THE IMPACT OF TEACHER ACCOUNTABILITY ON UNDERPERFORMING SCHOOLS AT

MAPELA CIRCUIT IN MOGALAKWENA DISTRICT

IN LIMPOPO PROVINCE

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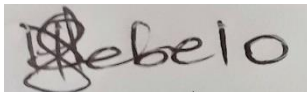

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DECLARATION WITH REGARD TO

INDEPENDENT WORK

Lebelo Dimakatjo Julia, Identity number**: 7308280456088** and student number 220049995, hereby declare that the research project I've submitted to the Central University of Technology, Free State for the Master of Education in Education (MED) degree is the researcher own original work, complies with all applicable Central University of Technology, Free State policies, procedures, rules, and regulations, and has not been submitted by me or anyone else in full (or partial) fulfilment of any other institution's requirements..

14/07/2022

SIGNATURE OF STUDENT   **DATE**

DEDICATION

This dissertation is dedicated to my mother Makoma Raesetja Eva and my late grandmother for instilling in me the value of education. I thank them for loving me unconditionally and for providing me with encouragement in my educational pursuits. I will forever cherish their support, love, and encouragement in believing in me to pursue my studies

LIST OF ABBREVIATIONS

QTLP	Quality Teaching and Learning Programme
SBST	School Based Support Team
SACE	South African Council of Educators
IQMS	Integrated Quality Management System
TEER	Teacher Education and Education Reform
HOD	Head of Department
ELRC	Education Labour Relation Act
EEA	Employment of Educator Act
NECT	National Education Collaboration Trust
SMT	School Management Team
LTSM	Learner Teaching Support Material
UK	United Kingdom
TMMS	Third International Maths and Science Study
NDP	National Development Plan
VAM	Value Added Modelling
GEM	Global Education Monitoring
PTC	Primary Teachers Course
B.Ed.	Bachelor of Honours in Education
NECT	National Education Collaboration Trust
OBE	Outcome Based Education
AASA	Anglo American of South Africa
SPTD	Senior Primary Teachers Diploma
ACE	Advanced Certificate in Education
JPTD	Junior Primary Teachers Diploma
DP	Departmental Head
RFP	Request for Proposal
DBE	Department Basic Education
ATP	Annual Teaching Plan

ABSTRACT

The majority of South Africa's government-run public schools are experiencing serious challenges with learners' performance. The Circuit, District, and Province are all impacted by subpar performance. Under pressure, the government is enacting programs to improve the majority of the schools. Public schools, especially those in rural areas, are still far behind in terms of the curriculum due to a lack of funding, inadequate staffing, outdated facilities, and inadequate training for teachers. These encourage teachers to accept accountability for learners' development. This study will help the government by ensuring that teachers receive the proper training to implement policies in their classrooms to help teachers understand the need of being accountable to their learners. Teachers frequently believe that they are teaching learners without giving their responsibility to the Departmental Heads, Principals, or even the Circuit Managers any serious thought. This qualitative study aims to investigate the impact of teacher accountability on poorly performing schools on the Mapela Circuit in the Mogalakwena region. Qualitative research approach was used to further learn how teacher accountability affects student performance. The researcher used a phenomenology approach to understand the effects of teacher accountability on underperforming schools at the selected schools in the Mapela Circuit. The researcher used a population of 20 primary schools in Mapela Circuit that had learners in grades R through 7. In total, there are 400 primary teachers in the circuit. Teachers from five (5) distinct schools in the circuit were deliberately recruited for this research study. The sample consisted of 16 participants, 5 principals, and 11 department heads.   In this study, teachers who participated in semi-structured in-depth interviews were questioned about their sentiments, beliefs, experiences, and convictions regarding teacher accountability. Thematic analysis was used to analyse the data. The study produced four key themes. First off, the school and community systems actively promote the causes of poor performance. Second, it can be difficult to hold teachers responsible for learners' poor performance in the classroom. Thirdly, teachers need to address learners who perform poorly during instruction. The improvement of teacher responsibility in schools is mandated under the fourth theme.

KEYWORDS: Teacher Accountability in Education, Teachers, Accountability, underperforming schools.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1. INTRODUCTION

The term "accountability" refers to a management practice in which a person takes responsibility for his/ her actions in an organisation (Guijt, 2020). These responsibilities can be positive or negative, and they can either enhance or inhibit the smooth running of the organisation. Based on the action or response, accountability processes may require the person to correct his or her error. Accountability also refers to one's ability to take responsibility for the work and provide answers to peers and superiors to explain performance, actions, and decisions (Bovens, Goodin & Schillemans, 2014). Stobart (2008) defined *accountability* as meeting the minimal requirements, expectations, and standards associated with the effectiveness of actions taken by an employee or person in a position of power. The term "Accountability" is also synonymously with responsibility, blameworthiness, and liability (Wood & Winston, 2005). In education, school accountability involves evaluating the school's overall performance in terms of learner performance or examination scores (Figlio &Loeb, 2011). However, accountability is using administrative data to increase learner performance. Accountability can generate rewards or sanctions for a school based on learners' scores in public examinations. The rewards could be monetary, promotions for teachers who produced excellent results, threats of demotion or closure of underperforming schools, loss of jobs, community unrest, and strikes for better results.

In education, accountability provides means that allow policymakers at national, district, circuit, and school levels, parents, and taxpayers to monitor learners' performance in schools. Performance is regarding how resources are utilised to achieve the organisation's objectives. Accountability systems require educational institutions to report their progress to the public, taxpayers, and policymakers (Van Gronigen & Meyers, 2019). Accountability is consequential to the actors, either reward earned because of outstanding performance or sanctions imposed for poor performance.

The rationale for seeking accountability in the education system is that schools are public enterprises run on a state budget and universal service to the nation. Therefore, the House

of Commons Learners, Schools and Families Committee (2009) resolved that accountability attracts public interest in education, so the education system must be countable at local and national levels. According to the "white paper" published by the Department for Education (2010), schools are mandated to achieve acceptable minimum levels of performance to justify the high expenditure allocated to the Department of Basic Education. Schools are accountable to stakeholders such as taxpayers because they have a right to know how their money was used effectively.

The concept of accountability has a multifaceted worldview (Forssbaeck & Oxelheim, 2014). The various types of accountabilities have defined as accounts to whom, what they are accountable for, the potential consequences of malfunctioning, and the severity of such sanctions. In people in leadership and management roles, accountability means acknowledging and assuming responsibilities for actions executed in achieving organisational goals, the quality of the final products resulting from their actions, the quality of decisions made, and confirmation of organisational policies. People holding management roles must report successes or failures, explain the causes of such successes or failures, and are answerable for the consequences resulting from their actions. The decisions that people in leadership positions make have far-reaching consequences on other citizens; hence, an ethical component of accountability must be considered.

According to Spaul (2015), accountability can be viewed as being answerable for certain actions to someone. It involves responsibility for improving learners' outcomes in public examinations. Thus, teachers and school principals are accountable for and face the consequences of learners' underperformance. Educational researchers have indicated a serious need for increased accountability, particularly in terms of utilising public resources in developing countries.

In education, accountability is one of the key facets that define the professional characteristics of a good school administrator (Maroy & Pons, 2019). The act of being accountable is enshrined in the education policy as an individual's duty to provide an account or explanation of how s/he executed duties as guided by a set of pre-determined standards (Perry & McWilliam, 2007). Accountability requires a person to comply with a set of performance standards. In other words, it requires employees to account for their

actions in terms of how they meet the organisation's objectives in specific situations (Nieuwenhuis, 2007). Teachers should document their proficiencies in the delivery of their duties and make professional judgments (Kyriakides, Demetrious & Charalambus, 2006). Teachers are accountable for learners' test scores by parents, learners and education authorities (Rahmatollahi & Zenouzagh, 2021).

One feature of good governance is the proper utilisation of government resources to the maximum (Khotami, 2017). A government that subscribes to accountability requires its employees to be goal-driven, active, and perform tasks to maintain sustainability (Speer, 2012). The civil service needs to possess information on government policies and their implementation to ensure efficiently executes duties. The education sector is one government sector where accountability is essential (Maile, 2002). In education, accountability refers to the management or utilisation of scarce educational resources to ensure the accomplishment of goals (Usman, 2016). In education, accountability helps improve the delivery of service by employees, instils discipline in the organisation, and increases efficiency in the system. Accountability is vital in education since the community's expectations lie with the school system (Jongbloed, Enders & Salerno, 2008). All school activities should meet societal expectations by making the education system responsive to the needs of the communities, competitive compared to other institutions and productive in producing quality learners who can be integrated into the world of work. School administrators are also accountable to all stakeholders in education and tasked to achieve education goals using minimal resources. Accountability in education requires administrators to skilfully mobilise their subordinates   and resources to achieve education goals (Farrel, 2015).

Public schools should report to their communities about the quality of their services (Mansouri & Rowney, 2014). Accountability allows the school to gather information about its performance and update its community about the results of its exercises to seek approval or determine if they are meeting community needs. Accountability refers to how learners, teachers and administrators give reports or accounts of their progress regarding success and failures and challenges to stakeholders (Kelchen, 2018). Accountability data enables parents and taxpayers to monitor the performance of schools. Lack of accountability data leads to mistrust and low morale, worker evaluation, engagement, and

productivity. Therefore, to create a more accountable workplace, it is vital to revamp the prevailing culture so that accountability fits within it.

1.1 ACCOUNTABILITY IN EDUCATION

Brundrett and Rhodes (2011) defined 'accountability' as a situation where an individual or an institution should account for their actions to a superior office or person. The obligation holds that whoever uses organization's resources should be called upon to report on how her/ his actions contribute to the realization of the organization's targets. Thus, accountability involves taking responsibility and reporting the outcomes compared to established or expected standards.

Weindling and Earley (2004) mention that accountability relates to schools and their stakeholders in four ways: moral, professional, and contractual and market accountability. Moral accountability refers to the school's responsibility to instill good moral values in learners that parents and the local community appreciate, in contrast, professional accountability is the institution's willingness to accept professional responsibility when or if deviations from acceptable standards occur. Contractual accountability refers to the responsibility that employees report to their employers or government. Market accountability refers to where clients are freedom to choose the institution of their choice depending on its ability to market itself concerning accountability abilities. These four relationships subscribe to two approaches to accountability approaches: performance or productivity, and improvement or process models. The performance or productivity model focuses on the programme's outputs, which and it uses to test and examine scores to evaluate the programmes's success (Hatry, 2006). The second approach is an improvement or process model, whose focus revolves around school evaluation, debating, and criticizing school practices to identify areas of improvement. The first approach represents a summative model. Its purpose is to improve quality by emphasizing what has been achieved. The improvement model is formative and aims to improve the programmes's quality (Hopkins, 2007).

The two models are both applicable to school accountability systems. School accountability is a self-improving system that reflects both models and captures both purposes. The best school administrators embrace the two forms of accountability and use them concurrently.

They benchmark their school accountability practices against the best practices outlined in the Ofsted Inspection Framework (2021). They evaluate their school performance using correct principles and report honestly about the strengths and weaknesses of their actions. In addition, they use both stakeholder and peer review reports to improve their practice regarding of teacher capacity development and learner engagement. The (General Teaching Council) GTC's research study (2009) on accountability showed that teachers are concerned with learners' performance. They are accountable for the quality of their engagement with the learners, and they subscribe to maintaining public confidence through the standard of teaching they offer. Good school leaders capitalize on these professional accountability traits and build a collective and an essential thinking culture whose practices market the school's repertoire.

There are diverse perspectives on the concept of accountability in education. There are various dimensions to accountability in education, as presented by different scholars. According to Hamilton (2019), accountability can be viewed as the readiness or preparedness of educational office bearers to provide explanations or justifications to responsible authorities or stakeholders for one's actions in the execution of work-related duties. It is the employee's readiness to be judged based on their actions judged by others their willingness to accept responsibility for errors committed by the misjudgments they make, accepting negligence practices, recognition for competence or incompetence, and thoroughness in the execution of duties.

According to Biesta (2004), educational accountability refers to a person's readiness to be answerable for their actions in an educational system. It involves being held responsible for educational decisions taken in an endeavor to achieve educational goals. Sahlberg (2010) describes accountability as the responsibility of providing reports to the stakeholders in education, explaining how educational resources were used to achieve the educational objectives. Nnaji and Uzoigwe (2021) viewed accountability as the extent to which schools productively utilize all available resources in an educational system for greater efficiency and productivity to meet the organizational goals and expectations. Another dimension of accountability was premised by Saffady (2021). This dimension views accountability in education as checks and balances concerned with keeping essential education records, maintaining such records in terms of the procedures used to obtain good or bad results, a

description of the methods used, their effectiveness and forms used in recording, classifying and summarizing activities of events. In addition, Bell, and Waters (2018) defined accountability as the analysis and interpretation of the recorded data, preparing and issuing reports that reflect an educational institution's state at a time.

Accountability in education also involves the safe keeping of school records and activities and using data from such records to determine the extent to which institutional objectives are met (Usman, 2016). Accountability records are used to judge, evaluate, or praise institutional activities in achieving educational goals (Gold & Simon, 2004). Educational Accountability has attracted much attention due to the following reasons: (i) the school system maintains checks and balances to ensure its alignment with the societal needs (ii) education is a societal funded enterprise, so taxpayers have the right to exercise some control in all facets of education (Okoroma, 2007). Accountability is associated with the Education business (Yanto et al., 2017). Obi et al. (2016) reported that the concept of educational accountability is divided into three distinct sections, namely: (a) Money invested into programs (b) distribution and division of resources to programs and (c) programs' actual expenditures. The data obtained from these records relate to scholarly output and help to understand education's financial implications. The information above helps educational managers to account to the public about educational matters. To facilitate the educational accountability processes, administrators of the educational system should, among others: identification of goals and objectives of educational programs; validating of goals and objectives of educational programs; periodical assessment of goals and objectives of educational programs; identification of factors enhancing and hampering the achievement of goals and objectives of educational programs.

Nakano, Beaupré-Lavallée, and Bégin-Caouette (2021) classified Accountability in Education into five categories. These categories are Product/output Accountability, Input Accountability, Process accountability, Goal Accountability and Accountability for Means and Enabling Environment. Firstly, Product/output Accountability involves evaluating how teachers effectively learners and the extent to which they achieve the expected classroom outcomes. It judges how teachers achieve educational goals through classroom interactions. Secondly, input accountability involves the evaluation of the impact and effectiveness of teachers, monitoring, supervision, and evaluation of the implementation of the educational

processes. Thirdly, process accountability concerns the monitoring that the prescribed pedagogic methods are followed during learners' engagement in instructional processes. It also assesses if school administrators are operating within the guidelines to ensure that teachers engage learners during classroom interactions to bring conducive teaching and learning environments where learners can maximally learn. Fourthly, goal accountability involves evaluating the selection and prioritizing the goals and objectives of an organization. In education, it may refer to how office bearers allocate resources according to their importance or contribution to the smooth running of the school or institution. Lastly, accountability for "means and enabling environment" refers to the extent to which the educational institution engages the community in securing the required educational resources and creating a conducive environment ideal for pursuing educational goals. The community can do that by building or creating infrastructure that enables teachers and learners to teach and learn effectively.

According to Okoroma (2007), there are four areas of educational accountability. These are financial, infrastructural, accountability for actions and for educational achievement. Financial accountability is the ability of the school administrator to account for the use of school finances. The school principal or administrator has to provide financial records of all cash transactions in the school bank account, and accounts for all the money received and issued out of the school account. This requirement enables him to exercise utmost care and responsibility in disbursing and receiving public funds. Accountability for school infrastructure involves taking responsibility for the school's physical facilities, such as buildings, property and movable properties, such as school vans and buses. Accountability for actions refers to taking responsibility for all members of an educational institution who are working under the leadership and the guidance of the school manager, including his actions. This involves academic and non-academic staff members, learners and teachers to ensure that they execute their duties and contribute to the realization of the institution. All organizations have goals to accomplish procedures and measures in place to ensure they are achieved.

1.2 RATIONAL OF EDUCATION ACCOUNTABILITY

Educational accountability refers to the critical and systematic analysis of activities of educational processes to verify that educational goals are achieved (Ballantine, Stuber & Everitt, 2021). School accountability systems help to protect public property from abuse or under-utilisation. It enhances auditors to check if schools conform to prescribed measures that govern the smooth running of an organisation or institution. This helps identify areas that are performing well and those that need improvement, while non-conformities can be corrected quickly before the situation worsens. Usman (2016) noted that putting accountability measures in place helps schools to protect public funds from misuse and ensure efficient use of resources to foster all school stakeholders' committed pursuit of the achievement of educational goals. Educational accountability ensures that the objectives of teaching and learning are achieved in the school system. School administrators are accountable for school funds and facilities, learners' performance, teachers' duties, and the overall outlook of the school. Accountability at the school level ensures that institutional objectives are achieved. Accountability helps to strengthen and provide meaningful reports as evidence that educational objectives are achieved with the available resources. Accountability fosters keeping updated and accurate records that are available to the public, paying money, resources, and the education system.

Accountability target different levels of education and focus on an individual teacher, school, school administrators, and district officials. However, policymakers prefer individuals to be accountable for their actions. For example, subject teachers can account for their learners' scores rather than the whole school. Using performance incentives to reward excelling teachers improves learners' outcomes (Klein, Lester, Rangwala & Johri, 2019). Accountability is more preferred at the school level than at the individual teacher because it promotes collaboration among teachers instead of fuelling competition. A school has more opportunities to enact the allocation of resources and practices for raising learners' performance (Robinson & Gray, 2019).

1.3 DIMENSIONS OF ACCOUNTABILITY IN EDUCATION

Thiel, Schweizer and Bellmann (2017) identified two categories of educational accountability in schools. The two categories are accountability done to report the attainment of

institutional objectives and accountability to superiors in the educational hierarchy such as circuit managers, district managers and provincial offices. Accountability for achieving institutional objectives is a form of educational accountability whose purpose is to achieve diverse and broad educational objectives. In the South African school context, the school administrator or principal is held accountable for delivering quality education to achieve the school's objectives and contribute to the educational system's success. The school administrator is mandated to ensure that teachers deliver quality teaching, and that quality assessment is pitched at the level. The second assessment category is accountable to superior officers, and senior members of the Department of Education.

In addition, school administrators report to the parents about their learners' educational progress. The behaviour of staff members depends on administrators' ability to create a conducive teaching environment that enables them to execute their duties successfully. The school administrator should create an enabling environment that supports learners' affective, cognitive and psycho-motive development. The community also depends on the school to produce well-trained graduates who are of value to their communities. The activities of the school affect all individuals in society. In giving an account of the progress of the educational system, each report to someone coordinating the activities of each person towards the achievement of the educational goals. The classroom teacher occupies the basic position in the accounting hierarchy.

This is where accountability starts through his/ her engagement with learners. The teacher is accountable for the achievement of expected educational outcomes. The teacher directly reports to the school administrator.

1.4 TEACHERS' ACCOUNTABILITY FOR QUALITY EDUCATION

A teacher is a person who is mandated with the duty to teach learners. The teacher acts as the pivot of any educational system to transmit intellectual and technical skills from one generation to the next. The teacher is the key man on whom the future of learners and humankind depends. Teachers play an important role in shaping and moulding the learner's personality. Teachers foster learners' creative thinking skills and instil the desire for lifelong learning amongst learners. Teachers have the duty to interpret and implement the curriculum requirements, testing and grading policies, assignment and promotional rules,

and many other educational requirements, and recommend the suitability of the curriculum for particular learners. The liability of teachers in the education system is of paramount importance. Hence, teachers' reports provide available information for the school accountability. The teacher's responsibility to enable student learning is significant. The teacher's accountability in the classroom is outlined in his primary responsibilities.

Teachers play a crucial role in the overall personality development of learners. The aspects that they teach in the classroom are selected and precisely so that they are beneficial to the student in the real world (Dewi & Primayana, 2019). The core responsibility of the teacher is to impart knowledge and ensure that all learners benefit from the schooling system. The teacher establishes the equality of learning and creates an enabling classroom environment that ensures no one is devoid of any learning opportunity. The teacher ensures learners' conduct is within the confines of the guidelines and rules of the school and selects learning content and teaching methods as prescribed by the syllabus. A teacher's conduct when engaging learners should be unbiased to provide authentic reporting when evaluating learners' assessment scores.

In addition, teachers should be masters and experts in the subjects they offer and should possess in-depth knowledge of their areas of specialisation. Teachers implement the prescribed teaching and learning methods to achieve the goals, set the groundwork, and report to administrators, parents, and the community. Teachers also shape learners' academic, oratory, personality, characteristics and personality, and spiritual and virtuous capabilities of the learners. With accountable teachers, learners experience greater freedom to put raise their concerns. Parents and the general public's expectations burden teachers in working hard to fulfil their expectations. However, parents should not leave the entire responsibility of their community to teachers and the school. Teachers and parents should establish constant communication so that learners receive the best knowledge.

Teachers ensure learners' progress (Bruns, Filmer & Patrinos, 2011). Teachers should take ownership of learners' performance. Accountability is good for learners of all ages and all levels of academic learning. Since every person is accountable for his / her behaviour (Mostovicz, Kakabadse, Kakabadse, 2011), but not for what other people do, teachers account for their actions as teachers while learners also do likewise. Learners should take

responsibility for their learning and should be held accountable for their actions. Educators often work mostly within two accountability systems simultaneously (Hallak & Poisson, 2007). The first system demands compliance with statutes and regulations in the Educational Standards. The second system requires teachers to adhere to professional norms. In the United States, the National Council of Teachers of Mathematics (NCTM) sets educational standards in Mathematics, and research that informs educational policies is set by the American Educational Research Association (AERA) and the Joint Committee on Standards for Educational Evaluation. These bodies lay standards for teaching and learning. Within these systems, educators adhere to standards and are held accountable for any deviations.

The third accountability system is based on learners' examination scores. This system emerged from the influence of politics in education. The United States of America's "No Child Left Behind" and the Australian "National Education Performance Monitoring Task Force" are examples of results-based accountability systems. Educational systems that follow this type of accountability require teachers to teachers to take full responsibility for learners' performances in summative tasks, and teachers are held accountable for the final test scores. The Government, politicians and the public are interested in such results.

The three types of educational accountability systems apply in education, particularly at the school level. Teachers often find themselves answerable and attempt to accommodate and balance the requirements of each system. Professional norms overlap between both compliance accountability and results-based accountability systems. However, at times, compliance and results systems contradict each other. The conflict emerges from the fact that results accountability systems have been fostered by dissatisfaction with historical results achieved under compliance systems. Currently, accountability systems put less emphasis on compliance and results.

1.5 CHALLENGES RELATED TO ACCOUNTABILITY IN EDUCATION

There are several challenges associated with implementing accountability in education. These include a vague definition of educational goals, which are difficult to implement and attain (Peters, 2018). One of the challenges principals face is the school system's inability to keep up with the pace at which innovations are changing due to the needs of the changing

society. School administrators who cannot exercise total control over their subordinates cannot account for their teachers' and learners' actions (Romzek & Ingraham, 2000). Education policies change according to any country's political situation (Cerna, 2013). The political situation results in inconsistent consequences in educational accountability and poor educational delivery in a system. If teachers are not well rewarded and do not receive incentives that enable them to commit to their work, their motivation to account for their actions is threatened. It is difficult for teachers to accept a tedious task and render an account in the end.

Other factors, such as insufficient funds and resources, could be why learners perform poorly. However, such shortcomings are attributed to the poor performance of administrators of academic institutions. School administrators cannot be held responsible since the lack of resources limits their efforts to implement academic programmes. Funds are always inadequate; hence the gap between actual attainment and stakeholders' expected levels (Zarei, Bagheri & Sadighi, 2019). Politicising academic and administrative appointments have resulted in underqualified or unqualified people appointed strategically because of their political affiliations. This constitutes a serious threat to accountability in the education system

1.6 IMPROVING ACCOUNTABILITY IN THE SCHOOL SYSTEM

Various strategies can be used to improve accountability in academic institutions. The following Chen (2018) singled out supervisions that can be done to assist principals and other educational managers in fostering their subordinates' professional growth. Regular supervision ensures that educational goals are clearly understood, and employees are tracked in terms of achieving educational goals. Regular monitoring also ensures teachers' selection and use of prescribed teaching methods and approaches.

Staff motivation is another strategy that can be used to support accountability in education. Motivation energizes teachers and educational managers to carry out their duties diligently (Bao & Nizam, 2015). Educational managers possess the skills to maintain the morale of the staff members high to get the best out of them. Opening effective lines of communication is another strategy that educational managers can use to motivate their staff members to keep them focused. Akinnubi et al. (2012) mention that effective communication is essential

for organizing, planning, resolving conflicts, motivating and controlling. Employees' job satisfaction is likely to be achieved when teachers feel a sense of belongingness and become loyal to the educational system. Thus, effective communication is a pre-requirement for future accountability.

Another strategy that can be used to improve accountability in educational systems. Evaluation is conducted to improve the level of performance. Evaluation is the last phase in the educational system that judges the effectiveness of an educational system. Accountability requires educational systems to properly evaluate instructional processes, administrative procedures, and educational outcomes. The Department of Basic Education should organize teacher career development and capacity-building workshops. This helps teachers keep up to date with current developments in the educational system.

Accountability is costly (Mechkova, Lührmann & Lindberg, 2019). The government should avail funds in the education sector to procure the necessary materials to aid school activities such as teaching and learning, school administration and supervision of all school activities. The UNICEF recommended that a certain percentage of funds and resources be allocated to the education sector so schools can procure the necessary equipment and tools for use. Practising educational auditing is another strategy that enhances accountability in school systems (Shore & Wright, 2003). Schools should adopt auditing as a technique for improving efficiency in the system.

1.7 UNDERPERFORMING SCHOOLS

The term "underperforming" is used to describe these schools that have resources but have low-performance levels. Such school administration leaders focus on ensuring that they meet departmental requirements and operate according to departmental rules, norms, and regulations but do not address learners' needs at their schools. Administrators of underperforming schools do not subscribe to the notion that the poor learners' results in their schools are a consequence of their poor leadership and management. Campbell, Heyward, and Jochim (2018a) defined a chronically underperforming school as a low-performing school that does not show signs of performing soon. According to the state's framework, a chronically underperforming school is defined as one whose performance is excessively low when measured by the commissioner of Elementary and Secondary

Education. A chronically underperforming school has a low capacity to raise its pass rate to acceptable levels (Redding & Nguyen, 2020).

1.8. BACKGROUND OF THE STUDY

1.8.1 Accountability from an international context

Worldwide reviews provide evidence that accountability is a problematic issue to master in various organizations and state-owned enterprises or sectors. The education sector needs practitioners to account for all activities in learning institutions.   In England, the national curriculum is characterized by assessments and measures for rating schools based on their performance. National assessment data are used in countries such as Japan, China, Hong Kong, France, and China to measure school performance. European educational systems use examinations to determine whether a learner progresses to the next grade or not. These systems are explicitly defining what learners are expected to learn and the expected standard of performance.

