

Relationship between Accountability and Teachers' Performance: A Systematic Review of Literature

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Abstract

It is important to draw attention to the devastating effects that accountability have on teacher performance, which some educational institutions use to monitor teachers. This article aims to study the relationship between accountability and teacher performance and its implications. This article used Systematic Literature Review (SLR) through PRISMA to analyze 29 research papers to fill the knowledge gap. The results of the analysis of previous studies showed that there is a positive relationship between accountability and teacher performance, which is summarized in reforming administrative systems, improving teacher performance, providing professional development programs, developing educational strategies, and increasing student test results. There are also destructive effects of this relationship, which lie entirely in the pressure of accountability that leads to governments disavowing responsibility. Its responsibilities in reforming education and places that responsibility on the shoulders of teachers alone, as well as schoolteachers' feelings of tension, stress, and depression resulting from excessive accountability. The study recommends providing continuous support from actors in this regard about governance and accountability, enhancing the focus on cooperation and teacher partnership in evaluating his performance, and adopting the principle of collective responsibility for reforming educational systems, highlighting the great benefit of self-accountability, and in the future, we suggest conducting studies on accountability from a religious perspective.

Keywords: Accountability, teachers' performance, Education, Systematic review, Prisma

1. Introduction

Organizations generally seek to keep pace with technological and cognitive developments to face intense change and competition. To provide high quality services at the lowest cost; To avoid poor performance and poor production; Therefore, leaders of institutions are keen to find mechanisms and means by which they can ensure that the institution's resources are not wasted, and that they are performed in a correct manner, in a way that achieves the institution's goals. As the accountability system is considered ancient, it has historically been linked to the emergence of organized human groups, which was accompanied by the emergence of management, and accountability was practiced before (3000) years BC in the Mesopotamian civilization, as the Code of Hammurabi included strict laws and laws against abusers in the Babylonian civilization, as Garbutt (1984) mentioned, and Madaus (2000) mentioned that the term (Accountability) has been used in educational systems since the beginning of the twentieth century. It is relatively behind the rest of the administrative sciences. Carolyn said: The educational system is a fundamental pillar of any human society and has a high value. It was necessary for the accountability system to be prepared to adapt to the needs of the educational system, to identify and control its strengths and weaknesses. Therefore, the accountability system is an official and societal demand, and it is an effective tool that guarantees good education for students at all academic levels, which is confirmed by the school's mission towards the process of comprehensive reform and development (Chapman, 1999). Accountability according to Jacobs (2000) means "submitting reports to determine the degree of conformity." between the agreed upon goals and what was actually achieved." Cain (2003, p:7) also defined it as "being called to account for actions."

The topic of teacher performance is considered one of the basic topics in educational administrative organization, because of the importance it represents in achieving the goals set for the educational organization with all efficiency and effectiveness. The interest in the teacher, who is considered one of the most important resources of the educational institution, has appeared greatly during the previous period, because the teacher represents a great wealth. For the educational institution, Jen (2001) defines job performance as: the employee's implementation of his work and responsibilities assigned to him by the institution, or the efforts to which his job is related, meaning the results he achieves for the institution. Cheng and Hong (2014) also define job performance as: actions and behaviors performed by teachers that contribute to achieving the organizational goals of the educational institution.

Educational organizations focus on holding teachers accountable in an exaggerated way at times, and this may lead to adverse results that affect the teacher's performance negatively, which hinders the improvement of the educational process. Much previous research suggests that the accountability process should not be excessive. However, the relationship between accountability and performance has not been studied. The teacher is widely involved in educational management in depth. This is what this study will attempt to discuss.

We can only say that accountability is not a punitive process used by school principals and supervisory administrative systems, but rather a factor that stimulates the emergence of greater trust and participation. It can also be said that accountability is the starting point for the continuity of management of a high-performance educational institution, according to Salami (2005). Likewise, accountability has positive effects at times and at other times negative, as it

may lead to improvement and development in the teacher's performance, and at the same time, if it is misused, it may lead to great pressures on the teacher's performance. This study will attempt to explore the relationship between accountability and teacher performance in educational institutions through analysis A number of (29) previous studies discussed accountability and its effects on teacher performance in educational institutions. This study will ask the following questions:

- 1 What is the relationship between accountability and teacher performance as mentioned by the results of previous studies?
2. Where geographically were the preceding studies conducted?
3. What research methods and analyzes were used for the preceding studies? Approach
4. What types of samples were used in the prior studies?
5. What study tools were used in previous studies? search tools
6. What types of analyzes are used in previous studies? Type of analysis
7. What is the future agenda recommended by preceding studies?

2. Methodology

2.1. Research design

This Systematic Literature Review (SLR) follows a structured and rigorous research design to comprehensively synthesize and analyze existing scholarly works that seek to clarify the relationship between accountability and teacher performance using PRISMA. (Kitchenham et al., 2010):

3.2. Data Sources and Search Strategies

3.2.1. Database Selection:

A systematic search of relevant literature will be conducted in the main academic database in Scopus, as this database provides a comprehensive collection of peer-reviewed articles relevant to accountability and its relationship to teacher performance.

3.2.2. Search strings:

To ensure that relevant studies are retrieved, a combination of keywords and phrases will be used, including "management, AND accountability, AND teacher, AND performance" and related terms. Boolean operators (AND), (OR) will be used to refine search queries.

3.2.3. Inclusion and exclusion criteria:

Articles will be included if they focus on (management, AND accountability, AND teachers, AND performance). Exclusion criteria will include non-English publications, non-peer-reviewed sources, and studies published before 2004, as the review will prioritize recent developments in accountability and its relationship to teacher performance. In addition to being limited to scientific articles published in indexed journals and excluding conference papers and non-scientific articles. (LIMIT-TO (DOCTYPE, "cp") OR LIMIT-TO (DOCTYPE, "ar")) In addition to using articles written in English only" (LIMIT-TO (LANGUAGE, "English")).

3.2.4. Search period:

The search will include publications from 2004 to 2022, consistent with the latest developments in accountability and its relationship to teacher performance.

4. Sorting and selection

4.1. Preliminary screening:

Preliminary screening will include evaluating the titles and abstracts of retrieved articles to ensure their relevance to the research questions. Irrelevant articles will be excluded at this stage. The examination will include a number of (114) available document. These documents were evaluated and examined, and at the end of the first sorting we extracted a number of (86) documents. Also, when we started downloading the documents, we were not able to find (53) documents for several reasons, including: their lack of availability for free or the lack of a link to them on the Internet. Accordingly, (33) Document downloaded only. At this stage, the documents were subjected to a quality assessment, and in the end a number of (29) documents were produced. The Figure 1 shows the PRISMA framework for this study. All authors have agreed with the inclusion and exclusion of the selected papers.

