

Accountability of School Leaders And Teachers Towards Students – A Analytic Study

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Abstract

This paper examined accountability of school leaders and teachers towards students. The data was collected from middle schools in Bhopal. 20 Principals and 50 teachers randomly selected for the study. The questionnaire was developed by the researcher himself. It is revealed that too many principals are agree and too few are not agree that Principals have Transform educational accountability. Many principals are agree that Educational accountability in term of School systems, Motivation, More constructive, Successes of school, Quantitative and qualitative measurements of student, Parent involvement, Professional development, Success at the class room level, Specific strategies for improvement. It was also revealed that too many teachers are agree and too few are not agree that teachers have Holistic accountability. While Many teachers are agree that Educational accountability of teachers in term of Curriculum, Progress of individual students, Teaching strategies, Attendance, Student mobility, Results, Achievement, Improvement of student performance and Health care.

Keywords

Accountability, Student-Centered Accountability, Accurate and motivational Accountability

Introduction

Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good leader and teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy.

An important purpose of accountability system is that all students have equal access to opportunities for learning. School leaders and teachers with demands for more work and better results with fewer resources and less time. straight to the point, accountability towards students equips school leaders and teachers have in the classroom and school. In current era schools principal play the pivotal role for in school system. positively willingness related to accountability outcomes high achievement. Millions were spent on research, but nothing happened in the classroom.

Student centered accountability focuses on progress of individual students, teaching strategies, attendance pattern and other factor influence to performance. so teacher should be involved in accountability at educational accountability. Student centered accountability is more accurate, more constructive and more motivational.

If Schools are actively engaged in accountability, they increased in students achievement. Goodwin, Englert, & Cicchinelli (2003) frequently cited characteristics of good system that are essential for accountability system. (1) high expectations for all students (2) high quality assessment (3) alignment of resources, support and assistance for improvement (4) rewards linked to results (5) multiple measure (6) diagnostic uses for data (7) data that are readily understandable to the public.

Every teacher wants to be success of their students. The purpose of educational accountability is the improvement of teaching and learning. It is a process which can be achieve with specific teaching and learning practices.

People in the school system (leaders and teachers) who are held accountable, when other participants in the child's education, including parents, support staff, office administrators, also have important roles to play in progress of students

Research questions

What is it the role of school leaders and teachers towards individual development and academic achievement of students.

Objective

1. To explore role of school leaders towards individual development and academic achievement of students. in a middle school context.
2. To explore role of teachers towards individual development and academic achievement of students. in a middle school context.
3. To explore Student-Centered Accountability in school system.
4. To measure More Accurate and motivational Accountability in school system

Hypothesis

1. School leaders are accountable towards individual development and academic achievement of students.
2. School teachers are accountable towards individual development and academic achievement of students.

Methodology

Participants of the Study

Principals and teachers selected from middle schools in Bhopal. 20 Principals and 50 teachers randomly selected for the study. Results and Interpretations.

Table 1 : Reaction of principal (χ^2 values and Significance)

S.No	Educational accountability of principal	No. of cases	Yes	No	Uncertain	χ^2
1.	School systems	20	90%	5%	5%	28.9*
2.	Motivation	20	75%	15%	10%	15.7*
3.	Transform educational	20	50%	20%	30%	2.8**
4.	More constructive	20	90%	5%	5%	28.9*
5.	Successes of school	20	70%	10%	20%	12.4*
6.	Quantitative and qualitative measurements Of student	20	85%	10%	5%	24.1*
7.	Parent involvement	20	70%	20%	10%	12.4*
8.	Professional development	20	90%	5%	5%	28.9*
9.	Success at the class room level	20	60%	10%	30%	7.60*
10	Specific strategies for improvement	20	75%	15%	10%	15.7*

*significant ** not significant

Significant value at 0.05(d.f.-2)5.991

After testing the hypothesis through Chi square test. It is evident from Table- 4.01 Educational accountability of principal in term of School systems ($\chi^2=28.9$,sig). Transform educational ($\chi^2=15.7$ Not Sig.), Motivation ($\chi^2=15.7$ Sig.), More constructive ($\chi^2=28.9$,sig.), Successes of school ($\chi^2=12.4$,sig.), Quantitative and qualitative measurements of student ($\chi^2=24.1$,sig). Parent involvement ($\chi^2=12.4$,sig.), Professional development ($\chi^2=28.9$,sig). Success at the class room level ($\chi^2=7.60$,sig). Specific strategies for improvement ($\chi^2=15.7$,sig). In all the cases about the table value of χ^2 for 2 df was 5.991 at 0.05 level.

Table 2 : Reaction of of teacher (χ^2 values and Significance)

S.No	Educational accountability of teacher	No. of cases	Yes	No	Uncertain	χ^2
1.	Holistic accountability	50	40%	22%	38%	2.92**
2.	Curriculum	50	66%	14%	20%	24.28*
3.	Progress of individual students	50	76%	12%	12%	40.96*
4.	Teaching strategies	50	48%	10%	42%	12.52*
5.	Attendance	50	70%	24%	6%	32.68*
6.	Student mobility	50	94%	4%	2%	82.84*
7.	Results.	50	90%	6%	4%	72.82*
8.	Achievement	50	82%	8%	10%	53.32*
9.	Improvement of student performance	50	92%	6%	2%	77.56*
10	Health	50	60%	10%	30%	19.00*

*significant ** not significant

Significant value at 0.05(d.f.-2)5.991

After testing the hypothesis through Chi square test, It is evident from Table- 4.01 Educational accountability of teachers in term of Holistic accountability ($\chi^2=2.9$, Not sig). Curriculum ($\chi^2=24.28$ Sig.), Progress of individual students ($\chi^2=40.96$ Sig.), Teaching strategies ($\chi^2=12.52$,sig.), Attendance ($\chi^2=32.68$,sig.), Student mobility ($\chi^2=82.84$,sig). Results. ($\chi^2=72.82$,sig.), Achievement ($\chi^2=53.32$,sig). Improvement of student performance ($\chi^2=77.56$,sig). Health ($\chi^2=19.00$,sig). In all the cases about the table value of χ^2 for 2 df was 5.991 at 0.05 level.

Main Findings

- It was observed that, too many principals are agree and too few are not agree that principals have Transform educational accountability.
- Many principals are agree that they have Educational accountability in term of School systems, Motivation, More constructive, Successes of school. Quantitative and qualitative measurements of student, Parent involvement, Professional development, Success at the class room level, Specific strategies for improvement.
- It was observed that, too many teachers are agree and too few are not agree that teachers have Holistic accountability.

- Many teachers are agree that they have Educational accountability of Curriculum, Progress of individual students, Teaching strategies, Attendance, Student mobility, Results., Achievement, Improvement of student performance. Health care.

Recommendations

The results from the study show inconsistencies across different groups of principals and teachers in how accountability systems are effectively implemented. The following are recommendations that can assist by principals and teachers-

- Teachers should be involved and actively participate in the Development of students .
- Teachers should take the lead in improving educational accountability for essential reasons, that more accurate , more constructive and for motivation .
- The purpose of educational accountability is also the improvement of teaching and learning. It is a constructive process in which successful results can be associated with specific teaching and leadership practices so that teachers and leaders can be recognized and their successful practices can be replicated.
- Principal and Teachers need to be provided the resources to effectively implement of educational accountability .
- Training for teachers, principals, and administrators needs to be developed that allows for facilitation of a dialogue about how to best allocate resources, to identify weak areas in the curriculum and to effectively monitor policy implementation.
- Increased communication at all levels of education is important to ensure consistency in how policies are understood and implemented.

References

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