

# **TEACHERS' CULTURAL VALUES AND ACCOUNTABILITY IN NIGERIA**

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by

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## ABSTRACT

This study investigates teacher's cultural values and accountability in Nigeria. A questionnaire developed by Professor Rosenblatt (University of Haifa, Israel) was used to gather quantitative data from 483 secondary teachers across Oyo, Osun, Ogun, and Lagos States in Southwest Nigeria. Data collected were analyzed using percentages, descriptive statistics, and analysis of variance (ANOVA). The findings show that Nigerian teachers have high dispositions towards both bureaucratic (external) and internal (professional) accountability and their scores for internal accountability ( $M = 4.4286$ ;  $SD = 0.5726$ ) were higher than their scores for external accountability ( $M = 3.9759$ ;  $SD = 0.5575$ ). Geographical locations made a significant difference in the scores. Teachers from urban and suburban areas demonstrate higher scores than teachers from the rural in both bureaucratic (external) and internal (professional) accountability

**Key words:** *teacher accountability, bureaucratic (external) accountability, internal (professional) accountability*

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## CHAPTER ONE

### INTRODUCTION

Stakeholders involved in the education system of any country are comprised of students, teachers, parents, support staffs, school administrators, and principals. Notwithstanding, teachers have greater influence on student learning when compared to other stakeholders as a result of their direct contact with the students. That being said, teachers' contributions to the success of the students cannot be overemphasized but there are several other factors that contribute to student achievement (Sheppard, Dibbon, & Brown, 2009). The global era of social development and educational reforms highlight the importance of a high level accountability in the education sector. From this point of view, stakeholders in the educational system around the world had their focus directed on teachers' capabilities to increase student's learning outcomes (Berryhill, Linney, & Fromewick, 2009; Fok, Kennedy, & Chan, 2010; Nakpodia & Okiemute, 2011). In Nigeria, the standard of education is falling steadily and the teaching profession is under pressure due to a political mandate to improve student achievement. The goal of this study is to explore teachers' views about teacher accountability and to investigate how their cultural values affect their accountability dispositions in South West Nigeria.

What is accountability?

Accountability as defined by Clements (2013) and Pickett (2006) is the obligation of an individual "to report, explain, or justify something that is able to be explained" (p. 3). Kogan (1986), one of the earliest authors on accountability, expounds on the issue of accountability as a situation when action is taken against an individual when his or her performance does not meet organizational expectations or objectives on a required task. Durosaro (2005) describes

accountability as a process of reporting the utilization of resources such as money, materials, and human personnel to others in any organization over a specific period of time. Such a report serves as a measure of the efficiency and efficacy of how an organization is being managed. Understanding of accountability varies across the world as the concept is deeply rooted in the society where the organization is situated. Hence there are several types of accountability.

### Types of Accountability

Authors around the globe on this subject matter had identified several types of accountability: among these are bureaucratic (hierarchical), political, market, professional, and moral accountability (Gonzalez & Firestone, 2013 p. 385). Bureaucratic, political, and market accountability are classified as external accountability while professional accountability is partly external and partly internal and moral accountability is internal. External accountability is the responsibility of an individual or an organization to others and internal accountability is the responsibility of an individual or an organization to oneself/itself. Gonzalez and Firestone (2013) define each type in the following ways.

In *bureaucratic accountability*, subordinates are held accountable by their bosses to follow the rules that govern their jobs; it is the boss who has the authority to reward or punish them for their outcomes. Acquah (2013) refers to this form of accountability as *hierarchical accountability*. *Political accountability* is when political elected leaders are held responsible for the needs and demands of the voters. In *market accountability*, businesses are being held accountable by the consumers for the quality of their product. Individuals are accountable for the code of standard practice to the professional group to which they belong in *professional*

*accountability* and this involves accreditation and certification. Last but not the least, *moral accountability* entails being accountable to one's moral values.

Rosenblatt (2013) identified two levels of accountability – personal or individual and institutional accountability. Personal accountability refers to the accountability of each employee both to herself or himself and his/her organization while institutional accountability is overall accountability of the organization to either the board of directors or shareholders or both. These accountabilities are interrelated and occur concomitantly to meet organizational goals. The study at hand is about accountability in the education sector.

### Education Accountability

In education, accountability is a process of constant evaluation of the resources devoted to education such as the human, material, and tangible resources to ensure that they are properly utilized to achieve their stated goals (Durosaro, 2005; Nakpodia & Okiemute, 2011). It is sometimes termed as “value for money” which has direct implication of justifying taxpayers' money in public funded schools (Barzanò, 2009; Cumming, 2012). Different authorities and stakeholders such as teachers, principals, school administrators, superintendents, education ministers, policy makers, and legislators are held responsible for quality educational outcomes. All the types of accountability described above have been used to describe education accountability (Gonzalez & Firestone, 2013). For example, Gewirtz (2002) refers to education accountability as market accountability where schools are restructured as small businesses whose income was affected by their success in attracting students as customers' competition with others. Parents are the consumers who have the right to choose schools for their wards. Hence, there are various levels of accountability and these vary across the global village.

According to Rosenblatt (2013), two levels of accountability also exist in education accountability; individual accountability refers to teachers' accountability and institutional accountability is the school accountability. Rosenblatt (2013) claims that a close relationship exists between individual and institutional levels of accountability regarding educational outcomes and consequences. Teacher accountability is both internal and external.

Durosaro (2005, p. 39 - 41) completed an analysis on accountability in Nigerian education and he identified six levels of accountability in its educational system. Durosaro describes the line of accountability which begins with the classroom teacher and ends with the members of National Assembly (parliament). The levels are as follows:

- i. Product accountability – This relates to the effectiveness of teaching and learning, which can be measured by student achievement on standard tests. Classroom teachers are held accountable for product accountability by school administrators for all classroom operations.
- ii. Output accountability – This is the effective utilization of resources and the institutional administrators are accountable for this.
- iii. Input accountability – This refers to the evaluation of the hiring and recruitment process to get the appropriate personnel for the achievement of identified educational goals. This is the responsibility of various statutory bodies commissioned by government such as National Universities Commission (NUC) for universities, National Board for Technical Education (NBTE) for Polytechnics, National Commission for Colleges of Education (NCCE), and National Primary Education Commission (NPEC) for primary level institutions to provide the right personnel for schools
- iv. Process accountability - this refers to the appraisal of supervision, monitoring, and assessment of the school system and it is the responsibility of education minister and her cabinet

to continuously supervise such evaluation to determine that the standards, operating procedures, and policies are being maintained.

- v. Goal Accountability – this refers to the responsibility of the upper legislature to appropriate revenue based on the federal government’s identified goals and objectives of the educational system. The responsibility lies in the office of the presidency and that office is accountable to the National Assembly.
- vi. The national Assembly has accountability for policy formulation, education legislation, means of education funding, and enabling environment for education. The National Assembly is held accountable by the general public for the approval of funds for education and also the provision of a favourable political or bureaucratic atmosphere for the pursuit of education at the state or provincial level.

The dominant of these levels is the product accountability with the emphasis on educational achievement of the students. It relates to “the evaluation of teaching effectiveness and the extent to which the teacher achieves the expected outcome of teaching and the classroom interaction” (p. 39). In a nutshell, product accountability in the Nigerian context can be referred to as teacher accountability.

The concept of education accountability is socially, culturally, and politically constructed. Education in itself is the process of socialization whereby people in a community learn to adapt to their environment and utilise it for their own existence (Ehusani, 2002). Therefore, education accountability is based on the beliefs and political will of the society where it is situated (Hay, 2005). Based on the work of Abelman and Elmore (1999), Hay (2005) affirms that internal accountability should be defined based “on cultural appreciation for teachers’ perspectives and the role of teacher as a change agent within the school community” (p. 28). In essence, teachers

need to understand and articulate their responsibilities and accountability towards themselves and towards all other stakeholders (students, colleagues, administrators, parents, policy makers, etc). The study at hand investigates the perception of teachers regarding their own accountability.

### Background of the study

Education in Nigeria has witnessed a lot of reform in recent years. My background as a Chemistry and Mathematics teacher in a high school in Nigeria coupled with my international exposure has created a burden on me about the educational system in Nigeria. Our schools are in an awful state, the physical structures of the schools are in a state of total neglect and disorder, the textbooks are out-dated, library and laboratory are far from being adequately equipped, and modern technological equipment is out of reach. Ehusani (2002) affirms that “educational technology has made computers, internet facilities, video recorders, the radio and television and overhead projectors” available for adequate instruction, but our public schools often have nothing but the ancient blackboard to work with. The standards of the practical knowledge are lacking in our schools and these problems are well known to the policy makers. Imam (2012) claims that “there are wide disparities in educational standards and learning achievements at all levels of education, because the system emphasizes theoretical knowledge at the expense of skills acquisition” (p. 194). The problem of under-achievement prevails in our schools to the extent that even the teachers and policy makers prefer to send their wards to either private schools or send them out of the country where they will enjoy quality education. Looking at the levels of accountability presented by Durosaro (2005), it is glaring that educational leaders had failed in their responsibilities and that teachers had been singled out to be responsible for the underachievement that the nation’s education sector is experiencing based on the outcome of

Senior Secondary School standardized examinations. This study is an investigation of the understanding of teachers about their cultural values and individual teacher accountability in Nigeria.

### Purpose of the Research

The main purpose of this research work is to explore how teachers are morally and professionally responsible or accountable to themselves and to others in the social context they find themselves. This is done through a survey of teachers in some secondary schools in Southwest Nigeria.

### Statement of the problem

Positive correlations have been established between education and development all over the world. Many developed and developing countries of the world have well-defined policies and structure in their education systems knowing full well the implication on the present and future of their beloved country (Odukoya, 2009). Nigeria is one of the countries that does not value her teachers, the key players in both human and economic development of the nation. There has been an outcry for education accountability from stakeholders all over the country. Some pertinent questions are: Are teachers working according to professional ethics? Are teachers observing the code of conduct in the profession? Do they carry out their work according to set rules and regulations? This quantitative research study makes an effort to answer questions related to internal and external accountability of teachers in Nigeria.

### Research Questions

This research study attempts to answer to the following questions:

1. How do high school teachers in Nigeria perceive that they are professionally (internally) accountable?
2. How do high school teachers in Nigeria perceive that they are externally (bureaucratically) accountable?

#### Nature of the Research

The research work is quantitative in nature: a survey is employed to collect data on the views and perception of the principals (school administrators) and teachers. The researcher used a 58-point questionnaire developed and tested by Rosenblatt which was also approved by the Consortium for Cross Cultural Research in Education. This was administered to teachers and principals in selected Junior and Senior Secondary Schools (JSS & SSS) in Southwest Nigeria. Over four hundred teachers and forty-one principals responded.

#### Significance of the study

Apart from all that had been known and experienced in education in Nigeria, this research work hopes to contribute to the body of knowledge that will hopefully bring about positive change in teaching and learning in secondary school education in Nigeria. Information gathered can help the education managers and policy makers in their subsequent decisions on educational reform in Nigeria. Also, another outcome is that findings will be used in a comparative study with other national studies on teacher accountability as this will form part of multi-country study on teacher accountability.



