## References

- Abdullah, J. (2009, Feb 18). Lowering teacher attrition rates through collegiality. *Academic Leadership the online Journal*, 7(1). Retrieved from http://www.academicleadership.org/emprical\_research/531.shtml
- Abel, J. (2005). Professional learning teams: Developing professional learning communities and improving instruction. Northwest Regional Educational Laboratory. Retrieved from http://www.nwrel.org/scpd/sslc/institutes\_2005/documents/abel\_plt\_overview.pdf
- Abramson, R., Rahman, S., & Buckley, P. (2005). *Tricks and traps in structural equation modelling: A GEM Australia example using AMOS Graphics*. Paper presented at the Australasian Business & Behavioral Sciences Association Conference (August 5-7), Cairns, Australia.
- Achinstein, B. (2002). Conflict amid community: The micro-politics of teacher collaboration. *Teachers College Record*, 104(3), 421–455.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1–18.
- Allen, N. J., & Meyer, J. P. (1993). Organizational commitment: Evidence of career stage effects? *Journal of Business Research*, 26(1), 49–61.
- Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49, 252–276.
- Allen, N. J., & Meyer, J. P. (2000). Construct validation in organizational behavior research: The case of organizational commitment. In R. D. Goffin & E. Helmes (Eds.) *Problems and solutions in human assessment* (pp. 285–314). Norwell, MA: Kluwer.

- Allinder, R. M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education*, 17(2), 86–95.
- Alvi, S. A., & Ahmed, S. W. (1987). Assessing organizational commitment in a developing country: Pakistan, a case study. *Human Relations*, 40(5), 267–280.
- The American Heritage Dictionary of the English language, 4th ed. (2000). [Online version]. Retrieved from http://www.bartleby.com/cgi-bin/texis/webinator/ahdsearch?search\_type=enty&query=collaboration&db=ahd&Submit=Search
- Anderman, E., Smith, J., & Belzer, S. (1991, April). *Teacher commitment and job satisfaction: The role of school culture and principal leadership*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A two-step approach. *Psychological Bulletin*, 103(3), 411–423.
- Andrews, D., & Lewis. M. (2000, July). Creating a school for the 21<sup>st</sup> Century:

  Experiences of a professional community. In L. Richardson & J. Lidstone (Eds.),

  Flexible learning for a flexible society. Refereed proceedings of ASET/ HERDSA

  Conference, Toowoomba, Australia.
- Angle, H. L., & Perry, J. L. (1981). An empirical assessment of organizational commitment and organizational effectiveness. *Administrative Science Quarterly*, 26(1), 1–14.
- Angle, H. L., & Perry, J. L. (1983). Organizational commitment: Individual and organizational influences. *Work and Occupations*, *10*(2), 123–146.
- Aranya, N., & Ferris, K. R. (1983). Organizational-professional conflict among U.S. and Israeli professional accountants. *Journal of Social Psychology*, *119*, 153–161.
- Aranya, N., & Jacobson, D. (1975). An empirical study of theories of organizational and occupational commitment. *Journal of Social Psychology*, 97, 15–22.

- Aranya, N., Pollock, J., & Amernic, J. (1981). An examination of professional commitment in public accounting. *Accounting, Organizations and Society*, 6, 271–280.
- Armor, D., Conroy-Oseguera, P., Cox, M., King, N., McDonnell, L., Pascal, A., ... Zellman, G. (1976). *Analysis of the school preferred reading program in selected Los Angeles minority schools*. Santa Monica, CA: The Rand Corporation.
- Arnold, J., & Davey, K. M. (1999). Graduates' work experiences as predictors of organizational commitment, intention to leave, and turnover: Which experiences really matter? *Applied Psychology: An International Review*, 48, 211–238.
- Aryce, S., Wyatt, T., & Min, M. K. (1991). Antecedents of organizational commitment and turnover intentions among professional accountants in different employment settings in Singapore. *Journal of Social psychology*, *131*, 545–556.
- Aryee, S., & Tan, K. (1992). Antecedents and outcomes of career commitment. *Journal of Vocational Behavior*, 40(3), 288–305.
- Ashton, P. T., & Webb, R. B. (1986). Making a difference: Teachers' sense of efficacy and student achievement. New York, NY: Longman.
- Austin, J. E. (2000). Principles for partnership. *Leader to Leader*, 18, 44–50. Retrieved from www.pfdf.org/leaderbooks/L2l/fall2000/austin.html
- Balfour, D. L., & Wechsler, B. (1996). Organizational commitment: Antecedents and outcomes in public organizations. *Public Productivity & Management Review*, 19(3), 256–277.
- Byrne, B. M. (2009). *Structural Equation Modeling with AMOS: Basic concepts, applications, and programming* (2nd ed.). (Multivariate Applications Series). New York, NY: Routledge.
- Baron, D. (2005). The national school reform faculty: Reforming schools from the inside.

