
A STUDY OF RELATIONSHIP BETWEEN SECONDARY SCHOOL TEACHERS' COLLEGIAL PRACTICES AND PROFESSIONAL COMMITMENT

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ABSTRACT

The goal of this study was to discover the link between secondary school teachers' collegial practises and their professional dedication. This study used a correlational research design. Both a questionnaire on collegial behaviours and a second on professional commitment were utilised to gather data for this study. For this study, researchers gathered a sample of 240 Lahore District secondary school teachers (120 men and 120 women). The selection of the sample was accomplished by the use of a multistage sampling procedure. The social science statistics programme was used to tabulate and analyse the data that was acquired using instruments (SPSS). An inferential test and a t-test with an independent sample were utilised, together with the Pearson correlation coefficient, in order to answer the study question. In this study, secondary school teachers' collegial behaviours and their professional dedication were found to be significantly different. Furthermore, secondary school teachers' collegial practises were found to have a substantial association with their professional commitment. Teachers should be encouraged to cultivate collegiality among them so that they can more successfully and efficiently carry out their responsibilities in

schools, as was previously stated.

KEYWORDS

Professional Commitment, Collegial Practices, Secondary School Teachers

INTRODUCTION

Hartfield (2006) found that many organizations have attempted to describe the expected behaviours or activities of the teachers and referred to collegial practices. Aside from the relationships they made and the expressive behaviours these ties allowed, he observed that instructors were pleasant in their workplaces because of the positive atmosphere they created. Deal and Peterson (1998), who analysed a large volume of research on organizational culture, leadership, and on change experts, found that strong collegial practices had several functions, such as facilitating productivity, improving decision making and collaborative aspects, building professional commitment activities for solving problems, supporting change process, increasing motivation, and diverting attention to daily behaviours on values.

Though researchers have been trying to understand various concepts and their interdependency for decades, the relationship between collegial practices and professional commitment in school setting remains unclear. However, there is clear indication that collegial practices and professional commitment should not be explored as separate concepts, but as dependent factors in relation to school effectiveness and student achievement because collegial practices encompasses all the routine behaviours and practices of teachers and other professional personnel. According to Hartfield (2002), collegial practices can be defined as, teachers and their colleagues do routinely. Thus literature gave a clear indication of further exploring the collegial practices and their relationship to professional commitment. Therefore, the overarching question or the theme in this research is to find the relationship between collegial practices and professional commitment.

LITERATURE REVIEW

Collegial Practices

Campbell and Southworth (1992) describe collegiality as a hazy and imprecise notion and Little (1990) calls it conceptually amorphous and ideologically sanguine. Ihara (1988) indicated that collegiality is an indefinable, vague and implicit notion and subsequently having little influence on outcome variables. There are, however, some commonalities in the literature, whether associated with principals or not, the most significant being the regularity with which educators placed a high value on the professional and the personal value of collegial practices.

The review depicts the underlying conditions of collegiality that permeate the literature

including trust, teamwork, problem solving, sharing of concerns, kindness, cooperation, time allocated to learning and off-site peer group arrangements. Associated with these themes, collegiality is regularly written about in connection with structures such as teamwork and cooperative learning, networking and communities of learners (Barth, 1991; Connors, 2002; Cooper & Boyd, 1994). It is also identifiable in relation to other pragmatic concepts such as peer collaboration, peer coaching and communities of practice. Collegiality is sometimes seen as a communal emancipator concept which utilizes peer learning (Dussault & Barnett, 1996; Fielding, 1999; Joyce & Showers, 1982; Ponticell, 1995; Wenger, 1998).

Fielding (1999) described collegiality it as a reciprocally active and positive behaviour and attitude between colleagues; it is mutual coordination which cannot be continued by only one party and person. Cunningham and Gresso (1993) suggest that collegiality is a relationship and nearness between persons and parties for working and running of organization and business, for achievement of personal and organizational goals and interest.

Stodgill (1974) suggests in the 1970s that there were eleven perspectives of collegial practices to be considered for the professional commitment of the teachers. These have relevance to the way teachers use in schools and how these collegial practices catered for their learning needs and performing complex tasks in friendly and working environment of school. They included the effectiveness of personality, the art of compliance, the practices of influence, teamwork, the art of encouragement, certain actions and behaviours, the authority of relationships, achievement of objective, effective collaboration, distinguished role and the origination of effective framework.

