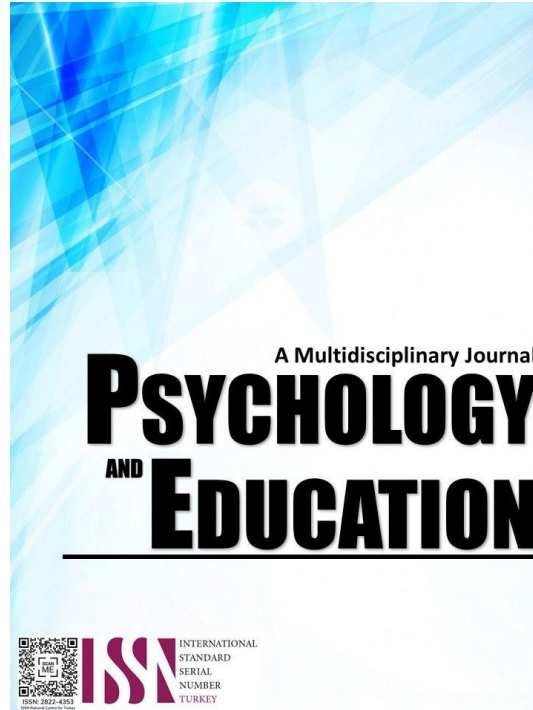


TEACHERS' ACCOUNTABILITY AND ITS EFFECTS ON LEARNERS' LEARNING OUTCOME



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Teachers' Accountability and Its Effects on Learners' Learning Outcome

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Abstract

The study aimed to determine the extent of teachers' accountability on students' learning outcomes in terms of responsibility, learners' interaction, expectations, and the learning outcomes of grade 5 and 6 learners in terms of performance tasks. Moreover, it was also determined that there was a significant relationship between the extent of teachers' accountability in terms of responsibility, learners' interaction and expectations, and learners' outcomes. The result revealed that the extent of teachers' accountability for students' learning outcomes in terms of responsibility and expectations was indicated as a very large extent. However, the extent of teachers' accountability for students' learning outcomes in terms of learners' interaction is indicated as a large extent. Moreover, the learning outcome of grade 5 and 6 learners in terms of performance tasks is indicated as a very high level. The result also revealed that there is a significant relationship between the extent of teachers' accountability in terms of responsibility, learners' interaction and expectations, and learners' outcomes. Based on the results, it is recommended that schools and educational institutions strengthen policies and programs that promote teacher accountability. Professional development workshops, mentorship programs, and regular assessments should be implemented to enhance teachers' sense of responsibility, encourage meaningful learner interactions, and set clear expectations.

Keywords: *teacher's accountability, learning outcome, responsibility, learner's interaction, expectation, performance task*

Introduction

The concept of teacher accountability has become a cornerstone of modern education systems globally, driven by the need to ensure high-quality teaching and improved student learning outcomes. This movement emphasizes the responsibility of educators for student progress and often involves performance evaluations, standardized testing, and professional development initiatives. While the purported goal of accountability is to enhance teaching practices and stimulate student achievement, the complex interplay between various accountability measures and their actual impact on learners' learning experiences remains an area of ongoing debate and investigation. Factors such as the specific types of accountability systems implemented, the context in which they are applied (e.g., school resources, student demographics), and the teachers' perceptions and responses to those systems contribute to the overall success or failure of accountability efforts (Yilmaz, 2020).

Despite the extensive literature on teacher accountability, a significant research gap exists in understanding the nuanced and potentially differential effects of various accountability mechanisms on students' learning outcomes across diverse settings and demographics (Ferdig, 2020). Much of the existing research focuses on broad correlations between accountability measures and standardized test scores, often overlooking the qualitative impact on other crucial learning areas like critical thinking, creativity, and social-emotional development. Specifically, there's a lack of investigations into how specific accountability measures directly influence pedagogical practices and subsequently impact different subgroups of learners, including students with disabilities, students from disadvantaged backgrounds, and students with varying learning styles. Further research is needed to examine these differential impacts and to explore the less tangible effects of accountability on teaching and learning processes (Abah, 2023).

This study is significant because it will provide valuable insights into the effectiveness of teacher accountability systems in promoting positive learning outcomes. Moving beyond broad correlational studies, it will contribute to a deeper understanding of how specific accountability mechanisms impact teachers' practices and how these practices subsequently influence diverse student populations. The findings will be instrumental in policymakers developing more effective and equitable accountability policies by identifying the types of accountability strategies that contribute to genuine student learning while avoiding unintended consequences, such as increased stress and a narrowed curriculum, thereby ultimately enhancing the quality of education and preparing all students for future success.

