

# Influence of Teachers' Accountability on Learners' Learning Engagement

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## ABSTRACT

Teacher accountability plays a vital role in promoting learners' academic engagement. This study examined the relationship between teachers' accountability and learners' learning engagement among Grades 1 to 6 pupils at Lupiagan Elementary School during the School Year 2023–2024. Specifically, it assessed teachers' accountability in terms of duty and responsibility, communication, and expectations, as well as learners' engagement in oral recitation and participation in performance tasks. A descriptive–correlational research design was employed. Data were collected from 124 learners using a modified questionnaire adapted from Dargusch (2018). Mean, standard deviation, and Pearson's  $r$  were used for data analysis.

Results indicated that teachers' accountability in terms of duty and responsibility ( $M = 4.50$ ), communication ( $M = 4.56$ ), and expectations ( $M = 4.69$ ) were all rated "Always." Learners' engagement in oral recitation ( $M = 4.60$ ) and participation in performance tasks ( $M = 4.67$ ) were likewise rated "Always." Correlation analysis revealed a strong, statistically significant relationship between teachers' accountability and learners' engagement ( $r = .933, p < .001$ ).

These findings suggest that higher levels of teacher accountability are associated with increased learner engagement in classroom activities. Strengthening professional responsibility, communication practices, and academic expectations may contribute to sustained student participation and academic involvement.

**Keywords:** teacher accountability, learning engagement, duty and responsibility, communication, expectations, oral recitation, participation

## INTRODUCTION

Education is a very important element for the progress, growth, and development of any given society. It is an instrument for human capacity building that helps society for self-perpetuation and the transmission of its ethos, norms and values from one generation to another. The teaching – learning interaction that takes place in the classroom becomes the service point at which teachers do the utmost to ensure that set educational objectives are achieved satisfactorily in terms of learners' academic achievement (Folger R.,2020). This makes the education agents, particularly teachers objects of public scrutiny and criticism as their action or inaction can truncate the attainment of the lofty goals and objects that education intends to satisfy.

In understanding the role of teacher accountability in student motivation. A teacher's accountability can significantly impact a learner's motivation to learn. By studying this relationship, the researcher can gain a better understanding of how teachers can create a conducive learning environment that promotes student engagement and motivation. Teacher accountability is a multifaceted concept that encompasses various dimensions, such as instructional practices, classroom management, and student-teacher relationships. By studying the influence of teacher accountability, the researcher can identify which aspects are most critical in promoting student engagement. This study can help to establish a correlation between teacher accountability and student learning outcomes. It will provide evidence of whether teachers' sense of responsibility and commitment can lead to better academic performance and increased student engagement

## Research Questions

This study aimed to determine the influence of teacher's accountability on learner's learning engagement. Specifically, this study sought to answer the following questions:

1. What is the level of teachers' accountability in terms of:
  - a. Duty and responsibility
  - b. Communication
  - c. Expectations
2. What is the level of learners' engagement in terms of:
  - a. oral recitation
  - b. Participation of performance tasks
3. Is there a significant relationship between teacher's accountability and learners engagement?

## LITERATURE REVIEW

### Duty And Responsibility

Teaching profession has recently been scrutinized by different groups of people and sometimes, head teachers have been demoted because of poor learning engagement of pupils in the National Examinations. In a decentralized framework through the Primary School Development Programme (PEDP), the school committees must oversee the functions of the schools to ensure that teachers are accountable for the pupils' learning. Results from both Dar es Salaam and Mbeya indicated that demoting teachers because of poor learning engagement in the National Examinations is unfair and it undermines the teachers' professional credibility and status although demotion can be warranted to irresponsible and those who do not adhere to the professional standards. Teachers also opposed to be supervised by the school committee as its members do not belong to the teaching profession. Teachers thought school committee members need to deal with all activities that facilitate teaching and learning environment outside the classroom. Some teachers, however, thought that involving the school committee is important because it consists of people who represent the parents who need to know the value for money invested in the education of their children. The argument in this paper is that while teachers' accountability for pupils' learning is important, however, teachers' evaluation of their work performance needs to base on their fulfilment of the ascribed professional code of conduct. Pupils' learning engagement is a combination of many factors, and it cannot be determined by teaching alone (Gaylon, 2019).