Professional Commitment

"The degree to which one identifies with one's profession and accepts its principles," according to Morrow and Goetz (1988). In Morrow and Wirth (1989), "Professional commitment is an acceptable notion for capturing at least some of the career emphasis dimension of job commitment." As O'Reilly (1991) puts it, "Commitment is often understood as an individual's psychological link to the organisation, encompassing a sense of job-involvement, loyalty, and confidence in the company's principles".

Dave (1998) described that effective and efficient educators are those who are expert, skilful and committed with teaching and instructional activities. He elaborates the five areas of a teacher commitment, namely: commitment towards students, commitment for society, commitment towards profession, commitment for maximum achievements and commitment for human welfare. Mariados (2000) explain that "Commitment is a basic and deep value of emotional intelligence. It means aligning with the goals of a group or organization and applying oneself completely for a cause."

Professional commitment has been defined by Mayer, Allen and Smith (1993) as consisting of three parts: affective commitment, normative commitment, and continuation commitment. Having an emotional and behavioural attachment to one's career is referred to as "affective professional commitment." Due to their desire to actively engage in their chosen field and the activities associated with it, employees and workers who have a higher level of affective professional commitment join professional organisations.

Affective Commitment (AC)

As per Meyer et al. (1993) affective commitment is the type of commitment which based on personal and individual behavioural and emotional attachment with organization and institution. It is about emotional and behavioural attachment with profession and professional activities because workers want to spend their time in organization and participate in their specific profession of that organization.

Continuity Commitment (CC)

Meyer et al. (1993) stated that continuity commitment is the type of commitment which based on personal and individual material and emotional lose and costs on leaving of organization and institution. It is about emotional and material fair of lose from leaving the specific organization and profession. Therefore, workers feel lose and want to spend their time and participate in their specific profession.

Commitment to a Norm (CN)

Normative commitment is the type of commitment which based on personal and individual sense and feelings of responsibility to perform professional duties. It is about feeling and ideology of workers to perform the professional duties is their duty and responsibility. Therefore, workers feel and think that the performance of professional duty is their responsibility (Meyer et al., 1993).

An initial investigation of the literature in the field of collegial based professional commitment for secondary school teachers indicated that there was a gap that a descriptive study of this kind could fill. Hossler (2000) has pointed out that collaboration and collegiality among secondary school teachers has rarely been studied or acknowledged. In one of the more recent examinations of this under-researched topic she called for more descriptive studies to verify the factors associated with collegiality, and for further work to determine how it can be encouraged and facilitated by secondary school teachers.

Duignan (1985) evaluated the effectiveness of the secondary education and Bazeley (1989) and Adie (1988) looked at collegial practices in different context. While their work provided important guidance for this study they did not focus on the conditions

of collegiality, nor the longevity of collegial practices. By investigating what the people think about collegial practices, the intentions of the practicing collegial practices in schools and its expected outcomes, this study fills a need identified by Fielding (1999). This study attempts to uncover the intensity of the meaning of the collegial practices and using these collegial practices in school to attain better results.

In Barnett and Meuller's (1989) longitudinal study of a particular professional commitment initiative on the behaviours and attitudes of secondary school teachers, they refer to the paucity of research on impacts of in-service training and education programs for secondary school teachers. Thomas and Hornsey's (1999) longitudinal studies of different schools' work highlight the needs of teachers as they move from their settlement period as neophytes through a decade of practice. Their work recommends ways to better prepare new school teachers for their role in schools, however, there is little material available on how a group of teachers might utilize collegial practices established in schools in different situations to sustain their long term professional commitment.

RESEARCH OBJECTIVES

1. To assess the perceptions of teachers regarding collegial practices in secondary schools.
2. To investigate the perceptions of teachers regarding professional commitment.
3. To ascertain the difference in the collegial practices of male and female teachers teaching in secondary schools.
4. To analyze the difference in the professional commitment of male and female teachers teaching in secondary school?
5. To assess the relationship between secondary teachers' collegial practices and their professional commitment?

