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THE EXAMINATION OF THE RELATIONSHIP BETWEEN SCHOOL PRINCIPALS' ACCOUNTABILITY LEVELS AND TEACHERS' MOTIVATION IN THE CONTEXT OF RELEVANT LITERATURE

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ABSTRACT

This study emphasizes the importance of accountability in education by examining the relationship between the accountability levels of school principals and the motivation of teachers. It is well-recognized that accountability in the relationships educational institutions establish with students, teachers, and parents is critically important. The study highlights the necessity for effective accountability processes in educational institutions to respond to changing needs. It demonstrates that accountability is directly linked to the goal of enhancing quality in education. It is noted that school administrators and teachers are responsible for the educational levels in their schools and must increase efficiency in education to meet student expectations. This process plays a key role in evaluating educational performance and scrutinizing learning outcomes. The research involves a review of the current literature on accountability in education, covering studies, laws, and social transformations in this field. This examination reveals an increase in concrete information about school performances and how discussions of accountability have become significant in education. Accountability occupies a central position in the management of the education system and its overall structure. The relationship between the accountability levels of school principals and the motivation of teachers, the focus of this study, is considered a critical factor in enhancing educational quality and maximizing student success. The role of accountability in distinguishing good from bad practices and identifying the sources of problems is discussed. The findings of this research are anticipated to contribute to the development of educational policies and practices.

Keywords: accountability, educational quality, teacher motivation, school management.

INTRODUCTION

Accountability, especially in recent years, is seen as one of the concepts occupying the agenda. It can be described as the obligation to explain the reasons for achieving or failing to achieve the desired performance in a responsible task. This concept is particularly seen as important for the trust between the state and its citizens. It is thought that the confidence of citizens in the state will increase with the transparent presentation of operations in public institutions and the accountability of those responsible at every stage. Studies on accountability (Bülbül, 2011; Himmetoğlu et al., 2017; Kantos, 2010; Orhan, 2022; Türkoğlu & Aypay, 2015) have shown that the concept of accountability has a significant impact on educational institutions.

With the increasing number of education institutions concerned with human subjects, these institutions inevitably face interest, support, and criticism from all segments of society. Therefore, education institutions must maintain their operations within a spiral of accountability, including educators, students, and parents (Bülbül et al., 2018, p. 56). The concept of "accountability in education," aiming to increase quality in education, refers to a process where administrators and teachers are responsible for the level of education in schools and in this context, aim to increase efficiency in education and positively develop student expectations (Güçlü and Kılıç, 2011, p. 2114). Additionally, accountability can be used as a tool in evaluating the performance of education systems and questioning learning outcomes (Gedikoğlu, 2012, p. 146).

Kantos (2013, p.93) sees accountability, especially in countries like Turkey where there is no choice of school and in public schools, as an ethical and social necessity. The top person responsible for accountability in schools is the school administrator. School administrators have many responsibilities including setting and achieving goals to increase school success, collaborating with school stakeholders, determining the extent to which goals are achieved and the measures taken for the problems encountered during this process, and defining and evaluating the vision, mission, and strategy of the school (Himmetoğlu et al., 2017, p. 47). Furthermore, school administrators must use the powers attributed to them correctly and prove that they are striving to achieve the goals of their institutions and taking responsibility (Gedikoğlu, 2012, p. 146). It is also thought that if school administrators fulfill their responsibilities, the motivation of teachers, who are significant stakeholders in education, will increase. Studies on teacher motivation both domestically (Çoban, 2019; Demir, 2018; İşgörür, 2020; Söğüt, 2022) and abroad (Konstantinidies, 2013; Palmerston, 2016; Papi M. & Abdollahzadeh E., 2011) have identified the importance of teacher motivation for educational organizations.

The human factor is vitally important for the effective and efficient functioning of organizations. Motivation can be expressed as directing all the mental, emotional, and physical strength of individuals towards the goals of the organization with high desire and energy levels (Can et al., 2015, p. 103). Therefore, motivating employees is very important for achieving the desired level of success in the organization and for healthy relationships within the organization (Fermanoğlu, 2015, p. 8). Motivated individuals work effectively and efficiently because they feel valued. In organizations gathered around a common goal, it is inevitable to increase productivity and achieve success with employees and managers who have a high level of motivation (İşgörür, 2020, p. 6).

While education has many components, teachers are considered one of the most important. An educational organization, no matter how well-equipped, needs guides to direct individuals towards the targeted goal. In this process, teacher motivation is very important for improving the quality of education and achieving success in the teaching process. It is stated that a demotivated teacher cannot fully commit to their job and cannot be as beneficial to students as desired (Töremen, 2000, p. 18). Although there are many ways to motivate teachers, the most effective method is for administrators to use appropriate motivational approaches in given situations. In educational organizations, the quality of education and teaching reflects the quality of the administrators (Doğan and Koçak, 2017, p. 2). In this context, the school administrator should properly identify the needs of their teachers and use the appropriate types of motivation. Healthy communication between administrators and teachers, making them feel valued, respecting and supporting their work, being trustworthy and fair, and providing necessary support for professional needs and development will positively affect teacher motivation (Söğüt, 2022, p. 18).

Accountable school administrators are individuals who provide clear information to school stakeholders when necessary, have a developed sense of responsibility, and can answer questions related to the school. The accountability of school administrators also positively affects communication with teachers, creating a trust environment (Kalman & Gedikoğlu, 2014, p.117). In this context, it can be said that the accountability of school administrators positively influences teacher motivation.

