



Instructional Accountability in the Turkish Context: A Qualitative Descriptive Analysis*

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ABSTRACT

Purpose: This study aimed at describing what occurs at the implementation of accountability in instruction by analysing the perceptions of the teachers who directly encounter and experience this phenomenon in instructional processes.

Research Methods: The data were collected using a phenomenology design, which is a type of qualitative research method through the semi-structured interview questions. The participants were teachers, who had different teaching experience periods in the varying school sizes in the villages, districts, and city centers at pre-school, primary, lower secondary, and upper secondary education levels between October and December in 2017. The data were analysed with content analysis and described with the direct quotations.

Findings: At the end of the study, it was revealed that the school stakeholders are not fully aware of instructional accountability and accounting processes do not run in the teachers' working groups, an accountability mechanism is not formed in the Turkish Educational System and focusing on instructional accountability processes make teachers feel anxious for declining their creativity.

Implication for Research and Practice: Several suggestions including the enhancement of the stakeholders' accountability awareness in education, the development of the accountability awareness in the teachers' working groups, and forming an accountability mechanism in the Turkish Educational System, were made.

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Introduction

One of the characteristics of a contemporary, democratic, institutional, and effective management is accountability. Accountability is exercising of power justifiably and credibly. The concern in this issue is to focus on process (how something was carried out) and outcomes (what results were achieved). It helps supporting and realizing determined aims by preventing or without wasting resources. Both sides of the process should know relationship between each other, and it is supposed to affect others' behaviors by the authority's actions.

United Nations Development Programme (UNDP) defines accountability as conducting work in accordance with agreed rules and standards and reporting roles or plans and performance results fairly and accurately (UNDP, 2018). A pre-requisite for accountability is to have knowledge about a service or product. Those who are responsible for accountability should be knowledgeable with their work processes and outcomes. Otherwise, accountability does not work. It is a requirement for parties to know their working rules and conditions. These rules and conditions include work definition and assignment, actualization, and completion. In accountability, these questions should be answered: who will account to whom and for what he/she will account, how he/she account and what will happen at the end (Acar, 2013; Balci, 2003). Asking account is natural part of notion of accountability so asking for accounting and accounting follow each other. However, the starting point is asking for accounting. Accounting cannot be implemented if accounting is not asked (Bakioglu & Salduz, 2014, Darling-Hammond, 2010).

When accountability concept is applied to education, this term is defined as educational accountability whose origin dates back to the midst of 19th century. In this period, the school budgets in England were paid according to a variety of standards. The state schools in the USA were held to be responsible for accounting for a number of issues owing to increasing rate of change and the development of democracy in the 20th century because more resource allocation was provided to the education to meet the needs of the parents who wanted to catch up with the change. So, accountability became one of the most important means to determine whether the resources were used efficiently. At the beginning of the 21st century, school regarded as the analysis unit of productivity with the idea of evaluation of teachers and principals' performance with regard to students' success. From this respect, educational accountability became the centre of the education system (Farrel & Law, 1999; O'Day, 2002; Stecher & Kirby, 2004). A variety of accountability policies have been implemented in Europe today (Aasebø, Midtsundstad & Willbergh, 2017; Wallenius, Juvonen, Hansen & Varjo, 2018). In parallel with the international developments, an understanding for accountability has been tried to be integrated in the Turkish educational system. The legal structure of accountability in the public administrations were constituted with the laws numbered 5018, 4982, and 5176.

In the literature in education, a variety of accountability was mentioned such as *bureaucratic, legal, political, market, and professional* based accountability which have stemmed from different thought and expectations (Epstein, 1993; Darling-Hammond,

2004; O'Day, 2002). An important point in this issue is that there is not a fixed idea about which accountability applications mostly appeal to an organization. This issue is mostly related with an organization's objectives, its administrative strategies, institutional environment, and working domain (Balci, 2003). The model/s which is or are suitable for cases and expectations can be used. Stecher and Kirby (2004) define accountability in education as an education system to be responsible for its outputs / students' knowledge, skills, and behaviours.

According to Acar (2013), educational accountability is explaining justifications, decisions, and actions related to education to the stake holders of the system. It means the system is responsible for growing quality of human capital. The main focus of the educational accountability is to productively use the resources, knowledge, and teaching and learning process. Enhancing student performance is the main objective by developing quality of activities. With the establishment of educational accountability, teachers will be responsible for teaching their disciplines to their students, so schools will develop (Gronberg & Jansen, 2006). Furthermore, the main aim in accountability is to develop teaching activities and students' performance. The most important component of this aim is teachers.

Professional accountability in education tries to create knowledge-based and student-oriented applications. It asserts that teachers and administrators can make the most accurate decisions, which they are responsible for, through their professional knowledge and skills based on the idea that decisions are very complicated to meet needs and interests of students who are radically different from each other and a general method is not possible to address their needs and interests. It provides teachers with autonomy in their fields. It aims at training, certificating, selecting, evaluating, and observing colleague by ensuring professional competency. It requires principals and teachers to make decisions by considering the most accurate and appropriate professional knowledge and their priorities as students and parents' wishes (Bulbul, 2011; Epstein, 1993; Guclu & Kilinc, 2011; Heim, 1996; O'Day, 2002). In this regard, accountability can be applied in instructions at schools to develop quality of education. In this process, the answers for the questions such as who should account to whom what he/she does and what will happen as a result of this process, should be known (Acar, 2013; Balci, 2001). In the IA process, gathering data about the teaching performance, then analysing the data provides a basement for demanding explanation and evaluating teacher' performance. According to teacher's account, managerial bodies can decide to give promotion or punishment to the teachers (Yildirim & Yenipinar, 2019). Accountability for educational activities can be defined as the responsibility to provide knowledge and justifications about treatments in instructional processes at schools, and includes acquiring knowledge for performance with regard to instructional processes, discussing this knowledge, asking for accounting from those concerned, accounting, evaluating performances considering this accounting, reaching a decision and placing a sanction (reward or punishment) based on this decision. A professional type of instructional accountability (IA) requires stakeholders in education and participants in instructional processes to know what and how should be done to enable students to succeed (Bakioglu & Salduz, 2014).

Professional development, curriculum, instruction method and techniques, evaluation, cooperation with colleagues and stakeholders, exchanging knowledge, conducted social activities, and students' scores must be evaluated in the context with instructional accountability (Darling-Hammond, 2015; O'Day, 2002).

The primary aim of instructional accountability at school is to conduct treatments in instructional processes at professional norms to provide all students with a better training (Katsuno, 2012; Parkes & Stevens, 2003). Instructional activities have a key importance for this aim. With regard to instructional accountability, organization of the necessary teaching-learning experiences at the desired standards and objectives in curriculum play a significant function for students to get these objectives (Darling-Hammond, 2010; Ozen, 2011; Postlethwaite, 1973; Wallenius et al., 2018). School principals, teachers, parents, students, professional organizations, immediate environment and executives in education with regard to instruction implemented at school can be enumerated of the parts of accountability taking into account types, level, and quality of objective as indicators.

