

Teacher Accountability in Relation to Psychological Wellbeing of Secondary School Teachers

Dr. Amandeep Kaur

Assistant Professor, DAV College of Education, Abohar

INTRODUCTION

India has acknowledged education as a means of attaining its long-cherished aspirations, a remedy to address its challenges, and as a vital component in its development; for the simple reason that a nation's strength comes from its people, not in allowing people to remain a burden. All the advancements that have surfaced in the teaching-learning process have not rendered the teacher's position immaterial. Their authority has not been usurped, for bypassing them in the teaching-learning process is not an easy task. It is insufficient to understand the role of the teacher, but rather the impact is to be felt through committed, competent, and accountable teachers. The world is evolving and with that, the schools require transformation. To keep up with the demands of the society, a dedicated, competent, and accountable teacher are required.

Commitment to public responsibility is what a professional adheres to. Teaching and education in 21st century require a moral character and conduct, an appropriate pedagogical method, quality, and more accountability. Employing all professional aids with utmost devotion, education will rest upon the way you executed your teaching strategy.

No educational issue can be resolved better than through the indicative qualities of the teacher, which exemplify great dedication. Given the importance of teachers in the sphere of education, the state places complete confidence and strategic trust in teachers and will assist them in honing their pedagogical and child directed learning skills. Educational attainment shall be as per set standards worked. All Recruitments/appointments, promotion, positing, transfers, and deployments shall be purely on merit. Appropriate processes in all enhancing accountability at every level will be developed and adherence to a code of professional ethics will be imposed and monitored. Teaching and learning in schools is the combining of individual actions based on pedagogical principles and the settings offered to the individual practitioner and the teacher. Teachers can no longer limit their responsibilities to their specialization subjects.

TEACHERS' ACCOUNTABILITY

Accountability refers to the responsibility one has to others and to self. It denotes an idea of personal duty always aware of right or wrong done while in action. Responsibility and obligation are interrelated in social and individual realms through human action. The concept of accountability in higher education context means accounting with regard to performance measurement activities during the review with respect to the power and responsibilities that were assigned to it. In reality, accountability, responsibility and evaluation of performance are interrelated concepts. According to a Gnanam (1995), these concepts have been described as the acid test for evaluating the efficacy and effectiveness, proficiency and efficiency of the system of higher education. These concepts are intertwined at best (a. Gnanam, 1995). Accountability can be viewed under two lenses – moral and legal or contractual undertakings (Wagner, 1989). In the first scenario, accountability accept as obligation and responsibility in providing performance in the form of report as an account to an organization. In the second scenario, accepting answerability for action undertaken. From my experience at least these two forms are exercised in our universities (K.B. Powar, 1995). Under moral accountability, one can observe a form of responsibility -sense of bearing the brunt to one's customers (parents and students) colleagues and self while legal accountability describes responsibility to the employer in terms of employment contracts fulfilled.

Areas of Teachers' Accountability

D. M. Khan has mentioned the areas where teacher's accountability is needed are: 1. Teaching (lectures, tutorials, practical, workshops, seminars). 2. Research (output and outcome, publications) 3. Co-curricular activities (student services, organization governance of institution etc.) and 4. Examination and evaluation (academic achievements of children) the 5. Moral and ethical values. 6. Resource mobilization. 7. Effective and optimum utilization of resources. 8. Purchase and utilization of equipment, books, journals teaching aids.

PSYCHOLOGICAL WELLBEING

Psychological well-being captures the self-reported evaluation of satisfaction, happiness, and fulfillment from encountering life's experiences and one's role in work, achievement, embodying role, helpful role, disappointment, and worry among others. These aspects are subjective in nature, thus the emphasis on the highlight "subjective" well-being. It may be maintained even in difficult circumstances and conversely, may be lost in pleasant situations. Thus defined, general well-being can be described to a certain extent positively correlating with the quality of life, satisfaction, sense of achievement, and negatively correlated with neuroticism and psychoticism.

The psychological well-being consists of gist in life, lack of somatic symptoms, self-esteem, positive affect, daily activities, satisfaction, lack of suicidal thoughts, personal control, social support, lack of tension and general efficiency (Bhogle and Prakash, 1995). Cantrill developed the concept of psychological well-being. It was thought of as knowledge based experience. If he is extremely content it points towards Important facet of quality life is that pleasure, cheerfulness, satisfaction or continents are felt concerning things. It is alternatively referred to as subject oriented well-being (SWB) or (PWB) psychological well-being. Studies on subject oriented well-being (SWB) indicate the following things-

- (1) This well-being is experience based. It is not based on the things related to situations.
- (2) Both positive and negative influence of subject oriented health is observed.
- (3) It is a global experience; it is not the experience of one sector.

