

## Accountability and Leadership Role of Secondary School Teachers Exposed to Samarthya Training under Rastriya Madhyamik Shiksha Abhiyan

<sup>a</sup>Prabina Pryadarsini Behera, <sup>b</sup>Laxmidhar Behera

<sup>a</sup>Ph.D. Research Scholar, Education (Utkal University) Regional Institute of Education, NCERT Bhubaneswar-751022, India

<sup>b</sup>Professor of Education Regional Institute of Education(NCERT) Bhubaneswar-751022, India

### Abstract

Secondary education is very crucial stage for children in school as it prepares the students for higher education and enables them to acquire higher knowledge and skill. Professional development for teachers is a key for improving classroom instruction and student achievement. The present study examined the accountability and leadership role of the secondary school teachers exposed to SAMARTHYA training of Rastriya Madhyamika Shiksha Abhiyan(RMSA). The objectives of the study were (i)to assess the quality of teaching of different categories of trained secondary school teachers on the basis of their accountability (ii) to assess the quality of teaching of different categories of trained secondary school teachers on the basis of their leadership role and (iii) to study the correlation between accountability and leadership role of trained secondary school teachers. The study was conducted on 300 secondary school teachers exposed to Samarthya training. They were selected randomly from four districts of Odisha i.e. Angul, Cuttack, Dhenkanal and Khordha in Odisha. A descriptive survey method withbothquantitative and qualitative analysis was followed. Two self-developed tools i.e. five-point scale on accountability (professional accountability) of teachers and five-point scale on leadership role (comprising of 3 components, i.e. leading teaching-learning activities, assessing the instructional programme, monitoring student performance) of teachers were used by the researchers in the study. The major findings of the study are: (i) there exist significant difference between the teachers with high, average and low level of leadership role with regard to their performance in quality of teaching, (ii) there exist significant difference between the teachers with high, average and low level of accountability with regard to their performance in quality of teaching and (iii) There is moderate but positive correlation exist between leadership role and accountability of the teachers. The study has implicationsfor continuing professional development of secondary school teachers in the state of Odisha and the country. The training modules need to incorporate modules on leadership and accountability and other school management components apart from content and pedagogic inputs.

**KEYWORDS:** Teacher accountability, Teacher leadership role ,RMSA, Samarthya Training

### Introduction

Skills of the professional teachers help the learners to build up with good decisions, develop goodinter-personal relationship, manage their time effectively and decide the right communication strategy at the right time. An accountable teacher undertakes appropriate ongoing professional development to promote competence in curriculum

development, delivery and evaluation, classroom management and teaching skills & to perform their duties efficiently and effectively and with honesty, integrity and fairness at all times. The survey findings showed a strong association between teachers' experiences of CPD and their sense of accountability for both the quality of their teaching and improving their knowledge and practice (GTC Report, 2009). To ensure quality education in a safe environment, it is essential that all teachers are aware of and comply with their professional responsibility. When interacting with children, parents, and other stakeholders, an accountable teacher fulfils his or her responsibility of care to the pupils, demonstrates the highest level of professional behaviour, exercises professional judgment, and acts courteously and sensitively. Teacher leaders have the power to improve teaching and learning, as well as the school environment and profession as a whole (Khan & Malik, 2013; Nappi, 2014; UribeFlorez et al., 2014). Teacher leadership initiatives, can help recruit, motivate, and reward accomplished teachers (Khan and Malik ,2013).