Given the reputation that elementary schools in Valencia, Bukidnon have built over decades of supposed intellectual and moral excellence, elementary schools are held to a higher standard of accountability than colleges. Students who have acquired a minimum of credit passes in five subject areas, including Mathematics and English Language, are deemed successful in Valencia, Bukidnon elementary schools. This is the minimum need for admission to postsecondary institutions, so that students can be considered successful.

Research Questions

This study aimed to determine the teacher's accountability and its effect on learners' learning performance. Specifically, this study sought to answer the following questions:

1. What is the extent of teachers' accountability for learners' learning outcomes in terms of responsibility, learner interaction,

and expectations?

2. What is the learning outcome of grade 5 and 6 learners in terms of performance tasks?
3. Is there a significant relationship between the extent of teachers' accountability in terms of responsibility, learners' interaction, and expectations, and learners' outcomes?

Literature Review

Responsibility

Over the past few years, the teaching profession has been subjected to scrutiny from a variety of groups of individuals. In some instances, head teachers have been demoted due to the low level of learning engagement displayed by students in the National Examination systems. As part of the Primary School Development Programme (PEDP), which is a decentralized framework, the school committees are responsible for monitoring the operations of the schools. This is done to guarantee that instructors are accountable for the learning of their students. The purpose of this study was to investigate the manner in which teachers, in their capacity as professionals, are accountable for the learning and achievement of their students in Tanzania's National Examinations. Both Dar es Salaam and Mbeya Regions were the locations of this qualitative research project that was carried out. There was a total of 108 participants in the study, which included 90 classroom teachers, 10 head teachers, 6 members of the school committee, and 2 district educational officers. Open-ended questionnaires, interviews, focus group discussions, and documentary analysis were the methods that were utilized to acquire the pertinent data. Despite the fact that demotion may be warranted for irresponsible teachers and those who do not adhere to the professional standards, the results from Dar es Salaam and Mbeya indicated that it is unfair to demote teachers because of poor learning engagement in the National Examinations. This is because it undermines the teachers' professional credibility and status.

Additionally, teachers were opposed to being supervised by the school committee because the members of the committee did not come from the teaching profession. It was believed by teachers that members of the school committee should be responsible for addressing all activities that are outside of the classroom, to promote teaching and learning environments. A number of educators, on the other hand, were of the opinion that it is essential to involve the school committee since it is comprised of individuals who represent the parents who are in need of information regarding the worth of the money that is invested in the education of their children. The argument that is presented in this paper is that although teachers need to be accountable for the learning of their students, the evaluation of teachers' work performance should be based on whether or not they have fulfilled the professional code of conduct that has been assigned to them.

According to Gaylon (2019), the level of learning engagement among students is not just driven by the teaching process but rather by a number of different elements. As was mentioned earlier and based on the examples that were provided, it appears that educators are confronted with a multitude of obstacles that require them to alter their ways of thinking and to behave in a professional manner. This is due to the fact that societies have certain expectations of them and a belief in the positive impact that education can have on the lives of children. The extent to which teachers are committed to satisfying accountability expectations by fulfilling their professional obligations will determine whether or not they are able to continue working in the field. It is possible that it will be challenging to attain the required quality and standards that are demanded by society if the teacher does not fulfill the tasks that have been entrusted to them (Lopez, 2018). It is possible that the question that needs to be answered is how teachers can be managed in the most effective manner so that they can give the required quality of education that can satisfy the needs of society as viewed by the stakeholders in education (Kong, 2019).

Accountability is a very contentious issue that has been the subject of extensive discussion (Demas & Arcia, 2019). Despite the fact that teachers are frequently found at the focus of criticism, it is important to note that the educational accomplishments of students are not only attributable to the efforts of teachers. Some authors pose the question of why a teacher ought to be liable for the learning and accomplishments of their students, despite the fact that the responsibility of a teacher in the classroom is to instruct, and not to coerce students into passing examinations. It has been questioned by others as to why the instructor is required to explain something that cannot be controlled.

Learners Interaction

When it comes to being a good teacher, having strong communication skills is one of the most vital talents. Fostering student success and creating a positive learning environment are both outcomes that can be achieved via effective communication with students. It is also possible for instructors to develop close relationships with their pupils, parents, and colleagues if they possess excellent communication skills. It is crucial to communicate well in the job. Your ability to communicate effectively can assist you in developing solid professional connections, resolving conflicts, and increasing your level of productivity. Due to this reason, the significance of communication in the workplace is not something that can be understated. One definition of communication skills is the ability to convey a message in a way that The conveyance of a message that incorporates the shared understanding between the contexts in which the conversation takes place is one definition of communication skills (Saunders & Mills, 2019). Conversation skills can be described as the ability to communicate effectively.

