

Professional Accountability of 21st Century Administrators Towards Collaborative Performance

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ABSTRACT

School administrators have an array of responsibilities. From school maintenance, to staff development, to producing quality graduates and to linking with stakeholders. This study assessed the extent of the school heads professional functions of administrators in terms of accountability, authority and responsibilities. Results of the study showed that teachers perceived that administrator has sense of responsibility in doing their job as an administrator compare of being accountable and having the authority. Overall, after careful analysis of the results of this study, all variables are pointing out to the importance of improving the professional accountability of the school administrators.

KEYWORDS: Administrators, Accountability, Collaborative Performance, Responsibilities

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Introduction

It is not undeniable that an educational organization, like any other organization, needs a strong leadership and management. School leadership and management of activities challenge everyone in the field in promoting the culture of lifelong learning and teaching (Cruz et al., 2016; Senge et al., 2012; Kolb, 2014; Day et al., 2016;). Recent study by Taylor (2020) stated that people usually define leadership in various different ways, but if there's something upon which everybody agrees, it's definitely the fact that a leader should know how to influence. However, not every leader is born with this ability, and perhaps that's what makes the difference between successful leaders and average ones (Goleman et al, 2012; Maxwell, 2002).

A recent study conducted by Nannyonjo (2017) found that not one school (of 180 surveyed) was able to improve student achievement records without effective school leadership. This research shows a clear connection between skilled school leadership and positive student learning outcomes. It's proof that good leadership in schools makes a direct impact on students' experience and performance. Prior research suggests that a good leadership in schools is the practice of having the authority and enable school-wide teaching expertise

in order to achieve a strong rate of progress for all learners (Obiakor et al., 2012; Ikemoto et al., 2014; Alvoid& Black, 2014). This leadership can be driven by principals and executive staff in traditional leadership roles, as well as by school leaders and teachers without defined leadership roles (Leithwood et al., 2007;Eyal& Roth, 2011;SCU, 2019). Similarly, to be an effective leader, you need to have the ability to make fast, difficult decisions with limited information is critical and consider the likely consequences of your decision and any available alternatives. Make your final decision with conviction, take responsibility for it and follow it through. Being a resolute and confident decision-maker will allow you to capitalize on opportunities and earn the respect of your team (Blane, 2017: Wheeler, 2019;Page, 2020).

However, when a leader lacks clarity of authority and accountability, they are being setup for failure (West et al., 2003;Bolden et al., 2009; Alvesson &Karremman, 2016). No meaningful decisions can be made. When inaction occurs, no change happens. Without accountability, people stay stuck in place, and the culture begins to crumble. Hence, authority and accountability are necessary companions, yet they often are strangers. An imbalance of authority and accountability creates

challenges for an organization and a leader. When lopsided, frustration rises (Mertz, 2016). Imagine being given new leadership responsibility. We are excited about the opportunity. As we begin to lead, we find out that we do not have the authority to make decisions (Beer, 2003). Our excitement diminishes quickly. More importantly, our engagement begins to fade, and we always go up the hierarchy before any decision is made. Research shows that some people have the tendency to engage in ineffective behavior. Without accountability, you may only catch these behaviors when mistakes and errors have already been made and your organization has already suffered the loss (Staw, 1981; Edmondson, 2011). By building a culture of accountability on the onset, you rid your organization of ineffective behavior, put the right people on the right jobs, and send the message that you're serious about excellent work (Ososami et al., 2014).

Similarly, school accountability policies are complex and manifest in different ways at various points in the educational system. School accountability refers to processes for evaluating how a school is performing based on student performance measures (Figlio & Loeb, 2011); it is a very broad concept that is used to describe extremely different types of policies in education. For example, there are market-based accountability systems designed to hold schools accountable to parents (i.e. school choice), peer-based systems designed to hold teachers more accountable for student performance (i.e. Race to the Top), student-based systems designed to motivate students to achieve (i.e. minimum-competency tests and graduation exams), and school-based systems designed to hold schools and administrators more accountable for student performance (Amo, 2015).