This research is expected to contribute to the field by demonstrating the impact of school administrators' levels of accountability on teacher motivation, an important element in quality education. This study is expected to fill a gap due to the limited research on the effect of school administrators' accountability levels on teacher motivation and to guide future research.

BACKGROUND

The concept of accountability

The concept of accountability is related to management and is a term encountered almost everywhere today. Balcı (2013, p.155) states that accountability is at the forefront of recent themes such as change, reform, restructuring in management, and governance approaches. He also mentions that the decreasing public trust and efforts to regain this trust have brought accountability to the agenda.

The term "accountability" in English is formed by combining the words "account" and "ability." While "account" is used in the sense of accounting, "ability" is used in the sense of having the equipment and skills to do something. Therefore, "accountability" means having the skill and equipment to be accountable (Atar, 2018, p. 9).

It is observed that there is no direct equivalent for the concept of accountability in TDK's Turkish dictionary. In the Turkish dictionary, the word "responsibility" is related to the English concept of "accountability."

Responsibility is defined as "a person's undertaking of the consequences of their own actions or any event within their area of authority." Although the concepts of accountability and responsibility are considered close to each other, they are not synonymous (Biricikoğlu, 2011, p. 7).

Mulgan (2003) describes accountability as a concept that can take the state-citizen relationship and trust mechanism to different dimensions. He also states that certain conditions must be present to talk about accountability. These include:

- Since accountability is external, it is performed against an external authority.
- It requires reciprocity and social interaction. That is, if one party demands an answer or correction, the other responds and accepts the sanctions.
- It includes the acceptance of the rights of authority, which covers the rights of superiors over their subordinates (Cited: Balcı, 2013, p. 156).

Some definitions in the literature related to accountability are as follows:

- "The obligation to provide information and justification to the public and the public about decisions, actions, and activities that concern and affect the public." (Acar, 2020, p. 388)
- "The duty to provide information and explanation to the nation and its representatives regarding the processes, results, and issues related to the use of resources, authority, and power on behalf of the nation." (Acar, 2020, p. 388)
- "Being accountable is a characteristic or state of being responsible or taking responsibility." (Behn, 2003, p.3).
- "It is when a person explains their actions to another authority." (Balcı, 2013, p. 157)
- "The responsibility of public officials, who have the authority to use public resources, to inform the citizens (public) about how they use these powers and public resources." (Sakınç, 2011, p. 183).
- "The responsibility of those who use public resources allocated to them to perform a task to explain to those who allocated the resources how the resources were used and how the task was performed." (Gedikoğlu, 2012, p. 144).
- "Accountability is ensuring the strength and permanence of organizations by blending their internal values with external values, being able to respond to their environment in terms of the continuity of the process, and becoming transparent." (Kantos, 2013, p. 23).
- "It is the act of a person or authority explaining their actions to others and showing the basis of these actions." (OECD, 2010).

Bülbül et al. (2018, pp. 21-22), based on the definitions in the literature, have highlighted the following points about the concept of accountability:

- Historically based on record-keeping/accounting, primarily focused on financial matters, this concept now has a more complex appearance, encompassing different criteria and issues.
- Accountability means regularly keeping and presenting to relevant parties the resources, documents, and findings related to the operations carried out by institutions.
- This concept does not only mean sharing information but also includes providing rationale and explanation.
- Accountability expresses the state of being ready and willing to be held accountable.
- Especially emphasizes the public sphere and matters related to the public domain.

Concepts related to accountability

Balcı (2013) points out that the concept of accountability can be confused with concepts such as responsibility, ethics, transparency, professional control mechanisms, and responsiveness, and in some cases, these concepts are even used in place of accountability. However, Mulgan (2000) asserts that substituting these concepts for accountability can lead to the loss of the essence of the term and its use as a rhetorical tool (Cited: Balcı, 2013, p. 160).

Although concepts such as responsibility, transparency, auditing, and sensitivity, which are used in place of accountability, may be confused with it, there is a strong connection between them and they are complementary concepts (Biricikoğlu, 2011, p. 17).

Responsibility The concept of responsibility is defined as "a person's undertaking of the consequences of their own actions or any event within their area of authority" (TDK, 2022). While responsibility denotes the undertaking of a task, accountability pertains to how and at what level the task is executed (Yıldırım, 2006, p.20).

Accountability and responsibility can sometimes seem like two parts of a whole, yet they should be distinguished from each other. According to Uhr (1992), while accountability can restrict and hinder discretion in some cases, responsibility frees it. Thus, it is possible to depict accountability as the negative end of a spectrum, and responsibility as the positive end (Bülbül et al., 2018, p. 22).

Mulgan (2000) indicates that responsibility reflects an internal perspective in terms of personal obligation and the use of discretion, while accountability consists of external activities such as justifying activities and making explanations for actions taken (Biricikoğlu, 2011, p. 19).

Transparency

Defined as "the openness, understandability, and traceability of the actions and operations of the administration for citizens and their representatives," transparency is deemed necessary for the provision and strengthening of accountability (Acar, 2021, p. 402). Transparency is also a critical tool for accountability. Accountable bureaucrats and organizations should not cover up their mistakes and must explain the reasons for their actions (Kantos,

2013, p. 37). All administrative decisions and actions carried out by public institutions and organizations must be known, seen by the public, announced to the public, and not kept secret (Orhan, 2022, p. 55). This is because without knowledge of the decisions and actions of public administration, holding the administration accountable is not possible (Bilgin, 2007, p.75).