In addition, the ability to communicate effectively with pupils is an essential component of a teacher's role in the implementation of educational programs (McCarthy & Carter, 2020). Both listening and speaking, in addition to reading and writing, are essential components of communication skills. A teacher needs to have a high level of expertise in each of these areas in order to be a good educator. A teacher who is able to communicate effectively will always make things simpler and more intuitive for their students (Freddie Silver). When it comes to the transmission of education, the management of the classroom, and the engagement with students in the classroom, effective communication skills are exceptionally vital for a teacher to possess. It is the responsibility of the teacher to instruct students who have various ways of thinking.

According to Sng Bee's research from 2020, in order for a teacher to educate in a manner that is in accordance with the abilities and capabilities of the students, the teacher must adopt communication skills that would drive the students toward their learning process. In order for students to be successful in their academic endeavors and in their professional lives, it is essential for teachers to have strong communication skills. During classroom instruction, the teacher is more likely to communicate verbally with the students. A teacher who is unable to communicate effectively may end up preventing pupils from learning and advancing in their academics. While it is entirely dependent on the communication skills of teachers that they exhibit in the classroom, it is essential for students to have the ability to comprehend what is appropriate and what is inappropriate (Sherwyn, 2019).

During the process of educating, the possibility of nasty feelings occurring is reduced when there is effective communication. During the lecture, the learner is required to pay close attention to their instructor in order to acquire knowledge. According to Loss (2020), it is advised that teachers communicate in a way that is both clear and well understood. The process of communication is a dynamic one that requires one to have a mind and the bravery to confront the other person and express their message in an efficient manner. When we provide the message in a style that is clear and easy to grasp, the communication process is accomplished successfully. The ability to communicate effectively requires the ability to convey and accept one's message in all situations and conditions. According to Monika Srivastava (2018), good communication is seen as a powerful instrument capable of enhancing efficacy in the teaching profession. Given that a wide range of abilities is required for effective instruction, teachers.

A study that was carried out by Ehindero and Ajibade (2019) suggests that in order for a teacher to be effective, they need to possess good communication skills. These abilities include the ability to communicate effectively, manage the classroom effectively, keep their knowledge up to date, and preserve their personality. No one can be a good educator until they have these fundamental teaching skills.

Expectation

To ensure that the purpose of student learning engagement is carried on, it is necessary for every member of the school community to make a contribution to the achievement of this objective in a manner that is relevant. This comprises administrators, teachers, important educators who connect with students outside of the classroom, parents, family members, and students themselves. Teachers are also included in this category. For the purpose of achieving success in learning, all parties must be held accountable for providing support to each learner and catering to their educational requirements. Throughout the duration of this class, we will investigate the ways in which a school community can play a role in holding both students and teachers accountable for achieving academic achievement. As a consequence of this, the culture of learning will become more robust on account of the increased provision of student support (Ruiz, 2022).

The effects of oral recitation on learning engagement in a classroom setting for students learning a second language were explored in a study conducted by Bachman (2019). According to the findings of the study, pupils who participated in oral recitation were more motivated and actively involved in the process of learning. Additionally, they indicated high levels of interest, enjoyment, and involvement in the lesson that they were attending. In a similar vein, Alzahrani (2019) conducted research to investigate the influence that oral recitation has on the level of involvement that students in Saudi Arabia who are learning English as a foreign language have in their studies. Students who participated in oral recitation demonstrated considerably better levels of learning engagement compared to students who did not participate in the activity, as demonstrated by the findings. The use of oral recitation has been discovered to have a multitude of advantages for the engagement of learning. According to Chiang (2017), oral recitation is beneficial to students since it helps them develop their critical thinking skills, boosts their confidence when speaking, and improves their ability to communicate effectively among themselves. Students feel more connected and invested in their own learning as a result of these variables, which contribute to higher levels of learning engagement.

Also, according to the findings of a study conducted by Tan (2019), oral recitation increases active learning, which in turn motivates students to take responsibility for their own individual learning. There is a correlation between this sense of ownership and responsibility and increased levels of learning engagement among students. This is because students are more driven to participate and contribute to the lesson. There are a few obstacles that may prevent students from participating and being involved in the learning process, despite the fact that oral recitation is beneficial in increasing learning engagement, according to Tan (2020), for example, it was discovered that certain students may have feelings of anxiety or embarrassment when they are required to speak in front of the class. This can discourage their participation in oral recitation.