As indicated earlier and from those given examples, teachers are seemingly facing many challenges that change the ways of their thinking and that they need to act as professionals because of what the societies expect from them and the belief on what education can do for children's life. Teachers' survival will depend on the extent of being committed towards meeting accountability demands by fulfilling their professional obligation. If the teacher does not fulfil the obligations vested to her/him then, it may be difficult to achieve the required quality standards that are demanded by the society (Lopez, 2018).

The question may be on how teachers can best be managed so that they can provide desired quality education that can fulfill the societal needs as perceived by the education stakeholders (Kong, 2019). While the teacher is always at the center of criticisms, however, educational achievement of the pupils is not from the teachers' work alone and accountability is a very controversial matter and it has been heavily debated (Demas and Arcia, 2019). Some writers ask the questions why a teacher should be accountable for pupils' learning and achievements, while the teacher's role in practice is to teach and not to force pupils to pass the examinations. Others have asked why the teacher has to give an account for something that cannot be controlled.

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## Communication

One of the most important skills of a good teacher is good communication skills. Communicating effectively with learners creates a positive learning environment and fosters student success. Good communication skills also enable teachers to build strong relationships with learners, parents, and colleagues. Communication is essential in the workplace. Good communication skills can help you build strong working relationships, resolve conflict, and increase productivity. Therefore, the importance of communication in the workplace cannot be underestimated.

Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders and Mills, 2019). In addition, teacher communication skills are important for a teacher in delivery of education to learners (McCarthy and Carter, 2020). Communication skills involve listening and speaking as well as reading and writing. For effective teaching a teacher needs to be highly skilled in all these areas. Teacher with good communication always make the things easier and understandable (Freddie Silver). Effective communication skills are important for a teacher in transmitting of education, classroom management and interaction with learners in the class. Teacher has to teach the learners having different thinking approaches. To teach in accordance with the ability and capability of the learners a teacher needs to adopt such skills of communication which motivate the learners toward their learning process (Sng Bee, 2020).

Good communication of teacher is the basic need of learning success of learners, and professional success of life. Teacher communicates more instructions orally in classroom to learners. Teacher with poor communication skills may cause failure of learners to learn and promote their academics. Students need to understand that what is right, and what is wrong while it totally depends upon the communication skills of teachers which he adopts in class-room (Sherwyn P., 2019). Good communications minimize the potential of unkind feeling during the process of teaching. For learning the learner must be attentive toward their teacher during the lecture. Loss (2020), recommended that teacher communicate in clear and understandable manner.

Communication is a dynamic process which need of mind and courage to face the other and convey his/her message in effective way. Communication process is successful when we deliver the message in clear and understandable way. Effective communication need to convey and accept his/her message in all kind of situation and circumstances. Good communication is considered a strong tool for effectiveness in the teaching profession (Monika Srivastava, 2018). As variety of skills are needed for good teaching and teachers. A study conducted by Ehindero & Ajibade, (2019) indicates that for effective teaching, teacher requires good communication skills such as good communication, good classroom management, updating knowledge and maintaining personality. No one can teach effectively until having these basics skills of teaching.

## Expectation

To continue the mission of learners learning engagement, it is imperative that everyone who belongs to the school community contributes to attaining this goal in meaningful ways. This includes administrators, teachers, influential educators who interact with learners outside of the classroom, parents, family members, and learners. All parties must be held responsible for supporting each individual learner and accommodating their needs in order to obtain learning success. In this course, we will explore how a school community can contribute to holding learners and teachers accountable to achieve academic success. As a result, the culture for learning will strengthen as more student support is provided (Ruiz, 2022).