## Research organization

Chapter 2 of this research study contains a selected literature review on education accountability as related to the United States, England, Chile, and Nigeria. The various consequences of education accountability and its criticism were both discussed. A summary of other factors affecting student achievements in Nigeria was itemized and an overview of education and teaching profession in Nigeria was discussed.

Chapter 3 contains the methodology, research design, population, sampling, research instrument, and data analysis.

Chapter 4 contains results and a discussion of results which includes answers to research questions.

Chapter 5 covers the conclusions and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

Accountability is a key determinant in the effective management and administration of any organization including the school system (Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004). Several countries have carried out political reforms that directly and indirectly affect the administration of schools and school boards in order to improve the learning outcome of students. Leithwood (2005) argues that “accountability has been the dominant feature of reform efforts in schools since the late 1980’s with little sign of diminished interest” (p. 8).

In the quest to improve the nature and quality of teaching and learning which will foster improvements in student learning, an accountability system is always employed by policymakers in order to enhance school effectiveness and performance outcomes of students. It has been argued that “policymakers who wish to improve schools are caught in the dilemma of initiating change that will negatively affect teacher morale, which in turn may destroy the purposes for which the policy was designed” (Torres, Zellner, & Erlandson, 2008, p. 6). Systems of accountability in the educational sector vary across the globe as they depend on the historical, social, and cultural characteristics of the education systems of each country (Barzanò, 2009).

In England, schools (teachers and their administrators) are held accountable for both student achievement and overall school improvements (House of Commons, 2009; Acquah, 2013). In 1988, the government designed a national curriculum that specifies what is to be taught in schools, created standardized examinations, and monitored schools’ activities through regular inspection (Biesta, 2004). Teams of inspectors from the Office for Standard in Education Children’ Services and Skills (OFSTED) were sent to schools to observe “a sample of lessons to judge the quality of teaching and learning across the whole curriculum” (Barzanò, 2009 p. 198).

The inspection reports and the results of Standard Achievement Tests (SATs) taken by 11- year olds, and external examinations taken by 16- and 18- years olds are published for the public. These outcomes determine the reputation of each school, while parents are free to choose schools for their wards based on the information published (Barzanò, 2009; Acquah, 2013; West, Mattei, & Roberts, 2011). Schools with a poor OFSTED report receive warning with two years' probation within which they would need to improve or face financial reductions which could lead to closure. School funding is directly proportional to the number of pupils in the school, in the event that a school's performance continues to decline; parents can change their wards to another school (West, et al, 2011). These authors argue that hierarchical and market accountability are the dominant forms of accountability employed for England education reform. While the publishing of inspection reports and test results is market oriented, the punishment of the failing school is bureaucratic in nature.

In the United States, the focus of accountability is on the outcome of student performance, whereby the data collected are recorded per school (Hoy & Miskel, 2013). According to these authors, the education accountability system should have three components – standards of what to learn, assessment aligned with those standards, and the use of the data retrieved for prospective planning. In the United States (US), Texas pioneered educational accountability reforms in the 1980s, through the introduction of high stakes testing as a form of an accountability system which was later adopted as the US federal education policy named “No Child Left Behind” (NCLB) (Yarema, 2010; McNeil, 2000; McNeil & Valenzuela, 2001; McNeil, Coppola, Radigan, & Vasquez Heilig, 2008). Schools (teachers and administrators) are held accountable for high standards and the NCLB policy emphasized that students should be proficient in reading and mathematics (Cumming, 2012).

Even though there is no national curriculum, each state in the US “is required to 1) set standards for grade-level achievement and 2) develop a system to measure the progress of all students and subgroups of students in meeting those state- determined grade-level standards” (US Department of Education, 2004 p. 18). Each state is also required to have highly qualified teachers with the minimum requirement of a bachelor’s degree, the state teaching certificate, and proficiency in his or her teaching subject (US Department of Education, 2004). Low performance in the achievements tests could mean reduction in funding allocations, cuts in teachers’ pay, changes to a Charter School, or closure of the school. This performance has a great impact on grade promotion or retention decisions of individual students (Penfield, 2010; Cumming, 2012).

In Chile, education reform started in 1980 when education was decentralized and schools were placed under the management of the municipalities and proprietors – school owners (Avalos, 2004; Gershberg, Gonzalez, & Meade, 2012). Government was funding the municipal schools through student vouchers while school allocations were determined by students’ attendance: private schools were partly funded based on the attendance of vulnerable students. Teachers and school leaders were directly accountable to the parents for their children’s learning outcomes or achievements. The reform was to ensure competitiveness of schools in order to raise school standards and to foster improvement in student achievements thereby creating choice for the parents. The municipalities were given authority to employ and dismiss teachers with no standard evaluation in place. Hence, teachers’ work load increased, the remuneration was poor when compared to other professionals, and teachers’ quality was downtrodden by removing the initial teacher training from university education to a separate institution – Academies of Educational Sciences (Avalos, 2001, 2004).

In the 1990s through the early 2000s, Chilean education passed through several reforms that adhered to the principles of decentralization, privatization, competitiveness, and accountability with a high stakes test. However, teachers' evaluation and improvement of educational outcomes remain a significant issue in the country. Gershberg, Gonzalez, and Meade (2012) argue that parental choice was a challenge in the rural area that limits the incentive for improvement in the municipalities due to the existence of fewer schools. Apart from published results of high stakes tests, other factors that determine school choices include proximity, affinity with the school values, school cleanliness, and infrastructure. Over three decades ago, enrolment in publicly funded schools had declined greatly as parents gave preference to private schools. Hence, "parental choice and exit have not adequately fulfilled their role in promoting quality" (Gershberg et al., 2012 p. 1030) in Chilean education.

Nigeria's educational system is quite similar to British education having been a British colony for several decades. It has undergone several reforms in order to meet the realities and dynamics of social change and educational demands (Aluede, 2006). Just like Chile, Nigeria's educational system has passed through several reforms and decentralization is a prominent feature among all the reforms. Four levels of education are discussed later in this chapter: Early Year Childhood Education, Basic Education, Post Basic Education, and Tertiary Education. There are standardized examinations at the end of Basic Education and Post Basic Education. The economic downturn in Nigeria caused the government to ask for the parents to be involved in the funding schools (Durosaro, 2005). Hence, parents through the Parents / Teachers Association (PTA) are now demanding that school administrators and teachers account for the outcome of these examinations. The government also designed accountability measures to

monitor operations in the schools through regular school inspections and educational supervision (Ololube & Major, 2014).

A team of inspectors was sent to schools from the Inspectorate Division of the Ministry of Education to “carry out observation, assessment, and evaluation of school activities and achievements, and provide or proffer solution to the schools’ problems” (Ijaiya & Fasasi, 2008 p. 46). Their visits could last several days and might inquire into all aspects of the school including teaching and learning activities, meeting with school administrator and staff after the inspection to inform them of the outcome of the inspection and forward a comprehensive report to the Ministry of Education. Full school inspections occur at intervals of two to four years while educational supervisions are carried out more frequently (Ololube & Major, 2014). Teachers are evaluated by inspecting their teaching, classroom management, and lesson notes. Supervisors from Local Education Divisions (LEDs) regularly conduct supervision on individual teachers to ensure their professionalism and quality of instruction with a possibility to enhance promotion, impede professionalism, or lead to a dismissal as the case may be. Inspectors are like watch-dogs over school activities and implementation of policy; they are like witch-hunters for school administrators and teachers. They are empowered to decide whether schools or teachers pass or fail inspection.

#### Implications of educational accountability

Previous studies around the world have shown that education accountability has affected education practices and outcomes both positively and negatively. Evidence has shown that performance incentives for teachers can be beneficial for school improvements in terms of better student outcomes (Lavy, 2007; Figlio & Kenny, 2007; Figlio & Loeb, 2011). Cunning

(2013) asserts that “the collection and public reporting of educational outcomes data and implementation of educational accountability reform agendas have also been identified as drivers of educational improvement” (p.12). Ladd (2001) claims school accountability does not only promote collaboration among teachers but also provides a platform for schools to have more opportunities to put into effect changes required in both resource allocation and practices to produce higher student achievement. Charitable contribution to the public school is also influenced by accountability measures (Figlio & Kenny, 2009; Figlio & Loeb, 2011). As such, parents and communities would be highly prudent with their resources to schools - donating generously to the high performing school and withdrawing support from low performing schools

The OFSTED reports on English schools have shown an increase in the percentage of good and outstanding schools which are an outcome of education accountability (House of Commons, 2009). Comparing school effectiveness in England with that of Wales after GCSE results publication had been abolished in Wales, schools in England were found to have higher school effectiveness than schools in Wales (Burgess, Wilson, & Worth, 2011). Each student was found to have an of average 1.92 GCSE grades per year. It could be argued that allocation of resources to schools at the time of abolition could have caused a drop in grades in the low and average performing schools in Wales since these authors found no effect on top performing school.

In Nigeria, Nakpodia and Okiemute (2011) carried out a study on three aspects of teachers’ evaluation: teaching of the curriculum content, school attendance, and classroom management and they found out that there was a high level of teachers’ compliance to the set standards related to these. The teachers demonstrated competence in teaching of the curriculum content, were punctual in school, and possessed ability to manage classrooms effectively.

However, educators perceive education accountability policies as burdensome and threatening. The House of Commons (2009) asserts that:

Many schools feel so constrained by the fear of failure according to the narrow criteria of the Tables that they resort to measures such as teaching to the test, narrowing the curriculum, an inappropriate focusing of resources on borderline candidates, and encouraging pupils towards “easier” qualifications, all in an effort to maximise their performance data to consolidate success and secure improvement across the full range of its activities. (p. 7)

Berryhill, Linney, and Fromewick, (2009) in their research study of such effects on U.S. elementary school teachers’ job engagement, found out that it had resulted in stress for the teachers due to role conflicts and reduced self-efficacy. The effects included pressure on teachers, increased workloads, limited time to complete tasks, and increased pressure from students with learning difficulties. It has been affirmed that “policy analysts have found that accountability policies put teachers in a position in which they do not feel efficacious” (Berryhil et al, 2009, p. 2). Putting this in perspective, Fok, Kennedy, and Chan (2010) suggested that “policymakers need to take into consideration the professionalism of teachers and the social and political contexts that regulate schools and schooling” (p. 10).