Xu (2016) emphasized that teachers' practices in classroom directly affects students/schools' success. Aasebø et al. (2017) studied the effect of accountability in the instruction in class on the school culture and found that three different instruction languages including dialogue, narrative, and repetitive instruction styles could affect the students' success in the Norwegian lower-secondary schools differently. It was identified that teachers cannot be solely responsible for this instructional accountability and the atmosphere created by the stakeholders have an impact on the desired quality of instruction at school. Ingersoll, Merrill and May (2016) came up with a conclusion that regarding teachers as just responsible for the quality of instruction at school conceals real problems. According to them, all the components that can influence instruction at school including teacher training, developing teachers' qualities and school administration, namely entire educational system should be responsible for accounting for instruction at school. Kavanagh and Fisher-Ari (2017) stated that the effect of accountability policies not only on students, school and societies but also on teachers should be taken into account, and they found that educational policies influence teachers' daily lives, experiences, beliefs, and effectiveness. Wallenius et al., (2018) compared the educationists' perceptions for the comprehensive quality assurance and quality assurance evaluator policies and implementations at the schools in four Scandinavian countries, namely Sweden, Denmark, Norway, and Finland. At the end of their studies, it was revealed that these implementations in the countries are in the triple balancer among global qualification, neo-liberal accountability, and equalitarian Nordic school tradition. It was also found that the countries have rational approaches special to them with respect to school accountability and transparency.

Teachers are legally main responsible bodies who are involved in the centre of instructional processes and effectively to implement and rule it. Teachers are to account for the effectiveness of their instruction, which is their primary professional activity. In other words, they are to be accountable for their students' aimed objectives with regard to knowledge, skill, attitude, and behaviour. Teachers should solve the

problems they encounter to improve learning and create discussion opportunities by diversifying activities (Bakioglu & Salduz, 2014; Ontas & Atmaca, 2016; Yavas, 2017). Accountable teachers should know their own responsibilities, ensure their development, and arrange accurate and effective learning activities regarding their students' characteristics, cooperate with their colleagues and stakeholders, inform their students, colleagues, administrators and parents about instruction implementations, and explicitly answer the posed questions (Kalman & Gedikoglu, 2014).

As highly trained and educated human capital can deal with the opportunities deriving from developments, the most valuable resources of societies are human (Yuksel, 1998). The increasing competition in the globalized world and the necessities of knowledge-based societies require the potentials of human resource capital to be used to the highest level. One of the most important means to enable individuals to acquire the desired qualities is education. Training students as qualified individuals is vitally important for societies' future life ensuring quality in educational activities. Using accountability functionally to activate the Turkish Educational System is regarded as one of the most important responsibilities of educational administrators (Erdag & Karadag, 2018; Ozen, 2011; Yildirim & Yenipinar, 2019). In this context, researchers have conducted a variety of studies about accountability. However, the majority of the studies dealing with the accountability in education implemented in Turkey are quantitative studies in survey model. They are not oriented with the instruction at schools (Argon, Dilek & Yerlikaya, 2015; Bulbul & Demirbolat, 2014; Erdag & Karadag, 2018; Ertan Kantos, 2011; Guclu & Kilinc, 2011; Gunduz & Goker, 2017; Himmetoglu, Aytug & Bayrak, 2017; Kalman & Gedikoglu, 2014; Kocak, Turan & Aydogdu, 2012; Ozen, 2011; Yavas, 2017; Yildirim & Yenipinar, 2019). In the quantitative study in the survey model developed by Bakioglu and Salduz (2014), the teachers' accountability with regard to the *students' achievement* was examined. Currently, students' attainments are expressed in curricula and teachers have to organize all instructional activities considering these curricula. When asked to account on instruction, we genuinely refer to whether students gain knowledge, skills, and behaviours written in curricula; therefore, teachers' IA means that teachers' experiences about instructional activities lead to students' attainments. Such accountability can be described as the result-based accountability in which students' attainments are considered as the outcomes of the instruction in education (Stecher & Kirby, 2004). In the literature, there is a lack of qualitative descriptive study investigating instructional accountability phenomenon based on educational processes and teachers' experiences. This research aims to fill this gap in the literature. The examination of this instructional accountability phenomenon through qualitative method can make a contribution to better understanding the phenomenon, evaluating learning conditions occurring in classrooms by being learned, acquiring data which can help serving instructional processes and student development, developing cooperation between teachers and stakeholders, and enhancing school progress.

This research dwelling on *instructional accountability* was concerned with teachers' reaching the objectives of their courses, their decisions to make their students obtain

the objectives of the courses, their responsibility for using strategies, method-techniques and practices and activities, their being frank and accountable for their beliefs, attitudes, decisions, and practices. With this study, it was aimed at describing what has been encountered through the application of accountability at schools based on the perceptions of the teachers who are directly exposed to this phenomenon. In this study, we followed Acar's successions in accountability process (Acar, 2013). Accordingly, the following questions were sought.

1. What are the teachers' experiences for IA awareness?
2. In which subjects do the teachers have the experience to account for?
3. How are the teachers' experiences with regard to the parts of IA?
4. What are the teachers' experiences with regard to the IA methods?
5. What are the teachers' experiences with regard to the IA results?

Method

The study was implemented as a phenomenology design, which is a type of qualitative research method. According to Yildirim and Simsek (2013), phenomenology focuses on the issues of which we are aware, but do not have a comprehensive understanding about. In the study, the phenomenon is IA which is represented attainment of the students. According to Stecher and Kirby (2004), accountability in education should be based on students' knowledge, skills, and behaviours. Therefore, IA is represented by students' attainments. Figure 1 displays how the *instructional accountability* phenomenon has been experienced. In accordance with the interpretive paradigm, processes were identified, interpreted, and described. Results and suggestions were reached based on the findings derived from the perceptions of the teachers, who were directly exposed to the phenomenon, the literature, the researcher's experiences and interpretations. In this study, the instructional accountability was represented with the teachers' enabling their students to attain the objectives in the curricula.

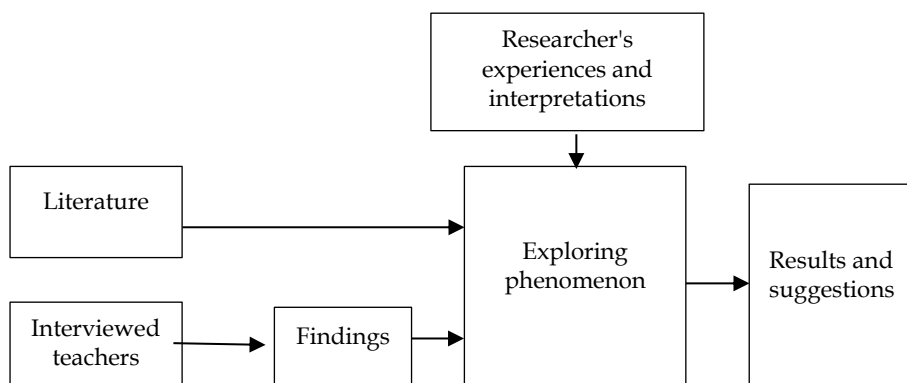


Figure 1. Interpretive Paradigm

Study Group

In this study, the participants were reached on the basis of volunteering and maximum variation principles. It is assumed that teachers' very different characteristics may have influence on their experiences about IA. So, to be able to reach the current situation, we included teachers with different characteristics in this study. Therefore, the number of the participants was higher than that of similar studies. The teachers, who had different teaching experience periods in the varying school sizes in the villages, districts, and city centres at pre-school, primary, lower secondary, and upper secondary education levels between October and December in 2017, participated in the study. The participants' demographic information is displayed in Table 1.

