

Original Paper

The Teachers' Images towards the Administrative Accountability and the Degree of Principals' Application for It in Tafila Governorate from the Teachers' Perspectives

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Abstract

The Study aimed at investigating the Teachers' Images towards the Administrative Accountability and the Degree of Principals' Application for it in Tafila Governorate from the Teachers' Perspectives. The researcher developed an instrument with four dimensions: Functional Commitment, Performance Effectiveness, Career Ethics, and Self-personal Behavior. The Sample Consisted of (210) teachers (male and female). The results indicated that the teachers images were high for administrative accountability dimension and mid for the principals application for its dimensions. There are no statistically significant differences in the degree of applying administrative accountability attributed to the variables of sex, experience, and specialization. The results also indicated that there are statistically significant differences attributed to the variables of sex and specialization interaction.

Keywords

leadership, management, accountability, teachers, school, principals

1. Introduction

The concept of accountability is linked to the process of administrative reform, where accountability works when it is applied to provide a dynamic insight into administrative practices and to provide the decision maker with clear vision to make rational decisions and push towards integrity and work according to the rules of merit and equality of opportunities (Zoubi, 2003).

Accountability is a principle that governs every work performed and every behavior practiced, to

ensure that things go as planned and within the maximum reachable objectives, by linking ideas with implementation, evaluating performance, and activating reward and punishment (Akho Rsheda, 2006). Accountability is also an entry point for achieving mutual trust within the administrative body because it includes clarification and justification of the nature of performance and how accountability procedures are carried out within the framework set by the objectives of the institutions and in accordance with objective criteria leading to a distinct level of efficiency and effectiveness. This raises the level of respect of employees for their institutions and convictions and legal legislation fairly (Zoubi, 2003).

Elaywah (1987) points out that accountability refers to the conformity of the work to be accomplished to what has already been designed, although it usually has negative effects on mind, in order to overcome this problem; the staff should be involved in setting goals, designing activities, processes and measuring results and outcomes.

Accountability has the following objectives and rationale: correcting errors, trying to prevent their recurrence, eliminating performance from nepotism, focusing on the importance of carefully measured inputs and practices, quality control, adequacy, good performance, overcome the complexities of educational systems, reduce the financial loose and improve the performance of the educational institution regarding inputs, processes and outputs (Tarrakhan, 2005; Tawil, 1999).

Administrative accountability has many positive aspects, including activating the roles of the employees, increasing their motivation to work, building positive relationships in the work environment, and implementing feedback and assessment to achieve the strategic educational goals (Tawil, 1999). Accountability is a social value linked to the realization of democracy and transparency values, strengthening effective relations between partners in the educational process, ensuring stability of the system, and providing a climate of decent life for all (Douiri, 2002).

There are three types of accountability: ethical accountability, whereby the teacher or the manager is morally responsible for achieving the goals and plans assigned to them. The second type: professional accountability, which focuses on the methods of evaluation of various activities, evaluation of teachers, students and approaches. The third type of accountability focuses on the conditions of the contract in advance and described what is required from the educator and to respond to this type require a pre-defined objectives and criteria for evaluation and measurement methods; usually it called contractual accountability (Smith, 1995).

Implementing of accountability faces many difficulties such as; the variation of the school standards, involving local community in decision-making, evaluating the performance of schools, the negative attitudes towards accountability, and the difficulty of developing community expectations towards accountability (Abu Karki, 2003). In the view of Batah (2006) the negative aspects of accountability and the problems of their application must not be exempted from the adoption and application of it in the field of education because the benefits are much more than the disadvantages.

Many studies had been conducted to investigate accountability in the educational system, the purpose

of DiBiase and McDonald (2015) study was to determine teachers' attitudes, values, and beliefs about inquiry. The participants of this study were 275 middle grade and secondary science teachers from four districts in North Carolina. Issues such as class size, accountability, curricular demands, and administrative support are perceived as constraints, impeding the use of inquiry. These are the issues that must be effectively dealt with in the professional education and professional development of all science teachers.