Ethics

Ethics is a philosophical discipline that evaluates concepts like right and wrong, good and bad, based on moral foundations, underpinning individual and societal relationships and values (Aktaş, 2014, p.23; Kaplan, 2009, p.344). In other words, it can be said to be the moral principles that form the basis of individuals' behaviors.

Yüksel (2005, pp. 26-28) states that accountability is one of the internationally accepted principles of ethical behavior. An effective accountability mechanism is seen as necessary for establishing a functional ethical foundation. It is also believed that as transparency and accountability levels increase in public administration, it indicates the effective functioning of the ethical system in the country. The failure to properly operate structures created to ensure accountability in education or public administration, i.e., leaving developed policies only on paper, indicates that ethical principles and values are not sufficiently embraced in that country (Bülbül et al., 2018, p. 23).

Control

Control is a concept that refers to the measures and activities taken to correct errors in organizations when they are identified (Özer et al., 2015, p. 410). There are legal and administrative control mechanisms over public institutions. While control is part of the accountability mechanism to a certain extent, in some cases it can be synonymous with external control, going beyond being a tool of control. According to Mulgan, accountability is an important part of control mechanisms, but it is not the only complement (Balcı, 2013, p. 160).

Responsiveness

Responsiveness, like the other concepts, is closely related to accountability and is considered a measure of the responsibility of accountability demonstrated in determining public needs. Responsiveness also pertains to the speed and adequacy of the response given by public officials when any information or action is requested (Küçükbere, 2019, p. 19).

Balcı (2013, p. 161) regards responsiveness, like control mechanisms, as one of the tools for the use of public power in accordance with the wishes and desires of the citizens. This concept implies that public officials need to comply with popular demands for various motives and sees the motive of accountability as only one of the possible purposes for which responsiveness can be used.

Types of accountability

The concept of accountability is multidimensional due to its continuously expanding content. No single classification is sufficient to fully capture the different dimensions of accountability. To clearly outline the relationship of accountability, it is necessary to answer the questions: "Who is accountable?", "To whom are they accountable?" and "For what are they accountable?" Still, different perspectives are needed in classifications made in response to these answers (Biricikoğlu, 2011, p. 23).

Acar (2020, p. 393) suggests that classifications of types of accountability generally relate to the question of to whom one is accountable. If accountability is to the elected or voters, it is political accountability; to administrative superiors or higher units, it is hierarchical accountability; to oneself, it is moral accountability; to the judiciary, it is legal accountability; or to colleagues or professional organizations, it is professional accountability. Additionally, he notes that the types of accountability have increased with the inclusion of stakeholders, markets, and local actors in recent years.

Kantos (2013) examine accountability as bureaucratic, political, legal, administrative, financial, and ethical accountability. Dwivedi and Jabba (1989) classify accountability into five categories: legal, administrative, political, professional, and ethical (Cited: Biricikoğlu, 2011, p. 24). Behn (2003, p. 5) categorizes accountability into three groups based on financial, fairness, and performance aspects.

It is necessary to clearly specify what is expected of individuals and how it should be accomplished when they are held accountable for their actions. Particularly, public officials, service providers in the private sector, or employers are under the responsibility to account for their policies, resource utilization, and activities (Gedikoğlu 2012, p. 145).

Types of accountability will be examined under four headings: political, bureaucratic, legal, and professional.

Political accountability

Bülbül et al. (2018, p. 27) state that analyses of political accountability are conducted on two different levels. The first is elected individuals being accountable to those who elected them, primarily through elections. The second is bureaucrats being accountable to politicians and appointees to elected officials. In both levels, political accountability is thought to require the unconditional acceptance of free, regular, and fair elections as social norms, and the presence of mechanisms that ensure the accountability of administrative and political actors both at the ballot box and between elections.

Political accountability is a concept emerged from constitutional law and political theory. It explains the relationships between agents and their principals. Political accountability is examined horizontally and vertically in a hierarchical view. Vertical accountability occurs among those with a command relationship, while horizontal accountability is within the functional relationship among members of the organization. In political

accountability, public employees face situations where they must account for their adherence to political programs (Altınöz & Tutar, 2017, p. 15).

Bureaucratic (administrative) accountability

In bureaucratic accountability, it is assessed whether bureaucrats act within the main policy lines drawn for them. This type of accountability between bureaucrats and citizens involves bureaucrats being monitored by their political superiors and indirectly accountable to the public through elections. Additionally, public institutions have accountability obligations towards their central organizations and hierarchical structures (Balcı, 2013, p. 162).

Gedikoğlu (2012, p. 145) mentions that administrative accountability encompasses intra- and inter-institutional accountability. This type of accountability is associated with efficient, responsive, effective, and responsible decision-making systems. It also advocates for the necessary arrangements to be made and collaborations to be established for officials to be accountable.

Bovens (2010, p. 953) notes that in most political accountability examples he examined, those called to account are often top officials of the organization, leading him to suggest this type of accountability could also be termed hierarchical accountability. According to him, this hierarchical accountability focuses on who to select for punishment and blame. Therefore, the responsibility of bureaucratic accountability increases as it moves up in public areas (Cited: Özken, 2020, p. 24).