According to Table 1, 26 female and 29 male teachers participated in the semi-structured interview. The majority of the participants had 13 years or more teaching experience, whereas only seven teachers had five year or less teaching experience. While more teachers in lower secondary school and primary education levels attended the study, 14 teachers in upper-secondary education level were interviewed. Two teachers were working at small sized school (less than 15 teachers), 21 teachers at medium sized school (with 16-30 teachers), and 32 teachers at large sized school (with 31 or more teachers). Eight teachers were working in villages, seven ones in districts, and the majority of them (f=40) in the city centres at the time of the study.

Table 1
Participants' Demographic Information

Characteristics	1	2	3	4	Total
Gender					
1: Female; 2: Male	26	29	-	-	55
Total teaching experience (year)					
1: 5 and less 2: 6-10; 3: 11-15; 4: 16+	7	12	13	23	55
Education level					
1: Pre-school; 2: Primary; 3: Lower secondary 4: Upper secondary school	18	23	14	-	55
Teaching experience at current school					
1: 1 year; 2: 1-2 years; 3: 3-5 years; 4: 6+	5	16	23	11	55
School size (Number of teachers)					
1: Small; 2: Medium; 3: Large	2	21	32	-	55
School's location					
1: Village; 2: District; 3: City	8	7	40	-	55

Data Collection

According to Yildirim and Simsek (2011), data resources in phenomenology research designs are individuals or groups who experience, express, or reflect the phenomenon. In this study, teachers constituted the data resources. Their duty is to fulfil instruction. Their primary responsibility is to account for the fulfilment of instructional processes at school. The data were collected with the semi-structured questions. To determine the interview questions, the research questions were

developed by the researcher based on the literature review and posed to three teachers and one school principal. They were edited in accordance with their feedbacks. The final version of the questions was completed with consulting two academicians who had doctorate degree in educational administration. The following questions were asked to elicit how the instructional accountability is experienced at schools: *i*) Do you think that it is necessary to account for the fulfilment of students' objectives? *ii*) In your opinion, to what extent the objectives in the curriculum in a school year at your school is fulfilled? *iii*) Do you account for the fulfilment of students' objectives? *iv*) To whom do you account for (parents, executives, students etc.?) *v*) Who asks you to account for this issue? The interviews were conducted with the participants face-to-face outside the school environments considering the interview method principles indicated by Yildirim and Simsek (2011, p. 168). In this respect, the principles such as changing questions depending on conversation flow, asking questions in speech, encouraging, providing feedback, controlling process, and being unbiased empathy were conducted. During the interview, the participants had a sample interview form. The researcher asked the questions and immediately recorded by writing the answers elicited from the participant. Besides, an independent observer, who continues doing the undergraduate study in the field of educational administration, recorded the responses, as well. To prevent the data loss, the recordings were compared. Following the interviews, the participants were asked to verify the recordings. It took 35 minutes to complete a semi-structured interview on average.

Data Analysis

The participants were assumed to be eager to receive and provide knowledge and be highly motivated. The records kept by the observer and researcher were compared. After ensuring their inter-rater reliability and coding consistency, the data in the forms were firstly coded in "Microsoft Excel office program" by the researcher. The participants were given codes in the coding process (T1-T55). Meanwhile, the responses and the related ideas attracting attentions were noted to be evaluated afterwards. The researcher firstly broke down the participants' perceptions in unit of meanings. These units of meanings were grouped with the determined themes derived from comparing and matching based on the literature review. Besides, the contextual results were reached from the findings obtained from their scope. The reached results were seen to be consistent with the teachers' perceptions in the forms and they were verified by a Turkish teacher, who is actively involved in teaching, an academician who made the doctorate in Turkish field. The titles of the themes in the content analysis are as follows: *i*) Accountability awareness, *ii*) What to be accounted for? *iii*) Who accounts to whom? *iv*) How to be accounted for? *v*) What will be result? Apart from the awareness theme, these themes overlap with the accountability phases in education suggested by Acar (2013). Accountability awareness theme was added on the basis of the data. The coded data concerning accountability concept in Microsoft Excel Office Program were evaluated by the researcher and Figure 2 was created by organizing the themes, sub-themes, and conceptual codes in a logical framework. In this way, the description of phenomenon was concretised. The analysis of the data was not limited to the answers elicited from the just posed questions. In addition,

additional explanations were taken into account and included in the findings section. Some explanations can go to more themes. We placed such explanations into the more concerning theme and their frequency values were provided in this theme. To reach the results, unit of meanings was evaluated with regard to its relation with the theme.

Validity and Reliability

Instead of validity and reliability, plausibility and consistency are used in qualitative studies. The consistency in the results of the semi-structured interviews, the fulfilment of the participant variation and the direct quotations from the participants' perceptions to reveal different opinions, the confirmation of the findings by reaching some teachers who participated in the current study, supported the plausibility of this study (Merriam, 2015). The fact that the researcher worked in different positions in educational institutions (e.g., an acting principal, an assistant principal, a principal, and an education inspector) and stayed in the teachers' rooms for a long time during the research, meets the criterion to be in the setting for a long time, which is one of the basic principles of consistency. The sharable interview records, the indication of the methods to determine the posed questions, the explanation of the data collection and analysis processes, and the solutions to prevent biasness contribute to supporting consistency. In addition to these measures, purposeful sampling, information about participants, and description of interview settings increase plausibility and consistency of qualitative studies (Yildirim & Simsek, 2013, p. 299-308). The fact that the comprehensive field survey was conducted, the evaluation of the current study was made by the reviewers who did their doctorate in the field of educational administration, and reflective thinking strategies were used supported validity (Christen, Johnson & Turner, 2015, p. 405). That the obtained results from this research were confirmed by three teachers who were not involved in the research and these results were also verified by two academicians who did their PhD in educational administration field and had publications about accountability, promoted the validity of the current research.

Results

The analytical stages in the exploration of accountability phenomenon and the schematic components in each stage are displayed in Figure 2. According to the Figure 2, the exploration is a three staged process. In the first stage, the sub-themes were created based on the unit of meanings. In the second stage, the themes were reached using the sub-themes. In the final stage, the instructional accountability, which is the primary focus of the research, was obtained.

Accountability Awareness

When the answers for the questions in the context with this theme were examined, 28 teachers of 55 who participated in the research indicated the necessity of accountability. On the other hand, 25 teachers thought that accountability was not necessary. The fact that the number of the teachers who expressed opposite opinions with regard to the necessity of accountability was close to each other indicated that an inclusive and holistic idea did not occur among the teachers. In this regard, it was

quoted from T10 coded teacher as *I think that it is essential to account for what has been done*. T19 states that *of course, accounting should be. When a feedback is not provided, it becomes a challenge whether an issue is understood or not*. T37 coded teacher cited *accountability is essential for motivation*.