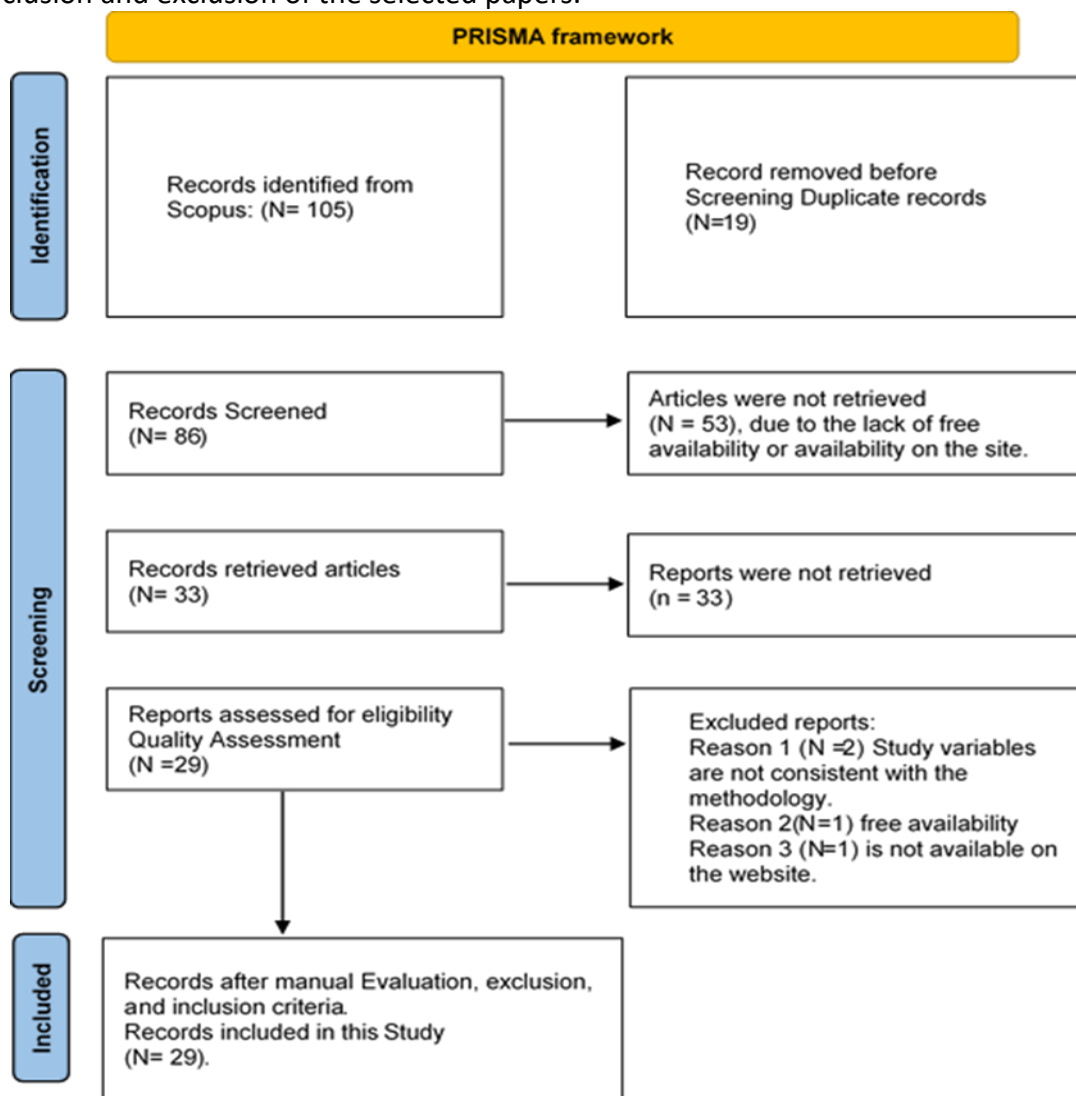


Figure 1: PRISMA framework

4.2. Full text review

Articles that pass initial screening will undergo a comprehensive full-text review. During this phase, each article will be evaluated for compliance with the research questions and inclusion/exclusion criteria.

4.3. Data extraction

Data will be systematically extracted from the selected articles, including publication details (e.g., author, year), research methods, main findings, and contributions relevant to the research questions.

5. Quality evaluation:

To ensure the reliability and validity of the selected studies, a quality assessment will be performed using specific criteria to evaluate the methodological rigor of each source. The evaluation will take into account factors such as research design, data collection methods, and sample sizes. At this stage, the documents were subjected to a quality assessment, and in the end a number of (29) documents were produced.

6. Data collection and analysis:

The extracted data will be thematically categorized to identify recurring themes related to accountability and teacher performance, themes will be drawn from the research questions, and patterns, similarities and differences across studies will be identified.

7. Preparing reports

The results of this systematic literature review will be reported in accordance with SLR reporting guidelines (Kitchenham et al., 2009). The comprehensive report will include a narrative summary of key themes and findings, along with implications for accountability practice and recommendations for future research.

8. Study results:

The current section presents the results of the current study, whose primary goal is to clarify the relationship between accountability and teacher performance. It presents the results of the study by analyzing the results of previous studies. The presentation of the results was arranged according to the following seven study questions:

Q1: What is the relationship between accountability and teacher performance, as indicated by the results of previous studies? Based on the results of previous studies that we analyzed, we divided them into two parts. The first section dealt with studies that showed a positive relationship between accountability and teacher performance, while the second section was devoted to previous studies that showed a negative relationship in activating accountability on teacher performance.

Q1.1 Previous studies have shown a positive relationship between accountability and teacher performance: -

We will note that (12) previous studies represent (37.9%) of the total (29) previous studies that we analyzed, which indicates that accountability has a positive impact on teacher performance,

which lies in the fact that the strength of accountability reforms strongly affects student results. (Braun, H. 2004), that the openness and activity of school leadership in accountability had a significant impact on teachers' perceptions (Jason L. et al. 2016), and the priority of policies, accountability, and evaluation systems in selecting teacher candidates based on the most academically capable (Aydarova, et al, 2018), stresses the importance of pre-service teacher training programs around accountability according to performance (Clayton, 2018), and that levels of accountability are reflected in recruitment, performance appraisal and evaluation. Compensation, all of which has a positive and significant impact on organizational performance (Han, Y., & Hong, S. 2019), Student teachers' skills and attitudes as future teachers improve through pre-service accountability and evaluation systems training (Keshmiri, F. 2021). School accountability also considers multiple positive aspects for schools in educational reform in general, and the school leader has an important role in implementing this (Bluestein, S., & Goldschmidt, P. 2021). It promotes accountability based on building teachers' research knowledge capabilities. It encourages them to continue professional development and enables them to become partners in the process of producing research within their schools. (Brown and Aeon, 2022), education reform based on accountability for performance increases teachers' ability to compete in the labor market and be entrepreneurial. (Luna et al. 2022), in addition to a correlation between school accountability, student accountability, and improvement leading to the development of education strategies. (Faranji and Rashidi, 2022), principal supervision, motivation, job satisfaction, and accountability have a positive and significant impact on teachers' performance partially and simultaneously (Suryagiri et al., 2022), and finally there is a positive impact of accountability on teachers' professional organization. (Barceresa et al., 2022).

