

ENGLISH TEACHERS' ACCOUNTABILITY OF IX STANDARD STUDENTS

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Abstract

Teachers' accountability is the duty of a teacher to think about various ways and means to help the students in acquiring knowledge, skills and shaping their future. Teacher has direct impact on a students' success in the classroom. He / She has a responsibility of the challenges the students may face and provide the teaching and support each student needs to meet those expectations. This study focused on accountability of English Teachers of IX standard students. It was adopted survey method to collect the data. Percentage analysis, 't' test and 'F' test were used for analyzing the data. The questionnaire was prepared by the investigator and guide. The main objective was to find out the significant difference if any, between IX standard students in relation to their English teachers accountability with reference to the background variables. The major finding of this study showed that there is significant difference between English teachers' accountability of IX standard students with reference to the background variables.

Key words : English Teachers, Accountability and IX standard students.

INTRODUCTION

English has become a global lingua franca or hyper- central language in an ever shrinking world witnessing cultural fusion. It has taken on new roles locally and globally. People around world learn if for different purposes. It is taught and learnt worldwide by millions of teachers and students, respectively. Accountability to students today brings all kinds of backgrounds needs, interests, ability and expectations to the English language teaching class room. There is a growing body of literature about the qualities of professional English teachers. English language teachers have a significant role of play in increasing the quality and accountability of rapidly spreading and evolving English language Teachers. English Teachers are accountable to every students learn and learn new ways to engage students, master their subject matter, seek advice, accept critical feedback and get better at their craft every year. So the investigator felt the necessity to bring into focus about the English Teachers' Accountability of IX standard students.

Background of the study

Rosenblatt, V. V. (2018) has suggested that “Three types of teacher assessment: self, by peer group and by students would create a sense of accountability among the teachers”. He further emphasized that the professional organizations should face up the need of such assessment and suggests ways of ensuring a high degree of accountability among members of the profession, instead of shielding the incompetent and indolent, as being done in some places and institutions.

Stefanski, Angela. J.(2016) conducted a study on “Here to Stay: A Teacher's 46-Year Journey with Accountability in One School Context”. This study explores accountability and care in the stories of an exceptional teacher, Marsha Ethridge, who taught more than 46 years in one low-socioeconomic community. In this study, however, multiple perspectives of accountability populate one teacher's stories. As a new teacher in 1964, Marsha recounted the negative impact of teaching in a time of little formal accountability. This analysis of Marsha's stories extends the work of Nodding to consider face-to-face accountability as an ethical act of caring that leads to transformation and hope.

Significance of the Study

Society has changed so much. And so the education process also has changed. They struggle how to conquer their problems. The teachers play a vital role among the students' life. A student spends most of the time in school campus with teacher so teacher can mould and guide the learner in proper way to face the problems in society. Society is a system of relationships. But these relationships are never permanent. Circumstances bring about many changes' in the behavior patterns. According to the investigator, social cognition is nothing but the awareness and updated knowledge of society especially what kind of changes occur in the society in education economy ,political ,etc., Our society is highly depend on Teachers' accountability. Teachers are accountable for many things, such as welfare of society, etc. So the investigator is very much interested to do this research and make it to contribution to the society.

Objectives of the Study

1. To find out the level of English Teachers' Accountability of IX standard students with respect to Gender, nature of the school, locality of the school, type of the school, education of the father, education of the mother, occupation of the father, occupation of the mother and monthly income of family.
2. To find out significant difference, if any, between English Teachers' accountability of IX standard students with respect to gender and locality of the school.
3. To find out significant difference, if any, among English Teachers' accountability of IX standard students with respect to nature of the school and type of the school.

Hypothesis of the Study

1. The level of English Teachers' Accountability of IX standard students with respect to Gender, nature of the school, locality of the school, type of the school, education of the father, education of the mother, occupation of the father, occupation of the mother and monthly income of family is moderate.

2. There is no significant difference between English Teachers' accountability of IX standard students with respect to gender and locality of the school.
3. There is no significant difference among English Teachers' accountability of IX standard students with respect to nature of the school and type of the school.

Method adopted in the present study

The investigator has adopted survey method to find out English Teachers' Accountability of IX standard students.

Tool used in this study

Scale of English Teachers' Accountability of IX standard students prepared by the investigator and guide.

Population for the Study

Students those who are studying IX standard at regular mode in Thoothukudi District was considered as population.

Sample of the Study

Among the population, 350 IX standard students were selected as the sample. Simple random sampling technique was adopted by the investigator.

Statistical techniques used

1. Percentage Analysis
2. 't' test
3. 'F' test

Null Hypothesis 1

The level of English teachers' accountability of sample with respect to their background variables is moderate.

Table – 1. The level of English teachers' accountability of sample with respect to their background variables

S.No	Background variables	Categories	No.	Low		Moderate		High	
				N	%	N	%	N	%
1.	Gender	Male	177	38	21.5	120	67.8	19	10.7
		Female	173	8	4.6	151	87.3	14	8.1
2.	Nature of the School	Boys	30	17	56.7	12	40.0	1	3.3
		Girls	52	3	5.8	45	86.5	4	7.4

		Co. Education	268	26	9.7	214	79.9	28	10.4
3.	Locality of the School	Urban	178	29	16.3	125	70.2	24	13.5
		Rural	172	17	9.9	146	84.9	9	5.2
4.	Type of the School	Private	89	14	15.7	65	73.0	10	11.2
		Aided	141	26	18.4	105	74.5	10	7.1
		Government	120	6	5.0	101	84.2	13	10.8
5.	Education of the Father	Illiterate	65	6	9.2	55	84.6	4	6.2
		School Education	250	32	12.8	192	76.8	26	10.4
		College Education	27	6	22.2	19	70.4	2	7.4
		Professional Education	8	2	25.0	5	62.5	1	12.5