Most educational systems use examinations as monitoring tools to determine student learning. Examination data provide the need to introduce changes within the system, either to appraise or improve its weaknesses. Smith and Benavot (2019) viewed accountability as a foundation of educational policy characterised by external monitoring, and the outcomes of such monitoring are particularly important for making decisions and allocating resources. Accountability denominates education policies (Falabella, 2014). Policymakers at national and international levels yearn for quality education, which is reflected by increased student learning (Ansell, 2015).

Most countries hold teachers accountable for learners' performance in public examinations. For example, the Korean educational policy stipulates that teachers are responsible for learners' test scores (Sung & Lee, 2017). This is like the "No Child Left Behind" in the United States of America (Chung & Chea, 2016). It assesses all learners in the third and eighth grades at the primary school level and one grade at the secondary level. It aggregates results and makes them public reports to the federal funding contingent that funds schools (UNESCO, 2017).

1.8.2 The African accountability context

Nigeria

Usman (2015a) states that educational accountability is conceptualised from diverse perspectives. Spaull and Taylor (2015) defined accountability as being in a position to provide answers to someone in authority for the actions or decisions made. Furthermore, Usman (2015b) explained that accountability as being ready to be evaluated by others and accept responsibility for the errors made if any, misjudgement(s), and comments. The report revealed that the Nigerian schools lack accountability and funds management systems. Irregular auditing of accounts, lack of oversight, poor leadership skills and inconsistent education policies, causes this challenge. The other factors compounding this challenge are the politicisation of educational appointments, misuse of funds by school heads; education is allocated insufficient funds in national budgets, lack of educational auditing.

Accountability in the United Kingdom (UK)

In the UK, schools have an obligation to provide high-quality education and are accountable for the results they obtain in summative assessments. The government avail resource to ensure that schools provide a quality education that produce produces strong educational outcomes. The United Kingdom national curriculum uses assessment information to rate schools, and schools are rated based on their learners' performance in summative examinations. The centralised reporting of examination scores used in the United Kingdom and Chile provides parents with information regarding which school to enrol their learners (Mizala, Romaguera and Urquiola, 2007; Burgess et al., 2005).

Other European countries which use national assessments to measure student performance include China, Hong Kong, France and Japan. These countries use assessment results to decide learners' progression to the next grade or level. Many European education systems use summative assessments to determine learners' promotion to the next level of education. All these educational systems rely on explicit guidelines of what learners are expected to learn, what competencies are they expected to master and the accepted performance behaviour level they are expected to achieve. Summative assessment data

provide policymakers on the changes that are deemed necessary to improve the education system.

Accountability in the United States of America (USA)

In the United States, both Democratic and Republican federal administrations' education policies use accountability as a measure to monitor educational systems. In the United States, the Third International Maths and Science Study (TIMSS, 1995) and National Governors Association Education Summit (1996) intensified accountability in the education systems. In particular, the TIMSS results revealed that United States of America grade 3 learners were outperformed by their counterparts from countries similar to the United States of America. This discrepancy was more pronounced in higher grades and required policymakers to review the education policy. Governors of the different states agreed on introducing accountability to ensure that schools performed in tandem with the country's economic supremacy. However, this puts pressure on United States of America teachers who grappled with the changes, which came along with this new educational shift in accountability systems. Thus, the USA education accountability system shifted from compliance-based to a results-based one.

1.8.3 The accountability in the South African context

Educational accountability is critical for the South African educational system. South Africa adopted a social justice philosophy that demands equal access to education, and this shift benefited previously marginalised South African communities. Thus, accountability from this perspective promotes a sense of love, assist communities and discourage selfishness, discouraging diverting public resources for personal enrichment. Accountability calls for the need for South African citizens to be united and create equal access to education irrespective of differences in individual backgrounds (Nandozie, 2017). Schools are held responsible for their outcomes or performance. This implies that schools are sanctioned for poor performance and bear the sequences for such unacceptable performance.

African constitution makes adequate provisions for educational accountability (Chapter 9). In order to support constitutional democracy, the government has powers in various state institutions. The creation of the public protector office and the auditor general ensured

government sectors perform at acceptable standards, and to account for the resources and funds the government put into these sectors. The South African government follows a consultative approach when developing policies, programmes and projects. The consultative approach ensures that the public participates in the decision-making process. The policies are designed to speed up economic growth and redress the legacies of apartheid. The South African government uses a systemic approach to planning and accountability. National goals of development are operationalised at government levels.

The South African accountability processes apply in all governmental sectors, including education. The educational sector is one of the socio-economic transformation agents of South Africa. The education changed curriculum and policies, merging various education departments into one unit to improve the quality of education in the formally disadvantaged communities and schools. These changes require constant monitoring to ensure resources are not wasted during reforms. It is, therefore, necessary for all office bearers to be accountable for the use of resources.

Despite government efforts to improve the schooling systems, many schools in South Africa do not have the resources for effective teaching and learning (Du Plessis & Mestry, 2019). It is therefore difficult to collect adequate accountability information from such institutions. Most of the schools in marginalized areas are still under-resourced. Moreover, most South African schools experience social problems ranging from unemployment, poverty, violence, and child abuse (Ncontsa & Shumba, 2013). The Government of South Africa recognises that these development targets in education cannot be achieved without proper accountability. Accountability in education starts from delivering educational materials to learner assessment scores. One of the National Development Plan (NDP) targets is establishing an education accountability system to improve outcomes (Spaull, 2015).

1.9 STATEMENT OF PROBLEM

How a school designs its accountability system significantly affects learners' performance in public examinations. The report on 'Progress in International Reading Literature Study (PIRLS)' indicates that South African learners in grade 4 are not performing well like others developing nations. There are no convincing reports or how a school designs its accountability system significantly affects learners' performance in public examinations.

Explanations as to why some schools lag in performance. Good school government goes in consonance with accountability. Underperforming schools at Mapela circuit is a concern for the circuit, district, and province even for the national. Learners who attending such school may encounter problems in the classroom during teaching and learning and as a result may not perform academically. The education department provides all schools with relevant policies, but policies are not implemented, and resources are not properly for the purpose they were secured. Campbell, Heyward and Jochim (2018a) identify situations that make a school accountable. These include lack of options for learners to transfer to or from; communities that impede poor-performing schools from closing as parents are afraid to lose a school in the community. Some schools lack resources and infrastructure that attract qualified personnel, and school administrators lack resources to promote the growth of quality school options. Teachers must be given enough training for the reviewed or not reviewed policies to implement them properly. The existing knowledge e gap is that the department of education must monitor the situation by giving such school support and using their monitoring tools as evidence and keep record in order to make sure that those underperforming school are run smoothly.

1.10 PURPOSE OF THE STUDY

The purpose of this study is investigating the impact of teacher accountability in underperforming schools in the Mapela circuit in the Mogalakwena district.

1.11 RESEARCH QUESTIONS

The following main research and sub-research questions guide the study:

1.11.1 Main research question

What is the impact of teacher accountability on underperforming schools in the selected schools in Mapela Circuit Mogalakwena District?

1.11.2 Sub-research questions

The research sought to answer the following sub-research questions: a) How does accountability in schools' impact on teachers' duties? b) What are teachers' views about

accountability in schools? c) What challenges do teachers face while implementing accountability? d) Which accountability strategies are used in schools?

1.11.3. Objectives of the study

The objectives were to:

a) enquire about how teachers, implement accountability, b) investigate more about the importance of teacher accountability at schools, c) examine the challenges that teachers face while dealing with accountability, d) enquire about strategies that can be used for accountability to be a success.

1.12 SIGNIFICANCE OF THE STUDY

According to Bloger (2018), the "significance" of a study is part of the introduction of a thesis. It determines the beneficiaries of the study and the specific benefits that audiences/ groups will draw from its findings. Research in this field is needed to make employees in the education sector, especially teachers, conscious of the need to account for learners' performance in South African schools. The study will contribute to primary schools' research knowledge, especially improving teacher accountability and underperforming schools. This research study is significant because it will identify stakeholders directly involved in school performance and the causative factors of school under performance in Mapela Circuit.

The study will explore the impact of teacher accountability on the selected underperforming schools in the Mapela circuit. Stakeholders directly involved in school performance and the causative factors of school under performance in Mapela Circuit are parents, learners, teachers and circuit officials representing the Department of Education. Each of the stakeholders mentioned has a significant role in ensuring performance in a school is up to the required standard. Stakeholders should not work in isolation, and learners' performance demands all stakeholders to work together.

Schools' accountability systems provide evidence of learners' assessments to ensure that teachers are meeting their job expectations. School Accountability helps to identify successful (or unsuccessful) schools whose learners are failing to perform according to the

expectations of education departments. This information helps districts to encourage non-performing schools to improve and appraise performing schools.

1.13 THE IMPACT OF TEACHER ACCOUNTABILITY ON UNDERPERFORMING SCHOOL

In the researcher research, teacher accountability to challenges and causative factors of school under performance is not a one-man's how; it involves stakeholders, as outlined. School underperformance can be improved by holding regular consultative meetings with parents of learners to discuss the learning problems of individual learners with their parents. Parents Day function, Award was giving ceremonies for best-performing learners and school beautification. Meeting to review school performance academically and physically (clean less in school, safe school) with parents of learners will motivate the school to improve. The supply of learner and teacher support material on time motivates the teacher to maintain an acceptable standard of school performance. Effective implementation of the Quality of Teaching and Learning Programme (QTLP) will promote the image of the schools. The School-Based Support Team programme (SBST) focuses on individual learners, slow learners, and the disabled, who should be given special attention. The school should not be categorised as dysfunctional or underperforming.

Implementing the school policies, such as the learning area policy, written work policy, and school policy, will improve school performance. The teacher who is ever well prepared for the execution of school activities will change the face of the school. Acceptable teacher conduct and behaviour depicted in the South African Council of Educators (SACE) policy will also promote school performance. Teachers should participate in the Integrated Quality Management System (IQMS) programme to identify problem areas so that management in a school can provide guidance and teacher be trained on how to overcome such problems School Management Team (SMT)-Participate in school-based workshops to assess the teacher on how the progress he/she is making, to discuss areas which hinder good school performance. The circuit officials should encourage teachers and schools to compete in school performance, especially after releasing summative assessments. Promote teachers with incentives-merit award certificates, award certificates and prices. The Department's policy of declaring a teacher dysfunctional and or in excess indirectly compels teachers to ensure the school's performance is rated the best compared to other schools.

1.14 RATIONALE FOR THE STUDY

A rationale articulates the reasons for using a particular literary work, film, or teaching method (Bodart, 2009. Mary (1948) states that rationale refers to the principles or reasons for explaining a particular decision, course of action, or belief. The rationale for conducting this study is that accountability helps school systems to protect public funds from misuse and fosters administrators to turn their minds to pursue educational goals. It also helps all the actors in the school system to share common goals as well as appraisal of successes or improve in case of failure. Therefore, educational actors should embrace accountability as a guiding principle or aspect reflection that enhances learning in a school system. The rationale of this study is to alert teachers to the policies about good practices about resource management, utilisation and realisation of organisational goals. Accountability forms an important part of the integrated policies in education. It provides incentives at all levels of the educational hierarchy, that is, for learners, educators, school principals or district officials to perform. The main problem is that if stakeholders have difficulties in monitoring school activities, then educators execute their duties in a manner that contradicts the goals of educational systems. Next in this study the researcher indicated that the overcrowding, lack of infrastructure, lack of Learning Teaching Support Materials (LTSM), Understaff at underperforming schools may not be encouraged, because those challenges will affect the school to poor results. Schools must have enough infrastructures to avoid overcrowding, relevant and enough LTSM should also be supplied and enough teachers must also be provided according to the post establishment.

1.15 THEORETICAL FRAMEWORK

The study uses the theory of Deventer (2003) called a "top-down" or hierarchical management structure. In this hierarchical style of management, power and decision-making lie with the top management. Information is disseminated in one direction. The theory fits this study because it uses the organisational structure that will guide teacher accountability about learner performance in accountability sessions at school. The principal is the centre of power and the school's decision marker. The authority of the leader filters down from the highest office of the principal to the lowest (staff and learners). The theory recognises that leadership is the most essential part of the school system and is key to the

organisation's smooth running and efficient school performance and accountability (Ganon-Shilon & Schechter, 2019). The contribution of a leader and the development of leadership is an acute issue that significantly impacts staff morale and efficient performance, especially in the educational sector (Saiti & Stefou, 2020).

1.16. RESEARCH METHODOLOGY

Urquart (2002), claims that methodology is more than a collection of methods and the so called 'methodology chapters' in dissertations are not so much about setting out methods, but about reasoning what their value in a study is and why they have been chosen-using the reach literature on methodology to inform the argument. Leedy and Ormrod (2015) describe research methodology as the general approach the researcher takes in carrying out the research project; to some extent, this approach dictates the tools the researcher selects. Methodology is therefore a coherent group of methods that complement one another to deliver the data and findings that will reflect the research question(s) and suits the research purpose.

Rukwar (2015) asserts that the research methodology of a study can be described as the philosophical framework which guides the research activity and also serves as tradition of paradigm in which the research problem is framed. In this study. The researcher made use of the phenomenological method. This type of method describes the meanings of a lived experience Mill and Birks. (2014). The researcher puts aside all prejudgements and collected data on how individuals make sense out of a particular experience or situation. The aim of phenomenological study was to transform lived experiences into a description of its essence, allowing for reflection and analysis. The typical research technique allowed the researcher to administer open-ended questionnaires directed towards understanding their perspectives on everyday lived experience with the phenomenon Mcmillan and Schumacher (2010). The phenomenon to be studied is teacher accountability on underperforming schools.

1.16.1. Research design

According to Silleyew (2019), states that, the research designs are intended to provide to provide an appropriate framework for a study. A very significant decision in research design process is the choice to be made regarding research approach since it determines how

relevant information for a study will be obtained; however, the research design process involves many interrelated decisions (1). The other design used is an interview of employees to know how they feel about safety and health of their workplace, and field observation at the selected industrial sites was undertaken.

1.16.2. Research Paradigm

Research to Rehman and Alharthi (2016), defined paradigm is a basic belief system and theoretical framework with assumptions about 1) ontology, 2) epistemology, 3) methodology and 4) methods. In other words, it is our way of understanding the reality of the world and studying it. In the study the researcher will be using Post-Positivistic method. Post-Positivism is also known as methodological pluralism (Morris, McNaughton, Mullins & Osmond, (2009). The post-positivist paradigm. It is concerned with the subjectivity of reality and moves away from the purely objective stance adopted by the logical positivists (Ryan, 2006). However, Alvesson and Skolberg (2009) write that post-positivism dispute the fundamental tenets of positivism by contesting their scientific theories of reality. The post-positivism paradigm is recognised through relevant rhetoric and takes cognisance of participant's backgrounds and contexts. (Macionis, 2011).

The researcher chooses to use the Post-positivism in the researcher study. It suits the study because post-positivism explained that, we are going to find the truth when we take part with the participants. During the researcher observation I will gather a lot of information from the participants.

1.17. ETHICAL CONSIDERATIONS

Ethical means relating to beliefs and principles about what is right and wrong (Al-Aidaros & Mohd Shamsudin, 2013). In research, ethics refers to correctly applying ethical principles to research activities so that societal values are respected and regulated by the researcher. Ethics are a group of values and principles that address questions of what is good or bad when engaging human beings in a study. Ethics look for the rationale for behaving or not behaving in a certain manner when conducting research; in short, it means doing what is good or bad.

Depending on the nature of the study and the type of participants, ethical issues can be considered at individual or community levels. The researcher must consider how participants will be affected by his/ her conduct and put measures to ensure that individuals not are affected or threatened by the research process. The researcher should consider and assess the risk of harm to participants. In this study, the researcher will adhere to the following ethical issues: seeking permission from the circuit managers, and school principals, participants will not be coerced to participate in the study, participants' consent was sought, and their rights to withdraw from the study were assured, information was treated confidentially and participants' anonymity was guaranteed.

1.18. LIMITATIONS

Limitations are the deficiencies of a study or conditions beyond the control of the researcher (Theofanidis & Fountouki, 2018). The limitations for this study were that were that the sample of participants was drawn from one circuit and all the schools affiliate or are controlled from the central point. Thus, accountability matters of these are closely related as they fall within the same administrative region, which is the circuit. The researcher could have collected data from different circuits, where learners are not drawn from similar communities. However, this drawback was closed using one data collection method, the in-depth interviews, to obtain detailed data from participants.

1.19. DELIMITATIONS

Delimitations are choices the researcher makes regarding what to include in the study, what to exclude, and what the study can do or not. They describe the researcher's choice of the population, participants, research setting and the study's boundaries (Akomea-Frimpong, 2017). This study would have been better if it had been conducted as a comprehensive study in all schools in the province or district. However, due to time constraints and financial limitations, and researcher has limited this work to investigate the impact of school accountability in the Mapela circuit.

1.20. DEFINITION OF CONCEPTS

Impact

According to the United Nation (2006), the word impact refers to the effect of an intervention on something. This study refers to how teacher accountability in underperforming schools in the Mapela circuit of Mogalakwena District will change their status to high achieving schools.

Teacher

A teacher is a person who helps learners to gain knowledge. Hey and Holloway (2015) explain that teachers are people whose job is teaching, especially in a school setting.

Accountability

Rouse (2014) defined accountability as taking responsibility for your actions (or perhaps a lack of action where one should have been taken).

Underperformance

Underperformance is when employees perform their duties below the expected level or standard. In this study, underperformance refers to any person employed in the education system and in the selected circuit, which is not performing his/ her duties and hence not contributing to learner success (Elnaga & Imran, 2013).

Learner

A learner is a person finding out about a subject or how to do something (Vermunt, 1996). In this study, the principal, teachers and all relevant schools' stakeholders are held accountable for learners' performance.

Underperforming school

In the South African context, a school is declared "underperforming" if its pass rate is below 40% for 5 successive years (Chanee, 2020).

Teacher accountability in education

Teacher accountability refers to the ways that teachers use to close gaps in the classroom situation during teaching and learning. They should identify the areas of concern for them to find ways to address these shortcomings to improve the results. According to Brady, teachers need to hold themselves responsible for whatever action that impacts the learners' results irrespective of the outcomes.

Nicole Mockler and Megher Stacey (2021), state that accountability is possible if teachers understand their work in education, thereby agreeing with Brady.

1.21. LAYOUT OF CHAPTERS

This section provides an outline of how the chapters were an arrangement of the research reports, and a summary of the contents of each chapter.

Chapter 1

Introduction

This chapter provides an overview of the study. It discusses the introduction to the study, study background and the context of the study. It also discusses the purpose of the study, the problem statement, the study research questions, and the significance of the study. It clearly explains what the study was about, its limitations and delimitations, the motivation to undertake the study and the study beneficiaries.

Chapter 2

Literature Review

This chapter outlines reviewed literature about the impact of teacher accountability on learner performance. The review of literature connects previous research findings to the current problem. The connection between the research problem investigated in this study and the existing knowledge is envisaged in order to expose gaps in the literature. This chapter will look into existing literature regarding teacher behaviour, teacher attitude, teachers' professional content knowledge and pedagogical knowledge, professional

development, teacher experience, teacher-learner relationship, teacher competency, and teacher motivation.

Chapter 3

Research Methodology

This chapter describes the study methodology. The chapter discusses the following methodological issues: research paradigm, research approach, research design, data collection instruments, data collection and analysis of results. The chapter also discusses the population of the study, sampling methods and how participants were explained fully.

Chapter4

Research results

This chapter reports the findings of the data and the study's findings. Data from five schools will be presented and discussed, and results will be presented in tables.

Chapter 5

Summary, conclusions and recommendations

Chapter 5 is where the results and conclusions of the study are presented. This section also responds to the research questions posed in chapter 1, and possible recommendations will be discussed. Limitations, recommendations, and a list of references are part of this chapter.

1.22. CONCLUSION

Accountability is an assurance that an individual or organisation will evaluate their performance or behaviour related to something they handle. This means every individual in the school setting has a role in learner performance. Research has revealed the importance of teacher accountability as a strategy for ameliorating underperformance in educational systems. The researcher believes that if teachers are held accountable for the learners' performance, they will change how they teach to benefit learners and eventually produce outstanding results. Learner performance is undoubtedly one area where stakeholders,

particularly educators and principals in the school, need a high level of accountability. When people, most of the time accountable for what they are doing, it effectively teaches them to value their accountability. Practising accountability has the potential to increase employees' confidence and   monitor the learners' performance.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK"

2.1 INTRODUCTION

This chapter introduces teacher accountability as a major concern in many countries, including South Africa. It also discusses why learners in some public schools fail and others do well. Due to South Africa's poor culture of accountability, student outcomes remain unacceptably low at all levels (Modisaotsile, 2012). Teachers should play their part in ensuring that learners acquire knowledge of subjects, values and life skills. Furthermore, teachers must use quality teaching and learning to ensure that learners achieve the best possible results in examinations. For teachers, accountability is very important as they are asked to report on the learners' assessment points and their achievement of learning outcomes.

Although teachers face challenges during teaching and learning, it is important to document these difficulties and apply them in response time. More accountability strategies are needed to ensure that teachers perform their professional duties (Huber & Helm, 2020). Schools have the authority to ensure high student outcomes (Abrahamsen & Hellekjaer, 2015). In doing so, teachers are responsible learners to protect their future. The education sector is one of the most important family investments, and parents expect quality education for their learners.

Improving schools and adapting to current global needs, standards, challenges, and the state of knowledge (UNESCO, 2017) has encouraged the education sector to adopt strong accountability mechanisms. Establishing responsibilities for these processes is important in ensuring that learners receive a quality education. Accountability is useful when teachers can distinguish right and wrong actions and what corrective actions or steps they should take (Wieringa, 2020). Summary data collected for accountability, often as final test results, put pressure on the education sector, especially teachers. These summative test results are used by schools to improve teaching, learning and student outcomes (Kibble, 2017). Teachers are responsible for their own shortcomings. Assessing the impact of teacher accountability makes the school more responsible for student performance and exploits

student performance. Many South African schools are not performing well (Shava & Heystek, 2019).

The education policy requires all actors in the sector to be accountable. The success of education systems gets better with accountability. (Fisher & Frey, 2021). Accountability is fostered by putting accountability measures or systems in place to ensure that employees, in this case, teachers meet the obligations of their work. Accountability systems refer to policies used by organisations to ensure that employees meet their work obligations (Hatch, 2013). In Education, accountability is a reflective process that requiring teachers and administrators to account for learners' performance (West, 2017). School accountability helps policymakers at the different levels, namely, national and district levels. In addition, other stakeholders interested in the performance of learners and schools are parents and taxpayers who send their learners to school. Accountability systems require schools and districts to report on learners' policymakers and the public. Accountability places consequences for actions, either reward for good performance or sanctions for poor performance.

A school accountability mechanism determines whether the school is making adequate progress in achieving educational standards, particularly in producing quality learner outcomes in public examinations. According to Figlio and Loeb (2011), accountability systems include information such as the instructional classroom practices used by teachers and measures of learners' exanimation outcomes. Accountability aims to improve or maintain high standards of learner achievements Accountability information includes teacher qualifications, how they use the curriculum, curriculum setting, student attendance rates, promotion rates, school enrolment, class sizes, and parental response and teacher preparation time. Student performance is measured by test results and policymakers need to know in which subjects' learners are doing well. In the South African Education system, schools whose performance is above 60% for three consecutive years are performing, and those that cannot achieve a 40% pass rate are regarded as underperforming (Spaull, 2013). Low-performing schools either are targeted for assistance in terms of corrective action or face sanctions. For example, loss of funds, closure, and re-distribution of teachers or loss of learners to performing schools.

The major purpose of accountability in education is to encourage schools to improve learners' performance (Sahlberg, 2010). Education officials are mandated to ensure that learner performance increases annually or is not declining. The nation uses learners' performance to measure if teachers, schools and districts are executing their duties and meeting national targets set by the education sector. In the past, government schools were held accountable for spending funds according to legislative rules (Mestry, 2006). In that regard, the focus of accountability was on utilising inputs. The number of library books and the student-to-staff ratio constituted accountability data. Such accountability systems were designed to ensure that schools comply with government mandates.

The new approach to school and teacher accountability focuses on educational outcomes; in schools, the focus is on learners' performance outcomes (Andersen & Nielsen, 2020). These shifts in accountability were premised on teachers work with learners daily and know how to make them achieve their academic needs. This allows schools and teachers to monitor the results, be rewarded by the government for improving results, and face sanctions if the learners fail.

These new accountability dispensations changed the face of incentive structures for teachers and administrators (Al-Shbail & Aman, 2018). By incentivising teachers based on learners' outcomes, accountability encourages teachers to be innovative and design effective teaching approaches that improve learners' outcomes. In addition, accountability mechanisms are useful in improving the efficiency and effectiveness of district and circuit offices. The district offices can determine which schools are succeeding or failing and redirect resources and assistance accordingly. Failure to monitor teachers' actions will result in wasting resources, and government and other interested stakeholders' needs could remain unmet.

However, designing means of making teachers accountable for their actions presents some challenges. The main challenge is that it pressures schools and teachers (Kim, 2020). The government sets external accountability structures for schools and teachers as defined in the policy rules and design incentives. However, if these are not aligned with the internal accountability systems in schools, then implementation problems may be experienced. Teachers are held accountable for learners' assessment outcomes. Researcher reveals that

there is lack of resources such as Learning Teaching Supporting Materials and even human resources, there is also overcrowding in the classrooms, policies are not implemented accordingly and that there is a gap between policy and the implementer. The new contribution of the researcher study will assist on various strategies for the successful implementation on underperforming schools.

2.2 WHAT IS ACCOUNTABILITY IN EDUCATION?

Previous researchers defined accountability in education in various ways. For instance, Levin (1974) and Stecher and Hanser (1992) propose the definitions of accountability in education. Levin (1974; 375) defined accountability as …. "a closed-loop reflecting a chain of responses to perceived needs or demands; an activity or set of activities that emerge to fill those demands; outcomes that result from those activities; and feedback on outcomes to the source of the demands. The feedback may generate new demands, the previous set of activities may be modified or remain intact; a new or altered set of activities may be modified or remain intact; a new or altered set of outcomes may be produced, and the loop is completed again with feedback to the source of the demands". Stecher and Hanser (1992; 375) defined accountability as "a relationship between two parties in which four conditions apply. First, one party expects the other to perform a service or accomplish a goal; second, the party performing the activity accepts the legitimacy of the other's expectation; third, the party performing the activity derives some benefits from the relationship; and fourth, the party for whom the activity is performed has some capacity to affect the other's benefits."