## Oral Recitation

Oral recitation is a teaching method that involves learners actively participating in the learning process by speaking out loud and sharing their thoughts and ideas. This method has been used in classrooms for centuries and has been found to be effective in promoting learning engagement. In this section, we will review the literature on the level of learning engagement in terms of oral recitation (Frigga, N., 2019).

A study by Bachman, B., (2019) investigated the effects of oral recitation on learning engagement in a second

language classroom. The researchers found that learners who engaged in oral recitation were more motivated and actively participated in the learning process. They also reported higher levels of interest, enjoyment, and involvement in the lesson. Similarly, a study by Alzahrani, A., (2019) examined the impact of oral recitation on learning engagement among English as a foreign language learners in Saudi Arabia. The results showed that learners who engaged in oral recitation had significantly higher levels of learning engagement compared to those who did not.

Oral recitation has been found to have numerous benefits for learning engagement. According to Chiang, W., (2017), oral recitation helps learners develop their critical thinking skills, increase their confidence in speaking, and improve their communication skills. These factors contribute to higher levels of learning engagement as learners feel more involved and invested in their own learning.

Furthermore, a study by Tan, L., (2019) reported that oral recitation promotes active learning, which encourages learners to take ownership of their learning. This sense of ownership and responsibility leads to higher levels of learning engagement as learners are more motivated to participate and contribute to the lesson.

Despite the benefits of oral recitation for learning engagement, there are some challenges that may hinder learners' participation and involvement. For instance, Tan, G., (2020) found that some learners may feel anxious or embarrassed about speaking in front of the class, which can discourage their engagement in oral recitation. Moreover, a study by Kim H., (2019) revealed that learners' level of proficiency in the language used for oral recitation can affect their learning engagement. Learners with lower language proficiency may struggle to participate and engage in oral recitation, leading to lower levels of learning engagement.

To overcome the challenges to learning engagement in oral recitation, researchers have suggested various strategies to enhance engagement. For instance, Tan, G., (2019) recommended creating a supportive and non-threatening classroom environment to reduce learners' anxiety and encourage their participation. Additionally, Kim, J., (2019) suggested providing scaffolding and support for learners with lower language proficiency to help them participate and engage in oral recitation.

## **Performance Task**

Learning engagement is a critical component of student success and is defined as the level of interest, motivation, and active participation in the learning process (Yuan F., 2021). Performance tasks are activities that require learners to apply their knowledge and skills to real-world scenarios, allowing for a deeper understanding of the subject matter (Leo, G., 2019).

Several studies have been conducted on the relationship between learning engagement and performance task performance. A study by Lerner, D., (2018) found that learners who were highly engaged in their learning were more likely to successfully complete performance tasks and demonstrate better understanding of the subject matter. This suggests that learning engagement is a key factor in the success of performance tasks. Another study by Fredricks, B., (2018) looked at the impact of different types of learning engagement, such as behavioral, emotional, and cognitive engagement, on performance task performance. They found that all three types of engagement were positively correlated with performance task performance, with cognitive engagement having the strongest relationship.

In addition, a study by Zheng, (2018) focused specifically on the effect of emotional engagement on the performance of performance tasks in a technology-enhanced learning environment. They found that emotional engagement positively influenced task performance, highlighting the importance of creating a positive and supportive learning environment for learners to be emotionally engaged.

Furthermore, a meta-analysis by Chappell, (2018) examined the relationship between student motivation and academic achievement. They found that motivation, a key component of learning engagement, had a significant positive impact on academic performance, including performance task performance.

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## Insight Gained

These studies suggest that there is a strong relationship between learning engagement and performance task performance. Engaged learners are more likely to successfully complete performance tasks and demonstrate a deeper understanding of the subject matter. This highlights the importance of promoting and fostering learning engagement in order to enhance student performance on performance tasks.