Legal accountability

The judiciary holds an important place in discussions on accountability in public administration and education. Legal accountability refers to public institutions and administrators being accountable to a judicial authority regarding adherence and compliance with norms, standards, and legal rules (Bülbül et al., 2018, p. 48).

The greatest indicator of being a legal state is the judicial review of decisions made by the administration, and the operations performed. The aim of legal accountability is to protect the individual against the state and to ensure personal rights and freedoms. Thus, the existence of a good judicial system is essential for effective accountability (Biricikoğlu, 2011, p. 31).

Public organizations have obligations related to performance achievement and legal matters, and the legal type of accountability encompasses accountability in these areas. The goal of this type of accountability is to ensure the rule of law. Therefore, it reveals whether actions are legally compliant and whether powers are used fairly and rationally (Oliver, 1991, p. 26; Cited: Balcı, 2013, p. 162).

Professional accountability

The increase in the number of public institutions and the diversity of services, changes experienced, and growth in division of labor and specialization have made professional competence more significant in many fields. Certain professional groups have risen due to their pursuit of solving societal problems, leading to careful examination and evaluation of the decisions and behaviors of professionals based on public interest criteria. Consequently, professional accountability has become a subject of examination and discussion in many societal areas (Bülbül et al., 2018, p. 48).

According to Mulgan (2003), professional accountability is acting responsibly without the need for any external audit or being called to account from the outside, involving a sense of personal commitment and accountability in the process (Cited: Özken, 2020, p. 26).

Accountability in Schools Kantos (2013, p. 93) views accountability in schools, especially in places like Turkey where there is no choice among public schools, as an ethical and societal necessity. The administrative accountability system in schools should be hierarchically established from various aspects as a starting point. Therefore, before evaluating schools, methods that will add value to them and lead to productive directions should be designed. Additionally, in school accountability systems, rewarding only success leads administrators and teachers to avoid schools where the majority of students struggle with learning (Bülbül et al., 2018, p. 77).

O'Day (2002) has put forward the following suggestions for establishing and implementing an accountability system in schools:

- Data related to teaching and learning should be increased along with changes in the information that feeds the system, and attention should be focused on these data. (Focusing on the school in general and what teachers do is necessary to improve instruction in the classrooms. Interaction methods play a significant role in the proliferation and dissemination of this information.)
- Educators and other individuals should be motivated to pay attention to relevant data, increase and change strategies in response to these data, and make efforts to change. (The problematic relationship here is between collective accountability and individual behaviors. Although motivation is individual, it is closely related to the normative structure of the school as well as to educators and students.)
- Development of skills and knowledge that encourage the valid presentation of data and accurate interpretation of causality at individual and system levels. (Creating an effective accountability system is as much about establishing a knowledge base for new information as it is about continuous learning.)
- Resources should be directed to areas where they are most needed. (Additional resources should be directed to schools that are initiating new ventures and those showing low performance.) (Cited: Bülbül, 2011, p. 64).

Accountability of school administrators

School administrators, being at the top of educational institutions, set an example for their environment. Whatever they do in terms of accountability will be reflected in society. This is due to the large number of educational institutions, their constant visibility due to their activities, and intensive communication with other institutions. Additionally, since the paths of individuals growing up in society invariably intersect with education, it can be said that school administrators are largely responsible for the quality of activities shown in educational institutions (Fırat, 2015, p. 120).

Himmetoğlu et al. (2017, p. 47) state that school administrators have many responsibilities, including setting and achieving goals to increase school success, collaborating with school stakeholders, determining the extent to which goals are achieved and the measures taken for the problems encountered during this process, and defining and evaluating the vision, mission, and strategy of the school.

Burke (2005) has outlined the responsibilities of administrators in the public and private sectors as follows:

- Administrators should use the powers attributed to them correctly.
- They must prove that they are making efforts to achieve the goals of their institutions and taking responsibility.
- They should compare the results obtained from the resources used for efficiency and effectiveness.
- They must ensure the quality of implemented programs and produced services.
- They should demonstrate that they serve for the peace and needs of society (Cited: Gedikoğlu, 2012, p. 146).

There are certain issues for which school administrators are accountable. These issues are as follows (Ramsey, 1999, pp. 197-201; Cited: Kantos, 2013, p. 105):

- Protecting the citizenship and human rights of all individuals and employees,
- Staying away from illegal methods,
- Fulfilling professional responsibilities with integrity and honesty,
- Creating a safe and healthy environment for staff and students,
- Not seeking special advantages from colleagues or student parents,
- Avoiding discriminatory behavior,
- Protecting confidential information,
- Respecting privacy,
- Avoiding falsification and misleading behaviors,
- Giving importance to the principle of fairness,
- Developing discipline habits,

- Finding ways to behave for social responsibility,
- Believing in success,
- Loyalty.

In conclusion, the responsibilities of a school administrator are critical for the functioning, quality, effectiveness, and continuity of an educational institution. Therefore, accountability naturally arises as a reason for administrators to fully fulfill their responsibilities. Administrators obliged to account are expected to perform their duties with greater diligence.

Research on Accountability

Domestic research on accountability

Kantos (2010) aimed to determine the views of teachers and administrators on an accountability model developed for public and private primary schools in Turkey. The study sample included 391 school administrators and 395 teachers from public schools in 21 provincial centers, and 392 administrators and 345 teachers from private primary schools. The data were collected using a measurement tool developed by the researcher.