Education accountability has also generated a lot of criticism vis-a vis the high stakes testing that determines student outcomes. Consequently, teacher performance is designed towards a capitalist society and thus encourages inequality in society (Bower & Thomas, 2013). Evidence of capitalism is demonstrated through the privatization of education in the failing schools. The high stakes testing has led some teachers to tutor students with the sole aim of passing the test rather than nurturing students to learn so as to be a responsible member of society. Guisbond (2012) and her team argued that



NCLB is a policy failure with its “one-size-fits-all testing, labeling and sanctioning schools” (p. 1) as there is no evidence of an increase in academic achievement nor reduction in achievement gaps. This author asserts that the quality of education in the United States has been ruthlessly damaged and schools are becoming more of test-preparatory centers rather than places of teaching and learning. McDermott (2013) explicates that the high stakes testing has negative effects on the students’ welfare as “test-driven knowledge is forced down children’s throats, fattening them up for the test day” (p. 82).

Another similar research study in Norway, by Christophersen, Elstad, and Turmo (2010) on the possibility of teachers’ accountability, found that teachers have limited influence on student learning due to several factors that influence the learning outcome of the students. These authors identified a weak relationship between teachers’ quality of instruction and students’ learning outcomes. Other factors such as the age, culture, gender (Sabbe & Aelterman, 2007), the socio-economic background of the students, and influence of the peer group (Sacerdote, 2001) also have an impact on the students’ learning outcomes. Teachers should not be held accountable for factors that are not under their control (Christophersen et al, 2010; Ingersoll, 2003).

#### Factors that contribute to student outcomes

Apart from teacher’s quality of instruction, there are other factors that contribute to students’ achievement (Sheppard et al., 2009; Berryhill, Linney, & Fromewick, 2009; Power, 2003; Christophersen et al, 2010). Some of the factors that can affect the learning outcomes of students highlighted by these authors include but are not limited to the following:

- a. Teacher– student ratio or class size
- b. Teachers’ job satisfaction
- c. Government commitment to:
  - i. Prompt payment of salary – poor remuneration or delayed salary of teachers affects their job’s satisfaction.
  - ii. Adequate provision of educational resources – inadequate funding will adversely affect teaching and learning.
  - iii. Required school infrastructures – these provide a conducive environment to learn.
- d. Socioeconomic status of students: Powers (2003) emphasizes student socioeconomic status has a great influence on student outcomes on standardized tests.
- e. Parental involvement
- f. Student stressors
- g. Exposure to opportunities to learn outside of school
- h. Difficult in learning
- i. Low intelligence quotient

A deficiency in the first three areas listed above can result in the reduction of teachers’ commitment and self-efficacy. Teachers play a significant role in the students’ achievements, however, all the factors listed need to be taken into consideration. As such, this research study seeks to explore teachers’ perspective on their cultural values and accountability in Nigeria.

### Education in Nigeria

Education in Nigeria is considered to be an instrument of national development and social change (Geo-Jaja, 2006). The Nigerian educational policy is called National Policy of Education.

Nigerian Education has its philosophy based on the “development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at basic, secondary and tertiary levels both inside and outside the formal school system” (National Policy on Education, 2013 p. 1). Education is pivotal to fulfilling the national goals of the country which include building a free and democratic society; just and egalitarian society; a united, strong, and self-reliant nation; a great and dynamic economy; and a land full of bright opportunities for all citizens. However, without quality education, this can only be a dream and not a reality. Education in Nigeria has gone through a lot of reforms alternating between decentralization and centralization due to the fact that the nation has been going through socio-economic and political changes for several decades (Ikoya, 2006).

#### The Historical Concept of Nigerian Education

Prior to the arrival of missionaries in Nigeria in the nineteenth century, there was a traditional system of education in existence. Children learned not only the professional skills that would sustain them through adulthood but also the cultural and societal norms of their community. The traditional education varied across the nation as there were several thousand indigenous communities in the nation and this training was also based on gender. Professions for which boys were trained included but were not limited to farming, trading, craft work, fishing, archery, tree climbing, local wrestling, cattle rearing, traditional medicine, wine tapping, and blacksmithing (Mkpa, 2000; Fafunwa, 2002). These boys either learned the trade from their fathers or became apprentices to another skillful adult. Meanwhile the girls learned from their mothers in areas of household chores such as cooking, home making, hair weaving, cow-milking, tie and dye production, farm-cultivation, and body decorations. Traditional education

produced physical, moral, intellectual, social, and vocational development skills but there was no documentation for proper transmission of knowledge to generations yet unborn.

In the fourteenth century, Islamic education was brought to the Northern part of Nigeria through traders and scholars who came from Wangarawa (a place in the present day Mali). Several hundred Islamic schools were founded with Arabic as the language of instruction. This education had both a political and social influence in this part of the country (Mkpa, 2000, Fafunwa, 2002; Obidi, 2005). Islamic education was only for men at this time but at the arrival of a Jihadist, Uthman Dan Fodio, he consolidated the Islamic studies, strengthened the Islamic religion and women were given the privilege to access the education. With the backing of some leaders and Ministry of Education in the North, an Islamic teacher training school was built, Bayero College. This institution expanded the scope of Islamic studies in Nigeria and later became Bayero University. Although many Islamic institutions were established but there was need for them to open door to Western Education so that they can participate in governance and have Muslim professional such as lawyers, doctors, engineers and educationist with English as language of instruction (Fafunwa, 2002; Obidi, 2005).

In 1842, the Wesleyan Christian Missionaries brought western education to Badagry, a city in Lagos state, Western Nigeria and from there spread to the Southern and the Eastern part of the country. Other missionaries that were involved in building mission schools included the Anglican Mission, the Church of Scotland Mission, and the American Baptist Mission (Fafunwa, 2002). They started with the establishment of primary schools and later extended to secondary school at the demand of the people. Islamization of the Northern Nigeria prevented the penetration of the Western education but the missionaries were able to establish a few schools in the North. The funding of this education was solely on the mission that established them until

1882 when the British colonial government in Nigeria, started to giving grants to schools (both North and South) and regulating the education systems through codes, regulations, guidelines, and policies. However, the four regions remained autonomous in their education policies and curriculum which were believed to have generated an acute competition among them in order to generate the human capital required in the country. This decentralization caused the standard of education to be very high. Hence the West instituted Universal Primary Education (UPE) in 1955 and others followed in the Eastern part in 1957 (Mkpa, 2000, Fafunwa, 2002; Obidi, 2005). UPE was later changed to Universal Basic Education (UBE) which was adopted for the whole nation. Nevertheless, there is still gap today between education in the Northern region and other parts of the country, most especially in neglecting to educate female children in the rural part of the North.

In the 1950s, the government under colonial rule set the pattern of education for primary, secondary, and tertiary education which was similar to education in the United Kingdom. The West African Examination Council (WAEC) was established in 1952 as the body responsible for conducting examinations in West Africa to obtain a related certificate to the UK at the end of secondary education (Mkpa, 2000; Adeyogbe, 1992). In 1970, Federal Military Government took over all schools including all the missionary schools and private schools.

Nigerian education is structured into four different levels – Early Year Childhood Education (0 - 4 years old), Basic Education (5 – 15years old), Post Basic Education, and Tertiary Education (National Policy on Education, 2013). Basic Education comprises of Pre-Primary Education (1-year duration), Primary Education (6 years) and Junior Secondary (3 years), Post Basic Education has the duration of 3 years in either Senior Secondary or Technical colleges while Tertiary Education takes place at the Colleges of Education, Mono-technics,

Polytechnics, and Universities. There are standardized tests at the end of both Basic Education (Basic Education Certificate Examination - BECE) and Post Basic Education (West African School Certificate - WASCE and Senior Secondary Certificate Examination - SSCE). WASCE and SSCE are prerequisite for admission to Tertiary Education. This research work is carried out with only teachers that work in Junior and Senior Secondary Schools where the standardized testing takes place.

### Educational funding in Nigeria

Educational funding is one of the biggest issues in Nigeria considering the state of Nigerian public schools as described in Chapter One. There are three tiers of government in Nigeria: local, state, and the federal government. It is the joint responsibility of the three tiers of government, the Federal Capital Territory, and the private sector to finance education in Nigeria. The parents also are called upon to fund part of their children's education. Based on financial issues and other political and social considerations, Nigerian education is decentralized like that of Chile. The primary school education is under the jurisdiction of the local governments, secondary schools except the Federal Government Colleges are under the control of the states while the tertiary institutions are controlled by the federal government. The decentralization in the two countries tends towards the privatization of education which they believe can make the educational sector highly efficient on economic grounds.

### Teaching profession in Nigeria

Osunde and Omoruyi (2005) carried out a research study about the assessment of teachers' status in Nigeria and found out that the teaching profession in the country is held in low esteem and status. Findings show teachers' poor conditions of service such as unconducive school

environments and poor remuneration, poor social image in the society, and that their negative personal and professional behaviour contribute to their low esteem and status. Yusuf, Afolabi, and Oyetayo, (2014) argue that the teaching profession in Nigeria has low professional status due to the erroneous belief that “anyone can teach and that teaching is meant for those who are already failures in their life endeavours or those who have nothing better to do” (p. 112).

Like teachers in Japan, Korea, and Finland who are highly respected and possess high status (Levin & Segedin, 2011 p. 33), teachers in Nigeria had equally enjoyed high status and good morale up to the third decade after independence (Oyeleke, 2012). During this era, teachers were not only seen as educators but were perceived to be religious and community leaders; they were role models and had enormous influence in their locality. They were the organizers of various social and cultural meetings / activities for the community and also as mediators between members during conflicts. Teachers were the first set of Educated Elites in Nigeria (Oyeleke, 2012).

The establishment of the Nigerian Union of Teachers (NUT) in 1931 also gave teachers a political voice which has been used from time to time to advocate for not only better work conditions but also higher wages for teachers. Industrial action such as strikes and dialogues are often used to engage government in labor issues. Oyeleke (2012) asserts that teachers were very dedicated, committed, well respected, resourceful, goal achieving, and more disciplined.

The decline in teachers’ status quo began with the upsurge of other professions such as law, accounting, medicine, and banking that bred a sense of higher responsibility with augmented social acceptability. These professionals began to enjoy higher pay than teachers and as such they were included in the Educated Elites with higher preferences than teaching

professionals. Hence, social prestige and privileges of teachers started to diminish and this dampened teachers' morale which resulted in their low status and poor morale. Oyeleke (2012) argued that poor remuneration and delayed payment of salary are the major contributors to the decline of the status. The impact of this can be seen in the nonchalant attitude of teachers which led to a decline in the education standard in Nigeria. Imam (2012) affirmed "there are wide disparities in educational standards and learning achievements at all levels of education" (p. 194).

#### Teachers' perspective about their own accountability

Most literature on teacher accountability is based on bureaucratic accountability (top-down) and has been written widely on how, for what, and to whom teachers and administrators should be accountable. All these perspectives are from others' points of view – the district superintendent, education minister, policy maker, the legislators, and education evaluation is carried out externally. All the accountability described in Chapter One has been centered on the institutional level but very little has been known and written about individual level accountability of teachers (Rosenblatt, 2013). This author, citing the work of Ouchi (2003), expounds that research priority ought to be given to individual level accountability of teachers and to improve student achievement and overall school performance; teachers' performance and behaviour need to be monitored. There is always a reciprocity effect of teachers and administrators individual level accountability on school accountability. Teachers' perception of their individual accountability and to what extent they think they are accountable to the various stakeholders is central to this research work.