Accountability, Authority and Responsibility

The concept accountability is defined as the authority to complete the tasks and operate independently and to perform the duties in order to fulfill or further the goals of an institution. If tasks are not completed and functions of the job are not performed properly, then the implementor will also be responsible for dealing with the repercussions (Abughosh, 2015). The two main components of the term "accountability" are authority and responsibility. The first concept – authority refers to the competence and mandate given to the principal in order to exercise the powers delegated by certain regulations or administrative orders issued by the Education Department in the

case of government institutions, and by management (Khan and Iqbal, 2013). Yet, the autonomous school principal's experience is not necessarily related to a "defined" degree of autonomy which is prescribed by educational law and driven by concepts of new public management. Their "perceived" autonomy is also due to factors which can be located at a rather individual level (Brauckmann and Schwarz, 2014). The concept of responsibility is defined as "a sense of internal obligation and commitment to produce or prevent designated outcomes or that these outcomes should have been produced or prevented" (Lauermann and Karabenick, 2011). It refers to being responsible and providing explanations to a specific authority regarding the activities in question (Julnes, 2006; Mulgan, 2000). Accountability, which contains both concepts, is a process that ensures appropriate conduct according to the organization's regulations, and indicates administrators' duty to answer to higher authorities (Argon, 2015). There is a clear emphasis on recognizing and taking responsibilities, but obvious as it may be, ambiguity still remains regarding the boundaries of the spheres of authorities. The division of authorities and responsibilities between various position holders within the system (in and out of school) is unclear (Cohen et al., 2007), and this can lead to ambiguity in defining the school's goals and standards for assessing the actions taken.

Previous study of Maulid (2017) found out that the logic of accountability institutions is to facilitate effective performance of the sector and to ensure that each organ plays its roles effectively and ensure rational use of school funds. The concept of accountability institutions came from the public choice theory which suggested ways to correct problems of bureaucratic organizations. Public choice theorists intended to ensure decisions on administrative and financial matters are conducive to improved performance. Recent study of Lexton (2020) stated that the authority as one of the components of accountability is the power or right to issue orders, make decisions, and impose obedience. It is similar to giving power, jurisdiction, control, command and mastery over someone. In education, school leaders have an array of responsibilities. From school maintenance, to staff development, to producing quality graduates, to linking with stakeholders; the busy-ness of schooling requires that its leaders pay attention to an array of activities that is historically unprecedented. School principals are now under constant pressure to provide an account of all school policies and practices to anyone and everyone: government, the Department of Education, faculty

and staff, parents, students, community groups and the like. Authority is the primary and secondary characteristics of a state are important to its success, but the most important characteristic is having a state authority. It is vital to the survival of an ancient state to have a central system for decision-making that can also enforce those decisions (Cavenly, 2014). Furthermore, according to Esmali et al. (2015) authority concept has close relation with the concept of power and influence. Authority means legitimate power. Authority is meant as power based upon satisfaction. The influence of political leaders is entitled when they are inclined toward authority. The authority is one of the most effective forms of the influence and not only it is more reliable and durable than the force but it is a factor that helps the leadership in governing with least usage of political resources.

Objectives and Research Design

This research aimed to analyze the professional accountability of school administrators based on the Results and Discussions

evaluation of the teacher and evaluate the results whether it creates different perspective on the accountability, responsibility and authority. Moreover, this research utilized descriptive research method to gather the information about the extent is the manifestation of the practices of the school heads in terms of the following roles and functions in terms of accountability, authority, and responsibility. It used to gain an understanding of underlying reasons and uncover prevalent trends on the perception of the respondents. The data will be gathered will utilize the appropriate statistical software with 0.05 level of significance. This study was conducted on the identified schools in LapuLapu City Division, in the school Year 2020-2021. Respondents were the school head and teachers of the identified schools. Research Instrument were adapted from the study of Olaso and Baja (2019). Their study aimed to described the professional accountability in the areas of teachers' performance, student achievement, staff development and learning environment. In our study, school heads were one of the main respondents.

