



## EXPLORING THE RELATIONSHIP BETWEEN WORK ACCOUNTABILITY AND ADJUSTMENT OF SECONDARY SCHOOL TEACHERS

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### ABSTRACT:

*This study delves into the multifaceted influences between work accountability and adjustment among secondary school teachers. The study seeks out to explore how teachers' insights of accountability in their professional roles impact their overall adjustment in an instructive setting. The research aims to assess the accountability and adjustment level to collect inclusive data from population sample of secondary school teachers. An independent sample of 118 school teachers was conducted t-test to compare the work accountability and adjustment scores for their Gender, Pedagogy and locality. The researcher find there significant correlation but in scores for their each sample groups mean & SD calculated t-value less and p-value is greater than .05, hence the null hypothesis is accepted. The results in this study find there is no significant difference between work accountability and adjustment of secondary schools teachers on the basis of gender, locality and types of institute. It will contribute to the existing body of knowledge on teacher adjustment but also offer insights for educational policies and to encouraging work atmosphere for educators. The expected outcomes of this study are poised to provide valuable insights into the nuanced interplay among work accountability and adjustment with implications for educational policies and interventions designed to improve the well-being of secondary school teachers. It's emphasise the importance of occupational values and indicate that supportive collaboration develop constructive accountability stay positively influence perceptions on personal resilience.*

**KEYWORDS:** *Work Accountability, Secondary School Teachers, and Adjustment.*

### INTRODUCTION:

Over the past two decades, test-based accountability (TBA) policies have gained much more centrality in the operation of educational systems around the world. Test-based accountability including teachers and school principals uses standardized assessments to evaluate student performance, linking school outcomes to consequences for educators based on adherence to learning standards and achievement (Amrein-Beardsley & Holloway, 2019; Lingard et al., 2013). Progress and development of a society and nation is possible through education. Education is such a tool which carves a person's life in the form of a beautiful statue. Only a teacher is skilled in using this tool. He gives a beautiful and attractive form to the statue of the life of the students with the tools of his knowledge. Teachers hold an important place in the life of a student. A teacher is the base of the tower of education. A teacher, no matter at which educational level he is working, holds an important place in the life of a student.

Similarly, when a student reaches an important stage of his educational life i.e. secondary level education, then it is very important for a teacher to guide him. So that the student can be successful in achieving the goal of his life. The place of teachers is very important in secondary level education, hence, in order to find out the relationship between work accountability and adjustment experienced by secondary school teachers, they have been studied under this research paper. The present study aims to investigate the perception of teachers towards adjustment and work accountability.

#### **SIGNIFICANCE OF THE STUDY:**

The work accountability and adjustment of secondary school teachers are most important in the educational process. Through this efficiency of the education system and teachers can also be increased. This study will help in understanding how seriously teachers perform their responsibilities and how they adjust at the workplace. Work accountability directly affects the teaching quality of the teacher. Through work accountability, it is known how accountable teachers are towards their duties. Adjustment refers to the process of how teachers are able to maintain balance in their educational environment. Well-adjusted teachers are able to make their teaching successful by creating a balanced educational environment for their students. The purpose of this study is not only to understand the efficiency of teachers but also to know how the education process can be made smooth and accessible through the required improvement in the work accountability and adjustment of teachers.

#### **LITERATURE REVIEW:**

Accountability of teachers in the field of education is considered the part of teachers' professionalism (Paulson, 1998). The quality of teaching is essential to students' academic success (Darling-Hammond, 2000; & Milanowski, 2004). Teacher adjustment refers to the process by which educators adapt to the demands of their profession, including changes in curriculum, administrative expectations, and student diversity. The ability to adjust has been linked to job satisfaction, retention, and overall well-being (Kyriacou, 2001). Sulaganni Manjappa K. & Naik R.H.(2016). Find the study result there is no significant difference between Rural Teachers and Urban Teachers of Secondary Schools in Accountability and Adjustment. There is significant positive relationship between Accountability and Adjustment of Secondary School Teachers. (Kumar, Upendra (2019). The study revealed that there are no significant differences with regard to adjustment in the locality of teachers, (Hussain, M. et al 2019). Study were found there is no significant difference found in the level of adjustment of male and female teachers, (Saeed, M. 2022) study has found a significant difference in work adjustment of social science and science teachers. An adapted teacher is one whose personal needs and contentment align with a sense of social awareness and acceptance of their societal duties (Johri, 2005). A Study of the Accountability of Urban & Rural, teaching Experience and Caste of Secondary School



teachers has find no significant effect separately on teachers' accountability, (Hamid, A. 2002).