A study conducted by Kim (2019) found that the amount of skill that students have in the language that is used for oral recitation can have an effect on the level of engagement that they have in their learning. There is a possibility that students with lesser language skills

will have difficulty participating and engaging in oral recitation, which will ultimately result in lower levels of learning engagement. Several different ways to improve engagement have been proposed by researchers as a means of overcoming the obstacles that prevent learners from being engaged in oral recitation. For example, Tan (2019) said that in order to alleviate the anxiety that students experience and to encourage their engagement, the classroom setting should be one that is encouraging and does not pose any threats. In addition, Kim (2019) proposed the idea of providing students with lesser language skills with scaffolding and support in order to assist them in participating and engaging in oral recitation.

Performance Task

Learning engagement is a measure of a student's level of interest, motivation, and active participation in the learning process (Yuan F., 2021). It is an essential component of student achievement and is sometimes referred to as "learning engagement." Performance tasks are activities that encourage students to apply their knowledge and skills to real-world circumstances, which allows for a deeper grasp of the subject matter (Leo, 2019). Performance tasks should be a part of the curriculum. The relationship between learning engagement and performance task performance has been the subject of a number of research studies that have been carried out. According to the findings of a study conducted by Lerner (2018), students who were highly interested in their learning were more likely to effectively complete performance tasks and display a greater comprehension of the subject matter. On the basis of this, it appears that learning engagement is an essential component in the accomplishment of performance tasks. The impact of several types of learning engagement, such as behavioral, emotional, and cognitive engagement, on performance task performance was the subject of another study that was conducted by Fredricks (2018). Their findings indicated that there was a positive correlation between performance task performance and all three categories of engagement, with cognitive engagement being the most strongly associated with performance task performance.

Furthermore, Zheng (2018) conducted a study that explicitly focused on the effect of emotional involvement on the performance of performance tasks in a learning environment that was enhanced by technology. They came to the conclusion that emotional involvement had a beneficial effect on task performance, which highlights the significance of providing students with a learning environment that is both pleasant and supportive in order for them to be emotionally engaged. Additional research was conducted by Chappell (2018), who conducted a meta-analysis to investigate the connection between student motivation and academic accomplishment. They discovered that motivation, which is an essential component of learning engagement, had a significant favorable impact on academic performance, including performance task performance.

Insight Gained

According to the findings of these studies, there appears to be a significant connection between the outcome of learning and individual performance on tasks. Students who are passionate about their studies are more likely to effectively complete performance challenges and to exhibit a more profound comprehension of the material being studied. The necessity of encouraging and fostering learner engagement in order to improve student performance on performance tasks is brought into focus by this. According to the research that has been conducted, performance tasks are an efficient technique of instruction that leads to positive learning outcomes. The development of abilities in critical thinking, confidence, and communication is only one of the many advantages that can be gained from doing so.

On the other hand, many obstacles could potentially impede the participation and engagement of students, such as nervousness and limitations in language skills. Effective tactics for improving learning outcomes may include the creation of a supportive classroom atmosphere, the provision of scaffolding and support for students, and the provision of support. Generally speaking, oral recitation is a useful tool that has the potential to boost the involvement and motivation of students, which ultimately results in improved learning outcomes.

Methodology

Research Design

This study used a descriptive-correlational research design. It investigated teacher accountability and its effect on learners' learning performance in terms of responsibility, learners' interaction, and expectations. In order to gather data on the teacher's accountability for learners' learning performance in terms of responsibility, learners' interaction, and expectations among grade 5 and 6 learners, the researcher adopted a questionnaire.

Respondents

The respondents of the study were the one hundred fifty (150) grade 5 and 6 learners in Barobo Integrated School, Valencia, Bukidnon, for the school year 2024-2025.

Instrument

This study used an adapted questionnaire from Rollie (2018). There are 2 parts of the instrument, and it is all about the teacher's accountability for students' learning outcomes in terms of responsibility, learners' interaction, and expectations. The researcher

modified some of the items in order to fit the setting of the study. Each of the variables comprises five questions. The questionnaires are based on the five Likert scales that are used to answer the teacher's accountability for students' learning outcomes in terms of responsibility, learners' interaction, expectations, and learners' learning outcomes in Barobo Integrated School.