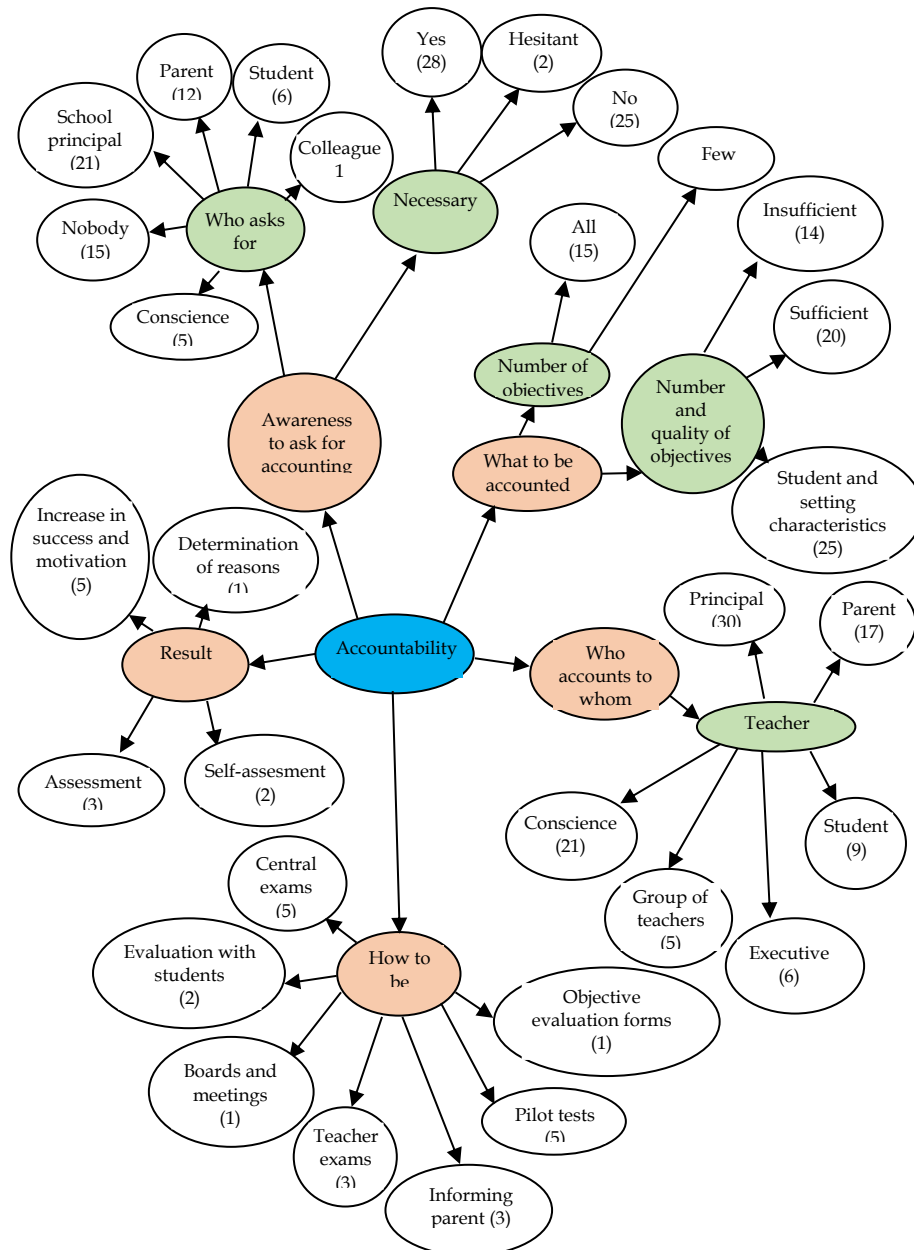


Figure 2. Analysis schema for accountability according to the teachers' perceptions

The direct quotations derived from those teachers who thought accountability was unnecessary are as follows: T16 coded teacher revealed *Fulfilment of acquisitions varies from a child to another, from a setting to another*. T21 coded teacher cited *Being a teacher is not usual job, it needs commitment, so accountability is not needed*. Teachers' perceptions of accountability as not appropriate for teaching profession and its harmful effect on their creativity can be stemmed from the thought that the differences in those students who come to teaching settings will constitute differences in learning outcomes and this will cause injustice among teachers.

As for the awareness to ask for accounting, it was indicated that school principals mostly ask for accounting (f=21). This is followed by nobody (f=15), parent (f=12), student (f=6), my conscience (f=5), and colleague (teachers in the same branch) (f=1), respectively. Based on these data, mostly school principals, parents, and students ask teachers to account for, and it can be interpreted that they mostly have an awareness to ask for accounting. *Nobody* option, which is the most indicated one following school principal, can be deduced that some teachers perceive that nobody asks them to account for. This can be interpreted that school stakeholders are not sufficiently aware of asking for accounting or teachers do not want to use accountability concept. The direct quotations in the scope of this theme are as follows: T13 coded teacher, *nobody asked but conscience*. T19 coded teacher, *parent wants his/her son/daughter to get the best training*. It can be deduced that some teachers are not aware of accountability taking into account T44 coded teacher's perception *Not to be accountable for but it is useful to express opinions about fulfilment of objectives*. It may indicate that accounting is not wanted to be used among teachers. This deduction may stem from the fact that the necessity in accountability concept is not adequately embraced in teachers' understanding.

What to Account for?

In this theme, the number and quality of the objectives attained by students were evaluated by the teachers. While 15 teachers indicated that all the goal were got by their students, five teachers stated that most of the objectives were acquired by their students. Only one teacher cited that a few of the objectives were attained by the students. The direct quotations in the scope of this theme are as follows: T2 coded teacher, *the methods and techniques we use in the lessons are discussed among teachers from the same discipline, at the meetings of the principal, inspector. and teachers' board*. T18 included that we mostly account for the number and quality of the gained objectives by the students. T24 coded teacher, *20% of the students can get the objectives. Their basic level is very low*. T26 coded teacher, *most of the objectives are attained by almost half of the students for the sake of just exams and they are forgotten*. The teachers stress out enabling students to acquire the objectives and they express different opinions with regard to the students' attainment of the objectives in the curricula. 20 teachers of 55 indicated that more than half of the objectives were attained by their students. As 35 teachers did not express positive ideas about this issue, it can be deduced that most of the teachers do not have positive perceptions for their students' attainment of the objectives.

