

## On the Relationship between Iranian EFL Teachers' Professional Accountability and their Sense of Professional Development

Maryam Makki<sup>1</sup>, Hamidreza Kargozari<sup>2\*</sup>

ARTICLE INFO	ABSTRACT
<p><b>Article History:</b> Received: November 2023 Accepted: March 2025</p>	<p>Professional accountability is the activity of professional teachers explaining their actions or decisions and transparently taking responsibility for them. The main purpose of the current study was to find the association between Iranian EFL teachers' professional accountability and their sense of professional development. To this end, a correlational study was conducted and 254 Iranian EFL male and female teachers from English language institutes were selected as the participants of the study through a random sampling procedure. Then, the questionnaires on teacher accountability in English teaching and EFL teachers' sense of professional development were distributed among the participants of the study. To answer the research questions of the study, Pearson correlation and linear regression were used. The results of the study indicated that there was a significant relationship between the Iranian EFL teachers' professional accountability and their sense of professional development. Furthermore, EFL teachers' professional accountability was found to be a significant predictor of Iranian EFL teachers' sense of professional development. Therefore, the professional development programs should be developed according to the characteristics of teachers' accountability factors, and, the professional development of teachers should be supported by stakeholders to overcome the obstacles. The findings of the study apply to Iranian EFL teachers who teach in the Ministry of Education and those who teach in language institutes. Moreover, the findings can give them a clear understanding of the term accountability and how it is related to professional development.</p>
<p><b>KEYWORDS</b> EFL Teachers Professional Development Sense of Professional Development Teacher Accountability</p>	

### 1. Introduction

One of the most effective factors that have a great role in the education system is the quality of teachers. Hence, teachers need to be professional to amplify their teaching performance and occupational qualification. This requires them to be and to act in accordance with accountability to become professional in the instruction process (Öztuzcu Küçükbere & Balkar, 2021). One of the most important elements of modern educational reform has been said to be related to teacher accountability (Ingersoll & Collins, 2017). Insufficient school performance can be the result of low-quality

<sup>1</sup> Department of English, Tabaran Institute of Higher Education, Mashhad, Iran.,  
E-mail: mari.makkie@gmail.com

<sup>2</sup> Department of English, Tabaran Institute of Higher Education, Mashhad, Iran.,  
E-mail: hamidrezakargozari@yahoo.com

Cite this paper as: Makki, M. & Kargozari, H. (2025). On the relationship between Iranian EFL teachers' professional accountability and their sense of professional development. *Journal of Research in Techno-based Language Education*, 5(1), 17-28. <https://doi.org/10.22034/jrtle.2025.393941.1043>

performance of teachers. Lack of accountability at schools has been reported to be the main reason underlying low-quality performance for teachers. In modern educational systems, the advocates of reform movements believe that the solution lies in making teachers more accountable. Hodgetts (2010) claimed that teachers' accountability should be stressed with more attention in modern educational systems. Hurley and Hurley (2015) believed that a great level of accountability can lead to more effective schools and universities. Accountability refers to the management and use of resources to make sure that the goals have been reached (Dangara, 2016). The combination of accountability with education can increase service delivery and control the educational context and as a result, improve the efficiency of that system. Nakpodia and Okeimute (2011) mentioned that accountability should be mixed within the organizational structure. Dangara (2016) believed that "accountability in education desires administrators that are proficient to mobilize the necessary actors and factors in the system to achieve the desired goals of education" (p. 266). Accountability suggests that the performance of teachers should be related to the organizational objectives.

Effective teaching is one of the main duties of teachers in the process of teaching. Changes that can take place in the teaching profession are natural and never-ending. Teachers are regarded as the most important agents in the teaching-learning process who have a fundamental role in making the future of the students (Dangara, 2016). Increasing teachers' quality has been considered crucial to the students' fulfillment and teachers' professionalism has gained prominence these days (Öztuzcu Küçükbere & Balkar, 2021). Teachers' professional development is a basic element in teachers' overall performance and effectiveness which can increase their dedication to their work. Therefore, teachers need to adapt to the current educational system changes to help their students fulfill their needs and be ready for the global market (Nesaei & Kazemi, 2024; Padillo et al., 2021). Darling-Hammond et al. (2017) also defined teachers' professional development as enhancing teacher practices in their profession and students' learning outcomes. It can also include some strategies that support teachers' learning in the classroom context and their collaboration to share their ideas with other experienced coworkers (Islami et al., 2022). Moreover, Scher and O'Reilly (2009) defined professional development as being immediate with outcomes for teachers, intermediate which helps them change their teaching instruction, and long-term which brings improvement in students' achievements. Furthermore, the professional development of teachers has been considered one of the most effective ways for teachers to enhance their teaching quality (Darling-Hammond, 2004). Professional development can provide teachers with effective pedagogical skills, content knowledge, and innovations to enhance the teachers' accountability.