Accountability measures may impact teachers' sense of duty and their comprehension of their responsibilities, ultimately enhancing the quality of teaching and boosting students' academic performance (Ballard and Bates, 2008). According to Hodgetts, (2010), the current modern education system emphasizes the accountability of teachers through the teaching performance of teachers. Work accountability in education encompasses teachers' duties, expectations, and the degree to which they are held responsible for student outcomes, curriculum implementation, and overall classroom management. Existing literature indicates a correlation between elevated levels of accountability and increased job stress among educators (Ingersoll & Strong, 2011). Evaluation of teaching quality, suggestion of experts are to measure students' achievements in academic field as an indication of performance of teachers. Educators become accountable for their scholars' achievements. Accountability of teachers reflects the important role & policymakers believe they play a pivotal role in education systems' effectiveness (Holloway et al., 2017). Understanding the relationship between accountability and adjustment is crucial for developing strategies to understand and enhance teacher resilience. The school and staff presentation manages by peripheral unit. But figures have attentive mainly on 'accounting-based accountability' with lethal effects on academic presentation (Honig and Pritchett, 2019).

Teachers simultaneously manage various facets of accountability (Hooge et al., 2012; Hopmann, 2008). Additional features discuss to how teachers' comportment their actions and share with aristocrats and participants their tactics to education procedures (Levitt et al., 2008). Teachers' work has been researched since the 1960s, but that research has intensified since the 1990s and can be divided into three strands. The first strand concerns the question of whether or not teaching can be classified as a profession (Alexandersson, 1999; Carlgren & Marton, 2001; Colnerud & Granstrom, 2002). The second concerns what knowledge is characteristic of the teaching profession (Blomeke & Delaney, 2012; Darling-Hammond, 2006; Eraut, 1994; Guerriero, 2017) Ingersoll, Richardtop-down accountability reforms may divert attention from the organizational sources of school problems. Accountability reforms are sometimes unfair. For instance, proponents of top-down accountability reforms often overlook the unusual character of the teaching workforce. It is common among these analysts and reformers to subscribe to a teacher deficit viewpoint assuming that the blame lies with the calibre of individual teachers. A litany of such critics has told us again and again that teachers lack sufficient engagement, commitment, and accountability. (Ingersoll, R. 2011). The preceding reasons accountability reforms often don't work. Top-down reforms draw attention to an important set of needs-accountability on the part of those doing the work. But these kinds of reforms sometimes overlook another equally



important set of needs, the autonomy and goodwill of those doing the work. (Ingersoll, R. 2011).

Experts on organizational management and leadership (e.g., Whyte & Blasi, 1982) have long advocated a balanced approach. Accountability and power must go hand in hand in workplaces, and increases in one must be accompanied by increases in the other. The competence and responsibility based positions of subject teacher has constructed on the one hand as important for the students' results. In other hand non-autonomous and competence ignorance the position an image was constructed the teachers as individually need of guidance due to incompetence. Article explores how the teacher is positioned and legitimised in two main subject positions are identified: activity-based subject positions where the teacher is constructed as an active actor, and competence need the guidance. (Patric, Sahlen, and others, 2020).

Those researchers are critical on teachers limits the autonomy and professional judgment (Biesta, 2004; Fukuyama, 1995; Goodson & Hargreaves, 2003; Sachs, 2016), who argument that accountability and increased leads the control to negative restrictions and reduced teacher confidence. Lofgren (2017) concludes from interviews with preschool teachers that they refer to an institutional narrative of learning when they talk of documentation, and that it seems to pay to talk about learning when interpreting new policy demands. (O'Brien (2018), Accountability reforms reduced the number of newly licensed teacher candidates and increased the likelihood of vacate teaching positions, particularly in hard to school staff. Evidence also suggests the reforms increased the quality of newly hired teachers by reducing the likelihood to new teachers attended randomly in UG institutions. Decreases in job security, satisfaction, and autonomy are possible mechanisms to these effects. (Kraft, M.A., Brunner, 2020).examine the effects of NCLB's subgroup-specific accountability pressure on changes in black-white math and reading test score gaps using a school-level panel dataset on all North Carolina public elementary and middle schools between 2001 and 2009. Using the difference and similar models in schoolfixed effects, find the accountability pressure reduces achievement gaps by raising mean black achievement without harm mean while achievement. We find no differential effects of accountability pressure based on the racial composition of schools, but schools with more affluent populations are the most successful at reducing the black-white math achievement gaps (Gaddis, & Lauen, 2014).

