

Accountability of Teachers: Does it Invigorate Transformational Leadership in Schools?

(Kebertanggungjawaban Guru: Adakah Ia Memupuk Kepimpinan Transformasional di Sekolah?)

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ABSTRACT

This quantitative study was conducted to explore teachers' accountability and their transformational leadership in schools. Data were collected from 150 private English medium school teachers of Vadodara City, Gujarat State, India. Teacher Transformational Leadership Questionnaire (TTLQ) with a reliability coefficient of .82 and Teacher Accountability Questionnaire (TAQ) with a reliability coefficient of .79 were used for data collection. Descriptive statistical techniques, Pearson correlation and linear regression were used to analyse the data. The results of the study revealed that they exercise moderate accountability and moderate transformational leadership. It was also found that teacher accountability significantly correlated with their transformational leadership and teacher accountability attribute was a positive predictor of teacher transformational leadership. The findings of the study asserted that higher teacher accountability contributes to higher transformational leadership, which in turn influences students' learning outcome and help them accomplish their educational resolves. The finding of this study is relevant for educational policymakers, head of the schools and teachers, as it will help them to investigate the ways and means to nurture these attributes, to enhance both teaching and learning in schools in a caring environment.

Keywords: Teacher accountability; teacher leadership; english medium private schools; transformational leadership; teacher transformational leadership

ABSTRAK

Kajian kuantitatif ini dijalankan untuk meneroka kebertanggungjawaban guru dan kepimpinan transformasionalnya di sekolah. Data telah dikumpul dari 150 Guru Sekolah Menengah Swasta Inggeris di Bandar Vadodara, Negeri Gujarat, India. Soal Selidik Kepimpinan Transformasional Guru (TTLQ) dengan koefisien kebolehpercayaan .82 dan Soal Selidik Kebertanggungjawaban Guru (TAQ) dengan koefisien kebolehpercayaan .79 telah digunakan untuk pengumpulan data. Teknik statistik deskriptif, korelasi Pearson dan regresi linear digunakan untuk menganalisis data. Hasil kajian menunjukkan bahawa mereka mengamalkan kebertanggungjawaban dan kepimpinan transformasional yang bertahap sederhana. Kajian ini juga mendapati kebertanggungjawaban guru berkorelasi secara signifikan dengan kepimpinan transformasional dan sifat kebertanggungjawaban guru merupakan peramal positif kepimpinan transformasional guru. Penemuan kajian menegaskan bahawa kebertanggungjawaban guru yang lebih tinggi menyumbang kepada kepimpinan transformasional yang lebih tinggi, seterusnya mempengaruhi hasil pembelajaran pelajar dan membantu mereka menyelesaikan kesulitan pendidikan mereka. Penemuan kajian ini adalah relevan bagi pembuat dasar pendidikan, pengetua sekolah dan guru-guru, kerana ia akan membantu mereka untuk mengkaji cara-cara untuk memupuk sifat-sifat ini, untuk meningkatkan pengajaran dan pembelajaran di sekolah dalam persekitaran yang cakna.

Kata Kunci: Kebertanggungjawaban guru; kepimpinan guru; sekolah swasta Inggeris; kepimpinan transformasional; kepimpinan transformasional guru

INTRODUCTION

Quality of Education is a concern throughout the globe. India is not an exceptional. Under the Right to Education Act (RTE) education especially primary level has been made accessible to all children up to the age of 14 years. Under RMSA (Rashtriya Madhyamik Shiksha Abhiyan), education under secondary level has also been given great importance. Through several national and regional programmes, educational accesses and enrolment have

been accelerated over the years. However, learning outcomes have remained as remained as a big challenge. At this stage, teachers' professional commitment and competencies are necessary to invigorate the system. Several researches have revealed that the teacher personal attributes and professional profile influence the classroom practices. Keeping this in mind, this study has been conducted to understand to what extent teachers, exhibit accountability and exercise leadership in their work environments.