Bülbül (2011) aimed to ascertain the views of administrators, auditors, and education union leaders working in official institutions on practices related to accountability in the education system. The study sample consisted of directors, department heads, internal auditors, ministry inspectors, provincial directors of national education, and union headquarters' administrators. The "Turkish National Education System Accountability Scale" was used for data collection. The participants generally viewed the practices for accountability as insufficient.

Fırat (2015) aimed to reveal the views of primary and secondary school teachers on the accountability and administrative competencies of school principals. The sample of the study included administrators and teachers in primary and secondary schools in the central district of Bolu. The study found significant differences in the views of teachers and school administrators regarding the administrative competence and accountability of school principals.

Türkoğlu and Aypay (2015) aimed to determine the thoughts of private school teachers on teacher accountability. The sample for their study included 15 teachers, 6 students, 3 administrators, and 3 parents from Özel Hedefim High School in the 2013-2014 academic year. The results indicated that teachers carry various and intense academic and social responsibilities, and teacher accountability arises from intense school expectations and internal accountability systems.

Himmetoğlu, Ayduğ, and Bayrak (2017) aimed to determine the views of administrators on accountability in educational organizations. This qualitative research was designed according to the phenomenological model, with a sample of 10 school principals and assistants. Data were collected using a semi-structured interview form and analyzed with content analysis. The results showed that school administrators associated the concept of

accountability with explanations of reasons, questioning of tasks, transparency, providing information, and consciousness of responsibility.

Atar (2018) aimed to determine the level of accountability behaviors of preschool education institution principals. The sample for this study consisted of 252 preschool teachers working in independent kindergartens in Kocaeli province and its districts during the 2016-2017 academic year. According to the results, teachers rated principals' accountability behaviors as 'Always Agree' in terms of clarity and 'Strongly Agree' in terms of responsibility and responsiveness. The study found a significant difference in teachers' perceptions of principals' accountability behaviors based on age.

Orhan (2022) aimed to investigate the relationships between school structure, distributive leadership, and the accountability behaviors of school administrators. The sample consisted of 444 middle school teachers in the central districts of Aziziye, Palandöken, and Yakutiye in Erzurum, selected through stratified sampling. Data were collected using the Facilitative School Structure Scale, Shared Leadership Scale, and School Administrators' Accountability Behaviors Scale. The results indicated that facilitative bureaucracy positively affects accountability and distributive leadership, while obstructive bureaucracy has a negative effect.

International research on accountability

Douglas et al. (2014) studied the teacher assessment methods regarding accountability, comparing the evaluation of teacher effectiveness based on administrator involvement and test-based accountability systems. The findings showed that teachers deemed highly successful in test-based accountability systems received lower ratings when evaluated by school principals. This was attributed to principals considering collaboration and communication skills with stakeholders in their evaluations.

Timmermans et al. (2015) aimed to identify schools at risk of low performance in risk-based educational accountability in Dutch primary education. The assessments showed varying academic achievements among schools, generally indicating low performance. Factors like school structure, insufficiency in systematic evaluation, low performance, monitoring of student achievements, and assessment of provided support were identified as influencing factors for lower performance. Approximately 40% of schools implementing risk-based accountability were found to be at risk for low performance.

Ingersoll et al. (2016) investigated the impact of accountability studies on retaining teachers in public schools. The results suggested that it is challenging to retain teachers in schools with low accountability levels and that schools with a high proportion of high-risk student groups experience rapid teacher turnover. Better working conditions in schools were seen to mitigate the negative effects of accountability levels.

Nathaniel et al. (2016) examined the relationship between test-based accountability policies and stress and school climate among teachers. The study, involving 6428 teachers across four U.S. states, found that increased

accountability pressure predicted stress related to the environment, teacher stress, curriculum stress, and teacher school climate stress specific to testing. The study concluded that test-based accountability policies have a negative impact on school climate.

Mitani (2018) researched the effects of No Child Left Behind (NCLB) sanctions on the job stress, working conditions, and turnover behaviors of school principals. The sanctions positively impacted principals' turnover rates and stress levels, especially those working in schools with disadvantaged students. Principals facing these sanctions were more likely to move to other schools, and the changes in working conditions did not impact salary increases.

Neibauer (2019) aimed to determine how mathematics teachers in Arizona coped with stress in high-stakes accountability environments and how they defined stress. Teachers perceived stress related to high-stakes accountability practices negatively, both personally and professionally. Active attempts to change problematic situations and altering problem-based thinking patterns were identified as coping strategies.

Tonissen (2019) researched the effects of accountability policies on teachers and students. The study involved 14 English teachers from two high- and two low-performing schools in North Carolina. The results showed that teachers, especially in lower-performing schools, felt pressured to ensure students perform well on state-mandated end-of-course exams.

Motivation

The word "motivation," derived from the French word "motivation," translates to "instigation" or "incentivization" in Turkish (TDK, 2022). First appearing in the writings of psychology researchers in the USA and UK in the 1880s, the concept played a crucial role in making managers understand the importance of the human factor and seek various ways to increase job satisfaction (Urgan, 2018, p.7). While difficult to define precisely, motivation is a construct used to explain behavior (Sarı, 2019, p. 36). Even though it cannot be concretely expressed, it is significant due to its impact on human behavior. Terms commonly used in definitions of motivation include desire, wish, aim, goal, motive, incentive, and stimulation, which reflect the process of motivation starting from psychological and physiological deficiencies (Luthans, 2012, p. 157).

