



# A Study of Teachers' Accountability in Relation to Teachers Professionalism of Primary Schools of Kadi

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## Abstract:

*Accountability is a concept of ethics and governance with several meanings. It is often used synonymously with such concepts as responsibility, answerability, Blameworthiness, Liability. As result the concept of "Accountability of teacher's has completely disappeared into cold bag not leaving behind even a faint clue. For the last three decades, all the committees and commissions appointed to suggest reforms in higher education had recommended the regular teacher's performance evaluation and ensuring their accountability*

**Keywords:** *Accountability, Professionalism, Primary teachers*

## 1. Introduction

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. 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.

## 2. Accountability

In 1986, S.R. Sen Committee while recommending higher pay scales had added the need for code of (professional ethics) to be made a part of it.

In 1986, National Policy of Education and also its programme of action (POA) had recommended for annual performance appraisal of teachers of education institutions to ensure their accountability.

In Dec. 1988, the U.G.C. Issued a notification regarding Accountability in higher education' for all the universities that self appraisal performance of the teacher is to be made mandatory as a requirement of Career Advancement Scheme (CAS) for award of new pay scales and be implemented with a year. Rastogi committee (1977) while emphasizing the need for account ability in teaching profession suggested self-appraisal by teacher', assessment by students in appropriate manner, periodic

performance appraisal, work load and code of professional ethics should be taken in to consideration while ensuring accountability of the teachers.

In 2008, UGC's latest pay review committee headed my professor G.K. Chadda recommended "multiple parameters like regularity in classroom teaching, holding tutorials, availability to students for consultation, participating in faculty meetings, guiding and carrying our research and participating in other academic activities like seminar, workshop etc. should taken in to consideration while assessing a teachers academic accountability.

### **3. Professional Accountability**

Professionalism in any sector is a result of the extent of accountability on the part of individuals. Teaching, being a profession, assumes that every teacher needs to be accountable towards his job. The following are the expected teacher behavior in the form of accountability:

Accountability towards students - Teacher and students are the two main pillars of the teaching learning process. The progress and development of the learners can be possible only when the teacher is sincere, hard work, sympathetic. For achieving optimal learning of students, the teacher should be accountable and should take care of the student's progress according to his ability.

Accountability towards Society - The most important role of teacher is to bring the students into educational fold, coordinate various activities of the society and motivate the weaker sections of the society to learn because he can develop confidence to link between the school and the society. Hence the teacher should be accountable towards the society, which is beyond the classroom teaching.

Accountability towards Profession - A teacher should think various ways and means to help the students to acquire the knowledge, to develop academic potential and to sharp their future through the process of teaching- learning. Professionally accountable teachers adopt various methods and techniques of teaching follow the code of conduct, set the examples for others apply new ideas in classroom situations. Thus a teacher can achieve profession enrichment and excellence which is beneficial for national development.

Accountability towards lifelong teaching and learning - A teacher should devote his whole life to teaching as well as learning for the future of humanity as his role is multidimensional and multifarious.

### **4. Professional Ethics**

If one is attempting to live a just, and therefore ethical, life, then it follows that their actions should be virtuous in their vocation as well as their personal life. This is the beginning of professional ethics. Professional ethics were established, and are constantly being developed, as a guiding set of principles that help dictate what constitutes good behavior of person in authority. Professional ethics, in short, are the means of which we judge authority's validity.

- Professional Ethical Principles
- The following are the basic "rules" for ethical behavior:
- Not using authority to influence personal life or for monetary gain.
- Not using authority with malicious intent.
- Acting within the scope of position's authority only.
- Not influencing or advocating unethical conduct in others.
- Acting in good faith to fulfil the duty of the position of authority.
- Need of Professional Ethics

- To aware the teachers to do their duties and abiding by truth, hard work and honesty when they tend towards comforts, selfishness, laziness and money.
- To change the conduct and behavior of teachers in such a way behind which there must be social acceptance and approval.
- To act as a role model for students by behaving in ethical manner to one and all.
- To create, sustain and maintain a reciprocal relationship between school and society for ensuring harmonious development of the students as well as of society.
- To enable every teacher for becoming a real one in truest sense of the term by moulding his personality.

## 5. Objectives of Study

1. To study the teachers professional accountability of primary teachers of Kadi in relation to their sex.
2. To study the teachers professional accountability of primary teachers of Kadi in relation to their area.
3. To study the teachers professional accountability of primary teachers of Kadi in relation to their education.

## 6. Hypotheses

- Ho<sub>1</sub>:** There will be no significant difference between the mean score of male and female primary teachers in teachers' professional accountability.
- Ho<sub>2</sub>:** There will be no significant difference between the mean score of village and city primary teachers in teachers' professional accountability.
- Ho<sub>3</sub>:** There will be no significant difference between the mean score of D.P.Ed. and B.Ed. primary teachers in teachers' professional accountability.

## 7. Methodology of the study

### 7.1 Sample

The sample was selected from five primary schools of village and city situated in the Kadi. Among these schools 100 primary teachers were selected as sample.

**Table 1 selection of sample**

Variable		No of sample	Total
Sex	Male	50	100
	Female	50	
Area	Village Pri. Teachers	50	
	City Pri. Teachers	50	
Education	D.P.Ed. Teachers	50	
	B.Ed. Teachers	50	

### 7.2 Tool

Five point opinion scale was designed by the researchers, in which total 30 statements are prepared with the help of guide. Among them 15 statements are positive and 15 statements are negative, to achieve the real level of teachers opinions on the professional accountability. The range of marks was 0 to 150.

### 7.3 Statistical calculation

To find out significant difference between two groups t-Value was calculated by using M.S-Excel. Mean, Median and Standard Deviation of each Group were calculated. Significance differences between the Means of two Groups were tested.

**Table 2: Summary of data Analyses**

Variables	N	Mean	S.D.	T value	Sig. level
Male	50	40.51	5.12	4.40	0.01
Female	50	42.05	5.37		
Village Pri. Teachers	50	37.44	4.93	2.92	0.01
City Pri. Teachers	50	35.88	5.22		
D.P.Ed. Teachers	50	49.92	5.75	2.11	0.05
B.Ed. Teachers	50	48.55	5.63		

## 8. Findings

The findings of present study are as under,

1. There is significant mean difference shown between the group of male and female primary teachers at 0.01 level. It indicates that sex affects on the teachers professional accountability. Female teachers are more dedicated then male teachers.
2. There is significant mean difference shown between the group of primary teachers from village and city at 0.01 level. It indicates that area affects on the teachers professional accountability. Teachers from villages are more dedicated then teachers from city.
3. There is significant mean difference shown between the groups of D.P.Ed. and B.Ed. primary teachers at 0.01 level. It indicates that education affects on the teachers professional accountability. Teachers having D.P.Ed. Course is more dedicated then the teachers having B.Ed. as educational qualification.

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