- Educational Horizons, 84(1), 17–28.
- Barrett, A. (2006). Collaboration as a best practice in Tennessee elementary schools (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Database. (AAT 3234216).
- Barth, R. S. (1990). *Improving schools from within*. San Francisco, CA: Jossey-Bass.
- Barth, R. S. (1999). The teacher leader. Providence, RI: The Rhode Island Foundation.
- Barth, R. S. (2001). *Learning by heart*. San Francisco, CA: Jossey-Bass.
- Barth, R. S. (2006). Improving relationships within the schoolhouse. *Educational Leadership*, 63(6), 8–13.
- Bartol, K. M. (1979). Professionalization as a predictor of organizational commitment, role stress, and turnover: A multidimensional approach. *Academy of Management Journal*, 22, 815–821.
- Bateman, T. S., & Strasser, S. (1984). A longitudinal analysis of the antecedents of organizational commitment. *Academy of Management Journal*, 27(1), 95–112.
- Baugh, S., & Roberts, R. (1994). Professional and organizational commitment among engineers: Conflicting or complementing? *Engineering Management*, 41(2), 108–114.
- Becker, H. S. (1960). Notes on the concept of commitment. *American Journal of Sociology*, 66, 32–40.
- Becker, H. S., & Carper, J. W. (1956). The development of identification with an occupation. *American Sociological Review*, *32*, 341–347.
- Becker, T. E., Billings, R. S., Eveleth, D. M., & Gilbert, N. L. (1996). Foci and bases of employee commitment: Implications for job performance. *Academy of Management Journal*, *39*(2), 464–482.

- Bedeian, A. G., Kemery, E. R., & Pizzolatto, A. B. (1991). Career commitment and expected utility of present job as predictors of turnover intentions and turnover behavior. *Journal of Vocational Behavior*, *39*, 331–343.
- Benkhoff, B. (1997). Disentangling organizational commitment: The dangers of the OCQ for research policy. *Personnel Review*, 26(2), 114–131.
- Bentler, P. M. (2005). *EQS 6 Structural Equations program manual*. Encino, CA: Multivariate Software.
- Bezzina, C. (2006). The road less traveled: Professional communities in secondary schools. *Theory into Practice*, 45(2), 159–167.
- Billingsley, B. S., & Cross, L. H. (1992). Predictors of commitment, job satisfaction, and intent to stay in teaching: A comparison of general and special educators. *Journal of Special Education*, 25(4), 453–472.
- Bishop, J. M. (1977). Organizational influences on the work orientations of elementary teachers. *Sociology of Work and Occupation*, *4*, 171–208.
- Blase, J., & Blase, J. R. (2001). *Empowering teachers: What successful principals do* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Blau, G. (1985). The measurement and prediction of career commitment. *Journal of Occupational Psychology*, 58, 277–288.
- Blau, G. (1988). Further exploring the meaning and measurement of career commitment. *Journal of Vocational Behavior*, *32*, 284–297.
- Blau, G. (1989). Testing the generalizability of a career commitment measure and its impacts on employee turnover. *Journal of Vocational Behavior*, *35*(1), 88–103.
- Blau, G. (2003). Testing for a four-dimensional structure of occupational commitment. Journal of Occupational and Organizational Psychology, 76(4), 469–488.
- Blau, G., & Boal, K. (1987). Conceptualizing how job involvement and organizational

- commitment affect turnover and absenteeism. *Academy of Management Review*, 12(2), 288–300.
- Blau, G., & Boal, K. (1989). Using job involvement and organizational commitment interactively to predict turnover. *Journal of Management*, 15(1), 115–127.
- Blau, G., & Lunz, M. (1998). Testing the incremental effect of professional commitment on intent to leave one's profession beyond the effects of external. *Journal of Vocational Behavior*, 52(2), 260–269.
- Blau, G., Paul, A., & St. John, N. (1993). On developing a general index of work commitment. *Journal of Vocational Behavior*, 42(3), 298–314.
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment, and organization citizenship behaviour in schools. *Teaching and Teacher Education*, 20(3), 277–289.
- Bolam, R., McMahon, A., Stoll, L., Thomas, S., Wallace, M., Greenwood, A., ... Smith, M. (2005). *Creating and sustaining effective Professional Learning Communities*. London, UK: DfES.
- Bolman, L. G., & Deal, T. E. (1991). *Reframing organizations: Artistry, choice and leadership*. San Francisco, CA: Jossey-Bass.
- Bourdieu, P. (1986). The forms of social capital. In J. G. Richardson (Ed.), *Handbook of theory and research of the sociology of education*. (pp. 241–258). New York, NY: Greeenwood Press.
- Boyer, E. L. (1983). *High school: A report on secondary education in America*. New York, NY: Harper and Row.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (1999). Teacher learning. In *How people learn: Brain, mind, experience and school* (pp. 190–205). Washington, DC: National Academy Press.