Need Of The Study

The entire society is discontented with the matters of education and learning at schools and colleges, as levels are constantly falling at every stage of education. The teaching given in our institutions is not only bad in quality but also desperate and useless to the needs of both society and the individual. The idea of teacher's accountability is something completely new, and it caught steam only after the release of the New Education Policy 1986, even though the concept of accountability is not new for the rest of society, since even a pitiful daily wage earning labourer is well-judged before he is given the pay. But this privileged group of teachers has never been made accountable for its actual performance and output. low levels of teachers' performance, and their increasing tendency of responsibility and negligence towards their profession. It also reflects the loss of credibility of educationists, and a profound public disappointment with these fundamental institutions of society. It also conveys the pain of government and society over its catastrophic impact on both in the long term. Therefore the call for accountability is premised on the premise that education has not lived up to the standards and expectations and teachers must be held accountable for it. Whatever may be the reasons, each one is accountable for his action and responsibilities assigned to him/her. But how teachers are held responsible. Because it entails so many variables and if at all they are held responsible does it translate in our education system? If yes, then how? If no, then why? Keeping the above variables in view, the researcher has chosen to determine the prevalence of teachers' accountability particularly in the current practice of secondary schools system of Abohar Tehsil.

Related Studies

Rosenblatt and Shimoni (2001) carried out to test the effect of accountability on effectiveness in physical education teaching. Accountability was built through the establishment of a reporting and feedback system between the teachers and the professional supervisor on two levels of intensity, high and low. Results indicate that the establishment of the accountability system enhanced the effectiveness of the participant teachers compared to control group teachers. More improvements were observed among students' performances in girls than boys. Accountability system designed in this study could be used not just in physical education but other fields of learning as well.

Ruppel et.al (2015) examined the role of psychological well-being on academic achievement and to investigate interaction effects of subjective well being and socioeconomic status on academic achievement. KIDSCREEN-27 questionnaire were filled in by 508 girls and boys to measure psychological well being and school climate. Research showed that both subjective well being and psychological well being have a positive influence on academic achievement.

Singh and Kaur (2016) carried out a study to analyze gender difference in well-being among adolescents in terms of Social Maturity. A total of 320 students of Punjab pursuing the 11th grade were included in the study. Results of the study did not show any gender difference but in terms of location students of urban areas showed better levels of well-being than their rural counterparts

Jyothi, Devi and Sunitha (2017) carried out a study in an effort to analyze the subjective wellbeing of young adults on a total sample of 40 within an Indian family setup and determined that compared to nuclear family extended family offered with a conducive environment for subjective wellbeing in male as well as female.

Kaur, Kumari and Singh (2018) tried to check the general well-being measure of 640 elderly secondary school pupils of Haryana in terms of demographic variables that revealed that general well-being level was higher for the rural area

students than those of the city students and significant gender difference found where male pupils exhibited higher wellbeing levels than that of the girl students.

Objectives Of The Study

1. To study the relationship between teacher accountability and psychological wellbeing of secondary school teachers.
2. To study the gender difference w.r.t. teacher accountability of secondary school teachers.
3. To study the gender difference w.r.t. psychological wellbeing of secondary school teachers.
4. To study the teacher accountability w.r.t. high and low level of psychological wellbeing of secondary school teachers.

Hypotheses

1. There exists significant relationship between teacher accountability and psychological wellbeing of secondary school teachers.
2. There exists no significant difference in the teacher accountability of male and female secondary school teachers.
3. There exists no significant difference in the psychological wellbeing of male and female secondary school teachers.
4. There exists no significant difference in the teacher accountability of secondary school teachers with High and low level of Psychological wellbeing

Delimitations Of The Study

- 1) Only secondary school teachers of Abohar Tehsil were constituted the sample.
- 2) Study was restricted to 130 teachers.
- 3) Only one dependent variable i.e. teacher accountability and one independent variable i.e. Psychological Well Being was considered.