The notion of teacher leadership has come to importance in the educational set-up and educational literature within the last three decades found that teacher leadership characteristics are generally transformational in nature. Pounder (2008) argues that Transformational classroom leadership is a rational extension of the teacher leadership paradigm and that the teacher leadership idea is relevant not only to a school but also to a higher education scenario. Teacher leadership features are general transformational in nature and have a general affinity with transformational in nature (Darling Hammond & McLaughlin 1995; Silva et al. 2000). Transformational leadership is dealt with the course of how leaders are capable to encourage their followers to accomplish more than has usually anticipated them to do; act in such a way to get trust and admire them; make them to think beyond conformist ways; distinguish and effort to address each follower's individual needs. (Avolio et al. 2004; Bass 1995; Northouse 2007). Bass (1985), Bass and Riggio (2006) described transformational leadership is encompassed of four distinct characteristics. They are idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. Researchers found that transformational leadership substantially contributes to school effectiveness, meaningful teaching, students' educational achievements and accomplishing anticipated objectives by attending to students' personal and intellectual needs, inspiration and behaviour (Balkan & Goodboy 2009; Can 2009; Gill & Timberly 2010; Harrison 2011; Stein 2010). Transformational leadership has effects on teacher's commitment to change, high performance, personal recognition, and communication (Chew & Chew 2008; Leithwood & Jantzi 2006). There are several studies on the relationship between teachers' transformational leadership and other distinct characteristics explored the relationship between teachers' effectiveness of classroom management, reflective thinking and transformational leadership style. The research findings showed that there is significant relationship between teachers' transformational leadership style with the efficacy of classroom management and thinking style (Burkett 2011; Khany & Ghoreishi 2013). Bolkan and Goodboy (2009) found that teachers' transformational leadership skills and their students' academic achievement are positively associated. Mammen (2015) describes the transformational teacher articulates a realistic vision of education. He/she shares this vision with students, stimulate them intellectually and motivate them to put the best effort for professional preparation by giving due attention to individual differences.

A factor which is conjectured to impact teachers' transformational leadership is teacher sense of responsibility that emphasizes on the leader/follower relationship with a sense of "responsibility" for the development of followers (Shibru & Darshan 2011). It is referred to teachers' insights towards their

responsibilities and the situations under which they rise to admit personal responsibility and answerability for the probable students' outcomes. Teachers' accountability is considered as one of the most significant factors in both teaching and learning processes (Knight 2013; Sacks 2009). Teacher accountability, according to Eaton (2003), is an evaluation and professional development system that ensure the capability and continuous professional growth of teachers to meet the ever-changing needs of students.

Accountability suggests a statement of clarification of one's demeanour, a statement or explanation of reasons, causes or motivations. This is emphasized that teachers' accountability expected to trace their instructional performs, responsibility and eventually their students' learning outcomes and performance (Knight 2013). Furthermore, accountable teachers focus on their students' enthusiasm, learning outcomes and academic success (Buese 2005; Lauermaun & Karabenick 2013). They are accountable to the authorities, students, and teaching fraternity. There are quite many studies on teachers' perspective about accountability (Eaton 2003; Stiggins 2002; Ijaiya et al. 2015); they acknowledged that accountability has significant motivational consequences in terms of effort outlay, perseverance, and obligation to students, furthermore it encompasses some personal costs for teachers such as hard work, sense of being evaluated, and spending more time for professional practices and academic development. Kanika (2015), enlisted the accountability of teachers as: Accountability towards the Learner; Accountability towards Community; Accountability towards Profession; Accountability towards Humanity and Values; Accountability towards Country. According to Barton et al. (1986), there are four characteristics of teacher accountability, 1) moral accountability: - to clients; it is based upon a sense of responsibility - a feeling that one is responsible for ones' stakeholders (students and parents); 2) professional accountability: - responsibility to oneself and colleagues; 3) legal accountability: - to employers. Legal accountability is being responsible to ones' employer in terms of employment and Intellectual accountability: - a awareness by the teacher that he or she is under a discipline imposed by the intellectual criteria and structure of the subject which he or she teaches. Betts et al. (2003) move toward collective teacher accountability as a component of teachers' efficacy in their teaching preparations, internal locus of control, commitment to all students' learning, and personal responsibility for students' learning outcomes. Similarly, Stiggins et al. (2005) found that teachers' accountability correlated to their student achievement. A study of teacher leadership carried out by on teacher accountability by Mammen (2001) found that teachers in the state of Kerala exercised moderate teacher accountability and it was positively linked with their innate motivation, moral and professional commitments.