#### **OBJECTIVES OF THE STUDY:**

The objectives of this research are-

1. To analyse the effect of Work Accountability on Adjustment of secondary school teachers.



2. To compare the difference between Work Accountability and Adjustment of secondary school teachers on the basis of demographic variables such as gender, locality and type of school.
3. To examine the relationship between Work Accountability and Adjustment of secondary school teachers.
4. To identify the challenges faced by secondary school teachers in maintaining Work Accountability and it's be significant to their Adjustment.

#### **HYPOTHESIS OF THE STUDY:**

**H<sub>01</sub>:** There is no significant influence of work accountability on their adjustment of secondary school teachers.

**H<sub>02</sub>:** There is no significant difference between work accountability and adjustment of secondary school teachers based on gender.

**H<sub>03</sub>:** There is no significant difference between work accountability and adjustment of secondary school teachers based on locality.

**H<sub>04</sub>:** There is no significant difference between work accountability and adjustment of secondary school teachers based on their type of school.

**H<sub>05</sub>:** There is no significant correlation between work accountability and adjustment of secondary school teachers.

#### **RESEARCH METHODOLOGY:**

Quantitative and qualitative research methods will be used for the research study which will be useful for a comprehensive analysis of this subject. Descriptive research will be adopted to measure the level of work responsibility and adjustment of teachers and relational research will be adopted to identify the relationship between their demography. (Best & Kahn, 2006) in their published Research in Education. They outline descriptive exploration as Descriptive investigation involves the structure outline and interpretation of contingencies that exist. It involves some type of comparison or difference and may endeavour to ascertain affiliations between surviving nonmanipulated variables.

#### **METHODOLOGY:**

In present study researcher has adopted descriptive cum analytical research survey methods.

#### **SAMPLING:**

The sample was selected on the basis of randomly picked 118 males and females teachers were choose the government and private secondary school from Dehradun city.

The present study stratified sampling technique used to sample 118 teachers of secondary school. So that different types of schools, such as private, government, rural and urban and teacher groups, such as female and male, can be included.

**TOOLS USED:**

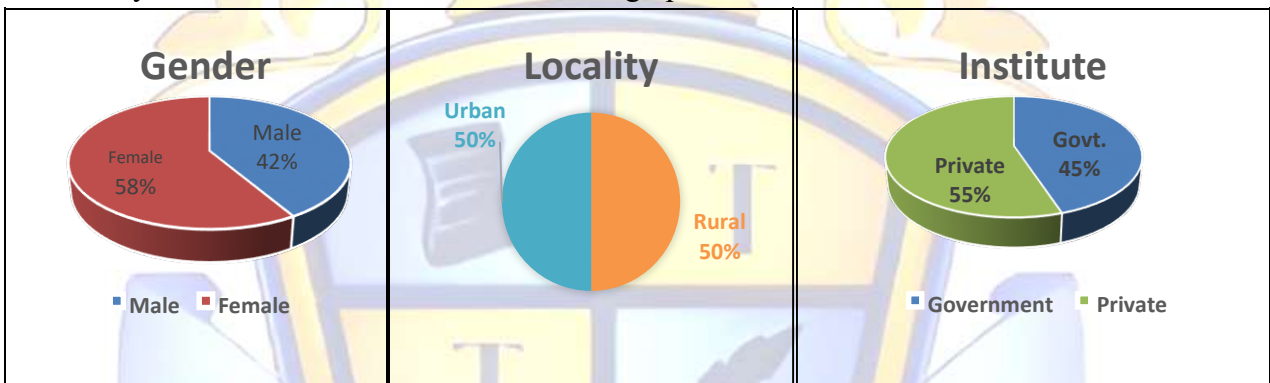
In the present study Standardized tools has used for data collection. So that Mangal’s Teacher Adjustment Inventory developed by S.K. Mangal and Shubhra Mangal has prepared to measure the level of adjustment of teachers and Teacher Work Accountability Scale- Pratibha Sharma, developed to examine the work accountability of secondary school teachers.

