

Teacher Accountability in Relation to Emotional Intelligence

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Abstract

Accountability has always been a part of all the educational system across the nations. Under the Indian constitutional provisions education is an equal accountability of Centre as well State Governments. Both are responsible for the qualitative improvements in the nation's educational system whereas each and every individual personnel (from top to bottom) plays an important role in this job and is held equally accountable for its positive growth. As the area of educational accountability is so vast; therefore this study was undertaken to explore the area of teacher accountability in context of value education. The sample is consisted of 200 secondary school teachers of Amritsar district, both from Government and Private sectors that was further divided into two equal groups of male (100) and female (100) from both streams science as well as arts. The descriptive research method was used. Teacher Accountability Scale for Value Education (constructed by investigator herself) and Emotional intelligence scale by Hyde, Pethe and Dhar (2011) was used for data collection. Pearson Product Moment Correlation (r) was used to find out the degree of relationship between the criterion variable and independent variable whereas Mean, S.D. and t-test were applied to find out significant differences between criterion variable in terms of their gender and stream. The findings of the present study revealed that Emotional Intelligence of the secondary school teachers plays a significant role in their accountability for value education. The study also found that there is no significant difference in the teacher accountability for value education among secondary school teachers with respect to their gender (male and female) and stream (science and arts).

KEYWORDS: Accountability, Teacher accountability, Emotional Intelligence, Value Education

Introduction: Even the term "accountability" is considered equal to the "responsibility", but in conceptual context; it is more than "responsibility". Rao and Reddy (2005) described it as "the two terms responsibility and accountability are at times used interchangeably. Accountability is to be responsible or answerable to someone for one's actions so that the emphasis here is upon being under authority in some manner or other. However, to be responsible means to have authority and to be able to take decisions without supervision". Mammen (2009) takes it as, "accountability refers to the management philosophy where by individual are held liable, or accountable, for how well they use their authority and live up their responsibility of performing predetermined activities".

The concept of accountability in education is a complex one. It means holding of responsibility by the personnel involved in the management of education, for the efficiency of the system. Accountability is thus to be viewed as an individual as well as

group phenomena where individuals like teachers may be held responsible for one or the other lapses on their parts in one or other specific role playing situations. NPE (1986) has advocated a better deal to the teachers but clamp accountability. The UGC Report, "Towards New Educational Management" (Gnanam.1990) has stressed the need for accountability as: "The society has invested precious resources in building up the institutions of learning. It is entitled to demand that members of the academic community, individually and collectively be made accountable in concrete visible terms".

As being a comprehensive and multidimensional concept, teacher accountability is taken as two different types: moral accountability and legal or contractual accountability. Moral accountability is related to the urge from within. No doubt, the issue of value education is a concern of teacher's moral accountability. They are equally accountable for the students' academic growth as well as their character building.

There was a time when our IQ was considered the most determining factor in human lives. But the latest findings of the research studies that were conducted in the field of science and psychology has established some astonishing facts and claimed the importance of EQ and SQ in human life. There are so many intellectual problems that can be handled and solved only by recognizing the hidden emotional information and then utilizing it properly.

Goleman (1995) claimed that Emotional Intelligence is at least as important as Intelligence Quotient (IQ) in predicting various forms of success and in some cases more important. Intelligent Quotient (IQ) alone is no more the only measure of success; Emotional Intelligence, Social Intelligence and luck also play a big role.

In 1985, a graduate student at an Alternative Liberal Arts College in the U.S.A. wrote a doctoral dissertation, which included the term, "Emotional Intelligence" in the title. This seems to be the first academic use of the term emotional intelligence. However, Salovey of Yale University and Mayer of University of Hampshire (1990) are considered to be the chief exponents of this term. Salovey and Mayer (1990) defined emotional intelligence in terms of, "being able to monitor and regulate one's own and others feelings to guide thought and action". They outlined five main domains to measure EI as:

- **SELF AWARENESS:** Observing own and recognizing a feeling as it happens.
- **MANAGING EMOTIONS:** Handling feelings so that they are appropriate; realizing what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.
- **MOTIVATING ONESELF:** Challenging emotions in the service of a goal; emotional self control; delaying gratification and stifling impulses.
- **EMPATHY:** Sensitivity to others' feelings and concern and taking their perspective; appreciating the differences in how people feel about things.
- **HANDLING RELATIONSHIPS:** Managing emotions in others; social competence and social skills.

Emotional intelligence is the product of one's heredity and its interaction with the environmental forces. The research conducted in the field of emotional intelligence emphasized that it plays a prominent role in the every walk of human beings. Success of an individual depends upon his emotional intelligence rather than his general intelligence.

