

Teachers' Perceptions Towards Teacher Accountability in Basic Education High Schools

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Abstract

The purpose of the research is to study teachers' perceptions towards teacher accountability in Basic Education High Schools. Quantitative and qualitative methods were used in this study. The questionnaire adapted from Rosenblatt (2013) was used to study teachers' perception on teacher accountability. The internal consistency Cronbach's alpha was 0.95. In this study, 114 teachers were selected as samples by using cluster sampling method. Descriptive statistics, Independent Samples t test and One-Way ANOVA were used to analyze quantitative research findings and teachers' responds to open-ended questions were used as qualitative research findings. In this study, teachers had moderately high level in external accountability, high level in internal accountability, moderately high level in teachers' attitudes towards accountability concerns with school management and moderately high level in teachers' attitudes towards accountability concerns with parents. The level of teacher accountability was moderately high. There were no significant differences among the groups on teachers' accountability according to personal factors. With regard to school location, there are significant differences between teachers in urban schools and teachers in rural schools on teachers' accountability. Information from teachers' responses and documentation were complementary to each other.

Key words: teacher accountability

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