This definition was developed further by Stecher and Hanser (1992) into an accountability model with four major components. These components are goals, measuring the progress of goal achievement, feedback loop, and strategies for changing or improving the system. The goals must be clearly stated; for example, the teacher may target to promote more than 75% of grade 10 learners to grade 11. The model must have mechanisms or measures for assessing the progress towards achieving the goals, for example, the cost involved and comprehensive records of the activities that have been undertaken towards the realisation of target outcomes. A feedback loop is the third component of the model that provides assessment outcomes information and input back to the system. The last step in this cycle is

the systemic change mechanism that requires teachers to react to the feedback by reflecting on the processes and making appropriate changes or improvements to the system.

Accountability can be defined as the means through which resources are used responsibly (Tan, & von Schreeb, 2015). It involves taking account of resources and being accountable for their spending, and reporting to stakeholders. Stakeholders are the people who are directly affected by how resources are used. Arroyo (2014) defines accountability in education as a relationship between a person who uses resources to accomplish specific goals and individuals and groups that demand to know the successes or failures of a project. Accountability implies a need to acknowledge that employees have fulfilled their original obligation and includes reporting on setting standards, measuring performance and rewarding or sanctioning the outcomes. Earl (2005) defined "Accounting as gathering, organising and reporting information that describes performance. Accountability is the conversation about what the information means, how it fits with everything else that we know, and how to use it to make positive changes".

Various researchers defined the components or categories of educa-tional accountability standards differently. Baker, Linn, Herman and Koretz (2002) divided educa-tional accountability standards into five categories: stakes, testing, system components, evaluation and reporting to the public. Hanusheck and Raymond (2002) categorised accountability systems into measurement, goals, content standards, reporting and consequences. On the other hand, Carlson (2002) identified accountability system features such as system objectives, performance and measurement indicators, performance and weight performance indicators, reporting, and results taken from performance data (awards and penalties). As for Forte, Fast, and Hebbler (2004), accountability consists of four main components. These components consist of goals, performance indicators, decision rules and consequences. The common features of all these accountability systems are the goals and or measures or indicators of success. Several accountability models include follow-up actions and consequences, either rewards or sanctions.

Ananda and Rabinowitz (2001) designed the key questions to guide the planning of the accountability process. The big question revolves around the goals that participants want to

achieve through the proposed accountability system. The next question is about the purpose of the accountability results that is, what to do with the results. The next question is about what one will do with the problems revealed by the accountability system. Erpenbach (2002) used a number of methods to improve the accountability system. It has drawn up a list of 10 questions that start with the objectives of the accounting system, multiple-choice indicators, decisions, reporting, and evaluation of the system's effectiveness.

It is noteworthy that all researchers identified similar aspects in their guiding questions. Their sequence of events had some similarities. One common aspect of accountability is clearly defining goals and objectives. Other common aspects discussed by all researchers are performance indicators, design decisions, and internal monitoring and evaluation. Both accountability systems imply a reciprocal relationship between results and con-sequences. The consequences of accountability are e either positive or negative. Accountability systems are formulated based on a set of goals and are guided by the specific theory of actions. The theory specifies actions that produce the desired outcomes. The actions are rewarded if they lead to the desired outcomes, while actions that produce undesired outcomes are revoked. During implementation, the accountability system must be constantly monitored to ensure that participants' actions produce the desired outcomes. Monitoring provides important information about how new actions to improve outcomes are implemented. The party that sets organisational goals provides support to implementers so that they meet the desired goals. In education, accountability provides mechanisms for creating an effective schooling system. It provides means for measuring the effectiveness of teachers and schools in promoting learning. Education accountability provides information about the kind of support necessary for ensuring that teachers and schools operate in a more conducive and effective way that maximises the utilisation of resources. To that end, there is a need for reciprocal relationships among teachers, schools and state bodies that directly influence educational outcomes.

Accountability has been a system to monitor and evaluate teachers' actions. It provides the public with information on how teachers and schools work to produce quality outcomes. Accountability provides information to policymakers on alternative strategies that can improve teachers' effectiveness and improve learners' educational outcomes. The purpose

of accountability is not only to support schools in achieving an educational goal, but to exert punitive measures on non-performing schools. There shift in focus on financial accountability and contributing to accountability systems focus on educational outcomes (Fuhrman, 1999). Therefore, the focus is on improving student performance instead of complying with government regulations. Goertz (2001) described these changes as a process of academic accountability.

New educational accountability programs focus on the school as a transformation unit (Datnow, Lockton & Weddle, 2020). As a result, new accountability strategies are implemented in schools. In addition, the way results are reported is another important change. Following these changes, schools introduced new categories for student scores. Student performance is no longer classified as passing or failing but is ranked at the same level as student qualifications, basic, professional levels, and at the highest level. Schools are classified as underperforming, in need of development, and function. Schools in South Africa are classified as underperforming (Spaul, 2015). In addition, more recognition is attached to learner performance, for example, public reporting and broadcasting of best performing learners in the media and awarding bursaries to outstanding learners. On the other hand, poor performing schools attract sanctions such as school closure, school merges, intervention, visits by educational officials, and the reconstitution of schools.

In the United States of America, learners' academic accountability tests have changed from sample testing to all system tests. In the past, learners, teachers and schools were sampled and tested to measure learning outcomes, and their results were then generalised to the whole learner population. Their results were then generalised to the whole learner population. Alternative assessment approach targets all learners and teachers and schools to be evaluated based on the learners' scores. This approach has created a lot of work for all education stakeholders and the system has become overloaded since there are too many purposes to serve. Stakeholders' expectations have increased, and they expect to see imme-diate improvements in learners' performance. This educational accountability system has been described as single-focused since it targets learner outcomes only.

Linn (2001) encourages policymakers to set clear goals for the teacher accountability system. Most researchers agree that accountability's main goal is to ensure that teachers

improve student learning and achieve good test scores. Linn (2001) argues that stakeholders should prioritise actions that yield the desired goals. For example, strengthening content standards in critical subjects, supporting deeper understanding of content subjects, and enhancing learners' problem-solving abilities.

2.3 TEACHER ACCOUNTABILITY IN EDUCATION

Teacher accountability is a very broad concept and complex to define. Teachers are employees who are paid a salary for doing a particular job. There is a consensus that teachers need to be held accountable for learners' results, and it can be proposed that the remuneration of teachers be tied to learners' results. This view is at least superficially plausible and deserves examination. Thus, teacher accountability aims to evaluate teachers, that is, to determine what they know, what they can do, and how they use their knowledge to influence good performance in their learners (Darling-Hammond, 2020). Therefore, accountability involves the identification of what needs to be achieved, the means to achieve the goals and how to use accountability information to influence positive changes. The perception that teachers are not sufficiently accountable is closely connected to how their work is structured to prevent them from benefiting from the successes and failures of their peers.

A school where teachers practice peer evaluation enables them to share their expertise in improving teaching and learning. Treasure stakeholders that occupation is taking responsibility for improving its members' performance. Teachers should be accountable for learner's test scores. The education system should transform teachers into responsible and competent collaborators who demonstrate the best accountability practices. Most education systems in the world aim to achieve academic success for the learners. For example, in Mauritius, all schools aim for the academic success of all learners. They focus on providing opportunities for learners to pass and remove academic barriers (Strategy Plan 2008- 2020). The Mauritian education system focuses on finding effective teaching ways that accommodate all learners to ensure they pass.

Many programs are in place to bring down the changes to increase teachers' accountability. For example, the United States of America introduced the "Goals 2000" and the "Educate America Act of 1994", transitioned from an idea-based approach to an accountability

system. This transformation can potentially develop education reforms (Herrera & Murray, 2006). Hattie (2005) argues that a school accountability system starts from the learner to the principal level and directly involves the teachers. Such a system has the potential to influence the quality of teaching and learning. This system emphasised the importance of constantly assessing learners' progress and teachers' professional growth. On the other hand, Leithwood (2018) calls adopting a reciprocal and professional teacher accountability system. This system emphasised the importance of constantly assessing learners' progress, as well as assessing teachers' professional growth.

In some countries such as the USA and Australia and South Africa, there are plans at regional and district levels to support teachers to work efficiently to improve learners' results.   South Korea and Singapore's teacher training programs are intense and complemented by continuous in-service professional development courses to ensure that teachers' and principals' knowledge is constantly updated In Finland, the teacher selection process is rigorous to ensure quality is maintained from training to classroom teaching. Again, in Finland, the teacher training spans over five years and teachers graduate with a five-year Master's degree in Education. South Korea recently introduced a teacher and principal evaluation system (Choi, Lee & Oh, 2022). In Singapore, teachers' effectiveness is tested using the "Advanced Performance Management System" (Loh & Hu, 2019). All schools in Sinspore were assigned a school staff development role to train teachers in skills development programs. In addition, the school staff developer is responsible for teachers' work needs and directing their goals in achieving the intended performance. In the United States, experienced educators are regularly evaluated, while inexperienced educators are allocated to mentors who monitor them closely and evaluate their work. Any form of incompetence is sanctioned by termination.

Teachers have shown resistance to accountability while the public, taxpayers and parents appraise it (Odhiambo, 2003). Accountability is unpopular, contested, and divisive amongst teachers. Teachers are opposed to participating in appraisal schemes for a variety of reasons, including fear of repercussions and the appraiser's bias (Dimmock & Walker, 2005). Teachers are responsible for aligning curriculum, classroom teaching and assessing learners. Teachers are also responsible for peer collaboration so that learning can be successful. Teachers must cultivate a working relationship with learners and share a common vision

Walker, Johnson and Randolph (2021) mentioned that accountability among parents, teachers and learners is viable, provided mutual relationships and shared responsibilities exist among them.

There are many factors that contribute to student learning. These items may be controlled by the school and its staff or kept outside of the school. No matter the learners' educational background, it is the responsibility of the teachers to contribute to the learners in the educational goals. When teachers account for learners' assessment outcomes, it highlights their level of concern for the success of their learners. Student performance in summative assessment is helpful, but information from constructive assessment is very important as it shows growth or improvement over time (Hanushek & Raymond, 2005).

The performance of the teachers determines the quality of education. The educational system's structure should be specifically designed to allow teachers to assist learners. To ensure quality in the education system, teachers must interpret curriculum content and create conducive environments where learning outcomes can be achieved (Saavedra & Opfer, 2012).

2.4 WHO IS ACCOUNTABLE IN EDUCATIONAL SYSTEMS?

In the workplace, employers and employees alike are accountable. Employers incorporate resources into the education system and expect employees to use these resources to achieve higher outcomes, which are quality results in education. Successful employers receive benefits and rewards as well as promotions. This is in line with a market model that creates rewards for efficiency. However, most school systems do not have market responses, which are common with large-scale testing institutions, such the Cambridge examination body. The identification of the individual responsible for any organization is one of the most important aspects of accountability design (Hupe & Hill, 2007). Schools and districts have been blamed for student performance in the education system. Schools collect and report individual student data, and districts identify schools with learners who exceed (or fail to reach) standards. Therefore, the accounting centre is in institutions, not for learners or teachers. Putting accountability in the hands of teachers, schools and district levels leaves learners but they are the key players in the education system. This arrangement creates a conflict of interest between learners and teachers. Teachers are

responsible for improving performance, but learners are not under pressure to do so. This situation explains the low levels of performance of high school learners. The goal should be clear from the consequences that learners face in doing less.

In an effort to hold learners accountable for their actions, a number of suggestions have been put forward. One of the suggestions was the promotion of learners to the next grade based on success in the previous grade. In some countries, raising a child who has not proven to be a professional at this level is disgusting. However, Norton (2011) argued that keeping learners at the same level does not guarantee word comprehension. Keeping learners in the same grade for a long time often reduces their academic performance to a minimum (Okurut, 2015). Accountability leads to misconduct in schools (Fahey & Köster, 2019). Some schools are forced to use inappropriate practices to increase student test scores (Darling-Hammond, 2007). This forces teachers to teach assessments instead of common concepts and skills in the subject. These are ways to improve exam results temporarily but do not increase learners' level of knowledge. Sometimes schools' resort to this illegal and illegal fraud to avoid producing scandalous results that attract public sanctions and consequences such as school closures and the loss of well-qualified teachers and learners. Raising test scores without increasing success is common in South African schools (Du Plessis, 2019).

2.5 REWARDS AND SANCTIONS IN ACCOUNTABILITY

The consequences of accountability can be positive or negative for teachers, schools, and learners (Dalla Via, Perego & Van Rinsum, 2019). In many cases, employees who meet organizational goals are rewarded, while those who fail to meet organizational goals receive support. Rewards may be in the form of notches, promotions and cash prizes, and rewards can be in the form of public recognition (Rai, Ghosh, Chauhan & Singh, 2018). The key indicators of a successful accountability system include determining the right outcomes, identifying the right personnel, using resources effectively and student achievement outcomes. Other minor important outcomes include teacher and student behaviour. Peterson et al. (2016) state that educational outcomes are responded to differently. Some stakeholders are highly motivated by rewards, while others are depressed by sanctions

(Scholl, Mederer & Scholl, 2016). Thus, accountability systems lead to both rewards and penalties.

The effectiveness of penalties and rewards in accountability systems depends on the stability and reliability of educational policies. Teachers must accept that sanctions and rewards shape employee behaviour (Shahbaznezhad, Kolini & Rashidirad, 2021). He added that teachers would be encouraged to achieve their goals in a way that they felt their teacher's efforts would lead them to achieve their goals, their clear and concise goals, and the opportunity for teachers to think that their efforts would lead to success. Fryer (2013) points out those financial rewards are associated with the development of student achievement data.

In addition, the program should be designed in such a way that the incentives promote the desired behaviour, which is, increasing student learning. The rule of law (2019) that accounting systems promote school-wide rewards encourages teachers to work together and solve problems collaboratively. Educational accountability systems should take pages of business and organizational literature. The education sector should devise a system of accountability that creates tangible rewards for high performance and punitive performance. The ability of accountability to produce the desired results depends on the level of accountability of teachers in schools. Teachers 'judgment on their ability to improve their learners' learning governs their willingness to take responsibility for improved outcomes.

There should be coherence between in-school and out-of-school accountability strategies. External accountability systems may not affect student scores but teacher actions. Internal accountability processes include the way teachers do their work, what teachers expect in their lessons about student performance and strategies to improve student performance. If in-school accountability is considered weak, teacher accountability practices are individualized, and teachers do not share the same views about their student score responsibility. In this case, teachers' assessment of learners' progress depends on their understanding of their background and their perception of what learners can do under different circumstances.

However, there are a few concerns about financial rewards. One of them is that if the prizes are promised, they should be given immediately after the desired goal has been attached (Burtch, Hong, Bapna & Griskevicius, 2018). However, there are a few examples of cases where teachers are promised financial compensation to teachers whose learners get high marks but can reward teachers once those goals have been achieved. Voorberg, Jilke, Tummers and Bekkers (2018) reported that rewards are less effective in motivating employees. Teachers do not usually go to this job to get financial benefits but often want to see learners do their best.

Mentoring, professional development, and additional study materials can be used as rewards. Individual teachers, the school as a whole, and the district can be recognized publicly through awards. Policymakers, according to researchers, should monitor how teachers and schools respond to sanctions and rewards (Figlio & Ladd, 2014; Loeb & Byun, 2021). Another area where researchers agree is that policymakers should monitor teachers' responses to these sanctions and awards (Yi & Kim, 2019).

Since there is not enough information about the success of sanctions and awards in education (Toral, 2019), sanctions lead to negative consequences such as low teacher turnout, decreased enrolment, increased administrative fees, curriculum reductions, or the termination of options such as arts and music. Some of the negative consequences of school accountability include blaming and insulting certain learners or teachers for the school's failure to achieve its goals for the year (Nichols & Harris, 2016). For example, the headmaster may not accept new learners for special education if the school does not meet its annual academic standards only. A school may suspend a teacher if the school does not meet its annual goals because of the subject taught by that teacher.

In short, accountability precedes commitment (Bergsteiner & Avery, 2010). Teachers and administrators should collectively take responsibility for their actions to improve student assessment scores. Principals and teachers communicate directly with learners and are held accountable for their progress with learners. On the other hand, states, districts, provinces, and national staff have a responsibility to develop the skills of teachers and support schools and teachers to help learners achieve higher academic standards. Accountability data should be presented and reported in a way that learners, teachers and parents can

understand. Accountability encourages teachers to improve student scores. External interventions should help strengthen teachers' ability to help learners achieve high-quality test scores.

2.6 PERFORMANCE INDICATORS OF ACCOUNTABILITY SYSTEMS

The big question in accountability is what to measure (Baradaran Baughman, 2020). To answer that question, it comes down reliability and legitimacy of accountability systems. When focusing on student performance policymakers should consider what subjects they should include in the accountability model. Because the main indicator for any accountability system is the use of testing should work. Qualification is built by directing test items and content standards. The suitability of the test is generally considered to have two components, namely, the test scales that they produce to measure and the mean definitions and results. Similarly, the appropriateness of accountability decisions should reflect what was intended to be measured.

2.7 IMPROVING TEACHER ACCOUNTABILITY SYSTEMS

Teachers 'actions are measured in a teacher' accountability system (Hannaway & Hamilton, 2008). This accountability program focuses on how teachers teach and their performance, as evidenced by the learners' results. It provides a source of constructive knowledge to improve the quality of the teacher. Effective teaching is measured and related to student performance. Teacher-based accountability focuses on improving teacher quality and focuses on teacher performance-based accountability. Teacher-based accountability assesses the teacher by looking at the teacher's content, teaching knowledge, and how the teacher demonstrates to learners and their impact on student performance.

Cochran-Smith et al. (2018), have published a conceptual paper whose purpose was to analyse and theory the most effective methods of accountability in teacher education. It is thought that accountability works for democracy and that the teaching and learning of teachers are important in a democratic society (Cochran-Smith et al., 2018). Accordingly, their title had two distinct sections. First, they have presented the "outstanding response paradigm" in teacher education by analysing its basic principles. They are opposed to the view that teachers' education is "problematic" and how it is governed by professional and

regulatory policies and its complex power relations and political systems. Second, the study suggested another form of self-defence called "democratic accountability" in teacher education"- which describes how teacher teaching is viewed as a problem and the difficulty of power relations in teacher training.

Accountability is not unwritten or one-sided (Marra, 2018). It contains eight standardized values, objectives, concepts, diagnostics, predictions, controls, content, and outcomes, grouped into three categories with the basics - accountability, "problem" for teacher education, and power relations. Teacher education policies and programs can be analysed following eight related standards, even if they are explicitly stated in policy documents and tools; and, in order to fully understand the processes and implications of a particular accountability measure, all eight measures need to be considered (Cochran-Smith et al., 2018).

2.8 THEORETICAL FRAMEWORK

According to Merriam and Tisdell (2016), a theoretical framework is a sub-structure, scaffold, or research framework. A conceptual framework shows how variables or concepts work together to form a broader entity. The conceptual framework's purpose is to guide the researcher's thinking during data analysis (Leshem & Trafford, 2007). According to Anfara and Meretz (2015: 15), a theoretical framework is "any empirical or quasi-empirical theory of a social and psychological process that can be applied to the understanding of events". The researcher uses the framework to construct the research findings, guiding the researcher to work within the confines of the accepted ideas when offering academic courses.

The framework offers a few benefits to the researcher. These include research philosophy, epistemologically, methodology and analysis (Grant & Osanloo, 2014). The theoretical framework helps researchers develop and integrate formal theories in their studies (Ravitch & Carl, 2016). It puts the topic instead of the expert. Furthermore, the theoretical framework helps the researcher put the research's focus into perspective (Shah & Al-Bargi, 2013). The theoretical framework is linked to the research problem (Tamene, 2016). Guides the researcher when choosing research design and data analysis methods. Therefore, the theoretical framework assists the researcher in selecting the most appropriate research

methodology, analytical tools, and processes for his or her study. The theoretical framework makes research findings meaningful and interpretable (Akintoye, 2015). The action theory study guides this study.

2.8.1 Theory of Action

Action theory defines the relationship between inputs and materials, functions, effects, and outputs (Lorini; Longin; Mayor, 2010) This operational perspective governs the objectives and objectives of the system. Theory connects organizational goals, accountability structure, outcomes, communication, and support to policymakers' expected outcomes. The action theory describes how an accountability system brings about the necessary changes in education. The theory helps to judge the suitability and efficiency of an educational system. The theory of action emerges from the philosophy "knowledge is power." It holds the view that when employees are subjected to consequences of their actions, they improve their efficiency and strengths, correct their mistakes and minimize the wastage of resources. The following concessions are helpful when building an efficient accountability system: accuracy in reporting results, correct interpretation of results, there are alternative ways to improve the situation strategies to achieve organisational, goals, administrators are willing to lead and motivate employees, employees are knowledgeable of alternative strategies, selected actions are correctly executed, selected actions enhance the realisation of results (Sati & Stefan, 2020).

Theory also thinks that barriers to development can be overcome and the desire to achieve goals outweighs weaknesses. It is based on the idea that the motives for good deeds are obvious and powerful.
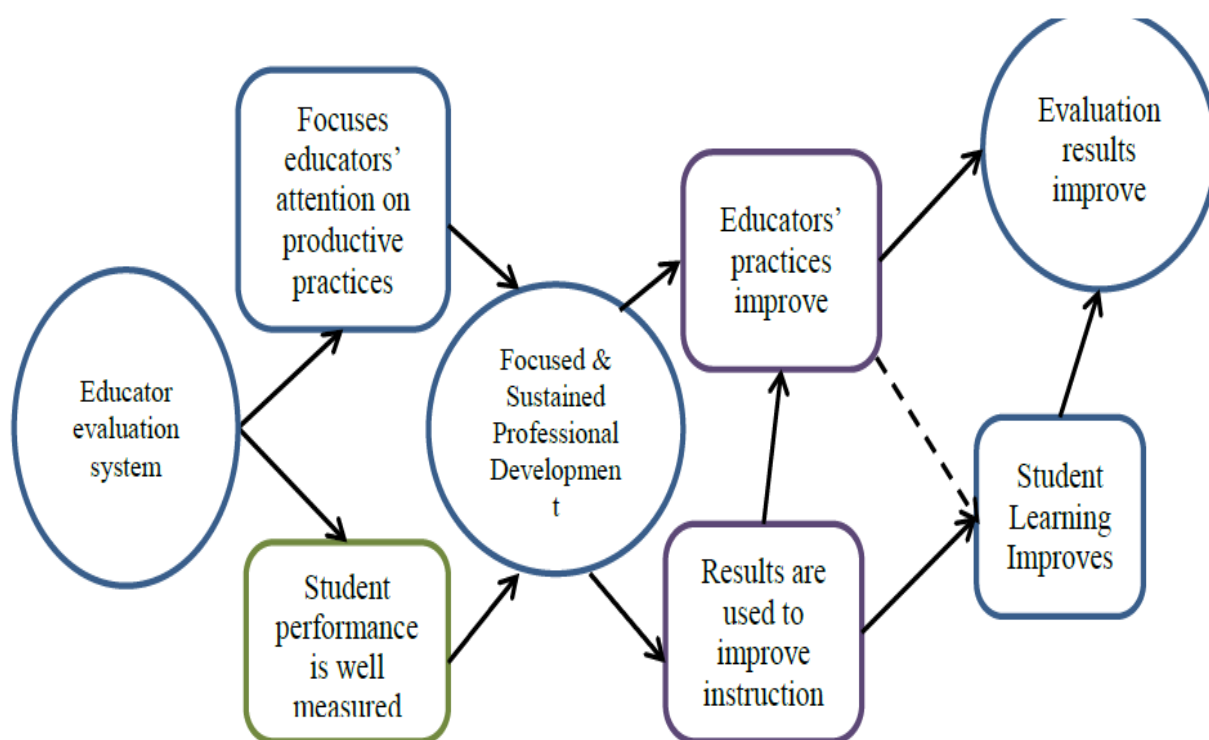
Figure 1. A theory of action for *improving practices and learning*

Many questions are raised by this framework's analyses of educational changes. The first two conditions, depending on the quality of the available steps and the user's ability to understand and interpret the data, allow for accurate and interpreted results. The first of these concerns is addressed thoroughly in the lower assessment phase. In short, some tests may be insensitive to teaching aids and thus fail to meet the accountability goals that have been established for them. The ability of people to apply formal knowledge is the second source of concern, which is a well-known issue in education (Deventer and Kruger, (2003).

It did, however, imply a genuine desire to learn how outcomes can lead to improvement. Such experiences lead us to believe that, despite the negative comments about clinging to the situation and using less energy, the third condition - the willingness to act - can exist. The fourth situation, knowledge of other powerful methods, is impossible to achieve because there has been a brief history of systematically documenting the results from the beginning and making teachers available as a second priority. A teacher or a group of teaching leaders may decide to use a limited, paired number. The unfortunate scarcity of structured curricula designed to assist learners in acquiring the necessary knowledge and skills is one source of this limitation(Sati & Stefan, 2020).

Although there is some movement to change teacher-led instruction, written structures, teacher-level knowledge of teaching standards, teaching strategies, and learners themselves are required if the presentations are successful. The sixth situation has resulted in a special focus on the world of performance analysis, namely the need to ensure that everything else is done correctly. Most experimental studies' results were reduced because treatment variants were not used as planned, resulting in significant differences between teacher program groups. Finally, even if all the preceding conditions are met, predicting whether an instructional treatment will be effective for a particular group of learners, level, and condition is difficult (Sati & Stefan, 2020).

According to Deventer and Kruger (2003), the principal must foster a collaborative environment so fewer people can do more work. This can be accomplished by providing services that enable employees to perform their duties effectively, as well as by fostering an environment conducive to the implementation of education management principles such as support, cooperation, solidarity, and trust to provide individuals and departments with the resources they require (Smith & Cronje, 2000). After the school has been fully staffed and divided into departments and units, responsibility and authority must be assigned to each position in the school building. The teacher's assistant (s) receives instructions (from the employee). It is the leader or teacher's responsibility to carry out the instructions.

2.8.2 Application of the theory to the study

The study uses the theory of Van Deventer (2003). This theory falls into this study because its organizational framework directs teacher accountability mechanisms that help improve student performance. The organizational structure of Deventer (2003) is similar to the school organogram. The principal is the centre of power and goes from top to bottom (staff and learners). This is called a "top-down" or successive management framework. Leadership is the most important part of any organization and is the key to efficiency and accountability (Mestrovic, Todorova & Jerica, 2013). The principal ensures that staff morale and motivation are maintained (Sati & Stefan, 2020). Principal-Deputy Principal-HOD (Foundation Phase) - HOD (Intermediate Phase-Teacher).

In this organizational structure, the principal has authority or another employee acting following his or her instructions. The deputy principal is the second highest authority in the

body responsible for the specific functions assigned to the principal. Powers of authority are defined, and the duties and responsibilities of each employee are set out.

This structure promotes good communication, which contributes to the performance of staff. In this organizational structure, all stakeholders have roles, responsibilities and responsibilities that contribute to student performance. Everyone should be held accountable for their actions, and teachers should be accountable for learners' performance. If a school does not do well, it means that the entire structure of the organization did not do its job as expected by the Department of Education.