6.	Education of the Mother	Illiterate	72	8	11.1	57	79.2	7	9.7
		School Education	239	28	11.7	187	78.2	24	10.0
		College Education	27	5	18.5	20	74.1	2	7.4

		Professional Education	12	5	41.7	7	58.3	0	.0
7.	Occupation of the Father	Daily Wage	204	28	13.7	161	78.9	15	7.4
		Business	77	7	9.1	63	81.8	7	9.1
		Private	60	10	16.7	40	66.7	10	16.7
		Government	9	1	11.4	7	77.8	1	11.1
8.	Occupation of the Mother	Home maker	171	21	12.3	134	78.4	16	9.4
		Daily Wage	134	14	10.4	106	79.1	14	10.4
		Business	15	6	40.0	9	60.0	0	.0
		Private	19	2	10.5	15	78.9	2	10.5
		Government	11	3	27.3	7	63.6	1	9.1
9	Monthly Income of Family	Below 10,000	234	19	8.1	188	80.3	27	11.5
		11,000- 25,000	76	21	27.6	52	68.4	3	3.9
		26,000-50,000	33	3	9.1	27	9.1	3	9.1
		Above 51,000	7	3	42.9	3	42.9	0	.0
Total			350	46	13.1	271	77.4	14	8.1

Finding: The majority of IX standard student English Teaches' Accountability is Moderate.
Null Hypothesis 2

There is no significant difference between samples in English Teachers' Accountability with reference to Gender.

Table – 2. Difference between sample in English Teachers' Accountability with reference to Gender

Background variables	Categories	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Gender	Male	177	104.23	20.894	4.579	S
	Female	173	112.49	11.677		

(At 5% level of significance, the table value of 't' is 1.96)

Null Hypotheses 3

There is no significant difference between sample in English Teachers' Accountability with reference to Locality of the School

Table – 3. Difference between sample in English Teachers' Accountability with reference to Location of the School

(At 5% level of significance, the table value of 't' is 1.96)

Background variables	Categories	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Locality of the School	Urban	178	107.55	20.673	.839	NS
	Rural	172	109.10	13.333		

Null Hypothesis 4

There is no significant difference among sample in English Teachers' Accountability with reference to Nature of the School.

Table – 4. Difference among samples in English Teachers' Accountability with reference to Nature of the School.

Background variables	Source of variation	Sum of squares	Degrees of Freedom	Mean Square Variance	Calculated 'F' value	Remarks at 5% level
Nature of School	Between Groups	19995.706	2	9997.853	40.221	S
	With in Groups	86255.723	347	347		

(At 5% level of significance, the table value of 'F' is 2.99)

Null Hypothesis 5

There is no significant difference among sample in English Teachers' Accountability with reference to Type of the School

Table – 5. Difference among samples in English Teachers' Accountability with reference to Type of the School

(At 5% level of significance, the table value of 'F' is 2.99)

Background variables	Source of variation	Sum of squares	Degrees of Freedom	Mean Square Variance	Calculated 'F' value	Remarks at 5% level
Type of School	Between Groups	4848.974	2	2424.487	8.297	S
	With in Groups	101402.454	347	292.226		

Findings

1. The level of English Teachers' Accountability of IX standard students with respect to Gender, nature of the school, locality of the school, type of the school, education of the father, education of the mother, occupation of the father, occupation of the mother and monthly income of family is moderate.

2. There is significant difference between English Teachers' accountability of IX standard students with respect to gender.
3. There is no significant difference between English Teachers' accountability of IX standard students with respect to locality of the school.
4. There is significant difference among English Teachers' accountability of IX standard students with respect to nature of the school and type of the school.

Interpretation

Significant difference exists between sample in English Teachers' Accountability with reference to Gender.

The mean scores show that male high school students have better teacher Accountability than female students. This may be due to the fact that male students feel free to ask, question and discuss with their teacher without gender fear. So, male students have more chance to interact with their teachers and inspire from them.

Significant difference exists among sample in English Teachers' Accountability with reference to nature of the school.

While comparing that the English Teachers' Accountability of IX standard students Boys (84.13) girls (114.19), Co- Education (100.88) in nature of the school. Girls student have higher English Teachers' Accountability. Most of the teachers working in girls' school would be female teachers. So the students are free to talk and become friendly to the English teachers'. They are interaction and involvement is the starting point to have a confidential interaction with students. The English teachers' involvement should not be only teaching but also with the students, this make the girls education enjoyable. And these teachers would be ideal and motivate, inspire would discuss about sexual violence. They help the students aspire from them

Significant difference among samples in English Teachers' Accountability with reference to Type of the school.

While comparing the English Teachers' Accountability with reference to Type of the School Government schools (105.57) Private schools (105.72), Govt.(0.947).IX standard schools in private schools have better English Teachers' Accountability. This may be due to the fact private school teachers would be qualified and quantified to meet of their students. Each and every English teachers' in private schools should strive to maintain the nobility and integrity of the profession They seek only legal and civilized means to get redressed hid grievance.

Conclusion

In this study, the investigator has focused on English teachers' accountability of IX standard students. To make the study meaningful, valuable and reliable for the society, the investigator has contributed depth and suitable explanation about the variable such as English Teachers' Accountability of IX standard students. More over the relevant and recent studies which are relevant to the present study have been collected. English teachers' accountability scale was prepared by the investigator and the guide. Then proper statistical techniques have

been adopted. This present study contributes much to the society by providing clear view about the necessity of English Teachers' Accountability of the students.

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