Emergence of the Problem

“There is a general erosion of social values in today's society. Signs of social disintegration are evident everywhere and are continuously on the rise.” (Hue yen News Service, 2012)

Today the erosion of values in practically every aspect of human life is a matter of universal anxiety and concern. The pattern of social change, modernization and development that had taken place under the impact of westernization and globalization of education brought a general decline in values in public life. Even the role of teachers cannot be neglected in the degradation of values. Erosion of values is mainly due to non-conducive environment present in our schools. It is due to the reason that our education is merely oriented towards the development of mental faculties that created a generation of disintegrated personalities. We have badly failed in fulfilling the dreams of our great educationists and thinkers who targeted to create such type of classrooms where harmonious and balanced personalities can be nurtured and nourished. The aim of education is the modification of the behaviour of students and their character formation and this challenging task is in the hands of our teachers. The teacher as such is expected to function not only as a purveyor of knowledge but also as moulder of child's total personality. He is the torch - bearer to the society. Radhakrishnan (1965) stated, “What teachers do, the students follow, so they set example. Teachers by their conduct should be an example to the student. Teachers have an influential and definite position in value – orientation of our youth today.”

In this light, the teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. How a teacher performs his duty is dependent to a great extent on his attitudes and beliefs. Several studies have proved that the teacher who is emotionally and spiritually balanced can perform his duty in better way. He can establish a sound relationship with his students as well as their parents, colleagues and at large with the whole society. Values can only be transformed effectively from one generation to the other if the teachers account their moral and legal responsibility for this sensitive task. Therefore the investigator has chosen the problem of teacher accountability only in context of value education in relation to their emotional intelligence.

Objectives of the Study: This research study was carried out with the following objectives

- To study the relationship of teacher accountability for value education among secondary school teachers with their emotional intelligence.
- To find out the significant difference in mean scores of teacher accountability for value education among secondary school teachers in relation to their gender (male and female).
- To find out the significant difference in mean scores of teacher accountability for value education among secondary school teachers in relation to their stream (science and arts).

Delimitation of the study: Keeping in view the multidimensional nature of teacher accountability, the investigator only focused upon this variable in context of value

education. So teacher accountability for value education was taken as dependent variable in this study.

Hypotheses

- There will be no significant relationship between teacher accountability for value education among secondary school teachers and their emotional intelligence.
- There will be no significant difference between the mean score of teacher accountability for value education among secondary school teachers and their gender (male and female).
- There will be no significant difference between the mean score of teacher accountability for value education among secondary school teachers and their stream (science and arts).

Method of the study: Descriptive survey method was applied by the investigator.

Sample: The sample of the study comprised 200 secondary school teachers of Amritsar district, both from Government and Private sectors.

Tools Used: The tools used for the purpose were as under:

1. Teacher Accountability for Value Education Scale (constructed by investigator)
2. Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2011).

Statistical Analysis

The statistical techniques employed to analyze the data were:

1. t-test to find out significance of the mean difference between two main groups i.e. gender (male and female) and stream (science and arts).
2. Pearson’s coefficient of correlation to locate the relationship between teacher accountability and emotional intelligence.

Testing Hypotheses:

- The first objective of the study was to find out the relationship between teacher accountability for value education among secondary school teachers and their emotional intelligence. The hypothesis that was framed to test this objective was, “There will be no significant relationship between teacher accountability for value education among secondary school teachers and their emotional intelligence”.

Table 1.1: Showing Correlation between Teacher Accountability for Value Education among Secondary School Teachers and their Emotional Intelligence. (N=200)

Sr. No.	Variables	N	df (n-2)	r-value	p-value	Level of Significance
1	Teacher Accountability	200	198	.346	0.000	0.01
2	Emotional Intelligence	200	198			

