree of accountability of the teachers of secondary schools on the basis of qualifications**

Qualifications	High Accountability	Average Accountability	Low Accountability	Total	$\chi^2$	Level of Significance
UG	54	89	57	200	2.72	NS
PG	64	73	63	200		

Interpretation: The chi square value is not also significant at .05 level. The result leads to infer that irrespective of differences in qualifications, most of the teachers have high and moderate accountability.

**Findings**

1. It was found that Boys' and Co-ed school teachers differed significantly on the basis of their accountability score. It means that the teachers of Boys' secondary schools have higher accountability than those of Co-Ed schools.
2. It was found that there was no significant difference in accountability between Boys' and Girls' school teachers.
3. It was found that there was no significant difference in accountability between Girls' and Co Ed school teachers.
4. It was found that accountability of teachers does not differ on the basis of levels of qualifications.

**Conclusion**

The findings of the study indicate that most of the teachers of secondary schools are having high and average accountability. It can be inferred that most of the teachers are accountable to students, parents, society, school, administration and above all to the nation. The present study is in consonance with the findings of Bala (2017). Whereas Basu (2016) found that types of schools had no effect on accountability, the present study found that the teachers of Boys' schools have higher accountability than those of Co-Ed schools. The study is also in consonance with the study of Kung (1982).

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