Procedure

The approval of a formal request for the data collection was secured from the Schools' Division Superintendent, then from the school administrators, to allow the researcher to administer the survey questionnaire. The researcher personally visited the schools to administer and retrieve the questionnaires. As the research questionnaires were collected, the researcher immediately checked, tallied, tabulated, presented, and analyzed the data to be gathered as part of the main text of this study.

Data Analysis

The following statistical tools were applied to analyze and interpret the data of this study:

Mean and standard deviation were used to determine the teacher's accountability in terms of responsibility, learners' interaction, and expectations. Mean and standard deviation were used to determine the learners' learning outcome among grade 5 and 6 learners in terms of the performance task. Pearson r Product-Moment Correlation Coefficient, or Pearson r, was utilized to determine the significant relationship between the extent of teachers' accountability and its effect on learners' learning performance.

Results and Discussion

This section contains the presentation, analysis, and interpretation of data gathered from the respondents. The order of presentation is based on the order of specific problems in the statement of the problem.

Table 1 presents the results on the extent of teachers' accountability for students' learning outcomes in terms of responsibility, which was evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 1. *Extent of teacher's accountability for students' learning outcomes in terms of responsibility.*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
My teacher makes professional growth a continuous process.	4.55	0.729	Very Large Extent
My teacher performs all her duties with dedication.	4.50	0.693	Very Large Extent
My teacher develops a creative learning environment.	4.47	0.631	Very Large Extent
My teacher displays values of teamwork and unity are some of the values required to meet our academic expectation.	4.47	0.692	Very Large Extent
My teacher is doing their best to teach us effectively.	4.46	0.711	Very Large Extent
Overall	4.49	0.413	Very Large Extent

***Scale, Range, Indicator, and Description:** 5 (4.20–5.00) – Always, Very Large Extent; 4 (3.40–4.19) – Often, Large Extent; 3 (2.60–3.39) – Sometimes, Moderate Extent; 2 (1.80–2.59) – Rarely, Small Extent; 1 (1.00–1.79) – Never, Very Small Extent.*

Table 1 evaluates the extent of teacher accountability on student learning outcomes in terms of responsibility, which is evaluated through various indicators, all of which fall under the category of "Very Large Extent," indicating a high level of commitment and responsibility among teachers. The indicator with the highest Mean is "My teacher makes professional growth a continuous process" (Mean = 4.55, SD = 0.729), suggesting that teachers prioritize their professional development to enhance their teaching effectiveness.

The indicator with the lowest Mean is "My teacher is doing his/her best to teach us effectively" (Mean = 4.46, SD = 0.711). Although still rated at a "Very Large Extent," its relatively lower mean suggests that while teachers are seen as highly committed to their roles, there may be slight variations in student perceptions of teaching effectiveness.

Other indicators, such as "My teacher performs all her duties with dedication" (Mean = 4.50, SD = 0.693), "My teacher develops a creative learning environment" (Mean = 4.47, SD = 0.631), and "My teacher displays values of teamwork and unity to meet our academic expectations" (Mean = 4.47, SD = 0.692), further emphasize the strong sense of accountability among teachers.

Overall, with an average Mean of 4.49 (SD = 0.413), the results suggest that teachers demonstrate a high level of responsibility in ensuring student learning outcomes. This means that teachers take their roles seriously and actively engage in practices that support student success. Their strong sense of responsibility suggests they are committed to delivering quality instruction, monitoring student progress, and implementing strategies to improve learning outcomes. This also indicates that teachers play a crucial role in shaping student achievements through their dedication, instructional methods, and accountability.

Several studies support the finding that teachers' accountability plays a crucial role in student learning outcomes. Nkedishu (2021) emphasized that teacher effectiveness and accountability are strongly linked to student achievement, as teachers who take responsibility for learning outcomes are more likely to implement strategies that foster student success. Similarly, Dehadrion (2023) found that teacher quality and accountability significantly impact student performance, highlighting that responsible and committed teachers contribute to higher academic achievement. These studies indicate that when teachers take ownership of their instructional practices and student progress, learning outcomes improve significantly.

Moreover, McCarthy and Cater (2020) assert that highly accountable teachers consistently assess and adapt their teaching methods to



meet student needs, ultimately leading to better academic results. Similarly, Lopez (2018) conducted a meta-analysis that revealed teacher accountability as a key factor influencing student learning, with responsible educators employing effective feedback and instructional strategies to enhance student performance. These findings reinforce the idea that a strong sense of responsibility among teachers directly contributes to improved learning outcomes, aligning with the study's results.

Table 2 presents the results on the extent of teachers' accountability for students' learning outcomes in terms of learners' interaction, which was evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 2. Extent of teacher's accountability for students' learning outcomes in terms of learners' interaction.