Motivation is a process in which individuals display purposeful behavior with an intrinsic driving force to achieve a set goal. It is a force that triggers and directs behaviors in line with social and basic needs, sustains these movements, and guides them in a positive direction (Gümüş & Sezgin, 2012, p. 2).

According to Akbaba (2006, p. 343), motivation is the act of initiating to do something. However, various factors, influenced by internal and external forces, dictate the speed, intensity, and persistence of behaviors exhibited in daily life.

Each individual contributes to the continuity of society through their roles and responsibilities. Positive and negative circumstances experienced by individuals affect the fulfillment of these roles and responsibilities. Thus, the continuity of society depends on the motivation of individuals, making the concept of motivation critical (Yıldırım, 2021, p. 40).

Motivation is a concept that drives individuals to learn, act, and arouse desire (Gül, 2019, p. 21). The productivity and success of individuals are closely related to their motivation in the tasks they undertake (Çoban, 2019, p. 25). Therefore, motivation influences the eagerness of individuals in their tasks, leading to success.

Şişman and Turan (2007, p. 70) state that motivation expresses the results and processes observed in the organism, and in literature, the definition of motivation converges on three common grounds:

- Internal and external forces that provide energy for the organism's behavior,
- Elements and processes that determine the direction of behavior,
- Factors and processes that influence the continuity of behavior.

Considering all definitions, the foundation of motivation consists of triggering, directing, and sustaining human behavior. Three factors influence the initiation of behavior: motives as the driving force that directs people to behave in various ways, influenced by environmental factors; the orientation towards a specific goal; and the third factor, depending on the first two, relates to the persistence or discontinuation of behavior. These factors are key to understanding human behavior (Gümüş & Sezgin, 2012, p. 2).

Çevik and Köse (2017, p. 998) emphasize the importance of motivation in achieving organizational goals. They also highlight that the strength of organizations that foster their cultures internally depends on their employees, thereby making motivation a significant concept for both individuals and organizations.

As crucial as motivation is for organizations, it also plays an effective role in forming intentional behaviors and sustaining them in education (Akbaba, 2006, p. 343). In this context, motivation can be seen as a driving force in determining the direction and continuity of behaviors in the educational process.

The importance of motivation

The human factor is vital for the effective and efficient functioning of organizations. Motivation can be described as directing all the mental, emotional, and physical strength of individuals towards organizational goals with high desire and energy levels (Can et al., 2015, p. 103). Therefore, motivating employees is crucial for achieving desired levels of success and healthy relationships within the organization (Fermanoğlu, 2015, p. 8). Motivated individuals work effectively and efficiently as they feel valued. In organizations united around a common goal, high motivation among employees and managers is inevitable for increasing productivity and success (İşgörür, 2020, p. 6).

According to Demir (2018, p. 20), while motivated employees show increased performance, those who are unmotivated and unwilling in their tasks are likely to fail. This can be expressed with the proverb "Reluctantly eaten food either causes stomach ache or headache," implying that unwilling tasks yield neither productivity nor positive outcomes. Thus, the level of motivation is closely related to individuals' performance.

Teacher motivation and its importance

The mission of educational organizations with a human input is to ensure the transfer of material and spiritual culture, and to raise generations equipped with the knowledge and skills required by the age (Arslan, 2012, p. 47). Among the many components of education, the most crucial one is the teacher. This is because, no matter how well-equipped an educational organization is, it requires guides to direct individuals towards their intended goals. In this process, teacher motivation is crucial for improving the quality of education and achieving success in the teaching process.

Motivation is defined as the shaping of behaviors as a result of meeting one's needs in line with their expectations. According to Maslow's hierarchy of needs, these needs are classified as physiological, safety, social, esteem, and self-actualization. It is important to fulfill these needs for teachers who hold a key position in educational institutions. The teacher's motivation can be increased by meeting their primary needs with their salary, ensuring their physical well-being, providing a sense of security in all aspects, meeting their social needs by being accepted within the school and the community, addressing their emotional needs by working harmoniously within the institution, and gaining respect and professional reputation, as well as realizing their potential to become a better teacher (Söğüt, 2021, p. 16). Töremen (2000, p. 18) stated that a teacher who cannot be motivated cannot fully commit to their work and cannot be as beneficial to students as desired.

While the factors that motivate each individual may vary, every teacher has different expectations from their school and administrators. Although expectations may vary, research results have shown that there are common factors that contribute to motivation. Şahin (2016) expressed these factors as follows: Fair compensation, a good working environment, opportunities for advancement and development, appreciation of success, understanding of personal problems, interesting and meaningful work, and the opportunity to contribute to organizational issues.

Among the many ways to motivate teachers, one of the most effective methods is for administrators to use motivating methods that are suitable for the current situations. In educational organizations, the motivation levels of teachers are indicative of the quality of education and instruction, reflecting the quality of administrators (Doğan & Koçak, 2017, p. 2). In this context, school administrators should identify the needs of their teachers well and use motivation types that are suitable for those needs. Effective communication with teachers, making them feel valued, respecting their work, providing support, being trustworthy and fair, and meeting their professional needs and development requirements will positively affect teacher motivation (Söğüt, 2022, p. 18).

However, it is noticeable in our country that many senior executives and school administrators do not give much importance to contemporary motivation theories in their management practices. The professional and administrative advancement, appointments, success, and seniority of education employees, mostly consisting of teachers, are left to the arbitrary practices of politicians, not based on scientific criteria (Topçu, 2019, p. 67). It is understood that most education administrators' arbitrary practices lead to teachers becoming demotivated, not making the necessary effort, and continuing their profession with minimum productivity.