### **Accountability of teachers: conceptual framework**

Teacher accountability is defined as a set of teacher commitments and behaviour in terms of teaching quality, research, co-curricular activities, moral and ethical principles, resource efficiency, and examination and assessment. Accountability means being able to answer questions. Within an educational institution, ethical accountability concepts and practices aim to improve both internal standards of individual and group conduct as well as external issues such as long-term economic and environmental policies. Accountability has also been a common feature of education reform around the world (Levin, 1998; Tatto, 2006). In the past few years, calls for accountability in the administration and management of schools have become imperative because of the demand for constructive changes in our education system. Management according to Kokach (2006) is the acceptance of personal accountability determined by measurable results. Hultt (2000) suggests that accountability as aiming at the setting of goals for action and ensuring that they are achieved. It is therefore a goal-oriented activity viewed from the input perspectives. It is measures of how well resources are integrated to produce high output. This brings out the leadership dimension of accountability. managerial decision on such intervening variable as motivation, communication, effective interaction, conflict and decision-making to a great extent may enhance or deplete employee morale and productivity (Ogopogo, 1995). Based on this and for the achievement of organizational goals, accountability should be able to measure the extent to which sub-ordinates' activities are harmonized. Okobia (1999) reported that for the educational administrator to be able to perform these activities without conflict he must be vested officially with authority and accountability.

### **Leadership role of the teachers: conceptual framework**

Teacher leadership as a major force in school change is not a new concept. Teacher leadership was acknowledged as an important topic of study in the 1980s, according to Bond (2015).Crowther (2009) outlined a decades-long interaction with teacher leadership initiatives in a variety of countries, concluding that there is a strong link between teacher leadership and improved school performance. Teacher leaders should be included in teacher development programmes, according to Harris, Lowery-Moore, and Farrow (2008).It has the potential to improve teacher education. According to Lieberman (2015) for teacher leadership to become more widely recognized, researchers need to explore and understand practices that nurture teacher leadership skills. Teachers need to perceive their work as an act of "socially responsible"

leadership, which will show the path in developing a powerful “professional identity” (Collay, 2006, p. 131- 132). Teachers’ leadership behavior reflecting a high level of engagement with the profession of teaching & with other teachers. Teacher leaders define independently their teaching philosophy & pedagogical practices. They are more constructive than the other teachers of same subjects and level and use maximum innovative practices and resources in their teaching. Accountability demands an effective leader that is able to mobilize, motivate and utilize subordinates to achieve organizational goals (Eferakeya,1988).

## **OPERATIONAL DEFINITIONS**

**Leadership:** Leadership role of secondary school teachers refers to the role in leading teaching-learning activities and assessing the instructional programme and monitoring student performance.

**Accountability:** Teachers’ accountability refers to the professional accountability of teachers which imply responsibility of teachers towards improvements of pupils’ achievement.

**Secondary School teacher:** It refers to those teachers teaching in class IX and class X only.

**SAMARTHYA:** It refers to an in service training programme meant for secondary school teachers. Here it refers to SAMARTHYA training programme organized by RMSA.

**RMSA:** Rashtriya Madhyamik Shiksha Abhiyan (RMSA) refers to the scheme for Universalization of Access to and improvement of quality at the secondary stage.

## **OBJECTIVES**

1. To assess the quality of teaching of different categories of trained secondary school teachers on the basis of their accountability.
2. To assess the quality of teaching of different categories of trained secondary school teachers on the basis of their leadership role.
3. To study the correlation between accountability and leadership capacity of trained secondary school teachers.

## **RESEARCH QUESTIONS**

1. Is there any significant difference between teachers with high, average and low level of accountability with regard to their performance in quality of teaching?
2. Is there any significant difference between teachers with high, average and low level of leadership role with regard to their performance in quality of teaching?
3. Is there any significant relationship among leadership role and accountability of trained secondary school teachers?

## **DELIMITATIONS OF THE STUDY:**

The present study is delimited to the following factors:

- The study was confined to the secondary school teachers exposed to SAMARTHYA training of RMSA in Odisha.
- The study was limited to the leadership role and accountability aspects of trained secondary school teachers only.

## METHODOLOGY

**Design:** The purpose of methodology is to provide the research plan for this study on accountability and leadership role of secondary school teachers exposed to SAMARTHYA training of RMSA. The research paradigm and design chosen for this was a mixed evaluative approach. Both quantitative and qualitative research methodology was followed for the present study.