**ANALYSIS OF DATA:**

According the hypothesis analysis of data pertaining to organise in tabular form shows that the level of percentage, t-test and Correlation of work accountability and adjustment of secondary school teachers.

**H<sub>01</sub>** There is no significant influence of work accountability on their adjustment of secondary school teachers.

**Figure No.- 1:** Showing the influence in the Work Accountability & Adjustment of secondary school teachers on the basis of demographic variables.



**Result Interpretation:** The sample data pie-chart shows the results includes more females (58%), equal rural-urban representation equally (50%-50%), and slightly more private institute participants (55%), ensuring diverse and balanced demographic insights for analysis.

**H<sub>02</sub>:** There is nosignificant difference between work accountability and adjustment of secondary school teachers based on gender.

**Table No.-1:** Showing the difference between Male & Female Teachers in work Accountability of Secondary Schools.

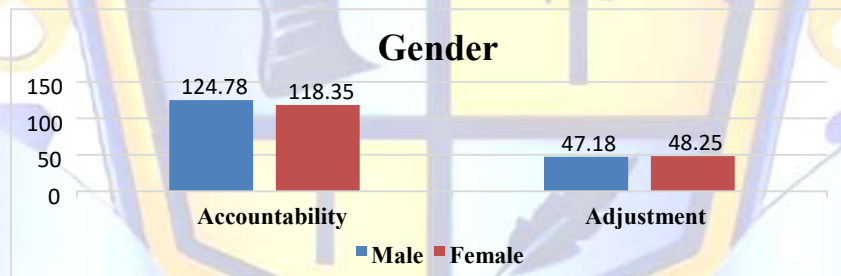
Category		N	M	SD	SEd	df	t-Value	Level of Significance
Accountability Gender	Male	49	124.78	35.29	5.04	116	1.23	Not Significant
	Female	69	118.35	21.24	2.56			

**Interpretation:**In comparison of the above table, the sample mean of accountability to Work, the mean for males (124.78) is slightly higher than that for females (118.35).

The variability (standard deviation and error) in the above scores is higher with the standard deviation (SD) for males (35.29) than females (21.24), indicating that males appear to have higher responsiveness than females. The standard error of the difference (SEd) is also higher for males (5.04) than females (2.56), indicating greater uncertainty in male scores. Statistical test result the t-value (1.23) with degrees of freedom (df) 116 is unlikely to be a significant difference at conventional limits ( $p > 0.05$ ). Basak, U. & Ghosh, S.K. (2021) also support present study finding that there is no significant difference in accountability between male and female school teachers.

**Result Implication:** There is no significant difference in gender to their accountability of school teachers, So the null hypothesis  $H_02(a)$  is accepted and the alternative Hypothesis ( $H_{2a}$ ) is rejected. although the mean score for males is slightly higher, but the statistical test indicates that this difference is unlikely to be significant in the wider population. There is greater variability in the scores of male teachers as reflected by their higher standard deviations, indicating that levels of male accountability are higher, whereas levels of female accountability are more consistent.

**Figure No.- 2:**Graph showing the Mean of Male and Female Teachers of Secondary School.



Graph showing the differences between the Work Accountability & Adjustment of Male and Female secondary school teachers.

**$H_02(b)$ :** There is no significant difference between Male and Female Teachers in Adjustment of Secondary Schools.

**Table No.-2:**Showing the difference between Male & Female Teachers in Adjustment of Secondary Schools.

Category		N	M	SD	SEd	df	t-Value	Level of Significance
Adjustment Gender	Male	49	47.18	8.16	1.16	116	0.67	Not Significant
	Female	69	48.25	8.64	1.04			

**Interpretation:** In comparison of the above table, the sample mean of teacher's adjustment, the mean of males (47.18) is slightly less than females (48.25). The variability (standard deviation and standard error) in the above scores is milled low



with the standard deviation (SD) for males (8.16) than females (8.64), indicating that males appear to have less adapt than females. The standard error of the difference (SEd) is also higher for males (1.16) than females (1.04), indicating greater uncertainty in their scores. Statistical test result the t-value (0.67) with degrees of freedom (df) 116 is unlikely to be no significant difference at conventional limits ( $p > 0.05$ ). Hussain, M. et.al (2019), Study were found no difference seen to support this study finding that there is no significant difference in adjustment between male and female school teachers.

