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## DEVELOPING STRATEGIES FOR BETTER TEACHER ACCOUNTABILITY AMONG SECONDARY SCHOOL TEACHERS

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### ABSTRACT: -

**T**eacher accountability is an obligation or willingness to accept responsibility or take responsibility to adopt new instructional strategy. Teachers are accountable for life, needs and aspiration of the people in the society and they are accountable to the authorities, students and teacher fraternity, responsibility for improvement in pupil's achievement and should be responsible and dedicated towards students, parents, head of the institutions and society and the effectiveness of teachers on the moral, legal intellectual, professional and social shares are parts of teacher accountability.

**KEYWORDS:** Teacher Accountability, secondary school teachers.

### INTRODUCTION

Today, new teaching strategies can be provided for certain units so that the teaching learning process will become more interesting and effective. Using new strategies, a teacher can provide critical attitudes and different types of skills to the students and it develops student's learning processes. An effective teacher can provide a variety of innovative strategies according to the nature of subject/teaching units. There is a need to make the teachers aware of their accountability in the profession. Teacher's accountability can be evaluated at frequent intervals. There must be a mechanism for the proper supervision of the work of teachers. The supervisor should see how far the teachers are accountable in respect of teaching, research, co-curricular activities, use of aids and equipments in the classroom, utilization of local resources for the benefit of the students and for the development of student's moral and ethical values.

### Teacher Accountability

As, teachers, we know that accountability, when operationalized, can produce an immense variety of programmes and proposals in the present century teacher accountability has become a battle cry. As it is popular today to assume that schools are failing because teachers are, accountable. As such, accountability is a very vague term. The investigator provides some theoretical constructs based on teacher accountability (facilitators are, accountable and accountability is very important term in present aspects.)

Today, new teaching strategies can be provided for certain units so that the teaching learning process will become more interesting (Teaching



methods and techniques can provides teaching learning process will become more attractive and interesting). Using new strategies, a teacher can provide critical attitudes and different types of skills to the students and it develops (learning process of students) students. There must be a mechanism for the proper supervision of the work of teachers. The supervisor should see how far the teachers are accountable in respect of teaching, research, co-curricular activities, use of aids and equipments in the classroom, utilization of local resources for the benefit of the students and for the development of student's moral and ethical values.

The teacher should be aware about the nature of teaching unit and which types of teaching strategies are applicable for content) suitable for content. A variety of strategies will help the teacher as well as the students in effective teaching (Different forms of strategies will help the teaching learning process). Adopting new strategies in the classroom teaching; the teacher can motivate the students to think critically and develop the divergent thinking ability of each student (of the learner). The educational programmes like DPEP and SSA provide an opportunity for improving human capabilities of all children, (The educational programmes provide an opportunity for improving capabilities of students), through the provision of community-owned equality education on a mission mode. The aims and objectives of education are changed; strategies have been framed that include active involvement of students and local community. The framework of SSA includes the appointment of teachers and their training. Now some changes have taken place in the teaching learning process.

The present study is a humble attempt to find out the professional competences of teachers in adopting new strategies in classroom teaching. The Teacher can develop teacher accountability such as positive attitude towards students, colleagues, management etc. and the teacher should know his/her ability to plan teaching strategies. So the investigator intended to find out some strategies leading to better teacher accountability.

The teaching functions of the academicians, in recent times have come under close and critical review of the society. Teaching is the heart of the educational system and in fact teaching responsibility is equated to the accountability of education in many cases. The teachers must be made accountability to the students and through them to the society.

Teacher accountability is defined as "theory that teachers and school system should take responsibility for improvement in pupil achievement and that teacher effectiveness by this criterion should be measured by external agencies".

#### **ACCORDING TO BARTON ET AL. (1980, 2007) EXPLAINED SOME MODES OF ACCOUNTABILITY.**

- Moral Accountability
- Professional Accountability
- Legal Accountability
- Intellectual Accountability
- Social Accountability.

#### **OBJECTIVES OF THE STUDY**

- To select the specific strategies for better teacher accountability among teachers at secondary levels.
- To test the effectiveness of the select teaching strategies for Teacher Accountability based on SCAMPER Technique and SWOT Analysis among teachers at secondary level.
- To compare the effectiveness of SCAMPER Technique and SWOT Analysis over the Prevailing Activity Oriented Methods of teaching on the performance in Economics on the basis of gender, type of management of institution and locality.

#### **HYPOTHESES**

1. There will be significant difference in the effectiveness of SCAMPER and SWOT Analysis among secondary school teachers based on whole.
2. There will be significant difference in the effectiveness of SCAMPER and SWOT Analysis over the Prevailing Activity Oriented Methods among teachers at secondary level.