**Sample:** Teachers who had been accepted into a professional development programme designed to “provide an intellectually stimulating and nurturing environment for both personal and professional growth” were selected as the population. The population in this study were the secondary school teachers of the state Odisha exposed to “SAMARTHYA” training of RMSA. Further a sample of 300 secondary school teachers were selected randomly from four districts of Odisha i.e. Angul, Cuttack, Dhenkanal and Khordha.

### Tools used

**Scale on Leadership Role:** The instrument used for the present study was a rating scale constructed by the researchers titled “rating scale on leadership role for Samarthya trained Secondary School Teachers”. The scale was made up of two (2) sections; A and B. Section A- seeks demographic data from the respondents such as: gender: (male and female), marital status, academic stream, qualification, teaching experience, job status, locality of school. Section B seeks the level of leadership behaviour of the trained secondary teachers on the teaching competency. There are forty one items in the scale, in which forty (40) multiple choice and one (1) open ended. The scale is consisting of 3 components, i.e., 1. Leading teaching learning activities (28 items), 2. Assessing the instructional programme (13 items), 2. Monitoring the students’ performance (10 items). The respondents were required to rate their responses as follows: Strongly Agree - SA; Agree - A; Disagree - D; Strongly Disagree - SD for section B. Among these items some positive statements and also some negative statements are given.

To determine the reliability of the instrument, a trial testing was carried out using the split-half reliability method. By this method, the researcher administered the instrument once on thirty (30) respondents. These respondents were never used for the study again. But at the time of scoring, two sets of scores were derived (odd and even). The scores derived from the two sets were correlated using Pearson product Moment correlation analysis and then corrected with the spearman Brown prophecy formula. The reliability estimate values of 0.81 and 0.87 were high enough to justify the use of the instrument for the study.

### Accountability Scale

**Development:** The instrument used for the present study was a scale constructed by the researchers titled “rating scale on Accountability for Samarthya trained Secondary School Teachers”. The scale was made up of two (2) sections; A and B. there are fifty four (54) items in all. Section A- seeks demographic data from the respondents such as: gender: (male and female), marital status, academic stream, qualification, teaching experience, job status, locality of school. Section B seeks the level of accountability of the teachers on their teaching performance and teaching efficiency. The

respondents were required to rate their responses as follows: Strongly Agree - SA; Agree - A; Disagree - D; Strongly Disagree - SD for section B.

To test for validity, the instrument was first examined by the supervisor and later face validated by two experts in measurement and evaluation. The initial pool was made up of 60 items. Some items were merged and a few others rewritten for inclusion in the instrument. The items were finally cut down to 54. To determine the reliability of the instrument, a trial testing was carried out using the split-half reliability method. By this method, the researcher administered the instrument once on thirty (30) respondents. These respondents were never used for the study again. But at the time of scoring, two sets of scores were derived (odd and even). The scores derived from the two sets were correlated using Pearson product Moment correlation analysis and then corrected with the spearman Brown prophecy formula. The reliability estimate values of 0.89 and 0.82 were high enough to justify the use of the instrument for the study.

### **Observation schedule**

A classroom observation schedule was developed by the investigator to study the contribution of the teachers with high accountability and high leadership role. To study this the investigator prepared an observation schedule having three section. First section collected some general information about the class and lesson. The second section consisting of thirty-seven (37) items related to measure classroom performance of the teachers. And the third section was about the personal observation of the researcher.

## **ANALYSIS AND INTERPRETATION OF DATA**

### **Research question-1: Is there any significant difference between teachers with high, average and low level of accountability of teachers with regard to their performance in quality of teaching?**

To assess the quality of teaching of different categories of trained secondary school teachers on the basis of their accountability, the researcher first divided the accountability scores into three categories. To divide the score into high, average and low categories she took the help of percentile. She calculated 25<sup>th</sup> and 75<sup>th</sup> percentile. Below 25<sup>th</sup> percentile were the low scorer and above 75<sup>th</sup> percentile were the high scorer and finally in between 25<sup>th</sup> and 75<sup>th</sup> percentile were the average scorer. As per the research question the researcher tested the significant difference between high, average and low level of trained secondary school teachers on the basis of their accountability. The table shows the percentage of trained secondary school teachers having high, average and low level of accountability.