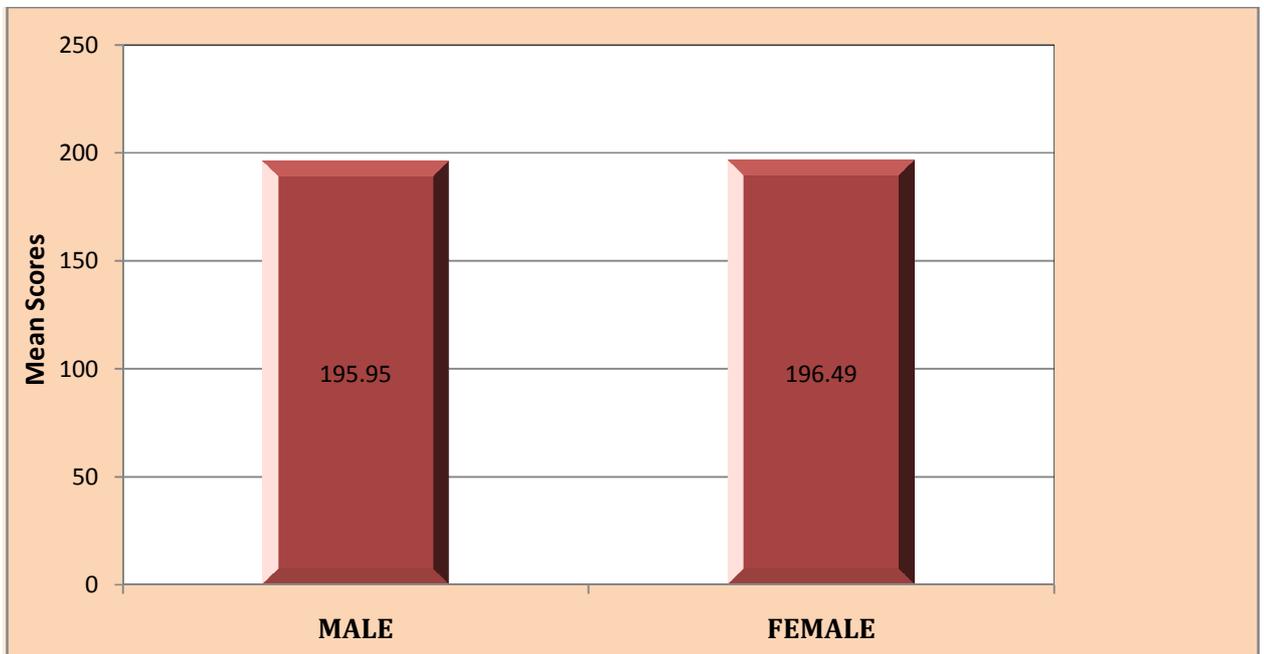
The table 1.1 shows that the obtained r ($r= 0.346$), value is greater than the table value at 0.01 level and hence the hypothesis that was framed as, “There will be no significant relationship between teacher accountability for value education among secondary school teachers and their emotional intelligence”, is rejected. The results show a significant and sound degree of relationship between teacher accountability for value education among secondary school teachers and their emotional intelligence.

- The second objective of the study was to find out the significant difference between the mean scores of Teacher Accountability among secondary school teachers and their gender (male and female). To test this objective the hypothesis was, “There will be no significant difference in the mean scores of teacher accountability for value education among secondary school teachers and their gender (male and female)”.

Table 1.2: Showing the mean, SD and t-value of Teacher Accountability for Value Education among Male and Female Secondary School Teachers. (N=200)

Sr. No.	Gender	N	Mean	S.D.	S.E	df	t-value
1	Male	100	195.95	12.042	1.204	198	-.315
2	Female	100	196.4900	11.36404	1.13640		

Figure 1.1: Showing mean scores of Teacher Accountability for Value Education among Male and Female Secondary School Teachers. (N=200)