Indicator	Mean	SD	Interpretation
My teacher communicates as properly when we have activities in school.	4.00	0.000	Large Extent
My teacher is good in communication skills.	4.00	0.000	Large Extent
My teacher communicates us, when we have lessons that are need to be discuss.	4.00	0.000	Large Extent
My teacher communicates my parents if I have missed in school.	4.00	0.000	Large Extent
My teacher has a good teacher-parent and teacher-pupil, relationship.	4.00	0.000	Large Extent
Overall	4.00	0.000	Large Extent

Scale, Range, Indicator, and Description: 5 (4.20–5.00) – Always, Very Large Extent; 4 (3.40–4.19) – Often, Large Extent; 3 (2.60–3.39) – Sometimes, Moderate Extent; 2 (1.80–2.59) – Rarely, Small Extent; 1 (1.00–1.79) – Never, Very Small Extent.

The extent of teacher accountability on student learning outcomes in terms of learner interaction is consistently rated at a "Large Extent" across all indicators, with each receiving a Mean score of 4.00 (SD = 0.000). This uniform rating suggests that students perceive their teachers as effective communicators who engage well with both students and parents. Since all indicators have the same Mean, there is no single highest or lowest indicator. However, the results imply that teachers are consistently demonstrating accountability in learner interaction, particularly in areas such as "My teacher communicates properly when we have activities in school" (Mean = 4.00, SD = 0.000) and "My teacher is good at communication skills" (Mean = 4.00, SD = 0.000).

Additionally, indicators like "My teacher communicates with us when we have lessons that need to be discussed" (Mean = 4.00, SD = 0.000) and "My teacher communicates with my parents if I have missed school" (Mean = 4.00, SD = 0.000) highlight the teachers' efforts to ensure that students remain academically on track. The strong rating for "My teacher has a good teacher-parent and teacher-pupil relationship" (Mean = 4.00, SD = 0.000) further supports the idea that teachers establish and maintain positive relationships that contribute to a supportive learning environment.

The overall results imply that teachers play a significant role in shaping students' learning outcomes through their interactions with learners. A "large extent" suggests that teacher accountability, including their teaching methods, engagement, and support, has a strong impact on student performance and overall academic success. In other words, the way teachers interact with students—through instruction, feedback, motivation, and classroom management—greatly influences how well students learn and achieve their educational goals.

Loss (2020) examined the conception and practice of school accountability and its relationship with learning outcomes. The study found that while school accountability is positively related to learning outcomes, this relationship is context-dependent. Notably, the focus of many recent studies has shifted from school-level accountability to teacher accountability, suggesting that how teachers engage with accountability measures can influence student performance.

Leo (2019) conducted a descriptive quantitative study that investigated the influence of teachers' performance on student learning outcomes among Grade 11 students. The findings indicated a high level of teachers' performance in lesson planning, delivery, and evaluation, which correlated with improved student learning outcomes in teaching, assessment, and generic skills. This study underscores the importance of teacher accountability in fostering effective learner interactions, thereby enhancing educational outcomes.

Table 3 presents the results on the extent of teachers' accountability for students' learning outcomes in terms of expectations, which were evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 3. Extent of teacher's accountability for students' learning outcomes in terms of expectations.

Indicator	Mean	SD	Interpretation
My teacher makes his/her students learn very well.	4.62	0.692	Very Large Extent
My teacher teaches us very well so that he/she will meet the excellent.	4.61	0.675	Very Large Extent
My teacher has a high expectation, when it comes to academics.	4.53	0.730	Very Large Extent
My teacher teaches us with courage and love in order to meet our academe successfully.	4.45	0.728	Very Large Extent
My teacher expects his/her students academically.	4.45	0.765	Very Large Extent
Overall	4.53	0.448	Very Large Extent

Scale, Range, Indicator, and Description: 5 (4.20–5.00) – Always, Very Large Extent; 4 (3.40–4.19) – Often, Large Extent; 3 (2.60–3.39) – Sometimes, Moderate Extent; 2 (1.80–2.59) – Rarely, Small Extent; 1 (1.00–1.79) – Never, Very Small Extent.

Table 3 reveals the extent of teacher accountability on student learning outcomes in terms of expectations, which is rated at a "Very Large Extent" across all indicators, signifying that a teacher sets high academic standards and demonstrates strong commitment to student success.



The indicator with the highest Mean is "My teacher makes his/her students learn very well" (Mean = 4.62, SD = 0.692). This suggests that students strongly perceive their teachers as effective facilitators of learning, ensuring that lessons are well-delivered and understood.