2.8.3 Job Description of School the Principal

Spiro (2013) states that the principal's job is to provide guidance on all school activities. The principal is other core responsibilities include attending after-school activities, sports, concerts, theatre, parenting conferences, and school board meetings. Other important duties include ensuring the safety of learners and emergency response procedures. Other core responsibilities of the principal include attending after-school activities, sports, concerts, theatre, parenting conferences, and school board meetings.

The emphasis on measurable learner outcomes requires principals to jointly work with teachers to set and achieve high standards of performance. Principals must always be prepared to answer questions how the school adjusts to any success gaps between different groups of learners and overall performance. The principal's duties and responsibilities vary depending on the needs and requirements of the school. The principal is the school's accounting officer and oversees the school's professional management. He gives appropriate instructions and guidelines for student admission and placement (Mestry, 2013). He is also in charge of various school accounts and records, as well as their upkeep and the effective use of funds for the benefit of learners using relevant agencies such as the SGB. The principal oversees all academic resources.

The principal participates in the recruitment of staff members. It is the principal's responsibility to guide newly appointed teachers and integrate them into the school culture, directing and providing professional advice. The principal ensures that responsibilities are

shared equally among staff based on their specific areas, so that learners receive adequate teaching.

The principal is responsible for the appointment of teachers and other support staff, recommends promotions, and is a member of the school advisory committee and chairs several school committees. The principal plays an important role in promoting academic and extra- curriculum activities such as participation in sports, education, and culture organized by community organizations. The principal is responsible for liaising with the school's external stakeholders. He serves as the school governing body and is a link between the school and the community. The principal interacts with the community on behalf of the school by participating in community-related activities. The principal is responsible for communicating with the circuit office, district or district offices, providers, and the finance department about administrative issues, such as staffing, accounting, procurement, research, and student and student statistics.

The principal liaises with other relevant government departments that directly support schools, such as the Department of Health and Social Services and Public Works. Other key functions include collaborating with higher education institutions such as universities, colleges, and other student record-related programs as well as INST programs and management development programs. The principal participates in professional committees and seminars that review expert opinions/principles. The principal can organise, delegate, direct and supervise school activities. The principal responded to the circuit even in the district with the passing of the learners.

2.8.4 Job Description of School the Deputy- Principal

According to Kelly (2020), the deputy principal's role is to assist the principal. The deputy principal is the person in the school organogram who is second in power to the principal. The main function of the deputy principal is to provide administrative support to the principal. Furthermore, the deputy principal maintains full oversight of administrative procedures throughout the school curriculum. The duties and responsibilities of a deputy principal vary from one school to another depending on the school enrolment, staff size and the style of leadership or model used in a particular school. However, the general duties of a deputy principal include assisting the principal with school management tasks, compiling a

list of tasks, dealing with absenteeism, internal and external assessment and evaluation, school calendar, admission of new learners, distribution of classrooms, and organizing school activities. School fees and maintenance of resources, for example, cost planning and budgeting, budgeting / resources, general cleanliness, maintenance and condition of the school and its furniture and equipment, annual stock management - testing.

In addition to classroom teaching activities, the deputy principal has a role to play in additional activities and subject-related activities such as coordinating the work of study teams and groups, planning and developing programs, and organizing the teaching process. Another important role is to assist the Principal in overseeing student counselling, activities, ethics, compulsory school attendance and well-being of all learners. The deputy principal also supervises and supervises the work and activities of other staff members and, where necessary, discusses and writes reports. The deputy assists teachers in reviewing their professional work to improve teaching and learning.

2.8.5 Job Description of School Teacher/Educator

The term "teacher" means any person designated to teach, teach or train other people (learners). Teachers provide professional services in community schools, other training institutions, and adult basic education institutions. The teacher's main task is to engage the learners in the classroom. Other activities include administrative support, disciplinary education issues, and planning additional and joint activities. The teacher's responsibilities include the promotion of meaningful learning. The teacher's duties are to prepare practice-focused courses, regional courses, new methods, strategies, assessments, and resources in their field. The teacher takes on the role of leader as the lesson's subject. The role of the teacher is to plan, coordinate, control, manage, evaluate and report the learner's progress in his / her studies. The teacher should use various strategies to meet the curriculum outcomes (Yusof, Roddin & Awang, 2015). Teachers should create an inspiring classroom environment that engages learners enthusiastically in learning. The teacher should use the learners' knowledge to support teaching and learning.

In addition to classroom activities, the teacher is responsible for additional co-curricular activities. The teacher assists the HOD with subject-related matters such as teaching and conducting course meetings. Another role of teachers is to perform pedagogical activities by

providing education and well-being for all learners. Teachers also provide student counselling, career guidance, disciplinary roles, and care for student well-being. Another role of the teacher is to plan additional and co-curricular activities such as sports and other community school activities.

The teacher also acts as the subject manager for coordinating and overseeing all special subject-learning activities. Other activities include controlling and coordinating stock and equipment used and required for practical lessons, performing or assisting with one or more of some of the non-teaching management activities confined to the school premises. Teachers are also authorized to contact stakeholders such as parents, district officials, learners and school supplies. Teachers participate in agreed-upon school/teacher assessment programs regularly. They review their professional work to improve teaching, learning and management.

Communication is one of the most important resources in any organization (Isa, 2015). Collaboration between teachers from all grades is essential to maintaining teaching standards and student progress. Organizational communication promotes effective management within the school (Alansari & Rubie-Davies, 2021). Teachers from different schools can participate in planning and conducting additional exchange and co-co-curricular activities. Teachers can also schedule parent meetings to discuss student progress and behaviour. This helps to build a teacher-parent relationship. The relationship between parents and teachers helps develop the child academically, morally, and socially.

2.9 MODELS FOR TEACHER ACCOUNTABILITY

2.9.1 Value-added Modelling (VAM)

Value-added modelling (VAM) is a model that is used to estimate the effectiveness of schools and teachers in assisting learners to achieve high summative test scores. The VAM improves school and teacher quality (Braun, 2005). According to the VAM model, it is possible to create a model that captures the factors that make some schools and teachers effective. VAM incorporates market-based accountability systems of educational accountability systems. In the United States, VAM is used as a policy instrument to judge the effectiveness of teachers and schools in producing quality and improved learners'

results. However, the literature reveals that VAM has profound errors regarding integrity, appropriateness, bias, and fairness (Strom, 2016). VAM was biased because it did not provide assessment of schools, principals and teachers. It has been blamed for providing incorrect information concerning the utilization of resources by schools. However, politicians regard it as a simple way to solve accountability problems.

The VAM views the teachers as the most important factor that determines learners' outcomes. Policymakers view VAM as a major component of educational reform in improving   the evaluation of teacher effectiveness. The statistical measures from VAM have no effect on non-educational factors such as learners' backgrounds. The VAM model also allows educators and policymakers to make comparisons of how teachers cover content and how much content learn from year to year and it is regardless of learners' characteristics.

The VAM views the teachers as the most important factor determining learners' outcomes. Policymakers view VAM as a major component of educational reform in improving the evaluation of teacher effectiveness. The statistical measures from VAM are not influenced by non-educational factors such as learners' backgrounds. The VAM model also allows educators and policymakers to compare how teachers cover content and how much they learn from year to year. This is measured regardless of learners' characteristics. The VAM is adjusted to ignore non-educational factors when measuring teachers' effectiveness.

Learners' previous performance and family background characteristics do not distort VAM estimates of teacher effectiveness. As a result, VAM scales are used to assess teachers who teach the same subjects at the same grade level as those who are evaluated similarly. The majority of researchers have criticized the indirect value addition model. As a result, while high-value teachers may outperform low-value teachers in improving their learners' test scores, it is less likely that high-value teachers outperform low-value-added teachers.

The effectiveness of working in a teacher's classroom can be considered in the teacher's knowledge of the subject or teaching skills, participation in professional development courses and programmes, such as extra–curriculum committees, mentoring other teachers and novice teachers, and teacher self-reporting. However, researchers have not extensively

examined these aspects to see their effectiveness as variables for VAM. Hence, they are seldom used in VAM.

Deciding between measuring teacher success requires trading about the accuracy, accuracy, implementation challenges, and scales. Each one offers a different teaching perspective for example; test scores tell us something about learners' results in the classroom. However, they do not tell us whether the learners enjoy being in the classroom or whether the teaching method aligns with the district guidelines. Student surveys and class observations can enlighten us on those topics. There is no one way to give a complete picture of a teacher's success; appropriate, accurate, and useful teaching quality assessment depends on the knowledge from various relevant sources. With school success, high expectations are associated with education. It is a unique hope based on the belief in progress through equity, rational choice and profit management. Increasing the education system's effectiveness is aimed at contributing to the equality of opportunity. In this sense, the school's success somehow seeks to shake up the social arena and its legacy traits.

The use of VAM in education has been closely monitored around the world. In her review of teacher feedback, Figazzolo (2013) noted that VAM had been criticized for producing unreliable and unexpected points. This means that a teacher who does not perform well in one year may be seen working the next year and the associated high risk of inappropriate action being taken against school staff. The biggest criticism was the link between student results and school success with teachers. Another setback to this model is that it promotes a graduation culture among teachers, and teachers teach until assessment and ignore teaching-focused concepts to understand the concept. Additionally, including VAM in the teacher assessment framework does not encourage teachers to work in disadvantaged communities. Using VAM indicates how high standards are prioritized in education, and VAM distorts educational systems by placing high demands on teachers. In addition, using VAM excludes teachers from voicing their concerns in accountability systems. The VAM is a closed model that closes educational debates and does not consider inputs from other stakeholders.

2.9.2 Milken model of accountability

The Milken model is another model for assessing the effectiveness of teachers in influencing learners' outcomes. The Milken model determines the influence of teaching processes, such as instructional skills, teacher responsibilities, and teachers' knowledge of teaching products. These products include learners' outcomes and performance gains attributed to the teacher and the schooling system (Petersen, 1993).
These products include learners' outcomes and performance gains attributed to the teacher and the schooling system.
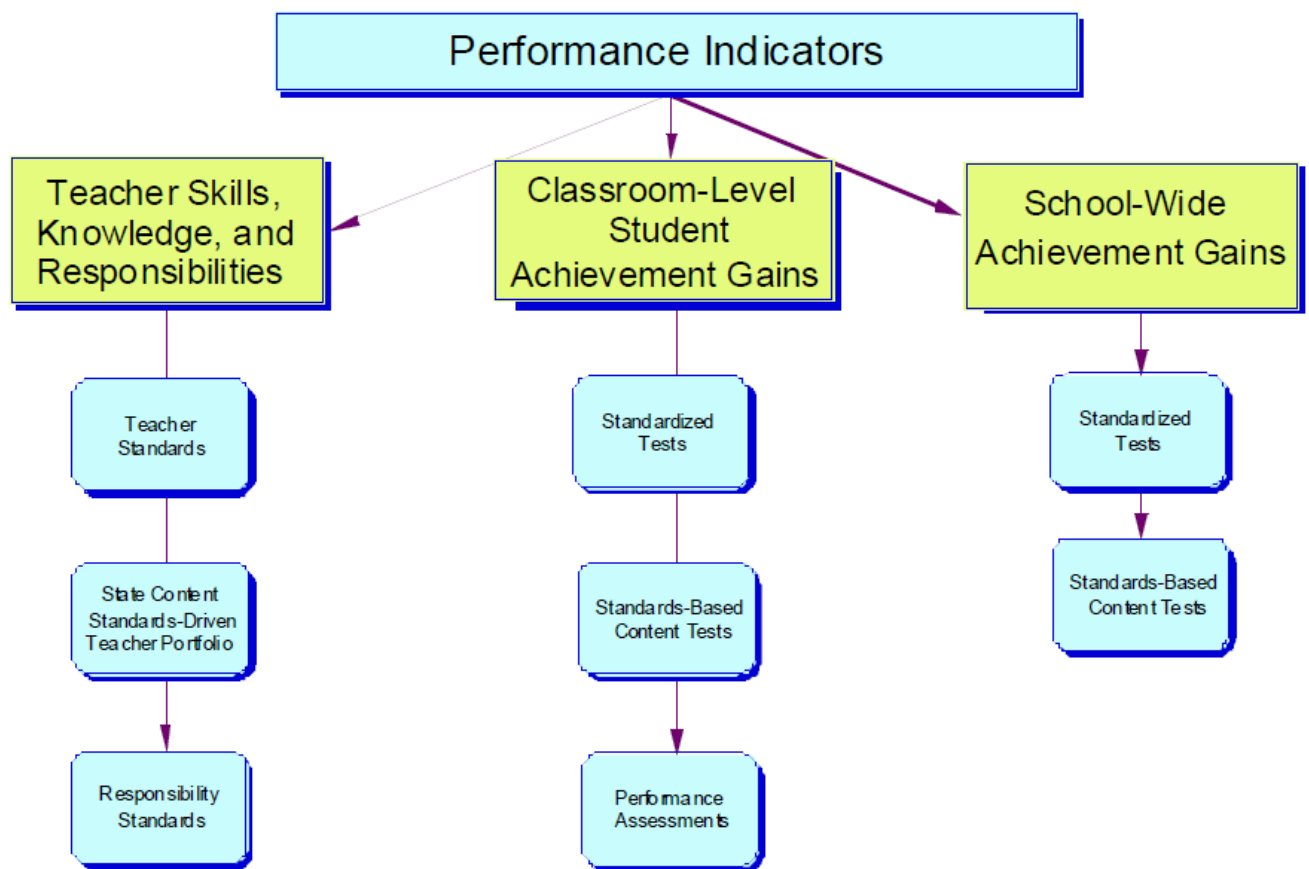
Figure 2: Milken Teacher Performance-Based Accountability Model

The Milken Teacher Performance-Based Accountability Model recommends teachers' role in educating learners. The model was developed on the basis that the most effective way to improve teacher accountability and career growth is to reward their achievements, access resources and expand their professional interests. Teachers who promote student achievement and growth, school curriculum development and academic career development will be rewarded. He commended teachers for rewarded reward for their level

of teaching, professional leadership, interaction with families and communities, and ability to play an even greater role in the development of healthy learners. The Milken model encourages teachers to participate in shaping educational policies that affect classroom processes (Chubb and Moe ,1990)

2.9.3 Market-Based Model

The market-based model assumes that teachers are very committed to their work when there is a fear of punishment if their learners do not do well. The market-based approach sees teachers as profiteers who want to maximize their pay. It also assumes that employees prefer to rest rather than work and that they should be hired to ensure more effort at work. In schools, there is an agency relationship. According to the agency, the principal delegated authority to teachers ('agents') to perform certain functions for the principal. Agency theory addresses employers 'efforts to control employees' actions and to keep them focused on organizational goals (Petersen, 1993). Chubb and Moe (1990) argue that people work harder when there is a fear of losing money due to poor performance. Agency theory applies to the school system, the principal closely monitors agents (teachers) who neglect the work whenever they are not monitored. Therefore, the principal's main responsibility is to monitor teachers' actions so that they can work under their contracts. In this way, the principal controls the actions of the teachers and improves performance.

A market-based accountability approach encourages competition between service providers (schools) and draws contracts terminated due to failure to perform. It also imposes sanctions for failing to downgrade desirable results, such as student examination points. If a teacher fails to pass on satisfactorily to the learners' participation, he or she is subject to disciplinary action in the form of loss of income and reputation. Sharing goals between principals and teachers reduce conflict in education. Competition leads to parents taking over the role of the principal. Parents use test scores to evaluate teachers and transfer their learners from low performing to high-performing schools. This causes schools to compete with learners. Student competition between schools will force principals to monitor teacher performance. The student competition will encourage teachers to revise their classroom teaching methods and methods to improve efficiency, which will attract higher enrolment in the school. Because of the fear of sanctions in the form of termination and withdrawal of

benefits, teachers will work more effectively to increase student achievement levels (Besley & Ghatak, 2005).

2.9.4 The Social Actor Model

The social actor model is based on a social perspective. The social actor assumes that human behaviour is governed by actors' desires to conform to social expectations (Pfeffer, 2017). In school-related activities, teachers develop relationships that they find beneficial and work hard to maintain relationships with colleagues and learners. In order to reduce conflicts in the workplace, teachers consciously avoid behaviours that could lead to opposition from their peers. Professional ethics guide their conduct. The social actor's approach to community management in the workplace emphasizes the interaction between values or norms and group pressure to conform. This approach can situate people's criticism and needs within the context of the individual's willingness to follow the principles (Douglas, 1996). Many people thrive under such pressures because failing to meet the demands of others at work can lead to criticism, which can lead to feelings of inadequacy and shame. On the other hand, doing the right thing can lead to feelings of inadequacy. As a result, the extreme discomfort associated with social interaction is the key to understanding the power of social interaction to achieve the highest performance levels.

2.10 LITERATURE REVIEW

The literature review focused on the following countries: Asia, Nigeria, Malawi, South Africa, Singapore, Wales Australia, England, Japan, and New Zealand.

2.10.1 International context of Accountability

Smith and Benavot (2019) viewed accountability as a foundation of contemporary education policy. It is monitored externally, and its emphasis is on outcomes or results. Both national and international policymakers and stakeholders are focusing on schools' abilities to produce quality education in terms of results and learner engagement (Ansell, 2015). The proliferation of educational accountability systems is due to political and social inclinations (UNESCO, 2017). These trends around the globe are the growth, marketing and distribution of space. The suspension of education programs reflects an increase in the importance of education in society (Woessmann, 2016).

The government drafted a policy in Korea that holds teachers accountable for learners' test scores (Lahiri, 2021). A similar initiative was done in the United States. The "No Child Left Behind" policy was implemented from 2002 to 2017 (Chung & Smith, 2014; Chea, 2016). The policy required grades 3 and 8 learners and grade 9 to write standardised tests. The results were analysed by schools and publicised (UNESCO, 2017). However, this approach did not receive approval from stakeholders and was criticised by academics for overburdening learners, teachers and schools. The "Every Student Succeeds Act" was introduced to replace the "No Child Left Behind" policy. It marginally reduced the burden of over-testing though it maintained the test-based accountability system.

Similarly, South Korean learners and teachers also felt burdened by over-testing curriculum (Chung 2017). The Global Education Monitoring (GEM, 2017) investigated education accountability systems to analyse best practises for improving efficiency. The report analysed different accountability systems that hold all stakeholders accountable for an inclusive, fair, quality education system (Donald, 2011). A similar initiative was done in the United States. The "No Child Left Behind" policy was implemented from 2002 to 2017 (Chung & Smith, 2014; Chea, 2016). The policy required grades 3 and 8 learners and grade 9 to write standardized tests. The results were analysed by schools and publicized (UNESCO, 2017). However, this approach did not receive approval from stakeholders and was criticized by academics for overburdening learners, teachers and schools. The "Every Student Succeeds Act" introduced was the "No Child Left Behind" policy. It marginally reduced the burden of over-testing, maintaining the test-based accountability system.

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2.10.2 Accountability in Education in a Broad Context

All major education stakeholders are responsible for achieving quality education. For example, the government will not be held accountable for poor school performance. Teachers, principals, education administrators, learners, and parents should ensure that

learners are in school and learning to improve efficiency. Several social, political, economic, and cultural factors have contributed to the accountability of education policy. These trends occasionally work in tandem, occasionally overlap, and in a few cases cancel each other out. The rapid growth of education in the second half of the twentieth century necessitated the implementation of new public administration strategies to ensure key idea delivery, compliance, and corruption prevention. One government's response in high-income countries.

Dissatisfaction with public education in some countries has resulted in processes that separate provision and create a "market" for education, in which parents can select schools based on published school standards to promote competitiveness and quality. As part of a larger social movement, marketing shifts education from a well-to-do public-focused national approach to a private one that respond to consumer needs (Ball, 2003). That forced market competition can fix the education system's flaws is debatable and can be traced back to the 1950s in the United States (Friedman, 1962; Chubb & Moe, 1990).

It is necessary to be visible in order to feel responsible. The lesser of two people with the same internal motivation for work has the weakest motivation to exert the necessary effort. The actors have requested that they be held accountable for their actions and are working hard to complete the task. They will devise strategies to aid in the completion of the task. People may also be more willing to accept accountability than consequences. People dislike losses more than they enjoy gains. When confronted with severe consequences, they tend to avoid risks, reduce their roles, or correct their behaviour through unintended preventive measures (Verger & Parcerisa, 2018).

Even though those in the midst of a specific school assignment are frequently regarded as an additional burden, skills and teachers no longer work independently without government appointments or network activities. This interdependence is one of the many barriers to academic accountability's success; extracting ideas that support accountability requires caution. Another reason is that bonds could be broken. Teaching, for example, cannot be divided into easily defined mechanical tasks. While this is possible, teachers may have to rely on the actions of others to complete their tasks. When confronted with a wide range of

unpredictable outcomes, it is extremely tempting to embrace the many factors that do not contribute to the impact of the school on individuals and society in general.

2.10.3 Different Approaches to Accountability Fit Different Contexts

It is critical to comprehend the educational context in which the accountability mechanism may be most effective. Working in a rural school is different from working in a large educational institution. A program with malnourished learners and only a few subjects has very different expectations than a high-resource program. It is far different to hold someone accountable for ensuring that textbooks are delivered to all schools than for ensuring that the national education system achieves the goal of all learners being able to read for at least five years. Problems and solutions will differ depending on the situation. Accountability methods are effective sometimes, but other aspects of education may be hazardous.

In a democratic system, all citizens have the right to vote to hold politicians accountable, including those in charge of education. Enacting laws and regulations can hold all education stakeholders accountable. To prevent and punish corruption, accountability methods can include government enforcement at all levels and institutions, independent audit firms and book reports, and schools asking parents to report excessive absenteeism. A legal code of conduct or, in many instances, the basis for accountability in social and professional education requires individuals to respect the ethical standards adopted by communities and their peers.

The emphasis has recently shifted to accountable approaches that cause significant educational system changes rather than incremental ones. These are about performance evaluations, specifically academic results, and argue that failure to meet goals can be attributed to individual incompetence and job neglect. Accountability based on performance connects outcomes to resource allocation and management decisions. The same assumptions apply to market-based accountability, except that evidence of performance informs parents and learners' registration decisions when one makes a choice.

Although there are numerous accounting methods available, countries use them differently. In some countries, a severe lack of checks and balances is interpreted as a sign of

government or community neglect. In some cases, the police and management to impose suspicions on individual players while ignoring the methods used and the outcomes of equality have used accountability. The evidence for educational accountability's effectiveness is mixed. Some countries achieve educational goals without emphasizing prize money or punishment; in other words, accountability mechanisms encourage a renewed focus on what is important and prevent abuse.

All Australian provinces' school programs have developed policies and procedures to raise teacher accountability standards, however, t remains to be seen whether they can provide teacher quality assurance or teacher performance improvement.

2.10.4 Factors Affecting Accountability in Schools

The defence may appear ridiculous. Its presence or absence, however, impacts on learners' learning, teaching methods, and government. Well-designed responses foster collaboration, resulting in inclusive, equitable, and satisfying training; poorly designed responses make success more difficult or bias education and undermine the very reason they were added. Challenges arise as a result of an attempt to assert responsibility. Accountability requires the integration of social, political, economic, and cultural factors. Adequate consideration between the parties is required to achieve the learning goals, which cause cooperation, dialogue, and the trustworthiness of others to fulfil the responsibilities.

People's trust can lead to face-to-face confrontation. Learners, for example, place a high value on the authority of teachers who show concern and recognize each student's unique needs (Gregory & Ripski, 2008). When groups share values, they are more likely to trust one another. Even if they are anonymous, trust fosters faith in others. Individual trust in their level and fairness is mirrored in institutional trust, which is frequently associated with community satisfaction with the education system. According to the 2013 Gallup World Poll, 66 per cent of the global population is satisfied with their educational programs, ranging from approximately 80 per cent in East Asia and the Pacific to less than 60 per cent in Sub-Saharan Africa (Brixi et al., 2015). Education dishonesty can lead to a less active society.

Building trust in the educational system can be accomplished by improving teacher performance, developing the capacity of school leaders, and encouraging collaboration in

professional learning communities (Fullan, 2011; Sahlberg, 2015). Greater transparency and openness about roles and responsibilities can also aid in developing of trust. People may believe they are treated fairly when explicit obligations are in place (Cerna, 2014). Transparency can aid communication by ensuring that all parties receive the same information. Uncountable responses, on the other hand, can foster mistrust when people believe their independence is under threat (Stensaker, Lang Feldt & Harvey, 2011). Low levels of trust result in strong responses that significantly reduce trust levels in the self-reinforcing process. Participants should be involved in developing shared goals to overcome the feeling of external intimidation.

In Finland, elementary and secondary schools, as well as teachers, are exempt from testing. Instead, quality monitoring is based on a nationally representative randomized sample of schools (Aurén & Joshi, 2015). It focuses on instilling commitment and trust (Sahlberg, 2010). Higher levels of trust among higher education professionals reduce the need for accreditation or accreditation procedures; instead, self-evaluation and professional development are prioritized (Välimaa, 2004).

Teachers' distrust of the government has hampered any dialogue in Greece. External teacher and school surveys carried out in 1981 and were seen as a tool for political repression. Since then, seven different rules for restarting external testing as proposed. All of them, including recent suggestions that emphasize self-examination have failed. The country is distinct in Europe because there is no national assessment of learning achievement. Efforts to change the governance of institutions of higher learning to increase transparency and improve standards have resulted in an unusual agreement among various parties but have yet to be implemented (Dimitropoulos & Kindi, 2017).

In countries such as Australia, Bangladesh, Oman, Saudi Arabia, and South Africa, one-sided media portrays teachers as lazy, unemployed, and sometimes immoral (Alhamdan et al., 2014). Despite having the highest levels of inequality and the lowest rates of education spending in the world, teacher salaries are identified as a concern in Pakistan (Pakistan Education Task Force, 2011). Turkey's education minister accused teachers of implementing the new curriculum after flaws in the 2003 and 2006 International Assessment Systems (Cobanoglu et al, 2018). Caution is required to keep the focus on shared commitment.

2.10.5 Supportive Environment for Accountability

Accountability is critical in improving educational systems. There is no excuse if the players are not in the right place or are not properly equipped to carry out their responsibilities. The support area is divided into four sections. First, the characters require specific information. They must be aware of, comprehend, and agree on their responsibilities, as well as how their performance will be assessed - and they must have access to relevant data. Second, the actors must have the necessary resources to complete their tasks. It is normal for governments to ask schools to meet their goals while failing to provide critical funding. Third, players must be able to fulfil their responsibilities. Individual, team, and institutional capability are all included. Fourth, people should be encouraged to carry out their responsibilities. Motivation entails belief in one's ability to choose one's path and purpose, as well as the political and personal will end to existing activities (Fullan, 2011).

Finally, teachers rely on one another to achieve common educational goals, which necessitate cooperation and communication. Furthermore, public trust and support are contingent on goals deemed legitimate and achievable within the constraints of a given set of resources. Building trust requires involving as many stakeholders as possible in developing shared goals and employing adaptable methods to best use information. Four legal key elements aid players in carrying out their responsibilities within the larger social, political, and economic context.