In the context with the students' attainment of the quality of the objectives, 22 teachers expressed that this issue was concerned with the characteristics of students and settings, whereas 20 teachers revealed that it was at a good level. On the other hand, 14 teachers pointed out that it was not at a satisfactory level. Some of the direct quotations in the scope of this theme are as follows: T2 coded teacher, *students can understand the acquisitions. Under normal conditions, a student can get the 85-90% of the acquisitions. However, weak methods used in instruction, families' insufficient support for their children, and students' low willingness reduce acquisitions' quality, sustainability, and usability. Indifferent parent, reluctant student, unsteady student, and superficial education decrease acquisitions' attainment levels.* T6 coded teacher, *if a teacher starts class on time, teaches his/her lesson and uses methods and techniques in teaching practices, then, he/she does his/her work.* T7 coded teacher, *50-75% of the acquisitions are attained. The quality and efficiency are sufficient in the conscious students. The quality and efficiency are low in the reluctant students.* T15 coded teacher, *the attainment of the quality and level of the objectives depend on students. The more eager they are, the more likely they are to acquire objectives.* As indicated by T6 coded teacher, some teachers thought that it was satisfactory to attend their class and they did not need to account for.

Who Accounts to whom?

In the scope of this theme, it is pointed out that teachers mostly account to school principals (f=30). This is followed by conscience (f=21), parent (f=17), executives (f=6) and teachers' working groups in the same branch (f=5), respectively. The direct quotations are as follows: T10 coded teacher, *I inform executives and parents.* T16 coded teacher, *we inform our administrators for informative purposes not for accounting. We are making evaluations with our parents and students.* T18 coded teacher, *Let's call this as an attainment of student behaviours and acquisitions not for accounting. Sometimes a parent, an administrator.* T19 coded teacher, *I firstly account to myself and then to the required authorities.* T20 coded teacher, *I make an explanation to parent, executive, and student when it is needed.* T35 coded teacher, *one's accounting to his/her conscience is enough.* The teachers mostly perceive and emphasize accounting as informing and making explanation. They explain that they mostly account to their conscience after school principals. This explanation can be interpreted that they do not have a particular eagerness to those parties asking for accounting apart from school principals or they feel responsible for themselves in fulfilling their duties and, therefore, do not care about others asking for accounting. In this context, it can be deduced that IA is not completely embraced by the teachers.

Almost one third of the interviewed teachers see "themselves" as accounted. This triggers to investigate the main reason underlying the phenomenon in detail as a requirement of phenomenology studies. To be able to explain this problem, researcher asked "Why do teachers account themselves instead of stake holders?" to the three teachers working in different educational levels who did not take place in the study. Their answers as following: *Teachers do not want to account to other' stakeholders because of their lack of expertise on educational issues as teachers have. Teachers have a knowledgeable and virtuous role in society. Therefore, they do not need to account for others. Social and cultural values do not tolerate defects. Some teachers do not want to account for administrators*

because they think the administrators' ideas are not merit for evaluation. Teachers do not want to account for their own shortcomings.

How to be accounted for?

In the context with this theme, the teachers expressed their perceptions indicating the types of assessments which have still been used in the educational system. They are mostly exam and result oriented approaches, which consist of multiple-choice questions, to determine whether students attain the objectives in the curricula. The most recent ones are as follows: The nation-wide exams conducted by the Ministry of National Education, Primary and Secondary Schools Scholarship Exam, the Central Exam to Enter Secondary Schools. Beside student assessments and exams implemented by teachers, nation-wide exams also inform parents. T15 coded teacher, *we account for through reports and board of meetings.* T18 coded teacher, *I fill in the objective evaluation forms.*

There were teachers who complained about the determination of multiple-choice questions as a method for accountability. In this issue, T3 coded teacher cited, *the concrete indicators of acquisitions in some chapters are possible. It can be accounted for these parts. But, it becomes difficult to account for the abstract acquisitions.* T22 stated, *owing to lack of written exam reasoning and motivation in education, acquisitions can be temporary.* T26 stated, *most of the objectives are learned by half of the students for exams and are forgotten* indicating that some of the objectives are not reflected in exam results, which causes negativity for them in the IA processes. Besides, it is mentioned that it becomes more difficult to account for students' attainment of abstract objectives. Some objectives in the curricula are related with senses. It is quite hard to assess to what extent they gain these objectives through multiple choice questions exams.

What will be sanction?

The teachers expressed different opinions about what would happen at the end of accounting. It is quoted from T7 coded teacher, *teachers' appointment should be conducted according to their qualifications instead of their teaching scores.* T9 coded participant, *the fact that evaluation of our instruction helps us identify our shortcomings.* T23 coded teacher, *the reasons why students do not attain objectives should be accounted to determine matters and solutions.* T28 coded teacher, *in necessary cases, contribution to solutions can be boosted by making connections.* T37 coded teacher cites, *yes, accounting is a must for motivation.* This teacher points out that sanctions will make a contribution to teachers' motivation.

Some of the teachers claimed that accounting could be undesirable for instruction. It is quoted from T4 coded teacher, *if accounting is at the level to cause anxiety in teachers, it will harm. As every student cannot be at the same level, 60% of teachers will be anxious for accounting, lose their self-confidence, and reflect their negative psychology to their students.* This teacher emphasized that result oriented accountability can damage instructional processes owing to the reasons which do not stem from teachers. In parallel with this opinion, T15 coded teacher expressed, *a teacher who constantly feels obliged to account for the fulfilment of acquisitions, cannot be creative. In my opinion, this limits the teacher.*

Table 2*Summary of the findings*

Theme	Findings
Accountability awareness	<p>The percentage of the teachers who have different and particular perceptions with regard to accountability awareness is close to each other. Informing and explanation concepts rather than accountability concept are preferred.</p> <p>School principals are mostly aware of accountability.</p> <p>IA awareness has not been sufficiently developed among school stakeholders.</p>
What to be accounted for	<p>The number and quality of the objectives gained by students.</p> <p>Effective use of class hours and the methods and techniques used in instruction.</p>
Who accounts to whom	<p>Teachers account to themselves, school principals, parent, student, executives and their group of teachers in the same branch.</p> <p>The other parts apart from school principals seem to be reluctant to ask for accounting.</p> <p>Only teachers seem to account for.</p>
How to be accounted for	<p>Central exams conducted exams at schools, teacher exams, informing parents, student assessments and evaluations and the objective evaluation forms at the end of academic term, board of meetings and official reports.</p>
Sanction	<p>Teachers' eagerness to work and the level of program implementation increase.</p> <p>It is determined whether objectives are fulfilled.</p> <p>The reasons for instructional failures are identified and solutions are found for them.</p> <p>It makes a contribution to evaluating teachers themselves.</p> <p>It makes a contribution to enhancing instructional achievement by increasing communications among stakeholders.</p> <p>As IA process can cause teachers to be anxious; it can negatively affect achievement.</p> <p>Working with accounting anxiety can limit teachers and decrease their creativity.</p>

