



A Study of Teachers' perception of Task-Responsibilities for ensuring Teachers' Accountability in Secondary Schools of Haryana

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Teachers' Accountability means holding teacher responsible or answerable for the expected work or role and it includes his instructional as well as non-instructional responsibilities. Accountability is a responsibility, a self imposed moral obligation, a bounden duty. Like other disciplines say medicine, law etc. education also has ethical standards and a teacher feels morally obliged to perform his duties honestly to the best of his ability. In this article an attempt has been made by the researcher to study the existing practice of teachers' accountability and for that purpose the researcher collect the data from 30 senior secondary schools and 300 teachers'. Self developed opinionnaire and questionnaire were used to collect the data regarding teachers' perception of task responsibilities for ensuring existing practice of teachers' accountability in secondary schools of Haryana.

Key Words: Teachers evaluation, Teachers' accountability,

Secondary schools

Traditionally teachers have been held in high esteem and education as an acclaimed pre-occupation of the society. Teachers were recognized to be men and women of high caliber and unquestionable integrity and education as a means to attain higher levels and of human existence. Teachers were supposed to be duty-bound and spared no efforts to educate and improve the wards placed in their charge and also work timelessly to explore new knowledge and thus improve their own. The teachers lived a simple life and personified the popular belief of an ideal human being giving more to the society they lived in and expecting very little in return. They have in fact been placed on the same pedestal as that of parents and to some extent on level with the super natural being, the God. It was a matter of faith on the part of the society that teachers were considered responsible, reliable and dependable beyond any doubt. Thus the accountability of a teacher was never a debatable issue, till recently.

The changing scenario of society and its influence on education is forcing education to change its objectives as well. Deteriorating standards of education and the poor quality of products coming out of educational institutions, have made the society to question the do's and dont's of the education system. Recently, however, teachers sense of responsibility and integrity has been questioned and many of them are criticized for their negligence of duty and obligations. It is said that they are more concerned for improving their service conditions and emoluments than for discharging their legitimate duties and responsibilities. Particularly, deterioration in the quality of education and poor performance of pupils have raised the question of teachers accountability. Thus accountability of teachers and the urgency of introducing a formal system of accountability in general and secondary education in particular is the need of the hour.



The trend of the researches conducted in India reveals that the systematic study regarding the teachers' accountability of secondary schools has largely remained an unexplored area of research in our country. Realizing that there are many misconceptions about professional accountability of secondary school teachers and there is a pressing need to make an objective investigation in this area, a problem has been selected and an attempt has been made to study and evaluate the existing practice of teachers' accountability in secondary schools of Haryana.

MAJOR OBJECTIVE OF THE STUDY:

To study the existing practice of teachers accountability in secondary schools of Haryana through the perceptions of the secondary school teachers.

SPECIFIC OBJECTIVES AND RESEARCH QUESTIONS:

OBJECTIVE-I

To obtain the perceptions of the secondary school teachers about the degree of emphasis given to task-responsibilities on the basis of which teachers' accountability is ensured.

RESEARCH QUESTIONS

1. Which task-responsibilities are given more emphasis for ensuring teachers' accountability?
2. Which task-responsibilities are given less emphasis for ensuring teachers' accountability?

METHOD:

Keeping in view the nature of the present study, researcher has used opinion Survey Method to describe and interpret the existing practice of teachers' accountability.

SAMPLE:

The present study aims at investigating the existing practice of teachers' accountability at secondary school levels and on the basis of opinion of teachers. Keeping in view the delimitation of the study, population of the present study consisted of Government Secondary School teachers of Haryana.

At the time of collection of data Kurukshetra district had 82 Government Senior Secondary School/High School. In the first phase out of all the 82 Government Senior Secondary/High Schools spread over six blocks, 30 schools were randomly selected.

In the second/Phase out of these 30 selected schools 300 teachers (10 from each school) were selected randomly. Thus a group of 300 teachers of Secondary Schools consisted the sample for the present study.

TOOLS USED:

The following tools were used for collecting the required data.