Research indicates that elements of professional development play a significant role in enabling educators to comprehend the reflective teaching process while also assisting them in articulating their values, mission, and beliefs (Adedoyin & Okere, 2017; Arkani, 2023; Loughran & Hamilton, 2016; Okafor & Ezeoba, 2019). Consequently, it is imperative to further investigate the professional development of educators and the factors influencing it. A central consideration in this context is the concept of accountability, which professional development organizers should prioritize to facilitate transformative changes in teaching practices. Therefore, educators need to gain a comprehensive understanding of accountability, as well as the associated standards. The findings of this study aim to provide educators with a clearer conceptualization of accountability and its connection to professional development. Furthermore, the insights derived from this research can serve as an informative resource, enabling teachers to engage in systematic monitoring of their instructional approaches, benefit from follow-up support, and apply learning outcomes acquired through professional development programs effectively. Identifying the relationship between teachers' sense of professional accountability and their perception of professional development is both critical and valuable to the educational research field. This study specifically examines the relationship between the professional accountability of Iranian English as a Foreign Language (EFL) teachers and their sense of professional development. The research questions addressed in this study are as follows:

1. Is there a significant relationship between Iranian EFL teachers' professional accountability and their sense of professional development?
2. Can the teachers' professional accountability predict Iranian EFL teachers' sense of professional development?

## 2. Review of Literature

### 2.1. Theoretical Issues on EFL Teachers' Professional Accountability

Accountability is a multifaceted concept with various definitions, encompassing ideas such as “a sense of personal obligation to a ‘price’ that one pays for power or authority and to an incidental consequence of scrutiny” (Sinclair, 1995, p. 221). Sinclair (1995) further defines accountability as involving multiple ‘accountors,’ including organizations and instructors, who are expected to explain and justify their actions to the ‘accountees’ (Sinclair, 1995, p. 221). This conceptualization suggests that accountability is integral to shaping a teacher's professionalism (Öztuzcu Küçükbere & Balkar, 2021). Abadzni (2017) conceptualized professional accountability as the obligation or readiness to accept responsibility and to account for one's actions. Similarly, Burke (2005) emphasized the importance of defining and understanding the boundaries and limitations of an accountability system to ensure its efficacy and sufficiency. However, as Burke (2005) notes, this is a complex endeavor, as accountability can manifest in diverse ways. Some researchers approach accountability from a social perspective, viewing it as a relational concept between the accountor and the accountee. According to Pollitt (2003), this perspective frames accountability as a social relationship in which the accountor is responsible for providing information about their performance, processes, or outcomes to the accountee. Similarly, Romzek and Dubnick (2000) define accountability as a moral commitment requiring individuals or organizations to assume responsibility for their performance and respond to oversight authorities. This perspective underscores the performative dimensions of accountability, considering individuals as directly accountable within a system of expectations. Central to these definitions are key components such as expectation management, evaluation of work and performance, and the establishment of assessment criteria (Day & Klein, 1987). These elements constitute the foundation for understanding and applying accountability within educational contexts and other professional domains.

Mbiti (2016) highlighted that professional accountability among teachers entails an awareness of the needs of students, their families, and the broader community. He emphasizes that the successful practice of professionalism requires both the acquisition and application of relevant knowledge and skills. Similarly, Attarwala (2015) underscored that a teacher's professional accountability involves exploring diverse strategies to facilitate students' acquisition of knowledge, enhancement of academic abilities, and preparation for future success through the teaching-learning process. Professionally accountable educators employ various teaching methodologies, adhere to professional codes of conduct, and serve as role models by implementing innovative practices in the classroom. This approach enables teachers to attain professional growth and excellence, contributing positively to national development. Furthermore, professional accountability encompasses a commitment to prioritizing learners' needs, fostering collaboration, and facilitating information sharing. Several studies, such as that by Zarei et al. (2020), have explored the significance and impact of effective professional accountability in educational contexts.

In a mixed-methods study, Zarei et al. (2019) examined varying levels of learner accountability among public high school students and English language institute learners. To conduct this analysis, the researchers employed a questionnaire to evaluate learners' accountability and developed an interview protocol. The study included 15 high school students and 15 English learners from a language institute as participants. Findings indicated that learners from the English language institute demonstrated higher levels of accountability compared to the high school students. In a separate study, Nawab (2020) investigated the monitoring and accountability systems that influenced teachers' professional development. This study involved interviews with educators, school administrators, and managers to address the research objectives. The findings highlighted that school authorities provided minimal monitoring support to teachers and that the education system did not recognize or reward professional development efforts.