- Bredeson, P. V., Fruth, M. J., & Kasten, K. L. (1983). Organizational incentives and secondary school teaching. *Journal of Research and Development in Education*, 16(4), 52–58.
- Bremner, B., Robello, K., Schiller, Z., & Weber, J. (1991). The age of consolidation. *Business Week*, October 14, 86–94.
- Bridges, E. M., & Hallinan, M. T. (1978). Subunit size, work system interdependence, and employee absenteeism. *Educational Administration Quarterly*, 14, 24–42.
- Brierley, J. A. (1998). Accountants' organizational-professional conflict: A metaanalysis. *Journal of Psychology*, *132*(3), 291–300.
- Brooks, J. L., & Seers, A. (1991). Predictors of organizational commitment: Variations across career stages. *Journal of Vocational Behavior*, *38*, 53–64.
- Browne, M. W. (1984). Asymptotically distribution-free methods for the analysis of covariance structures. *British Journal of Mathematical and Statistical Psychology*, 37, 62–83.
- Brownell, M. T., Yeager, E., Rennells, M. S., & Riley, T. (1997). Teachers working together: What teacher educators and researchers should know. *Teacher Education and Special Education*, 20, 340–359.
- Bruffee, K. A. (1999). *Collaborative learning: Higher education, interdependence, and the authority of knowledge* (2nd ed.). Baltimore, MD: The Johns Hopkins University Press.
- Brunderman, L. A. (2006). Leadership practices that support collegiality in schools (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Database. (AAT 3237463).
- Bryk, A., Camburn, E., & Louis, K. S. (1997). *Professional community in Chicago elementary schools: Facilitating factors and organizational consequences*. Paper presented at the annual meeting of American Educational Research Association, Madison, WI. (ERIC Document Reproduction Services No. ED 412624).

- Bryk, A. S., & Driscoll, M. E. (1988). *The high school as community: Contextual influences and consequences for students and teachers*. Chicago, IL: National Center on Effective Schools.
- Bryk, A. S., & Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational Leadership*, 60(6), 40–45.
- Burley, W. W., Hall, B. W., Villeme, M. G., & Brockmeier, L. L. (1991, April). *A path analysis of the mediating role of efficacy in first-year teachers' experiences, reactions, and plans*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Burris, B. H. (1983). The human effects of underemployment. *Social Problems*, *31*, 96–110.
- Burton, J. B., Lee, T. W., & Holton, B. C. (2002). The influence of motivation to attend, ability to attend and organizational commitment on different types of absence behaviors. *Journal of Managerial Issues*, 14(2), 181–197.
- Byrne, B. M. (2001). Structural equation modeling with AMOS: Basic concepts, applications, and programming (2nd ed.). New York: Routledge.
- Cable, D. M., & DeRue, D. S. (2002). The convergent and discriminant validity of subjective fit perceptions. *Journal of Applied Psychology*, 87(5), 875–884.
- Cahill, D. J., & Sias, P. M. (1997). The perceived social costs and importance of seeking emotional support in the workplace: Gender differences and similarities. *Communication Research Reports*, *14*, 231–240.
- Caldwell, D. F., Chatman, J. A., & O'Reilly, C. A. (1990). Building organizational commitment: A multi-firm study. *Journal of Occupational & Organizational Psychology*, 63, 245–261.
- Camilleri, E. (2006). Towards developing an organizational commitment public service motivation model for the Maltese public service employees. *Public Policy and*

- *Administration*, 21(1), 63–83.
- Campbell, P., & Southworth, G. (1992). Rethinking collegiality: Teachers' views. In N. Bennett, M. Crawford, & C. Riches (Eds.), *Managing change in education: Individual and organizational perspectives* (pp. 61–79). London, UK: Paul Chapman.
- Campo, C. (1993). Collaborative school cultures: How principals make a difference. *School Organization*, *13*(2), 119–126.
- Cappelli, B. P., Katz, L., Knoke, H., Osterman, D., & Useem, R. M. (1997). *Change at work*. New York, NY: Oxford University Press.
- Carson, K. D. (1998). Career commitment, competencies, and citizenship. *Journal of Career Assessment*, 6(2), 195–208.
- Carson, K. D., & Bedeian, A. G. (1994). Career commitment: Construction of a measure and examination of its psychometric properties. *Journal of Vocational Behavior*, 44, 237–262.
- Carson, K. D., Carson, P. P., & Bedeian, A. G. (1995). Development and construct validation of a career entrenchment measure. *Journal of Occupational and Organizational Psychology*, 68, 301–320.
- Celep, C. (2000). The correlation of the factors: The prospective teachers' sense of efficacy and beliefs and attitudes about students' control. *National Forum of Teacher Educational Administration and Supervision Journal*, 17E(4).
- Chance, P. L., & Segura, S. N. (2009). A rural high school's collaborative approach to school improvement. *Journal of Research in Rural Education*, 24(5). Retrieved from http://jrre.psu.edu/articles/24-5.pdf
- Chang, K., & Chelladurai, P. (2003). Comparison of part-time and full-time workers: Commitment and citizenship behaviours in Korean sport organizations. *Journal of Sports Management*, 17, 394–416.
- Chapman, D. W. (1983). A model of the influences on teacher attrition. *Journal of*