In order to explore the degree of accountability practice of secondary school principals in Gaza Governorate, Abu Hashish (2010) conducted a study entitled "The degree of accountability practices among secondary school principals in Gaza Governorate towards teachers". The study sample consisted of 212 teachers. The results indicated that principles' accountability towards their teachers from the point of view of teachers was high in its administrative and technical dimensions, and the technical side ranked first. There are no significant differences in the degree of accountability attributed to sex, specialization and experience.

The study of Madani (2008) aimed to know the degree of application of administrative accountability and obstacles of its application by the leaders of the educational departments in Saudi Arabia, the researcher used the descriptive approach, the sample consisted of all directors of educational departments and their assistants in the Kingdom of Saudi Arabia. The study found that the application of administrative accountability at educational departments were high.

Jalabna and Atoum (2008) conducted a study entitled: The degree of administrative accountability application at Jordanian public and private universities from to directors and head of departments' point of views. The study sample consisted of (100) director and head of department. The study concluded that the degree of administrative accountability in the fields of professional ethics, job discipline, achievement and personal behavior was moderate, there were no statistically significant differences in the degree of application of administrative accountability due to type of university in all fields except for field of work and achievement. Long (2006) conducted a study aimed to investigate the complementarities between the types of administrative control and the fairness of the evaluation of the employees. The sample of the study consisted of 178 students in the United States; the results showed that employee evaluation was affected by administrative accountability. The study of akho Rsheda (2006) entitled efficiency and accountability in educational management, the sample of the study consisted of (585) teachers working in secondary schools in Jordan, the study aimed to know the degree of awareness of teachers in public secondary schools about the concept of accountability and its relationship with effectiveness of the school. The results showed that the level of teachers about accountability was moderate and the effectiveness of government secondary schools was within the intermediate level and there is strong positive relationship between accountability, and effectiveness.

Hawamdah and Jaradat (2005) conducted a study aimed at identifying the degree of application of administrative accountability in the public schools in Jerash Governorate. The study sample consisted of (147) managers. The results showed that the degree of application of administrative accountability

was overall strong, Statistical significance in the application of administrative accountability in the field of work and achievement attributed to the scientific qualifications in favor of higher diploma.

The Ragland study (1999) aimed to study performance in Texas poor schools under the accountability system. The study consisted of a group of poor Texas schools that had high academic achievements. The study found that supervisors and district leaders showed interest in academic achievement by creating a supportive structure and climate to improve student performance so that responsibility is shared by everyone in the school. Provincial leaders also acknowledge that high accountability expectations need financial support.

2. Statement of the Problem

Accountability is one of the most sensitive and important issues because it is linked to the efficiency of the school and achievement of its goals. The educational system must follow up the strengths and weaknesses to correct its course and rectify its problems and to sense it before it happened in order to solve them and reduce their effects. The follower of the performance of the Jordanian educational system sees a significant decline in the level of outputs, non-suitability to the requirements of the age (Omari, 2004). Recognizing the degree to which administrative accountability is applied in schools is a diagnostic tool that allows school to reinforce strengths and avoid deficiencies. The researcher noticed through his experience as a supervisor and high school principal a lack in accountability; according to that this study was conducted to answer the following question: What are the teachers' perceptions towards administrative accountability and its application? Precisely the study will answer the following question:

- 1) What is the degree of teachers' perceptions in Tafila governorate to the administrative accountability?
- 2) What is the degree of administrative accountability applications by principals from the point of view of teachers?
- 3) Are there statistically significant differences in the teachers' perception about administrative accountability of public schools principals in Tafila Governorate attributed to sex, experience and specialization of the teachers?
- 4) Are there statistically significant differences in the degree of administrative accountability applications in Tafila Governorate attributed to sex, experience and specialization of the teachers?