Cheng (2012) examined accountability in higher educational environments and its connection to academic professionalism. The findings showed that although there would be contradictory relations between professionalism and accountability, they are available at the same time. To minimize this contradiction, the moral and social commitment of teachers was necessary to improve social accounting which is needed for the efficiency of university teaching and learning.

### 2.2. Theoretical Issues on EFL Teachers' Sense of Professional Development

Contemporary educational researchers have increasingly focused on the notion of teacher professionalism and the various dimensions associated with it within teaching environments (Mbiti,

2016). Mbiti asserts that a teacher's sense of professional development (TSPD) represents a critical component and attribute of teacher professionalism, aligning with theoretical frameworks of structure and competence. Furthermore, TSPD is regarded as an essential stage in facilitating effective teaching. According to Day and Sachs (2004), a teacher's sense of professional development is conceptualized as a teacher's perceived ability "to improve his performance in his job, to ensure persistent teacher learning, and to promote towards expertise" (p. 8). Saka (2009) emphasized that a strong sense of professional development enables educators to bolster their competency and instructional efficacy, thereby enhancing the quality of these aspects. Additionally, Saka (2009) highlighted that TSPD "helps teachers create a warm classroom climate, promote learner willingness, enthusiasm, and motivation, and build an interactive teacher-student relationship to enhance learning" (p. 350).

Inusah (2014) explored the relationship between teacher motivation and professional practice. The study identified several key de-motivating factors impacting teachers' professional practices, including the ethos of the Ghana Education Service, structural and practical challenges within the service, insufficient collaboration with the school community, and a lack of societal acknowledgment of the teaching profession. Conversely, selfless and intrinsic factors were found to be the most motivating elements influencing teachers' professional practices.

Öztuzcu Küçükbere and Balkar (2021) also expressed that EFL teachers need to supply themselves with subject knowledge and skills for using these professionally during their teaching process to create a joyful learning environment and to improve their job satisfaction. As stated by Rokhyati (2015), professional development is essential for a teacher. If there is no professional development, teachers' knowledge will be declined, and it will be difficult for teachers to provide the needed suitable and appropriate materials for teaching their learners. Educators who have a high sense of professional development will apply more effective, purposeful, and successful methods and materials for teaching. Moreover, their learners will be more proficient and consider the learning materials as something useful and essential for their lives (Rokhyati, 2015). He also asserted that in this learning system, students do not feel bored and they are involved eagerly in the process of learning. This situation may remove teachers' frustration, reluctance, and stress. Teachers' sense of professional development is an important factor that helps EFL teachers cope with the problems they face in the classroom. These problems may be related to classroom management, learners suffering from learning disabilities, or a lack of technological teaching tools (Abbasi & Tabatabaee-Yazdi, 2021; Moon, 2004). Smith and Benavot (2019) stated that providing opportunities for teachers to obtain professional development is a critical factor in the long-term success of educational programs. This is important because in some occupations, including drivers, career progression may end when a person reaches a satisfactory skill level. However, the teaching profession is known for long-term and constant lifelong professional development.

Birjandi and Bagherkazemi (2010) investigated the relationship between the critical thinking abilities of English as a Foreign Language (EFL) teachers and their professional development. The study sample consisted of 67 Iranian EFL teachers. Using the Pearson product-moment correlation test, the researchers found a positive and statistically significant relationship between the critical thinking abilities of teachers and their professional development. Furthermore, the study identified three key aspects of critical thinking that contribute to the enhancement of professional development: drawing inferences, interpreting evidence, and evaluating arguments.

Asadi and Motallebzadeh (2013) conducted a study to examine the influence of professional development on the English proficiency of EFL learners. They outlined the methodology used to assess the effectiveness of less experienced teachers observing and participating in the classes of more experienced teachers on students' proficiency outcomes. The study involved 21 EFL teachers, categorized into experienced and less experienced groups, and 169 male and female students, who were further divided into experimental and control groups at the Elementary and Pre-intermediate proficiency levels. The results indicated a notable improvement in the post-test scores of the experimental group compared to their pre-test results. Furthermore, a significant difference was observed between the post-test scores of the experimental group and those of the control group. These findings underscore the positive impact of professional development on enhancing the English proficiency of EFL learners.

Habibi and Ganjali (2020) explored the relationship between Iranian EFL teachers' perceptions of professional development and their sense of responsibility. The study involved 100 EFL teachers, who were selected as participants, and two validated questionnaires were administered to collect data. The results revealed a significant correlation between teachers' sense of professional development and their sense of responsibility. The findings suggest that fostering a sense of professional development

enhances teacher effectiveness. Furthermore, as professional competencies play a critical role in the EFL teaching context, educators are expected to continuously develop these competencies by integrating their subject knowledge with diverse teaching strategies and adhering to ethical principles (Bailey, 2004).