- *Teacher Education*, *34*, 43–49.
- Chapman, D. W., & Lowther, M. A. (1982). Teachers' satisfaction with teaching. *Journal of Educational Research*, 75(4), 241–247.
- Chelte, A. F., & Tausky, C. (1987). A note on organizational commitment: Antecedents and consequences among managers, professionals, and blue-collar workers. *Work and Occupations*, 13(4), 553–561.
- Cheng, Y. C. (1990). An investigation of antecedents of organizational commitment. *Educational Research Journal*, *5*, 29–42.
- Cheung, G. W., & Rensvold, R. B. (2002). Evaluating goodness-of-fit indexes for testing measurement invariance. *Structural Equation Modeling*, 9(2), 233–255.
- Chieffo, A. M. (1991). Factors contributing to job satisfaction and organizational commitment of community college leadership teams. *Community College Review*, 19(12), 15–25.
- Chughtai, A., & Zafar, S. (2006). Antecedents and consequences of organizational commitment among Pakistani university teachers. *Applied HRM Research* 11(1), 39–64.
- Cohen, A. (1992). Antecedents of organizational commitment across occupational groups: A meta-analysis. *Journal of Organizational Behavior*, *13*(6), 539–558.
- Cohen, A. (1996). On the discriminant validity of the Meyer and Allen measure of organizational commitment: How does it fit with the work commitment construct? *Educational and Psychological Measurement*, 56(3), 494–503.
- Cohen, A. (2003). *Multiple commitments in the workplace: An integrative approach*. Mahwah, NJ: Erlbaum.
- Cohen, A. (2007). Dynamics between occupational and organizational commitment in the context of flexible labor markets: A review of the literature and suggestions for a future research agenda. ITB-Forschungsberichte 26/2007, März 2007.

- Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education*, 60(4), 232–337.
- Colarelli, S. M., & Bishop, R. C. (1990). Career commitment: Functions, correlates and management. *Group & Organization Studies*, *15*(2), 158–176.
- Coleman, J. S. (1990). *Foundations of social theory*. Cambridge, MA: Harvard University Press.
- Coleman, J. S., & Hoffer, T. (1987). *Public and private schools: The impact of communities*. New York, NY: Basic Books.
- Coleman, J. S., & Schneider, B. (1993). *Parents, Their Children, and Schools*. Books, Reports-Evaluative.
- Conway, M., & Vartanian, L. R. (2000). A status account of gender stereotypes: Beyond communality and agency. *Sex Roles*, 43, 181–199.
- Cook, L., & Friend, M. (1991). Collaboration in special education: Coming of age in the 1990s. *Preventing School Failure*, *35*(2), 24–27.
- Cousins, J. B., Ross, J. A., & Maynes, F. J. (1992). *Teacher-teacher interaction and knowledge use*. Peterborough: Ontario Institute for Studies in Education, Trent Valley Centre.
- Covey, S. R. (1991). *Principle-centered leadership*. New York, NY: Summit Books.
- Curry, J. P., Wakefield, D. S., Price, J. L., & Mueller, C. W. (1986). On the causal ordering of job satisfaction and organizational commitment. *Academy of Management Journal*, 29(4), 847–858.
- Darling-Hammond, L. (1990). Teacher professionalism: Why and how. In A. Leiberman (Ed.), *Schools as collaborative cultures*. Bristol, PA: Falmer Press.

- Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work.* San Francisco, CA: Jossey-Bass.
- Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 597–604.
- Day, C., Elliot, B., & Kington, A. (2005). Reform, standards and teacher identity: Challenges of sustaining commitment. *Teaching and Teacher Education*, 21(5), 563–577.
- Debbie, J. N. (2006). Occupational commitment, education, and experience as a predictor of intent to leave the nursing profession. *Nursing Economics*. Retrieved from http://findarticles.com/p/articles/mi\_m0FSW/is\_2\_24/ai\_n17212515/
- Den Hartog, D. N., & Belschak, F. D. (2007). Personal initiative, commitment and affect at work. *Journal of Occupational and Organizational Psychology*, 80(4), 601–622.
- Diamantopoulos, A., & Siguaw, J. A. (2000). *Introducing LISREL: A Guide for the Uninitiated* (pp. 108). London, UK: Sage.
- Diez, M., & Blackwell, P. J. (2002). *Collaboration for teacher development: Implications for the design and implementation of advanced master's programs*. Washington, DC: National Council for Accreditation of Teacher Education.
- Dillon, P. (2003). Policies to enable teacher collaboration. Retrieved from http://www.teachersnetwork.org/tnpi/research/growth/dillon.html
- Dimmock, C. (1995). Reconceptualising restructuring for school effectiveness and school improvement. *International Journal of Educational Reform*, 4(3), 285–300.
- DiPardo, A. (1997). Of war, doom, and laughter: Images of collaboration in the public-school workplace. *Teacher Education Quarterly*, 24(1), 89–104.
- Donaldson, G. A. (2001), Cultivating leadership in schools: Connecting people, purpose