The nature of these two concepts is inclusively focused on students' needs and behaviour; it seems that these two topics interrelate with each other methodically. Furthermore, both these paradigm – transformational leadership style and sense of accountability have been separately studied. (Leithwood et al. 2002; Marzano et al. 2005), student goal commitment, achievement motivation and learning (Bolkan & Goodboy 2009). Although these two concepts have been investigated separately in relation to different issues, however, the plausible association between teachers' accountability and transformational leadership, to the best information of the authors, has not been studied. In addition, the research envisages to study the status both teacher accountability and their transformational leadership. Thus, the paucity of such inquiry reflection a clear requirement to undertake an empirical research in this scenario. In order to fill the existing gap, the researchers addressed the following questions: 1) What are the attributes of teachers that influence students' achievement?, 2) Do teachers exercise any leadership style in their work environment?, 3) What is the extent of accountability and transformational leadership of teachers of Private English Medium Schools in Vadodara city?, 4) Is there any significant relationship between teachers' accountability and their transformational leadership?, and 5) Does teachers' accountability a reason for significant variance in their transformational leadership?

RESEARCH CONTEXT

The present study was conducted in the English medium schools of Vadodara city, the cultural capital of the State of Gujarat, India. This city has many laurels in its stake; it is the most literate city in the state Gujarat and a hub of modern education. The city was developed around The Maharaja Sayajirao University of Baroda which is a premier unitary residential university, established in 1949. This is the only traditional university in the state of Gujarat, where the medium of instruction is English. The Faculty of Education and Psychology which offers teaches education programme is having Centre of Advanced Study in Education (CASE) – the pioneering educational research centre in India. There are a lot of high profile English Medium schools in the city. Many of the schools were ranked high by different agencies based on national and international parameters.

METHODOLOGY

The research design was descriptive, in which survey method used to collect the data. The data were analysed with the help of quantitative statistical techniques. All teachers of those who were teaching in English medium primary and secondary schools of the city of Vadodara,

Gujarat State comprised of the population of this study. The sample of the study consisted of 150 teachers; they were randomly selected from various English Medium private schools of Vadodara city in Vadodara District, Gujarat State. This sample constitutes 119 (78.3%) female teachers and 31 (21.6%) male teachers. Respondents were contacted directly by researchers and ensured them that the responses would be kept confidential. Teacher Accountability Questionnaire (TAQ) and Teacher Transformational Leadership Questionnaire (TTLQ) were used for collecting the data. Responses were collected on the five-point Questionnaire. Both these tools were validated by a group of experts in the field of educational management. A pilot study was undertaken within four-week interval to ascertain the reliability of TAQ and TTLQ. The reliability coefficient of the Teacher Accountability Scale (TAQ) and Teacher Transformational Leadership Questionnaire (TTLQ) were found to be 0.82 and 0.79 respectively by test-retest method. These questionnaires profiles were in nominal scale, and the respondents were told to the responses on a five-point Likert scale. The survey items were Likert-type items that confined different values which were described in its respective sections: 0 = Never, 1 = Seldom, 2 = Moderate, 3 = Often and 5 = Always. Mean score below 3 was considered as not exhibiting the character, the scores between 3 to 3.5 were considered as moderately exhibiting the character and mean scores between score 3.5 to 4 were high. Teacher Accountability Questionnaire (TAQ) contained 37 items focusing on four dimensions, namely Moral Accountability, Professional Accountability, Legal Accountability and Intellectual Accountability. Teacher Transformational Leadership Questionnaire (TTLQ) comprised of 21 items concentrating on the four dimensions transformational leadership viz. Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and individualized consideration. The data was collected from sample group were processed in SPSS to analyse. The data were in quantitative in nature. Mean, standard deviation and standard error were found to find the status of teacher accountability and transformational leadership of teachers. In order to find the relationship between teachers' accountability and transformational leadership Pearson correlation was calculated. The linear regression analysis was used to understand whether teacher accountability accounts for their transformational leadership.

RESEARCH FINDINGS

CHARACTERISTICS OF TEACHER ACCOUNTABILITY AMONG TEACHERS

To realize the first objective, the data were analysed with descriptive statistics and the results so obtained are presented in the following table.