3. Significance

Studying accountability and its application has a great importance because the results could be positively reflected in the development of educational institutions, improving the level of performance, increasing the effectiveness of education and directing all the energies of institutions towards strategic objectives, and developing the knowledge and skills of principals about accountability, and to diagnose the school problems.

4. Methodology

4.1 Method

The descriptive approach was used because of its relevance to the nature of this study.

4.2 Population

The population of the study was composed of all teachers of public schools in Tafila Governorate (2001) teachers.

4.3 Sample

The sample was consisted of (2001) teachers, they represent 10% of the population. Table 1 shows the distribution of the sample according to sex, specialization and experience.

Table 1. Study Sample

Sex	Experience specialization	1-5	6-10	More than 10	Total
Male	Scientific	23	10	13	46
	Humanistic	15	20	23	58
Female	Scientific	18	15	16	49
	Humanistic	21	16	20	57
Total		77	61	72	210

4.4 Instrument

The researcher prepared the instrument after reviewing the related literature and previous relevant studies such as Zubi (2003), Akho Rshieda (2006), Abu Hashish (2010), and Hawamdah and Jaradat (2005). 5 points likert scale was adopted (5) always (4) often (3) sometimes (2) rarely (1) never. The tool is composed of 42 items in its final form divided into four domains: functional commitment, performance effectiveness, ethics, personal self-behavior.

4.4.1 Validity

To verify the validity of the instrument, it was presented to 15 experts in educational administration and public administration, measurement and evaluation in the Jordanian universities, according to their notes (6) items were deleted and the instrument had its final form. The tool is composed of 42 items in its final form divided into four domains: Job commitment, performance effectiveness, vocational ethics, and personal behavior.

4.4.2 Reliability

Validity was approved by using test re-test method and internal consistency (cronbach α equation). Table 2 represents the findings.

Table 2. Reliability

Domain	Test Re-test	Internal consistency
professional commitment	0.94	0.93
performance effectiveness	0.89	0.87
vocational ethics	0.88	0.85
Job Commitment	0.81	0.77
Total	0.93	0.88

5. Statistical Analysis

SPSS was used to analyze the data; means, standard deviations and 3-way ANOVA were used to answer study questions.

The following criteria were used to describe the means of accountability:

- 1) (1-2.33) low degree of accountability.
- 2) (2.34-3.67) mid degree of accountability.
- 3) (3.68 and higher) high degree of accountability.

6. Results

6.1 Results of the 1st Question

To answer the first question (What is the degree of teachers' perceptions in Tafila governorate to the administrative accountability?) means and standard deviations were used. Table 3 represents the findings.

Table 3. Means and Standard Deviations for Teachers' Perceptions towards Principals' Accountability

Domain	Mean	Standard Deviation	Rank	Level
Personal Behavior	3.73	1.04	1	High
Vocational Ethics	3.70	1.05	2	High
Performance Effectiveness	3.69	0.90	3	High
Job Commitment	3.46	0.98	4	Mid
Total	3.65	0.94		Mid

Table 3 shows that the mean for administrative accountability was mid (3.65 with a standard deviation =0.94). Concerning the domains the results showed that personal behavior, vocational ethics and performance effectiveness had high mean (3.73, 3.70, 3.69 respectively), while job commitment had mid mean (3.46). Table 4 represents the means and standard deviations for job commitment items.