The literature suggests that oral recitation is an effective teaching method for promoting learning engagement. It has numerous benefits, such as improving critical thinking skills, confidence, and communication skills. However, there are also challenges that may hinder learners' participation and engagement, such as anxiety and language proficiency. To enhance learning engagement in oral recitation, creating a supportive classroom environment and providing scaffolding and support for learners can be effective strategies. Overall, oral recitation is a valuable tool that can increase learners' involvement and motivation, leading to better learning outcomes.

## Research Design

The research design utilized in this study was a descriptive-correlational approach. This study studied the impact that a teacher's accountability has on students' involvement in learning, specifically with regard to the concepts of duty and responsibility, communication, and objectives. A questionnaire was used by the researcher in order to collect information regarding the impact that teachers' accountability has on the level of learning engagement that students have in terms of their duties and responsibilities, communication, and expectations. The students in the study ranged from grade 1 to grade 6.

## Respondent /Participants

The participants were 124 learners from Grades 1 to 6 at Lupiagan Elementary School during the School Year 2023–2024. Complete enumeration was utilized.

## Instruments of the Study

This study used questionnaires derived from Dargusch's (2018) study titled "Relationship of Teachers' Accountability and Student Learning Performance." The instrument is divided into two components that discuss the impact of teacher accountability on learner learning engagement in terms of duty and responsibility, communication, and expectations. The researcher adjusted some of the items to fit the study's scenario. Each variable contains five questions. The surveys are based on a five-point Likert scale and are used to assess the impact of teacher accountability on learner learning engagement in terms of duty and responsibility, communication and expectations, and level of learning engagement at Lupiagan Elementary School.

## Data Gathering Procedure

A formal request for data collection was approved by the Schools' Division Superintendent, followed by school administration, allowing the researcher to deliver the survey questionnaire. The researcher personally visited the schools to deliver and collect the questionnaires. As the research questionnaires were collected, the researcher immediately examined, tallied, tabulated, presented, and analyzed the data that would be used in the study's primary text.

## Scoring Procedure

The data was processed and interpreted using the rating scales below. For the influence of teacher's accountability on learner's learning engagement in terms of duty and responsibility, communication and expectations.

Influence of teacher’s accountability on learner’s learning engagement and level of learning engagement

Scale	Range	Qualitative Statement
5	4.20-5.00	Always
4	3.40-4.19	Often
3	2.60-3.39	Sometimes
2	1.80-2.59	Rarely
1	1.00-1.79	Never

**Data Analysis**

The data analyzes and interprets that was collected from the questionnaires filled out by the respondents. The procedure of analyzing the data involved the utilization of mean tables, standard deviation, and correlation statistics. This chapter was organized under the relevant subject below, and the order in which the individual problems were presented in the problem statement was the determining factor in the order in which they were presented.

**RESULTS**

The evaluation of the level of accountability that teachers have in terms of their duties and responsibilities is presented in Table 2. The indicators are graded on a scale that ranges from 1 to 5, and the mean and standard deviation (SD) values are also included. The table provides a presentation of the means, standard deviations (SD), and qualitative descriptions of the indicators that relate to them.

Table 2. Level of Teachers accountability in terms of duty and responsibility

Indicator	Mean	Std. Deviation	Qualitative Description
My teacher develops a creative learning environment.	4.87	.48	Always
My teacher is doing his/her best to teach us effectively.	4.73	.53	Always
My teacher makes professional growth a continuous process.	4.67	.79	Always
My teacher performs all her duties with dedication	4.58	.81	Always
My teacher display values of teamwork and unity are some of the values required to meet our academic expectation.	4.50	.76	Always
<b>Mean Score</b>	<b>4.50</b>	<b>.59</b>	<b>Always</b>