**Table-1: Accountability of teachers with regard to their performance in quality of teaching**

<b>Level of accountability</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
<b>N</b>	<b>79</b>	<b>144</b>	<b>77</b>
% of scores	26.3%	48%	25.6%
Mean	170.9	144.6	114.4

Above table shows the no. of cases lies under high, average and low level of accountability of trained school teachers. Under high level of accountability there were 79 teachers. There percentage was 26.3 and the mean is 170.9. Under average categories there were 144 teachers, there percentage was 48% and the mean was 144.6. And under low categories there were 77 teachers, there percentage was 25.6% and the mean was 114.4.

Further to study the above research question ANOVA was used. The summary of ANOVA calculation was given below.

**Table-2: ANOVA table indicating the significant difference between high, average, low level of accountability**

Independent variable	Sources of variance	Sum of squares	Df	Mean square variance	F ratio	Sig/not sig
Accountability	Between group	Ssb-123582.1	2	61791.05	638.9	significant
	Within group	Ssw-28724.7	297	96.7		

The above table revealed the ANOVA summary of first research question. The table-2 shows the differences between high, average and low level of accountability of secondary school teachers. Between group sum of square is 123582.1 with df 2 and mean square variance is 61791.05. And within group sum of square is 28724.7 with df 297 and mean square variance is 96.7. the F ratio calculated is 638.9. The calculated F ratio is much higher than the critical table value at 0.05 level of significance. Hence it is concluded that trained secondary school teachers having high, average and low level of accountability differ significantly.

Further the researcher wanted to assess the quality of teaching of trained secondary school teachers having good level of accountability. Therefore 5% trained teachers i.e., 15 trained secondary school teachers of high accountability were being selected and observed by the researcher. She collected the information regarding classroom performance of those teachers with regard to their contribution to quality education. Here the researcher wanted to study that whether accountability as a professional behaviour contribute to the quality education or not. To study this research question the researcher used an observation schedule and observed the class performance of 15 selected teachers. To analyze the observed data, the researchers took the help of percentage. The table 3 shows the analysis of data collected from observation schedule.

**Table 3: Percentage analysis of classroom performance of teachers with high accountability on quality teaching**

Sl no.	Observation Dimension	Observed to the greater extent	To some extent	Not at all
1.	Teacher has good content clarity	12 (80%)	3(20%)	-
2.	Provide sufficient access to instructional materials	6(40%)	7(46.6%)	2(13.3%)
3.	Tell the students to be present in the class	8(53.3%)	6(40%)	1(6.6%)
4.	Monitor students' progress in the classroom	7(46.6%)	6(40%)	2(13.3%)