Teachers' individual accountability is closely related to their responsibility and individual responsibility is centered on their beliefs. Abelman, Elmore, Even, Kenyon, and Marshall (1999) assert that "Individuals who are parties to schooling teachers, administrators, students, and parents have their own personal values that define their responsibilities toward others" (p 12). Further to this, Abelman et al. (1999) assert that responsibility is rooted in individuals' values and beliefs and is very personal. Several factors contribute to the conception of individual responsibility; ranging from life experience; moral background; education and training; their beliefs about the social determinants of student learning; to their interaction with others. Educational policies and organization/school norms may impact the teachers' responsibility, but individual values have more influence. Rosenblatt (2013) affirms that "individual-level accountability represents an inner disposition that can only be reported by the individual" (p.4). Hence, this research study investigates the views of teachers in South West Nigeria on their values and individual accountability. This research work will serve as an eye opener for individual accountability in this part of the world.

In the next chapter the research methodology is discussed.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### Introduction

Considering the significance of education accountability across educational systems around the world, stakeholder focus within the system is usually directed towards teachers' capability to increase student learning outcomes (Berryhill, Linney & Fromewick, 2009; Fok, Kennedy & Chan, 2010; Nakpodia & Okiemute, 2011). In Nigeria, the teaching profession is under pressure due to political mandate in order to raise student learning achievement. The main purpose of this research work will be to explore the perception of teachers in Nigeria on teachers' accountability. Hence, this study addresses the following research questions.

1. How do high school teachers in Nigeria perceive that they are professionally (internally) accountable?
2. How do high school teachers in Nigeria perceive that they are externally (bureaucratically) accountable?

Due to the nature of this inquiry, a quantitative approach is employed for the research work. In this chapter, the following items are discussed; research design, sampling and sample size, research instruments, ethical considerations, and data collection.

#### Research design

A descriptive cross-sectional survey design was used to investigate the perceptions of teachers in Nigeria about their individual accountability. Cross-sectional survey is a research design that is used to collect data at one point in time and the data were collected in four states in South West Nigeria. It can be used to (i) assess attitudes, opinions, beliefs, or practices of a

population; (ii) make comparison between the attitudes, opinions, beliefs, or practices of two or more groups; (iii) measure community needs; (iv) evaluate program; (v) and carry out national assessment (Creswell, 2013 p. 377-379). Besides being the major form of survey used in educational research, a cross-sectional survey is relatively inexpensive and can be carried out within a short time.

### Sampling and sample size

Sampling is a vital technique in quantitative research and it deals with the problem of choosing research sites, participants, and events (Luttrell, 2010). There are two categories of sampling: probability sampling and non-probability sampling. Probability sampling is a selection of a certain fraction of the population using well-defined criteria. It includes random, systematic, stratified, and cluster sampling. The sample size represents the whole population and the findings can be generalized (Creswell, 2013). Non-probability selection includes convenience, snowball, and purposive sampling.

The data were collected through a purposive sampling technique; purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain domain with knowledgeable experts (Tongco, 2007). The purposive sampling technique allows the researcher to make choice of sites with participants that are willing to provide the information by virtue of their knowledge or experience (Bernard, 2002; Tongco, 2007). The Western education took off from South West Nigeria and has its reflection all over the country with exception of the North that has amalgamated education – Islamic and Western education. Hence, this region was chosen and the schools selected have the experienced and knowledgeable

teachers who are willing to express what their attitudes and perceptions are towards accountability. A three-staged sampling technique was used.

Forty-one schools were selected from four states in South West Nigeria; Lagos, Ogun, Osun, and Oyo States. The three stages of sampling were as follows.

1. Authorizations to access the schools were obtained from the respective Local Education Authorities (LEAs).
2. Principals (administrators) of the schools served as gatekeepers to the schools and the researcher had scheduled meetings with them; discussed the title of the study, purpose of the study, justification for doing the study, and as well as the benefits that would be derived from the end of the study.
3. These individuals were the ones that met with teachers to discuss the research study with them; relating all necessary information to them. The teachers were informed that participation was voluntary and were given informed consent forms (See Appendix I). Over six hundred questionnaires were distributed in the schools and four hundred and eighty-three responses were received back.

### Research Instrument

This research study is part of multi-country study of teacher accountability that the Consortium for Cross Cultural Research in Education (CCCCRE) had recently begun. A 58-point questionnaire developed by Rosenblatt (2013) has been approved and validated through field testing by the Consortium for Cross Cultural Research in Education to enable participating countries to carry out these studies. The questionnaire consists of part A and part B. Part A is used to gather demographic background such as age, gender, location of the school, and part B

carries 58-point questions on both internal and external accountability. See Appendix II for the complete questionnaire.

### Ethical Considerations

This research study has been carried under the umbrella of Dr. Noel Hurley's research program on teacher accountability. Thus, he has the ethics approval for this research program. See a copy of the Ethics Approval in Appendix III.

The principle of informed consent is necessary in all research study that involves human subjects (Pedroni & Pimple, 2001). Informed consent forms were given to the participants to ensure that their participation was completely voluntary. The informed consent form spelled out the title of the study, purpose of the study, justification for doing the study and as well as the benefits that would be derived from the end of the study. There was no identifier like name or address written on the questionnaire so as to keep the information given by each respondent as confidential as possible. See Appendix I for the copy of informed consent.

### Data Collection

The data were collected for this research study in the first quarter of the year and an election was going on in Nigeria at the time. The political turbulence in the nation caused some emergency school closures resulting in a delay of the questionnaire responses. More than 70% of the administered questionnaires were received back. There are 483 responses: 34% male, 61% female and 5% do not declare their gender. Sixty-two percent of the teachers are teaching in the Senior Secondary Schools (SSS) while 38% are teaching in the Junior Secondary Schools (JSS). Sixty-two percent are from urban areas, 25% from suburban, and 11% from rural areas. 22% of the teachers hold leadership or managerial roles in addition to being subject teachers. Thirty-

eight percent of the participants are teaching humanities, languages, and social studies, 40.1% of the teachers teach mathematics and technology, 1.3% of teachers teach physical education (sport), and 0.6% of the participants are teaching other subjects. Forty-one percent of the teachers are aged 45 and above. When these teachers were students, teachers were socially and culturally accepted as leaders in society.

### Dependent and Independent Variables

The independent variables examined included gender, age, teaching area, tenure, and school leadership role of the teachers that participated in the survey. Also the geographical location and level of the schools were examined. This study consists of teachers from Junior and Senior Secondary Schools as these levels of school are the foundation for life skills and future profession of the students. Studies from other countries involved in CCCRE's teacher accountability studies were mostly conducted on the high school teachers. The geographical locations of the schools are in three categories – urban, suburban, and rural. The urban areas are most developed and highly populated with high costs of living while the rural areas are least developed and the population enjoys reduced costs of living. The ages of the teachers are classified into two categories – up to 44 years old and 45 plus. Forty-five plus teachers were students when teachers were highly respected in Nigerian society. The teachers' leadership role includes departmental head, classroom teachers, guidance counselors, subject area coordinators, vice principals, chief examiners, and year tutors. For the purpose of this study, leadership role is classified as 'teachers without' and 'teacher with' leadership roles. The categories of tenure were yes (permanent staff), no (temporary staff) and not relevant (no disclosure of tenure). The information on independent variables are found in the part A of the questionnaire.

Dependent variables are embedded in a 58-point questionnaire used to collect information on various aspects of teachers' understanding and perception of their work to prognosticate the different elements of accountability. Only the first twenty-seven questions were retained to answer the research questions and these twenty-seven items were categorized into three sections. The first and third sections relate to external accountability while the second section relates to internal accountability. The first section is comprised of thirteen questions to assess levels of bureaucratic (external) accountability, section two contains seven items to assess the levels of internal accountability, and section three contains seven items. Section three is subdivided into two parts – attitudes of teachers towards school administrator (principal) and teachers' attitudes towards parents. The items of the questionnaire can be found in Appendix II

#### Reliability of Data

Table 3.1

Reliability Coefficients: Nigerian Teachers' Accountability Variables Scales

	Number of Items	Cronbach's Alpha
Bureaucratic (external) accountability	13	0.825
Internal accountability (professional)	7	0.849
Attitudes towards accountability –School management	7	0.791
Attitudes towards accountability –Parents	7	0.851

The Cronbach's alpha reliability coefficients for each section are high (see Table 3.1). The coefficient of bureaucratic (external) accountability is 0.825; internal accountability (professional) is 0.849; attitudes towards accountability (school management) is 0.791 and

attitudes towards accountability (parents) is 0.85. The result of these Cronbach's alpha reliability coefficients are greater than 0.7 and hence all the data are reliable and acceptable.

The skewness of the data for bureaucratic (external) accountability and attitudes towards accountability (parents) falls between -1 and 1 while internal accountability (professional) and attitudes towards accountability (school management) shows skewness values that are less than -1 (See Table 3.2).

Table 3.2

Descriptive Data on the Nigerian Teachers' Variables of Accountability Scales

	N	Mean	Standard deviation	Min-Max	Skewness
Bureaucratic (external) accountability	481	3.9759	0.5575	1-5	-0.598
Internal accountability (professional)	482	4.4286	0.5726	1-5	-1.582
Attitudes towards accountability – School management	479	4.3337	0.5466	1-5	-1.105
Attitudes towards accountability – Parents	473	4.4917	0.8702	1-5	-0.810



## Data Analysis

Data analysis was carried out using the Statistical Package for Social Sciences (SPSS) 23. This was used to find the means of individual items and overall mean for each section of the questionnaire. Also Analysis of variance (ANOVA) was completed to discover the level of significance between group means and their associated procedures (DeCoster, 2006).

In chapter four, the results of the data analysis are discussed - the individual means, the analysis of variance, and the significant difference between individual items within the independent variables are used to answer the two research questions.

## Chapter Four

### Results

In this chapter the results of the data analysis are employed to answer the two research questions that this study investigates.

1.How do high school teachers in Nigeria perceive that they are internally (professionally) accountable?

2.How do high school teachers in Nigeria perceive that they are externally (bureaucratically) accountable?

From the 58-point questionnaire prepared by Rosenblatt (2013), the first 27 questions were used to answer the research questions and these were divided into three sections: Bureaucratic (external) accountability, internal (professional) accountability, and attitude to accountability (management and parents). The results of the analysis of data are presented using both descriptive statistics and analysis of variance (ANOVA). The analysis is based on independent demographic variables: gender, age, teaching area, tenure, leadership role, school location, and school level.

#### Research Question One

How do high school teachers in Nigeria perceive that they are internally (professionally) accountable?