Discussion, Conclusion and Recommendations

In this study, it was aimed to describe what was experienced in applying accountability to instruction in schools according to the perceptions of teachers. Almost half of the interviewed teachers expressed that accounting did not need to be given. This result is in parallel with the results of the studies conducted by Bakioglu and Salduz (2014). Bakioglu and Salduz (2014) indicated that *as teachers don't be a part of decision-making process, they don't feel to be responsible and answer to anybody*. Similarly, Bulbul (2011) revealed that the *awareness for asking for accounting and accounting didn't develop among the stakeholders of the school*. Argon, Uylas and Yerlikaya (2015) demonstrated that the teachers are not quite knowledgeable about the accountability implementations in the Turkish educational system. These findings can be interpreted that the awareness for IA has not been adequately formed among the teachers. When the primary reason why this awareness has not been formed is examined, it can be emphasized that IA concept is associated with formal and discipline concepts in addition to lack of systemic mechanism which means to whom, how, and why to account for. In this regard, it can be added that teachers do not want to be involved in a formal and discipline dominated process. However, it is emphasized in the literature that teachers should regard accountability as a factor developing their professional competency, personal qualifications, and student characteristics rather than a fear factor. Those teachers, who are industrious and brave, have a professional capacity and feel confident in the fulfilment of their professional aims should not be anxious on the issue of IA. It can be stated that professional approach requires this one (Bulbul; 2011; Epstein, 1993; Gronberg & Jansen, 2006; Guclu & Kilinc, 2011; Heim, 1996; O'Day, 2002). The result that *teachers do not need to account for instruction*, which is obtained at the end of the research, is inconsistent with the results derived from the studies by Kocak, Turan and Aydogdu (2012) which indicated that teachers are aware of accountability. Wallenius et al. (2018) revealed that *accountability has become a primary factor for public sector reforms in a number of countries*. This inconsistency can be stemmed from the actualization of societies' socio-economic developments in different periods or the differentiations of the research methods.

One of the results derived from this research is that the teachers mostly see themselves in the part of accounting in the context with IA concept. This result is not supported with the result of the study conducted by Aasebø et al. (2017) emphasized that just teachers cannot be held responsible for accountability for instruction and a different phenomenon is created by stakeholders to ensure instruction at school at a desired level. For an effective instruction, teachers should be able to account for. They should be aware of asking for accounting. Those parents, who take responsibilities on issues including student readiness levels, distribution of educational equipment fairly and in a balanced way, ensuring students' physical and psychological conditions completely and positive approach for disadvantaged students should be aware of asking for accounting from educational administrators, non-governmental units such as other people and administrative institutions and should behave in accordance with this awareness (Sahlberg, 2007).

It was found in the research that school principals are mostly aware of the awareness to ask for accounting. This finding is consistent with the literature (Ertan Kantos, 2011; Yavas, 2017). It is expected that those who have the awareness to account for also have the awareness to ask for accounting. However, it was revealed in the study that apart from school principals, the interviewed teachers do not have the knowledge to consciously conduct the IA process. This result shows parallelisms with the result obtained from the study by Ertan-Kantos (2011). It is not sufficient for just principals and teachers to ask for accounting to ensure instructional achievement at schools. The fact that group of teachers in the same branch, parents, and educational administrators apart from school principals and other stakeholders have the awareness for the IA process is one of the most important factors to increase instructional achievement. These stakeholders can make a contribution to increasing instructional achievement by creating pressure on teachers through IA (Darling-Hammond, 2010; Erdag & Karadag, 2018; Yildirim & Yenipinar, 2019).

Although the legislative regulations with regard to accountability at the level of the public administration in Turkey were made, accountability concept is not directly included in numbered 1739, 222 and 4306 laws and numbered 652 legislative decree, the Regulation on Preschool and Primary Education Institutions, and the Regulation on Secondary Education Institutions, which are the regulations to transfer and implement these regulations in the educational system and create an implementation mechanism. So, accountability implementations in educational system and at schools reflect how accountability is conducted in public administrations. This causes differences in the understanding and implementations with regard to accountability among people and institutions, authority and responsibility conflicts among the parts of the IA and does not permit to develop a determined, clear, and precise accountability understanding (Bakioglu & Salduz 2014; Himmetoglu, Aytug & Bayrak, 2017).

One of the results obtained from the research is that the IA process is not employed in teachers' working groups in the same branch. This result is in parallel with the one found by Erdag and Karadag (2018) which revealed that it *is almost inconsiderable owing to the pressures originating from the teachers*. However, the employment of IA process in teachers' working groups in the same branch can play a significant role in the fulfilment of instructional achievement at the level of school. When teachers feel accountable for the issues including their decision-making in their lessons, implementations in their teaching practices, and reaching conclusions with their colleagues, they will feel obliged to conduct these processes in accordance with professional norms. The employment of the IA process in group of teachers will increase the sharing of communications, knowledge, and skills among teachers, thereby creating professional potentials which are necessary to fulfil instruction at the desired level. These can contribute to taking decisions, implementations and reached conclusions during instruction adequately and effectively in a professional sense. Teachers' feeling obliged to account to their group of teachers will motivate their professional development and make good practices common (Yildirim & Yenipinar, 2019). Besides, another study conducted with Turkish sampling on teachers'

accountability indicated that teachers having reflective thinking have higher tendency to account (Orakcı, Dilekli & Erdag, 2020). It can be claimed that realizing instructional aims and objectives will depend on teachers' personal knowledge and motivations if cooperation and achievement are not ensured in group of teachers.

The teachers who participated in the research indicated that they account for the number and quality of the acquisitions their students attain. This can be an indicator of the teachers' having predominantly traditional accountability approach. Accountable for the number of objectives and the way of attainment quality are included in accountability system. However, they are regarded to be insufficient (Aasebø et. al., 2017; Darling-Hammond, 2010; Wallenius et al., 2018). It is important for school principals and teachers to be accountable and transparent in their taking decisions, and share the used strategies with executives and other stakeholders to force and keep schools and teachers under press to provide students with the necessary and sufficient training at the desired standards, reach instructional aims and objectives, and enable them to acquire necessary skills in a contemporary sense (Argon, 2015; Erdag & Karadag, 2018). This can lead them to make best decisions in instructional issues, teach practices and keep schools and their developments in accordance with the needs of the time and the society in which they live. The teachers' indication of accounting for the issues such as the effective use of class hours, the used method and techniques in instruction, students' readiness with regard to social, economic, psychological aspects can be interpreted that an integrative accountability understanding is in progress. As a result, it was found that teachers having this understanding could be a basis of a developed accountability system.

The results of the research were reached in two ways. In the first way, the results were directly derived from the participants' perceptions. In the second one, the researcher's deductions were obtained from the context where the findings were attained. In this regard, it was found that the teachers were not aware of the accountability with regard to ensuring their professional development and innovation. When this result is evaluated with the one obtained from the study conducted by Erdag and Karadag (2018), it is indicated that teachers and school administrators are not exposed to development pressure from their school stakeholders, social environments and bureaucracy, and it can be deduced that the teachers' professional development in Turkey is not regarded in the context with accountability. As one of the important issues in the instructional accountability in a contemporary sense, teachers should be accountable for their development and innovation. It is a fact that those teachers, who cannot account for in this issue, will have difficulty in accounting in the instructional issues or the validity of their accounting will be low.