- A self-developed opinionnaire for teachers' task-responsibilities on the basis of which teachers' accountability was ensured.



STATISTICAL TECHNIQUES USED:

The data was analysed with the following statistical techniques.

- Chi square test (X^2) of equality was used to find out the significance of opinion on different task-responsibilities as expressed by the teachers.
- Frequency and percentage were for different task-responsibilities under three categories of responses, viz. 'To a great extent', 'To some extent' and 'Not at all'. Score values and rating for each task-responsibility were calculated in order to determine the rank order of different task-responsibilities.

MAIN FINDINGS:

The findings of the present study have been given section wise below:-

An Overview Of The Task-Responsibilities On The Basis Of Which Teachers' Accountability Was Ensured

In order to study the opinion of teachers about the task-responsibilities on the basis of which teachers' accountability was ensured, the responses of 300 teachers were collected on the opinionnaire constructed for the purpose. For further analysis and interpretation their responses to each item in the opinionnaire was tabulated in terms of frequencies under three different categories viz. 'To a great extent', 'To some extent,' and 'Not at all.' The ratings for all the items were computed by dividing their score values by the total number of respondents.

The statements of the opinionnaire were rearranged in descending order on the basis of their score values and ratings. The order in which these task-responsibilities were given emphasis for ensuring accountability of teachers as per the existing practice is indicated in the table.

The Table reveals that the score values for different task responsibilities range from 581 to 127 and the range of the ratings by teachers is found to be from 1.93 to 0.42. The table further reveals that the teacher's ratings of as many as 10 task responsibilities out of 19 are greater than 1.0. This implies that in the opinion of teachers about half of the items included in the study are given more emphasis for ensuring teachers' accountability as per the existing practice.

For further comprehension and classification, these items were classified on the basis of their ratings into two groups, viz., upper and lower groups. The upper group constituted items having rating above 1.0 and the lower group comprised of items having rating below 1.0.

Table 3.1

Teachers rating of task-responsibilities on the basis of which Teachers' Accountability was ensured (N=300)

Frequency & percentages

Sr. No	Item No.	Task Responsibilities	T.G.E	T.S.E	N.A.A	Score value	Ratings
1	5	Teachers effort for better academic achievement of students	281 (93.67)	19 (6.33)	0	581 (96.83)	1.93
2	2	Punctuality in taking class	235 (78.33)	65 (21.67)	0	535	1.78
3	1	Regularity in attending school	220 (73.33)	80 (26.67)	0	520	1.73
4	7	Regular correction of home assignment	216 (72.0)	79 (26.33)	5 (1.66)	511	1.70
5	4	Completion of assigned syllabus in time	228 (76.0)	54 (18.0)	18 (6.0)	510	1.70
6	9	Making efforts in upgrading ones knowledge & professional skills	180 (60.0)	30 (10.0)	90 (30.0)	390	1.30
7	12	Assisting in organization of co-curricular activities	177 (59.0)	34 (11.33)	89 (29.67)	388	1.29
8	10	Special efforts for students who are weak	142 (47.33)	90 (30.0)	68 (22.66)	374	1.25
9	15	Participation in national welfare programmes	89 (29.67)	136 (45.33)	75 (25.0)	314	1.05
10	16	Teachers good relationship with the Head master	110 (36.67)	93 (31.0)	97 (32.33)	313	1.04
11	11	Special efforts for bright students	100 (33.33)	50 (16.66)	150 (50.0)	250	0.83
12	14	participation in community development activities	58 (19.33)	120 (40.0)	122 (40.67)	236	0.79
13	3	Making adequate preparation for Teaching	100 (33.33)	32 (10.67)	128 (42.67)	232	0.77
14	6	Teaching by new methods and techniques	100 (33.33)	10 (3.33)	190 (63.33)	210	0.71
15	18	Helping in administration of school	53 (17.67)	101 (33.67)	146 (48.67)	207	0.69
16	8	Maintaining school records and stocks	48 (16.0)	86 (28.67)	166 (55.33)	182	0.60
17	19	Teacher's healthy relationship with community members	42 (14.0)	64 (21.33)	194 (64.67)	148	0.49
18	13	Helping in improving	61	20	219	142	0.47

		school campus	(20.33)	(6.67)	(73.0)		
19	17	Teacher's healthy relationship with colleagues	38 (12.67)	51 (17)	211 (70.33)	127	0.42

Note: Figures shown in Parenthesis represent percentage.