### ***2.3. Choices and Obstacles in Teachers' Sense of Professional Development***

According to Herzallah (2011), there are some choices and obstacles in each choice for the professional development of EFL teachers. He mentioned the following choices with their obstacles:

- Educational supervision: This is a usual activity in professional development. However, the problem here is that it might not cause professional development in some circumstances. Since classes are visited by supervisors who neglect teachers' views, and supervisors' lack of experience in teaching English, the drawbacks of supervision models can bring some problems.
- Peer coaching: It is an activity for improving professional development. However, some teachers prefer not to use this activity since it is not an ongoing process.
- In-service training: It is the third choice in the concept of English teachers' professional development. The obstacle related to this choice is the absence of a strategic program for in-service training.

Moreover, Richards and Farrell (2005) declared that an obstacle in EFL teacher's sense of professional development is related to the teachers' lack of access to a computer or the internet which consequently leads to a feeling of isolation and removes the opportunity for professional teacher development. As stated by Herzallah (2011, p. 31), "The school system can also be an obstacle to teacher professional development. "For instance, the two-shift school timing makes teachers unable to complete postgraduate studies because they cannot leave the school for long hours to attend lectures."

## **3. Method**

### ***3.1. Design***

According to the research questions, the researcher selected a correlational design for the present study. The correlational design focuses on studies in which the purpose is to check the relationships between two (or more) variables (Creswell, 2012). The variables that were tested in the current study were teachers' professional accountability and teachers' sense of professional development. Indeed, since the main goal of the study was to assess the relationship between the teachers' professional accountability and their sense of professional development, the correlational design with the quantitative method was utilized to conduct the study.

### ***3.2. Participants and Settings***

For this study, a random sample of 254 Iranian EFL teachers (120 females and 134 males) employed at private language institutes in Mashhad was selected. The total population of EFL teachers was estimated at approximately 750, with around 200 private language institutes in the area. From these, 75 private language institutes were randomly selected by the researcher. Based on Krejcie and Morgan's (1970) sampling table—considering a 95% confidence level and a margin of error of 0.05—254 EFL teachers were identified as the primary participants for the study. All participants had professional experience teaching EFL at language institutes. Their academic backgrounds were distributed as follows: 135 in English teaching, 80 in translation studies, and 39 in English literature. The participants' ages ranged between 25 and 50 years, and their teaching experience varied from 2 to 20 years.

### ***3.3. Instrumentation***

**3.3.1. Teacher Accountability in English Teaching in Iran Questionnaire (TAETIQ).** The Teacher Accountability in English Teaching in Iran Questionnaire (TAETIQ) was designed, developed, and validated by Zarei et al. (2019) and was used to measure the participants' professional accountability. It consisted of 46 items designed on a 5-point Likert-type scale. The Cronbach's Alpha reliability of the questionnaire was reported to be .95 (Zarei et al., 2019). Moreover, the validity of the questionnaire was confirmed through confirmatory factor analysis by Zarei et al. (2019). It took about 15 minutes for the participants to fill out the questionnaire.

**3.3.2. EFL Teachers' Sense of Professional Development Questionnaire.** To measure teachers' sense of professional development, Professional Development Questionnaire designed and validated by Tabatabaee Yazdi, et al. (2017) was used. This questionnaire consisted of two parts. The

first part was about demographic information of respondents including their age, gender, city, educational status, field of study, teaching experience, English proficiency, and the level they teach. The second part consisted of 20 items to which the respondents should answer in two parts. The first part was in yes/no question format which showed participation or lack of participation of the respondents in the mentioned activity in each item. The second part was on a 4-point Likert-type scale. Filling out this questionnaire lasted about 5 minutes.

### 3.4. Procedures

To examine the relationship between teachers' accountability and their sense of professional development, a random sample of 254 EFL teachers from private language institutes in Mashhad was selected based on Krejcie and Morgan's (1970) sampling table. Second, participants were informed about the study's objectives, their consent for participation was obtained, and assurances regarding the anonymity and confidentiality of their personal information during the data collection process were provided. Third, two instruments—Teacher Accountability in English Teaching in Iran Questionnaire and EFL Teachers' Sense of Professional Development Questionnaire—were distributed to participants via email or accessible social media platforms. The collected responses were subsequently scored. Finally, the data were analyzed to determine the relationship between the two variables under investigation (teachers' professional accountability and their sense of professional development). The scores were entered into SPSS, and statistical analyses, including descriptive statistics, Pearson correlation, and multiple regression, were conducted.

