



## A STUDY ON ACCOUNTABILITY AND PERCEIVED AUTONOMY SUPPORT AMONG PRE-UNIVERSITY COLLEGE TEACHERS

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### ABSTRACT

*This study examined the relationship between Accountability and Perceived Autonomy Support. Pre-University College Teachers (N-392) belonging to government, private-aided and private-unaided colleges were surveyed on their Accountability and Perceived Autonomy Support by administering questionnaires such as Teacher Accountability Questionnaire (TAQ) constructed by the investigator and Work Climate Questionnaire (WCQ) constructed by Deci and Ryan (1985) respectively. The results showed that there is a significant and positive relationship between Accountability and Perceived Autonomy Support among Pre-University College Teachers (both male and female) belonging to three types of colleges, such as government, private aided and private unaided. The study revealed that married teachers are more accountable than unmarried teachers. Further there is a significant difference in the Competence dimension of 'Perceived Autonomy Support' among Pre-University College Teachers belonging to three types of management and Private Aided Pre-University College Teachers have a higher level of Competence (dimension of Perceived Autonomy Support) compared to Private Unaided Pre-University College Teachers. Private Aided Pre-University College Teachers have higher level of Relatedness (dimension of Perceived Autonomy Support) as compared to Private Unaided College Teachers.*

**Keywords:** Accountability, Perceived Autonomy Support, Pre-University College Teachers.

### INTRODUCTION

Accountability of Teachers referred to as teacher accountability in educational literature is a multi-dimensional concept consisting of teacher participation in school decision making. It further focuses on what is best for the student and the profession of teaching. "Currently, there has been substantial interest, in Australia and internationally, in policy activities related to outcomes-based educational performance indicators and their link with growing demands for accountability of teachers and schools" (Darmawan and Keeves 2006). In the educational system, teachers have to be accountable to the authorities, students and teaching fraternity Maphonsa et al. (2012), Urbanski, (1998). To some extent, factors such as performance based salary may enhance teacher accountability. But studies showed that the effect of monetary advancement on accountability is short-lived whereas effect of intrinsic motivation is lasting Deci and Ryan (1985); Ryan and Deci (2000). This study is focused to find out whether there is any relationship between Accountability and Perceived Autonomy Support among Pre-University College Teachers.

### NEED AND SIGNIFICANCE OF THE STUDY

The relatively small number of studies on both the variables ie, Accountability and Perceived Autonomy Support has left room for further research. From the related literature there were three studies which showed a strong positive relationship between the two variables under



concern. Tickle (2008) conducted a study on 'Public School Teachers' Perceptions of Administrative Support and its Mediating Effect on their Job Satisfaction showed that there existed a strong positive relationship between teacher satisfaction and administrator's support; similarly another study by Bianca and Sorapuru (2005) titled 'Alternatively certified teachers' perceptions of principal support' showed that the support from principal or assigned mentor and other teachers were strong indicators in determining teacher satisfaction, which is one of dimension of teacher accountability. Further Rosenblatt (2013) found that there existed strong positive relationship between teacher accountability and institutional ethics perceived by teachers; ie, when the teachers perceive that the school climate as unethical and the unjust, the higher their withdrawal behaviours.

These findings may lead to the conclusion that there existed a strong positive relationship between accountability of teachers and perceived autonomy support. However, this conclusion seems premature due to relatively lack of research on both the variables such as accountability and perceived autonomy support. To date, no Indian study was found on perceived autonomy support, despite its importance on teacher accountability. In fact, perceived autonomy support may be a better motivator on teacher accountability than monetary benefits in enhancing teacher accountability Ryan and Deci (1985). Therefore, the current study helps to understand relationship between teacher accountability and perceived autonomy support, specifically among pre-university college teachers.

## OBJECTIVES

1. To find out the relationship between accountability and perceived autonomy support of pre-university college teachers.
2. To find out if there are differences across demographics and accountability and its dimensions with respect to marital status and type of management.
3. To find out if there are any differences across demographics such as type of management and perceived autonomy support and its dimensions (competence and relatedness).

