

RELATIONSHIP OF TEACHERS' AUTONOMY AND TEACHERS' WORK ACCOUNTABILITY WITH THE PROFESSIONAL COMPETENCE OF SECONDARY SCHOOL TEACHERS

Dr. Senapati Nayak¹ & Dr. Sambit Kumar Padhi²

¹Ex-Assistant Professor, D.P. Vipra College of Education, Bilaspur, Chhattisgarh, India

²Associate Professor, Department of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh, India

Received: 10 Feb 2024

Accepted: 15 Feb 2024

Published: 26 Feb 2024

ABSTRACT

Since independence, various commissions and committees have been focusing on teachers and the teaching-learning process in educational institutions. Several factors contribute to making teachers professionally competent, among them both teachers' autonomy and teachers' accountability. The important factors which directly affect the professional competence of teachers are that autonomy creates self-confidence and encourages teachers to be involved in the teaching-learning process to the maximum extent. An autonomous teacher is capable of creating autonomy (Friedman, 1999). It is a means of encouraging and strengthening the autonomy of teachers. NCF 2005 specifically mentioned that teachers' autonomy is essential to ensure a learning environment of freedom, flexibility and respect, the teacher should also it is required. Among the various internal factors affecting the professional competence of teachers, teacher accountability is another important factor which more or less affects the professional competence of every teacher. It is widely believed that teachers have to perform their duties effectively. Needs to be handled with full accountability. Every teacher should be accountable towards his teaching profession because the teacher is more responsible for the future of the student and the execution of all the academic work. And of course, quality education requires a professionally competent teacher and depends on the teacher's ethics and accountability to his profession. Research has shown that the more autonomy a teacher has, the greater his professional development will be, because gaining autonomy gives him the full potential to be more responsible towards his work and make the work productive. Thus when responsibility is realized the responsibility increases. Therefore, in this regard, teachers' autonomy and teachers' work accountability are very important factors for teachers' professional competence. The present study aims to study the relationship between teachers' autonomy and teachers' work accountability on the professional competence of secondary school teachers, in which 500 secondary school teachers of Bilaspur district have been selected as a sample. As a result of the study it was found that the relationship between professional competence of teachers and autonomy of secondary school teachers was found to be significant and there was very low relationship between the two, also a significant difference was found in the autonomy of teachers' assessment under teachers' autonomy and were correlated with each other whereas the remaining dimensions of teachers' autonomy were not found significant and were not correlated with each other. Secondly, with regard to teachers' professional competence and secondary school teachers' work accountability, accountability towards the principal and accountability towards colleagues were found to have no significant relationship with teachers' professional competence, whereas in the remaining dimensions of teachers' work accountability, significant differences were found and they were correlated with each other. Third and lastly, the combined significant contribution of teachers' autonomy and teachers' work accountability was found to be low in predicting the professional competence of secondary school teachers.

KEYWORDS: *Teachers' Professional Competence, Teachers' Autonomy, Teachers' Work Accountability, Autonomous Teachers.*