Research Method

This study was conducted by employing descriptive method. The focus of the study was on the two variables: Teachers' accountability, was the dependent variable in the investigation and psychological well-being was the independent variable.

Sample

A disproportionate stratified random sampling technique was used to collect the sample of 130 teachers of secondary schools of Abohar tehsil.

Tools Used

- 1 Following tools were used for the present study:
- 2 1. Teacher's Work Accountability scale by Sharma, P (2017)
- 3 2. Psychological Well Being scale by Sisodia, D.S. & Choudary, P. (2019).

Statistical Techniques

1. Descriptive statistics was used.
2. Pearson's Product Moment correlation was employed.
3. K-S test was used to check the normality.
4. t-test was employed to find out the significance differences between various groups.

CONCLUSIONS

- The first Hypothesis- H-1, that *there exists significant relationship between teacher accountability and psychological wellbeing of secondary school teachers was accepted* as co-efficient of correlation between scores of teacher accountability and psychological wellbeing of secondary school teachers has come to be 0.81. The obtained result depicts that teacher accountability and psychological wellbeing has positive correlation, which is significant at .05 level as well as the .01 level. From results it is concluded that there is significant positive relationship between teacher accountability and psychological wellbeing secondary school teachers which infers that as one tends to increase, another variable also increases.
- The Hypothesis H-II that *There exists no significant difference in the teacher accountability of male and female secondary school teachers is found to be rejected* as t-ratio, calculated using SPSS 21, between male and female secondary school teachers on the scores of Teacher accountability is 2.333. Obtained t-value is significant for the concerned variable between the two groups at .01 level with 128 df. Further it is clear from the mean comparison that mean of female on Teacher accountability scores (M=144.72) is more than their counterparts (M=137.07), which infers that females as teacher exhibit more teacher accountability as compared to male teachers.

- The hypothesis *H-III that There exists no significant difference in the psychological wellbeing of male and female secondary school teachers is found to be rejected* as t- ratio (calculated using SPSS 21) between male and female secondary school teachers on the scores of psychological wellbeing is 1.61. Obtained t- value is significant for the concerned variable between the two groups at .05 level with df of 128. Further it is clear from the mean comparison that mean of male on psychological wellbeing scores (M=207.92) is more than their counterparts (M=202), which infers that male as teacher exhibit good level of psychological wellbeing as compared to female teachers.
- The hypothesis *H-IV: There exists no significant difference in the teacher accountability of teachers having high and low level of psychological wellbeing is found to be rejected* as t- ratio (calculated using SPSS 21) on the scores of teacher accountability of secondary school teachers having high and low level of psychological wellbeing .came out to be 1.571. The t- value is significant for the concerned variable between the two groups at .05 level with df of 128. Further it is clear from the mean comparison that mean on teacher accountability scores of secondary school teachers having high level of psychological wellbeing (M=144.04) is more than their counterparts (M=138.74), which infers that teacher having high level of psychological wellbeing display more teacher accountability as compared to teachers with low level of psychological wellbeing.

EDUCATIONAL IMPLICATIONS

- Efforts must be invested to increase the psychological well being of the teachers, as teachers who possess good psychological level of well being exhibit more of teacher accountability.
- The teacher accountability is a social emotional element and the teacher is to realize a sense of duty in himself that he owes much to society and educating children of society at different level of educational set up. For arousing such a moral sense the teacher ought to be given a status in the society.
- The accountability of teachers can be roused by making them conscious of their rights and their duties through equalization of opportunities meaning provisions of all, opportunities to all teachers who have the required ability to profit from their educational skills and which can contribute to social good in return.
- To emulate accountability in teacher, the teacher education or curriculum is to be revised and revitalized. The skill gaining part of teacher curriculum must be enlarged and reoriented from time to time order to provide up-to-date knowledge and technique. It would promote his craft and make him better worker.

SUGGESTIONS FOR FURTHER RESEARCH

This study cannot claim to have comprehensiveness. Its conclusion may not be universally valid. On the basis of findings of the study and the experiences of researcher following studies may be designed and conducted:

1. A comparative research can be designed to study sense of accountability among teachers in relation to social system.
2. Accountability of teachers can be studied in relation to values and cognitive process.
3. Neuroticism, intelligence and cognitive process can be compared for male & female teachers in relation to their accountability.
4. A follow up programme may be designed to ascertain sense of accountability among secondary school teachers.

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