**Result Implication:** There is no significant difference in gender adjustment of school teachers, the null hypothesis  $H_02(b)$  is accepted and the alternative Hypothesis  $H_{2b}$  is rejected. although the mean score for females is slightly higher, but the statistical test indicates that this difference is unlikely to be significant in the wider population. There is greater variability in the scores of female teachers as reflected by their minor variation in standard deviations, indicating that levels of male and female teachers have consistently levels of adjustment.

**$H_03(a)$ :** There is no significant difference between Rural and Urban Teachers in work Accountability of Secondary Schools.

**Table No.-3:** Showing the difference between Rural and Urban Teachers in work Accountability of Secondary Schools.

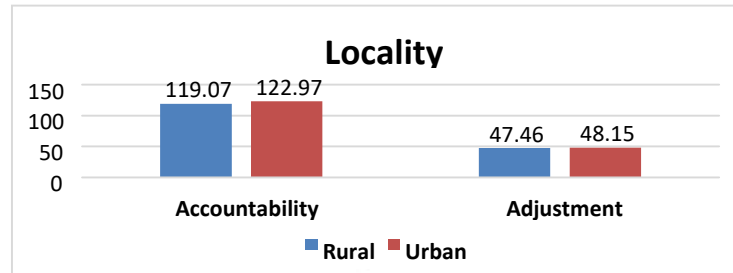
Category		N	M	SD	SEd	df	t-Value	Level of Significance
Accountability Locality	Rural	59	119.07	26.43	3.44	116	0.75	Not Significant
	Urban	59	122.97	29.57	3.84			

**Interpretation:** In comparison of the above table, the sample mean of teacher's work accountability, the mean for rural (119.07) is slightly lesser than that for urban (122.97). The variability (standard deviation and standard error) in the above scores is higher with the standard deviation (SD) for urban (29.57) than rural (26.43), indicating that rural teachers have less responsiveness than urban. The standard error of the difference (SEd) is also rural (3.44) less than urban (3.84), indicating greater uncertainty in urban scores. Statistical test result the t-value (0.75) with degrees of freedom (df) 116 is find no significant difference at conventional limits ( $p > 0.05$ ). Sulaganni, M.K. & Naik, R.H. (2016) and Hamid, A. (2002) also support this study finding that there is no significant difference in accountability between their localities of school teachers.

**Result Implication:** There is no significant difference between rural and urban school teacher's work accountability, So the null hypothesis  $H_03(a)$  is accepted and the alternative Hypothesis  $H_{3a}$  is rejected. Although the mean score for rural is slightly less, but the statistical test indicates that this difference is unlikely to be significant in the wider population. There is more variability in the scores of urban teachers as reflected by their higher standard deviations, indicating that levels of urban

accountability are higher, whereas levels of urban teacher’s accountability are more accordant.

**Figure No.- 3:** Graph represent the Mean of Rural and Urban Teachers of Secondary School.



Graph show the differences between Rural & Urban teachers in their Work Accountability & Adjustment of secondary school teachers.

**H<sub>03(b)</sub>:** There is no significant difference between Rural and Urban Teachers in Adjustment of Secondary Schools.

**Table No.-4:** Show the difference between Rural and Urban Teachers in Adjustment of Secondary Schools.

Category	N	M	SD	SEd	df	t-Value	Level of Significance
Adjustment Locality	Rural	59	47.46	8.54	1.12	116	0.65
	Urban	59	48.15	8.37	1.09		

**Interpretation:** In comparison of the above table, the sample mean of teachers’ adjustment, their mean for rural (47.46) is slightly lesser than that for urban (48.15). The variability (standard deviation and standard error) in the above scores is higher with the standard deviation (SD) for urban (8.54) than rural (8.37), indicating that urban teachers have more adaptive than rural. The standard error of the difference (SEd) is also rural (1.12) more than urban (1.09), indicating large uncertainty in urban scores. Statistical test result the t-value (0.65) with degrees of freedom (df) 116 is find no significant difference at conventional limits ( $p > 0.05$ ). Kumar, Upendra (2019), study supported that present data finding that there is no significant difference in adjustment between rural and urban school teachers.