## HYPOTHESES

**Hypothesis 1:** There is no significant relationship between Accountability of Teachers and its dimensions i.e., Nurturing Environment, Professional Commitment, Personal and Interpersonal Competence, Recognition and Integrity, Collegial Climate, Commitment to Students, Teacher Initiative, and Job commitment, and Perceived Autonomy Support and its dimensions i.e., Competence, Autonomy and Relatedness of pre-university college teachers.

**Hypothesis 2:** There is no significant difference in mean scores of Job commitment dimension of Accountability of Teachers between unmarried and married pre-university college teachers.



**Hypothesis 3:** There is no significant difference in mean scores of Competence dimension of Perceived Autonomy Support among pre-university college teachers belonging to different types of college management such as government, private aided and private unaided.

**Hypothesis 4:** There is no significant difference in mean scores of Relatedness dimension of Perceived Autonomy Support among pre-university college teachers belonging to different types of colleges such as government, private aided and private unaided.

## METHODOLOGY

Survey method was used to collect data from the sample of 392 Pre-University College Teachers (138 males, 254 females) belonging to three types of management, namely, Government, Private Aided and Private Unaided. Teacher Accountability and Perceived Autonomy Support were measured using questionnaires such as Teacher Accountability Questionnaire (TAQ) constructed by the investigator for the present study and Work Climate Questionnaire (WCQ) constructed by Deci et al. (1985), Ryan and Deci (2000) respectively.

## ANALYSIS AND FINDINGS

The following statistics were used in order to test the hypotheses

1. Correlation Analysis
2. Differential Statistics

**Hypothesis 1:** There is no significant relationship between Accountability of Teachers and its dimensions i.e., Nurturing Environment, Professional Commitment, Personal and Interpersonal Competence, Recognition and Integrity, Collegial Climate, Commitment to Students, Teacher Initiative, and Job commitment, and Perceived Autonomy Support and its dimensions i.e., Competence, Autonomy and Relatedness of pre-university college teachers.

In order to find out the relationship between eight dimensions of Accountability of Teachers' scores and with each dimension of Perceived Autonomy Support scores of pre-university college teachers under the sample of the study the correlation coefficient is calculated by using Karl-pearson's correlation coefficient method.

**Table 1:** Result of correlation coefficient between Accountability of Teachers and its dimensions with Perceived Autonomy Support and its dimensions of pre-university college teachers (n=392)

Independent variable	Dependent variable	Correlation coefficient	t-value	p-value
Perceived Autonomy Support	Accountability of Teachers	0.293	4.216	0.000*
	Competence	0.217	4.390	0.000*
	Nurturing Environment	0.115	2.286	0.023*

	Professional Commitment	0.129	2.569	0.011*
	Personal and Interpersonal Competence	0.207	4.178	0.000*
	Recognition and Integrity	0.169	3.386	0.001*
	Collegial Climate	0.186	3.738	0.000*
	Commitment to Students	0.177	3.552	0.000*
	Teacher Initiative	0.154	3.078	0.002*
	Job Commitment	0.191	3.843	0.000*
<b>Autonomy</b>	<b>Accountability of Teachers</b>	0.262	5.361	0.000*
	Nurturing Environment	0.178	3.572	0.000*
	Professional Commitment	0.223	4.518	0.000*
	Personal and Interpersonal Competence	0.270	5.538	0.000*
	Recognition and Integrity	0.195	3.926	0.000*
	Collegial Climate	0.185	3.718	0.000*
	Commitment to Students	0.147	2.935	0.004*
	Teacher Initiative	0.165	3.304	0.001*
	Job Commitment	0.227	4.603	0.000*
<b>Relatedness</b>	<b>Accountability of Teachers</b>	0.285	5.872	0.000*
	Nurturing Environment	0.157	3.139	0.002*
	Professional Commitment	0.215	4.348	0.000*
	Personal and Interpersonal Competence	0.296	6.120	0.000*
	Recognition and Integrity	0.242	4.926	0.000*
	Collegial Climate	0.234	4.753	0.000*
	Commitment to Students	0.163	3.263	0.001*
	Teacher Initiative	0.201	4.052	0.000*
	Job Commitment	0.219	4.433	0.000*

Significant at 5% level.