Internal accountability is an inner disposition of an individual and can only be revealed by the individual (Rosenblatt, 2013). Section 2 of the questionnaire is about “Internal Accountability (Professional)” and it contains 7 items. These items represent a “multi-

dimensional self-report measurement of educator accountability” (Rosenblatt, 2013 p. 4) and they are centered on the ethics, values, and moral commitment of teachers to serve in the student's interest. The descriptive statistics of the teachers’ responses for these items show that the means for each item in this section is greater than 4 (See Table 4:1). This shows that teachers in Nigeria are professionally accountable to achieve goals, develop through training, learn from outstanding colleagues, teach in the best possible way, use professional knowledge acquired, and be accountable to their own inner moral standards and professional ethics. The standard deviations of the means of all items are less than one and this shows the consistency of the responses of all the teachers. However, the response to the item “Develop professionally (training sessions, workshops, conferences, etc)” has the lowest mean and highest standard deviation. This shows a more diverse view on this subject and these could be indicators of limited availability of training sessions, workshops, conferences, and other avenues for Nigerian teachers to develop professionally. Ejima (2012) in his review of the Nigerian government and other stakeholders’ efforts on teachers’ professional development affirmed that directors and senior officers in the Ministry of Education are those attending the conferences, seminars, and workshops that are supposed to be for classroom teachers. Also, Oluremi (2013) reported 83.1% of participants in her study on teachers’ professional development agreed that only the principals attend conferences as permission will not be granted to teachers.

Table 4:1 Item Statistics: Internal Accountability (Professional) N=482

Item	Mean	Standard Deviation	N
<i>In your work as a teacher, to what extent do you feel that it is your duty to</i>			
Q14. Achieve professional goals	4.57	0.655	482
Q15. Develop professionally (training sessions, workshops, conferences, etc)	4.28	0.938	482
Q16. Learn from the work of outstanding colleagues	4.43	0.733	482
Q17. Be responsible for teaching in the best possible way	4.54	0.732	482
Q18. Be responsible for using professional knowledge in your work	4.45	0.805	482
Q19. Be accountable to your own inner moral standards	4.38	0.776	482
Q20. Be accountable to professional ethics	4.35	0.865	482

The analysis of variance (with a level of significance at 0.05) on the data collected under internal accountability was carried out with the demographics and teaching variables (See Table 4.2). Geographical location and teaching area have significant influence on the teachers' internal accountability with a significance level of 0.002 and 0.001 respectively. Other variables investigated were not significant based on the ANOVA and an acceptable P value of  $< 0.05$ . Gender, age, school level, tenure, and school leadership role have significance levels of 0.059, 0.817, 0.591, 0.681, and 0.120. Hence these variables do not appear to have any significant influence on the teachers' internal accountability.

Examining further the significance factors within geographical location as a variable, the urban teachers have a higher mean value of 4.4734 compared with the suburban teachers at mean value of 4.4274 and rural teachers of 4.1698. This indicates that teachers in urban settings show

more internal accountability than those in suburban and rural settings. Also the suburban teachers demonstrate more internal accountability than the rural teachers.

The “Post Hoc Tests” carried out with multiple comparisons of the three settings (urban against suburban and rural, suburban against urban and rural, and rural against urban and suburban) show there is no significant difference between internal accountability of teachers in urban and suburban areas. There are significant differences between internal accountability of teachers in urban and rural areas; and teachers in suburban and rural areas. Therefore, it can be concluded that the rural factor had a significant impact on the internal accountability of the teachers. Hence, these pointers show that teachers in rural areas have lower scores on indicators of internal accountability.

For the teaching area, teachers in humanities, languages, and social sciences with a large population of 182 have the highest mean value of 4.5039 for internal accountability compared with teachers in science, mathematics, and technology with 4.4094, and teachers in art and sport with a mean of 4.1347. The mean value of 4.5172 for others (teachers who are into music, religious studies, etc.) was not taken into account based on the number of teachers in this group (sample size was very low compared with others). The “Post Hoc Tests” carried out with multiple comparisons of the teaching areas against one another show that teachers that are teaching art and sport demonstrate significant differences in the level of internal accountability compared to other teachers.

Table 4:2 Analysis of Variance Results for Internal Accountability by Demographic and Teaching Variables

		Descriptive			ANOVA		
		N	Mean	SD	MS	F	P
Gender	Male	165	4.3541	0.6296	1.209	3.590	0.059
	Female	295	4.4610	0.5510	0.337		
Age	44 and below	267	4.4296	0.6568	0.018	0.054	0.817
	45 and above	199	4.4171	0.4534	0.335		
Geographical location	Urban	309	4.4734	0.5248	2.085	6.505	0.002
	Suburban	120	4.4274	0.6227	0,321		
	Rural	53	4.1698	0.6589			
School Level	Junior Secondary	298	4.4396	0.5497	0.095	1.000	0.591
	Senior Secondary	184	4.4107	0.6090	0.328		
Teaching Area	Humanities languages, and social studies	182	4.5039	0.6090	1.913	5.886	0.001
	Science, mathematics, and technology	192	4.4094	0.5479	0.325		
	Art, Sport	52	4.1374	0.5852			
	Other	29	4.5172	0.4066			
Leadership Role	Teacher without	354	4.4350	0.5895	0.056	0.169	0.681
	Teacher with	128	4.4107	0.5248	0.328		
Tenure	Yes	287	4.4057	0.6046	0.782	2.135	0.120
	No	19	4.2406	0.7983	0.366		
	Not relevant	25	4.6114	0.4134			

## Research Question Two

How do high school teachers in Nigeria perceive that they are externally (bureaucratically) accountable?

### Bureaucratic (external) accountability

External accountability, otherwise referred to as bureaucratic or hierarchical accountability, is an accountability that holds subordinates accountable to follow the rules that govern their jobs and their boss has the authority to reward or punish them for their outcomes (Gonzalez and Firestone, 2013). It is the responsibility of individuals or organizations to others.

To answer the second research question, section 1 of the administered questionnaire deals exclusively with the perception of teachers towards bureaucratic (external) accountability. Additionally, section 3 deals specifically with attitudes of teachers towards accountability - school management and teachers' attitudes towards accountability – parents. These will also be used to reinforce the perception of Nigerian teachers towards bureaucratic (external) accountability.

There were 13 items listed in section 1 to show the extent to which the teachers feel they are responsible with a rating scale of 1 to 5 (1 represents very little extent and 5 represents large extent). The descriptive statistics of the teachers' responses for these items show that the mean for each item in this section is greater than 3 (See Table 4:3). This shows that the teachers in Nigeria perceive that they are accountable for students' grades and achievements, for their work to meet standards and expectations, to accept evaluation and feedback, to report to the principal, and parents, and to work well with colleagues.

However, the means of items 5 (Report to other teachers on the way you perform your work), 6 (Report to parents on the way you perform your work), and 9 (Allow your work in class to be transparent to parents) are 3.27, 3.13, and 3.66 respectively. These indicate that Nigerian teachers feel less responsible to report to either other teachers or parents on the way they perform their work and also they feel minimal responsibility to allow their work in class to be transparent to parents. Looking at the standard deviation from the means of these items, they are all above 1 and show that the teachers' views are dispersed: more teachers tend towards less responsibility and few teachers towards more responsibility.



Table 4:3 Item Statistics: Bureaucratic (external) accountability (N=481)

Item	Mean	Standard Deviation	N
<i>In your work as a teacher, to what extent do you feel that it is your responsibility to</i>			
Q1. Make sure your students achieve high achievement scores	4.42	0.802	481
Q2. Meet expected standards	4.23	0.790	481
Q3.Be accountable for your students achievements	4.14	0.862	481
Q4. Report to school leadership on the way you perform your work	4.09	0.971	481
Q5. Report to other teachers on the way you perform your work	3.27	1.181	481
Q6. Report to parents on the way you perform your work	3.13	1.246	481
Q7. Allow your work in class to be transparent to school leadership	4.39	0.850	481
Q8. Allow your work in class to be transparent to other teachers	4.00	0.932	481
Q9. Allow your work in class to be transparent to parents	3.66	1.179	481
Q10. Be evaluated on the basis of your work achievement	4.19	0.854	481
Q11. Change your work according to feedback you get	4.19	0.915	481
Q12. Be held accountable when your work in the classroom does not meet expectations	4.67	1.174	481
Q13. Be acknowledged for the success of your classes	4.32	0.842	481

The analysis of the variance (with a level of significance at 0.05) on the data collected under external accountability (bureaucratic) was carried out with the demographics and teaching variables (See Table 4.4). Gender, age, school level, and school leadership role variables show significance levels of 0.342, 0.220, 0.318, and 0.611 respectively. Hence they do not have any significant influence on the teachers' external accountability (bureaucratic). From Table 4.4, the ANOVA shows that the geographical location ( $< 0.001$ ), teaching area (0.003) and tenure (0.046) were the significant factors of influence on the external accountability of teachers as their significant levels were  $< 0.05$ .

The mean values of the geographical location show that urban teachers (4.0482) are higher than the suburban teachers with mean value of 3.9474, and rural teachers with 3.6197 and the values indicate that teachers in urban settings are more externally (bureaucratically) accountable than those in suburban and rural settings while the teachers in suburban areas have more external (bureaucratic) accountability than teachers in the rural area. Hence external (bureaucratic) accountability of Nigerian teachers is greatly influenced by the geographical location of their schools.

The "Post Hoc Tests" carried out with multiple comparisons of the three settings under the external (bureaucratic) accountability (urban against suburban and rural, suburban against urban and rural, and rural against urban and suburban) show there is no significant difference between external (bureaucratic) accountability of teachers in urban and suburban area. There are disparities between external (bureaucratic) accountability of teachers in urban and rural area; and teachers in suburban and rural areas. The external (bureaucratic) accountability scores of Nigerian teachers in rural areas are significantly lower than teachers in urban areas.

For the teaching area, teachers in humanities, languages, and social sciences have the highest mean value of 4.0109 compared with teachers in science, mathematics, and technology (3.9749); and teachers in art and sport with a mean of 3.7175. The score for teachers teaching a group of other subjects was the highest of all at 4.1315. The “Post Hoc Tests” carried out with multiple comparisons of the teaching areas against one another points to the teachers that are teaching art and sport being significantly different than other teaching areas.

The responses on tenure (permanent or temporal) indicates that teachers who do not regard the issue of tenure (Not relevant) have the largest mean value of 4.1538 closely followed by those who are tenured (permanent staff) with a mean value of 4.0 and those who are not tenured teachers with a value of 3.7287. “Post Hoc Tests” show the significant difference comes between “No” and “Not Relevant” responses while tenured status does not make any significant difference. Considering the large population of the number of tenured (86%) as compared with others (14%), it can be concluded that tenure status does not have any significant impact on the external (bureaucratic) accountability of Nigerian teachers.

Table 4:4 Analysis of Variance Results for External Accountability (Bureaucratic) by Demographic and Teaching Variables.