Q1.2 It showed a negative relationship between accountability and teacher performance: - We will notice that there are more than half of the studies (18 studies) representing (62%) of the total number of previous studies, the results of which showed that accountability has a negative impact on teacher performance, and these negative effects can be limited to the following: Accountability leads to increased pressures and incentives to exclude students. Low performers (Rustique, E. 2005), and there are tensions and pressures felt by teachers regarding accountability (Minicozzi, L, 2016). Performance and accountability agendas radically undermine the professionalism of teachers in seeking measures, goals, standards, tests, schedules, and audits to feed the system in the name of improvement, and also led to the increasing demand on accountability, there should be increased focus on school inspection (Ball, 2016). Likewise, holding the teacher accountable for student grade performance leads to negative aspects of testing systems (Christine, 2017). And pressures of accountability lead to governments shirking their responsibilities in education reform and placing that responsibility on the shoulders of teachers (Christine, 2017). External accountability did not lead to regulating behavior. The organizational structure within schools, but rather the students and parents, have the most influence on the performance of teachers (Mintrop, et al, 2017). And teachers question the validity of the evaluation system and are concerned about the intended and unintended negative consequences of the system. (Pizmony.e t al, 2017). We assume that accountability is expressed through change in organizational culture rather than the more stringent punitive accountability model (Piper, et al, 2018), and teachers have concerns about evaluating performance on the basis

of accountability (Cobanoglu, et al, 2018), and it can be said that There are pockets of resistance within both pre-service teachers and teacher educators to the policy of test-based accountability (Sherfinski et al, 2019), and a study (Smith, A, 2019) showed that dedicated and experienced teachers were negatively affected by an evaluation system that gives Prioritizing teacher learning over accountability is an integral part of successfully improving student achievement. Holding teachers accountable for students' school achievement is among the educational issues that policymakers and researchers have recently focused on (Aslantas, 2020). Policymakers have framed edTPA as a performance monitor. Rigorous, more like a "bar exam," designed to improve teacher quality (Cohen, J, et al.2020), that assessment information is not used for accountability purposes. Outstanding teachers were not rewarded, or poorly performing teachers were punished based on evaluation results. This process has negatively impacted teachers' motivation and attitudes (Musodza, et al, 2020), and global competitiveness and high-stakes accountability practices have steadily weakened teachers' expertise, authority, and professionalism by restricting teachers' ability to exercise professional discretion (Amrein-Beardsley, 2020). The study (Jerrim, J., & Sims, S. 2021) showed that there is a cross-national relationship between the accountability of the school system and the extent to which school employees feel stressed and stressed about this aspect of their job, although increasing accountability may lead to short-term improvements in Student performance, but this may be counterproductive in the long term if it leads to a reduced supply of teachers, with the shortage of high-quality teachers failing to keep up with demand, as a study (Camphuijsen, et al., 2022) reported that teachers suffer from The severe stress and depression caused by accountability control measures, and the effect of accountability measures on reinforcing unwanted emotional norms. Accountability practices cause teachers to feel a constant sense of being pulled in different directions, leading to emotional stress that manifests itself in the double pressure of having to reach Students are emotionally distressed and having to meet the expectations of the school and school evaluators, and a study (Parcerisa, et al, 2022) revealed that accountability tools tend to limit teachers' authority and decision-making authority at the individual level - that is, teachers' decisions and actions are increasingly conditioned by external evaluations and performance measures. And related policies, and the prevalence of a bureaucratic form of accountability that gives greater importance to compliance with rules than to performance results.

Q2: Where geographically were previous studies conducted?

There are (14) studies out of (29) previous studies discussed in this study that were conducted in the United States of America, representing (48.2%) of the number of previous studies, and they are studies: (Braun, H., 2004), (Minicozzi, L. 2016), (Jason L. et al. 2016), (Mintrop, et al 2017), (Pizmony. et al., 2017), (Aydarova, et al. 2018), (Clayton. 2018), (Han, Y., & Hong, S. 2019), (Shervinsky, et al., 2019), (Smith, A. 2019), (Cohen, J., et al. 2020), (Amrin, A. 2020), (Jerrim, J., and Sims, S. 2021), (Blaustein, S & Goldschmidt, P. 2021). There are also a number of (4) previous studies conducted in Spain, representing (13.17%) of the number of previous studies, which is the study: (Brown & Ion, 2022), (Camphuijsen, et al. 2022), (Luna, et al. 2022), (Parceresa et al. 2022). There are also (2) studies conducted in the United Kingdom, representing (6.89%) of the number of previous studies, which are the study by (Rustique, E 2005), and the study by (Christine, 2017). Two studies were also conducted in Turkey (Cobanoglu et al., 2018) & (Aslantas,

2020), as well as two studies in Iran (Kashmiri, 2021) & (Franchi & Rashidi, 2022). There is one study each: Ireland (Ball, 2016), Sweden (Christian, 2017), Kenya (Piper, et al, 2018), Zimbabwe (Musodza, et al, 2020), and Indonesia (Suriagiri, et al., 2022). At a rate of (3.44%) for each study, separately out of the total number of previous studies.