From the results of the above table 1, it can be seen that,

A significant and positive relationship was observed between Accountability of Teachers and Perceived Autonomy Support with respect to the total sample (392) of pre-university college teachers. The correlation of the two variables are ( $r= 0.293$ ,  $p< 0.05$ ). It means that Accountability of Teachers and Perceived Autonomy Support scores are related to each other in a linear fashion for the total sample of pre-university college teachers .

**Hypothesis 2:** There is no significant difference in mean scores of Job Commitment under Accountability of Teachers between unmarried and married pre-university college teachers

**Table 2: Results of t-test between Unmarried and Married pre-university college teachers with respect to Accountability of Teachers' scores**

Variable	Marital Status	N	Mean	SD	t-value	p-value
Job Commitment	Unmarried	66	32.45	4.57	-3.232	0.001*
	Married	325	33.78	2.64		
Total	Unmarried	66	376.88	25.30	-1.749	0.081
	Married	325	383.14	26.77		

\* Significance at 5 % level

From the above table it has been observed that there is a significant (statistically) difference in mean scores between unmarried and married pre-university college teachers with respect to Job Commitment ( $t=-3.232$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, married pre-university college teachers (mean=33.78, S.D=2.64) have better Job Commitment as compared to unmarried pre-university college teachers (mean 32.45, SD=2.64).

**Hypothesis 3:** There is no significant difference in mean scores of Competence dimension of Perceived Autonomy Support among pre-university college teachers belonging to government, private aided and private unaided college management.

**Table – 3: One-way ANOVA among Types of College Management and Competence Score under Perceived Autonomy Support**

Dimension		Sum of Squares	Df	Mean Square	F	Sig.
Competence	Between Groups Types of college management	13.499	2	6.749	2.913	0.056**
	Within Groups Types of college management	901.376	389	2.317		
	Total	914.875	391			

• \*\* Significance at 10 % level.

It is seen from one-way ANOVA result (Table-3), that there is a significant (statistically) difference in mean score of Competence of Perceived Autonomy Support aspect among three types of college management [ $F = 2.913$ ,  $p<0.10$ ] at 10% level of significance. Hence, we reject null hypothesis and accept alternative hypothesis. In other words, the competence score differ significantly among pre-university college teachers belonging to government, private aided and private unaided colleges.

Now, it would be interesting to see to which pair of college management differed significantly among three types of college management. This is carried out by using post-hoc tests. Selection of an appropriate post-hoc test depend on the nature of homogeneity of variances in scores. This is checked by using Levene test as shown in Table- 3 (a). Accordingly, as p-value (0.021) is less than significance value (0.05), we conclude that there is no homogeneity in variance score among three types of college management. The Games Howell post-hoc test is used in such a situation and the result is depicted in Table – 3 (a).

**Table – 3 (a): Test of Homogeneity of Variances – Competence**

Levene Statistics	df1	df2	Sig.
3.917	2	389	0.021

**Table – 3(b): Games Howell<sup>1</sup> post-hoc test result between pair of college management for Competence**

Type of Management	Mean	Mean Difference score	S.E	p-value
Government	4.32	-0.641	0.323	0.124
Private Aided	4.96			
Government	4.32	-0.174	0.277	0.806
Private Unaided	4.50			
Private Aided	4.96	-0.467	0.208	0.069*
Private Unaided	4.50			

\* Mean difference is significant at 0.10 levels.

From the Games Howell test result seen in Table – 3 (b), we see that there is a significant (statistically) difference in mean score of Competence of Perceived Autonomy Support aspect between Private Aided and Private Unaided (p=0.069) college management at 10% level of significance. It is seen from the above table, that the mean score of private aided college management teachers is higher by 0.46 scores.

**Hypothesis 4:** There is no significant difference in mean scores of Relatedness dimension of Perceived Autonomy Support among pre-university college teachers belonging to government, private aided and private unaided college management.

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<sup>1</sup> Scheffe' test is customarily used with unequal sample sizes and when the homogeneity of variance is assumed. If suppose, the sample size is same, then we could use Tukey's HSD post-hoc test. If homogeneity of variance is not assumed, then we could apply Games Howell or Dunnett's post-hoc test. In this case, the sample size of different types of college management is different.