2.11 THE AFRICAN ACCOUNTABILITY CONTEXT

2.11.1 Nigeria

Usman (2015a) argues that education accountability is thought of through different perspectives. Spaull and Taylor (2015) define self-accounting as a form of accountability for something. Usman (2015b) also explained that it is right for one's actions to be judged by others, accept responsibility for mistakes and recognise worthiness, perfection, beauty and wisdom. Onah, Ogbaji, Eteng and Unwanung (2021) view accountability as a state of accountability for something they should do. Accountability is the appropriate and complete completion of a delivery or service, as well as accountability for account delivery. Accountability means "liability" It is the e obligation imposed by a law or a statutory

mandate or procedure directed at a supervisor. Alternatively, another person to keep an accurate record of assets, documents, or funds, the responsible person may own or not own property, documents or funds. Accountability is primarily concerned with records, while the obligation relates to the maintenance, care and security of the person.

Accountability is an important concept in education management. Trust has gained in all the provinces of Nigeria and around the world. Accountability means reporting incidents and behaviour to those with a legal right to know. Accountability occurs when a personal act is considered and when that person receives a high or low level of punishment for his or her performance not reaching a certain level. Accountability and transparency are inseparable. Indeed, accountability is a form of public speaking. Openness makes people look at the results, and this encourages accountability (Usman ,2015a).

One of Nigeria's biggest obstacles to sustainable development is poor leadership in various spheres of government. Government cannot function, resulting in a lack of innovation and the use of available resources. Besides, the government does not care about the principles of good governance - openness, transparency, accountability and the rule of law, including key elements that promote sustainable development in any society. Thus, a lack of open and accountable government has opened the way for corruption and exploitation by mass casualties (Onah, Ogbaji, Eteng and Unwanung , 2021)

Abuse of resources has also been a major obstacle to enjoying the benefits state-owned enterprises can provide citizens. This mismanagement led to creating a public trading policy and including private enterprises for state-owned enterprises to relieve the government of the financial burden that underperforming companies could incur. In the absence of a strong accountability framework, mismanagement of resources is now rife among government officials. Eliminate the country with the necessary funding and resources to achieve the goal of sustainable development. The government has failed to ensure a proper accountability framework for the sector to be accountable in terms of revenue. The implication of the low accountability of government officials in the quest for national development is that social services aimed at the development are often diverted to individual consumption, which hinders sustainable development in the country. According to a report on international transparency (2003), Nigeria ranks 139th out of 176 corrupt

countries. This leaves Nigeria one of the most corrupt countries in the world. It is not surprising Neild (2002) states that crime can only lead to death among the most successful economic programs.

Facilitating the transfer of funds in curbing the road from financial sources to recipients and sometimes even allocating funds to government. For instance, Education Trust Fund, which protects bird seed resources from political change, red tapes and leaks. The eligibility for formula funding applies. According to Dridi (2014), funding school formulas reduces the chances of corruption. Transparency puts pressure on people in positions of responsibility to act according to the law dictates. Thus, the use of school and student resources. In order to reduce potential barriers to formula funding, Cangarajah (2002) suggest that the national consensus on financial reporting for school and middle school authorities, principal training, program management staff and regular auditing should be implemented in schools. However, the presence of defences is not always enough to defeat corruption.

There are limited opportunities for meaningful public participation in the development of accountability and educational accountability. It is difficult to question how principals and parent committees can account for the use of government funds.

2.11.2 Malawi

Mbiti (2016) investigates some evidence of educational outcomes in developing countries in Malawi, such as teachers and textbooks. The study investigated the significance of accountability in various aspects of the educational system. The research focuses on ways to improve accountability among teachers, administrators, and parents. Because many developing countries have seen dramatic increases in private school enrolment, it discusses market opportunities to improve accountability in developing countries, focusing on the emergence of less expensive private schools and additional problems and conflicts that have arisen because of their business models. Despite the increased educational investment, many developing-country classes face severe resource constraints.

Another reason that increased government spending has had little effect on student outcomes is that most of the money allocated to them does not reach schools. In Uganda, the worst-case scenario occurred in the mid-1990s, when only about 22% of allocated funds

reached schools due to local politicians diverting funds from election campaigns (Reinikka & Svensson, 2004). The spending of local politicians on education emphasizes the lack of political will in education and the accountability to the general populace.

2.11.3 South African context

Accountability for educational outcomes is particularly important in a South African context where social justice requires equal assessment of education and improved education outcomes, especially for previously disadvantaged South Africans. Thus, accountability in this sense promotes a sense of love, as well as a generous society, and reduces the desire to divert public resources for the benefit of the individual. In Addition, it promotes social cohesion among citizens who receive an education regardless of their background (Block, 2018). Spaull and Taylor (2015) define accountability as the state of accountability for something. It refers to the person who will be held accountable for his or her results and performance and must accept responsibility for those outcomes or performance and the consequences. It also implies that there are repercussions for misuse. The South African constitution has sufficient provisions for accountability, and it creates various constitutions and organs of the state that support constitutional democracy, for example, the Public Protector. The South African government's accountability mechanisms apply to a variety of educational institutions and actors. The education sector is regarded as one of the pillars of South Africa's anticipated social and economic transformation. The curriculum, policies, integration of various education departments at the time, and efforts to improve quality and outcomes, particularly in previously disadvantaged communities and schools, have all undergone significant changes in the sector.

Despite efforts to improve the current school system, many South African schools lack the resources for effective teaching and learning. Many schools in townships and rural areas are underutilized regarding infrastructure and staffing. Furthermore, the school system is increasingly addressing community issues such as poverty, unemployment, violence, child abuse, and, on a national level, HIV AIDS. The South African government recognizes that these affordable educational development goals will not be met unless the curriculum is revitalised, from student assessment to service delivery. In this regard, one of the NDP's

efforts is to establish a series of educational accountability measures to strengthen accountability in the education sector (Spaull, 2015).

2.12 UNDERPERFORMING SCHOOLS

Campbell, Heyward and Jochim (2018) stated that both "chronically underperforming" a school that is slow and does not show signs of improvement over time. "Chronic malpractice" means placing a school in a framework, which divides schools based on the performance of their learners.

What is a chronically underperforming school?

Campbell et al. (2018) also explained that both "underperforming" schools both do poorly and show no signs of significant improvement over time. "Long-term inefficiency" means the placement of a school in a public body, which divides schools based on the performance of their learners. The underperforming school was appointed by the commissioner of primary and secondary education as a permanent failure due to concerns about the school's ability and the district's ability to make the necessary changes to increase student achievement. The underperforming school was appointed by the commissioner of primary and secondary education as a permanent failure due to concerns about the school's ability and the district's ability to make changes to increase student achievement.

2.12.1 The causes of underperforming schools

Identifying the causes of poor performance, the Advance Educational Organization (2018) said that underperforming schools are often plagued by a host of problems ranging from student support and well-being to parental involvement and a lack of high staff numbers. School development has been a source of concern for decades. How can we identify different priorities in underperforming schools and school programs?

How can we develop coherent solutions based on specific challenges and difficulties of underperforming schools? Government educational institutions that focus on school development and local school programs need help to identify the causes of inefficiency and build a framework for future development. Schools are often under great pressure to "cure" themselves quickly and threats to seize power, closure, merger or general removal

are potential penalties for continued operation. Diagnostic Review Teams identify complex school malpractice and many external factors that disrupt the learning environment if not properly managed.

According to Olakunde (2012), ensuring that learners and the community receive the highest benefits from community-based education is a major step forward for governments around the world to be accountable for spending public money. Although definitions of accountability vary, Achinstein and Ogawa (2012) described how the government binds educational institutions by providing quality education in detail. He also explained that educational accountability systems are complex, highly diversified and flexible. As countries and authorities strive to achieve greater benefits through the education system.

Another cause of underperformance is imposing strict accountability measures on schools. In England, for example, the government proposed strengthening accountability at school level by making schools more independent in controlling their activities. The reason is that when schools are given more independence over the methods, they use to achieve educational outcomes, accountability grows exponentially. School-led accountability systems are fair and effective.

However, there is a widespread belief that some forms of "top-down" accountability can be beneficial. Accountability is sometimes blamed for the negative impact on schools and education. Lingard and Sellar (2013), writing in the Australian context of the 'new state of accountability,' argue that using national assessment results to assess the effectiveness of the education system reflects a "wide range of distorted motives and the effect that will result when funding and known topics are met with performance measures and comparisons" (Ibid: 651).

According to international comparisons, the type of accountability system used has far-reaching consequences for schools and their relationships within the school system. Demski and Racherbaumer (2017), for example, noted "in comparison, for example, to the United States, accountability is low in Germany, as there are no penalties for underperforming schools." Schools are not closed because of poor learners' test results. Furthermore, insufficient student test results do not result in the inclusion of school leaders or teachers. This is reflected in the authors' positive attitude toward data usage in schools, which states,

"Low levels of accountability have the potential to play a significant role in trying to explain data usage."

2.13 TYPES OF ACCOUNTABILITIES

There are several types of accountabilities that are discussed here below.

2.13.1 Political Accountability

Han and Demircioglu (2016) define political accountability as fact or state of necessity or expectation of pardon actions or obligations for decisions. Han et al. (2016) also define politics as activities associated with the governance of a country or region, particularly the debate or conflict between individuals or groups that have power or hope to gain power; activities within an organization that aim to improve the status or position of someone.

2.13.2 Ethical accountability

According to Sherman and Cohn (2019), ethical accountability refers to the individual's responsibility to do what is right. The scope of this bond varies from place to place. Store managers have a lot of responsibility because the manager has to decide how he will treat the employees morally and what to do with employees who commit dishonesty. Sherman and Cohn (2019) also explain that accountability is about being accountable for your actions and decisions and accepting responsibility for mistakes. An employee or officer may be required to respond to co-workers, managers, customers, and external auditors or supervisors. There are two ways: Employers and Chief Executive Officers (CEOs) must be accountable to their subordinates for their decisions.

Sherman and Cohn (2019) states that the fundamentals of ethics and accountability, and what we learn as learners: Be honest. Do not blame anyone in a business organisation with a coherent structure and standards of strengths, responsibilities, and issues.

2.13.3 Administrative accountability

Management accountability involves the effective and efficient use of resources based on established policies and decisions to achieve the objectives of any organization. He also explained that school management is the use of education management in a limited area of

education. A school is where an educational institution adopts decisions and policies, and school administrators ensure that educational services operate most efficiently based on education policy.

2.14 IMPLEMENTING TEACHER ACCOUNTABILITY AT SCHOOLS

It is critical to hold employees accountable in order to prevent mistakes from recurring. Accountability also entails upholding standards. Good teachers do not make their learners do things they would not do otherwise. Accountability systems, no matter how they are designed, are difficult to implement if the government and other key stakeholders do not have the real commitment and appropriate knowledge, resources, and resources (UNESCO, 2017). The methods, procedures, and interventions introduced in real-world school and classroom settings often differ from the original intentions, according to Vaughan and Albers (2017). Principals and teachers may decide to change program features, and challenges within the school system may prevent the implementation. This highlights the importance of quality use in influencing learning benefits rather than the program itself. Ongoing teacher training and support are important strategies for improving student outcomes.

However, scientific implementation in education is becoming increasingly common (Albers & Pattuwage, 2017). It offers a variety of educational concepts. Among these is the recent addition to educational textbooks (Albers et al., 2017). The most recent collection of educational textbooks emphasizes how these references can be interpreted. Strength (participation in a specific task), reliability (ongoing support), quality of implementation (support for principals), and accessibility are all randomized controlled assessment documents (teacher participation and attitudes and processes). Ongoing teacher support such as training, workshops, and mentoring has been shown to have less impact on student outcomes during the learning process (Gray, Contento & Koch, 2015).   They have a reputation for providing high-quality education.

2.14.1 Why is teacher accountability being important in the classroom?

Teachers help implement the goals and foundations laid by the school, management, parents and the community. Educational attitudes, speeches, features and personalities,

spiritual skills and aesthetics of learners. When the teacher is responsible for the answer, the student will have more freedom to express his or her concerns. They do not feel overwhelmed. The teacher sharpens their skills, needs, plans and performs his / her duties. The teacher can also find the right resources and analyse the class's needs. As they respond to the curriculum, the teacher becomes more liberal. The teacher can also adjust the student's interests in this manner. The curriculum is open, unbiased, and non-discriminatory. The teacher is expected to evaluate each student based on his or her ability rather than culture, gender, customs, or preferences. Education is of high quality, and public funds are used wisely. If teachers are expected to perform better, they are more likely to be supported and lead more effectively. Managers, mentors, and principals work together and offer their ideas.

According to Paufler and Sloat (2020), teacher accountability has become an important addition to the public education sector. The importance of a teacher's role in a student's learning process cannot be overstated. This term is used by school administrators, institutions, parents, the public, and teachers. Parents and learners who invest in education always look for the best resources available. As a result, the teacher's primary responsibility is to improve the classroom environment by carrying out their essential functions for the benefit of all.

2.14.2 Significance of teacher accountability

Aside from the basic responsibilities, there are numeracy factors about learners that a parent may be unaware of. It is thus up to the teacher to conduct in-depth analysis. School and other authorities can help by keeping an eye on the teacher's activities. According to Rutledge et al (2010), effective teacher accountability requires the teacher to be well-versed in the subject. Teachers should be aware of the average mental capacity expected of their learners and work within that range. Learners who are struggling should be given more attention. Concerns for learners are important. The educator should be involved in public affairs and express his or her views. The public must accept responsibility. The educator is also crucial in developing learners' ethics and ethics. As a result, the influence of the virtue class significant impacts his developed character. The teacher's message must be communicated to the learners. This includes using a practical approach and experimenting

with different teaching methods. Incorporating cutting-edge technology and resources into the curriculum can help improve the process.

2.14.3 Effects and importance of teacher's accountability

According to Rutledge et al (2010), the teacher aids in the implementation of the goals and foundations established by the school and management, parents, and the community. They shape education, discourses, personality traits, spirituality, and good student skills. When the teacher takes responsibility, the student feels less stressed, and they are not overwhelmed. The teacher can also locate appropriate resources and assess the class's needs. The teachers have more freedom because he or she is accountable for the curriculum he or she creates in this manner; the teacher can also adjust the interests of the learners. Expectations from parents and the community can be taxing on teachers at times. A parent cannot abandon full responsibility for his or her learners at the school; regular communication between teachers and parents is necessary for growth and learning.

2.14.4. What are the challenges that teachers face while implementing accountability?

Teachers are not doing as well as they could to improve learners' performance. The Department of Education has provided appropriate policies to all schools, but these policies are not implemented. Campbell, Heyward, and Joachim (2018a) identified factors contributing to a school's underperformance. These challenges include a lack of quality options for learners to pass on, poor social media practices that prevent underperforming schools from closing, a lack of resources, and a lack of funding that limits high school growth.

According to Campbell et al. (2018c), new school and alternative strategies are intended to assist learners in enrolling in a better school. School closures and the international development of new school pipelines through issuing proposal proposals are examples of these (RFPs). Many school districts have included school closures and new school construction.

2.15. CLASSROOM CHALLENGES, ACCORDING TO TEACHERS

According to Le, Janssen and Wubbels (2018), teachers face numerous challenges in their work. Students, parents, administrators, and others with various roles and responsibilities must deal with current challenges.

2.15.1. Lack of teamwork, empathy, and support between students

Many teachers believe teamwork is undervalued in the classroom because there is a strong emphasis on individual student performance (Bhatti, 2020). Most of the time, students who work alone misses out on opportunities to improve their social skills and interaction.

2.15.2. Teachers working too many roles at the same time

Teachers are expected to act as social workers, psychologists, and counsellors throughout the day (Shillingstad & McGlamery, 2019). Even though they lack the training, they feel compelled to take on these roles to assist their students. They continue to do so, however, because they are concerned.

2.15. 3.Teachers being made accountable for more than they should

Teachers believe that accountability is not distributed equally among students and parents. This creates a tense environment (Matteucci & Helker, 2018). It is also difficult to express this to parents.

2.15.4. Lack of time for planning

Teachers often complain that they do not have enough time to prepare, plan, and complete all tasks (Bettini et al, 2015). Teachers want more time to update content presentations and documentation, modify old materials, and adapt subjects to new student cohorts.

2.15.5. Excessive paperwork for data collection

School and district managers asked teachers to collect large amounts of data, such as indicators such as Social and Emotional Learning SEL, and collaboration to produce reliable

statistics. Teachers struggle with this because of the extra time and time it takes to prepare quality content for their students (Tusting, 2009).

2.15.6. Keeping up with the expectations of school administration

School admistrators expect teachers to provide regular student support, maintain open communication with parents, and provide support that is more personal to students who need special attention to succeed (Đurišić & Bunijevac, 2017). I feel there is much in common with the (or district) manager. Teachers claim that they are not paid enough time to provide maximum support to their students. Access to professional staff and extra time out of class are two suggestions for improving support and meeting rising expectations.

2.15.7. Applying a prescribed curriculum to all types of students

According to Bergmann and Sams (2012), every student is unique. They learn at different speeds and have different ways of absorbing and storing information. Problems arise when teachers are expected to apply a fixed curriculum to students with very different needs. Teaching students and tailoring content to specific needs can be time-consuming, but rarely. Extracting challenges into key areas of school life that cause the most difficulty for teachers reveals a common theme. Teachers are looking for better tools for communicating with students and parents, support for classroom management, and resources that give them time to adapt. Save content for your students. Did you omit something? We all know that there are difficulties in the classroom.

2.16 STRATEGIES FOR FOSTERING SUCCESSFUL ACCOUNTABILITY

2.16.1 Providing High-Quality instruction in teaching is teachers' core responsibility

The teacher's main task is to provide quality education. Teachers must manage and succeed in the curriculum, ensure participation and learning, tailor education to learners' needs, and transform the power of the classroom. You will also need time to prepare the materials for your class and plan your assessment assignments. Teachers' annual work schedules are regulated in many countries. Most of them are assigned to education, and a small percentage is assigned to out-of-class tasks (Benavot, 2014). Legal comparisons show a clear

difference, even among high-income countries. For example, the total class hours for elementary school teachers in the Organization for Economic Co-operation and Development (OECD) countries in 2014 are estimated to be 776 hours, less than 600 hours in Greece and Hungary, and 1,100 hours in Chile. It was 1,000 hours in Colombia. In the Russian Federation, it was 561 hours (OECD), 2016c). Globally, class hours were reduced between 2000 and 2010 (UNESCO, 2015a). This approach can be particularly important for long-time learners who struggle to feel kind, require diverse support, and are ignored (Dotson, 2016).

These skills can be incorporated into existing school subjects. Also, they can be taught as a separate subject. Teachers should promote learners' intelligence and critical thinking while making learners feel unable to express their preferences (UNESCO, 2016d). Self-awareness, self-control, relationship management, and responsible decision-making have been identified as skills required for student success in Singapore's 21st Century Skills Framework and Student Outcomes (Singapore MOE, 2016).

In conclusion, teachers must balance their teaching responsibilities to ensure no student falls behind. Many countries are unaware of how much time teachers devote to extracurricular activities. In Benin, Bulgaria, Cambodia, Cote d'vore, Djibouti, Guinea-Bissau, Guyana, Mali, Ekiti (Nigeria), Palestine, and Tunisia, official working hours are limited to teaching hours. Cote d'Ivoire and Djibouti do not represent all expected jobs (World Bank, 2017a). Teachers who are underpaid and underappreciated often feel frustrated and worthless, which can an impact on absenteeism, motivation, and success. Underpaid and undervalued teachers often feel frustrated and worthless, affecting absenteeism, motivation, and success.

2.16.2. Forms of Teacher accountability systems

Historical trends and national values frequently shape accountability systems (Abhayawansa et. al, 2021). The teacher is responsible for various unlocked missions, which other players then complete. Individual absenteeism, for example, may be related to teacher behaviour. However, assessing the fulfillment of important responsibilities for quality education can be difficult.

2.16.3. Clearly explain job expectations

The application of vague job requirements leads to decisions without proper guidance (Alexander et al, 2009). If there is no direction, people will do what they think is right. It is important for leaders to be clear when assigning job responsibilities and to formulate policies that support organizational focus.

2.16. 4. Provide Proper Resources

Employers are expected to empower employees with the necessary tools to do their work efficiently (Sageer, Rafat & Agarwal, 2012). Employer and the employees should evaluate the tools or resources that enable work to be done efficiently. Once adequate resources and tools are mobilised, accountability can be implemented.

2.16.5. Training   teachers for accountability

Very few novice teachers have the experience to get into a job without assistance (Schuck et al, 2018). Employees need to find out what information is needed to complete tasks. If some skills are missing, the organisation   should provide training. Untrained employees are more likely to make mistakes than skilled and experienced workers.

2.16.6. Inculcate accountability in your organizational culture

Accountability starts by setting a clear cultural picture. It is run by company leaders and imitated by employees. Thus, culture governs the behaviour of workers. Employees quickly see where they can work in "small" mode. However, if a little effort does not accompany the culture, the behaviour will change, or the company will change employees. Thorough preparations create a culture and allow accountability to permeate the entire organization (Connors & Smith, 2011).

2.16.7. Emphasize accountability in performance reviews

Providing continuous working responses to staff is essential for strong student engagement. Steers and Lee (2017) mentioned that the more employees participated in the performance review, the more likely the leader would look at his or her achievements against expectations.

2.16.8. Developing timelines for employees

Leaders who do not provide staff guidance when assigning the duties should not hold accountable. They should provide the resources for the employee to complete the work, request periodic updates to keep pace with the progress, celebrate achievements and, if possible, reward good work (Wehman et al, 2018).

2.16.9. Empowering Employees

It is neither necessary nor recommended that principals or policymakers design all the steps of the project completion process. Employees should be given the opportunity to prove that they are smart and know how to give value to the company (Womack & Jones, 2015).

2.16. 10. Hold yourself accountable

Employees should be responsible for their actions, words, and support. The school must create a culture that benefits employees and the organisation separately. Accountability can empower employees to work when handled properly, and a lack of accountability can ruin an organisation (Busuioc, 2021).

2.17. CONCLUSION

This chapter focuses on the theoretical framework, textual review, and objectives and objectives. Venter, 2003. Demonstrates his effective organizational framework for the activities of the principal, HOD, and teacher. The Education Labour Relations Act (ELRC). SECTION 3. Teacher Employment Act 76/1998. (EEA) means job description of the principal, HOD and teachers. This means that everyone at school has to answer for themselves but according to their position. The literature review focuses on the following scenarios: the international context, the African context and the South African context, and assesses how they use teachers' accountability in their programs. Objectives are also explained in this chapter. The next chapter will focus on the research methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Urquart (2004) claims that methodology is more than a collection of methods and the so-called 'methodology chapters' in dissertations are not so much about situation out methods, but about perceptive what they worth in a study is and why they have been chosen-using the rich literature on methodology to notify the disagreement. Leedy and Ormrod (2015) describe research methodology as the overall method commands the specific tools the researcher project; to some level, this approach the specific tools the research selects. Methodology is therefore a comprehensible group of methods that match one another to deliver the data and findings that will reflect the research question(s) and suit the research purpose.

Rukwa (2015) asserts that the research methodology of a study can be pronounced as the philosophical framework that directs the research activity and assists as the tradition of paradigm in which the research problem is enclosed. In this study the researcher made use of the phenomenological method. This type of method defines the senses of a survived experience Mill and Birk (2014). The research set apart all prejudgements and collected data on how persons make logic out of a specific knowledge or condition. The aim of the phenomenological data was to convert survived characteristic research technique that permitted the researcher to administer an open-ended questionnaire directed towards considerate their perceptions on their everyday lived knowledge with the phenomenon (Mcmillan and Schumacher, 2010). The phenomenon to be studied is the teacher accountability on underperforming schools.

This methodology chapter includes the following research paradigm, research approach, research design, phenomenological, population, sample, data collection and analysis, trustworthiness, and ethical consideration. The methodology is the plan upon which the study is conducted, and it guides the researcher on "how" the research should be conducted (Mohajan, 2017).

3.2 RESEARCH PARADIGM

According to Rehman and Alharthi (2016), a paradigm is a basic belief system assumption about ontology, epistemology, and methodology. It is about how we understand the world. In this study, the researcher used the Post-Positivistic method, which deals with pluralism (Morris, McNaughton, Mullins & Osmond, 2009). It is the subjectivity of reality and moves away from the objective adopted by positivists (Ryan, 2006). Alvesson and Skolberg (2009) write that post-positivism disputes the fundamental tenets of positivism by contesting their scientific theories of reality and considering the rhetorical stances of individuals. Post-positivism suits the researcher study because post-positivism explains the truth about the participants. During the observation, the researcher will gather much information from the participants. The method used suits this study because the participant tells what they experience during teaching and learning on daily basis and gives more information about learner performance. And this will answer the researcher research questions on what the impact of teacher accountability on underperforming schools in Mapela circuit   are   is.

3.3 RESEARCH APPROACH AND DESIGN

3.3.1 Research approach

In this research, a qualitative research approach is used. According to Aspers and Corte (2019), qualitative research is an interactive process of understanding the phenomenon studied. According to Skovdal and Cornish (2015), qualitative research is a method of inquiry describing social meanings Skovdal et al. (2015). Using qualitative research can generate evidence to develop programmes tailored to local contexts. The researcher used qualitative research because the researcher will go to underperforming schools to focus on participants' understanding, descriptions, labels, and meanings to observe teachers and learners, interview them, observe their teaching methods, and even how they use their teaching methods when teaching learners.

3.3.2 Research design

The researcher used a phenomenology design to understand the impacts of teacher accountability on underperforming schools in the selected schools in the Mapela Circuit. Research in this field is needed to meet the learners' performance and needs in primary

schools in South Africa. The study contributes to primary schools' research knowledge, especially in improving teacher accountability and underperforming schools. The research design describes the plan that guide and directs all activities and process of research Matlala (2015).

3.3.2.1 Descriptive phenomenology

Descriptive phenomenology is commonly used in a qualitative study. It helps in understanding how people experience certain phenomena and what those experiences mean. In this study an attempt to set aside biases about underperformance assumptions is made to understand how the tag of underperforming school mean to them. In using the descriptive phenomenology, the researcher does not make interpretations. The researcher will merely analyze the description given to the researcher by respondents and divide them into themes to determine relationships between teaching; assessment and learning outcomes.

This design will help clarify and make sense how the participants interpreted underperformance. The data collected and analyzed could help the schools to adjust to new issues and ideas as the present themselves.

3.4 POPULATION AND SAMPLING

3.4.1 Population

Waples and Gaggiotti (2006) defined population as the entire pool from which a sample is drawn. The researcher used a population of 20 primary schools ranging from grade R-7 in Mapela Circuit. The total number of primary teachers in the circuit is 400.