One of the results reached in this research is that the IA process could negatively influence achievement and creativity on account of creating anxiety and pressure on teachers. This opinion supports the one attained by Ingersoll et al. (2016) stating that those teachers who have more autonomy in class are successful. From this point of view, it can be claimed that teachers do not want their autonomy to be questioned and are not volunteered to account for their life in class. Kocak, Turan and Aydogdu (2012) expressed that the teachers' perceptions for the program autonomies and general

autonomies are significantly higher than the expected average. Although teachers have autonomy in classroom environment, this is not limitless. Laws and educational sciences are limited with concepts, principles, and rules. It can be argued that accounting for these issues will not cause anxiety as indicated by the teachers. In the IA process, it is an expected circumstance that the stakeholders are exposed to pressure at a definite level. According to Kavanagh and Fisher-Ari (2017), being accountable influences teachers' daily lives, experiences, beliefs, and effectiveness. It is hypothesized that this effect will be one of the positive factors to reach the desired results. If the accountability pressures, which will occur on the parts of accountability, is managed and directed well, this will positively affect the achievement of instructional processes. The fact that teachers learn to manage this pressure and feel its positive effects should be embraced as a part of the professional capacity they need to acquire.

In the lights of the research results, the following suggestions were made for researchers and implementers. *i)* The number of the qualitative studies should be increased to determine what has been lived in instructional accountability and to put forward suggestions for new implementations. *ii)* Research could be conducted to identify the standards of teachers' responsibilities in instructional processes and their accountability circumstances in the context with these responsibilities. *iii)* Research could be implemented to identify what roles school principals and other stakeholders in education have in instruction in the context with IA process and how they fulfil their roles. *iv)* The awareness of all of the stakeholders in education should be raised that they have the rights and responsibilities for the IA in teachers' training and development, the taken decisions and implementations in instructional processes, and results and evaluations. In the scope of accountability concept, all the stakeholders in education, particularly educational administrators and teachers should be informed. They should be enabled to acquire a positive point of view for educators and other stakeholders' instructional accountability and their awareness for the roles in the IA processes should be raised. *v)* An understanding for accountability should be developed in teachers' working groups, who have a strategic importance in this field to promote instructional achievement at a desired level. Understanding and settings should be created to enable teachers to exchange their knowledge and skills with their colleagues, the potentials of instructional settings should be increased, and the necessary legislative and administrative regulations for these issues should be implemented. *vi)* An IA process, which includes the quantities and qualities of all the factors and processes in the educational system rather than focusing on just results or an exam-oriented understanding and takes into account the circumstances of disadvantaged students, should be created. *vii)* The IA process in this field should be employed systematically and regularly to enable teachers to constantly update their professional capacities, and those responsible individuals and institutions should fulfil their responsibilities in this respect. *viii)* Considering the contributions of instructional accountability to students, teachers, administrators, parents, and other stakeholders' development, accountability concept should directly be used in legislative texts regulating education, the educational system should be transparent and understandable, thereby creating a shared accountability construct and understanding

by decreasing individual and institutional differentiations with regard to accountability.

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Öğretimsel Hesap Verebilirlik: Türkiye için Nitel Bir Analiz

Atıf:

Yenipinar, S. (2021). Instructional accountability in the Turkish context: A qualitative descriptive analysis. *Eurasian Journal of Educational Research* 91, 257-280, DOI: 10.14689/ejer.2021.91.12

Özet

Problem Durumu: Çağdaş, demokratik ve etkili yönetimin özelliklerinden biri hesap verebilirliktir. Bir şey yapma yetkisinin doğru, güvenilir ve sorumluluk duygusu ile kullanılmasıdır. Yapılan işin nasıl yapıldığına ve sonuçlarına odaklanır. Kaynakların yanlış ve verimsiz kullanılmasını engelleyerek belirlenen amaçları destekler ve gerçekleştirilmesine yardım eder. En az iki tarafın (hesap soran ve hesap veren) birbirleri ile ilişkili olduklarını tanımalarını ve hesap soranın bazı davranışlarının diğer tarafı etkilemesini gerektirir. Diğer toplumsal sistemlerde olduğu gibi eğitim sistemine ve öğretim sürecine hesap verebilirliğin uygulanmasının öğrenci başarısını artıracığı ve eğitimin kalitesini geliştireceği düşünülmektedir. Öğretim sürecinde hesap verebilirliğin geliştirilebilmesi için; öğretmenlerin hesap verebilirlik konusunda öğretim sürecindeki deneyimlerin bilinmesi önemlidir.

Araştırmanın Amacı: Derslerin amaçlarına ulaşması, öğrencilerin kazanımları edinebilmeleri için öğretmenlerin aldıkları kararlar, kullandıkları strateji, yöntem-teknikler ve yaptıkları uygulamalar/etkinlikler konusunda sorumluluk almaları; inançları, tutumları, kararları ve uygulamaları konusunda açık ve cevap verebilir olmaları önemlidir. Çalışma ile hesap verebilirliğin okullardaki öğretime uygulanmasında nelerin deneyimlendiği, olguyu doğrudan yaşayan öğretmen algıları temelinde betimlemek amaçlanmıştır. Bu amaçla aşağıdaki soruların cevapları aranmıştır.

1. Öğretmenlerin öğretimsel hesap sorma-verme bilincine ilişkin deneyimleri nelerdir?
2. Öğretmenlerin hangi konularda hesap sorma-verme deneyimleri bulunmaktadır?
3. Öğretmenlerin öğretimsel hesap sorma-verme taraflarına ilişkin deneyimleri nasıldır?
4. Öğretmenler öğretimsel hesap sorma-verme yöntemleri konusunda hangi deneyimlere sahiptirler?
5. Öğretmenlerin hesap sorma-verme sonuçlarına ilişkin deneyimleri nelerdir?

Araştırmanın Yöntemi: Araştırma nitel araştırmanın olgubilim (fenomenoloji) deseninde gerçekleştirilmiştir. Öğretimsel hesap verebilirlik olgusunun okullarda nasıl deneyimlendiği, fenomenolojik yaklaşım ve yorumsamacı paradigma süreçlerine uygun olarak literatür, olguyu yaşayan öğretmen görüşlerinden elde edilen bulgular, araştırmacı deneyim ve görüşlerine dayalı olarak tespit edilmeye çalışılmış, yorumlanarak sonuç ve önerilere ulaşılmıştır. Maksimum çeşitlilik ve gönüllülük

ilkeleri temelinde katılımcılara ulaşılmıştır. Okulöncesi, ilkokul, ortaokul ve lise kademelerinden köy, ilçe ve şehir merkezindeki farklı büyüklüklerdeki okullarda görevli farklı deneyim sürelerine sahip farklı alanlardaki öğretmenler çalışmaya katılmıştır. Çalışmada veriler yarı-yapılandırılmış görüşme yöntemiyle öğretmenlerden toplanmıştır. Görüşme soruları alanyazın, yönetici ve öğretmen görüşlerine dayalı olarak geliştirilmiştir. Verilerin analizinde içerik analizi ve açık kodlama işlemi yapılmış, bulunan kodlar alanyazında bulunan temalarla karşılaştırma ve eşleştirme işlemleri yapılarak gruplandırılmış, analitik kodlama ve ulaşılan bulguların ortaya çıkardığı kapsamdan bağlamsal sonuçlara ulaşılmaya çalışılmıştır.