## METHODOLOGY

Since the study was indented to developing certain strategies for better Teacher Accountability among Secondary School Teachers, for developing certain strategies for better teacher accountability; the investigator had adopted experimental method for the study. Since the study involved the collection of data from teachers spread over the North and Central Kerala, The District covered was Kottayam, Ernakulum Kasargod, Kannur, Kozhikode and Wayanad. The size of the teachers sample was limited to 40. The following factors were taken into consideration while selecting the sample, male and female teachers, rural and urban, government, aided and unaided school teachers. The investigator also prepared Participant Structured Observation Schedule and Strategy Evaluation Proforma to ensure the effectiveness of each strategy. In the study 'pre-test post-test non equivalent group design was used for experimentation'. The investigator, herself personally administered the tests among secondary school teachers, teaching Social Science and explained each strategy and distributed the prepared self learning packages to 40 teachers and 2400 (experimental and control group) secondary school students from Kannur, Kasargod, Kozhikode , Kottayam and Ernakulam districts.

Before implementing the experimental study, the investigator conducted pre-test and after post-test, with the help of concerned teachers. Two divisions were selected as experimental groups and the other as the control groups for selected strategies.

## TOOLS

### Lesson Designs based on

- SWOT Analysis.
- SCAMPER Technique.
- Pre-Test and Post-Test.

## ANALYSIS AND INTERPRETATION OF DATA

Developing certain strategies for better teacher accountability among secondary school teachers, the investigator used experimental study. For the present study, the investigator selected 'pre-test, post-test, non equivalent group'. For this, two groups were selected for experimental study and one group as control group. Experimental group 1 was treated with SCAMPER Technique; experimental group 2 was treated with SWOT Analysis.

### Effectiveness of SCAMPER Technique and SWOT Analysis on Teacher Accountability among Secondary School Teachers

The investigator develops the two strategies for enhancing Teacher Accountability among secondary school teachers in Kerala. For this purposes, investigator use SCAMPER Techniques and SWOT Analysis strategies for Teacher Accountability, the experimental method was selected to find out the relative effectiveness of SCAMPER Technique and SWOT Analysis based teaching on the achievement in Economics. The analysis of test scores of experimental and control groups, the investigator adopted pre-test and post-test procedure on IX standard students in different district through the help of secondary school teachers. The investigator considered as the experimental group 1 for SCAMPER technique and Experimental group 2 for SWOT analysis and control group.

Analysis of covariance was the statistical technique adopted by the investigator for arriving at valid and reliable conclusion. This analysis was done to find out the relative effectiveness of teaching based on SWOT Analysis and SCAMPER Technique.

### Comparison of the effectiveness of SCAMPER Technique based teaching with the Prevailing Activity Oriented Method of teaching for Whole sample.

The Investigator attempted to compare the effectiveness of two teaching strategies (SCAMPER Technique and present method) by analyzing the pre-test and post-test of two groups of students in the Economics from standard IX. Experimental group 1 was taught using SCAMPER based strategy and the control group was taught

using present method.

The Summary of the analysis of variance of Pre-test and Post-test scores of pupils in the experimental group 1 and control group on the achievement in economics is given below in the Table-1.

**Table 1: Summary of the Analysis of Pre-Test and Post-Test Scores of Pupils in Experimental Group 1 and Control Group on the Achievement in Economics for Whole Sample**

Source of Variation	df	SSx	SSy	MSx	MSy	Fx	Fy
Among Means	1	586.08	1491.5	586.08	1491.5	95.92	230.88
Within Groups	598	3653.92	3863.8	6.11	6.46		
	599	4240	5355.3				

The obtained Fx and Fy ratio were tested for significance. The table value of F-ratio with df (1,598) is 3.85 at 0.05 level and 6.66 at 0.01 level. So the obtained Fx (Fx=95.92, P>0.05) is significant even at 0.05 level. Hence there is significant difference in the Pre-test scores of pupils in experimental group 2 and control group.

The calculated Fy (Fy=230.88, P>0.05) for post test score is also significant at 0.05 and 0.01 level. Hence there exists significant difference in the post-test scores of two groups.

The final Y scores were corrected for difference in initial X scores. The adjusted sum of squares, which is SSyx was computed. The summary of the analysis of co-variance of pre-test and post-test scores of pupils in experimental group 1 and control group on the achievement in Economics is given below in Table-2.