3.4.2 Sampling and Sample

Sampling according to Fleetwood (2020) and Tuovila and Mansa (2020), is a technique of selecting individual numbers or a subset of the population to make statistical inferences from it. The researcher used non-probability sampling method. According to Fleetwood (2020), in non-probability sampling, the researcher chooses members for research, not at random. Showkat and Parvern (2017) explained that the non-probability technique uses non-randomized methods to draw the sample. Non-probability sampling method mostly

involves judgement. Showkat et al. (2017) explain that, through the non-probability method, we can study a particular phenomenon with the potential to generate valuable insights. The non-probability sample is used to study existing theoretical insights or develop new ones. Ames, Glenton, and Lewin (2019) showed that purposeful sampling is a technique also known as judgemental, selective, or subjective sampling. It is non-probability sampling in which researchers rely on their judgement when choosing population members to take part in their study. Dowla and Goodman (2020) showed that a purposive sample is also called a judgemental or expert sample. Five schools in the circuit were selected for a research study. The sample consisted of 16 teachers, 5 principals and 11 HODS. The underperforming primary schools at Mapela circuit were selected according to their performance. Their departmental heads were selected and also their principals to be interviewed on one-on-one session.

3.5 DATA COLLECTION

Data collection is a methodical process of gathering and analysing specific information to proffer solutions to relevant questions and evaluate the results. It focuses on finding out all there is to a particular subject matter. Data is collected can subjected to hypothesis testing, which seeks to explain a phenomenon. Hypothesis testing eliminates assumptions while making a proposition from the basis of reason.

3.5.1 Semi –structured interviews

In this study, the researcher conducted semi-structured in-depth interviews with teachers with interview questions directed at the participant's feelings, beliefs, experiences, and convictions about teacher accountability. During the interview, the researcher ensured the participant's notion of "what went on within" and got them to describe their lived experiences in a language free from the constructs of intellect and society. I structured the researcher interview questions for the participant based on the four questions: - How do teachers implement teacher accountability at schools? How is teacher accountability so important? What are the challenges that teachers face while dealing with accountability? Which strategies can be used for accountability to be a success? However, it is important to note that irrespective of a similar distinction between the research questions and the interview questions, the research findings may or may not show that teacher accountability

contributes to learners' improved performance, as the inquiry does not mean looking for answer.

Research site

The structure of the selected schools is as follow:

The Principal

⇩

Deputy Principal

⇩

Departmental Head ⟹ Departmental head

⇩

Teachers

⇩

Non- Teaching Staff
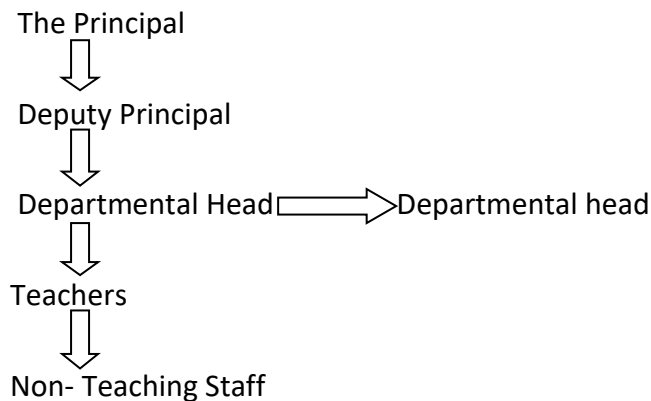
The infrastructure on the selected schools

School	Number of learners per teacher	Sanitation facilities	Water on site	Electricity	Furniture	Location
A	1:65	Two blocks	3water tank supply all school With 4 taps	Well equipped	Well equipped	Rural area
B	1:82	Three blocks	3water tank supply all school With 3 taps	Well equipped	Well equipped	Rural area
C	1:76	Three blocks	2water tank supply all school With 3 taps	Well equipped	Well equipped	Rural area
D	1:61	Two blocks	2water tank supply all	Well equipped	Well equipped	Rural area

			school With 3 taps			
E	1:78	Two blocks	3water tank supply all school With 4 taps	Well equipped	Well equipped	Rural area

Interview schedule

What is an interview schedule?

An interview schedule is essentially a list holding a set of designed questions that have been organised, to assist as a guide for questioners, investigators and in accumulating data or data about an exact theme or topics.

The study was based on the objectives, to investigate on the causes of poor performance at school, to investigate on what is teacher accountability in education, to determine on how to address the issue of underperforming during teaching and learning, and to examine on how teachers implement accountability at school? Those objectives were answered during interview together with their sub questions. An open-ended question was used as they give participant to answer questions. The interview questions were the same from school A to school E. Recording were made during interview.

Data collection procedures

During collection of data the letter was written to the circuit manager, to the district, and to the principal to ask permission of doing research. The research was done after receiving permission from all stake holders. The participants were met individually to contact interview. The interview was done after school hour without tempering with learners contact time and recorded.

Title: The impact of teacher accountability on underperforming schools in Mapela circuit at Mogalakwena District in Limpopo Province of South Africa.

Main research question:

What is the impact of teacher accountability on underperforming schools?

Time frame: 45 minutes to 60 minutes

Interview procedure

The researcher greets the participant.

Researcher introduces herself.

The researcher explains the focus of the study.

Participant study and sign the informed consent from as for participation.

Researcher assures confidentiality and anonymity.

The researcher gathers biographical data.

SECTION A: Biographic data

1.1. For how long have you been teaching at this school?

1.2. What is your qualification?

1.3. Which years did your age ranges?

1.4. Which grades and subjects are you teaching?

1.5. Mention any training you that received on developing yourself.

SECTION B: The causes of poor performance in your school

Are your resources sufficient for teaching and learning?

Is overcrowding has impact on learner performance in your school?

Why accountability is important in the classroom?

SECTION C: Teacher accountability in education

What are the reasons why teacher must be accountable at school?

What are the advantages and disadvantages in teacher accountability?

What are the challenges you experience during teaching and learning?

SECTION D: How can be done as teachers to address the issue of underperforming during teaching and learning?

What should the school do to build a strong team to improve learner performance?

What should teachers do to support learners in all learning areas?

Which strategies can be used in order for accountability to be a success?

SECTION E: How do teachers implement teacher accountability at school?

How can we make teachers accountable to education of children?

3.6 DATA ANALYSIS

Data analysis is applying statistical and logical techniques. According to Shamoo and Resnik (2009), various analytic procedures provide a way of drawing inductive inferences from data. Researchers analyse for patterns in observations through Savengye, Robison's (2004) field study, ethnography content analysis, oral history, biography, and unobtrusive research) and the form of data, field notes, documents, and audiotape (Savengye & Robison, 2004).

In this study, the researcher uses semi-structured interviews in this study. The researcher structured interview questions for the both principal and HODs based on main questions and followed four questions-What are the causes of poor performance? What is accountability in education? How do teachers address underperforming during teaching and learning? How do teachers implement teacher accountability at school? Five principals and 11 DH were interviewed considering their gender, experience, type of school and Age category.

Six steps process of Thematic Analysis

A thematic analysis was used to analyse the collected data from semi-structured interviews, and six steps were used (Braun & Clarke, 2006), as shown in the following subsections.

Step 1. Become familiar with the data

The researcher was familiar with the selected site and knew their language of Teaching and Learning and the school culture of the participant. The participant was taken part in interviews in order to record reality data and the audio records were used to records the response of the participant. The researcher is staying around Mapela village in Mogalakwena District and she knows the background of the selected schools at Mapela Circuit. The researcher was experiencing the same problem of underperformance as she attached to one of the underperforming schools at the Mapela circuit.

Step 2. Generate initial codes

During the research the real names of the schools and real names of the participant were used. The participant felt uncomfortable with their real names used. Initially the codes were generated and accepted by the participant. In this study the following codes were used for the participant and the schools: ISIP was the code used for the principals, ISIDH was code used for the departmental heads, and Numbers of the alphabet were used to represent the name of schools. (A, B, C, D and E). All the information they provide will be confidential and anonymity was guaranteed.

Step 3. Search for themes

Some of the ideas from the participants are the same. ISIDH 1 and ISIDH 3 have a common understanding of Theme 1: The causes of poor performance, that overcrowding in the class, ineffective teaching and learning and insufficient Teaching and Learning Materials can be one of the causes of underperforming at schools. On theme 2: The challenges that make teachers accountable, ISIP 2, ISIP 3 and ISIP 4, together with ISIDH2, also have a common understanding, teachers never bank periods for teaching and learning and teachers must come up with strategies to assist learners in those who are not performing well. All those common ideas are more important in learner performance.

Step 4: Reviewing themes

Theme 1: The causes of poor performance at schools. The department of education must ensure that all the public schools must be properly monitored by giving enough support to address the issue of underperforming. Enough infrastructures, teachers, enough training for the teachers, and LTSM are provided on time. Theme 2: Teacher accountability in education. Teacher accountability must not lose its meaning. The department of education must support teachers during accountability sessions to encourage them. Theme 3: Teachers to address underperformance during teaching and learning. During teaching and learning teachers must be properly prepared. Theme 4: Implementation of teacher accountability at school. It can be reviewed so that teachers must continue being accountable for every month at school. This will be more helpful to the school to perform well. By so doing, the results will improve.

Step 5: Defining and naming themes

Theme 1: The causes of poor performance at schools

Some factors that affect both teachers' and learners' performance at school. Moreover, those factors must be addressed by all stakeholders at school for the betterment of the school.

Theme 2: Teacher accountability in education

Is more important for every teacher, to be to be accountable for their work, starting from the principal, deputy principal, departmental head, and educator/teacher. Either performing well or no performing well. In this study all teachers must be accountable for developing strategies to address the problem of underperforming at their schools.

Theme 3: Teachers to address underperformance during teaching and learning

Teachers can address the issue of underperforming by working together as a team. Panning, preparing and presenting are the key to success, which will address the underperforming issue.

Theme 4: Implementation of teacher accountability at school

The education department must give all schools a management plan that includes the time when accountability. So, every teacher will always do his or her work on time.

Step 6: write-up

It is found that learners who underperform in primary school cannot get a 60% pass rate. The school management team and curriculum coverage were not properly managed, and the School Management Team did not properly manage the use of LTSM.   Most of the underperforming schools come from poor rural areas. Most of the schools that are underperforming come from the poor rural areas. Lack of parental involvement. The school management team and curriculum coverage were not properly managed.   The use of Learning and Supporting Material (LTSM) are not properly managed by the School Management Team.

3.7 TRUSTWORTHINESS OF THE STUDY

Trustworthiness in qualitative studies addresses credible, transferable, confirmable, and dependable.   Shore, Ng, Bellugi and Mills (2017) posit that accurate assessment of trustworthiness is fundamental to successful social research. Nieuwenhuis (2006 & 2016) refers to several pointers that can enhance the trustworthiness. The use of multiple data collection sources (individual interviews, focus group interviews, observations and analysis of documents). Verifying raw data by checking whether participants agree with the researcher's data. Keeping notes of research decisions taken as new data emerges, and choosing quotes carefully while avoiding generalisation, as the idea is to understand the phenomenon from the participants' perspective.

3.7.1 Dependability

 Nieuwenhuis (2016) and De Vos and Nokele (2021) observe that in qualitative research, the term "dependability" is used as an alternative to reliability. According to Nieuwenhuis (2016), dependability is demonstrated through the research design and its implementation, operational detail or audit trail of data gathering and reflective journal of decisions taken about data collection and analysis to assist readers in following the researcher's reasoning.

It entails documenting the category labels one creates and the themes that come out of categories. Henning (2004) maintains that a research study meets Dependability as long as the precision of procedures and documentation satisfy the criterion in which all research is, therefore, replicable when done in a similar setting and with similar participants. In this research study, the operational details of how data was collected and analysed were given, including the adult and trail of when permission from the district director and the principals of all four taking part schools.

3.7.2 Credibility

According to Nieuwenhuis (2016), credibility ensures that anyone who reads the process can believe it. The researcher visited the research sites to make preliminary arrangements for this research study, and this provided enough time to familiarise the participants and take part in institutions and keep a reflective journal.

3.7.3 Transferability

According to Strauss the researcher burgh (2002), the transferability of research results is applicable in contexts that are similar. However, Nieuwenhuis (2016) is of the view that anyone can apply the process of transfer ability to a new context. According to De Vos et al. (2002), the research findings can be transferable to another context,

3.7.4 Confirmability

Nieuwenhuis (2016) and Strauss and the researcherburgh (2002) describe conformability as the extent to which the researcher's bias toward participants themselves does not influence the research findings. In qualitative research, study confirmability could be increased or ensured by employing strategies such as triangulation, which uses multiple data collection methods to eliminate researcher bias, ensuring that the research findings are more reliable.

According to Nieuwenhuis (2006), other strategies include an audit trail of the research process to trace the research step by step by describing all the procedures and decisions made. In this research, all the measures mentioned above were considered, and similar research using the same data collection and analysis methods revealed results that resembled those of this study.

3.8 ETHICAL CONSIDERATION

Ethical means relating to beliefs and principles about what is right and wrong. Ethical considerations can be addressed at individual and at societal levels. I asked the permission from circuit manager to conduct the research. The research participant was not forced to take part in your study. The concerned forms were issued to the participants, and participants had the right to withdraw from the study. The anonymity and the names of participants were not disclosed, and all participants were treated with respect.

3.9 CONCLUSION

This chapter was about the methodology, research design and data analysis. The qualitative resource methodology is working in this study and the questionnaires, and field notes were used to collect information. The explanation of the research methodology was assumed with respect to this study; the justification was given why the sample and the data taking. The data analysis, explanation of data and ethical considerations and measure to be applied to guarantee the trustworthiness of the research were also explained. Specific reference was made to the design, instruments, population and sampling procedures, and data collection and analysis. The chapter settled by illumination the trustworthiness and ethical considerations of the research study. The next chapter discusses data presentation and interpretation.

CHAPTER 4

DATA PRESENTATION AND INTERPRETATION

4.1 INTRODUCTION

Chapter four presents the findings of an investigation of teacher accountability in underperforming schools in Mapela Circuit. The study aimed to investigate teacher accountability in underperforming schools in primary schools. The participants were five principals and 11 Departmental Heads in primary schools in Mapela Circuit. This chapter presents the data collected from one-on-one interviews with the School Principals and School Departmental Heads. The following sections are covered in this chapter: biographical information, summary, and data presentation.

4.2 BIOGRAPHICAL INFORMATION OF PARTCIPANTS

The table below shows the background information in the study, namely: gender, type of school and age group. Biographical information of participants was categorized: name of participant, gender, experience, name of school and age group of participants.

Table 1: Table showing participants

Participants	Male/Female	Experienced	School	Age category
Principals				
SIP1	M	27	A	50-59
ISIP2	M	32	B	50-59
ISIP3	M	33	C	50-59
ISIP4	M	26	D	50-59
ISIP5	M	31	E	50-59
Departmental Heads				
ISIDH1	F	22	B	50-59
ISIDH2	F	16	C	40-49
ISIDH3	F	15	D	40-49

ISIDH4	M	30	E	50-59
ISIDH5	F	15	A	40-49
ISIDH6	F	12	A	30-39
ISIDH7	F	13	B	40-49
ISIDH8	F	17	B	40-49
ISIDH9	F	9	B	30-39
ISIDH10	F	27	C	50-59
ISIDH11	M	29	C	50-59

Table 1 summarises participants, gender, experience, name of schools, and the Age group of 5 Principals and 11 HOD. The two males principals who are in schools A and D have 26-27 years of experience, and their age groups range from 50 to 59. Three Principals in schools B and C have 31-33 years of experience, and their age groups range from 50 to 59. Moreover, 10 Departmental Heads, 8 Females and 2 Males, One Departmental Head in school B has nine years of experience, and her age group ranged between 30-and 39. Three Departmental Heads in schools B, D, and E have 13-15 years of experience; their age group ranged from 40 to 49. Two Departmental Heads in schools B and C have 16-17 years of experience, and their age group ranged between 40 and 49. One Departmental Head in school B has 22 years of experience, and her age ranges between 50 and 59. Three Departmental heads in schools C and E have 27-30 years of experience, and their age group ranges between 50 and 59. The next part is about the open-ended questionnaires' responses from the principals and Departmental Heads. This part follows the qualitative themes and sub-themes from the data.

4.3 QUALITATIVE DATA ANALYSIS

4.3.1 Description of Participants Semi-Structured Interview

ISIP 1: Was a principal at school A. He has been working in this school for a year. In other years was working as a teacher and as a principal at different schools around Limpopo Province. He was deployed at school A in 2021. His age group ranged between 50 and 59 years. He is a qualified principal with B.Ed. (bachelor in education). Attended different workshops for development on NECT (National

Education Collaboration Trust) conducted in Limpopo for Intermediate and Senior phase teachers. These principals have attended different workshops that were organised by their District in Limpopo province on managing schools.

ISIP 2: Was a principal at school B. He worked as a teacher at a certain school teaching grade 4-7 for more than fifteen years. He had been a Departmental Head in the Intermediate and Senior phases in another school in the province. He was deployed at school B and worked as a principal from 2019 to date. His age group ranged from 50-59. He upgraded his qualification from Primary Teachers Course (PTC) to B.Ed. (Bachelor in Education) through distant learning. He holds a BED Horns degree. He attended OBE (Outcome Based Education) workshops that were conducted by National Education Collaboration Trust (NECT).

ISIP 3: Was a principal at school C. He worked as a teacher at a certain school, teaching grades 4-7 for twenty years. Has previously worked for twelve years as Departmental Head in the Intermediate and Senior phases in other schools around Limpopo Province. He was deployed at school C and worked as a principal this year (2021). He upgraded his qualification from Primary Teachers Course (PTC) to B.Ed. (Bachelor in Education) through distant learning and holds a BED Horns degree. His age group ranged from 50-59. He is the chairperson of the principal at Mapela Circuit.

ISIP 4: Was a principal at school D. the teacher holds a Bed Horns qualification and has worked as a teacher for eighteen years. He taught grades 6 and 7 in his previous school and also serves as a liaison officer between the circuit office and the school before he was, appointed as Departmental Head at another school for six years at another secondary school, teaching grades 8-12. He was a trip organiser at that school. He was acting principal before he was employed at school D. From 2021 he is permanently appointed as principal of his current school D. His age group ranged from 50 to 59. He was recently the chairperson of the teacher's union at the branch level.

ISIP 5: Was a principal at school D. He holds Bed Horns and Masters in Education qualifications and has eighteen years as a principal. He worked as a teacher for

twenty-two years. He was permanently appointed at another secondary school as Departmental Head for ten years. Fortunately, the researcher was appointed permanently as principal at school D from 2019 to date. He was IQMS coordinator at Mapela Circuit for a long time. He was attending the NGO's programme called JET. His age group ranged from 50 to 59

4.4 DESCRIPTION OF THE DEPARTMENTAL HEADS SEMI- STRUCTURED

INTERVIEWS

ISIDH 1: Was Departmental Head in the foundation phase at school B. She worked as a permanent teacher for fifteen years before being deployed at school B. Her age group ranged from 50 to 59 years. She obtained her Senior Primary Teachers Diploma (SPTD) full-time. She obtained an Advanced Certificate in Education and B.Ed. HORNS through distance learning.

ISIDH 2: Was Departmental Head in the foundation phase at school B. She worked as a permanent teacher for ten years. Fortunately, the researcher was appointed as Departmental Head of the same school and had six years of experience. She is a grade 3 teacher in school B. She teaches First Additional Language, Life Skills and Home Language. She holds a Junior Primary Teachers Diploma (JPTD), Advanced Certificate in Education (ACE) and Honors Degree in Early Childhood Development. She was part of ICT (Information and Communication Technology) introduced to teachers in Limpopo. She was one of the committees in reading and writing at Mapela Circuit and assisting in the district. The curriculum advisor was working with her. Her age group ranged from 40 to 49. She was accountable for their school term results representing her principal at the circuit level.

ISIDH 3: Was Departmental Head in Intermediate phase at school C. She worked as a permanent teacher for sixteen years. She is teaching grades 6 and 7. Learning area taught in English and social sciences. Her age group ranged from 40 to 49. She is a qualified teacher with B.Ed. Her majors were Management Law and Policy.

ISIDH 4: Was Departmental Head in Intermediate phase at school D. She worked as a permanent teacher for ten years in another school around Limpopo. Her age group ranged from 40 to 49. She is a teacher in grades five and six. Learning areas taught in English and Mathematics. She has a Senior Primary Teachers Diploma (SPTD), Advanced Certificate in Education (ACE) and Honours Degree within Management. She was attending the NECT workshop.

ISIDH 5: Was Departmental Head in the foundation phase at school A. She worked as a permanent teacher for ten years in another school around Limpopo. She is a qualified teacher with BA Ed (higher education diploma). Unfortunately, she was unemployed for a long time before. She furthered her studies full time and got a BED HORNS specialization in Educational Law in Management. Currently, she is a Masters' student in inclusive education. Workshops attended are OBE and move to CAPS and move NECT. Her age group range from 49 to 40.

ISIDH 6: Was Departmental Head in the foundation phase at school A. She worked as a permanent teacher for eight years. Fortunately, the researcher was appointed as Departmental Head of the same school and had four years of experience. She is a grade 3 teacher from school A. She teaches Home Language, Mathematics, First Additional Language (FAL), and Life Skills. She has a junior Primary Teachers Diploma (JPTD), Advanced Certificate in Education (ACE) and Honours Degree in Early Childhood Development. Her age group range from 30 to 39.

ISIDH 7: Was Departmental head in the Intermediate phase at school B. She worked as a permanent teacher for thirteen years. She has BED HORNS specialization in Education Law in Management. Her age group range from 40-49.

ISIDH 8: Was Departmental Head in Intermediate phase at school B. She worked as a permanent teacher for nine years. Fortunately, the researcher was appointed as Departmental Head of the same school and had four years of experience. There are six teachers in school B. She teaches Economics, Management Science and Life Skills. She has a Senior Primary Teachers Diploma (SPTD),

Advanced Certificate in Education (ACE) and Honours Degree in Management. Workshop attended OBE, CAPS and NECT.

ISIDH 9: Was Departmental Head in the foundation phase at school A. She worked as a permanent teacher for nine years in another school around Limpopo. She is a qualified teacher with BA Ed (higher education diploma). Unfortunately, she was unemployed for a long time before. She furthered her studies full-time and obtained BED HORNS specialization in Management. Currently, she is a Masters' student in inclusive education. Workshops attended are CAPS and moved to NECT. Her age group range from 30 to 39.

ISIDH 10: Was Departmental Head in Intermediate phase at school C. She worked as a permanent teacher for twenty years. She worked at another school around Limpopo. Fortunately, the researcher was appointed as Departmental Head for seven years in school C. She taught Natural Science in grade 7 and English in grade 6. She is a qualified teacher with DESP (Diploma in Education for Senior Phase) and ACE (with specialization in Life Orientation). Her age range is between 50 and 59.

ISIDH 11: Was Departmental Head in Intermediate phase at school B. He worked as a permanent teacher for nineteen years. He worked at another school around Gauteng Province. The researcher was appointed as Departmental Head for ten years in school B. He taught mathematics grades six and seven, Natural Science grade six, and Technology grade four. He is a qualified teacher with SPTD, ACE, specializing in technology and has attended workshops in OBE, CAPS and NECT. He attended evolution for life science, valued citizen (seminar) for art drawing for a year, teacher attitude training and sports administration. Her age group ranged from 50 to 59.

4.5 QUALITAITIVE DATA ANALYSIS

The following sections depict the thematic analysis of qualitative data by the researcher collected from the HOD and the Principal using interviews. Four themes and 11 sub-themes emerged.

Table 2: Themes and sub-themes occurred from the interview conducted with the DP and Principals.

Main theme	Sub-themes
4.5.1 The causes of poor performance at school.	4.5.1.1 Sufficient resources for teaching and learning
	4.5.1.2 The impact of overcrowding on learner performance at school
	4.5.1.3 The importance of accountability in the classroom
4.5.2. Teacher accountability in education	4.5.2.1 Reasons teachers must be accountable at school
	4.5.2.2 Advantages and disadvantages in teacher accountability
	4.5.2.3 Challenges experienced by teachers during teaching and learning.
4.5.3. Teachers to address underperformance during teaching and learning	4.5.3. Strong team at school
	4.5.3.2 Teachers should support learners in all learning areas
	4.5.3.3 Strategies that can be used in order for accountability to be a success
	4.5.3.4 Strategies to support learners
4.5.4. Implementation of teacher accountability at schools	4.5.4.1How can we make teachers accountable to the education of learners

4.5.1 Theme 1: The causes of poor performance at school

In South Africa, with nine provinces, some of the province's learners underperforming is a serious challenge. District and circuit also experience challenges at their primary schools. Learners can perform well when teachers work together if they can remedy the causes of

poor performance at the primary school level. In this study, when principals interviewed, it was mentioned that:

"Non-adherence to contact times, especially in the first periods and those after break. Incompletion of curriculum of curriculum coverage. In adequate adherence to lesson preparations" (ISIP4)

From the above quotation, perhaps teachers are reluctant to plan and prepare lessons because regular changes in teaching approaches like OBE, RNCS and CAPS confuse teachers.

4.5.1.1 Sub-theme: Sufficient resources for teaching and learning

Lack of resources at schools led to most learners' poor performance in primary schools. If the department supplies the schools with enough relevant LTSM (Learner Teaching Supporting Materials), the teacher will ensure that quality teaching and learning will be given to the learners. Teachers must use the LTSM up to a moral standard. Regarding this situation, principals and DH must request books on time so the syllabus covered from all angles. A participant mentioned that:

"No teachers and learners need technology gadgets e.g. Tablets, computers and Wi-Fi for them to access information very easy. We need all-purpose Labs E.g. Computer Labs, Science Labs etc."

In contrast to ISIP 1, ISIDH3 indicate that:

"Yes, some resources are provided to us by the Platinum Mine Anglo American of South Africa (AASA) programme."

Reflecting on the above quotation, perhaps there is a shortage of staff and poor allocation of staff according to specialization. Enough teachers are allocated to the school. According to the post establishment, the learners will get enough curriculum coverage. All curriculum documents must be followed properly, and the relevant people must properly supervise and monitor.

4.5.1.2 Sub-theme: Overcrowding has an impact on learner performance at school

Overcrowding impacts learner performance in the school. Together with the School Governing Body (SGB), the principal could apply for mobile classes for effective teaching and learning. The learner will be more manageable in the class. To comply with Corvid 19. Participants ISIDH1 and ISIDH3: mentioned that:

"The issue of overcrowding is also another problem that leads to poor performance. Teaching and learning are not effective in overcrowding classes. Teaching cannot reach the needs of all learners if they are many in one class. Resources sometimes not sufficient for a large group".

On the other hand, participants in ISIP1and ISP2 contrast a view that:

"Teachers are unable to identify slow learners. They take time to assess learners individually. Play full may not be noticed".