- and practice. New York, NY: Teachers College Press.
- Donaldson, G., & Sanderson, D. (1996). Working together in schools: A guide for educators. Thousand Oaks, CA: Corwin Press.
- Dooley, L. M., & Lindner, J. R. (2003). The handling of non-response error. *Human Resource Development Quarterly*, 14(1), 99–110.
- DuFour, R. (2002). The learning-centered principal. *Educational Leadership*, 59(8), 12–15.
- DuFour, R. (2004). What is a "professional learning community"? *Educational Leadership*, 61(8), 6–11.
- Dunham, R. B., Grube, J. A., & Castaneda, M. B. (1994). Organizational commitment: The utility of an integrative definition. *Journal of Applied Psychology*, 79(3), 370–380.
- Dworkin, A. G. (1987). Teacher burnout in public schools: Structural causes and consequences for children. Albany, NY: SUNY Press.
- Eisenberger, R., Huntington, R., Hutchinson, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507.
- Engestrom, J. (2001). Sizing up social capital. In Y. Engestrom (Ed.), *Activity theory and social capital. Technical Report 5*. Center for Activity Theory and Developmental Work Research, University of Helsinki.
- Erb, T. O. (1997). Thirty years of attempting to fathom teaming: Battling potholes and hairpin curves along the way. In T. S. Dickinson & T. O. Erb (Eds.), *We gain more than we give: Teaming in middle schools* (pp. 19–60). Columbus, OH: National Middle School Association.
- European Foundation for the Improvement of Living and Working Conditions. (2004). Survey on quality of life in the workplace, Spanish Ministry of Labour and Social Affairs, 2004. Retrieved from

- Evans, E. D., & Tribble, M. (1986). Perceived teaching problems, self-efficacy and commitment to teaching among pre-service teachers. *Journal of Educational Research*, 80(2), 81–85.
- Evans-Stout, K. (1998). Implications for collaborative instructional practice. In D. G. Pounder (Ed.), *Restructuring schools for collaboration: Promises and pitfalls*. (pp. 121–135). Albany, NY: SUNY Press.
- Farah, I. (1997). Road to Success (RTS): Phase II, Stakeholders consultation on how primary schools change in rural Pakistan. Report prepared for the World Bank. Karachi: AKU-IED.
- Farah, I., Mehmood, T., Amna., Jaffar, R., Ashams, F., Iqbal, P., ... Gul-Mastoi, N. (1996). *Road to Success: Self-sustaining Primary School Change in Rural Pakistan*. Report prepared for the World Bank. Karachi: AKU-IED.
- Farkas, A. J., & Tetrick, L. E. (1989). A three-wave longitudinal analysis of the causal ordering of satisfaction and commitment on turnover decisions. *Journal of Applied Psychology*, 74(6), 855–868.
- Fielding, M. (1999, Sept 2-5). *Radical collegiality: Affirming teaching as an inclusive professional practice*. Paper presented at the British Educational Research Association Conference, Brighton.
- Finn Jr., D. C. (1987). What works: Research about teaching and learning. Washington, DC: United States Department of Education.
- Firestone, W. A., & Pennell, J. R. (1993). Teacher commitment, working conditions, and differential incentive policies. *Review of Educational Research*, 63(4), 489–525.
- Firestone, W. A., & Rosenblum, S. (1988). Building commitment in urban high schools. *Education, Evaluation, and Policy Analysis*, 10(4), 285–299.

- Flinders, D. (1988). Teacher isolation and the new reform. *Journal of Curriculum & Supervision*, 4(1), 17–29.
- French, J. L., & Rosenstein, J. (1984). Employee ownership, work attitudes, and power relationships. *Academy of Management Journal*, 27, 861–869.
- Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals* (2nd ed.). White Plains, NY: Longman.
- Friend, M., & Cook, L. (2000). *Interactions: Collaboration skills for school professionals* (3rd ed.). White Plains, NY: Longman.
- Fritz, J. H. (1997). Men's and women's organizational peer relationships: A comparison. *The Journal of Business Communication*, *34*(1), 27–46.
- Fullan, M. G. (1991). The new meaning of educational change. London, UK: Cassell.
- Fullan, M. G. (2003). Change agent. Journal of Staff Development, 24(1), 55–58.
- Fullan, M. G., & Hargreaves, A. (1991). What's worth fighting for? Working together for your school. Ontario, CAN: Ontario Public Schools Teachers' Federation.
- Fullan, M. G., & Stiegelbauer, S. (1991). *The new meaning of educational change*. New York, NY: Teachers College Press.
- Fulton, K., Burns, M., & Goldenberg, L. (2005). Teachers learning in communities: The TLINC strategy. *Phil Delta Kappan*, 87(4), 298–305.
- Futernick, K. (2007). A possible dream: Retaining California teachers so all students can learn {Electronic Resource} Report. California State University. Retrieved from www.calstate.edu/teacherquality/documents/possible\_dream\_exec.pdf
- Gable, R., Mostert, M., & Tonelson S. (2004). Assessing professional collaboration in schools: Knowing what works. *Preventing School Failure*, 48(3), 4–9.