		Descriptive			ANOVA		
		N	Mean	SD	MS	F	P
Gender	Male	164	3.9301	0.5977	0.284	0.904	0.342
	Female	295	3.9820	0.5386	0.314		
Age	44 and below	267	4.0069	0.5848	0.477	1.510	0.220
	45 and above	199	3.9421	0.5300	0.316		
Geographical location	Urban	308	4.0482	0.5166	4.215	14.316	<0.001
	Suburban	120	3.9474	0.6134	0.294		
	Rural	53	3.6197	0.51918			
School Level	Junior Secondary	297	3.9959	0.5678	0.311	1.000	0.318
	Senior Secondary	184	3.9436	0.5404	0.311		
Teaching Area	Humanities languages, and social studies	184	4.0109	0.5737	1.474	4.798	0.003
	Science, mathematics, and technology	193	3.9749	0.5692	0.307		
	Art, Sport	52	3.7175	0.4985			
	Other	29	4.1315	0.3931			
Leadership Role	Teacher without	353	3.9837	0.5491	0.081	0.260	0.611
	Teacher with	128	3.9543	0.5817	0.311		
Tenure	Yes	286	4.0000	0.5738	0.992	3.116	0.046
	No	19	3.7287	0.5972	0.318		
	Not relevant	25	4.1538	0.4022			

## Teachers' attitudes towards accountability - School Management and Parent

School management and parents are the two major agents of external (bureaucratic) accountability. There are seven items in this section of the Rosenblatt questionnaire to test teachers' attitudes towards achieving set goals; reporting performance on student achievements, curriculum coverage, behaviour and discipline; transparency of the teachers' work; evaluations on the results of their work; and getting feedback. From Table 4.5, it can be seen that the mean of each item under the school management is greater than 4. This indicates that Nigerian teachers are highly accountable to school management as they strive to achieve set goals, report student performances, make their work transparent to school management; get formal evaluations, and receive feedback. The standard deviations show that the views of the teachers are concentrated as the values are less than 1.

Table 4:5 Item Statistics: Attitudes towards Accountability – School Management (N=479)

Item	Mean	Standard Deviation	N
<b><i>To what extent do you believe your work should include the following behaviors and activities with regard to school management</i></b>			
Q21. Strive to achieve set goals - School management	4.44	0.846	479
Q22. Report on your performance regarding students' academic achievements - School management	4.25	0.822	479
Q23. Report on performance regarding curriculum coverage - School management	4.25	0.816	479
Q24. Report on performance regarding social climate (e.g., student behavior, discipline) in class - School management	4.15	0.876	479
Q25. Show transparency in your work - School management	4.50	0.734	479
Q26. Get formal evaluations on the results of your work - School management	4.35	0.824	479
Q27. Get feedback on your teaching - School management	4.40	0.822	479

The analysis of variance from Table 4.6 shows that four parameters were significant on Attitudes towards Accountability –School Management. These factors are tenure (0.002), teaching area ( $<0.001$ ), school level (0.025), and geographical location (0.001) as their P values are  $< 0.05$ .

In geographical location, urban teachers have a mean value of 4.4150, which was larger than the mean value of suburban teachers of 4.2535 and that of rural teachers of 3.8920. These indicate that teachers in urban settings are more accountable to the school management than those in suburban and rural settings while the teachers in suburban settings are also more accountable to the school than teachers in the rural area. The “Post Hoc Tests” carried out with multiple comparisons of the three settings show the same trend as external accountability. Hence teachers in a rural environment in Nigeria have lower values on teachers’ accountability towards school management.

On the other hand, school level shows that the senior high school teachers have a slightly larger value of 4.3877 than the junior high teachers with a mean value of 4.2712. This indicates that Nigerian teachers in the senior high schools are more accountable to the school management than the teachers in the junior high school. Post Hoc Tests could not be performed as there are fewer than three groups within this variable.

The responses on tenure (permanent or temporal) indicates that teachers who do not regard the issue of tenure (Not relevant) have the largest mean value of 4.58 closely followed by those who are tenured (permanent staff) with a mean value of 4.2896 and those who are not tenured teachers with a value of 3.9561. “Post Hoc Tests” point to ‘no’ and ‘not relevant’ as causing the significant difference but as argued earlier the percentage of tenured teachers is far

greater than the combination of 'no' and not relevant. Hence, tenure does not have any significant impact on the attitudes Nigerian teachers have towards accountability to the school management.

For the teaching area, teachers in humanities, languages, and social sciences have the highest mean value of 4.4139 compared with teachers in others (4.3563); science, mathematics, and technology (4.3038); and teachers in art and sport with a mean of 3.9371. Hence teachers in humanities, languages, and social sciences show better attitudes towards accountability to school management. The "Post Hoc Tests" carried out with multiple comparisons of the teaching areas against one another show that teachers that are teaching art and sport demonstrate a significant difference in their attitude towards accountability.



Table 4:6 Analysis of Variance Results for Attitudes towards Accountability –School Management by Demographic and Teaching Variables.

		Descriptive			ANOVA		
		N	Mean	SD	MS	F	P
Gender	Male	165	4.2465	0.6022	0.915	2.936	0.087
	Female	292	4.3396	0.5318	0.312		
Age	44 and below	265	4.2956	0.6107	0.259	0.829	0.363
	45 and above	197	4.3160	0.4811	0.313		
Geographical location	Urban	306	4.4150	0.4571	6.587	23.408	<0.001
	Suburban	119	4.2535	0.6326	0.281		
	Rural	54	3.8920	0.6589			
School Level	Junior Secondary	295	4.2712	0.5915	1.538	5.038	0.025
	Senior Secondary	184	4.3877	0.4832	0.305		
Teaching Area	Humanities languages, and social studies	182	4.4139	0.5267	3.135	10.614	<0.001
	Science, mathematics, and technology	192	4.3038	0.5610	0.295		
	Art, Sport						
	Other						
Leadership Role	Teacher without	352	4.3166	0.5623	0.392	1.311	0.253
	Teacher with	127	4.3813	0.4995	0.299		
Tenure	Yes	286	4.2896	0.5724	2.109	6.539	0.002
	No	19	3.9561	0.6232	0.323		
	Not relevant	25	4.5800	0.4618			

From Table 4.7, it can be seen that the mean of each item under parent is greater than 3. This indicates that Nigerian teachers are highly accountable to the parents regarding their children but not as much as toward the school management. The higher mean in correspondent items under teachers' attitude towards accountability – school management is evidence of this relationship. The implication is that Nigerian teachers feel more accountable to the school management than they do to the parents.

The ANOVA from the Table 4.8 indicates that age (0.001) and geographical location ( $< 0.001$ ) are the significant factors in Attitudes towards Accountability –Parents as they have  $P < 0.05$ .

With age, the two categories of below 44 and above 45 showed that age influences the attitude towards accountability regarding the parents. Teachers in age group less than 44 with mean value of 4.0064 are more accountable than those in age group of above 45 with mean value of 3.6743.

With geographical location, the mean value of 3.9972 is reported for urban teachers compared with 3.3981 for rural teachers and 3.8866 for suburban teachers and shows that the teachers in urban settings have higher dispositions towards accountability compared with suburban or rural teachers.

Table 4:7 Item Statistics: Attitudes towards Accountability -Parents N=473

Item	Mean	Standard Deviation	N
<i>To what extent do you believe your work should include the following behaviours and activities with regard to Parents?</i>			
Q21. Strive to achieve set goals – Parents	4.09	0.982	473
Q22. Report on your performance regarding students' academic achievements – Parents	3.94	0.995	473
Q23. Report on performance regarding curriculum coverage – Parents	3.64	1.171	473
Q24. Report on performance regarding social climate (e.g., student behavior, discipline) in class – Parents	3.94	1.053	473
Q25. Show transparency in your work – Parents	4.15	0.934	473
Q26. Get formal evaluations on the results of your work – Parents	3.76	1.174	473
Q27. Get feedback on your teaching – Parents	3.98	1.038	473

Table 4:8 Analysis of Variance Results for Attitudes towards Accountability -Parents by Demographic and Teaching Variables.

		Descriptive			ANOVA		
		N	Mean	SD	MS	F	P
Gender	Male	165	3.8192	0.8170	1.115	1.764	0.185
	Female	291	3.9221	0.7824	0.632		
Age	44 and below	261	4.0064	0.8042	6.598	10.714	0.001
	45 and above	198	3.7643	0.7583	0.616		
Geographical location	Urban	302	3.9972	0.7664	8.238	13.716	<0.001
	Suburban	119	3.8866	0.8057	0.601		
	Rural	54	3.3981	0.7533			
School Level	Junior Secondary	292	3.9132	0.7813	0.106	0.168	0.682
	Senior Secondary	183	3.8825	0.8195	0.634		
Teaching Area	Humanities languages, and social studies	181	3.9659	0.7529	1.455	2.315	0.075
	Science, mathematics, and technology	191	3.8866	0.8643	0.628		
	Art, Sport	53	3.6509	0.7028			
	Other	29	3.9943	0.6835			
Leadership Role	Teacher without	346	4.5037	0.8853	0.186	0.246	0.620
	Teacher with	127	4.4589	0.8302	0.759		
Tenure	Yes	284	3.8732	0.8284	1.605	2.368	0.095
	No	19	3.9211	0.7057	0.678		
	Not relevant	25	4.2467	0.8432			

## Summary

The analyses of the data were carried out using percentage, descriptive statistics, and analysis of variance (ANOVA). These analyses were used to answer the two research questions.

On research question one, it was found out Nigerian teachers were internally accountable irrespective of their age, gender, teaching area, tenure, school leadership role, school geographical location, and school levels. The teachers are professionally accountable to achieve goals, develop through training, learn from outstanding colleagues, teach in the best possible way, use professional knowledge acquired, and be accountable to their own inner moral standards and professional ethics. However, geographical location and teaching area have significant influence on the teachers' internal accountability. It was found out that teachers in urban and suburban areas are more professionally accountable than teachers in the rural areas. Also the teachers teaching art and sport have the least internal accountability. Another point to note is the limited availability of training sessions, workshops, conferences, and other avenues to develop professionally for Nigerian teachers that was indicated through the analyses.

Analyses completed to answer research question two show that Nigerians teachers are bureaucratically (externally) accountable notwithstanding their age, gender, teaching area, tenure, school leadership role, school geographical location, and school levels. The teachers are accountable for students' grades and achievements, for their work to meet standards and expectations, accept evaluation and feedback, report to principal and parents, and work well with colleagues. Geographical location and teaching area were found to be a strong influence on the teachers' external accountability. Teachers in urban and suburban areas are more

bureaucratically (externally) accountable than teachers in the rural areas and those teaching art and sport are the least bureaucratically (externally) accountable.

On the attitudes towards accountability in respect to school management and parents, the teachers' accountability is more pronounced with school management than to parents. In addition to geographical location and teaching area, tenure and school level are factors of influence on the teachers' attitudes towards accountability in respect to school management. Geographical location and teaching area followed the same trend as external accountability. Teachers in permanent positions and those in senior secondary schools hold themselves more accountable to school management. On the other hand, the only indicators that influence teachers' attitudes in respect to being accountable to parents are geographic location and age. Teachers in urban and suburban areas hold themselves more accountable to parents than those in rural areas and teachers that are aged up to 44 also hold themselves more accountable towards parents than their colleagues that are 45 years old and above.