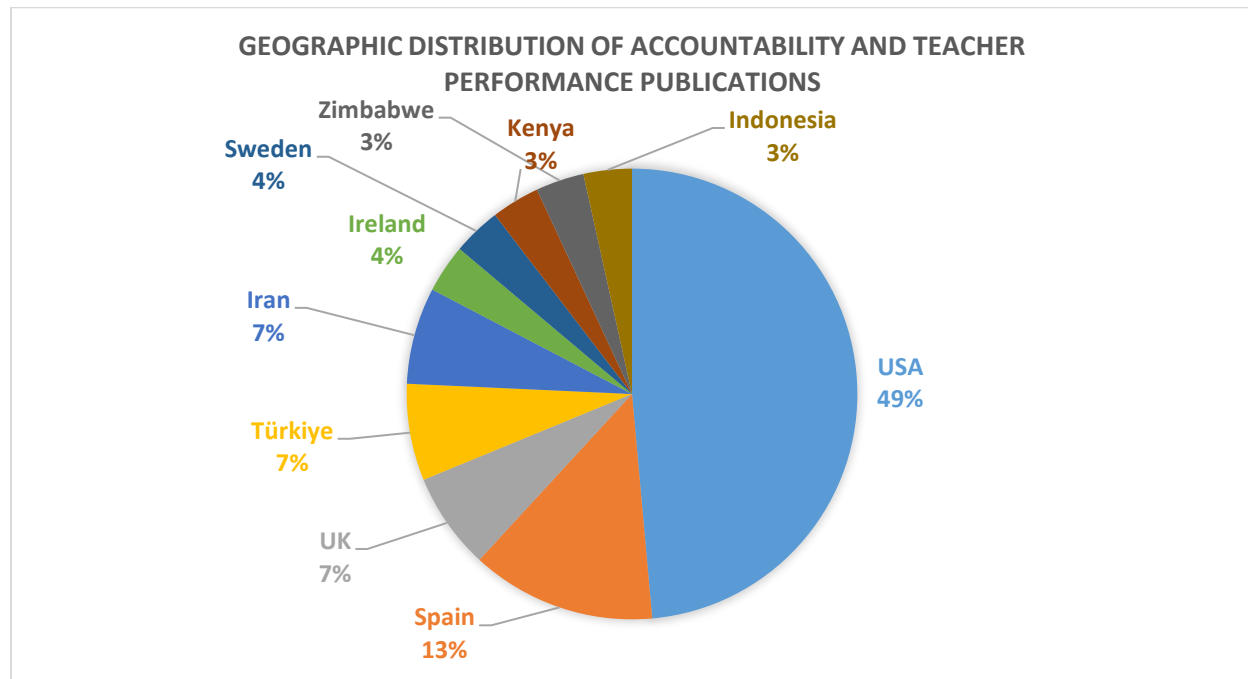


Figure 2. Geographic distribution of accountability and teacher performance publications

Q3. What research methods and analyses were used for the preceding studies?

There were many research approaches and methods used in the previous studies that we analyzed, as most of the previous studies used the mixed approach, with (12) studies out of a total of (29) previous studies, at a rate of (41.37%). The mixed approach refers to the approach in which through it, combining quantitative research and qualitative research into one research. Data for both types are collected, analyzed, and interpreted in one study, and the goal of this merging lies in the desire to obtain a comprehensive picture of the problems to be studied and presented in a clear way (Al-Salami, 2019). And these mixed studies that we analyzed in this study are: (Mintrop, et al .2017), (Pizmony. et al, 2017), (Piper, et al, 2018), (Clayton, 2018), (Han, Y., & Hong, S. 2019), (Smith, A. 2019), (Cohen, J Musodza, et al. 2020). (Jerrim, J. & Sims, S. 2021), (Keshmiri, F. 2021), (Bluestein, S. & Goldschmidt, P. 2021), (Suriagiri, et al, Suriagiri, et al, 2022), And some studies used the qualitative approach with (10) studies, with a percentage of (34.48%), which is the study of (Rustique, E .2005),(Minicozzi, L. 2016),(Ball,2016).(Cobanoglu, et al, 2018).(Sherfinski, et al, 2019).(Amrein-Beardsley, A. 2020).(Brown & Ion, 2022),(Camphuijsen, et al. 2022),(Luna, et al. 2022),(Parcerisa, et al, 2022). We also note the existence of previous studies that used the quantitative approach, and they number (5). Studies (17.24%), and these studies are (Braun, H. 2004), (Jason L.et al. 2016), (Christian, 2017), (Aydarova, et al, 2018), (Aslantas,

2020), and there are two studies that used the experimental and quasi-experimental method, at a rate of (6.89%), and these two studies are: (Christine, 2017), (Farangi & Rashidi, 2022).

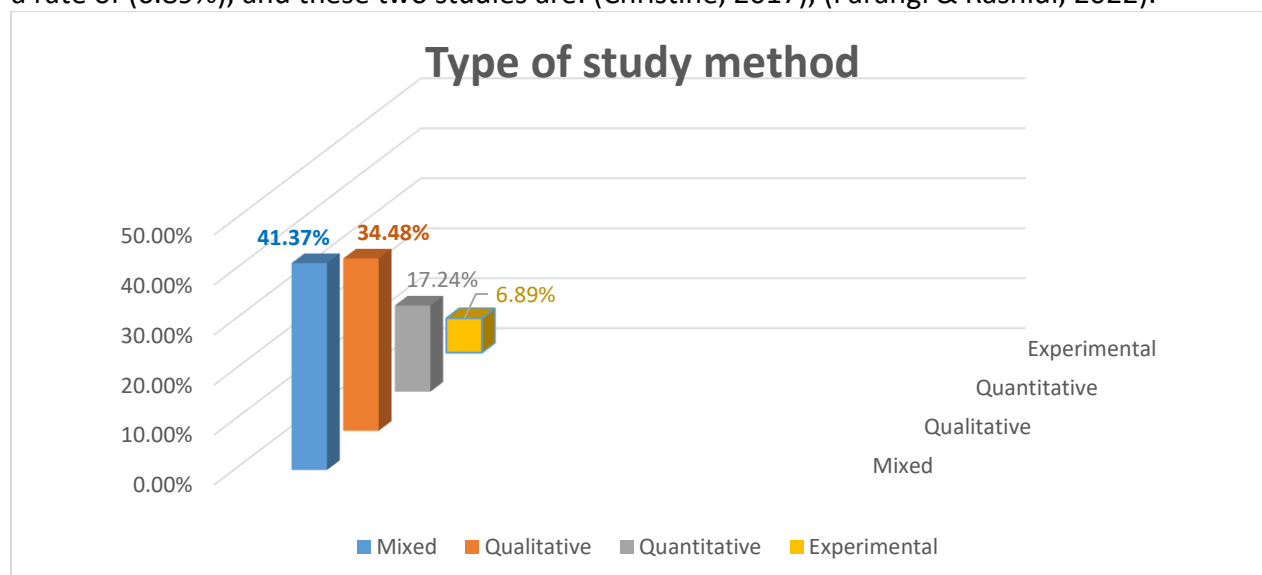


Figure 3. Types of study methods used in previous studies.

Q4. What kinds of samples were used in the prior studies?

When we analyzed previous studies, we found that they used a sample from the original community of individuals participating in the study, whether by conducting research interviews with them or applying tests and questionnaires to them, and the sample of teachers was the largest sample used in previous studies, accounting for approximately more than half of the studies with a percentage of (58.6 %), as the number of these studies reached (17) studies, and these studies were represented by the study of (Minicozzi, 2016), (Ball, 2016), (Jason L. et al. 2016), (Mintrop, et al. 2017), (Pizmony. et al.2017), (Clayton, 2018),(Cobanoglu, et al.2018),(Han, Y., & Hong, S. 2019),(Sherfinski, et al.2019),(Smith, 2019), (Cohen, J, et al. 2020), (Amrein-Beardsley, A. 2020), (Keshmiri, 2021), (Camphuijsen, et al.2022),(Farangi & Rashidi. 2022), (Suriagiri, et al, 2022), (Parcerisa, et al.2022). There are also a number of (5) studies that chose teachers and students as their sample, with a percentage of (17.2 %), and these studies are represented by (Christine. 2017) & (Aydarova, et al.2018), (Piper, et al.2018), (Aslantas, 2020), (Luna, et al. 2022). There are also a number of (5) studies that chose teachers and school principals as their sample, with a percentage of (17.2%), which is the study of (Rustique, E .2005), (Musodza, et al. 2020), (Jerrim, J & Sims, S. 2021), (Bluestein, S & Goldschmidt, P. 2021), (Brown & Ion, 2022). Finally, there are two studies that chose students as their sample, and their percentage was out of all previous studies that were analyzed (6.9%), which is a study (Braun, H. 2004), (Christian. 2017).