As can be seen in table 2, the indicator that has the greatest mean is "My teacher develops a creative learning environment" (Mean = 4.87, SD = 0.48), which indicates that this is the case whenever it is considered. In contrast, the indicator that has the lowest mean is "My teacher display values of teamwork and unity are some of the values required to meet our academic expectation," which has a mean of 4.50 and a standard deviation of 0.76. This indicates that the outcome is the same as it has always been consistent. The level of accountability that teachers have in terms of their duties and responsibilities is consistent with what has traditionally been the case (mean = 4.50, standard deviation = 0.59). It may be deduced from the findings presented in table 2 that students have the impression that their instructors are very successful in establishing an atmosphere conducive

to creative learning. This is consistent with the recommendations made by a large number of researchers, who have emphasized the significance of establishing an atmosphere that is conducive to learning in order for students to flourish.

Table 3. Level of Teachers accountability in terms of communication

Indicator	Mean	Std. Deviation	Qualitative Description
My teacher communicates us, when we have lessons that are need to be discuss.	4.69	0.62	Always
My teacher communicates as properly when we have activities in school.	4.65	0.76	Always
My teacher is good in communication skills.	4.52	0.91	Always
My teacher has a good teacher-parent and teacher-pupil, relationship.	4.50	0.92	Always
My teacher communicates my parents if I have missed in school.	4.42	0.89	Always
<b>Mean Score</b>	<b>4.56</b>	<b>.56</b>	<b>Always</b>

As can be seen in table 3, the indication that has the greatest mean is "My teacher communicates us, when we have lessons that need to be discussed," which has a mean of 4.69 and a standard deviation of 0.62. This indicates that the indicator is consistent with the norm. Additionally, the indicator that has the lowest mean is "My teacher communicates my parents if I have missed in school," which has a mean of 4.42 and a standard deviation of 0.89, showing that this is always the case. Learners have the impression that their teachers are competent at sharing vital information regarding class topics, but they may not be as good at communicating with their parents while they are gone from school.

Table 4 presents the Level of Teachers accountability in terms of expectation is evaluated, with indicators rated on a scale from 1 to 5, accompanied by mean and standard deviation (SD) values. The corresponding means, standard deviations (SD) and qualitative descriptions of the indicators are presented in the table.

Table 4. Level of Teachers accountability in terms of expectation.

Indicator	Mean	Std. Deviation	Qualitative Description
My teacher expects his/her learners academically.	4.80	0.53	Always
My teacher teaches us very well so that he/she will meet the excellent.	4.74	0.64	Always
My teacher make his/her learners learn very well.	4.68	0.90	Always
My teacher has a high expectation, when it comes to academics.	4.64	0.80	Always
My teacher teaches us with courage and love in order to meet our academe successfully.	4.60	0.98	Always
<b>Mean Score</b>	<b>4.69</b>	<b>.58</b>	<b>Always</b>

As shown in table 4, indicator with the highest mean is "My teacher expects his/her learners academically," as shown in table 4, with a mean of 4.80 and a standard deviation of 0.53. This indicates that the indicator is consistent with the norm. The indicator that has the lowest mean, on the other hand, is "My teacher teaches us

with courage and love in order to meet our academe successfully," which has a mean of 4.60 and a standard deviation of 0.98, showing that this is likewise the case as an indicator. This suggests that the students feel their professors have high expectations for them in terms of their academic performance; yet, they do not necessarily believe that their teachers teach with courage and love in order to assist them in achieving academic success. It is possible that this indicates that the learners do not feel emotionally supported by their teachers, despite the fact that they feel supported academically by their teachers.

Table 5 presents the Level of learner’s engagement in terms of oral recitation is evaluated, with indicators rated on a scale from 1 to 5, accompanied by mean and standard deviation (SD) values. The corresponding means, standard deviations (SD) and qualitative descriptions of the indicators are presented in the table.