In next chapter, these findings are discussed and conclusions and recommendation are drawn.

## Chapter 5

### Discussion of Results, Conclusion, and Recommendations

This chapter discusses findings related to the cultural values and accountability of Nigerian teachers as well as factors that influence these findings; it also draws conclusions and gives necessary recommendations.

#### Discussion of Results

This study investigates the perception of Nigerian teachers towards their internal (professional) accountability and external (bureaucratic) accountability. As such, the findings of this study were discussed under two main sub-headings: internal (professional) accountability and external (bureaucratic) accountability

#### Internal (professional) accountability

Internal (professional) accountability of teachers is deep rooted in their individual values and beliefs (Abelmann et al., 1999). It is influenced by life's experiences; moral background; education and training; belief about the social determinants of student learning; social interaction; educational policies; and organizational/school norms. Internal (professional) accountability is an inner disposition that can only be reported by the individual" (Rosenblatt, 2013 p.4).

The analyses of the teachers' responses to the questionnaire show that teachers in Southwest Nigeria are highly professional and internally accountable. The findings show that the teachers are professionally accountable to achieve professional goals, use professional knowledge acquired, and are highly responsible for teaching in the best possible way. Education

in Nigeria is rooted in a philosophy to develop individuals with knowledge, values, and attitudes required to become sound and effective citizens (National Policy of Education, 2013). School is the main vehicle to achieve the nation's educational goals and objectives (Nakpodia & Okiemute, 2011). Teachers in Nigeria have a good understanding of their roles as important agents of impartation of the required knowledge and skills not only to develop sound and effective citizens but also to build a free, democratic, just, egalitarian, strong, and self-reliant nation.

The factor that makes teachers in Nigeria happy and contented is neither their remunerations nor their societal status but the fulfilments in seeing their students become leaders in all walks of life. Teachers in Nigeria also believe that their rewards are in heaven as they are not adequately remunerated for their work and are socially despised compared to other professions (Salami, 2011; Ehusani, 2002). Salami (2011) stated that "the teaching profession has been under-mined over the years, and saying you are interested in becoming a teacher seems like taboo" (p. 21)

Teachers in Nigeria are found to be accountable to their own inner moral standards and professional ethics. An average Nigerian believes that education is the bedrock of one's life goal, as such: the importance of education in Nigeria cannot be overemphasized. Schooling has become part of the Nigerian culture and teachers are part of the culture with the strong conviction that "education is the most powerful weapon we can use to change the world" (Mandela, 2003 para. 24)

The present study found that teachers in Nigeria develop through training and learn from outstanding colleagues. Oluremi (2013) affirms that the teachers' self-development has improved



teaching skills, enhanced classroom management, improved levels of competency and sense of self efficacy, and aided professional growth of Osun State teachers. It is evident that Nigerian teachers take personal responsibility of getting adequate and up-to-date professional training as there are limited opportunities for teachers' professional development through government funding (Ejima, 2012; Oluremi, 2013). As such, some enrol in part-time education programmes while some use their vacation to do a Sandwich programme – a teacher education programme that is carried out in Nigerian Universities only when elementary and secondary school teachers are on holiday. According to the National Policy of Education (2013), the minimum educational qualification for teachers is National Certificate of Education (NCE) which is less than a baccalaureate degree (B. Ed) but through self-development, the majority of teachers in Nigerian now hold not only baccalaureate degree but also Masters or Doctorates of Education.

Classroom settings in Nigerian schools allow for collaboration between teachers; the students have fixed classrooms while teachers rotate during their subject periods. The teachers have their own staff rooms which are usually based on the department of their teaching subjects and they spend their free periods, recess, and lunch times in the staff rooms. These settings provide the opportunity for professional interactions and discussions about their classroom dynamics; what is working and what is not. This forms a professional learning community that Sheppard, Brown, and Dibbon (2013) advocate to foster a meaningful transformation and improvement in each school.

There are little gaps found among the internal accountability perception scores of teachers from urban, suburban, and rural. Although all the teachers have high perception scores of their internal accountability, teachers from urban and suburban areas show higher perception scores than teachers from rural areas. This could be due to having more opportunities for professional

development/training, proximity to universities, and more teachers in the cities collaborate effectively when compared to their rural counterparts. Also, most teachers in the urban and suburban areas have higher qualifications and subject expertise than the rural teachers.

The outcome of this study also shows teachers teaching art and sport demonstrate lower levels of internal accountability compared to teachers in other teaching areas. The reason is not far-fetched: the subject areas are not as valued as others in the Nigerian context. Nigerian parents will go to great length to encourage their children to study subjects related to engineering, medicine, law, nursing, but definitely not sport.

#### Bureaucratic (external) accountability

In Nigeria, inspectors from the Inspectorate Division of the Ministry of Education are responsible for assessment and evaluation of school activities and achievements (Ijaiya & Fasasi, 2008). The inspectors visit school at times scheduled or at times unannounced to assess the state of teaching and learning with the main aim of improving educational standards. They are concerned with the evaluation and control of education in order to improve instruction, raise standards and the quality of education, and helping maintain these standards and the quality of education (Badau, 2014). A team of inspectors examine the teachers' lesson plans, observe their teaching, note the students-teacher interactions, and classroom management. The inspectors' reports are sent to the office of the Federal Minister of Education through the state Education Ministry and they always give feedback to teachers about what is done well and what needs improvement.

This study shows that teachers in Nigeria have high perception scores of their bureaucratic (external) accountability regardless of their age, gender, teaching area, tenure, school leadership

role, school geographical location, and school levels. It shows from the findings that teachers work tirelessly to make sure their work meets standards and expectations; they utilize evaluation and feedback from inspectors, other teachers, and parents to inform their teaching so as to give the students the quality of instruction required to achieve high grades. The study agrees with Machumu (2012) that teachers in secondary schools have positive attitudes towards the educational inspectors.

In Nigeria, education in secondary school is seen as foundational for further studies in Colleges of Education, Polytechnics, and Universities. There are standardized tests at the end of both Junior and Senior Secondary Schools which determine the qualifications of the students for the post-secondary institutions. Basic Education Certificate Examination (BECE) determines the eligibility of students for Senior Secondary education while the West African School Certificate (WASCE) and/or Senior Secondary Certificate Examination (SSCE) are prerequisite for admission to Tertiary Education. The finding shows that Nigerian teachers are accountable for student grades and academic achievements: teachers' understanding of the importance of these examinations could be a booster for this accountability.

However, the findings show that teachers in urban have highest perceptions of bureaucratic (external) accountability followed by those in suburban areas while teachers in the rural areas have the lowest perception scores. There are more frequent inspections in the schools in the cities (urban) than schools in suburban and rural areas due to transportation issues (Ololube, 2014). "There are some geographical regions in the country where visits to schools are impossible even by most mechanized means" (Ololube, 2014 p. 96). Teachers in urban areas get the most inspection visits while teachers in the rural areas get the fewest inspection visits. Hence, the degree of perception follows suit. Urban and suburban areas are more literate than rural area;

most parents have higher levels of education and are more involved in the education of their children. Hence the Parent and Teachers Associations (PTAs) are very strong in urban and suburban areas; they meet regularly to discuss the school progress in general and their children specifically. This also accounts for the variation of teachers' perceptions of bureaucratic (external) accountability between urban, suburban, and rural areas.

The teachers that are teaching art and sport are the least bureaucratically (externally) accountable. This could be because Nigerians society does not value these subject areas. As such, these teachers might have developed a nonchalant attitude.

This research provides evidence that Nigerian teachers are more accountable to school management than to parents. The teachers are directly under the school management which has greater impact and voice on their professional career than the parents. Recommendation for promotion, salary increments, and other professional benefits pass through the principal or school administrator. This finding harmonizes with the report of Nakpodia and Okiemute (2011) that Nigerian teachers shows a high level of teachers' compliance to the set standards related to effective teaching of the curriculum, teacher attendance, and classroom management.

The importance of West African School Certificate (WASCE) and Senior Secondary Certificate Examination (SSCE) obtained at the end of Senior Secondary Schools is an underlying factor for Senior Secondary teachers showing greater accountability (higher perception scores) to the school management than the Junior Secondary Schools' teachers.

Tenured teachers are those that hold full time permanent teaching positions. These teachers are more accountable to the school management than the part time or what we know as substitute

teachers in western countries. The former are held more responsible for the teaching and learning activities more than the latter as they have long lasting contact with the students

It has been discussed earlier that teachers that are 45 years or older completed their secondary school education during the period when Nigerian teachers were held in high esteem in society as reported by Oyeleke (2012). So it was not a surprise that the study found teachers that are aged up to 44 to be more accountable towards parents than their colleagues that are 45 years or older. The older teachers can still remember how their parents were respectful to their teachers and were held in high esteem. Also, their years of experience with the parents could be another factor – some of the teachers stayed for long periods in the school and have dealt with the parents over a long period of time.

## Conclusion

This study investigated the perceptions of Nigerian teachers on their own accountability in the context of their social settings. The following are the findings:

- Nigerian teachers hold themselves highly accountable for both internal accountability and external accountability.
- Gender, age, school level, tenure, and leadership role of the teachers do not show any significant difference on both internal accountability and external accountability.
- Geographic location and teaching area show significant differences in both internal accountability and external accountability.
- Teachers in urban and suburban areas of the country are more accountable than teachers in the rural areas.

- Teachers teaching sport and art hold themselves least accountable.
- Teachers show more accountability towards school management than parents.
- Teachers with permanent positions in Nigeria are more accountable to school management than teachers in temporary positions.
- Teachers aged 44 years and below are more accountable to the parents than their older colleagues.

### Recommendation

The study has shown that Nigerian teachers have high perceptions of both internal (professional) accountability and external (bureaucratic) accountability. The investigation utilized only 27 items of the questionnaire and responses to remaining items are retained in the researcher's portfolio for future study. In the next phase of this study, in-depth and detailed analysis of the entire item responses will be examined together with the responses of principals from the corresponding principals' questionnaire. A comparative study will be carried out with these findings and the findings from other countries involved in the multi-country study of teacher accountability of the Consortium for Cross Cultural Research in Education (CCCCRE).

The findings in this study have shown that high school teachers in Nigeria hold themselves highly accountable from both an internal (professional) and external (bureaucratic) perspective. However, it is highly recommended that Nigerian education managers (Minister of Education, The Presidency and members of National Assembly) should investigate how teachers can be supported through continuous professional development. Also, as teachers cannot be held accountable for factors outside their scope; there is a need to address other factors that influence student achievement and grades.

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## APPENDICES

### APPENDIX I - INFORMED CONSENT

Dear Teacher,

My name is Olufunmilayo Familusi, a student of Memorial University of Newfoundland, St John's Canada. I am studying for my Master degree in Educational Leadership Studies.