Table 4. Means and Standard Deviations for Teachers' Perceptions towards Principals' Job Commitment

Item	Mean	Standard Deviation	Rank	Level
Make decisions without employee participation.	3.95	0.89	1	High
His mistakes are repeated at work.	3.59	1.28	2	Mid
Workers demand allegiance to him rather than ideas and principles.	3.57	1.34	3	Mid
He has all authorities and does not delegate his authority to others.	3.54	1.19	4	Mid
He avoids responsibility.	3.49	1.35	5	Mid
Moves school disputes and conflicts out of the institution.	3.45	1.25	6	Mid
Broadcasts the secrets of work in the community.	3.39	1.34	7	Mid
Depend upon his individual method to solve problems.	3.24	1.14	8	Mid
Invests his position to gain individual benefits.	3.20	1.35	9	Mid
Use procrastination method in doing required work.	3.14	1.33	10	Mid
Total	3.46	0.98		Mid

Table 4 shows that the first item "Make decisions without employee participation", was the highest level, while the lowest item was "Use procrastination method in doing required work" (mean=3.14, S.D=1.33). Table 5 represents the means and standard deviations for Performance Effectiveness items.

Table 5. Means and Standard Deviations for Teachers' Perceptions towards Principals' Performance Effectiveness

Item	Mean	Standard Deviation	Rank	Level
Believes in participation and dialogue on the basis of appearance in the form of formal democratic form.	4	1.21	1	High
The process of improving working conditions is viewed in a traditional spirit for fear of the failure of change.	3.96	1.26	2	High
The contributions of workers are estimated in a biased personal manner.	3.91	1.11	3	High
Uses school resources and facilities with vision that lacks accuracy and effectiveness.	3.87	1.25	4	High

Neglects the professional development of teachers.	3.74	1.26	5	High
Practices his role in traditional way as a non-exercised leader.	3.72	1.18	6	High
Refuses change for fear of failure.	3.68	1.16	7	High
Uses certain powers delegated to him by his superiors.	3.51	1.32	8	Mid
Uses inappropriate ways to prevent problems.	3.49	1.18	9	Mid
Provides misleading inaccuracies suggestions Supreme Leader.	3.44	1.21	10	Mid
Hides evidences in order to mislead the decision-making process.	3.20	1.14	11	Mid
Total	3.69	0.090		High

Table 5 shows that items 1-7 in this domain were at high level (means: 4-3.20), while the items 8-11 were in mid-level, item 1 “Believes in participation and dialogue on the basis of appearance in the form of formal democratic form” had the highest mean (mean=4, S.D=1.21) while paragraph 12 “Hides evidences in order to mislead the decision-making process” (mean=3.20, s.d=1.14). Table 6 represents the means and standard deviations for Vocational Ethics items.

Table 6. Means and Standard Deviations for Teachers’ Perceptions towards Vocational Ethics Items

Item	Mean	Standard Deviation	Rank	Level
Assesses the professional performance of employees based on personal relationships rather than achievement.	4.00	1.23	1	High
His professional judgment was based upon biased beliefs; that increases frustration of the employees.	3.96	1.20	2	High
His visits to the school departments are without a goal.	3.86	1.33	3	High
He performs his own work during school time.	3.83	1.28	4	High
Has a high capacity to create problems and hate among colleagues.	3.82	1.25	5	High
Starts Work late and leaves early.	3.65	1.32	6	Mid
Says more than he does.	3.64	1.25	7	Mid
Refuses and does not comply with the instructions.	3.53	1.25	8	Mid
Addresses the Supreme President leaving the direct president.	3.47	1.26	9	Mid
Leave the work without the permission from the direct boss.	3.47	1.40	10	Mid
Creates problems in the working environment.	3.42	1.39	11	Mid
Total	3.70	1.05		High

Table 6 shows that the items “1-6” were at high level, while items (7-11) were at mid-level. Item 1 “Assesses the professional performance of employees based on personal relationships rather than achievement” had high level with a mean =4 and a standard deviation (1.23) while item (11) “creates problems in the work environment” had the lowest mean (3.42). Table 7 represents the means and standard deviations for Personal Behavior items.