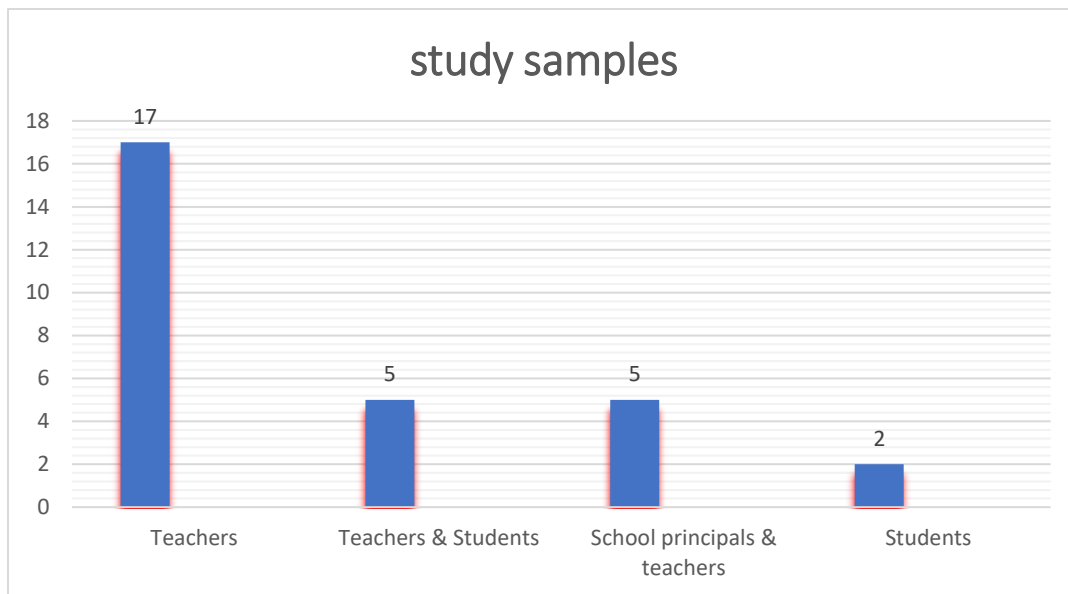


Figure 4. Types of study samples used in previous studies

Q. 4 what study tools were used in previous studies?

Research tools are considered of great importance in scientific research, because they are a means of collecting data about the study population and then analyzing it, and extracting results. These tools differ in quantitative studies from qualitative studies, some researchers use the mixed approach to combine the advantages of the quantitative approach and the qualitative approach, and the most famous of these tools are Researchers use questionnaires, interviews, tests, and content analysis, and they often use more than one tool. When we analyzed previous studies that talked about the relationship between teacher accountability and performance, we found that there were (9) studies that used the interview as a study tool, accounting for (31%) of all previous studies, which is the study (Rustique, E, 2005), (Minicozzi, L, 2016), (Ball, 2016), (Christine, 2017), (Cobanoglu, et al. 2018), (Sherfinski, et al, 2019), (Smith, A. 2019), (Luna, et al, 2022), (Brown & Ion, 2022). There are also (7) studies that used the questionnaire at a rate of (24.1%), represented by the study (Jason L. et al. 2016), (Aydarova, et al, 2018), (Han, Y. & Hong, S. 2019), (Jerrim, J, & Sims, S. 2021), (Bluestein, S & Goldschmidt, P. 2021), (Farangi & Rashidi, 2022). There are five studies that combined Questionnaire and interview as study tools, which is a study by (Mintrop, et al 2017), (Pizmony. et al, 2017), (Clayton, 2018), (Cohen, J, et al. 2020), (Suriagiri, et al.2022). The tests were used in four quantitative studies, a study (Braun, H. 2004), (Christian, 2017), (Piper, et al, 2018), (Aslantas, 2020). In addition, four studies that used content analysis to collect data, a study (Amrein-Beardsley, A. 2020), (Keshmiri, F. 2021), (Camphuijsen, et al. 2022), (Parcerisa, et al, 2022).

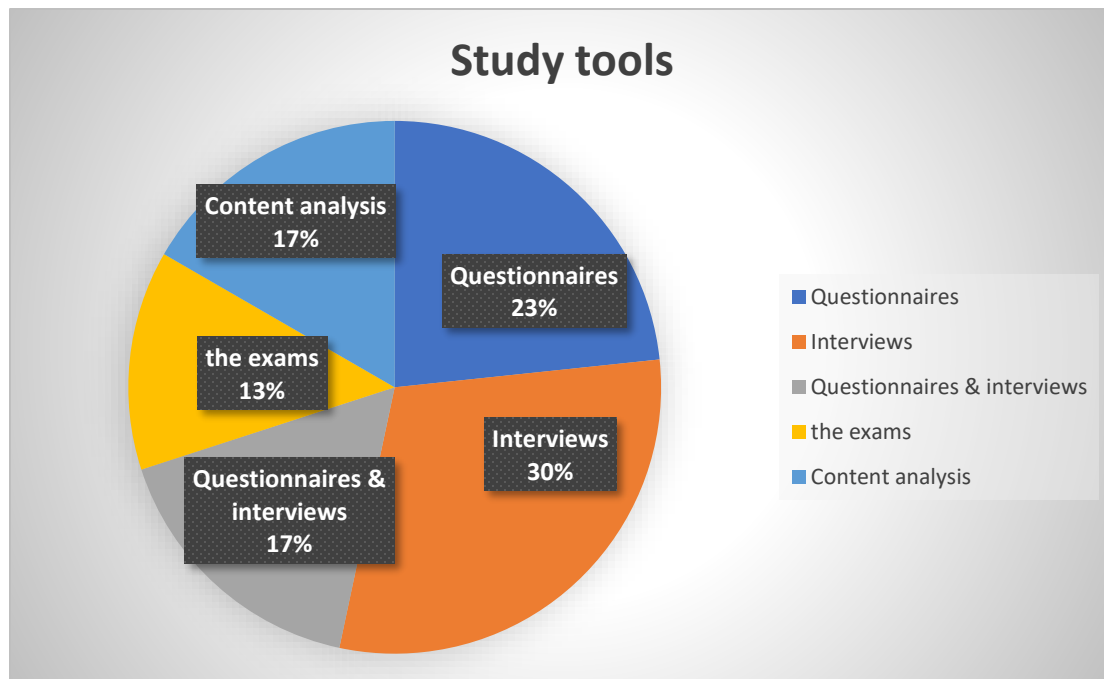


Figure 5. Types of Study tools used in previous studies

Q.5 what types of analyzes are used in previous studies?