**Table – 4: One-way ANOVA Among Types of College Management and Relatedness Score under Perceived Autonomy Support**

Dimension		Sum of Squares	Df	Mean Square	F	Sig.
Relatedness	Between Groups Types of college management	686.685	2	343.342	2.575	0.077**
	Within Groups Types of college management	51873.293	389	133.350		
	Total	52559.977	391			

\*\* Significance at 10 % level.

It is seen from one-way ANOVA result (Table –4), that there is a significant (statistically) difference in mean score of Relatedness of Perceived Autonomy Support\_aspect among three types of college management [F = 2.575, p<0.10] at 10% level of significance. Hence, we reject null hypothesis and accept alternative hypothesis. In other words, the Relatedness score differ significantly among pre-university college teachers belonging to government, private aided and private unaided college management.

Now, it would be interesting to see to which pair of college management differ significantly among three types of college management. This is carried out by using post-hoc tests. Selection of an appropriate post –hoc test depend on the nature of homogeneity of variances in scores. This is checked by using Levene test as shown in Table- 4 (a). Accordingly, as p-value (0.949) is greater than significance value (0.05), we conclude that there exists homogeneity in variance score among three types of college management for Relatedness. The Scheffe's post-hoc test is used in such a situation and the result is depicted in Table – 4 (a)

**Table – 4 (a): Test of Homogeneity of Variances – Relatedness**

Levene Statistic	df1	df2	Sig.
0.053	2	389	0.949

**Table – 4 (b): Games Howell<sup>2</sup> post-hoc test result between pair of college management for Relatedness:**

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<sup>2</sup> Scheffe' test is customarily used with unequal sample sizes and when the homogeneity of variance is assumed. If suppose, the sample size is same, then we could use Tukey's HSD post-hoc test. If homogeneity of variance is not assumed, then we could apply Games Howell or Dunnett's post-hoc test. In this case, the sample size of different types of college management is different.



Type of Management	Mean	Mean Difference score	S.E	p-value
Government	51.39	-3.440	2.425	0.336
Private Aided	54.83			
Government	51.39	0.235	1.995	0.992
Private Unaided	51.15			
Private Aided	54.83	3.676	1.670	0.077*
Private Unaided	51.15			

- \* Mean difference is significant at 0.10 levels.

From the Scheffe's test result seen in Table – 4 (b), we see that there is a significant (statistically) difference in mean score of Relatedness of Perceived Autonomy Support aspect between private aided and private unaided ( $p=0.077$ ) college management at 10% level of significance. It is seen from above table, that the mean score of private aided college management teachers is higher by 3.676 score.

## EDUCATIONAL IMPLICATIONS AND CONCLUSION

Since the findings of the study show that there is a significant and positive relationship between accountability and perceived autonomy support among pre-university college teachers, educational leaders such as managers, principals, head teachers and department heads have a significant role in enhancing accountability of their teachers and thus get them to contribute their best towards overall development of the institution. From the study it is found that married teachers are more accountable than unmarried teachers. This might be due to mutual support and cooperation among couples which would enable them to find sufficient time to prepare their lessons. Competence is a belief that one is capable of making significant outcomes in the surroundings using one's intellect. The principal can involve teachers based on their competence in the responsibilities of the management like appointing them as department heads, involvement in the decision making, strategic planning and entrust them with difficult tasks. So that the successful implementation of the tasks enhance their accountability and make them feel fulfilled. A supporting social surrounding is truly an enriching experience for every teacher. Sometimes, the principal should participate in celebrations; such occasions may include wedding anniversary, child's first birthday etc; let each teacher share their achievements with colleagues. In such mutual give and take atmosphere teachers would naturally develop team spirit and spontaneously engage in discussions related to their subjects that would help them to learn from each other better. To conclude, since the dimensions of accountability such as nurturing environment, professional commitment, personal and interpersonal competence, recognition and integrity, collegial climate, commitment to students, teacher initiative and job commitment depend on the level of perceived autonomy support teachers enjoy as well as the degree of professional ethics possessed by each teacher. Therefore, in order to develop our educational institutions the administrators and principals



should have workshops on perceived autonomy support followed by discussions that would bring about effective strategies to implement in their respective institutions.

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