Presently, I am carrying out a research together with my Supervisor, Dr Noel Hurley on Nigerian Teachers' Cultural Values and Accountability. This is part of multi-country cross-cultural research under the Consortium for Cross-Cultural Research in Education and Dr Noel Hurley is a member of this team.

I am quite aware of your tight schedule but will be very grateful if you can take out some time to fill the required questionnaire

Confidentiality is highly regarded as the research ethic is strictly followed and no respondent can be identified as the questionnaire is anonymous.

Thank you for your support and cooperation.

Yours faithfully

Familusi O.



## APPENDIX II – QUESTIONNAIRE

Memorial University  
St. John's, NL  
A1B 3X8

### An International Study on Teachers' Cultural Values and Accountability

Dear teacher,

Our Consortium for Cross-Cultural Research in Education, affiliated with the American Education Research Association, has been carrying a multi-country cross-cultural study on teachers' cultural values and their relationship to personal accountability at work. We are seeking your and other teachers' views and opinions in Australia, Canada, China, Hungary, Israel, The Netherlands, South Africa, Nigeria, Spain and the US. We will compare these views across the ten countries and within each one. We expect to develop social-educational-cultural knowledge and implications for enhancing teacher work life and professional contributions in their schools.

If you are able to assist us by completing and returning this questionnaire, please accept our deepest thanks for contributing to this international study and to the advancement of our mutual professional field of education.

Please be aware that the content of the questionnaires remains anonymous, and is not linked to individuals, schools or locations.

Thanks for your help.

Sincerely,

Professor John Williamson (Australia)

Professor Noel Hurley (Canada, China and Nigeria)

Dr. Nora Arato (Hungary and US)

Professor Zehava Rosenblatt (Israel)

Professor Theo Wubbles and Professor Perry Den Brok (The Netherlands)

Professor Johan Booyse (South Africa)

Dr. Mila Sainz Ibanez (Spain)

Professor Al Menlo (US)

School code: \_\_\_\_\_

**Part A. Demographic background**

- a. Gender: 1. Male 2. Female
- b. Age: \_\_\_\_ (yrs)
- c. Experience as a teacher: \_\_\_\_ (yrs)
- d. Tenure (permanent position): 1. Yes 2. No 3. Not relevant
- e. If applicable, please specify which leadership position you hold in addition to teaching (e.g. vice-principal, subject-area coordinator, head of department etc):  
\_\_\_\_\_
- f. Teaching area:
1. \_\_\_\_ Humanities, languages and social studies
  2. \_\_\_\_ Science, mathematics and technology
  3. \_\_\_\_ Arts, sport
  4. \_\_\_\_ Other
- g. Size of school in number of students: \_\_\_\_\_
- h. School location: 1. Urban 2. Suburban, 3. Rural 4. Other \_\_\_\_\_
- i. School level:
1. \_\_\_\_ Junior Secondary
  2. \_\_\_\_ Senior Secondary
- j. School religion: 1. \_\_\_\_ Secular 2. \_\_\_\_ Religious

**Part B. In your work as a teacher, to what extent do you feel that it is your responsibility to:**

		Very little	Little extent	Neither little nor large	Large extent	Very large extent
1	Make sure your students achieve high achievement scores	1	2	3	4	5
2	Meet expected standards	1	2	3	4	5
3	Be accountable for your students achievements	1	2	3	4	5
4	Report to <i>school leadership</i> on the way you perform your work	1	2	3	4	5
5	Report to <i>other teachers</i> on the way you perform your work	1	2	3	4	5
6	Report to <i>parents</i> on the way you perform your work	1	2	3	4	5

<b>7</b>	Allow your work in class to be transparent to school leadership	1	2	3	4	5
		<b>Very little</b>	<b>Little extent</b>	<b>Neither little nor large</b>	<b>Large extent</b>	<b>Very large extent</b>
<b>8</b>	Allow your work in class to be transparent to <i>other teachers</i>	1	2	3	4	5
<b>9</b>	Allow your work in class to be transparent to parents	1	2	3	4	5
<b>10</b>	Be evaluated on the basis of your work achievements	1	2	3	4	5
<b>11</b>	Change your work according to feedback you receive	1	2	3	4	5
<b>12</b>	Be held accountable when your work in the classroom does not meet expectations	1	2	3	4	5
<b>13</b>	Be acknowledged for the success of your classes	1	2	3	4	5

***Part C. In your work as a teacher, to what extent do you feel that it is your duty to:***

		<b>Very little</b>	<b>Little</b>	<b>Neither little nor much</b>	<b>Much</b>	<b>Very much</b>
<b>14</b>	Achieve professional goals	1	2	3	4	5
<b>15</b>	Develop professionally (training sessions, workshops, conferences, etc)	1	2	3	4	5
<b>16</b>	Learn from the work of outstanding colleagues	1	2	3	4	5
<b>17</b>	Be responsible for teaching in the best possible way	1	2	3	4	5
<b>18</b>	Be responsible for using professional knowledge in your work	1	2	3	4	5
<b>19</b>	Be accountable to your own inner moral standards	1	2	3	4	5
<b>20</b>	Be accountable to professional ethics	1	2	3	4	5

**Part D. To what extent do you believe your work should include the following behaviors and activities with regard to school management and parents?**

		School management					Parents				
		Very little	Little	Neither little nor much	Much	Very much	Very little	Little	Neither little nor much	Much	Very much
<b>21</b>	Strive to achieve set goals	1	2	3	4	5	1	2	3	4	5
<b>22</b>	Report on your performance regarding students' academic achievements	1	2	3	4	5	1	2	3	4	5
<b>23</b>	Report on performance regarding curriculum coverage	1	2	3	4	5	1	2	3	4	5
<b>24</b>	Report on performance regarding social climate (e.g., student behavior, discipline) in class	1	2	3	4	5	1	2	3	4	5
<b>25</b>	Show transparency in your work	1	2	3	4	5	1	2	3	4	5
<b>26</b>	Get formal evaluations on the results of your work	1	2	3	4	5	1	2	3	4	5
<b>27</b>	Get feedback on your teaching	1	2	3	4	5	1	2	3	4	5

**Part E. Please indicate how much you agree or disagree with the following statements about your work?**

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>28</b>	The way I teach in my class is determined for the most part by myself	1	2	3	4	5
<b>29</b>	The contents taught in my class are those that I select myself	1	2	3	4	5

<b>30</b>	My teaching focuses on goals and objectives that I select myself	1	2	3	4	5
<b>31</b>	I myself select the teaching materials that I use with my students	1	2	3	4	5
<b>32</b>	I am free to be creative in my teaching approach	1	2	3	4	5
		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>33</b>	My job does not allow for much discretion on my part	1	2	3	4	5
<b>34</b>	In my class I have little control over how classroom space is used	1	2	3	4	5
<b>35</b>	My school management strongly support my goals and values	1	2	3	4	5
<b>36</b>	My school administration values my contribution	1	2	3	4	5
<b>37</b>	My school administration takes pride in my accomplishments at work	1	2	3	4	5
<b>38</b>	My school administration really cares about me	1	2	3	4	5
<b>39</b>	If given the chance, my school administration would take unfair advantage of me	1	2	3	4	5
<b>40</b>	My school administration is willing to help me when I need a special favor	1	2	3	4	5
<b>41</b>	Upon my request, my school administration would change my working conditions, if this is at all possible	1	2	3	4	5
<b>42</b>	My school administration would ignore any complaint from me	1	2	3	4	5

**Part F. The following items refer to your personal values and attitudes toward work and life in general. Please indicate how much you agree or disagree with the following statements.**

		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>43</b>	I'd rather depend on myself than on others	1	2	3	4	5
<b>44</b>	I rely on myself more than on others most of the time	1	2	3	4	5
<b>45</b>	I often do "my own thing"	1	2	3	4	5
<b>46</b>	My personal identity, independent of others, is very important to me	1	2	3	4	5

		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>47</b>	If a fellow teacher gets an award, I would feel proud	1	2	3	4	5
<b>48</b>	The well-being of my fellow teachers is important to me	1	2	3	4	5
<b>49</b>	I take pleasure in spending time with others	1	2	3	4	5
<b>50</b>	I feel good when I cooperate with others	1	2	3	4	5
<b>51</b>	I believe that a person's influence is based primarily on his or her ability and contribution to the society, and not on the authority of his or her position	1	2	3	4	5
<b>52</b>	I believe that followers are expected to obey their leaders without reservation, rather than question their leaders when in disagreement	1	2	3	4	5
<b>53</b>	I believe that people in positions of power try to increase their social distance (hierarchical space) from less powerful individuals	1	2	3	4	5

54	I believe that rank and hierarchical position should go with special privileges	1	2	3	4	5
55	I find orderliness and consistency more important than experimentation or innovation	1	2	3	4	5
56	I tend to lead a highly structured life with few unexpected events	1	2	3	4	5
57	When I have to do something, I prefer to receive instructions that are spelled out in detail, so that I know what I am expected to do	1	2	3	4	5
58	I like to live with laws that cover almost all situations (rather than very few situations)	1	2	3	4	5

## APPENDIX III – ETHIC APPROVAL



### Interdisciplinary Committee on Ethics in Human Research (ICEHR)

Office of Research Services  
St. John's, NL, Canada A1C 5S7  
Tel: 709 864 2561 Fax: 709 864 4612  
[www.mun.ca/research](http://www.mun.ca/research)

ICEHR Number:	20131160-ED
Approval Period:	February 14, 2014 – February 28, 2015
Funding Source:	
Responsible Faculty:	Dr. Noel Hurley Faculty of Education
Title of Project:	<i>An exploration of the nature of individual accountability in principals' and teachers' work across different cultures</i>

February 14, 2014

Dr. Noel Hurley  
Faculty of Education  
Memorial University of Newfoundland

Dear Dr. Hurley:

Thank you for your email correspondence of February 11, 2014 addressing the issues raised by the Interdisciplinary Committee on Ethics in Human Research (ICEHR) concerning the above-named research project.

The ICEHR has re-examined the proposal with the clarification and revisions submitted, and is satisfied that the concerns raised by the Committee have been adequately addressed. In accordance with the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2)*, the project has been granted *full ethics clearance* to February 28, 2015.

If you need to make changes during the course of the project which may give rise to ethical concerns, please forward an amendment request with a description of these changes to Theresa Heath at [icehr@mun.ca](mailto:icehr@mun.ca) for the Committee's consideration.

The *TCPS2* requires that you submit an annual status report on your project to the ICEHR before February 28, 2015. If you plan to continue the project, you need to request renewal of your ethics clearance, including a brief summary on the progress of your research. When the project no longer requires contact with human participants, is completed and/or terminated, you need to provide the final report with a brief summary, and your file will be closed. The annual update form is on the ICEHR website at <http://www.mun.ca/research/ethics/humans/icehr/applications/>.

We wish you success with your research.

Yours sincerely,

Gail Wideman, Ph.D.  
Vice-Chair, Interdisciplinary Committee on  
Ethics in Human Research

GW/th