### 3.5. Data Analysis Method

To address the research questions, both descriptive and inferential statistical analyses were performed. First, a normality test was conducted to assess whether the data exhibited a normal distribution. Descriptive statistics, including range, mean, and standard deviation, were calculated to summarize the data. Subsequently, Pearson's correlation analysis was performed to answer the first research question, while linear regression analysis was employed to address the second research question.

## 4. Results

### 4.1. Data Analysis for the First Research Question

Descriptive statistics were employed to present foundational information about the data collected on teacher accountability in English teaching within the context of Iran. The descriptive statistical measures included minimum, maximum, sum, mean, standard deviation, and variance, which were used to summarize the data obtained from the study's instruments. The findings are presented in Table 1.

According to the findings presented in Table 1, 254 EFL teachers completed the teacher accountability in English teaching questionnaire. The scores ranged from a minimum of 135 to a maximum of 204, with a total score of 43,081. The standard deviation of the scores was 13.40, while the mean was 169.61, and the variance was 179.61. Table 2 provides the results of the data collected regarding the EFL teachers' sense of professional development.

**Table 1**

*Results of Descriptive Statistics for the Teacher Accountability in English Teaching Questionnaire*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
TPA	254	135.00	204.00	43081.00	169.61	13.40	179.61
Valid N (listwise)	254						

According to the findings in Table 2, 254 EFL teachers completed the items related to the EFL teachers' sense of professional development. The scores ranged from a minimum of 48.17 to a maximum of 73.41, with a total sum of 15,396.61. The standard deviation was 5.34, while the mean was 60.61, and the variance was 28.61.

**Table 2**

*Results of Descriptive Statistics for the EFL Teachers' Sense of Professional Development Questionnaire*

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
SPD	254	48.17	73.41	15396.61	60.61	5.34	28.61
Valid N (listwise)	254						

To address the first research question, Pearson's correlation analysis was conducted. The results of this analysis, presented in Table 3, examine the relationship between teacher accountability in English teaching and the EFL teachers' sense of professional development.

**Table 3**

*The Results of the Pearson Correlation*

		TPA	NSPD
TPA	Pearson Correlation	1	.22**
	Sig. (2-tailed)		.000
	N	254	254
SPD	Pearson Correlation	.22**	1
	Sig. (2-tailed)	.000	
	N	254	254

As the table shows, the level of significance is 0.00 and the correlation value is .22. The results showed that there was a significant and positive relationship between teacher accountability in English teaching and EFL teachers' sense of professional development.

#### **4.2. Data Analysis for the Second Research Question**

The second research question of the study sought to determine whether teachers' professional accountability could serve as a predictor of Iranian EFL teachers' sense of professional development. To address this question, linear regression analysis was employed to examine the predictive relationship between teachers' accountability in English teaching and their sense of professional development. Linear regression involves modeling the relationship between two variables by fitting a linear equation to the observed data. The results of the regression analysis are presented in Table 4.

**Table 4**

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.22 <sup>a</sup>	.04	.04	5.22

As the results show, the correlation between the two variables of the study was .22 and it shows that there is a positive and low correlation between the main variables of the study. Furthermore, the R square is .04 and it shows that the teachers' accountability in teaching English as the predictor can explain .04% of the EFL teachers' sense of professional development. The next table is related to the results of the ANOVA test.

**Table 5**

*Results of the ANOVA Test*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	350.451	1	350.451	12.818	.000 <sup>b</sup>
	Residual	6889.883	252	27.341		
	Total	7240.333	253			

Based on the results of Table 5, the predictor is the teachers' professional accountability in teaching English and the teacher's sense of professional development is the dependent variable. As the level of significance was less than .05, it can be concluded that the regression model significantly predicted the outcome variable (EFL teachers' sense of professional development).

**Table 6**  
*Linear Regression Analysis Between Independent Variable and Dependent Variable*

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	45.722	4.173		10.956	.000
	TPA	.088	.025	.220	3.580	.000

a. Dependent Variable: NSPD

The results of the coefficient are indicated in Table 6. Accordingly, the level of significance is less than 0.05 and the Beta equals .22. Therefore, it is concluded that the 22% relationship between the teachers' professional accountability in English teaching and EFL teachers' sense of professional development can be predicted by the EFL teachers' sense of professional development.

## 5. Discussion

This study aimed to investigate the relationship between Iranian EFL teachers' professional accountability and their sense of professional development. To address the first research question, Pearson correlation analysis was conducted. The findings revealed a significant relationship between professional accountability and professional development among Iranian EFL teachers. The results suggest that increased accountability among teachers enhances their professionalism, highlighting accountability as a potential strategy to support professional development.