RESEARCH QUESTIONS

1. What are the perceptions of teachers regarding collegial practices in secondary schools?
2. What are the perceptions of teachers regarding professional commitment?
3. Is there any difference in the collegial practices of male and female teachers teaching in secondary schools?
4. Is there any difference in the professional commitment of male and female teachers teaching in secondary school?
5. Is there any relationship between secondary teachers' collegial practices and their professional commitment?

RESEARCH METHODOLOGY

Using a descriptive and correlational research design, this study examined the link

between secondary school teachers' collegial behaviours and their professional dedication. A total of 240 secondary school teachers from Lahore, Punjab, Pakistan, participated in this study. Multistage sampling was used in this investigation to choose the sample. Two scales were used to collect data: the Professional Commitment Scale established by Allen and Meyer (1990) and the Collegial Practices Scale developed in light of prior research by Pascal and Leone (1970) and Alenezi (2008) (strongly agree). Using a sample of 50 instructors, the reliability of the Collegial Practices Scale and the Professional Commitment Scale were both 0.82. SPSS was used to analyse the data, which was obtained by the researchers themselves.

DATA ANALYSIS AND RESULTS

Table 1 : Perceptions of teachers regarding collegial practices in secondary schools

Sr. No.	Statement	Mean	SD
1	Teachers believe that students have the potential to learn and achieve.	3.44	1.217
2	Administration facilitates an atmosphere for better academic achievement.	3.24	1.344
3	New ideas are respected by the colleagues during discussions.	3.49	1.338
4	Colleagues' behaviour effect on teaching process.	3.61	1.262
5	Colleagues are committed to use multiple skills and tools in instructional process.	3.39	1.340
6	Trainee teachers are respected as professional teachers.	3.03	1.349
7	Teachers encourage one another to do what is right.	3.43	1.278
8	Teachers 'Conflicts are minimize by their colleagues.	3.51	1.169
9	Teachers are empowered in solving students' issues.	3.29	1.164
10	Teachers unite their efforts in student learning achievement.	3.58	1.383
11	The driving force behind students' achievement is team effort.	3.38	1.407
12	Peers' supporting behaviours effects on the motivation of students.	3.16	1.170
13	Teachers modified the Strategies that have no impact on students' progress.	3.77	1.083
14	Teachers play leadership role to make school	3.51	1.270

	culture more effective and lively for working.		
15	There is on-going analysis of data for mentoring student needs and to track progress.	3.53	1.309
16	Strategies that are promising for learning achievement are promoted.	3.61	1.276

This table represent the mean and SD for perceptions of secondary school teachers about collegial practices. The statement 13 has highest mean while statement 6 has lowest mean value. The mean value of all statements is above 3 which indicates that maximum teachers perceived collegial practices satisfactory and above average mean value.

Table 2: Perceptions of teachers regarding professional commitment

Sr. No.	Statement	Mean	SD
1	PC1	3.30	1.401
2	PC2	3.26	1.398
3	PC 3	3.73	1.241
4	PC4	3.47	1.319
5	PC5	3.65	1.320
6	PC6	3.28	1.371
7	PC7	3.27	1.421
8	PC8	3.63	1.256
9	PC9	3.49	1.283
10	PC10	3.60	1.266
11	PC11	3.25	1.333
12	PC12	3.81	0.967
13	PC13	3.01	1.270
14	PC14	2.62	1.091
15	PC15	3.27	1.359
16	PC16	3.78	1.049
17	PC17	3.53	1.309
18	PC18	3.77	1.083
19	PC19	3.61	1.276
20	PC20	3.38	1.407

Note: PC= Professional Commitment

This table represent the mean and standard deviation for perceptions of secondary school teachers about professional commitment. The statement 12 has highest mean while statement 14 has lowest mean value. The mean value of all statements is above 3 except statement 14 which indicates that maximum teachers perceived professional commitment satisfactory and above average mean value.

Table 3: Comparison between male and female teachers' perception about collegial practices

Gender	N	Mean	SD	Df	t-value	Sig. (2 tailed)
Male	120	124.63	11.085	75.085	1.738	0.041
Female	120	127.77	11.525			

$p \leq 0.05$

Using an independent sample t-test, secondary school teachers' perceptions of collegial practises were compared between men and women. Men's scores (M = 124.63, SD = 11.085) and women's scores (M = 127.77, SD = 11.525) differed significantly. Calculated significant value (0.041) is less than (0.05) level of significance. As a result, it was discovered that there was a statistically significant difference in the impression of collegial practises between female and male teachers. Collaborative practises among female secondary school teachers were shown to be superior to those among male secondary school teachers.