- Galletti, S. (1999). School size counts. *The Education Digest*, 64(9), 15–17.
- Garmston, R. J., & Wellman, B. M. (2003). The importance of professional community. *ENC Focus 11*(7), pp. 7–9. Retrieved from www.enc.org/features/focus/archive/communities/document.shtm?input=FOC-003246-importance
- Geijsel, F., Sleegers, P., Leithwood, K., & Jantzi, D. (2003). Transformational leadership effects on teachers' commitment and effort toward school reform. *Journal of Educational Administration*, 41(3), 228–256.
- Gellatly, I. (1995). Individual and group determinants of employee absenteeism: Test of a causal model. *Journal of Organizational Behavior*, 16(5), 469–485.
- George, D., & Mallery, P. (2005). SPSS for Windows step-by-step: A simple guide and reference, 13.0 update (6th ed.). Boston, MA: Allyn & Bacon.
- Geurts, S. A. (1999). Absenteeism, turnover intention and inequity in the employment relationship. *Work and Stress*, *13*(3), 253–267.
- Ghaith, G., & Yaghi, M. (1997). Relationships among experience, teacher efficacy and attitude toward the implementation of instructional innovation. *Teaching and Teacher Education*, 13(4), 451–458.
- Gilbert, J. A., & Ivancevich, J. M. (1999). A re-examination of organizational commitment. *Journal of Social Behavior and Personality*, *14*, 385–396.
- Giles, D. (2002). Advanced research methods in psychology. Hove, UK: Routledge.
- Glickman, C., & Tamashiro, R. (1982). A comparison of first-year, fifth-year, and former teachers on efficacy, ego development, and problem solving. *Psychology in Schools*, 19, 558–562.
- Glisson, C., & Durick, M. (1988). Predictors of job satisfaction and organizational commitment in human service organizations. *Administrative Science Quarterly*,

*33*, 61–81.

- Goddard, R. D., & Skrla, L. (2006). The influence of school social composition on teachers' collective efficacy beliefs. *Educational Administration Quarterly*, 42(2), 216–235.
- Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109(4), 877–896.
- Goldenberg, C. (2004). Successful school change: Creating settings to improve teaching and learning. New York, NY: Teachers College Press.
- Goodlad, J. I. (1984). A place called school: Prospects for the future. New York, NY: MacGraw-Hill.
- Goodlad, J. I. (1999). Flow, eros, and ethos in educational renewal. *Phi Delta Kappan*, 80(8), 571–578.
- Gossen, D., & Anderson, J. (1995). *Creating the conditions: Leadership for quality schools*. Chapel Hill, NC: New View.
- Gouldner, A. (1957). Cosmopolitans and locals: Toward an analysis of latent social roles. *Administrative Science Quarterly*, 2, 281–306.
- Gouldner, A. W. (1958). Cosmopolitans and locals: Toward an analysis of latent social identity. *Administrative Science Quarterly*, *3*, 444–480.
- Goulet, L. R., & Singh, P. (2002). Career commitment: A reexamination and an extension. *Journal of Vocational Behavior*, 61(1), 73–91.
- Graham, K. C. (1996). Running ahead: Enhancing teacher commitment. *Journal of Physical Education, Recreation, and Dance*, 67(1), 45–47.

- Graves, D. H. (2001). Build energy with colleagues. *Language Arts*, 79(1), 12–19.
- Greenhaus, J. H. (1971). An investigation of the role of career salience in vocational behavior. *Journal of Vocational Behavior*, *1*, 209–216.
- Greenhaus, J. H. (1973). A factorial investigation of career salience. *Journal of Vocational Behavior*, *3*, 95–98.
- Greenhaus, J. H., & Simon, W. E. (1977). Career salience, work values, and vocational indecision. *Journal of Vocational Behavior*, *10*, 104–110.
- Greenhaus, J. H., & Sklarew, N. D. (1981). Some sources and consequences of career exploration. *Journal of Vocational Behavior*, 18, 1–12.
- Grodsky, E., & Gamoran, A. (2003). The relationship between professional development and professional community in American schools. *School Effectiveness and School Improvement*, 14(1), 1–29.
- Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. *Teachers College Record*, 103(6), 942–1012.
- Guarino, C., Santibanez, L., Daley, G., & Brewer, D. (2004). A review of the research literature on teacher recruitment and retention (Tech. No. TR-164-EDU). Santa Monica, CA: Rand Corporation. Retrieved from http://rand.org/pubs/technical\_reports/2005/RAND\_TR164.sum.pdf
- Guskey, T. R. (1984). The influence of change in instructional effectiveness upon the affective characteristics of teachers. *American Educational Research Journal*, 21(2), 245–259.
- Guskey, T. R. (1988). Teacher efficacy, self-concept and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, *4*(1), 63–69.
- Guskey, T. R. (2003). What makes professional development effective? Phi Delta