These findings align with Birjandi and Bagherkazemi (2010), who examined the relationship between EFL teachers' critical thinking and professional development. They found a significant correlation, emphasizing that critical thinking components such as drawing inferences, interpreting evidence, and evaluating information positively impact professional development. However, the results contrast with Cheng (2012), who found no significant relationship between accountability and professional development in higher education contexts. Cheng suggested that accountability in this environment did not directly enhance academic professionalism. Similarly, Torres and Weiner (2018) argued that accountability fosters a competitive spirit among teachers and encourages them to critically evaluate their teaching practices. This reflective process, aimed at improving student outcomes, supports professional development as a crucial aspect of accountability.

The second objective of the study was to predict the relationship between professional accountability and professional development among Iranian EFL teachers. Linear regression analysis indicated that professional accountability was a significant predictor of teachers' sense of professional development, with a significance level below 0.05. These results diverge from Nawab (2020), who examined the impact of monitoring and accountability systems on teacher professional development and found no significant effect. Nawab recommended that educational systems create environments conducive to enhancing teachers' professional capacities. Conversely, the current study aligns with Inusah (2014), who investigated the role of teacher motivation in professional practice. Inusah concluded that internal motivational factors significantly influenced professional abilities, suggesting that intrinsic drivers are crucial for professional growth. Overall, the findings of this study underscore that accountability systems play a pivotal role in achieving quality teaching by promoting teacher professionalism and fostering professional development.

## 6. Conclusion

The primary objective of this study was to examine the relationship between Iranian EFL teachers' professional accountability and their sense of professional development. The results of the statistical analysis demonstrated a significant positive correlation between the two variables.

Specifically, professional accountability was identified as a strong predictor of teachers' professional development. The findings suggest that fostering accountability among teachers can serve as an effective mechanism for enhancing professional development.

To achieve this, it is essential to establish professional standards that enable both teaching administrators and educators to gain exposure to innovative and effective language teaching methodologies. Additionally, implementing robust personal accountability systems for teachers is necessary to systematically meet professional development and occupational professionalism requirements. Such structured systems ensure that activities promoting professional development are executed in a more organized manner. Furthermore, accountability systems contribute to improving teaching quality by reinforcing teacher professionalism and fostering ongoing professional development. The professional development of teachers plays a pivotal role in the overall effectiveness of the education system. Nations aspiring to enhance educational quality and refine their educational policies must prioritize teachers' professional development. Systematic investments in professional development initiatives are strongly recommended to achieve these goals. The findings of this study reflect the personal perspectives of EFL teachers regarding their accountability and professional development. Future research involving classroom observations could offer a more comprehensive evaluation of how teacher accountability influences professional development and awareness. Additionally, subsequent studies might benefit from including a broader range of participants from diverse regions of a country, as cultural and social differences can affect outcomes. Researchers should also consider the potential influence of intrinsic moral factors on participants' responses to questionnaires. In related research, employing alternative assessment tools, such as teacher interviews or a combination of evaluative instruments, may provide deeper insights into the relationship between professional accountability and professional development. Future studies could also explore the impact of variables such as gender, age, and academic qualifications on teachers' professional accountability and their sense of professional development.

### **Acknowledgments**

We would like to express our sincere gratitude to all EFL teachers who participated in the process of data gathering of the study.

### **Declaration of Conflicting Interests**

The authors declare that there are no conflicts of interest regarding the publication of this article. All funding sources and affiliations have been disclosed, and there are no financial or personal relationships that could influence the work presented.

### **Funding**

The authors declare that no funding was received for this study.

### **Declaration of AI-Generated Content**

The content of the present article was created solely by human effort, without any assistance or input from artificial intelligence tools or systems.

### **References**

- Abadzni, H. (2017). *Accountability and its educational implications: Culture, linguistics, and psychological research*. NY: Scientific and Cultural Organization. <https://doi.org/10.1080/23311983.2020.1870066>
- Abbasi, F., & Tabatabaee-Yazdi, M. (2021). EFL teachers' personality traits and their sense of technophobia and technophilia. *Journal of Research in Techno-based Language Education*, 1(2), 1-14. DOI: [10.22034/jrtle.2021.138943](https://doi.org/10.22034/jrtle.2021.138943)
- Adedoyin, O., & Okere, E. (2017). The significance of inclusion concept in the educational system as perceived by junior secondary school teachers: Implications for teacher training programs in Botswana. *Global Journal of Social Sciences Studies*, 3(1), 13-28. DOI: 10.20448/807.3.1.13.28