The indicator with the lowest Mean is "My teacher teaches us with courage and love in order to meet our academe successfully" (Mean = 4.45, SD = 0.728) and "My teacher expects his/her students academically" (Mean = 4.45, SD = 0.765). Other indicators, such as "My teacher teaches us very well so that he/she will meet excellence" (Mean = 4.61, SD = 0.675) and "My teacher has high expectations when it comes to academics" (Mean = 4.53, SD = 0.730), further reinforce the idea that teachers set ambitious learning goals for their students.

Overall, with an average Mean of 4.53 (SD = 0.448), the results indicate that teachers demonstrate a high level of accountability in setting and maintaining academic expectations.

Research has consistently demonstrated that teacher expectations significantly influence student learning outcomes. A study of Kim (2019) examined teacher-student interactions during individual work sessions and found that teachers interacted more frequently with low-performing and low-expectation students, providing them with direct and public turns, as well as more directive feedback. While this increased attention might seem beneficial, the directive nature of the feedback could limit opportunities for these students to develop independent problem-solving skills, potentially perpetuating lower achievement levels.

Another study by Alzahrani (2019) explored the relationships between teacher expectations and primary school students' achievement, self-concept, and anxiety in mathematics. The findings indicated that high teacher expectations were associated with greater student achievement, enhanced self-concept, and reduced anxiety. This suggests that when teachers hold high expectations, students are more likely to perform better academically and develop positive beliefs about their capabilities, leading to a more supportive and effective learning environment.

Table 4 presents the learning outcomes of grade 5 and 6 learners in terms of performance tasks, which were evaluated through various indicators, each with its respective mean and standard deviation (SD).

Table 4. Learning outcomes of grade 5 and 6 learners in terms of performance tasks.

Indicator As a pupil...	Mean	SD	Interpretation
I am able to complete my project with creativity.	4.59	0.667	Very High Level
I finish my project with accuracy and understanding.	4.51	0.663	Very High Level
I actively participate my performance task with understanding of the subject matter.	4.49	0.739	Very High Level
I show great enthusiasm and dedication throughout my task.	4.47	0.730	Very High Level
I am able to articulate my knowledge using appropriate concepts	4.46	0.720	Very High Level
Overall	4.51	0.461	Very High Level

Scale, Range, Indicator, and Description: 5 (4.20–5.00) – Always, Very Large Extent; 4 (3.40–4.19) – Often, Large Extent; 3 (2.60–3.39) – Sometimes, Moderate Extent; 2 (1.80–2.59) – Rarely, Small Extent; 1 (1.00–1.79) – Never, Very Small Extent.

The learning outcomes of Grade 5 and 6 learners in terms of performance tasks are consistently rated at a "Very High Level," indicating that students demonstrate strong engagement and competency in completing their academic tasks. The indicator with the highest Mean is "I am able to complete my project with creativity" (Mean = 4.59, SD = 0.667). This suggests that students take pride in their work by incorporating creativity, which is essential for fostering critical thinking and problem-solving skills.

The indicator with the lowest Mean is "I am able to articulate my knowledge using appropriate concepts" (Mean = 4.46, SD = 0.720). While still at a "Very High Level," this slightly lower rating suggests that students may find it more challenging to express their understanding verbally or in writing using precise academic language.

Other indicators, such as "I finish my project with accuracy and understanding" (Mean = 4.51, SD = 0.663), "I actively participate in my performance task with understanding of the subject matter" (Mean = 4.49, SD = 0.739), and "I show great enthusiasm and dedication throughout my task" (Mean = 4.47, SD = 0.730), further emphasize students' strong performance and commitment to learning.

Overall, with an average Mean of 4.51 (SD = 0.461), the results indicate that Grade 5 and 6 learners perform exceptionally well in their performance tasks.

A very high level of learning outcome in terms of performance tasks for Grade 5 and 6 learners means that students are demonstrating excellent skills, knowledge, and competencies in applying what they have learned through hands-on activities, projects, experiments, and other real-world tasks. This suggests that they can effectively analyze, create, and evaluate information rather than simply recalling facts. Such results indicate that students are actively engaged in learning, able to meet or exceed expected standards, and are developing critical thinking, problem-solving, and collaborative skills. It may also reflect effective teaching strategies, strong student motivation, and supportive learning environments that encourage practical application of concepts.