5.	Identify learning gaps of the students in the classroom	10(66.6%)	5(33.3%)	-
6.	All the classroom activities are planned and systematic	8(53.3%)	6(40%)	1(6.6%)
7.	Teacher is committed to students and their learning	9(60%)	6(40%)	-
8.	Teacher conduct formative assessment during classtime	8(53.3%)	7(46.6%)	-
9.	Demonstrate effective use of pedagogic strategies in the classroom	6(40%)	8(53.3%)	2(13.3%)
10.	Effectively implement teaching skills in the classroom	8(53.3%)	7(46.6%)	-
11.	Use effective engagement strategies	7(46.6%)	8(53.3%)	-
12.	Create a supportive classroom climate	7(46.6%)	6(40%)	2(13.3%)
13.	Develop a positive mindset	7(46.6%)	7(46.6%)	1(6.6%)
14.	Teacher has good management skill	7(46.6%)	6(40%)	2(13.3%)
15.	Use collaborative learning approach	7(46.6%)	7(46.6%)	1(6.6%)
16.	Pay attention to all category of students	9(60%)	6(40%)	-
17.	Teacher uses advanced teaching-learning materials	9(60%)	5(60%)	1(6.6%)
18.	Give extra attention to the slow learner	7(46.6%)	7(46.6%)	1(13.3%)
19.	Use locally available resource materials in teaching	6(40%)	8(53.3%)	1(6.6%)
20.	Accept students' feedback in the classroom	8(53.3%)	6(40%)	1(6.6%)
20.	Prefer peer tutoring in the classroom	6(40%)	7(46.6%)	2(13.3%)
21.	The teacher creates purposeful activities that engage every students in productive work	5(33.3%)	9(60%)	1(6.6%)
22.	The teachers instruction is interactive	8(53.3%)	7(46.6%)	-
23.	The teacher demonstrate genuine warmth and empathy towards all students in the classroom	8(53.3%)	6 (40%)	1
24.	The teacher shows respects for the students in both in his/her behavior and use of language	8(53.3%)	6(40%)	1(6.6%)
25.	The teacher involves those students who do not voluntarily participate in classroom activities	8(53.3%)	7(46.6%)	-
26.	The teacher seeks to engage all students in classroom activities	9(60%)	5((33.3%)	1
27.	The teacher praise children for effort towards realizing their potential	7(46.6%)	8(53.3%)	-
28.	The teacher makes clear that all students know that he/she expects their best efforts in the classroom	8(53.3%)	5(33.3%)	2(13.3%)
29.	The teacher starts lesson on time	10(66.6%)	5(46.6%)	-
30.	Teacher makes sure that students are involved in learning activities until the end of the lesson	9(60%)	6(40%)	-
31.	End the lesson with a curiosity for further learning	8(53.3%)	6(40%)	1(6.6%)

The teachers who have good accountability scores exhibit good teaching skills in the classroom. They have a sense of responsibility towards their profession and student. It

was observed that 53.7% of teachers exhibit that behaviour which were the dimensions of quality teaching such as having good content clarity, monitor the students' performance, identify learning gaps, planned and systematic classroom activities, show good commitment, conducting formative assessment, implementing good teaching skills, using collaborative approaches, paying attention to all students, using innovative and advanced teaching learning materials, accepting students feedback, interactive teaching, . 43.8% of teachers' behaviour showed that they follow the norms of quality education to some extent. Only 5.5% of teachers were observed with no norms of quality education but they have high accountability.

**Research Question-2: Is there any difference between teachers with high, average and low level of Leadership role with regard to their performance in quality of teaching?**

To assess the quality of teaching of different categories of trained secondary school teachers on the basis of their accountability, the researcher first divided the accountability scores into three categories. To divide the score into high, average and low categories she took the help of percentile. She calculated 25<sup>th</sup> and 75<sup>th</sup> percentile. Below 25<sup>th</sup> percentile were the low scorer and above 75<sup>th</sup> percentile were the high scorer and finally in between 25<sup>th</sup> and 75<sup>th</sup> percentile were the average scorer. As per the research question the researcher tested the significant difference between high, average and low level of trained secondary school teachers on the basis of their accountability. The table shows the percentage of trained secondary school teachers having high, average and low level of accountability.

**Table-4: Leadership role of teachers with regard to their performance in quality of teaching**

Level of leadership role	High	Average	Low
N	95	136	73
% of scores	31.6%	45.3%	24.3%
Mean	183.6	162.8	137.3

Above table shows the no. of cases lies under high, average and low level of leadership role of trained school teachers. Under high level of leadership there were 95 teachers. There percentage was 31.6% and the mean is 183.6. Under average categories there were 136 teachers, there percentage was 45.3% and the mean was 162.8. And under low categories there were 73 teachers, there percentage was 24.3% and the mean was 137.3.

Further to study the above research question ANOVA was used. The summary of ANOVA calculation was given below.