- Kappan, 84(10), 748–750.
- Hackett, R. D., Bycio, P., & Hausdorf, P. A. (1994). Further assessment of Meyer & Allen's (1991) three-component model of organizational commitment. *Journal of Applied Psychology*, 79(1), 15–23.
- Hair, J. F, Jr., Anderson, R. E., & Tatham, R. L. (1987). *Multivariate data analysis with readings* (2nd ed.). New York, NY: Macmillan.
- Hair, J. F. Jr., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis*, (6th ed.). Upper Saddle River: Pearson Prentice Hall.
- Hall, D. T. (1971). A theoretical model of career sub-identity development in organizational settings. *Organizational Behavior and Human Performance*, 6, 50–76.
- Hall, D. T., & Moss, J. (1998). The new protean career contract: Helping organizations and employees adapt. *Organizational Dynamics*, 26(3), 22–37.
- Hall, D. T., Schneider, B., & Nygren, H. T. (1970). Personal factors in organizational identification. *Administrative Science Quarterly*, 15, 176–190.
- Hall, R. H. (1968). Professionalism and bureaucratization. *American Sociological Review*, *33*, 92–104.
- Handy, C. (1994). The age of paradox. Boston, MA: Harvard Business School Press.
- Hargreaves, A. (1988). Teaching quality: a sociological analysis. *Journal of Curriculum Studies*, 20(3), 211–231.
- Hargreaves, A. (1994). Changing teachers, changing times: Teachers' work and culture in the postmodern age. London, UK: Cassell.
- Hargreaves, A. (1995). Beyond collaboration: Critical teacher development in the Postmodern Age. In J. Smyth (Ed.), *Critical discourses on teacher development*,

- (pp. 149–179). London, UK: Cassell.
- Hargreaves, A. (1997). The four ages of professionalism and professional learning. *UNICORN*, 23(2), 86–108.
- Hargreaves, A., & Dawe, R. (1989). *Paths of professional development: Contrived collegiality, collaborative culture and the case of peer coaching.* Unpublished manuscript. Ontario Institute for Studies in Education, Toronto.
- Harrison, J. K., & Hubbard, R. (1998). Antecedents to organizational commitment among Mexican employees of a US based firm. *Journal of Social Psychology*, *138*(5), 609–623.
- Hartnell-Young, E. (2006). Teachers' roles and professional learning in communities of practice supported by technology in schools. *Journal of Technology and Teacher Education*, 14(3), 461–480.
- Hausman, C. S., & Goldring, E. B. (2001). Sustaining teacher commitment: The role of professional communities. *Peabody Journal of Education*, 76(2), 30–51.
- Hawkins, W. D. (1998). Predictors of affective organizational commitment among high school principals (Unpublished doctoral dissertation). Retrieved from http://scholar.lib.vt.edu/thesis/available/edt-32298-1310/unrestricted/DISSERTATION.PDF
- Heider, K. L. (2005). Teacher isolation: How mentoring programs can help. *Current Issues in Education* [On-line], 8(14). Retrieved from http://cie.ed.asu.edu/volume8/number14/
- Hellman, C. A. (1997). Job satisfaction and intent to leave. *The Journal of Social Psychology*, 137(6), 677–689.
- Hofstede, G. (2001). Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations. Thousand Oaks, CA: Sage.

- Hord, S. M. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Austin, TX: Southwest Educational Development Laboratory.
- Hord, S. M. (1998). Creating a Professional Learning Community: Cottonwood Creek School. *Issues about Change*, *6*(2), 1–8.
- Howe, R. J. (2007). A study of teacher collaboration in a dependent school-within-school: How do teachers perceive their collaborative process and its effect on instruction? (Unpublished doctoral dissertation). University of Massachusetts, Lowell.
- Hoy, W. K., Tarter, C. J., & Bliss, J. R. (1990). Organizational climate, school health, and effectiveness: A comparative analysis. *Educational Administration Quarterly*, 26(3), 260–279.
- Hoy, W. K., Tarter, J. C., & Kottkamp, R. B. (1991). *Open schools/healthy schools: Measuring organizational climate*. California: Sage.
- Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *Elementary School Journal*, *93*(4), 335–372.
- Hrebiniak, L. G., & Alutto, J. A. (1972). Personal and role related factors in the development of organizational commitment. *Administrative Science Quarterly*, 17, 555–573.
- Huang, S. L., & Fraser, B. J. (2009). Science teachers' perceptions of the school environment: Gender differences. *Journal of Research in Science Teaching*, 46, 404–420.
- Huang, S. L., & Waxman, H. C. (2009). The association of school environment to student teachers' satisfaction and teaching commitment. *Teaching and Teacher Education*, 25 (2), 235–243.
- Huberman, M. (1993). The lives of teachers (J. Neufeld, trans.). London, UK: Cassell.