Çalışmada yarı-yapılandırılmış görüşme sonuçlarındaki uyumluluk, katılımcı çeşitliliğinin sağlanması ve farklı görüşlerin ortaya çıkabilmesi için doğrudan alıntılara yer verilmesi, verilerin toplandığı bazı öğretmenlere ulaşarak ortaya çıkmakta olan bulgular hakkında onların teyidi inandırıcılığı desteklemektedir. Araştırmacının eğitim kurumlarında çeşitli görevlerde (Öğretmen+ müdür yardımcısı +müdür + müfettiş) çalışması ve araştırma sürecinde uzun süre öğretmenler arasında bulunması inandırıcılığın temel ilkelerinden olan ortama uzun süreli katılım ölçütünü karşılamaktadır. Görüşme kayıtlarının paylaşılabilir olması, yöneltilen soruların ve soru belirleme yöntemlerinin ortaya konulması, veri toplama ve analiz süreçlerinin açıklanması, yanlılığı önleyici çözümlenmeler yapılmış olması ise tutarlılığı destekleyici yönlerdir.

Araştırmanın Bulguları: Çalışma sonunda ulaşılan bulgular çalışmada izlenen hesapverebilirlik modeline uygun şekilde aşağıda verilmiştir.

Hesap verme ve sorma bilinci: Hesap verme bilinci konusunda öğretmenler birbirlerine yakın oranlarda farklı ve belirgin görüşlere sahiptirler. Hesap verme kavramından bilgi verme ve açıklama yapma kavramları tercih edilmektedir. Hesap sorma bilincine en çok sahip olanlar okul müdürleridir. Okul paydaşları arasında hesap verme-sorma bilinci yeterli gelişmemiştir.

Neyin hesabı verilecek: Programlardaki kazanımlardan öğrencilere edindirenlerin sayısı ve niteliği. Ders sürelerinin etkin kullanımı ve öğretimde kullanılan yöntem ve teknikler.

Kime kime hesap verecek: Öğretmenler: kendilerine, okul müdürüne, veliye, öğrenciye, üst yöneticilere ve zümresine. Okul müdürü dışındaki taraflar hesap sorma konusunda istekli değil. Öğretim konusunda sadece öğretmenler hesap verebilir.

Nasıl hesap verilecek: Merkezi sınavlar, okulların kendi içlerinde yaptıkları sınavlar, öğretmen sınavları, veli bilgilendirmeleri, öğrenci değerlendirmeleri, kazanım değerlendirme formları, kurul toplantıları ve tutanaklar.

Yaptırım: Öğretmenlerin çalışma isteği ve programların uygulanma düzeyi artar. Hedeflerin gerçekleştirilip gerçekleştirilmediği tespit edilebilir. Öğretimsel başarısızlık nedenleri tespit edilerek düzeltilebilir. Öğretmenlerin kendilerini değerlendirmelerine katkı sağlar. Paydaşlarla iletişimi artırarak öğretimsel başarının artmasına katkı sağlar. Öğretimsel hesap verme süreci öğretmenlerde kaygı

oluşturacağından başarıyı olumsuz olarak etkileyebilir. Öğretmenlerin hesap verme endişesi ile çalışmalarını onları sınırlandırarak yaratıcılıklarını azaltabilir.

Araştırmanın Sonuç ve Önerileri: Araştırmada şu sonuçlara ulaşılmıştır. *i)* Öğretmenler arasında ÖHS-V bilinci yeterli düzeyde bulunmamaktadır. *ii)* Öğretmenlerin ÖHS-V kavramı kapsamında kendilerini daha çok hesap verme tarafında görmektedirler. *iii)* Okullarda hesap sorma bilincine en çok sahip olanlar okul müdürleridir. *iv)* Zümre çalışmalarında ÖHS-V süreci işletilmemektedir. *v)* Öncelikle kazanımlardan öğrencilere edindirilenlerin sayısı ve niteliği konularında hesap verilmektedir. *vi)* Öğretmenlerin gelişimlerini sağlama konusunda hesap verme bilinci bulunmamaktadır. *vii)* ÖHS-V sürecinin öğretmenlerde kaygı ve baskı oluşturarak başarıyı ve yaratıcılığı olumsuz olarak etkileyebileceği düşüncesi bulunmaktadır. Bu sonuçlara dayalı olarak şu önerilerde bulunulmuştur: *i)* Öğretimsel hesap verebilirlik konusunda uygulamada neler yaşandığının belirlenmesi ve yeni uygulama önerileri getirilmesi amacıyla nitel çalışmaların sayısı artırılmalıdır. *ii)* Öğretim sürecinde öğretmen sorumluk standartlarının ne olduğu ve bu sorumluluklar konusundaki hesap verebilirlik durumları konularında araştırmalar yapılabilir. *iii)* Okul müdürlerinin ve diğer eğitim paydaşlarının öğretimde ÖHS-V sürecindeki rollerinin neler olduğu ve bu rolleri nasıl yerine getirmeleri gerektiği konularında araştırmalar yapılabilir. *iv)* Eğitim paydaşlarına, öğretmenlerin yetiştirilmesi, geliştirilmesi, öğretim sürecinde alınan kararlar, yapılan uygulamalar, öğretim ve sonuçlarının değerlendirilmesinde ÖHS-V hak ve sorumlulukları olduğu bilinci verilmelidir. Hesap verebilirliğin kapsamı konusunda öncelikle eğitim yöneticileri ve öğretmenler olmak üzere eğitim paydaşları bilgilendirilerek eğitimcilerin ve diğer paydaşların öğretimsel hesap verebilirliğe olumlu bakış açısı kazanmaları sağlanmalı, ÖHS-V sürecindeki rolleri konusunda bilinçlendirilmelidirler. *v)* Öğretimsel başarının sağlanabilmesi için zümre çalışmalarında hesap verebilirlik anlayışı geliştirilmelidir. *vi)* Eğitimde sadece sonuç ya da sınav odaklı olmayan bunun yerine sistemdeki bütün etkenlerin ve süreçlerin nicelik ve niteliklerini kapsayan, dezavantajlı öğrencilerin durumlarını dikkate alan bir ÖHS-V süreci ve anlayışı oluşturulmalıdır. *vii)* Öğretmenlerin profesyonel kapasitelerini sürekli güncelleyebilmeleri için bu alandaki ÖHS-V süreci sistemli ve düzenli işletilmelidir. *viii)* Öğretimsel hesap verebilirliğin öğrencilerin, öğretmenlerin, yöneticilerin, velilerin ve diğer eğitim paydaşlarının gelişimine olan katkıları dikkate alınarak eğitimi düzenleyen yasal metinlerde hesap verebilirlik kavramı doğrudan kullanılarak sistem açık ve anlaşılır şekilde düzenlenmeli, bu yolla hesap verebilirlik konusundaki kişisel ve kurumsal farklılaşmalar azaltılarak ortak bir yapı ve anlayış oluşturulmalıdır.

Anahtar Sözcükler: Hesap verebilirlik, öğretim, nitel araştırma, öğretmenler