In their studies, researchers arrange, organize and analyze data, in order to present it in the form of new information and data that answer the study hypotheses and questions raised in scientific research. In the previous studies we analyzed, researchers used several types of analyses, such as content analysis and confirmatory factor analysis (CFA), and analysis using SPSS. Based on the above, (12) quantitative studies used the statistical program (SPSS), at a rate of (41.37%), such as the study of (Braun, H. 2004), (Jason L. et al. 2016), (Christian, 2017), (Mantrop ,et al. 2017), (Aydarova, et al. 2018), (Piper et al. 2018),(Han, Y.& Hong, S. 2019),(Aslantas.2020),(Musudza, et al. 2020),(Jerrim, J., & Sims , s. 2021),(Blaustein, S., & Goldschmidt, B. 2021), (Farangi & Rashidi.2022). There were also (12) previous studies that used content analysis, which is what the researchers used. Forming a point of view on the topic under study is an important way to express the opinion of researchers. It is used to describe the answers they have developed to questions they have formulated. Content analysis is fundamentally related to all documents. Among the studies that used this method of analysis are :(Rustique, E.2005), (Minicozzi, L. 2016), (Paul.2016), (Cobanoglu, et al.2016), (Chervinsky, et al.2018), (Smith, A.2019), (Amrin-Beardsley, A.2019), (Brown & Ion.2020), (Kamvoijisen, et al.2022), (Luna et al.2022), (Parceresa, et al.2022). Some previous studies combined two types of analysis: content analysis and analysis using (SPSS). In the mixed study, the number of Studies reached four (13.8%), such as the study of (Kashmiri, F. 2021), (Clayton. 2018), (Bismoni et al. 2017), (Suriagiri, et al, 2022).And finally the previous study (Cohen, J, et al. 2020) was distinguished by using confirmatory factor analysis (CFA).

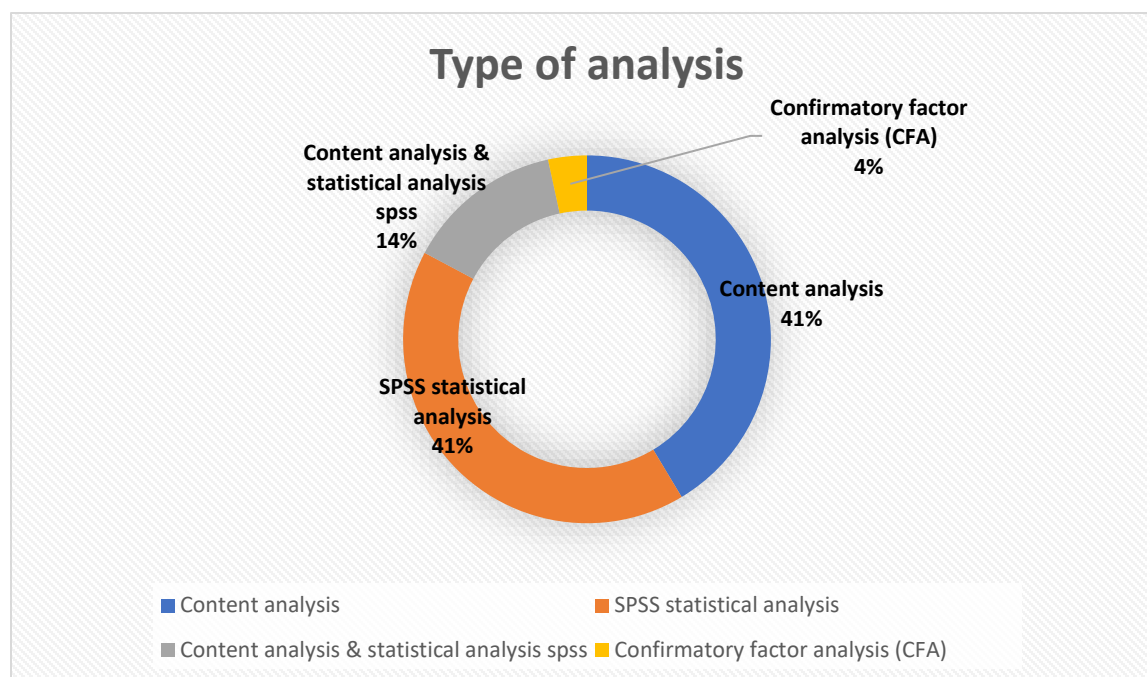


Figure 6. Type of analysis used in previous studies

Q.6 what is the future agenda recommended by previous studies?

The studies we analyzed produced a wide range of propositions on the topic of accountability and its relationship to teacher performance. We will mention the most prominent of these proposals and recommendations that would improve teacher performance evaluation processes with regard to accountability in educational institutions. Below is a table showing the most prominent ones:

n	Article	Recommendations
	Braun, H.(2004) .	<i>Testing policies, or more generally, accountability policies must be temporary, as they are based on high-risk foundations.</i>
	Minicozzi, L(2016) .	<i>Understanding and supporting the needs of kindergarten teachers, reducing accountability pressures rather than focusing on child-centered learning activities based on imagination, creativity and socialization.</i>
	Ball, (2016).	<i>Build a new performance accountability framework.</i>
	Christian, (2017).	<i>The need not to make teachers a tool solely responsible for students' learning in the results-based accountability system</i>
	Piper, et al, (2018).	<i>Monitor schools and hold them accountable for meeting expectations; The abundance of basic inputs, intervention to support students and schools that were struggling, and the system's accountability for providing such inputs and support.</i>
	Clayton, (2018).	<i>Reconsider prioritizing teaching learning before holding a teacher accountable for performing in an application (edTPA)</i>