When the achievements and work of teachers are not evaluated fairly, these achievements and work cease to be a motivation tool. The lack of a modern, constructive, and developmental understanding of supervision, insufficient supervisory practices, and the unnecessary and inconsistent behaviors of non-specialist inspectors hinder the professional development of teachers and reduce their loyalty to the institution (Topçu, 2019, p. 68). As the loyalty to the institution decreases for teachers, their need for self-improvement decreases, and the likelihood of low motivation due to the lack of professional satisfaction increases.

A highly motivated teacher will be equally committed to their job (Polat, 2010, p. 31). This situation will affect the students and the quality of education the most. A teacher who loves their job will have more effective communication with their students, instilling positive behaviors in them, and raising motivated generations who are confident and know what they want. In conclusion, motivation is as important for education as it is for teachers.

Urhan (2018, p. 48) has made some recommendations to administrators, which are the most effective method for the source of teacher motivation. These are: Administrators should avoid expressions that emphasize the forces that will negatively affect teachers' self-motivation. Administrators should not push teachers into intense competition. Instead, they should emphasize collaboration. Administrators should provide feedback to teachers as quickly as possible. Immediate feedback to a teacher who does a good job will be rewarding. Administrators should be more flexible regarding teachers' teaching styles and approaches to make teachers more effective.

In conclusion, a high level of teacher motivation is important for the quality of education and intra-school relationships. Therefore, it is understood that school administrators should provide opportunities for teachers to improve themselves, ensure healthy communication, and meet their expectations.

Research on motivation

Domestic studies on motivation

In Yıldırım's (2015) study, the relationship between school principals' professional and managerial competencies and teachers' motivation was examined. The study's sample consisted of 340 teachers working in Istanbul. The results of the study indicated that administrators with high levels of professional and managerial competence significantly influenced teacher motivation.

Demir (2018) aimed to determine the relationship between the motivational language used by school administrators and teacher motivation. A correlation model was used in the study, and the sample included 781 teachers working in middle schools in the central district of Hatay during the 2016-2017 academic year. Data for the study were collected using the "Motivational Language Scale" and the "Teacher Motivation Scale." The study's qualitative part included semi-structured interviews with 15 teachers. The research found that school principals who employed affiliation-building, directive, and encouraging language acquisition strategies had higher teacher motivation levels.

Urhan (2018) conducted a comprehensive examination of the factors influencing teacher motivation. The study utilized a relational survey method, and the sample consisted of 404 teachers working in the Meram district of Konya during the 2016-2017 academic year. Data for the research were collected using the "Internal and External Motivation Scale." The results of the study revealed that the participating teachers had high overall motivation, very high internal motivation, and moderate external motivation.

Çoban (2019) aimed to evaluate teachers' motivation levels in terms of their views on professional development. The study employed a mixed research design, and the sample consisted of 314 teachers working in public middle schools in the Pendik district of Istanbul. Data were collected using a "Motivation Scale" and a scale developed to measure teachers' views on their professional development. The study found a positive and significant relationship between teachers' views on professional development and their motivation levels, suggesting that teachers' views on professional development increased their motivation.

Sarı (2019) aimed to determine whether the perception management tactics used by school administrators had an impact on teacher motivation and whether school climate played a mediating role. The study used a relational survey model, and the sample included 492 teachers from various regions of Turkey during the 2017-2018 academic year. Data were collected using the "Managerial Perception Management Tactics Evaluation Scale (YAYTAD)," "Organizational Climate Description Questionnaire–Revised (OCDQ–RE)," and "Self-Determination in Teaching Scale (SDTS)." The study's results indicated that the perception management tactics employed by administrators directly and indirectly affected teacher motivation.

Ismaıl (2020) investigated the impact of motivation and its tools on the intention to leave the job among education employees. The sample consisted of 230 teachers working in Turkish and Arab schools located in the Bağcılar district of Istanbul. The study found no significant relationship between high internal motivation and the intention to leave the job through the use of external motivation tools.

İşgörür (2020) conducted a study to determine the tools used by school administrators to increase teacher motivation in private schools. Qualitative research methodology was employed, and the sample included 15 private school administrators in Izmir. The study categorized the motivation tools used by school administrators into psycho-social tools based on individual well-being, economic tools related to financial resources, and organizational-managerial tools affecting the functioning of the work environment.

Söğüt (2022) examined the impact of the perceptions of communication skills of school principals on the motivation levels of teachers in private educational institutions in Istanbul. The study utilized a descriptive survey model and a relational survey method. The sample consisted of 198 teachers working in private educational institutions in Istanbul. Data were collected using the "Communication Skills Scale" and the "Teacher Motivation Scale." The study found that school principals' empathetic skills and perceptions of social ease had a significant positive impact on teacher motivation.

Foreign studies on motivation

In their study titled "Teacher Motivation Application, Student Motivation, and Possible L2 Selves: An Examination in the Iranian EFL Context," Papi and Abdollahzadeh (2011) aimed to measure the relationship between teachers' motivation practices and students' motivating behaviors in the Iranian English as a Foreign Language (EFL) context. The results indicated that teachers' motivational strategies were significantly related to students' motivating behaviors.

Kaur (2013) investigated how employee motivation affects job satisfaction and organizational performance. The study attempted to define motivation theories, particularly Maslow's hierarchy of needs theory, and explain their organizational management applications and implications.