**Result Implication:** There is no significant difference in locality of school teacher’s adjustment, the null hypothesis H<sub>03(b)</sub> is accepted and the alternative Hypothesis H<sub>3(b)</sub> is rejected. Although the mean score for rural is slightly less, but the statistical test indicates that this difference is unlikely to be significant in the wider population. There is more variability in the scores of urban teachers as reflected by their higher standard deviations, indicating that levels of urban adjustment levels are higher, and more habituation.

**H<sub>0</sub>4(a):** There is no significant difference between Govt. and Private Teachers in work Accountability of Secondary Schools.

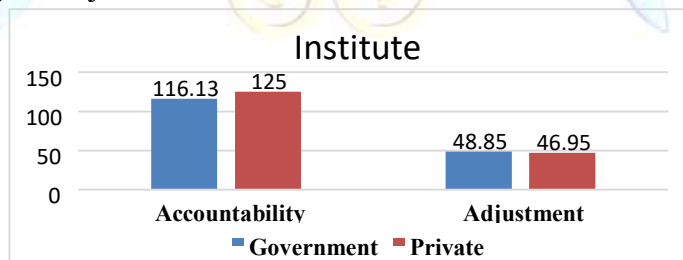
**Table No.-5:** Showing the difference between Govt. and Private Teachers in work Accountability of Secondary Schools.

Category		N	M	SD	SEd	df	t-Value	Level of Significance
Accountability Institute	Government	53	116.13	27.88	3.83	116	1.73	Not Significant
	Private	65	125.00	27.65	3.43			

**Interpretation:** In comparison of the above table, the sample mean of teachers Work accountability, the mean for Govt. (116.13) is slightly lesser than that for private (125.00). The variability (standard deviation and standard error) in the above scores is found standard deviation (SD) for Govt. (27.88) than private (27.65), indicating that Govt. teachers have more responsive than private. The standard error of the difference (SEd) is also Govt. (3.83) more than private (3.43), indicating more uncertainty in Govt. scores. Statistical test result the t-value (1.73) with degrees of freedom (df) 116 find no significant difference at conventional limits ( $p > 0.05$ ). This study find there is no significant difference between Govt. and Private school teachers in work accountability.

**Result Implication:** There is no significant difference in type of school teachers work accountability of Secondary Schools, the null hypothesis H<sub>0</sub>4(a) is accepted and the alternative Hypothesis H<sub>4(a)</sub> rejected. Although the mean score for Govt. teacher is slightly less but the statistical test indicates that this difference is unlikely to be significant in the wider population. There is greater variability in the scores of Govt. teachers as reflected by their higher standard deviations, indicating that levels of Govt. teacher's work accountability levels are higher, & more consistent.

**Figure No.-4:** Graph showing the mean differences of Govt. and Private Teacher's work Accountability & Adjustment.



Graph shows the differences between Govt. & private in the Work Accountability & Adjustment of secondary school teachers.



**H<sub>0</sub>4(b):** There is no significant difference between Rural and Urban Teachers in Adjustment of Secondary Schools.

**Table No.-6:** Showing the difference between Rural and Urban Teachers in Adjustment of Secondary Schools.

Category		N	M	SD	SEd	df	t-Value	Level of Significance
Adjustment Institute	Government	53	48.85	9.61	1.32	116	1.22	Not Significant
	Private	65	46.95	7.29	0.91			

**Interpretation:** In comparison of the above table, the sample mean of teacher's adjustment, the mean for Govt. (48.85) is slightly higher than that for private (46.95). The variability in the above scores is found standard deviation (SD) for Govt. (9.61) rather than private (7.29), indicating that Govt. teachers are more responsive than private. The standard error of the difference (SEd) is also Govt. (1.32) more than private (0.91), indicating more uncertainty in Govt. scores. Statistical test result the t-value (1.22) with degrees of freedom (df) 116 is find no significant difference at conventional limits ( $p > 0.05$ ). The study finding that there is no significant difference in accountability between Govt. and Private secondary school teachers.