Table 7. Means and Standard Deviations for Teachers’ Perceptions towards Personal Behavior Items

Item	Mean	Standard Deviation	Rank	Level
Uses the school supplies for his personal benefit.	3.87	1.21	1	High
Biased to a group of employees depending upon personal relationships.	3.86	1.30	2	High
Derives its power from the authority granted to him rather than his technical and administrative expertise.	3.84	1.26	3	High
His friends always found and use his office.	3.82	1.30	4	High
Shows a modest interest in his personal appearance.	3.73	1.18	5	High
Acts as superior with others.	3.71	1.28	6	High
Avoid meeting students and mistreat them.	3.70	1.34	7	High
Consume school resources excessively.	3.66	1.27	8	Mid
Lacks objective and fair standards in dealing with colleagues.	3.65	1.19	9	Mid
Tends to criticize the others.	3.49	1.19	10	Mid
Total	3.73	1.04		High

Table 7 shows that items 1-7 were at high level while items 8-10 were at mid-level. Paragraph 1 “Uses the school supplies for his personal benefit” had the highest level (mean =3.87, standard deviation=1.21) while item 10 “Tends to criticize the others”. Had the lowest mean. This can be attributed to the teachers’ convictions of the importance of accountability and their role in improving performance, creating an atmosphere of justice, transparency and integrity in the work, increasing the efficiency and effectiveness of the school and achieving its objectives. The domains of accountability form the objective criteria for evaluating the performance of school principals, methods to establish self-control, participation of teachers in the decision-making process, and the development of the system of educational values and the advancement of the teaching profession. These results were similar to the findings of Madani (2007), Ragland (1999) and Akho Rsheda (2006).

6.2 Results of the 2nd Question

To answer the second question (What is the degree of administrative accountability applications by principals from the point of view of teachers?).

Means and standard deviations were used. Table 8 represents the findings for administrative accountability.

Table 8. Means and Standard Deviations for Accountability Applications Domains

Domain	Mean	Standard Deviation	Rank	Level
Performance Effectiveness	2.77	0.73	1	Mid
Job Commitment	2.65	0.70	2	Mid
Personal Behavior	2.36	0.92	3	Mid
Vocational Ethics	2.34	0.92	4	Mid
Total	2.53	0.73		Mid

Table 8 shows that all the domains of the application of administrative accountability came with mid level (mean=2.77-2.53). Table 9 shows the means and standard deviations for the administrative accountability applications according to the items of performance effectiveness domain.

Table 9. Means and Standard Deviations for the Items of Performance Effectiveness Domain Applications

Item	Mean	Standard Deviation	Rank	Level
Uses certain powers delegated to him by his superiors.	3.10	1.33	1	Mid
Practices his role in traditional way as a non-exercised leader.	3.09	1.25	2	Mid
Believes in participation and dialogue on the basis of appearance in the form of formal democratic form.	2.87	1.24	3	Mid
Uses inappropriate ways to prevent problems.	2.79	1.24	4	Mid
The contributions of workers are estimated in a biased personal manner.	2.79	1.10	5	Mid
Hides evidences in order to mislead the decision-making process.	2.76	1.11	6	Mid
Provides misleading inaccuracies suggestions Supreme Leader.	2.73	1.26	7	Mid
Neglects the professional development of teachers.	2.70	1.14	8	Mid
Uses school resources and facilities with vision that lacks	2.67	1.19	9	Mid

accuracy and effectiveness.

Refuses change for fear of failure.	2.64	1.35	10	Mid
The process of improving working conditions is viewed in a traditional spirit for fear of the failure of change.	2.46	1.21	11	Mid
Total	2.77	0.73		Mid

Table 9 shows that all the items of the this domain were at mid level, item 1 “Uses certain powers delegated to him by his superiors” had the highest mean (3.10 standard deviation=1.33) while item 11 had the lowest mean “the process of improving working conditions is viewed in a traditional spirit for fear of the failure of change”. Table 10 shows the means and standard deviations for the administrative accountability applications according to the items of Job Commitment domain.