Reflection on the above quotations, if learners may not attend class simultaneously, all learners will be attended individually and those not performing well will be noticed. The few learners will be manageable in the class.

4.5.1.3 Sub-theme: Teachers accountability in the class

When principals and HS communicate, they can work together towards this common goal. Every subject manager must be accountable for the decision or action was taken by the term or annual results because the learners' progress is in their hands. If learners are underperforming in the different subjects in class, it will affect the school's performance, circuit, district, province, and even the nation. Hardworking is the key to success.

Participant ISIP4 mentioned that:

"It ascertains that teachers stay on their lanes in as far as teaching and assessing are concerned. It helps to identify learner's barriers to learning".

Reflection on the above quotation may argue that teachers must give learners feedback after writing their activities, and the results must be analysed.

4.5.1.4 Summary of Theme 1

This theme entails managing the causes of poor performance in schools. The principals, DHs, teachers, and learners must work together to improve performance. The following are the major cause of poor performance in schools: insufficient resources, overcrowding in the classroom, and poor management at school. Sub-themes: The causes of poor performance at school. Main issues: sufficient resources for teaching and learning, the impact of overcrowding on learner performance at school, and the importance of accountability in the classroom.

4.5.1.5 Application of literature

A lack of resources at schools causes underperforming, and lack of infrastructure results in overcrowding, which is a cause of underperforming. Understaffing can negatively affect performance. Mismanagement of funds harms learner performance. Brill et al. (2018) support the financial stance contributing to academic achievement. Lack of internal and external monitoring and support affects learner academic performance. Ärlestig and Johansson (2020) posits that an external school inspection is an accountability tool as it checks the performance.

4.5.2 Theme 2: Teacher accountability in education

When teachers are accountable for learner performance at school, this will help them find the strategy for improving learner performance at school. The problem of underperforming learning will end. Participants like ISIP2 and ISIP 4 mentioned that:

"It is the manner in which teachers take stock of their responsibility in teaching with the view to make improvements on underperformance. Feedback about the learning outcomes base on learner achievement comparative to learner not achieved, report on the strategies to be implemented for improvement".

In contrast to ISIP2 and ISIP4, ISIP3 and ISIDH2 indicated that:

"The curriculum delivery should be done fruitfully to unfold the learner's potentiality and learning should be directed to the learner as a total being. The teacher should bear in mind that the future of the learner lies in the teacher's hands; therefore, the teacher should never

bank periods to do teaching and learning. The dormant potentially in the child should be activated and unfolded. Accountability at schools it is very much important because as a teacher you will be able to come up with some strategies to assist those who are not performing well".

Reflecting on the above quotation, perhaps educators are dedicated to their work and ensure that learning and teaching occur.

4.5.2.1 Reasons why teachers must be accountable at school.

It is important at school for the teachers to be accountable, to be responsible for their performance. Educator must consult other educators who teaching the same subjects to assist on the areas where he or she is not competence. By so doing, this help to understand the content better for good performance. During accountability session will more input on what he/she improved about the content. Participant in ISIP4 indicated that:

"To fulfil the contractual obligation with the employer, to identify shortcomings in the teaching methodologies, and to keep abreast with new developments in the field of education"

Whereas participants in ISIP4 differ with the ISIDH6 that:

"Teachers may be defensive, closed, and not open to outline challenges confronting them. Management may tend to accuse rather than build educators"

Reflection on the above quotations, teachers must keep on developing themselves and they must face the challenges they came across during teaching and learning and came up with the strategies that can assists them when they plan for mitigation.

4.5.2.2 Advantages and disadvantages in teacher's accountability

Advantages and disadvantages of teacher accountability: teachers may ensure that they improve performance, promote ownership, build trust, and measure progress. Regarding disadvantages in teacher accountability, teachers may avoid low levels of trust, high turnover, no prioritisation, and declining engagement. Participant in ISIDH2 mentioned that:

"It gives rooms for development and improvement to help learner where they need help. You will be helped by others".

Whereas participants in ISIDH2 differ with the principal that:

"To make the teacher aware of his duties all the time. Teachers will be closer to learner and know their problems. Confusing if there are no clear guidelines or direction in doing it. Curriculum coverage-implementation of best practices in teaching and learners' assessment. It may dampen teacher moral. It may cause unhealthy competition for resources amongst teachers".

Reflecting on the above quotation, teachers can execute work freely, produce skills and important views, plan properly because of dedication to the job, and work towards the goals and objectives of the school. Teachers are sometimes affected by the system and regulations used. At times, it does not produce fame. Create low morale. There are unclear priorities create stress and frustration

4.5.2.3. Challenges experience by the teacher during teaching and learning

If teachers experience challenges during teaching and learning, it gives them a chance to deal with those challenges. In most of the schools in our country, especially the rural schools, teachers experience challenges during teaching and learning. Those challenges make the school underperform, and such challenges must end. Participants like ISIDH8 mentioned that:

"Overcrowding, language of learning and teaching. Unpreparedness of teachers, lack of discipline from learners. Learners not doing their homework. The impact of corona virus."

Whereas participant in ISIDH8 similar with ISIDH7 that

"Overcrowding is one factor which hinders teaching and learning. This brings about lack of sitting accommodation for learners. Teachers are not able to reach out to learners who are lagging behind in learning processes."

Reflecting on this, the principal, SMT and teachers may come up with the strategies for teaching overcrowding learners, and all staff members are their duties and responsibilities

to prepare themselves when they go to class and discipline learners either in the class or outside the classroom.

4.5.2.4 Summary of Theme 2

This theme was based on reasons and challenges that make teachers accountable. From the theme, the following sub-themes and main issues emerged, teacher accountability in education, the reason the teacher must be accountable at school, the advantages and disadvantages of teacher accountability and the challenges you experience during teaching and learning. Teachers represent the school department to ascertain that the school is running smoothly. If teachers are responsible for their duties as allocated, teaching and learning will be taking place to improve learner performance at school. Lastly, policies and LTSM (Learner Teaching Supporting Material) must: be used accordingly, teachers to address underperforming during teacher and learning, and application of literature

Misuse of funds might lead to the school not being able to buy learner teacher support material, which could lead to underperforming. Brill et al. (2018) the financial backup will lead to learner attainment.

4.5.3 Theme 3: Teachers to address the issue of under-performing during teaching and learning.

"Teachers work as a team, prepare your lessons thoroughly. Mark or control the learners work network with other neighbouring schools, let learners write common tasks at month-end. Attend workshops, invite subject advisors for assistances have extra lessons follow ATPs or pace setters. Don't miss a single period of learner contact building strong team. Make sure they plan together consider are of specialization. Draw action plan with clear goals. Always show appreciation and rewards teachers as departmental head or principal have enough resources. Always give support''

Reflecting on the quotation mentioned above, perhaps proper time management is the key to management, good teacher development activities and enthusiastic embrace of a class visit by supervisors. Participants like ISIP2 mentioned that:

"Present to subject committee. Present to the colleague themselves for performance improvement amongst learners''

Reflection on the above quotations may argue that educators should be dedicated to their work effectively and encourage them to take part in their classroom activities

4.5.3.1 Sub-theme: Strong team at school

If the school builds a strong team, when the school draws an action plan that will guide teachers or the team on what to do, when, how, whom, and feedback meetings with clear objectives should be held. If goals have been met, then implementation with follow lie classroom practice where learners will be grouped according to the team's agreement, lie slow learners aside or have mixed abilities. The remedial teacher may then take the lead, and there will be an improvement in learner performance. In contrast,

ISIP2 and ISIP3 show the need that:

"Encourage department hire qualified educators, and develop effective home school cooperation to harmonise the discrepancies between home and school. Establishment of working subject committees. Establishment of Professional Learning Communities (PLCs) amongst clustered schools and sound internal and external teacher development activities''

Reflective on the above quotation, the department has hired qualified teachers. If the managers' responsibility is to develop effective home school cooperation to harmonise the discrepancies between home and school and to follow-ups to check whether the subject committees exist or not

4.5.3.2 Sub-theme: Support learners in all learning areas

The teacher should assist learners in all learning areas by identifying learners' barriers to learning. All learners must be catered to according to their unique learning abilities. Those who are not performing well need more time to be given more activities and feedback. Use different approaches to assist them in order to achieve the goals. Teachers must use unique skills during teaching and learning. Learners cannot underperform in all learning areas, while teachers can give them extra classes, more activities and feedback, and no learner must be left behind. Participation in ISIDH6 mentioned that:

"Through preparations for lessons. In the class during teaching and learning and during assessment and feedback''

Similar to above mentioned quotation, participants like in ISIDH5 and ISIDH6 further mentioned that:

"Prepare and give learners more activities to do at home. Ensure that learners are actively participating in helping learners with homework. A teacher should also give feedback for learners identify where they went wrong and where they excelled.

Reflection on the above quotation, teachers can offer remedial work to those with learning barriers to integrate content-related topics across the spectrum. To teach English across the curriculum for learners to comprehend assessment questions. If teachers can develop themselves by furthering their studies regarding the subjects, they are teaching, attending workshops and similar teachers will learn new skills, knowledge and more strategies as change is every day in this & industrial revolution.

4.5.3.3 Sub-theme: Strategies used in accountability to be successful

Strategies used during teaching and learning are more important because those different strategies will assist learners in performing well. Learners and teachers must be involved in accountability. If the learners were not performing well in another subject may be accountable for the results, which applies to the teachers. Both of them must develop strategies that can help them perform well in the future.

Participation like ISIP4 mentions that:

"One-on-One accountability to the principal subject committee must be accountable, school must account to the parent. And therefore, the principal must be accountable to the circuit. And accountability must be done quarterly''

Reflecting on the above quotation, parents should give their learners support at home by assisting them with homework because parents must be part of their learners' education. By so doing, learners may improve their performance at school.

4.5.3.4 Sub-theme: Strategies to support learners

Both are performing and underperforming schools; when present, they must give a simple strategy that will assist them in teaching learners. Learners need to be supported in all learning areas and should be provided with the knowledge they know and the knowledge they do not know.

Participation in ISIP2 mentioned that:

"One-on-one accountability to the principal. Subject committee accountability, accountability to circuit. Accountability done quarterly and school target to be decided"

Whereas participants in ISIP2 differ with ISIDH6 that:

"Buy in of educators. Clearly defined desired outcomes. Have proper planning. Empathy-meaning that our ability to identify and understand other people's emotions".

Reflection on the above quotation, others consent that accountability starts at school, where teachers must report to their seniors. The subject committee must also hold meetings about learners' term results to account where necessary. The principal must account to the circuit managers for the results for the school, and always teachers must have proper planning when they go to class.

4.5.3.5 Summary of Theme 3

This theme was based on the strategies that can improve teacher accountability in underperforming schools; from the theme, the following sub-themes and main issues emerged. Sub-theme how can be done as teachers to address underperforming during teaching and learning and main issues on what should the school do to build a strong team to improve learner performance, what should teachers do to support learners in all learning areas and which strategies can be used in order for accountability to be a success. The schools should set smart goals and draw an action plan that will guide educators or the team on what to do, when, how, whom and feedback; meetings with clear objectives should be held. That is when feedback is given. The communication of team members is managed or monitor by the manager. If goals have been met, then implementation will follow. Remedial teaching may then take the lead. There will be an improvement in learner

performance in their regard. There must be clear expectations, provided resources, and staff development.

4.5.3.6 Application of literature

Teachers report to parents through learner reports and principal reports to the circuit during accountability sessions. According to Johansson (2016), external interventions for principals come from the circuit office.

4.5.4 Theme 4: Improvement on implementation of teacher accountability at schools

Accountability is very much important in schools. Especially in underperforming schools, although it is done to all schools either performing well or not. Those performing well during accountability sessions will assist by giving the strategies they have used during teaching and learning to help schools. That is why all teachers must be accountable at the school level, and this will lead to an excellent performance at the end of the year. An accountability session is a tool to examine the progress on performance.

4.5.4.1. Implementation of teacher accountability at schools

For teachers who implement accountability at school, their learner performance at school will advance. It will assist the school in closing gaps, unlike those who are not managing teachers' accountability at their school, and it will lead the school to be underperforming. The more the implementation of accountability, the more the school will have better performance.

Participants in ISIDH8 mentioned that:

"Every teacher analysis results in subjects they teach. They account either on good or bad performance based on analysed results".

Reflecting on the above quotation, the learners and the teacher concern must be accountable for the performance, either good or bad results.

4.5.4.2. Sub-theme: How can we make teachers accountable to the education of learners?

Teachers must be accountable for the education of the learners. Teachers must be dedicated to their work. They should also keep records, plan, implement educational policies and also assess the
 learners. When the results issued, must be analysed to their mediate seniors and also to the parents. In accountability they will account every question they came across.

Participants in ISIDH5 mentioned that:

"*Teachers should work hard to improve learner performance. Before we can make account, they firstly need to be trained properly to improve teaching skills as well as teaching method.*"

Whereas participants in ISIDH5 differ with ISIP1 that:

"*Each and every educator has to make subject analysis and to present it to the staff and to parents. Inform about how he/she is going to make strategies for improvement.*"

Reflecting on the above quotations, teachers need to attend workshops regularly, to be trained properly to be more developed on their teaching skills. Subject analysis must be done quarterly to be used as an instrument on how to check learner performance in different cognitive levels. By so doing teachers will be able to know the areas were learners need to be developed.

4.5.4.2 Summary of Theme 4

This theme was based on implementing accountability in education in underperforming schools; from the theme, the following sub-themes and main issue emerged: ability at schools. The schools that respectfully implement teacher accountability always perform well, and their results will be improved, unlike those that do not. In the previous year, teachers took teacher accountability as a threat. However, now see the importance, and it assists them in performing better.

4.5.4.3 Application of literature

Learner results expose every cornerstone of academic performance. Sherman and Cohn (2019) explain accountability as a tool to answer and accept mistakes to improve. This improvement will be seen through implementation.

4.6 SUMMERY OF CHAPTER

This chapter was about data presentation based on the four themes broken down into sub-themes and the main issues that emanated from these. The first theme of the chapter was based on the causes of poor performance in your school. A teacher's responsibility is to know or diagnose the causes of poor performance at school. The teacher must devise strategies to remedy the situation. The school should provide the resources in the school to improve learning. Enough infrastructures are in a good place to accommodate learners accordingly. Because overcrowding impacts learner performance, accountability is very important in the classroom to assist learners according to their barriers to learning. Therefore, to ensure learners' success in performing well, all teachers need to be accountable for the betterment of the school. The sub-theme shows an understanding of teacher accountability in education in South Africa. Underperformance is a challenge. It is the reason teachers must be accountable at school. The department of education came up with this programme of teacher accountability to ensure that there is syllabus coverage at schools according to their timeframe. To see that all policies are followed and well implemented. The third theme in this chapter is about teachers addressing underperforming during teaching and learning, as well as teachers must be well prepared with their lesson plans for the quality of teaching in learning. The main issues emerged, school to build a strong team to improve learner performance, teachers do support learners in all learning areas, strategies used for accountability to be a success. The last theme of this chapter outlines the implementation of teacher accountability at school. Then the sub-theme, how do teachers implement teacher accountability, was raised, followed by the main issues to make teachers accountable for learner's education.

Themes, Sub-themes and main issues are fully discussed in chapter 4. The next chapter will therefore present summary findings and recommendations.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter explained data in terms of identified themes and sub-themes. Background information about school principals and departmental heads was explained in a table that illustrated their code of participants, gender, name of schools, age and years of experience as school principals, and Departmental Heads. All participants were given codes that have been used exclusively to differentiate and identify them. This chapter provides an overview of the research problem and recommendations for future research.

5.2 SUMMARY OF RESEARCH PROBLEM

The study investigated teacher accountability in underperforming schools in the Mapula Circuit in Mogalakwena District. This research stated that underperforming schools are influenced by a lack of policy implementation in poor performance. Teachers are held responsible for learners' poor performance; hence, they need to account. Campbell, Heyward & Jochim (2018a) stated challenges that make the school accountable. Campbell et al. (2018b) also illustrated the following common challenges to Turnaround strategies: the high number of unqualified teachers and principals to exchange the current workforce, the lack of high-quality support staff, and which is a professional school in the ability to recruit and keep effective support resources that are required and cannot be sustained. Campbell et al. (2018c) explained that strategies are structured to help learners enrol in better institutions of learning. Included in this are the school's closing and international development of new schools' pipelines through issuing the Request for Proposal (RFPs). Most districts have used the phase-out restart or close and replace strategies to combine the closure of schools with the development of the new school. However, closure and school pipeline are requested separately.

5.3. FINDINGS FROM LITERATURE REVIEW ON TEACHER ACCOUNTABILITY ON UNDERPERFORMING SCHOOLS

Discussion of findings

The majority of underperforming schools in South African schools tells that there are some aspects that make school to perform very low. The schools that are affected are the school that are located in the rural areas. The first aspect is overcrowding. Overcrowding it is caused by lack of infrastructures at schools. Conducive to learning will not properly take place. During teaching and learning other learners may find unattended. This will lead to the school to poor performance. According to departmental policy, if the school obtained 40%, the school classified as underperforming schools.

Shortage of Learning Teaching Support Material at some school, other school will not be enriched with the information required and other learners will not get information they are needed. Teaching and learning will not be effective.

Lack of human resources may impede learner's education on that academic year. The process of adding other teachers for that year took long. You may find that learners are behind the syllabus.

Poor management is one of the aspects that can impede learner's education. Poor management. The school should be well managed for the betterment of the school. Time need to managed, resources, infrastructure, LTSM, finance for the school to run smoothly. All challenges need to be face.

The findings of the literature review study in Chapter two reveal:

The international context stated that accountability is the basis of current education policy and is progressively categorized by monitoring, which is external and emphasizes results and outcomes. Accountability is also regarded as a buzzword in international educational policy. The action passed by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) states that members of this structure in November 2018 referred to accountability over 20 times.

In the African context, education accountability is conceptualized from diverse perspectives. In Malawi, accounting is directed at assisting individuals and organizations in meeting their responsibilities and attaining their goals. Based on the moral justification or legal, political participants must account for how they met their responsibilities.

Underperformance in schools cannot get a 60% pass rate in primary schools, especially in the intermediate and senior phases when they w rite common tasks at the end of the year. A serious problem that is also a challenge to South Africa is learners who underperform throughout the country's education system. Every year, the Department Basic of Education (DBE) reports on underperforming schools with a pass rate of 40% or less. Thirteen schools from both Limpopo and KwaZulu-Natal provinces appeared on the list for 2019.

Most schools that underperform and underperforming learners are from poor rural schools and townships. The culture of underperformance can change by the SMTs and stakeholders during accountability sessions, especially during accountability at school before the principal account for the results of the circuit for the previous year.

Diagnosing the root causes of underperformance on Advanced educational organization stated that underperforming schools that are not a full service, or lack of funds and experiencing a problem due to low parent involvement all the times, this will not perform well in all due causes.

Factors that make the school underperform show that the school management team and the curriculum coverage were not properly managed. The school management team that oversees the problem at schools, if they are not properly managed, will experience more problems, or the problem of teaching and learning will continue. External monitoring must be done in due course.

In 2016, England school accountability must monitor all the schools and give them standardized tests to be fair to every school. Ensure that all schools need to be provided and are more supported by the Department of Education. Make sure that every learner receives a quality education. To ensure that accountability plays an important role and brings better education to their learners. Learners who have barriers to learning must be given support accordingly and properly.

Teachers must often use the following methods in accountability sessions (1) monitoring of strategies that are applied during teaching and learning (2) all activities at school should be evaluated in all terms. The nation must use standardized tests to assess all learners for the entire country to check learner performance; learners will compete. In addition, the Department must introduce the common tool that has been used to assess and evaluate accountability in schools. The tool provided to the school must be used internally and externally for inspection and evaluation.

As the discussion above shows, schools are using different approaches to improve their education, which will show in the results during accountability. In the education system, we have the pros and the cons when used.

5.3.1 Implementation of accountability in education

All teachers at school must decide to look at the strategies that can prevent the barriers to learners. The most important is to implement quality teaching and learn to benefit learners for the betterment of the school. Teachers must support them by training them every term, encouraging excellent results for the learners. However, the implementation and application on most subjects will come out, and learners will understand.

The reports must include the activities taking place during teaching and learning by the educators, the support given by the Department of education during training, and even the support that the principal gave.

In 2016, England school accountability must monitor all the schools and give them standardized tests to be fair to every school. Ensure that all schools need to be provided and are more supported by the Department of Education. Make sure that every learner receives quality education. Teachers should know the importance of accountability and the role if has on their learners. Learners who have barriers to learning must be given support accordingly and properly.

Teachers must often use the following methods in accountability sessions (1) monitoring of strategies that are applied during teaching and learning (2) all activities at school should be evaluated in all terms. The nation must use standardized tests to assess all learners for the entire country to check learner performance; learners will compete.

In addition, the Department must introduce the common tool that has been used to assess and evaluate accountability in schools. The tool provided to the school must be used internally and externally for inspection and evaluation.

As the discussion above shows, schools are using different approaches to improve their education, which will show in the results during accountability. In the education system, we have the pros and the cons when used.

5.3.2   Why is teacher accountability important in the classroom?

Teachers implement goals set by the school and determine academic quality in the school. The things a teacher teaches in the classroom should also benefit the student in the real world.

5.3.3   What are the challenges that teachers face while dealing with accountability?

5.3.3.1 Lack of quality teaching strategies

Differentiation in presenting is necessary because the learners' competencies are not the same. Some learners lose concentration if the teacher is unaware of this varied approach because they won't be able to access the material.

5.3.3.2 Parents are not taking part in their learner's education

Learners are typically left in the custody of their guardians, who are typically elderly in rural villages. These learner's parents work far away from home and are not frequently home. As a result, the elderly guardians are unable to assist their learners with educational issues, such as supporting their attendance at academic development sessions.

5.3.3.3 The schools that are not qualified for big funds, the chances do develop schools are limited

The number of learners attending a certain college determines the funding. The majority of the institutions classified as fee-free rely entirely on the department's allocation of norms and criteria. Small schools, which only receive a small share of these allocations, are the problem. As a result, these institutions struggle to meet the most fundamental

requirements, such teaching and learning. The schools are unable to afford to buy LTSM and other instructional tools that could help learners succeed.

5.3.3.4 Inadequate qualified teachers and principals to replace existing staff

The teacher-to-student ratio is crucial because it relieves teachers of some of their burden. The majority of teachers still employed by the system attended outdated schools and are unable to cope with the demands of a curriculum that is constantly evolving. The most of them struggle with technology and trying to blend in with the younger teachers. They lack the motivation to participate actively in teaching activities just because the majority of them lack computer literacy.

5.3.3.5 If the school replaces the outgoing staff with those who are retired at school, will be a shortage of understaffing

Because teachers struggle to meet demand, a staffing shortage in schools has a negative impact on learning and instruction. Teachers who are overworked and fatigued provide instruction that is of lesser quality.

5.3.3.6 Support staff, not enough, especially highly trained

The lack of support staff also lowers educational quality because teachers are forced to perform additional tasks like serving as finance officers, NSNP monitors, and other things instead of focusing solely on teaching and learning. Support workers should be responsible for these tasks.

5.3.3.7 Delayed delivery of support resources required may not be sustainable

The inability to execute some tasks on time will cause some problems if the resource supply is delayed. For instance, there is a lack of textbooks. If the necessary materials are not given on time, the learners will have problems understanding them.

5.3.3.8 All the resources supported by the school may not stay at school for a long period

School resources can be expensive to maintain or have a short lifespan. Small schools struggle to maintain resources due to limited funding, which vary with school size and rising costs.

5.3.4 Which strategies can be used for accountability to be a success?

5.3.4.1 Teachers practice high-quality instruction

Good teaching is a difficult high-demand demand task. The curriculum needs to be managed by teachers, ensure engagement and learning, prepare relevant material and organise and assess different grades. Most countries control teachers' annual work time to manage curriculum on time. The teachers must report different stakeholders during accountability sessions. Give explicit instructions. Ensure that continuous feedback is given at the right time and on time.

5.3.4.2 Availability of Resources

Think of building a firm foundation of a school hall and finishing it to be a big and strong building at the end. Do not expect a person to build a house without having tools. It is not good to give teachers their work without Annual Teaching Plans (ATPs) and frameworks. Both the employer and the employee must sit down and talk about relevant resources.

5.3.4.3 Hiring Qualified Personnel

If the employer can hire suitable employees and well experienced that is knowledgeable, then accountability will be a success. Those who are not well experience will always make mistakes. After accountability can be implemented, the teachers need to be well trained.

5.4 FINDINGS OF THIS STUDY AS PROVIDED THROUGH PRINCIPALS' QUESTIONNAIRES

The information gathered using questionnaires from teacher accountability on underperforming schools reveals:

There are many causes of poor performance at schools that cause underperforming, such as overcrowding of learners in all classes from grade R-7. Human resources are not enough. Learners are not attended individually. Teachers cannot mark learners' work. Learners are given feedback quickly without understanding due to time-consuming. The teacher just allocated subjects without checking the area of expertise. Not enough resources, teachers and learners need to be supplied with technology gadgets, e.g. tablets, computers and Wi-

Fi, to access information easily. Learner Teacher and Support Materials supplied by the department are not enough. (**Sub-Theme 1, Main issue 1.1**).

Learners who have barriers to learning cannot be identified because of overcrowding classes. Teachers take time to assess learners individually, and those playing full learners might not be noticed (**Sub-Theme 1, Main issue 1.2**).

Learners' results must be analysed using the item analysis tool. It will help give feedback to the learners. New strategies will be implemented to develop their subjects. Helps them to track their performance and identify gaps. **(Sub-Theme 1, Main issue 1.3).**

Teachers must be responsible for the duties designed for them, and they must teach learners as one of their responsibility in the class to make improvements on underperforming. Teachers must fulfil their contractual obligation to the employer, identify shortcomings in the teaching methodologies, and keep abreast with recent developments in education (**Sub-Theme 2, Main issue 2.1**).

Implementation of best practices in teaching and learner's assessment. It was discovered that to make the teacher aware of his duties. Teachers will be closer to learners and know their problems. The cons are that teacher morale will be dampened, and it may cause unhealthy competition for resources among teachers. It will confuse if there are no clear guidelines or directions on doing it. (**Sub-Theme 2, Main issue 2.2**).

In most cases, challenges that teachers experience during teaching and learning are overcrowding in the classrooms, learners late coming, and educators are more reluctant and enthusiastic when there are educational changes (**Sub-Theme 2, Main issue 2.3**).

According to the principal, when building a strong team to improve learner performance, the department must hire qualified educators. To develop effective, home-school cooperation to harmonise the discrepancies between home and school, establish working subject committees, and establish professional learning communities amongst clustered schools (**Sub-Theme 3, Main issue 3.1**).