T.G.E- Agree to great extent

T.S.E- Agree to some extent

N.A.A- Not at all

Teacher's rating of the task responsibilities which were given more emphasis for ensuring teachers' accountability

Sr. No	Item No.	Task Responsibilities	T.G.E	T.S.E	N.A.A	Score value	Ratings
1	5	Teachers effort for better academic achievement of students	281 (93.67)	19 (6.33)	0	581 (96.83)	1.93
2	2	Punctuality in taking class	235 (78.33)	65 (21.67)	0	535	1.78
3	1	Regularity in attending school	220 (73.33)	80 (26.67)	0	520	1.73
4	7	Regular correction of home assignment	216 (72.0)	79 (26.33)	5 (1.66)	511	1.70
5	4	Completion of assigned syllabus in time	228 (76.0)	54 (18.0)	18 (6.0)	510	1.70
6	9	Making efforts in upgrading ones knowledge & professional skills	180 (60.0)	30 (10.0)	90 (30.0)	390	1.30
7	12	Assisting in organization of co-curricular activities	177 (59)	34 (11.33)	89 (29.67)	388	1.29
8	10	Special efforts for students who are weak	142 (47.33)	90 (30.0)	68 (22.66)	374	1.25
9	15	Participation in national welfare programme	89 (29.67)	136 (45.33)	75 (25)	314	1.05
10	16	Teachers good relationship with the Head master	110 (36.67)	93 (31)	97 (32.33)	313	1.04

It is evident from the above table that item No. 5 'Teachers' efforts for better academic achievement of students – was perceived 'To a great extent' by 93 per cent of the teachers, 'To some extent' by 19 per cent and 'Not at all' by none. The score value of this item is 581 (96.83%). It implies that almost all the teachers perceived this task responsibility was the most emphasized for ensuring teachers' accountability as per the existing practice.

An inspection of Table further reveals that ratings of item No. (s) 2- Punctuality in taking class', 1- Regularity in attending school, 7- Regular correction of home assignment , and 4- Completion of assigned syllabus in time range from 1.78 to 1.70. Thus, it implies that teachers have not discriminated much among these items. It shows that they carry almost equal importance, and form a cluster. In order of significance this cluster of items is next to item No. 5 i.e. 'Teachers effort

for better academic achievement of students' which has highest rating 1.93. Moreover, this cluster was more emphasised for ensuring teachers' accountability as opined by the respondent.

Similarly it can be observed from the Table that the ratings for item No. (s) 9, 12 and 10, i.e. Making efforts in upgrading one's knowledge and professional skills, Assisting in organisation of co-curricular activities and Special efforts for students who are weak range from 1.30 to 1.25. It shows, therefore, that teachers have not discriminated much amongst these items. Hence, these items formed another cluster of task - responsibilities which were given moderate emphasis for ensuring teachers' accountability as per the existing practice.

The Table further reveals that item no. 15 and 16 - 'Participation in national welfare programme', and 'Teachers good relationship with the Headmaster', have ratings 1.05 and 1.04 respectively. Thus the teachers have not discriminated much between these two items and a cluster of task responsibilities is formed which was though given much emphasis but has a lower significance in comparison to other clusters mentioned above.

Teachers perception of the task-responsibilities which was given less emphasis for ensuring teachers' accountability

This section will provide the analysis and interpretation of the data pertaining to teachers' perception of the task-responsibilities lying in the lower group and given less emphasis for ensuring teachers' accountability. These task responsibilities as viewed by the teachers are given in Table according to their descending order of significance. The table also provides the frequency distribution of responses under three different categories, viz. To great extent, to some extent, not at all, alongwith their score values and ratings.