Table 1. Accountability

	Teachers		Administrators	
	Mean	SD	Mean	SD
Implementing the school curriculum and being accountable for higher learning outcomes.	2.11	0.67	3	0
Administering and managing all personnel, physical and fiscal resources of the school.	1.98	0.59	2.94	0.83
Accepting donations, gifts, bequests and grants for the purpose of upgrading teachers/learning facilitators competencies.	1.98	0.76	3	0
Performing such other functions as may be assigned by proper authorities.	2.05	0.73	2.8	0.79
Representing the school at meetings or in the community and networking.	2.01	0.52	3	0
Overall Mean		2.03		2.95

Table 1 presents how both the administrators and the teachers assessed the accountability of the school administrator. It can be seen that the statement Performing such other functions as may be assigned

by proper authorities in teacher group got the highest weighted mean of 2.05 (sd=0.73) while the statement administering and managing all personnel, physical and fiscal resources of the school and accepting

donations, gifts, bequests and grants for the purpose of upgrading teachers/learning facilitators competencies got the lowest weighted mean of 1.98 (sd=0.59 & 0.76) which also verbally described as possessed. Administrator on the other hand rated accountability as well possessed. Overall, the administrator got an overall weighted mean of 2.95 which verbally described as well possessed. This can be attributed to the fact that as the highest authority in the school, the administrators believe that their main function is to direct the school towards the realization of the organizational objectives and Olosa and Baja (2018) emphasize that school administrators perceived that they are being accountable in the performance of their functions in their respective schools. As the leader of their schools, they are concentrating their efforts towards the realization of the organizational goal. Clear vision is being conveyed to every member of the school community and they are guided towards quality teaching and learning.

Table 2 presents how both the administrators and the teachers assessed the authority of the school administrator. It can be seen that the statement undertaking tasks and procedures that are in line with the law and its regulations in teacher group got the highest weighted mean of 2.06 which while the statement encouraging staff development got the lowest weighted mean of 1.84 (sd=0.58). Administrator on the other hand rated recommending the staffing complement of the school got the lowest weighted mean of 2.96 (0.81). Overall, the administrator got an overall weighted mean of 2.99 which verbally described as well possessed. Khan and Iqbal (2013) emphasized authority refers to the competence and mandate given to the administrator in order to exercise the powers delegated by certain regulations or administrative orders issued by the Education Department in the case of government institutions, and by management.

Table 2. Authority

		Teachers		Administrators	
		Mean	SD	Mean	SD
Setting the mission, vision, goals and objectives of the school	1.96	0.69	3	0	
Recommending the staffing complement of the school based on its needs	2.14	0.60	2.96	0.81	
Encouraging staff development	1.84	0.58	3	0	
Establishing school and community networks and encouraging the active participation of teacher's organizations.	2.15	0.41	3	0	
Undertaking tasks and procedures that are in line with the law and its regulations.	2.21	0.36	3	0	
Overall mean		2.06		2.99	

Moreover, Hendricks (2020) have stated that authority gives the ability to make decisions, whether that pertains to your daily activities or allocating resources. Typically, authority is given to managers and the top personnel in a company to help them guide a team and achieve business goals and objectives. Without authority, it is impossible to

delegate tasks and get things done. It enables a leader to delegate work and give instructions to their employees, who accept it because of the initiator's authority to make those decisions. The findings indicate that administrators have shown authority in their respected station.

Table 3. Responsibility

		Teachers		Administrators	
		Mean	SD	Mean	SD
Creating and environment within the school that is conducive to teaching and learning.	2.11	0.78	2.98	0.89	
Developing the school education program and school improvement plan.	2.20	0.56	3	0	
Offering educational programs, projects and services which provide equitable opportunities for all learners in the community	1.94	0.71	3	0	
Introducing new and innovative modes of instruction to achieve higher learning outcomes	2.15	0.34	3	0	
Accepting responsibility for negative aspects	2.01	0.53	3	0	
Overall mean		2.08		2.996	