Teachers should support learners in all learning areas by offering remedial work to those with learning barriers. To integrate content matter related topics across the learning area

spectrum, and to teach English across the curriculum for learners to comprehend assessment questions. Emphasise that learners must work using teaching aid as much as possible, develop remedial time to help those struggling, and even attend to individual learners' problems (**Sub-Theme 3, Main issue 3.2**).

Most strategies are discovered that can be used for accountability to be a success. All stakeholders must be accountable at school, including the parents, child, teacher, and management. And also, a visual display of learner performance results (**Sub-Theme 3, Main issue 3.3**).

All teachers must implement teacher accountability in schools to present the subjects they are teaching in the class. To develop strategies for improvement in their subject and set a target for the coming exams for their subjects (**Sub-Theme 4, Main issue 4.1**).

5.5 FINDINGS OF THIS STUDY AS PROVIDED THROUGH DEPARTMENTAL HEADS' QUESTIONS

In some other schools, most of the cause of poor performance it might cause by the absenteeism of learners, and sometimes learners ignore the work given to them like homework. Due to the resources for teaching and learning, other schools are enough, but teachers are not using them properly. (**Sub-Theme 1, Main issue 1.1**).

Overcrowding impacts learner performance in some schools because teachers cannot attend to learners individually, and teaching and learning will not be effective. Moreover, the learners who have barriers to learning cannot be identified. Moreover, discovered that this has become more difficult with the advent of Corvid 19 (**Sub-Theme 1, Main issue 1.2**).

In schools' accountability is more important in the classroom because it will improve academic performance and achievement, it will develop studies, help learners to be responsible for their learning (**Sub-Theme 1, Main issue 1.3**).

In terms of teacher accountability in education, every teacher has to account for their performance in achieving their targets for their respective subjects. Teachers ensure quality education and learning is taking place, and it helps teachers' close gaps and assists learners

who have barriers to learning. Teachers must be accountable for planning their activities on time (**Sub-Theme 2, Main issue 1.**1).

They discovered that teachers may be defensive, close, and not open to outlining challenges confronting them. Improvement of the teaching method enables the teaching method to enable the teacher to research lessons they want to teach. Teachers will lack confidence (**Sub-Theme 2, Main issue 1.2**).

In most cases, other schools experience more challenges during teaching and learning, such as overcrowding classes, lack of human resources, LTSM, and infrastructures. Learners learn at different paces. Discovered that most learners cannot read and write will lead the school to underperform. Experience that remedial work should be done immediately. All learners must participate and form part of the group during teaching and learning. Both teachers and learners must go the extra mile where more activities are given to the learners (**Sub-Theme 2. Main issue 1.3**).

Teachers address underperforming during teaching and learning are more important. During teaching and learning, learners with experiencing challenges must be identified, differentiated approach, sharing of a topic, remedial must be done, and more activities and feedback must be given to the learners to give support and discover that team building is encouraged at school. (**Sub-Theme 3, Main issue 1.1**).

Teachers must support learners in all learning areas through lesson preparations and class during teaching and learning. The subject committee must be established together with subject heads. Well-arranged internal workshops must be conducted at schools and share good practices. Teachers and learners must attend classes without fail (**Sub-Theme 3, Main issue 1.2**).

The school itself must have their strategies for accountability to be a success. Teachers must work together, have proper planning on every subject, address the identified needs, and provide enough quarterly tasks to the learners (**Sub-Theme 3, Main issue 1.3**).

In all schools' teachers must implement teacher accountability after every formal task; the teacher should arrange an accountability meeting with learners. They then ask the learners to identify the challenges they encountered during the formal task. Moreover, teachers

discovered that this would help the teachers who did not perform well then be empowered. Teachers can only be accountable when they do Parents' Day or night and one to one parent or teacher sessions. Then the meetings will be about updating each other about the progress made if the learners are struggling (**Sub-Theme 4, Main issue 1.1**).

5.6 RECOMMENDATIONS

The following recommendations have been reported from the literature and the questionnaire with principals regarding the accountability of underperforming schools.

5.6.1 Recommendations based on principals' views

To improve the quality of teaching, all principals must make sure that teachers, learners and parents are involved in implementing school policies. For effective teaching and learning, teachers must prepare their lessons thoroughly in the subject guideline. Teaching and learning can be effective when teachers can use different teaching methods to cater to all learners. Using appropriate teaching aids and giving enough activities according to various subjects will be more useful to the learners. Remedial work should give the learners more competence in their subjects.

Monitoring and supporting resources for teaching and learning by the Department is more important. Teaching and learning will be more effective if the Department supplies LTSM on time and gives teachers enough workshops. NGOs like Anglo-American South Africa also support the nearby schools (AASA) by providing the schools with LTSM and training teachers, and doing so will empower teachers to teach learners properly.

The researcher recommends that the principals, together with School Governing Body (SGB), apply for mobile classes to avoid overcrowding in the class. In the meantime, learners must come to school in groups to avoid overcrowding; science we are living with Corvid 19 protocol should be followed, especially on social distancing.1.5m should always be applied. If mobile classes are available, learners with barriers to learning will be given more attention individually, and also, slow learners will be easily identified, and playfulness may be noticeable. Both teachers and learners must be more technologically advanced to know about tablets, computers, Wi-Fi, and other technological gadgets.

The researcher recommends that accountability is more important in the classroom because it helps teachers know their subjects very well. It allows teachers to be more strategic and accountable; teachers will be more developed in their areas of expertise. It helps them track their performance and identify gaps and where they need to be closed, leading to analyzing the results.

The study recommends that it is important that teachers must account for education. The study recommends that teacher accountability is a wonderful process whereby all educators account for or give feedback for all subjects they teach. Accountability assists in detecting performance gaps, thereby helping educators to formulate the intervention strategies. Teachers must teach in order to improve learner performance. Curriculum delivery should be done fruitfully to unfold the learner's potential to the best of his ability. Teaching and learning should be directed to a learner as a total being.

The researcher recommends that teachers be responsible and perform their work with indulgence. These challenges should be addressed so that educators' work must be monitored every term and ensure curriculum coverage every single term. Therefore, a management plan must be presented to the educators annually.

The researcher recommends that teachers improve teaching and learning, analyze performance, plan to improve performance outcomes, encourage commitment towards teachers, and provide feedback on performance. Monitoring and supporting teachers should address these challenges by giving them enough workshops and subjects policies and making sure that they implement them properly.

The researcher recommends that teachers experience most of the challenges during teaching and learning, such as overcrowded classrooms, less attention to individual learners, and minimal teaching and learning aids. The principal and the SGB for overcrowding in the Department of education and make applications for the mobile makings may address these challenges. Learning and teaching will be conducive to the learners; learners will be more manageable in the class.

The researcher recommends that the teaching and learning be effectively and efficiently if there effective learning. Learners must attend classes without fail, be punctual, and

introduce extra lessons. Proper planning will lead the school to perform well and attend classes regularly; it will make learners get more information as required for the examination.

Commitment among teachers and learners will make them build a strong team to improve learner performance at school. These challenges may be addressed that every stakeholder around the school must be involved, moreover, by establishing working subjects' committees, Professional Learning Communities among the clustered schools. The committees must work as a team in order to improve learner performance. Furthermore, all teachers must be committed to teaching and learning.

Teachers must attend classes without fail, be punctual for teaching and learning, give learners more activities, be assessed every time and get immediate feedback. The principal may address these challenges to check and monitor the situation, and quarterly feedback must be given to the parents according to their learners' performance.

The researcher recommends using different teaching strategies to improve teaching and learning. Visual and display of learner performance results and written accountability committed to effect changes towards teaching and learner assessment. These challenges may be addressed that will then have a record by writing for future reference. Write the changes that can be done next term, if not a year.

The researcher recommends that presentations be done during designated staff meetings as writing, and it will make teachers commit themselves by writing to implement remedial work. Principals of the schools must encourage departmental heads to do their work, make sure that teachers do analysis and present it to the staff, and the principal will present it to the parents.

5.6.2 Recommendations based on the findings of teacher accountability based on Departmental Heads

Most of the causes of poor performance in South Africa causes by absenteeism among both teachers and learners. Learners do not write the work given to write at home. These challenges may be addressed, and both teachers and learners must attend the school without failure. By so doing, the curriculum will be covered. Poverty at home will affect

performance at school. If learners come to school with a full stomach, they will be more focused. The department supplies schools with feeding schemes, but learners are not eating enough. There is no breakfast at school; the Department must provide learners with breakfast to balance their stomachs while still waiting for lunch.

The researcher recommends that enough resources should be provided to the schools. Human resources, LTSM and infrastructures for teaching and learning are effective. Those schools with sufficient resources must properly use them for the school to perform well. School Management Team (SMT) must have good planning for the school to run smoothly, especially during teaching and learning.

Departmental heads, together with the principal, must ascertain that learners are not overcrowded in the class. They must make sure that they are corvid 19 compliant and even for teaching and learning to be more effective in the class. The departmental head must establish that teaching and learning are more effective in the class.

The researcher recommends that the departmental head ensure that teachers are doing their work properly to be accountable for their work. Accountability assists in detecting performance gaps, thereby helping educators to formulate the intervention strategies. They need to account in the class because this will assist them in knowing areas where the learners are unknown to them.

The researcher recommends that one-on-one discussion is important because the departmental head will be able to meet with teachers to answer questions that need to be answered. Accountability is important because it helps hold teachers responsible for their performance.

In some schools, management tends to accuse rather than build educators. The researcher recommends that management not accuse teachers; instead, they must encourage them and give them support. Teachers need the necessary support and guidance.

In most schools, especially in public schools, teachers have challenges in their classes. Those challenges are lack of learning materials, kids with learning difficulties, and overcrowding classrooms. Together with the principal, the departmental head must see that the class's sitting arrangement is properly arranged for effective teaching and learning. These

challenges may be addressed that must also be given priority. Learners with learning difficulties must give full support.

The researcher recommends that underperformance during teaching and learning is the issue that teachers must address by identifying learners with barriers and coming up with strategies to address their performance by offering extra lessons, more activities should be given, and feedback must be given to the learners after writing.

Other schools are not working as a team. The researcher recommends that departmental heads (DH) organize their phase meetings where teachers talk and share strategies for teaching and learning, and DH ensures that they hold a support meeting according to the year plan and their work plan.

The researcher recommends that learners must be supported in all learning areas. Teachers must go to class, be prepared with lesson preparations, attend lessons without fail, be assessed, and give feedback to learners.

The researcher recommends that every teacher be accountable for learner performance on good and bad performance-based on analysis results. The researcher also recommends that teachers account to the head of the Department, the DH must account to the deputy principal, the deputy to the principal, and the principal must account to the parents and the circuit manager. Teachers should be trained first, then implement accountability.

The researcher recommends that clear expectations be identified, as DH must explain to educators what you expect from them. Regular subject workshops on accountability must be conducted at school to know more about accountability, and follow-ups and feedback must be made. Both teachers and learners must see the importance of accountability at school.

5.7 LIMITATIONS OF THE STUDY

The number of participants was not enough to make a conclusive recommendation for the country, and therefore the results cannot be used for generalisation. Participants may not have been satisfied sharing their own experiences about teacher accountability. Participants talk about what they experience when they account at school in different subjects. The

study is based on what people have said to cause primary data and respect their narrative data.

5.8 FUTURE RESEARCH

The following suggestions for future research are indicated on issues related to this topic:

a) How does the teacher apply accountability, fairness, and transparency in a class?

b) Advantages and disadvantages in teacher accountability.

c) How to improve school performance?

5.9 SUMMARY

This chapter presented a summary of the whole study. The discussions of the study are based on the impact of teacher accountability on underperforming school at Mapela Circuit in Mogalakwena District. The conclusions were based on the research question, research aim, research objectives and methodology. Finally, recommendations as well as the suggestions for future research, were made.

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APPENDIX A

ENQUIRY:082 398 6094   PO BOX 435

Email: julialebelo461@gmail.com   MOKOPANE

                                                                    0600

                                                                    09 JULY 2021

The District Manager

Department of Education

Mogalakwena District

Mokopane

REQUEST LETTER FOR PERMISSION TO CONDUCT RESEARCH AT SCHOOL

Title of the study: The impact of teacher accountability on underperforming schools in Mapela Circuit at Mogalakwena District in Limpopo Province.

Dear Sir/ Madam

I Dimakatjo Julia Lebelo, I am doing the research under the supervision of Dr Modise M.A. at Central University of Technology. I have funding from SETA for assisting me to complete the researcher studies. I am requesting a permission to conduct a research. The tittle of the researcher study: The impact of teacher accountability on underperforming schools in Mapela Circuit at Mogalakwena District in Limpopo Province.

The main aim is to investigate the impact of teacher accountability on learner performance and to apply strategies improve same.

The interview will be conducted at school, immediately after school, whereby it will not affect learners contact time. And the interview will be done in five selected primary schools to established whether teacher accountability is implemented accordingly or not.

The possible benefit of the Department of Education is to have better teachers, to improve their teaching styles and strategies, better understood the learning needs of their learners. And enriched their professional experiences.

The results will be confidential. Confidential is applicable when the researcher knows, collects, or has a record of the participant's name or other identifiable information such as Email address, phone number, address, birthdate, student ID/or social security but uses pseudonyms during reporting of the data. Anonymity to be guaranteed.

I thank you in anticipation for a written positive response towards the researcher request so that I may submit to the Central University of Technology Research Ethics Committee.

Your Sincerely

Lebelo D.J (Mrs)

APPENDIX B

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

MOGALAKWENA DISTRICT

Ref : S11/2/2
Enq : Dolo S.J
Tel : 015 483 7549

Date : 12 July 2021

To : LEBELO DJ

FROM: **OFFICE OF THE DISTRICT DIRECTOR**
MOGALAKWENA DISTRICT

**SUBJECT: APPROVAL TO CONDUCT RESEARCH ON THE IMPACT OF TEACHER
ACCONTABILITY ON UNDERPERFORMING SCHOOLS IN MAPELA CIRCUIT AT
MOGALAKWENA DISTRICT DISTRICT**

1. Your letter dated 09 July 2021 refers.

2. It is with great pleasure to inform you that approval to conduct research as per subject above is hereby granted.

3. The research must be conducted in accordance with the Department's policies and conditions such as but not limited to:

   a. No disruption of Learning and teaching;
   b. No publishing of research outcomes with privilege information before HOD gives approval.

4. We wish you best of luck with your studies. We believe this will add value to education system in our Province especially in Mogalakwena District.

Kind regards,

_____   12/07/2021
District Director   **Date**

MOGALAKWENA DISTRICT OFFICE
805 Rufus Seakamela Street, Mahwelereng
Tel: 015 483 7500 Fax: 086 425 8313
The heartland of Southern Africa- development is about people

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APPENDIX C

Email: julialebelo461@gmail.com P .O .BOX 435

MOKOPANE

0600

09 JULY 2021

The Principal

REQUEST LETTER FOR PERMISSION TO CONDUCT RESEARCH AT SCHOOL

Title of the study: The impact of teacher accountability on underperforming schools in Mapela Circuit at Mogalakwena District in Limpopo Province.

Dear Sir/ Madam

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I thank you in anticipation for a written positive response towards the researcher request so that I may submit to the Central University of Technology Research Ethics Committee.

Your Sincerely

Lebelo D.J (Mrs)

APPENDIX D

INTERVIEW SCHEDULE

Questionnaire to **PRINCIPALS AND HODs**

Instructions to participants

❖ Questionnaire consists of one section only.

❖ When you answer the questions, no wrong answer.

❖ All questions must be answered.

❖ Your name will not name public.

THE RESEARCH TOPIC: The impact of teacher accountability on underperforming schools at Mapela Circuit, Mogalakwena District

1.What are the impact of teacher accountability on underperforming schools?

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2.What are the causes of poor performance in your school?

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2.1. Are your resources sufficient for teaching and learning?

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2.2. Is overcrowding has impact on learner performance in your school?

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2.3. Why accountability is important in the classroom?

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3. What is teacher accountability in education?

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3.1. What are the reasons why teacher must be accountable at school?

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3.2. What are the advantages and disadvantages in teacher accountability?

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3.3. What are the challenges you experience during teaching and learning?

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4. How can be done as teachers to address the issue of underperforming during teaching and learning?

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4.1. What should the school do to build a strong team to improve learner performance?

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4.2. What should teachers do to support learners in all learning areas?

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4.3. Which strategies can be used in order for accountability to be a success?

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5. How do teachers implement teacher accountability at schools?

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5.1. How can we make teachers accountable to education of learners?

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Thank you for your cooperation

Mrs Lebelo D.J

julialebelo461@gmail.com

APPENDIX E

LETTERHEAD
GENERAL INFO/CONSENT COVID 19 COMPLIANT

[The impact of teacher accountability on underperforming schools at Mapela Circuit, Mogalakwena District]

Informed Consent Covid 19 compliant

Dear school principal

My name is Dimakatjo Julia Lebelo and I am "student" at Central University of Technology. The area of research study is to research about teacher accountability on underperforming schools in Mapela at Mogalakwena District in Post graduate study in the faculty of Humanities at Central University of Technology. You are invited to participate in a research study of teacher accountability on underperforming or performing schools at your circuit. You were selected as a possible participant because you are the expect in this area of accountability. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 or older to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:
The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on this form.

The purpose of this study is to come up with strategies to improve learner performance. You will be asked to complete the questions during an interview session. We expect that you will be in this research study for approximately 1hour. The primary risk of participation is to participate while your health is not in good condition. The main benefit is to benefit them professionally and personally. some of these benefits include: became a better teacher, improve teaching styles and strategies, better understood the learning needs of their students. And enriched their professional experiences.

STUDY PURPOSE:
The purpose of this study is to investigate the impact of teacher accountability on learner performance and to apply strategies improve same. Help the participant to have better knowledge and understanding when researcher use the home language of the participant in the research study. And also, the participant to feel free when answering question during interview.

NUMBER OF PARTICIPANTS:
If you agree to participate, you will be one of the 16 participants. Which is 5 principals and 11 HODs. The participants will come from 5 schools on those participants who will be participating in this research.

PROCEDURES FOR THE STUDY:
If you agree to be in the study, you will do the following:

- The researcher will explain in language understandable to the participant, the participant will be interviewed if he/she agree to the part of the study.
- The researcher conduct interview which is recorded and the notes will be taken while participant answering questions.
- The activity will be performed in the classroom.
- The activity not going to be performed frequently so, the activity will be going to take only 1hour immediately afterschool.
- The total duration of participation in the study will be 10hours.
- The real names of participant will not be used in the study.
- This information is accessible to the researcher and research team only.
- The information should be kept in a password protected computer for a period of three years.
- The information will be erased after completing study, and the information will not be used for future research studies.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include:
- Participants may be uncomfortable answering the interview questions, and psychological distress or physical pain experienced during the study.
- The time participants spend for participating in the study might be considered an inconvenience.
- loss of confidentiality
- The participant may feel anxious and/or fearful of being exposed to COVID-19 in the study.
- The participant may be at risk of contracting COVID-19.

SAFEGUARDS:

To minimize these risks and inconveniences, the following measures will be taken:
Participants can skip any questions that they feel uncomfortable answering the questions during the interview. Participants may skip any part of the intervention. Participants may be directed to a counseling or social support services. The interviews may be scheduled at a time that is convenient to the participant and at a place that is private.

1/For all face-to-face research during the COVID-19 health pandemic.We are taking the following precautions to minimize the possibility that you will be exposed to the virus: wearing of mask,wash your hands frequently,sanitizing and social distancing. 2/In spite of these precautions, the risk of exposure to COVID-19 is still present.

CONFIDENTIALITY:

Your responses during interview will be confidential, "confidential" is applicable when the researcher knows, collects, or has a record of the participant's name or other identifiable information such as e-mail address, phone number, address, birthdate, student ID, and/or social security but uses pseudonyms during reporting of the data, and the personal information is only accessed by the researcher or the research team who is doing the study. Anonymity to be guaranteed.

The results if this study may be used in reports, presentations, or publications but your name will not be used. The application should be kept in a password protected computer for a period of 3 years.This information is accessible to the researcher and research team only.The information will b eerased after the completing study.

VOLUNTARY PARTICIPATION:
Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the researcher.

BENEFITS OF TAKING PART IN THE STUDY:
There are no direct benefits to participation in this study, however, your participation will help them professionally and personally. Some of these benefits include: became a better teacher, improve teaching styles and strategies, better understood the learning needs of their students, and enriched their their profetional experiences.

ALTERNATIVES TO TAKING PART IN THE STUDY:
n/a
PAYMENT OR INCENTIVE:
You will not receive payment for taking part in this study.

STUDY-RELATED INJURIES:
It will be no related injuries during interview.

CONTACT INFORMATION:
If you have questions about the study, please call me at 082 398 6094 or e-mail me at julialebelo461@gmail.com. Fuculty Adviser Dr Modise M.A Contact number 082 703 6686. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact Dr Modise M.A -082 703 6686.
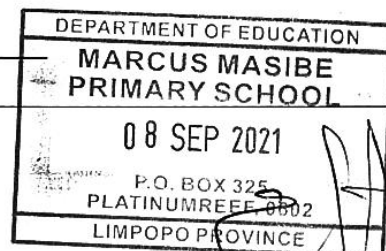
PARTICIPANT'S CONSENT:
By signing below, you are giving consent to participate in the study. [Release statement for audio or videotaping must be inserted here if applicable. If video and/or audio recording, add the following statement: "Please check the option that applies to you before signing" with the following options:

☐ I give permission for my [insert what is being audio/video taped, e.g. interviews] to be audio (or video) taped.
☐ I do not give permission for my [insert what is being audio/video taped, e.g. interviews] to be audio (or video) taped.]
For face-to-face research add the following line as well:
☐ I have been informed about the risk of exposure to COVID-19 in this study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Name of the Participant: _SEEMA   S. A._

DEPARTMENT OF EDUCATION
MARCUS MASIBE
PRIMARY SCHOOL
0 8 SEP 2021
P.O. BOX 325
PLATINUMREEF 0002
LIMPOPO PROVINCE

Signature of the Participant: _____

Date: 08. 09. 2021

Adapted from: https://www.csusm.edu/gsr/irb/consent.html

LETTERHEAD

GENERAL INFO/CONSENT COVID 19 COMPLIANT

[The impact of teacher accountability on underperforming schools at Mapela Circuit, Mogalakwena District]

Informed Consent Covid 19 compliant

Dear HOD

My name is Dimakatjo Julia Lebelo and I am "student" at Central University of Technology. The area of research study is to research about teacher accountability on underperforming schools in Mapela at Mogalakwena District in Post graduate study in the faculty of Humanities at Central University of Technology. You are invited to participate in a research study of teacher accountability on underperforming or performing schools at your circuit. You were selected as a possible participant because you are the expect in this area of accountability. Please read this form carefully and ask any questions you may have before agreeing to be in the study. You must be 18 or older to participate in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:
The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on this form.

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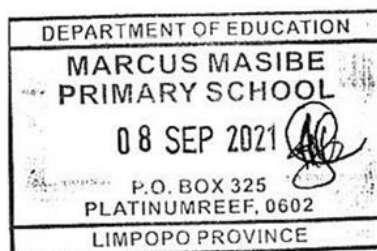
STUDY PURPOSE:
The purpose of this study is to investigate the impact of teacher accountability on learner performance and to apply strategies improve same. Help the participant to have better knowledge and understanding when researcher use the home language of the participant in the research study. And also, the participant to feel free when answering question during interview.

NUMBER OF PARTICIPANTS:
If you agree to participate, you will be one of the 16 participants. Which is 5 principals and 11 HODs. The participants will come from 5 schools on those participants who will be participating in this research.

PROCEDURES FOR THE STUDY:
If you agree to be in the study, you will do the following:

DEPARTMENT OF EDUCATION
MARCUS MASIBE PRIMARY SCHOOL
0 8 SEP 2021
P.O. BOX 325
PLATINUMREEF, 0602
LIMPOPO PROVINCE

- The researcher will explain in language understandable to the participant, the participant will be interviewed if he/she agree to the part of the study.
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- The real names of participant will not be used in the study.
- This information is accessible to the researcher and research team only.
- The information should be kept in a password protected computer for a period of three years.
- The information will be erased after completing study, and the information will not be used for future research studies.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include:
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- The time participants spend for participating in the study might be considered an inconvenience.
- loss of confidentiality
- The participant may feel anxious and/or fearful of being exposed to COVID-19 in the study.
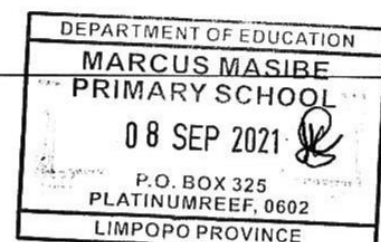- The participant may be at risk of contracting COVID-19.

SAFEGUARDS:

To minimize these risks and inconveniences, the following measures will be taken:
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CONFIDENTIALITY:

Your responses during interview will be confidential, "confidential" is applicable when the researcher knows, collects, or has a record of the participant's name or other identifiable information such as e-mail address, phone number, address, birthdate, student ID, and/or social security but uses pseudonyms during reporting of the data, and the personal information is only accessed by the researcher or the research team who is doing the study. Anonymity to be guaranteed.

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The results if this study may be used in reports, presentations, or publications but your name will not be used. The application should be kept in a password protected computer for a period of 3 years. This information is accessible to the researcher and research team only. The information will b eerased after the completing study.

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Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the researcher.

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There are no direct benefits to participation in this study, however, your participation will help them professionally and personally. Some of these benefits include: became a better teacher, improve teaching styles and strategies, better understood the learning needs of their students, and enriched their their profetional experiences.

ALTERNATIVES TO TAKING PART IN THE STUDY:
n/a
PAYMENT OR INCENTIVE:
You will not receive payment for taking part in this study.

STUDY-RELATED INJURIES:
It will be no related injuries during interview.

CONTACT INFORMATION:
If you have questions about the study, please call me at 082 398 6094 or e-mail me at julialebelo461@gmail.com. Fuculty Adviser Dr Modise M.A Contact number 082 703 6686. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact Dr Modise M.A -082 703 6686.
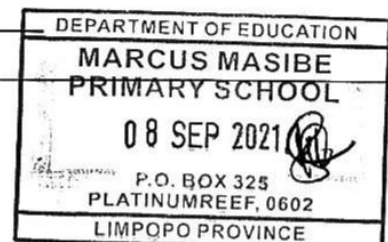
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☐ I do not give permission for my [insert what is being audio/video taped, e.g. interviews] to be audio (or video) taped.]
For face-to-face research add the following line as well:

☐ I have been informed about the risk of exposure to COVID-19 in this study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Name of the Participant: MASONGOA H·E·

DEPARTMENT OF EDUCATION
MARCUS MASIBE
PRIMARY SCHOOL
0 8 SEP 2021
P.O. BOX 325
PLATINUMREEF, 0602
LIMPOPO PROVINCE

Signature of the Participant: _____

Date: 08.09.2021

Adapted from: https://www.csusm.edu/gsr/irb/consent.html

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APPENDIX G

Dissertation

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