**Table 2: Summary of the Analysis of Co-Variance of Pre-Test and Post-Test Scores of Pupils in Experimental Group 1 and Control Group on the Achievement in Economics for Total Sample**

Source of Variation	df	SSx	SSy	SSxy	SSy.x	MSy.x	SDyx	Fyx
Among Means	1	586.08	1491.5	934.96	846.38	846.33	2.43	143
Within Groups	597	3653.92	3863.8	1099.10	3533.19	5.918		
Total	598	4240	5355.3	2034.06	4379.57			

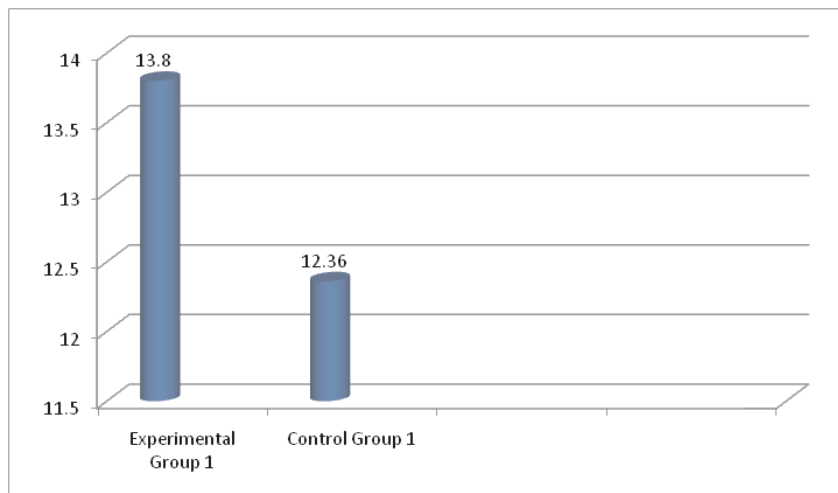
Since the table value of F-ratio with df (1, 598) is 3.85 at 0.05 level and 6.66 at 0.01 level. The obtained value for Fyx ( fyx=143, P>0.05 ) is significant at 0.05 level. This means that the experimental and control variables differ significantly after they have been adjusted for initial difference on X.

The adjusted means for post-test of pupils in experimental group 1 and control group were computed. The difference between the adjusted Y means was tested for significance. The data of adjusted means for the post-test scores of pupils in experimental group1 and control group on the achievement in economics is given in the Table-3.

**Table 3: Data of Adjusted Means for the Post-Test Scores of Pupils in Experimental Group 1 and Control Group on the Achievement in Economics for Total Sample**

Groups	N	Mx	My	Myx
Experimental Group 1	300	10.69	13.84	13.80
Control Group	300	10.50	12.40	12.36
General Means	600	10.59	13.12	13.08

The t-value obtained (3.49) is significant at 0.05 and 0.01 levels. The table of adjusted Y means indicates that there is significant difference between the means of the post-test scores of experimental group 1 and control groups. Hence it can be conclude that there is significant difference in the effectiveness of SCAMPER based teaching and prevailing method of teaching.



**Fig.1: Comparison of Total Post-test scores of Experimental Group1 and Control Group1**

**Comparison of the Effectiveness of SWOT Analysis Based Teaching with the Prevailing Method of Teaching**

The Investigator attempted to compare the effectiveness of two teaching strategies (SWOT Analysis and present method) by analyzing the pre-test and post-test of two groups of students in the Economics from standard IX. Experimental group 2 was taught using SWOT Analysis based strategy and the control group was taught using present method with regard to total sample.

Summary of the analysis of variance of pre-test and post-test scores of pupils in the experimental group 2 and control group on the achievement in economics as a whole is given below the Tabl-4.

**Table 4: Summary of the Analysis of Pre-Test and Post-Test Scores of Pupils in Experimental 2 and Control Group on the Achievement in Economics for Whole Sample**

Source of Variation	df	SSx	SSy	MSx(Vx)	MSy (Vx)
Among Means	1	34.08	0.5	34.08	0.5
Within Groups	598	4204.52	4221.2	7.0	7.05

The obtained Fx and Fy ratio were tested for significance. The table value of F-ratio with df (1, 598) is 3.85 at 0.05 level and 6.66 at 0.01 level. So the obtained Fx (Fx=4.87, P>0.05) is significant even at 0.05 level. Hence there is significant difference in the Pre-test scores of pupils in experimental group 2 and control group.

The calculated Fy (Fy=0.07, P<0.05) for post test score is also not significant at 0.05 and 0.01 levels. Hence there exists no significant difference in the post-test scores of two groups.

The final Y scores were corrected for difference in initial X scores. The adjusted sum of squares, which is SSyx was computed. The summary of the analysis of co-variance of pre-test and post-test scores of pupils in experimental group 2 and control group on the achievement in Economics as a whole is given below in Table-5.