Table 4: Comparison between female and male teachers' regarding professional commitment

Variable	N	Mean	SD	Df	t-value	Sig. (2 tailed)
Male	120	108.58	15.632	238	1.569	0.029
Female	120	112.45	13.762			

$p \leq 0.05$

The professional dedication scores of male and female instructors were compared using an independent sample t-test. A significant difference was found between males (M = 108.58, SD = 15.632) and females (M=112.45, SD=13.762) in the t-value (1.569). As a result, it was discovered that there was a statistically significant difference in the perception of professional dedication among male and female instructors. Female teachers were found to be more dedicated than their male counterparts, according to the study.

Table 5: Means, standard deviation and correlation co-efficient between secondary school teachers' collegial practices and professional commitment

Measure	Mean	SD	1	2
Collegial Practices	116.88	14.687	–	
Professional Commitment	118.04	16.282		0.784

$p \leq 0.01$ (Sig. 2-tailed)

Pearson Correlation Coefficient was used to study the relationship between secondary

school teachers' perceptions of collegial practices (evaluated by the Collegial Practices Scale) and professional commitment (assessed by the Professional Commitment Scale). To ensure that the assumptions of normality, linearity, and homoscedasticity were not invalidated, preliminary analyses were conducted. Significantly higher levels of collegial practices and professional commitment were shown to be connected with each other ($r=0.784$; $n = 240$; $p=0.01$), according to this study. As a result, it was established that the Collegiate Practices Scale indicated a high, positive link between secondary school teachers' collegial practices and their professional dedication (as measured by Professional Commitment Scale).

DISCUSSION

This study focuses to explore the relationship between secondary school teachers' collegial practices and their professional commitment. The secondary school teachers showed a positive response towards collegial practices. According to the secondary school teachers, collegial practices play a vital role in decision making and these are also helpful in the academic development of the students. Butcher and Prest (1999) also concluded similar kind of findings. Second research question was also analysed using descriptive statistics to assess the perception of secondary school teachers' perception about professional commitment. The teachers said that they were professionally committed to perform effectively in their respective organization. These findings are also congruent to Barth (1991; 2001). To assess the difference between secondary school teachers' collegial practices and professional commitment, Independent Sample t-test was used. The result indicated that there was a significant difference in secondary school teachers' collegial practices and professional commitment. The secondary school teachers prefer collegial practices in school might be the reason behind this significant difference. Ponticell (1995) also found similar kind of findings. The male and female secondary school teachers were professionally committed to perform their duties in their respective schools might be the reason behind this significant difference in the professional commitment (Sergiovanni, 1987; Wood & Thompson, 1980). Pearson Product Moment Correlation (r) was used to check the relationship between secondary school teachers' collegial practices and professional commitment. A strong positive correlation was noted in secondary school teachers' collegial practices and professional commitment. As collegial practices provide help the teachers in performing their professional duties in school. Therefore, these are closely related to each other (Hangreaves & Fullen, 1998; Lieberman, 1990; McLaughlin, 1997).

Secondary school teachers' collegial behaviours and their professional dedication were the focus of this study. The study reveals that descriptive statistics were used to analyse the data for the first and second research questions. Independent Sample t-test was performed to examine the difference between secondary school teachers' collegial

behaviours and professional dedication. Secondary school teachers' collegial behaviours diverge significantly from their professional commitments, according to this study. It was utilised to examine the correlation between teachers' collegial behaviours and their professional dedication to their career. Secondary school teachers' collegial behaviours and their professional commitment are strongly linked.

RECOMMENDATIONS

Therefore, it has been recommended that collegial practices should be practiced in schools to make the school environment more efficient and appropriate for teaching and learning process. The higher level of professional commitment among teachers increases the progress of teachers and students. Therefore, teachers should perform their job with high professional commitment.

The collegial practices are related to the professional commitment so teachers should enhance collegiality among each other so that they can perform their job duties more effectively and efficiently in schools. In this way, the performance and the progress of the school can also be enhanced.

This study explored the relationship between secondary school teachers' collegial practices and professional commitment. This research was conducted at secondary school level. Future research in this domain can be conducted at elementary school level, college and university level.

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