Table 10. Means and Standard Deviations for the Items of Job Commitment Domain Applications

Item	Mean	Standard Deviation	Rank	Level
Make decisions without employee participation.	3.10	1.25	1	Mid
Has all authorities and does not delegate his authority to others.	2.88	1.17	2	Mid
Workers demand allegiance to him rather than ideas and principles.	2.87	1.13	3	Mid
Moves school disputes and conflicts out of the institution.	2.77	1.12	4	Mid
His mistakes are repeated at work.	2.74	1.33	5	Mid
He avoids responsibility.	2.62	1.07	6	Mid
Depend upon his individual method to solve problems.	2.58	1.31	7	Mid
Use procrastination method in doing required work.	2.36	1.15	8	Mid
Broadcasts the secrets of work in the community.	2.35	1.27	9	Mid
Invests his position to gain individual benefits.	2.20	1.11	10	Low
Total	2.65	0.70		Mid

Table 10 shows that all the items came with mid means (3.10-2.35) except item 10 which had a low mean (2.20). Table 11 shows the means and standard deviations for the administrative accountability applications according to the items of Personal Behavior domain.

Table 11. Means and Standard Deviations for the Items of Personal Behavior Domain Application

Item	Mean	Standard Deviation	Rank	
Shows a modest interest in his personal appearance	2.49	1.34	1	Mid

Tends to criticize the others.	2.49	1.17	2	Mid
Lacks objective and fair standards in dealing with colleagues.	2.45	1.36	3	Mid
Acts as superior with others.	2.43	1.36	4	Mid
Biased to a group of employees depending upon personal relationships.	2.43	1.22	5	Mid
Derives its power from the authority granted to him rather than his technical and administrative expertise.	2.43	1.21	6	Mid
Uses the school supplies for his personal benefit.	2.38	1.42	7	Mid
His friends always found and use his office.	2.19	1.13	8	Low
Consume school resources excessively.	2.18	1.20	9	Low
Avoid meeting students and mistreat them.	2.11	1.34	10	Low
Total	2.36	0.92		Mid

Table 11 shows that items 1-7 had mid means (2.49-2.38), while items 7-10 had low means (2.19-2.11). Table 12 shows the means and standard deviations for the administrative accountability applications according to the items of Vocational Ethics domain.

Table 12. Means and Standard Deviations for the Items of Vocational Ethics Domain Applications

Item	Mean	Standard Deviation	Rank	Level
He performs his own work during school time.	2.66	1.43	1	Mid
His professional judgment was based upon biased beliefs; that increases frustration of the employees.	2.50	1.21	2	Mid
His visits to the school departments are without a goal.	2.47	1.31	3	Mid
Says more than he does.	2.46	1.26	4	Mid
Starts Work late and leaves early.	2.43	1.27	5	Mid
Assesses the professional performance of employees. based on personal relationships rather than achievement.	2.39	1.21	6	Mid
Addresses the Supreme President leaving the direct president.	2.30	1.22	7	Low
Creates problems in the working environment.	2.22	1.27	8	Low
Leave the work without the permission from the direct boss.	2.19	1.25	9	Low
Has a high capacity to create problems and hate among colleagues.	2.09	1.22	10	Low
Refuses and does not comply with the instructions.	2.02	1.12	11	Low
Total	2.34	0.92		Mid

Table 11 shows that items 1-6 had mid means (2.66-2.39) while items 6-11 had low means (2.30-2.02). The low-mid means of accountability applications by principals may be attributed to the stress exerted on principals in different forms, such as: social stress from local community, the lack of appropriate training, and accountability requirements, which are focus on achieving high standards of performance, correcting errors, solving problems, the implementation of the values of commitment to work, achievement of the school goals, following up and continuous monitoring, and also reflect the shortage in professional development of principals, and their ability to apply the standards of fairness, integrity transparency and objectivity. This study findings are similar to the findings of (McNeelis, 1999).