Table 5: Level of learner’s engagement in terms of oral recitation

Indicator	Mean	Std. Deviation	Qualitative Description
I observed that my teacher is an effective teacher because she/he make us inspired to learn our lesson every day.	4.72	0.58	Always
I love going to school and learn new lesson because my teacher gives us some activities to make us alive and participate.	4.69	0.67	Always
I can easily comprehend my lesson and understand it.	4.68	0.58	Always
I am excited to learn my lesson because my teacher has a good strategy to make us easier to learn	4.58	0.72	Always
I am motivated to participate and learn during oral recitation because my teacher teaches us effectively.	4.34	1.10	Always
<b>Mean Score</b>	<b>4.60</b>	<b>.50</b>	<b>Always</b>

As shown in table 5, the indication that has the highest mean is "I observed that my teacher is an effective teacher because she/he makes us inspired to learn our lesson every day," as shown in table 5. The mean for this indicator is 4.72, and the standard deviation is 0.58. This indicates that the indicator is consistent with the norm. On the other side, the indicator that has the lowest mean is "I am motivated to participate and learn during oral recitation because my teacher teaches us effectively," which has a mean of 4.34 and a standard deviation of 1.10. This indicates that the students who participated in the study are more likely to see their instructor as being helpful in motivating them to learn, but it also indicates that they are less driven to participate and learn when oral recitations are being performed. It is possible that this indicates that the teaching style of the instructor may be effective in engaging students in the lecture, but it may not be as effective in inspiring students to participate in activities that are being conducted in the classroom. In general, This indicates that the learner's level of involvement in terms of oral recitation is consistently high (mean = 4.60, standard deviation = 0.50). This indicates that the general level of involvement among learners in terms of oral recitation is strong, with the majority of learners being actively involved and participating in the activity. Learners are regularly reciting and participating to the debate, which indicates a high degree of engagement. This is clear from the fact that learners are consistently doing both actions.

According to Chappell (2018), oral recitation is a very successful method that may be utilized in the classroom to encourage active learning and foster engagement among students. Learners have the ability to actively participate in the learning process, share their thoughts and ideas, and expand on their knowledge and comprehension through the use of this opportunity. Learners are able to ask questions and receive instant responses from either the instructor or their classmates when they engage in oral recitation. This provides learners with the opportunity to gain fast feedback and clarification.

Table 6 presents the Level of learner’s engagement in terms of participation is evaluated, with indicators rated on a scale from 1 to 5, accompanied by mean and standard deviation (SD) values. The corresponding means, standard deviations (SD) and qualitative descriptions of the indicators are presented in the table.

Table 6: Level of learner’s engagement in terms of participation.

Indicator	Mean	Std. Deviation	Qualitative Description
I am able to complete my project with creativity.	4.58	.67	Always
I finish my project with accuracy and understanding.	4.52	.77	Always
I show great enthusiasm and dedication throughout my task.	4.45	.71	Always
I actively participate my performance task with understanding of the subject matter.	4.39	.86	Always
I am able to articulate my knowledge using appropriate concept	4.53	.76	Always
<b>Mean Score</b>	<b>4.67</b>	<b>.45</b>	<b>Always</b>

As can be seen in table 6, the indicator that has the greatest mean is "I am able to complete my project with creativity," which has a mean value of 4.58 and a standard deviation of 0.67. This indicates that the standard deviation is always 0.67. On the other hand, the indicator that has the lowest mean is "I actively participate my performance task with understanding of the subject matter," which indicates that the same thing likewise happens as it always does (mean = 4.39, standard deviation = 0.86). This indicates that even if the learners are confident in their abilities to finish their projects with creativity, it is possible that they are not totally engaged in the subject matter or that they do not fully understand it when they are performing performance tasks. It is possible that this indicates a potential gap in the learners' knowledge of the content or their ability to learn it. When taken as a whole, the level of learner involvement in terms of participation (mean = 4.67, standard deviation = 0.45) indicates that the results are consistent. Given that the 'always' response indicates that the level of involvement of the learner in terms of participation is likely to be high, this indicates that the level of engagement is. All of this demonstrates that there is a favorable correlation between student engagement and academic achievement as well as other good consequences. Fostering and supporting student involvement is something that educators should continue to do in order to promote the overall learning and development of their students.