Table 3 presents how both the administrators and the teachers assessed the responsibility of the school administrator. Data shows that the statement Creating and environment within the school that is conducive to teaching and learning in teacher group got the highest weighted mean of 2.11 (sd=0.78) while the statement offering educational programs, projects and services which provide equitable opportunities for all learners in the community got the lowest weighted mean of 1.94 (sd=0.71). Administrator on the other hand rated creating and environment within the school that is conducive to teaching and learning as the least weighted mean score of 2.98 (sd=0.89)

which. Overall, the administrator got an overall weighted mean of 2.99 which verbally described as well possessed. According to Cornett (2018) responsibility can be shared. You can work with a team of people to divide responsibilities. Moreover, Sokanu (2018) emphasized that school administrator manages routine activities and provide instructional leadership at these institutions. They may also be employed at businesses, museums, correctional facilities, and community service organizations to direct their educational programs. This indicates that administrator does their responsibilities in attaining the schools aims and objectives.

Table 4. Test of Significance (Accountability)

	Variable 1	Variable 2
Mean	2.026	2.948
Variance	0.00303	0.00752
Observations	5	5
Hypothesized Mean Difference	0	
df	4	
t Stat	-19.1668	
P(T<=t) one-tail	2.18E-05	
t Critical one-tail	2.131847	
P(T<=t) two-tail	4.37E-05	
t Critical two-tail	2.776445	

Table 4 shows the test significant difference between the group respondents in terms of accountability. The data shows that the p- value $P(T \leq t)$ two tail (0.000043) gives us the probability that a value of the t-statistic (-19.1668) would be observed that it is larger than in absolute value than t Critical two tail (2.77). Since the p-value is less than our alpha 0.05,

hence the data reject the null hypothesis that there is no significant difference between group respondent's perception on the administrator's accountability. This indicates that respondent's perceptions have a significant difference due to the fact that administrators have the accountability which entirely different from the teachers.

Table 5. Test of Significance (Authority)

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	2.06	2.992
Variance	0.02385	0.00032
Observations	5	5
Hypothesized Mean Difference	0	
df	4	
t Stat	-12.9821	
$P(T \leq t)$ one-tail	0.000102	
t Critical one-tail	2.131847	
$P(T \leq t)$ two-tail	0.000203	
t Critical two-tail	2.776445	

Table 5 shows the test significant difference between the group respondents in terms of accountability. The data shows that the p- value $P(T \leq t)$ two tail (0.000203) gives us the probability that a value of the t-statistic (-12.9281) would be observed that it is larger than in absolute value than t Critical two tail (2.77). Since the p-value is less than our alpha 0.05, hence the data reject the null hypothesis that there is

no significant difference between group respondent's perception on the administrator's authority. Ashly et al. (2016) noted that teachers do not see administration as the valued culmination of a career in education, but instead as an unpleasant task undertaken by individuals substantially different from themselves, they will tend to discredit what school leaders contribute.

Table 6. Test of Significance (Responsibility)

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	2.082	2.996
Variance	0.01117	8E-05
Observations	5	5
Hypothesized Mean Difference	0	
df	4	
t Stat	-19.0334	
$P(T \leq t)$ one-tail	2.24E-05	
t Critical one-tail	2.131847	
$P(T \leq t)$ two-tail	4.49E-05	
t Critical two-tail	2.776445	

Table 18 shows the test significant difference between the group respondents in terms of accountability. The data shows that the p-value $P(T \leq t)$ two tail (0.000203) gives us the probability that a value of the t-statistic (-12.9281) would be observed that it is larger than in absolute value than t Critical two tail (2.77). Since the p-value is less than our alpha 0.05, hence the data reject the null hypothesis that there is no significant difference between group respondent's perception on the administrator's responsibility.

CONCLUSION

Some significant effects of the administrator's accountability, authority and responsibility has been identified that can affect both teachers and student's interaction. Among the effects it can be observed that teachers rated all the domains lower compared to the administrator. This shows that teachers were not totally engaged on the leadership style of the assigned administrator in their respected school. Moreover, results of the study showed that teachers perceived that administrator has sense of responsibility in doing their job as an administrator compare of being accountable and having the authority. Overall, after careful analysis of the results of this study, all variables are pointing out to the importance of improving the professional accountability of the school administrators. In addition, the hypothesis indicates as well that there is a significant difference on administrators and teacher's perception.

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