**Table-5: ANOVA table indicating the significant difference between high, average, low level of leadership role**

Independent variable	Sources of variance	Sum of squares	Df	Mean square variance	F ratio	Sig/not sig
Leadership role	Between group	Ssb-86463.6	2	43231.8	448.9	Sig

	<b>Within group</b>	<b>Ssw-28600.8</b>	<b>297</b>	<b>96.3</b>		
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The above table revealed the ANOVA summary of first research question. The table-2 shows the differences between high, average and low level of leadership role of secondary school teachers. Between group sum of square is 86463.6 with df 2 and mean square variance is 43231.8 and within group sum of square is 28600.8 with df 297 and mean square variance is 96.3. The F ratio calculated is 448.9. The calculated F ratio is much higher than the critical table value at 0.05 level of significance. Hence it is concluded that trained secondary school teachers having high, average and low level of leadership role differ significantly.

Further the researcher wanted to assess the quality of teaching of trained secondary school teachers having good level of accountability. Therefore 5% trained teachers i.e., 15 trained secondary school teachers of high accountability were being selected and observed by the researcher. She collected the information regarding classroom performance of those teachers with regard to their contribution to quality education. Here the researcher wanted to study that whether accountability as a professional behaviour contribute to the quality education or not. To study this research question the researcher used an observation schedule and observed the class performance of 15 selected teachers. To analyze the observed data the researchers took the help of percentage. Followings are the analysis of data collected from observation schedule.

**Table-6: Percentage analysis of classroom performance of teachers with high leadership role on quality teaching**

Sl. no.	Observation Dimension	Observed to the greater extent	To some extent	Not at all
1.	Teacher has good content clarity	9 (60%)	6 (40%)	-
2.	Provide sufficient access to instructional materials	3(20%)	10(66.6%)	2(13.3%)
3.	Tell the students to be present in the class	8(53.3%)	6(40%)	1(6.6%)
4.	Monitor students' progress in the classroom	8(53.3%)	5(33.3%)	2(13.3%)
5.	Identify learning gaps of the students in the classroom	10(66.6%)	5(33.3%)	-
6.	All the classroom activities are planned and systematic	8(53.3%)	6(40%)	1(6.6%)
7.	Teacher is committed to students and their learning	7(46.6%)	6(40%)	2(13.3%)
8.	Teacher conduct formative assessment during class time	6(40%)	7(46.6%)	2(13.3%)
9.	Demonstrate effective use of pedagogic strategies in the classroom	5(33.3%)	8(53.3%)	2(13.3%)
10.	Effectively implement teaching skills in the classroom	7(46.6%)	7(46.6%)	1(6.6%)
11.	Use effective engagement strategies	5(33.3%)	8(53.3%)	2(13.3%)
12.	Create a supportive classroom climate	7(46.6%)	6(40%)	2(13.3%)

13.	Develop a positive mindset	6(40%)	7(46.6%)	2(13.3%)
14.	Teacher has good management skill	7(46.6%)	6(40%)	2(13.3%)
15.	Use collaborative learning approach	7(46.6%)	7(46.6%)	1(6.6%)
16.	Pay attention to all category of students	6(40%)	8(53.3%)	1(6.6%)
17.	Teacher uses advanced teaching-learning materials	5(33.3%)	9(60%)	1(6.6%)
18.	Give extra attention to the slow learner	6(40%)	7(46.6%)	2(13.3%)
19.	Use locally available resource materials in teaching	6(40%)	8(53.3%)	1(6.6%)
20.	Accept students' feedback in the classroom	8(53.3%)	6(40%)	1(6.6%)
20.	Prefer peer tutoring in the classroom	6(40%)	7(46.6%)	2(13.3%)
21.	The teacher creates purposeful activities that engage every students in productive work	5(33.3%)	9(60%)	1(6.6%)
22.	The teachers instruction is interactive	7(46.6%)	8(53.3%)	-
23.	The teacher demonstrate genuine warmth and empathy towards all students in the classroom	5(33.3%)	10(66.6%)	-
24.	The teacher shows respects for the students in both in his/her behavior and use of language	8(53.3%)	6(40%)	1(6.6%)
25.	The teacher involves those students who do not voluntarily participate in classroom activities	7(46.6%)	7(46.6%)	1(6.6%)
26.	The teacher seeks to engage all students in classroom activities	4(26.6%)	9(60%)	2(13.3%)
27.	The teacher praise children for effort towards realizing their potential	7(46.6%)	8(53.3%)	-
28.	The teacher makes clear that all students know that he/she expects their best efforts in the classroom	7(46.6%)	5(33.3%)	3(20%)
29.	The teacher starts lesson on time	7(46.6%)	7(46.6%)	1(6.6%)
30.	Teacher makes sure that students are involved in learning activities until the end of the lesson	7(46.6%)	6(40%)	2(13.3%)
31.	End the lesson with a curiosity for further learning	5(33.3%)	9(60%)	1(6.6%)