**Result Implication:** There is no significant difference in type of school teachers adjustment, the null hypothesis H<sub>0</sub>4(b) is accepted and the alternative Hypothesis H<sub>4</sub>(b) rejected. although the mean score for Govt. teacher is slightly high, but the statistical test indicates that this difference is unlikely to be significant in the wider population. There is greater variability in the Adjustment scores of Govt. teachers as reflected by their higher standard deviations, indicating that levels of Govt. teachers are more adjusted, in their services are more consistent.

**H<sub>0</sub>5:** There is no significant relationship between work Accountability and Adjustment of the Teachers of Secondary Schools.

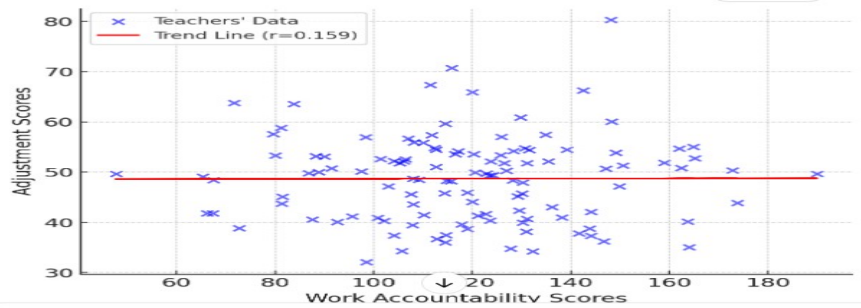
**Table No.-7:** Relationship between work Accountability and Adjustment Scores of the Teachers.

Area of Parameters	N	M	SD	r	df	p-Value	Level of Significance
Accountability	118	121.02	27.99	0.159	116	0.085	.01
Adjustment	118	47.81	8.43				

**Result Interpretation:** The table shows a Pearson correlation coefficient ( $r = 0.159$ ) to measure the positive relation between Work Accountability and Adjustment Scores of teachers. The corresponding p-value = 0.085, and at the significance level is 0.01

indicate a slightly weak correlation  $p > 0.01$ , the correlation is statistically significant at the 1% level.

**Figure No.-5:** Showing the correlation in the Work Accountability and Adjustment of secondary school teachers.



Results reviews that correlation 'r' is significant at 0.01 level as found there is significant positive relationship between work accountability and adjustment of the secondary school teachers. It's result support by Sulaganni, Manjappa K. & Naik, R.H. (2016) their study findings. So the Null hypothesis  $H_0$  is rejected and the alternative hypothesis  $H_1$  is accepted.

#### **FINDINGS OF THE RESEARCH:**

The analysis found a significant influence of work accountability on the adjustment of secondary school teachers, as both Pearson correlation results show the meaningful relationship between the both variables. The correlation between work accountability and adjustment was weak and statistically minor significant, further confirming that these factors do moderately affect the adjustment of secondary school teachers. Overall work accountability, gender, locality and school type were found significant impact on teachers' adjustment. There has no significant differences in work accountability and adjustment based on gender, locality, and school type. Henceforth, the findings support the acceptance of all null hypotheses ( $H_0$ 1 to  $H_0$ 4), suggesting that demographic variables and accountability levels do not substantially impact teacher adjustment at the secondary level.

#### **CONCLUSION:**

This research is anticipated to contribute to the comprehension of the intricate relationships between work accountability and adjustment among secondary school teachers. The findings will have implications for educational policies, teacher training programs, and the development of supportive work environments within schools. The proposed studies may be helpful in the realization of measures to encourage the personal and professional development of teachers. Thereby helping them to perform better in their teaching field and supporting the development of their students. This research will be focused on specific areas that affect the daily lives of teachers. Through this research, we will try to represent new perspectives to highlight major



aspects in perspective of teachers' responsibilities. It may be fruitful to make them accountable and provide them appropriate insight to improve their teaching and impactful interaction with the students. This study aims to illuminate the critical connections between work accountability and adjustment of secondary school teachers. By examining these dynamics, educators, administrators, and policymakers can gain insights into fostering a work environment that promotes teacher wellbeing, ultimately it will be enhancing the quality of education.

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