6.3 Results of the 3rd Question

To answer the third question Are there statistically significant differences in the teachers' perception about administrative accountability of public schools principals in Tafila Governorate attributed to the sex, experience and specialization of the teachers? 3-way ANOVA was used. Table 13 represents the findings.

Table 12. 3-Way ANOVA for the Effect of Sex, Experience and Specialization upon Teachers' Perception towards Administrative Accountability

Source	Sum of squares	d.f	Mean of squares	F	Sig
Sex	4.58	1	4.85	0.060	0.807
Experience	0.798	2	0.399	0.491	0.613
Specialization	0.765	1	0.765	0.941	0.333
Sex * Experience	12.14	2	6.067	7.466	0.001
Sex * Specialization	0.180	1	0.180	0.221	0.639
Experience * Specialization	5.652	2	2.813	3.461	0.033
Experience * Specialization *sex	8.203	2	4.101	5.047	0.007

Table 12 shows that there are statistically significant differences in teachers perception towards accountability attributed to the interaction between ($\alpha=0.05$) "sex * experience", "experience * specialization" and "sex* experience * specialization" interaction in favor of male teachers with more than 10 years' experience, and teachers who they specialized in humanity subject with 6-10 years' experience (Table 13).

Table 13. Means and Standard Deviations for Accountability Perceptions of Teachers towards Accountability according to Their Sex, Experience and Specialization

Specialization	sex	Experience	Mean	Standard Devotion
Scientific	Male	1-5	3.46	0.87

Humanity		6-10	2.91	0.96
		More than 10 years	4.35	0.31
		1-5	3.26	1.21
		6-10	3.96	0.89
	Female	More than 10 years	3.69	0.53
		1-5	3.93	0.85
		6-10	3.57	1.10
		More than 10 years	3.14	0.82
Scientific		1-5	3.80	0.94
		6-10	3.75	0.97
		More than 10 years	3.65	1.08

The results of this question could be due to the fact that teachers with long experience have more ability to judge the performance of the principals, unbiased, and know the criteria for judging performance fairly, objectively, especially as they tend to use the scientific method to give their judgment, while females tend to the emotional side in their judges.

6.4 Results of the 4th Question

To answer the forth question (Are there statistically significant differences in the degree of administrative accountability applications in Tafila Governorate attributed to sex, experience and specialization of the teachers?) 3-way ANOVA was used. Table 14 represents the findings.

Table 14. 3-Way ANOVA for the Effect of Sex, Experience and Specialization upon Applications of Administrative Accountability

Source	Sum of squares	d.f	Mean of squares	F	Sig
Sex	4.58	1	4.85	0.060	0.139
Experience	0.798	2	0.399	0.491	0.191
Specialization	0.765	1	0.765	0.941	0.130
Sex * Experience	0.180	1	6.067	7.466	0.009
Sex * Specialization	0.180	2	0.180	0.221	0.337
Experience *	5.652	2	2.813	3.461	0.063
Specialization					
Experience *	8.203	1	4.101	5.047	0.135
Specialization * sex					

Table 14 shows that there were no statistically significant differences in administrative accountability applications by principals attributed to teachers' sex, experience, specialization and the interaction

between them ($\alpha=0.05$). This could be due to the fact that accountability is a mandatory need for all the educational system regardless of sex, experience, ..., etc.

7. Recommendations

According to the results; the researcher recommends the following: Develop the regulations related to accountability, activate the role of educational media to clarify the dimensions of administrative accountability, hold training programs for school principals about administrative accountability, increase the awareness of accountability among school principals, and emphasize the role of administrative accountability in promoting the values of justice and integrity during educational meetings.

8. Conclusion

Study concluded that the application of administrative accountability is low-mid; although teacher's perception towards it was high-mid, so the real practice was differ from imagination, and the accountability practices were not affected by sex, experience or specialization of teachers; which means: accountability is a mandatory for the whole educational system.

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