- Arkani, H. (2023). On the Relationship between Iranian ESP Teachers' Technological Pedagogical Content Knowledge and their Reflective Teaching in Online Classrooms. *Journal of Research in Techno-based Language Education*, 3(2), 19-34. DOI: [10.22034/jrtle.2023.392871.1042](https://doi.org/10.22034/jrtle.2023.392871.1042)
- Attarwala, P. A. R. U. L. (2015). A study of teachers' accountability in relation to teachers' professionalism of primary schools of Kadi. *International Journal of Research in Humanities & Soc. Sciences*, 3(8), 47-50. DOI:<http://www.raijmr.com> 08\_08
- Asadi, E., & Motalebzadeh, Kh. (2013). Classroom observation: A factor for Iranian EFL teachers' professional development and their students' achievements. *Special Issue on Teaching and Learning*, 2 (2), 523-532. DOI: <https://european-science.com/3638>
- Birjandi, P., & Bagherkazemi, M. (2010). The relationship between Iranian EFL teachers' critical thinking ability and their professional success. *English Language Teaching*, 3 (2), 135-145.
- Burke, J. (2005). Achieving accountability in higher education: *Balancing public, academic, and market demands*. San Francisco: Jossey-Bass.
- Cheng, M. (2012): Accountability and professionalism: A contradiction in terms?, *Higher Education Research & Development*, 2, 1-11. DOI: <https://www.tandfonline.com/doi/abs/10.1080/07294360.2011.653960>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Boston, MA: Pearson. DOI: <http://nuir.nkumbauniversity.ac.ug/handle/20.500.12383/985>
- Dangara, U. Y. (2016). Accountability in education: An Imperative for service delivery in nigerian school systems. *Akwanga Journal of Education and Research*, 1 (1), 264- 272. DOI: [https://european-science.com/eojnss\\_proc/article/viewFile/3638](https://european-science.com/eojnss_proc/article/viewFile/3638)
- Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record*, 106(6), 1047-1085.
- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Day, C., & Sachs, J. (Eds.). (2004). *International handbook on the continuing professional development of teachers*. England: Open University Press. DOI: <https://researchers.mq.edu.au/en/publications/professionalism>
- Day, P., & Klein, R. (1987). *Accountabilities: Five public services*. London: Tavistock. Department of Education and Science (DES) (1987). London: HMSO. DOI: <https://www.worldcat.org/title/accountabilities-five-public-services/oclc/17412398>
- Habibi, N., & Ganjali, R. (2021). On the Relation between Iranian EFL Teachers' Sense of Professional Identity and their Responsibility. *Iranian Journal of Applied Language Studies*, 13(1), 67-76. DOI: 10.22111/ijals.2021.6199.
- Henkel, M., & Little, B. (1999). *Changing relationships between higher education and the state*. London: Jessica Kingsley. DOI: <https://www.amazon.com/Changing-Relationships-Between-Higher-Education/dp/185302645X>
- Herzallah, A. A. (2011). *Professional development obstacles facing primary English language teachers in Northern Gaza*. Gaza: The Islamic University of Gaza. DOI: <https://d1wqtxts1xzle7.cloudfront.net/68618948>
- Hodgetts, K. (2010). Boys' underachievement and the management of teacher accountability. *Discourse: Studies in the Cultural Politics of Education*, 31 (1), 29-43. <https://doi.org/10.1080/01596300903465401>
- Hurley, N., Lu, D. & Hurley, R. (2015). An investigation of the values and attitudes of teachers toward teacher accountability in China and Canada. *Us- China Education Review*, 5 (10), 619- 630. DOI:10.17265/2161-6248/2015.10.001
- Ingersoll, R. M., & Collins, G. J. (2017). Accountability and control in american schools. *Journal of Curriculum Studies*, 49 (1), 75-95. <https://www.tandfonline.com/doi/abs/10.1080/00220272.2016.1205142>
- Inusah S. (2014). Teacher motivation and professional practice in public pre-tertiary schools in Ghana. Faculty of Education, Monash University Australia. *Journal of Educational Administration*, 12, 2-25. DOI:[10.2304/pfie.2014.12.5.718](https://doi.org/10.2304/pfie.2014.12.5.718)

- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.  
<https://journals.sagepub.com/doi/abs/10.1177/001316447003000308>
- Loughran, J., & Hamilton, M. L. (2016). *Developing an understanding of teacher education*. In *International handbook of teacher education*. London: Springer. DOI:  
[https://link.springer.com/chapter/10.1007/978-981-10-0366-0\\_1](https://link.springer.com/chapter/10.1007/978-981-10-0366-0_1)
- Mbiti, I. M. (2016). The need for accountability in education in developing countries. *Journal of Economic Perspectives* 30(3), 109–132. DOI:  
<https://www.aeaweb.org/articles?id=10.1257/jep.30.3.109>
- Moon, J. A. (2004). *A handbook of experiential and reflective learning*. Oxon: Routledge Falmer.  
<https://doi.org/10.4324/9780203416150>
- Nakpodia, E.D. & Okeimute, AR. (2011). Teacher’s accountability in Nigeria education system: Perception of teachers and administrators in Delta State. *International NGO Journal* 6 (7), 152-158. DOI:10.5897/NGOJ11.009
- Nawab, A. (2020). Monitoring and accountability in professional development of teachers in rural pakistan. *Journal of International and Comparative Education*, 9 (2), 77- 89. DOI:  
<https://ejournal.um.edu.my/index.php/JICE/article/view/26692>
- Nesaei, H., & Kazemi, S. (2024). On the relationship between Iranian EFL teachers' technological pedagogical content knowledge (TPCK) and their willingness to attend Continuing professional development (CPD) courses. *Journal of Research in Techno-based Language Education*, 4(1), 1-18. DOI: [10.22034/jrtle.2023.397621.1045](https://doi.org/10.22034/jrtle.2023.397621.1045)
- Okafor, V. E., & Ezeoba, K. O. (2019). Gender inequality in teaching and teacher education program: Assessment and analysis of Anambra State, Nigeria. *American Journal of Education and Learning*, 4(2), 184-190.  
 DOI: <https://ideas.repec.org/a/onl/ajoeal/v4y2019i2p184-190id60.html>
- Öztuzcu Küçükbere R., & Balkar B. (2021). Teacher accountability for teacher occupational professionalism: the effect of accountability on occupational awareness with the mediating roles of contribution to organization, emotional labor and personal development. *Journal on Efficiency and Responsibility in Education and Science*, 14 (3), 167-179. DOI:  
<https://files.eric.ed.gov/fulltext/EJ1317948>
- Padillo, G. G., Manguilimotan, R. P., Capuno, R. G. & Espina, R. C. (2021). Professional development activities and teacher performance. *International Journal of Education and Practice*, 9 (3), 497-506. DOI: <https://files.eric.ed.gov/fulltext/EJ1328399>
- Pollitt, C. (2003). *The essential public manager*. London: Open University Press/McGraw-Hill.  
 DOI: <https://www.scirp.org/1253277>
- Ramzek, B. S. & Dubnick, M. J. (2000). *Accountability*. NY: Westview Press. DOI:  
<https://www.emerald.com/insight/content/doi/10.1108/IJOTB-06-03-2003>
- Richards, J.C., & Farrell, T. (2005). *Professional development for language teachers: strategies for teacher learning*. Cambridge: Cambridge University Press. DOI:  
<https://www.researchgate.net/249251998>
- Rokhyati, U. (2015). English teachers’ professional development and self-confidence in performing their profession. *International Journal on Studies in English Language and Literature (IJSSELL)*, 3 (2), 78-82. DOI: <https://www.arcjournals.org/pdfs/ijsell/v3-i2/8>
- Saka, S. (2009). Student teachers, views about effects of school practice on development of their professional skills, procedia school and behavioral sciences. *Journal of Teacher Education*, 61(11), 347-359. DOI:  
<https://www.sciencedirect.com/science/article/pii/S1877042809002845>
- Scher, L, & O’Reilly, F. (2009). Professional development for K–12 math and science teachers: What do we really know. *Journal of Research on Educational Effectiveness*, 2 (3), 209-49.  
<https://www.tandfonline.com/doi/abs/10.1080/19345740802641527>
- Sinclair, A. (1995). The chameleon of accountability: Forms and discourses. *Accounting, Organizations and Society*, 20(2/3), 219–237.  
 DOI: <https://www.sciencedirect.com/science/article/abs/pii/0361368293E0003>

- Smith, W. C. & Benavot, A. (2019). Improving accountability in education: importance of structured democratic voice. *Asia Pacific Education Review*, 20 (2), 193- 205. DOI: <https://link.springer.com/article/10.1007/s12564-019-09599-9>
- Tabatabaee Yazdi, M., Motallebzadeh, K., Ashraf, H., & Baghaei, P. (2018). Development and validation of a Teacher Success Questionnaire using the Rasch model. *International Journal of Instruction*, 11(2), 125-129. 4. <https://doi.org/10.12973/iji.2018.11210a>
- Torres, A. C., & Weiner, J. M. (2018). The new professionalism? Charter teachers' experiences and qualities of the teaching profession. *Education Policy Analysis Archives*, 26(19), 2-29.
- Zarei, L., Bagheri, M. S., Sadighi, F., & Agosto, V. (2019). Educational accountability in EFL contexts: providing remedies. *Cogent. Educ.*, 2, 125-136. DOI:[10.1080/2331186X.2019.1669381](https://doi.org/10.1080/2331186X.2019.1669381)