TABLE 1. Descriptive Statistics for Teacher Accountability Characteristics (N=150)

	Min.	Max.	Mean	S.D	S.E
Teacher Accountability*	2.37	3.65	3.07	.28	.02
Moral Accountability	2.00	3.88	3.06	.32	.02
Professional Accountability	1.80	3.80	3.07	.41	.03
Legal Accountability	2.00	4.00	3.21	.42	.03
Intellectual Accountability	1.86	3.49	2.89	.36	.03

*composite score of each characteristic

From the mean scores and standard deviation shown in Table 1, it was found that teachers exercise moderate Teacher Accountability (M = 3.07, SD = .28). Mean scores of different characteristics of teacher accountability varied. Mean score of Legal Accountability (M = 3.21, SD = .42) was found higher when compared Moral Accountability (M = 3.06, SD = .36) and professional Accountability (M = 3.07, SD = .41) of teachers. However, the mean score of Intellectual Accountability (M = 2.89, SD = .36) was found lower when compared to other characteristics of teacher accountability.

CHARACTERISTICS OF TRANSFORMATIONAL LEADERSHIP AMONG TEACHERS

For realizing the second objective, the data were analysed with descriptive statistics and the results obtained are shown in the following Table 2.

TABLE 2. Descriptive Statistics for Transformational Leadership Characteristics (N=150)

	Min.	Max.	Mean	S.D	S.E
Transformational leadership *	1.94	3.66	3.05	.29	.03
Idealized Influence (II)	2.00	3.70	3.02	.35	.02
Inspirational Motivation(IM)	2.14	4.00	3.20	.39	.03
Intellectual Stimulation (IS)	1.71	3.49	2.90	.40	.02
Individualized Consideration (IC)	1.80	4.00	3.13	.39	.03

*composite score of each characteristic

It was observed from the Table 2 that teachers exercise moderate transformational leadership (M = 3.05, SD = .29). Among the characteristics of the transformational leadership, it was found that teachers exercise Inspirational Motivation, (M = 3.20, SD = .39), Individualized Consideration (M = 3.13, SD = .32) and Idealized Influence (M = 3.02, SD = .35) moderately, whereas the mean scores of Intellectual Stimulation (M = .29, SD = .40) were low when compared to other characteristics.

RELATIONSHIP BETWEEN TEACHER ACCOUNTABILITY AND THEIR TRANSFORMATIONAL LEADERSHIP

To study the relationship between teacher accountability and transformational leadership, Pearson bivariate correlation was used. The results of the analysis are shown in the following Table 3.

TABLE 3. Pearson Correlation Coefficients for the Study Variable

Scales	TL	II	IM	IS	IC	TA	MA	PA	LA	IA
Transformational Leadership	1									
Idealized Influence	.57**	1								
Inspirational Motivation	.54*	.53**	1							
Intellectual Stimulation	.53**	.34**	.53**	1						
Individualized Consideration	.48**	.38*	.18**	.46**	1					
Teacher Accountability	.62**	.31*	.42**	.38*	.49**	1				
Moral Accountability	.42*	.28**	.39*	.27**	.47**	.41**	1			
Professional Accountability	.31*	.49*	.58**	.49*	.66**	.29*	.31**	1		
Legal Accountability	.24**	.26**	.41*	.39**	.39**	.18**	.50**	.24*	1	
Intellectual Accountability	.46**	.39**	.33	.69**	.56**	.20	.40	.44	.46**	1

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed). TL = Transformational Leadership; II = Idealized Influence; IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individual Consideration; TR = Teachers' Accountability; MA = Moral Accountability; PA = Professional Accountability; LA = Legal Accountability; IA = Intellectual Accountability.

As indicated in Table 3, there is a significant correlation between transformational leadership and teachers' accountability ($r = .62$). It was revealed that all variables are significantly and positively correlated with each other.

IMPACT OF TEACHER ACCOUNTABILITY ON THEIR TRANSFORMATIONAL LEADERSHIP

To predict the effect of teachers' accountability on their transformational leadership, linear regressions was applied.