Table 7. Test on significance relationship on Teacher’s accountability and learners’ engagement.

Independent Variable	correlation (r)	p-value	Interpretation
Teachers Accountability	.933	.000	Significant

A study was carried out with the purpose of determining the connection between the accountability of teachers and the level of learners engagement. Upon examination of the results shown in Table 6, it is evident that there exists a robust and statistically significant association between the responsibility of teachers and the engagement of learners ( $r=.933$ ,  $p<0.001$ ). As a result, the discussion will focus on the null hypothesis, which asserts that there is no meaningful relationship between the accountability of teachers and the engagement of students. In addition, the findings suggest that students will have a tendency to do better and participate more actively in school if teachers are able to fulfill their responsibilities and obligations to their students in terms of their duties and responsibilities, their dedication, and their expectations.

## DISCUSSION

This study aimed to determine the influence of teacher's accountability on student's learning engagement. This study used a descriptive-correlational research design. It investigated the influence of teacher's accountability on learning engagement in terms of duty and responsibility, communication and expectations. In order to gather data on the influence of teacher's accountability on student's learning engagement in terms of duty and responsibility, communication and expectations among grade 1 to 6 learners, the researcher adopted a questionnaire. This study was conducted in Lupiagan Elementary School, Sumilao Bukidnon, for the school year 2023-2024. Complete enumeration was used in this study because it is an opportunity to create generalizations from the data gathered, it involves multiple phases that is linked with one another. The results of this study lend credence to the notion that educators play a significant part in fostering and sustaining the level of engagement that students have in their educational experiences. Learners have a greater chance of experiencing feelings of support, motivation, and engagement in the learning process when teachers are accountable and fulfill their responsibilities. This aligns with the social cognitive theory, which proposes that the environment in which learners are immersed, including the actions and behavior of their instructors, has an impact on the level of engagement and learning that occurs among those learners (Kong, 2019).

In addition, Alzahrani A. (2019) emphasized the significance of the relationships that exist between teachers and students in terms of fostering accountability and participation. When students have a sense of connection and trust with their instructors, they are more likely to be engaged in the classroom and to take responsibility for their own education. This highlights the importance of teachers focusing not only on academic education but also on developing strong relationships with the students they are teaching.

## CONCLUSION

The following conclusions was derived from the results of the study:

On the basis of the findings in problem 1, it is possible to draw the conclusion that the amount of accountability that teachers have in terms of their duties and responsibilities, their dedication, and their expectations is quite high. This is a good indicator because it demonstrates that teachers are meeting their obligations and responsibilities, as well as the expectations that have been set on them that pertain to communication. However, in order to guarantee that the degree of teacher accountability continues to be high, it is essential for educational institutions and schools to regularly monitor and assess the amount of accountability held by teachers. This can be accomplished through the implementation of frequent performance reviews, the solicitation of feedback from both learners and colleagues, and the provision of chances for professional development.

Students are highly involved in oral recitation and participation, which indicates that they have a good attitude towards the activities that take place in the classroom. These findings were based on the findings of problem 2. The promotion of active learning and the enhancement of academic achievement both require this level of engagement as a primary component. On the other hand, in order to keep this level of participation, it is essential for teachers to continually monitor and encourage the engagement of their students.

In light of the findings of problem 3, it is possible to draw the conclusion that there is a significant positive association between the accountability of teachers and the participation of students within the classroom. The conclusion that can be drawn from this is that when a teacher is held responsible for their actions, it results in higher participation from the students. This is a significant discovery because it emphasizes the significance of teachers being accountable for their actions in the process of fostering a constructive learning environment.

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