Recent studies have demonstrated that Grade 5 and 6 learners can achieve very high levels of performance in various subjects through the implementation of targeted educational strategies. For instance, a study conducted by Tan (2019) focused on enhancing vocabulary

skills to improve reading comprehension among Grade 6 learners using Educational Video Presentations (EVP). The intervention led to significant improvements in students' reading comprehension, highlighting the effectiveness of multimedia tools in educational settings.

Similarly, Chappell's (2018) study explored the use of Google Classroom to enhance the outputs of Grade 5 and 6 students in Music, Arts, Physical Education, and Health (MAPEH). The findings revealed a significant improvement in the submission and quality of student outputs post-intervention, underscoring the potential of digital platforms to facilitate better academic performance.

Table 5 presents the significant relationship between the extent of teachers' accountability in terms of responsibility, learners' interaction and expectations, and learners' outcome, which was evaluated through various indicators, each with its respective r-value and p-value.

Table 5. *Test of the significant relationship between the extent of teachers' accountability in terms of responsibility, learners' interaction, expectations, and learners' outcomes.*

<i>Variable</i>	<i>r</i>	<i>p-value</i>	<i>Interpretation</i>
Responsibility	.357	.000	Significant
Learners Interaction	.367	.000	Significant
Expectations	.465	.000	Significant
Overall	.070	.046	Significant

Table 5 shows the test of the significant relationship between the extent of teachers' accountability and learners' outcomes, which reveals varying degrees of correlation across different variables. The variable with the highest correlation is "Expectations" ($r = 0.465$, $p\text{-value} = 0.000$), indicating a significant positive relationship between teachers' academic expectations and student learning outcomes. The variable "Responsibility" ($r = 0.367$, $p\text{-value} = 0.000$) and the learner's interaction ($r = 0.357$, $p\text{-value} = 0.000$) also show a significant relationship, indicating that teachers' commitment to their responsibilities positively impacts student performance. Therefore, the null hypothesis is rejected because significant relationships were observed among these variables.

Moreover, in overall, there is ($r = 0.070$, $p\text{-value} = 0.046$), has significant relationship with the dependent variable. This means that the degree to which teachers take responsibility for their teaching, engage with learners effectively, and set clear expectations has a direct impact on student learning outcomes. When teachers demonstrate accountability by actively guiding students, fostering meaningful interactions, and setting high yet achievable expectations, students tend to perform better academically. A strong relationship suggests that as teachers become more accountable in these aspects, learners are more likely to be motivated, engaged, and successful in their studies. This finding highlights the crucial role of teachers in shaping student achievement and emphasizes the importance of professional responsibility, effective communication, and clear goal-setting in the classroom.

Several studies have explored the relationship between teachers' accountability—encompassing responsibility, learner interaction, and expectations—and student outcomes. For instance, Fredricks (2018) investigated how teacher expectations influence student participation in mathematical discussions. The study revealed that teachers often interact more frequently with students they expect to excel, providing these "high-expectation" students with greater opportunities to engage in classroom discussions. This differential interaction suggests that teacher expectations can significantly impact student participation and learning opportunities.

Similarly, Zheng (2018) examined how accountability measures affect teachers' autonomy, responsibilities, and collaborative relationships. Her research indicated that mandated curriculum frameworks can structure teachers' daily practices and decisions, potentially leading to contrived rather than organic collaborations. This structuring can influence how autonomy and responsibilities are exercised within educational settings, thereby affecting learner outcomes.

Conclusions

Based on the findings, the following conclusions were drawn:

Teachers show a high degree of accountability, particularly in setting expectations and fulfilling their responsibilities, indicating strong professional commitment and ownership of student learning outcomes. Learner interaction, while still evident to a large extent, presents opportunities for enhancement to further support student engagement. The very high level of performance among learners suggests effective instructional delivery, student motivation, and mastery of key skills. A statistically significant correlation exists between teachers' accountability and students' academic performance, highlighting the importance of responsible teaching practices, meaningful interactions, and clear expectations in fostering student success.

In light of the study's findings, the following recommendations are proposed:

Schools may implement ongoing professional development programs focused on interactive teaching techniques, including collaborative learning, digital engagement tools, and constructive feedback practices to strengthen learner interaction. Teachers are encouraged to continue employing learner-centered strategies that integrate real-life contexts, regular formative assessments, and timely feedback to maintain high levels of academic performance. Educational institutions should reinforce teacher accountability through policy support, mentorship initiatives, and performance monitoring, aimed at enhancing responsibility, engagement, and expectations.



Strengthening collaboration between teachers, administrators, and parents is also advised to create a holistic learning environment that nurtures both academic achievement and personal development.

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