TABLE 4. Regression Analysis of Influence of Teacher Accountability on Transformational Leadership

Transformational Leadership			
Predictor	B	t	sig.
Constant	1.17	5.65	0.00
Teacher Accountability	0.69	9.31	0.00
Sig= 0.00		F= 86.66	R2=0.37
			R= 0.61

As it is illustrated in Table 4, teacher accountability significantly accounts for transformational leadership ($B = .69$, $Sig = .00$). In addition, teacher accountability is a positive predictor of the transformational leadership of teachers.

DISCUSSION

The main objective of the study was to explore teacher accountability and transformational leadership of teachers in Private English Medium Schools of Vadodara city. The study was also intended to find the relationship between teachers' accountability and transformational leadership. The results of the study revealed that teachers exercised moderate accountability and transformational leadership. The outcomes of this study show supporting indication for the view that teachers exercise moderate accountability and transformational leadership (Mammen 2001; Mammen 2016; Ijaiya et al. 2015). Both, the intellectual accountability and intellectual stimulation are shown as less than expected level; this is also in accordance with the findings of Mammen (2016).

It was found that accountability of teacher had a substantial positive correlation with their transformational leadership. It indicates teacher educators with high accountability tend to have the high level of transformational leadership. When categories of the accountability were considered the intellectual accountability was highly correlated with transformational leadership characteristic of intellectual stimulation. The study also found that the accountability of teacher accounted for significant contributing factor in their transformational leadership

i.e. the accountability the teachers were the positive and significant predictor of the transformational leadership of teachers. Taking the two characteristics into account, it seems logical that accountability and transformational leadership are associated with each other since the nature of these two variables is focused on students' needs, motivation, and stimulation as well as they share the same goals which would be facilitating teaching and learning processes. As already mentioned there is paucity study in this contest but, the findings of this study show supporting indication for the view that transformational leadership characterises are strongly correlated with employees' sense of commitment (Khany & Ghoreishi 2014; Day 2000; Fullan 2002; Louis 1998). The findings of the study imply that teacher accountability is a responsible factor for invigorating their transformational leadership, which in effect for students' overall development.

CONCLUSION AND RECOMMENDATION

Teacher accountability is an important factor for school effectiveness and quality education. Those teachers who are highly accountable tend to exhibit the characteristics of transformational leadership. Therefore, the transformational teacher leader with the high degree of accountability can transform the learners. Thus, nurturing teacher accountability is the means for accomplishing quality in education. About the limitation of the study, as the current study conducted only in a few English medium schools in Vadodara city, similar researches can be conducted in more cities of different regions to make a clear overview. Moreover, such type of study can be initiated to reconnoitre the relationship between teachers' accountability with other behavioural characteristics such as emotional/social and spiritual intelligence and/or with students' learning outcome.

The findings revealed that teacher accountability is a contributing factor for teacher transformational leadership in schools. Therefore, it is essential to nurture and promote teacher accountability in schools. Implementation of teacher accountability may begin with the staffing of teaching staffs who exhibit indication of unremitting academic sensitivity. Then, by training and retraining of teaching staff from time to time to cope with the changing program and trends in modern education. To motivate teachers to put their best, it may be useful to link 'Promotion and emoluments' to 'Performance.' Non-performing schools need to be monitored and efforts need to be put teacher accountability in a non-forceful way and means. Schools may be ranked in terms of their performance and accountability. The policy makers and public should create congenial ambience, which will help to stimulate teachers on imaginative and constructive lines. Teachers should enjoy the freedom to innovate, to devise appropriate methods of teaching and activities relevant to the needs and concern of the community. Teachers should

enjoy the freedom to innovate, to devise appropriate methods of teaching and activities relevant to the needs and concern of the community. Educational leaders should provide opportunities for teachers outside the classrooms to cultivate their holistic personality and teacher leadership skills. It helps teachers to become better teacher leaders and contributes to students learning outcome and their academic success. Therefore, once teachers' accountability is amplified, they try to improve their curriculum transaction, which will help to students who need specific attention in an academic environment and seek to kindle students more to develop student independence. When the teacher accountability is augmented they exercise teacher leadership most effectively as a transformational leader. Accordingly, both characteristic of teachers will improve which in turn influences students' learning outcome and overall development.

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