Konstantinides (2013) aimed to identify the factors that influence teacher motivation by using outputs such as motivators as recognized, personal life assessment control, and experience based on Aldefer's Theory.

Boyle (2014) examined whether there were significant differences in the perceptions of teacher motivation between teachers and administrators. The findings revealed significant differences between teachers and administrators in three out of seven motivation factors.

Lee and Raschke (2016) aimed to demonstrate how relevant theories could be advanced to understand organizational performance and employee performance. The study proposed a theoretical approach to harness employee motivation to improve organizational performance and advance thinking.

Palmerston (2016) validated the theoretical aspect of the OBK in order to determine the relationship between school principals and teacher motivation. The results emphasized the importance of (a) individual consideration demonstrated by school principals in promoting positive motivation covariance between teacher behaviors, (b) the significant impact of peers on teacher motivation, and (c) the role of school principals in creating school environments that support teacher autonomy, competence, and commitment.

Logeswaran and Ongsiewhar (2019) examined ways to motivate students to volunteer in activities based on Aldefer's Theory. The results highlighted that the need for growth was the most potent influence on volunteering in events.

DISCUSSION and CONCLUSION

When the literature is examined, it is observed that there are separate studies on the concepts of accountability and motivation, but studies examining the relationship between the two are very limited.

According to Kalman and Gedikoğlu (2014, p. 117), accountable school administrators are individuals who provide information openly to school stakeholders when necessary, have a sense of responsibility, and can answer questions related to the school. The accountability of school administrators positively affects their communication with teachers, creating a trust environment. This situation paves the way for the establishment of a healthy organizational climate. In this context, in schools with a healthy organizational climate, it is expected that teacher motivation will also be high. It is believed that even indirectly, the accountability of the school principal can affect teacher motivation.

Özken (2020, p. 133) states that when school administrators act justly, are accountable, and treat teachers equally, a culture of family is formed among teachers. In other words, when the school administrator is accountable and just, teachers feel a sense of belonging to the school. This situation increases their level of ownership of the school and also positively affects their attendance at school. As seen here, the accountable and just attitudes of school administrators have a positive impact on teachers. It is expected that the motivation level of teachers who are positively influenced by these factors will also increase.

One of the responsibilities of a school administrator is to determine the school's vision, mission, and strategies and to implement these processes as desired. In a study where Emiroğlu (2017, p. 148) investigated the factors affecting teacher motivation, it was found that sharing the school principal's vision has an impact on teacher motivation. According to the research results, in schools where school principals share their vision, the motivation levels of teachers are high. Therefore, sharing their vision by school principals also reflects their accountability characteristics to some extent. From this perspective, it is considered that the accountability of school principals is effective in teacher motivation.

For a school to be transparent is a source of trust and motivation for teachers. The relationship between school administrators' transparency and teachers performing their duties without any question in their minds and developing a sense of belonging to the school is closely related (Karaevli & Levent, 2014, p. 106). Therefore, transparency is an important factor for schools, and its impact on teacher motivation has also been observed.

SUGGESTIONS

Here are some suggestions based on the information provided:

- **Conduct further research.** Since the relationship between accountability and motivation in the context of school administration is underexplored, it is recommended to conduct more comprehensive studies

to better understand this relationship. Future research can involve larger sample sizes, diverse school settings, and different geographical regions to obtain a broader perspective.

- **Professional development for school administrators.** School administrators should receive training and professional development on accountability practices and transparent communication. This can help them become more accountable leaders and positively impact teacher motivation.

- **Promote transparent communication.** Encourage school administrators to establish open and transparent communication channels with teachers and other stakeholders. This can foster trust, create a healthy organizational climate, and ultimately enhance teacher motivation.

- **Foster a sense of belonging.** School leaders should prioritize creating a sense of belonging among teachers by treating them fairly and equally. Acknowledging their contributions and involving them in decision-making processes can help in this regard.

- **Share and align the school vision.** School administrators should actively share and align the school's vision, mission, and strategies with teachers. A shared vision can inspire and motivate teachers to work towards common goals.

- **Emphasize organizational transparency.** Encourage schools to maintain a culture of transparency by regularly sharing information about school policies, decisions, and performance with teachers. This can reduce uncertainty and enhance teacher motivation.

- **Monitor and assess impact.** Implement mechanisms to monitor and assess the impact of accountability practices and transparent communication on teacher motivation regularly. Feedback from teachers can be valuable in making improvements.

- **Recognize and reward teachers.** School leaders should acknowledge and reward the efforts and achievements of teachers. Recognizing their hard work and dedication can boost motivation and job satisfaction.

- **Promote a healthy organizational climate.** Schools should aim to create a healthy and positive organizational climate where teachers feel valued, supported, and motivated to excel in their roles.

- **Share best practices.** Encourage schools and administrators to share best practices in accountability and motivation within the education community. Collaborative efforts can lead to improved outcomes for both teachers and students.

These recommendations can serve as a starting point for addressing the relationship between accountability, transparency, and teacher motivation in school settings. Tailoring these suggestions to specific educational contexts and continuously evaluating their effectiveness will be essential for long-term improvement.

ETHICAL TEXT

"This article complies with the journal's writing rules, publication principles, research and publication ethics rules, and journal ethics rules. The author bears responsibility for any violations related to the article." Since this article was conducted through document analysis, one of the qualitative research methods, it does not require ethical board approval.

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