Teacher Accountability for Value Education

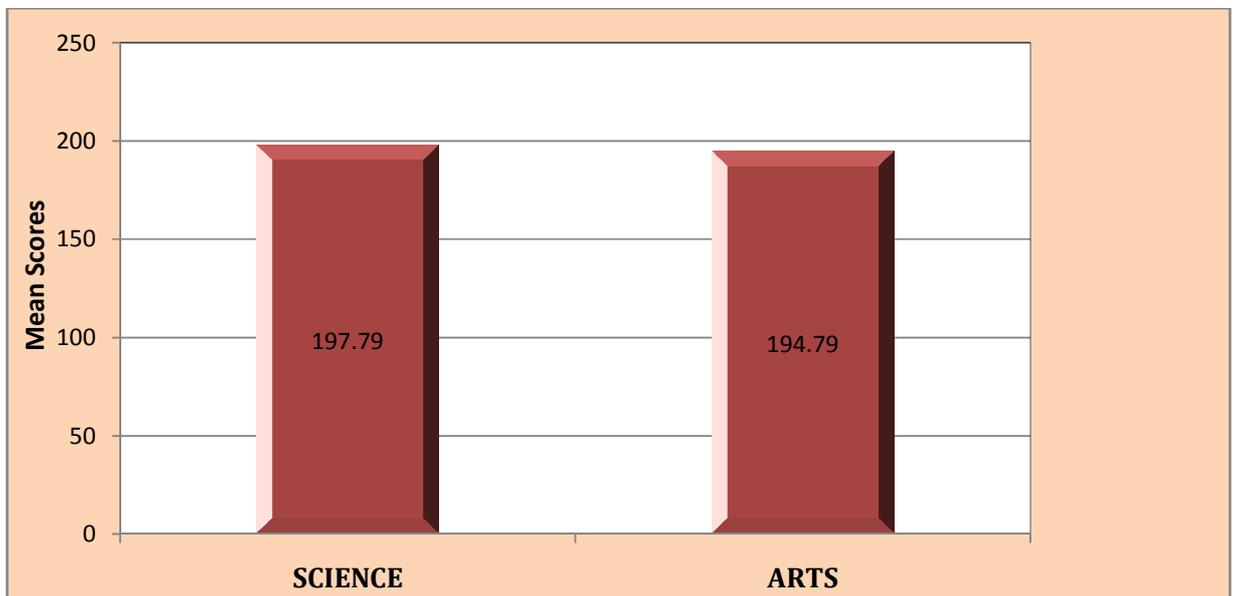
The above table shows that the obtained 't' value ($t = -.315$) is turned out insignificant and hence the null hypothesis that was framed as, "There will be no significant difference in the mean scores of teacher accountability for value education among secondary school teachers and their gender (male and female)" was accepted. The acceptance of the null hypothesis shows that male teacher's accountability for value education do not significantly varies from their counterparts' female teachers' accountability for value education.

- The third objective of the study was to find out the significant difference between the mean scores of Teacher Accountability among secondary school teachers and their stream (science and arts). To test this objective the hypothesis was, "There will be no significant difference in the mean scores of teacher accountability for value education among secondary school teachers and their stream (science and arts)".

Table 1.2: Showing the mean, SD and t-value of Teacher Accountability for Value Education among Science and Arts Secondary School Teachers. (N=200)

Sr. No.	Gender	N	Mean	S.D.	S.E	df	t-value
1	Science	100	197.7900	11.93949	1.19395	198	1.746
2	Arts	100	194.7900	11.37541	1.13754		

Figure 1.1: Showing mean scores of Teacher Accountability for Value Education among Science and Arts Secondary School Teachers. (N=200)



The values of above table shows that the obtained't' value ($t = 1.746$) is turned out insignificant and hence the null hypothesis that was framed as, "There will be no significant difference in the mean scores of teacher accountability for value education among secondary school teachers and their stream (science and arts)".was accepted. The acceptance of the null hypothesis shows that teacher accountability for value education of

those teachers who teach science doesn't significantly varies from the teachers who teach arts.

Findings

- The significant relationship was found between the teacher accountability for value education among secondary school teachers and their emotional intelligence.
- There was no significant difference was located between teacher accountability for value education among secondary school teachers and their gender (male and female).
- There is no significant difference was found between teacher accountability for value education among secondary school teachers and their stream (science and arts).

Discussion of Results

The findings of the study are in the line of so many other research studies that were carried out in the same area. Researches in the discipline of psychology and education proved that Emotional intelligence plays a pivotal role in all walks of human life. It is only one's high EQ that enables him to lead a successful life everywhere. Professional commitment, work responsibility and accountability gets a strong push by one's EQ. Goleman (1998) found that professional having high emotional intelligence show better quality, speed and efficiency in work and commitment as compared to their counterparts who are having low emotional intelligence. Findings of the studies undertaken by Connor and Killmer (2001), Day (2004) and Lordanoglou (2007) revealed the positive correlation between teacher's effectiveness and accountability with respect to their emotional intelligence. In general we can conclude that by increasing the EQ of a person we can also put forward his work and professional efficiency. On another side when we talk about teacher accountability in context of their gender and stream, results of some of the previous studies are contradictory and some of them are in line of the findings of the present study. Reasons behind these may be varied.

Educational Implication and directions for further research

The findings of the present study revealed a prominent fact that there was a significant correlation between the teacher accountability for value education and their emotional intelligence. In other words it can also be interpreted as that by increasing the emotional intelligence of the teachers one can increase their accountability to render their better services in the area of education and moreover emotionally balanced teachers can only promote values and ethics among their students in well versed way. To enhance the efficiency and accountability of the teachers, it is must to organize the refresher courses and workshops to enhance teachers' emotional intelligence (EQ). Teacher education programmes should focus upon the development of certain skills to make teachers better in their emotional intelligence. The role of a teacher is most crucial in discharging, transforming and preserving the human values. Unless there is a feeling of commitment and accountability on the part of teachers, such a programme cannot get a complete success.

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