**Table 5: Summary of the Analysis of Co-Variance of Pre-Test and Post-Test Scores of Pupils in Experimental Group 2 and Control Group on the Achievement in Economics**

Source of Variation	df	SSx	SSy	SSxy	SSy.x	MSy.x	SDyx
Among Means	1	34.08	0.5	4.05	2.27	2.27	0.64
Within Groups	597	8363.81	3848.4	374.34	246.43	0.41	
Total	598	8397.89	3849.9	378.39	248.7		

Since the table value of F-ratio with df (1,597) is 3.85 at 0.05 level and 6.66 at 0.01 level. The obtained value

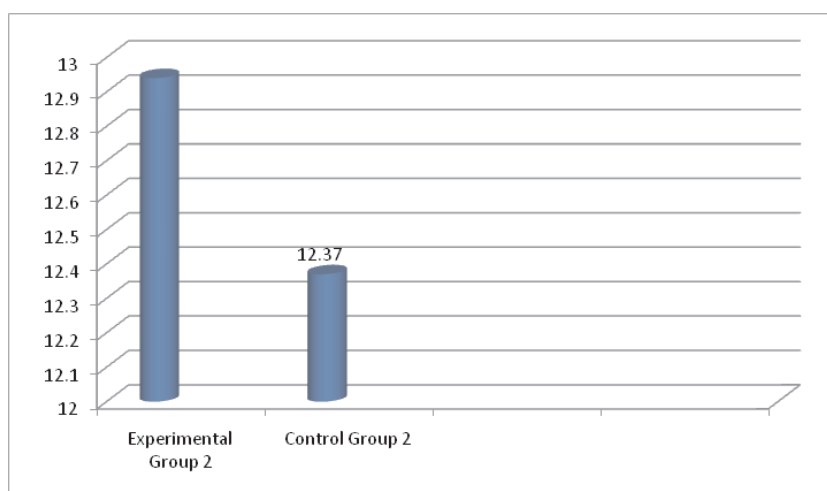
for  $F_{yx}$  ( $F_{yx}=5.54, P<0.05$ ) is not significant at 0.05 level. This means that the experimental and control variables no differ significantly after they have been adjusted for initial difference on X.

The adjusted means for post-test of pupils in experimental group 2 and control group were computed. The difference between the adjusted Y means was tested for significance. The data of adjusted means for the post-test scores of pupils in experimental group 2 and control group on the achievement in economics as a whole is given in Table-6.

**Table 6: Data of Adjusted Means for the Post-Test Scores of Pupils in Experimental Group 2 and Control Group 2 on the Achievement in Economics**

Groups	N	Mx	My	Myx
Experimental Group2	300	10.55	12.95	12.94
Control Group	300	10.50	12.38	12.37
General Means	600	10.43	12.67	12.66

The t-value obtained (11.1) is significant at both levels. The table of adjusted Y means indicates that there is significant difference between the means of the post-test scores of experimental group 2 and control group. Hence it can be conclude that there is no significant difference in the effectiveness of SWOT Analysis based teaching and present method of teaching.



**Fig. 2: Comparison of Total Post-test Scores of Experimental Group 2 and Control Group 2**

**HYPOTHESIS-1**

The 1st hypothesis was that there will be significant difference in the scores on achievement of students taught using SCAMPER Technique and those taught using Prevailing method, when group is taken as a whole and when groups are taken in terms of male and female teachers. The finding shows that this hypothesis is fully substantiated in view of the fact that the obtained t-value greater than the table value. The analysis of covariance also supports this fact. The result can be conclude that there is significant difference in the effectiveness of SCAMPER Technique based teaching and prevailing methods method of teaching with regard to total sample and sub sample of male and female teachers. Hence the third hypothesis accepted.

**HYPOTHESIS-2**

The 2nd hypothesis states that, the select strategy SWOT Analysis is effective among Secondary School Teachers for enhance the teacher accountability. The hypothesis was that there will be a significant difference in mean scores of students taught using SWOT Analysis strategy and those taught using the prevailing method of teaching when group is taken as a whole and when group are taken in terms of gender. The finding are support the hypothesis. The findings show that hypothesis fully substantiated in view of the fact that the obtained t-value is greater than the table value. The analysis of covariance also supports this fact. The result can be conclude that



there is significant difference in the effectiveness of SWOT Analysis based teaching and prevailing methods method of teaching with regard to total sample and sub sample of male and female teachers. Hence the fourth hypothesis accepted.

## CONCLUSION

The study helps to improve the quality of teaching by adopting new strategies in classroom teaching. The present study helps to improve the quality of teaching of Economics and other social science subjects. The teacher will also get a clear idea of how students learn in accordance with the strategies used by the teachers. In adopting any strategy, a teacher can create a good learning environment, strong interaction between the teacher and the students and plan the strategies to the learners. It provides appropriate experiences to the teachers and the taught. An effective teacher can design a good strategy on the basis of individual differences in the process of learning. These strategies help to realize specific instructional goals and socialization of the pupils.

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