The data in table reveals that rating of Item No(s) 11- Special efforts for bright students, 14- Participation in community development activities, 3- Making adequate preparation for teaching, 6- Teaching by new methods and Techniques and 18- Helping in administration of school range from 0.83 to 0.69. Thus it shows that teachers have not discriminated much among these items and they carry equal importance. Thus they form a cluster. This cluster of task-responsibilities was given less emphasis for ensuring teachers' accountability.

Sr. No	Item No.	Task Responsibilities	T.G.E	T.S.E	N.A.A	Score value	Ratings
1	11	Special efforts for bright students	100 (33.33)	50 (16.66)	150	250	0.83
2	14	participation in community development activities	58 (19.33)	120 (40)	122 (40.67)	236	0.79
3	3	Making adequate preparation for Teaching	100 (33.33)	32 (10.67)	128 (42.67)	232	0.77
4	6	Teaching by new methods and techniques	100 (33.33)	10 (3.33)	190 (63.33)	210	0.71
5	18	Helping in administration of	53 (17.67)	101 (33.67)	146 (48.67)	207	0.69

		school					
6	8	Maintaining school records and stocks	48 (16)	86 (28.67)	166 (55.33)	182	0.60
7	19	Teacher's healthy relationship with community members	42 (14)	64 (21.33)	194 (64.67)	148	0.49
8	13	Helping in improving school campus	61 (20.33)	20 (6.67)	219 (73)	142	0.47
9	17	Teacher's healthy relationship with colleagues	38 (12.67)	51 (17)	211 (70.33)	127	0.42

It can be observed from the table that ratings for item no. 18- Helping in administration of school and item no. 8-Maintaining school records and stocks – range from 0.69 to 0.60. Thus, it shows that they carry equal importance and form a cluster which was given still lesser emphasis for ensuring teachers' accountability.

A further inspection of Table reveals that rating for Item No.(s) 19, 13, & 17 – 'Teachers healthy relationship with community members', 'Helping in improving school campus' and 'Teachers healthy relationship with colleagues' range from 0.49 to 0.42. Further, it can be concluded that teachers have not discriminated much among these items and another cluster of task-responsibility is formed. In the opinion of teachers this cluster of task responsibility was given the least emphasis for ensuring teachers' accountability as per the existing practice in secondary schools of Haryana.

It can be interpreted from the above analysis that teachers' effort for better academic achievement of students was the most emphasized task-responsibility as per the existing practice whereas punctuality in taking class, regularity in attending schools, regular correction of home assignment and completion of assigned syllabus in time carry equal importance and more emphasised by the respondents.

Similarly making efforts in upgrading ones knowledge and professional skills, assisting in organisation of co-curricular activities and special efforts for students who are weak were given moderate as per the existing practice. Whereas participation in national welfare programme and teachers good relationship with head were though given much emphasis but has a lower significance in comparison to the other items mentioned above.

The task responsibility of making special efforts for bright students, participation in community development activities, making adequate preparation for teaching and teaching by new methods and techniques were given less emphasis where as maintaining school records and stocks were given still lesser emphasis for ensuring teachers' accountability.

Similarly teachers' healthy relationship with community members, helping in improving school campus and teachers healthy relationship with colleagues are the existing practice for ensuring teachers' accountability.

Conclusion

Lack of technology, or lack of funds, is not the real issue in the Indian education system. All the current educational programs in India are shying away and not



addressing the root cause of the educational issues. At least from what I saw in India, the real issue in the public education system in India is the lack of accountability, in particular teacher accountability. And unless this issue is addressed, the quality of education in India will not improve. It is time we stop ignoring the customer (the parent/student) and start empowering them. The teacher accountability issue in India is a very complicated and difficult issue to deal with. Addressing it will require the will of the Indian government, and an improvement in the quality of demand – in the form of a cultural shift and support from the educated mass. And technology can play its part in creating a positive change only if used the right way, by thinking in terms of the local context – by taking into consideration the social, cultural, and economic conditions.

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