n	Article	<i>Recommendations</i>
	Cobanoglu, et al, (2018).	<i>It would be useful to operate HRMS, if head teachers were taught about the potential effects of teacher training, teacher development, performance assessment, reward, and teacher discipline.</i>
	Sherfinski, et al, (2019).	<i>Enrich educational policy and practices on companies' participation in evaluation/accountability policy and the roles of preservation teachers and teachers in protesting at this moment when both expand simultaneously.</i>
	Smith, A. (2019)	<i>The implementation of the punitive evaluation of teachers must be halted. Other systems should be considered to improve teachers' quality and student attainment. Teacher assessment is a necessary and important element in education; However, the choice of a peer assessment system, such as PAR, has shown that it negatively affects teachers. Teacher assessment does not seem to be the most effective way to increase student attainment and teacher quality, as previous research has confirmed.</i>
	Jerrim, J., & Sims, S. (2021)	<i>Develop a better understanding of the unintended negative side effects of intensive databased methods of school accountability and teachers. It is important to recognize that increased accountability within the school system is unlikely to be a one-way street towards "school improvement."</i>
	Brown & Ion, (2022).	<i>Sustained support from actors in terms of governance and accountability, strengthened focus on cooperation, and changed the rational principle of results-based educational responsibility only.</i>
	Luna, et al. (2022).	<i>We must highlight the great usefulness of subjective ethnography as a means of observing and analyzing teaching practice.</i>
	Farangi & Rashidi, (2022).	<i>If teachers consider evaluation as a school accountability tool, they need to involve students in learning and evaluation processes.</i>
	Suriagiri, et al, (2022).	<i>The school must improve the quality of supervision and accountability, enhancing teachers' performance.</i>
	Parcerisa, et al, (2022).	<i>Trustworthy regulations with high collective and institutional autonomy should mitigate the effects of performance pressures on teachers' sense of independence.</i>

Figure 7. Future agenda recommended by preceding studies.

9. Discussion and Conclusion:

This study analyzed the results of previous studies that showed the relationship between accountability and teacher performance, especially in the context of the positive or negative effects on teacher performance in schools. The systematic literature review (SLR) method was applied, and included articles in various geographical locations, such as the North American continent, and we focused on the United States of America, and the European continent, such as the United Kingdom, the Kingdom of Spain, and other European Union countries. We also discussed studies in the continents of Africa, Asia, and Australia (Figure 2). In our discussion, we focused on the similarities and differences in the methodology (Figure 3) and in the study sample, which mostly included the teacher community (Figure 4), as well as on the study tools that the researchers used in collecting study data, most of which were interviews and questionnaires (Figure 5). In addition, on the type of statistical processes and tests used (Figure 6). These previous studies focused on accountability in a wide range of the educational sector on the assumption that accountability positively affects performance. However, the hypothesized relationship has not been widely explored in educational research (Dubnick & Frederickson, 2011). Therefore, the results of this study attempt to fill the gap in the literature. The results of this study can be divided into studies that demonstrated the positive impact of accountability on teacher performance, and studies whose results reported negative effects. Our findings can be summarized as follows.

First, the applied accountability directly and positively affected teacher performance in aspects of competence, research capabilities, and their perceptions of the future, student outcomes, and teaching strategies. While there are studies that have highlighted devastating results of accountability, for example, teachers' feelings of tension, stress, and psychological anxiety. Governments shirk their responsibilities in reforming education and placing that responsibility on the teacher, excessive use of accountability as a punitive means, and increased focus on school inspection instead of improving and developing teacher performance.

There are many previous studies that mentioned suggestions and recommendations that can be used to improve the quality of teacher performance and improve the quality of education. The most prominent of these was what we explained in Table (7) of 15 previous studies. The most prominent of which was the necessity of building an accountability framework that involves the teacher and school principals, with the importance of the independence of accountability committees. In addition, not to use it to impose punishments on teachers.

Despite this, we believe that accountability positively affects teacher performance if obstacles are excluded, through enacting systems and standards for accountability, explicitly involving teachers in the development and implementation processes, and implementing a system of rewards and pay for performance, while following the approach of independence of those who carry out accountability. Punitive teacher evaluation must be halted. Other systems should also be considered to improve the quality of teachers and student achievement, and the principle of collective responsibility for reforming educational systems should be adopted.

10. Recommendations and Suggestions

These are some recommendations and suggestions that researchers can benefit from to develop studies related to the topic of accountability and its relationship to teacher performance:

- Conducting studies that shed light on self- or dual-accountability.
- Providing more studies into modern trends towards accountability in education.
- Conducting studies on accountability from a religious and moral perspective.

Annex A

Table A.1 List of articles taken from samples.

Label	Article	Location	Study methodology	samples	study tools	Analysis	Results	Study suggestions/recommendations
1A	Braun, H . (2004)	USA	Quantitative.	students	Tests	SPSS	The strength of accountability reforms strongly influences students' outcomes.	Testing policies, or more generally, accountability policies must be temporary, as they are based on high-risk foundations.
2A	Rustique, E (2005).	UK	qualitative	Teachers & School Administrators	Interview	content analysis	Accountability increases pressures and incentives to exclude low-performing students.	Provide further studies into recent trends towards accountability in education and examine the complex interrelationship between national policy pressures and the unintended consequences for organizational and organizational schools.
A3	Minicozzi, L.(2016)	USA	qualitative	Teachers	Interview	Content analysis	There are tensions and pressure for teachers to feel about accountability.	Understand and support the needs of kindergarten teachers and reduce their accountability pressures.
A4	Ball,(2016) .	Ireland	qualitative	Teachers	Interview	Content analysis	The growing demand for accountability has increased the focus on school inspection.	Build a new performance accountability framework.

Label	Article	Location	Study methodology	samples	study tools	Analysis	Results	Study suggestions/recommendations
A5	Jason L. et al.(2016)	USA	quantitative	Teachers	Questionnaire	Spss	The openness and activity of school leadership in accountability has had a significant impact on teachers' perceptions	Explicitly involve teachers in development and implementation processes.
A6	Christian, (2017).	Sweden	quantitative	Student	Tests	Spss	Teacher accountability for student grade performance leads to negative aspects of test systems.	There is a need not to make teachers a tool solely responsible for students' learning in the results-based accountability system.
A7	Christine, (2017).	UK	experimental	Teachers & students	Interview	Content analysis	Accountability pressure leads governments to shirk their responsibilities in education reform and places that responsibility on teachers.	Reform curriculum policy in terms of its ethical relationships under technical accountability conditions.
A8	Mintrop, et al.(2017)	USA	mixed method	Teachers	Questionnaire & Interview	Spss	External accountability has not led to the regulation of organizational behavior within schools, but students and parents have the greatest impact on teachers' performance.	Find ways in performance management to leverage, strengthen and mobilize positive and assertive commitments for equity, justice and moral entitlement for marginalized students and their families.