The teachers who have good leadership scores exhibit good teaching skills in the classroom. They have a sense of responsibility towards their profession and student. It was observed that 44.9% of teachers exhibit that behaviour which was the dimensions of quality teaching. They have good content clarity, identified learning gaps of their students, monitor students' progress, effectively implement teaching skills, create a conducive environment, engage students in different classroom activities, use collaborative learning approach, encourage peer tutoring, accept students' feedback, praised and reinforced their behaviour. About half of the participants follow the norms of quality education to some extent such as providing reference materials to the

students, used effective classroom management strategies, demonstrated good pedagogic strategies, they were empathetic towards the students, etc. Only 9.03% of teachers were observed with no norms of quality education but they were measured with high level of leadership role.

**Research Question-3: Is there any significant relationship among leadership role and accountability of trained secondary school teachers?**

**Table-7: Coefficient of correlation between accountability and leadership role of the samarthya trained secondary school teachers**

Variables	N	Coefficient of correlation	Interpretation
Accountability	300	0.44	Moderate positive correlation
Leadership role			

The coefficient of correlation between accountability and leadership role of the samarthya trained secondary school teachers was measured. The study revealed that coefficient of correlation obtained from the said data was 0.44. Hence it can be concluded that positive but moderate correlation exists between accountability and leadership role of secondary school teachers.

## RESULTS AND DISCUSSION

The present section stated the result of the study and discusses the findings of each research question. First research question was being there any significant difference between teachers with high, average and low level of accountability of teachers with regard to their performance in quality of teaching? The data revealed that there exists significant difference between the teacher with high, average and low level of accountability. Further it was also observed that maximum no. of teachers follows the norms of quality teaching. The second research question: was there any significant difference between teachers with high, average and low level of leadership role with regard to their performance in quality of teaching? The study revealed that there was significant difference between teachers with high, average and low level of leadership role. Further it was also observed that maximum no. of teachers who have high leadership role follow the norms of quality teaching in some extent. It was also observed that most teachers were confused about the role of teacher leaders. They need conceptual clarity about teacher leadership role. The third research question was, is there any significant relationship among leadership role and accountability of trained secondary school teachers? The data proved that there is moderate positive correlation between accountability and leadership role of the teachers. It revealed that teachers with high accountability have high level of leadership role. And it was also observed and proved that high accountability and leadership role of the teachers leads to quality teaching and improvement in classroom performance and increased student participation and improvised evaluation procedure which were the indicators of quality classroom performance.

### Educational implication and conclusion

Teachers are the most essential asset of the school system having a lot of works and responsibilities. Teaching in secondary level is ever challenging. Therefore,

improvement of professional behaviour and skills are most essential. Preparing accountable and teacher leaders with the confidence to overcome the barriers of education system and providing quality teaching is a challenge in 21<sup>st</sup> century. Sufficient no. of professional development programme must be provided by the administration to create a dynamic teaching force. In such context this study has the implication for providing professional development programme on teacher leadership and accountability. They should provide training to improve accountability and leadership role of the secondary school teachers as it is directly linked to the teaching efficiency and quality teaching.

Designing and implementing teacher professional development to increase teacher quality is the need of the hour. When asked about the samarthy training programme most of the teachers said it was a good training programme. Further they added that it should be provided with more improvised manner so that they learn many ideas about accountability and leadership role of the teachers and the strategies to improve them. Therefore, it is suggested that management should take care of the development of teachers' accountability and leadership role.

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