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Label	Article	Location	Study methodology	samples	study tools	Analysis	Results	Study suggestions/recommendations
A9	Pizmony. et al, (2017).	USA	mixed method	Teachers	Questionnaire & Interview	Spss + Content analysis	Teachers question the validity of the evaluation system and are concerned about the system's intended and unintended negative consequences.	Highlight the implementation of policies aimed at improving the quality of education.
A10	Aydarova, et al, (2018).	USA	quantitative	Teachers & students	Questionnaire	Spss	Focus of policies and accountability and evaluation systems on the selection of candidate teachers based on the most academic capacity	Listening to teachers' voices by policymakers.
A11	Piper, et al, (2018).	Kenya	mixed method	Teachers & students	Tests	Spss	Stricter accountability is more punitive than improved	The importance of school monitoring and accountability for meeting expectations; abundance of basic inputs.
A12	Clayton, (2018).	USA	mixed method	Teacher Candidates for Teaching	Questionnaire & Interview	Cronbach's analysis+ Content analysis	Importance of pre-service teacher training in performance accountability	Reconsider prioritizing teaching learning before holding a teacher accountable for his or her performance in the edTPA application
A13	Cobanoglu, et al,(2018) .	Turkey	qualitative	Teachers	Questionnaire	Content analysis	Teachers are concerned about performance assessment based on accountability.	It would be useful to operate the HRMS, if school principals were taught about the potential impacts of teacher

Label	Article	Location	Study methodology	samples	study tools	Analysis	Results	Study suggestions/recommendations
								training, teacher development, performance assessment, and reward and teacher discipline.
A14	Han, Y., & Hong, S. (2019)	USA	mixed method	Teachers	Interview	Spss	Accountability levels are reflected in recruitment, performance appraisal and compensation, all of which have a positive and significant impact on organizational performance.	The compensation system that ensures staff accountability must include a high level of autonomy.
A15	Sherfinski, et al, (2019).	USA	qualitative	Pre-service teachers and teachers' teachers	Interview	Content analysis	There were pockets of resistance within both pre-service teachers and teachers to the test-based accountability policy	Enrich educational policies and practices on companies' participation in evaluation/accountability policy and the roles of preservation teachers and teachers.
A16	Smith, A. (2019)	USA	mixed method	Teachers	Interview	Content analysis	Dedicated and experienced teachers have been adversely affected by an assessment system. Evaluation systems that prioritize teachers' learning over	The implementation of the punitive evaluation of teachers must be halted.

Label	Article	Location	Study methodology	samples	study tools	Analysis	Results	Study suggestions/recommendations
							accountability are an integral part of successfully improving student achievement.	
A17	Aslantas, (2020).	Turkey	quantitative	Teachers & students	Tests	Spss	Teachers' accountability for student school achievement is among the educational issues focused on by policymakers and researchers.	The focus should be on education and investment in students' early years.
A18	Cohen, J, et al.(2020)	USA	mixed method	Candidates' teachers, Trainers, University Supervisors	Questionnaire & Interviews	confirmatory factor analysis)CFA+ (Content analysis	Policymakers have framed edTPA as a rigorous performance screen, more like a "bar test", designed to improve teacher quality.	Standardize teacher-training work through reforms such as edTPA, and we must accept that our curricula to improve the system must be at least as accurate and complex as the system itself.
A19	Musodza, et al, (2020).	Zimbabwe	mixed method	Teachers, Heads of Departments and Head Teachers	Questionnaire	SPSS	Evaluation information is not used for accountability purposes. Outstanding teachers were not rewarded or poorly performing teachers were penalized because of the	Further research should be undertaken to examine the quality of the vocational development programmers offered and determine the extent to which they help improve educational practice.

Label	Article	Location	Study methodology	samples	study tools	Analysis	Results	Study suggestions/recommendations
							evaluation's results. That process has negatively affected teachers' motivations and attitudes.	
A20	Amrein-Beardsley, A. (2020).	USA	qualitative	Teachers	Interview	Content analysis	Global competitiveness and high-risk accountability practices have steadily weakened teachers' experience, authority and professionalism by restricting teachers' ability to exercise professional discretion.	Help teachers improve their practices and help students learn.
A21	Jerrim, J., & Sims, S. (2021)	USA	mixed method	Teachers & School Administrators	Questionnaire	Spss	There is a transnational relationship between the accountability of the school system and the extent to which school staff feel nervous and stressed about this aspect of their job.	Develop a better understanding of the unintended negative side effects of intensive databased methods of school accountability and teachers.
A22	Keshmiri, F. (2021)	Iran	mixed method	junior faculty	Tribal Note/Remote	Spss+ Content analysis	By training students in accountability and pre-service evaluation systems, they can improve	Design and carry out STA programs to enhance students' educational abilities through innovative teaching

Label	Article	Location	Study methodology	samples	study tools	Analysis	Results	Study suggestions/recommendations
					Note/Tests		their teacher skills and trends as future teachers	methods and prepare them for their future teaching careers.
A23	Bluestein, S., & Goldschmidt, P. (2021).	USA	mixed method	Teachers & School Administrators	Questionnaire	SPSS	The responsibility of school leaders lies in implementing school accountability, which considers multiple positive aspects of schools' overall education reform.	Future research should continue to investigate basic practices and pay attention to progress over time, as short-term success cannot be substituted for continual improvement.
A24	Brown & Ion, (2022).	Spain	qualitative	Teachers & School Administrators	Interview	Content analysis	The development of teachers' capacity is based on accountability, which enhances their research knowledge and encourages continuous professional development, enabling them to become partners in the process of producing research within their schools.	Actors' support for governance and accountability, increased focus on cooperation, and a change in the rational principle of results-based educational responsibility.
A25	Camphuijse n, et al. (2022).	Spain	qualitative	Teachers	Interview	Content analysis	Teachers suffer from severe stress and depression caused by accountability control measures. The impact of	To gain a deeper understanding, it is important to continue research on the complex relationship between PBA reforms and

Label	Article	Location	Study methodology	samples	study tools	Analysis	Results	Study suggestions/recommendations
							accountability measures on the promotion of undesirable emotional norms.	teachers' feelings, and to combine different scholarships on this topic
A26	Luna, et al. (2022).	Spain	qualitative	Teachers & Students	Interview	Content analysis	The competitiveness of teachers in the labor market and entrepreneurship is enhanced through performance-based education reform.	The usefulness of self-ethnography in observing and analyzing teaching practice must be highlighted.
A27	Farangi & Rashidi, (2022).	Iran	experimental	Teachers	Questionnaire	Spss	The development of education strategies is influenced by the correlation between school accountability, student accountability, and improvement.	Teachers need to involve students in the learning and evaluation processes if they view evaluation as a school accountability tool.
A28	Suriagiri, et al, (2022).	Indonesia	mixed method	Teachers	Questionnaire & Interview	Spss + Content analysis	The head teacher's supervision, motivation, job satisfaction, and accountability have a positive and significant impact on the performance of teachers,	The school must improve the quality of supervision and accountability to enhance the performance of teachers.

Label	Article	Location	Study methodology	samples	study tools	Analysis	Results	Study suggestions/recommendations
							both individually and collectively.	
A29	Parcerisa, et al, (2022).	Spain	qualitative	Teachers	Interview	Content analysis	Positive accountability impact on teachers' professional organization.	More research is needed to understand how the PBA program itself can affect the composition of teachers' organizational systems.

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