- Human Rights Commission of Pakistan (HRCP) Annual Report. (2005). The education budget in Pakistan.
- Hung, A., & Liu, J. (1999). Effects of stay-back on teachers' professional commitment. *The International Journal of Educational Management*, 13(5), 226–240.
- Inger, M. (1993). *Teacher collaboration in urban secondary schools* (ERIC/CUE Digest No. 93). New York, NY: ERIC Clearinghouse on Urban Education. Retrieved from http://vocserve.berkeley.edu/CenterFocus/CF2.html
- Ingersoll, R. M., & Alsalam, N. (1997). *Teacher professionalization and teacher commitment: A multilevel analysis*. (Research and Development Report No. 97069). Washington, DC: National Center for Education Statistics.
- Irving, P. G., Coleman, D. F., & Cooper, C. L. (1997). Further assessments of a three-component model of occupational commitment: Generalizability and differences across occupations. *Journal of Applied Psychology*, 82(3), 444–452.
- Jarzabkowski, L. M. (1999, November 29-December 2). *Commitment and compliance: Curious bedfellows in teacher collaboration*. Paper presented at the Australian Association for Research in Education and New Zealand Association for Research in Education joint Conference, Melbourne Convention Centre, Melbourne.
- Jarzabkowski, L. M. (2002). The social dimensions of teacher collegiality. *Journal of Educational Enquiry*, 3(2), 1–20.
- Jarzabkowski, L. M. (2003). Teacher collegiality in a remote Australian school. *Journal of Research in Rural Education*, 18(3), 139–144.
- Johnson, B. (2003). Teacher collaboration: Good for some, not so good for others. *Educational Studies*, 29(4), 337–350.
- Johnson, R. (1996). Antecedent and outcome of corporate refocusing. *Journal of Management*, 22(3), 439–483.

- Johnson, S. M. (1990). *Teachers at work: Achieving success in our schools*. New York, NY: Basic Books.
- John-Steiner, V., Weber, R., & Minnis, M. (1998). The challenge of studying collaboration. *American Education Research Journal*, 35 (4), 773–783.
- Jorde-Bloom, P. (1988). Factors influencing overall job satisfaction and organizational commitment in early childhood work environments. *Journal of Research in Childhood Education*, *3*(2), 107–122.
- Joreskog, K. G., & Sorbom, D. (1993). LISREL 8: Structural equation modeling with the SIMPLIS command language. Chicago, IL: Scientific Software International.
- Joyce, B. (2004). How are professional learning communities created? *Phi Delta Kappan*, 86(1), 76–83.
- Kacmar, K. M., Carlson, D. S., & Brymer, R. A. (1999). Antecedents and consequences of organizational commitment: A comparison of two scales. *Educational and Psychological Measurement*, *59*(6), 976–994.
- Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, 39(1), 31–36.
- Kalbers, L. P., & Fogarty, T. J. (1995). Professionalism and its consequences: A study of internal auditors. *Journal of Practice & Theory*, *14*(1), 64–86.
- Kaldenberg, D., Becker, B., & Zvonkovic, A. (1995). Work and commitment among young professionals: A study of male and female dentists. *Human Relations*, 48(11), 1355–1377.
- Kanter, R. M. (1968). Commitment and social organization: A study of commitment mechanisms in utopian communities. *American Sociological Review*, *33*(4), 499–517.
- Kanter, R. M. (1974). Commitment and social organisation. In D. Field (Ed.), *Social psychology for sociologists* (pp. 126–146). London, UK: Nelson.

- Karakus, M., & Aslan, B. (2009). Teachers' commitment focuses: A three-dimensioned view. *The Journal of Management Development*, 28(5), 425–438.
- Keedy, J. L. (1991). *Teacher Collegial Groups as a self-improvement strategy: Implications for instructional supervisors*. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
- Kelly, L., Zellars, K. L., Bennett, J. T., Robert, A. G., Daniel, L., & Carole, L. J. (2003). Justice and organizational citizenship: Interactive effects of impression management motives. Academy of Management Best Conference Paper.
- Kenny, D. A., & McCoach, D. B. (2003). Effect of the number of variables on measures of fit in structural equations modeling. *Structural Equations Modeling*, 10(3), 333–351.
- Ketchand, A. A., & Strawser, J. R. (1998). The existence of multiple measures of organizational commitment and experience-related differences in a public accounting setting. *Behavioral Research in Accounting*, 10, 109–137.
- Ketchand, A. A., & Strawser, J. R. (2001). Multiple dimensions of organizational commitment: Implications for future accounting research. *Behavioral Research in Accounting*, 13(1), 222–252.
- Kezar, A. (2006). Redesigning for collaboration in learning initiatives: An examination of four highly collaborative campuses. *Journal of Higher Education*, 77(5), 804–838.
- Kiesler, C. A. (1971). The psychology of commitment: Experiments linking behaviour to belief. London, UK: Academic Press.
- Knop, N., LeMaster, K., Norris, M., Raudensky, J., & Tannehill, D. (1997). What we have learned through collaboration: A summary report from a national teacher education conference. *The Physical Educator*, *54*(4), 170–180.
- Koch, J. L., & Steers, R. M. (1978). Job attachment, satisfaction, and turnover among

- public employees. Journal of Vocational Behavior, 12, 119–128.
- Konovsky, M. A., & Cropanzano, R. (1991). Perceived fairness of employee drug testing as a predictor of employee attitudes and job performance. *Journal of Applied Psychology*, 76, 698–707.
- Kruse, S. D. (1996). Collaboration efforts among teachers: Implications for school administrators. Paper presented at the annual meeting of the University Council for Educational Administration, Louisville, KY. (ERIC Document Retrieval Service No. ED 402651).
- Kruse, S. D., & Louis, K. S. (1997). Teacher teaming in middle schools: Dilemmas for a school-wide community. *Educational Administration Quarterly*, 33(3), 261–289.
- Kruse, S. D., Louis, K. S., & Bryk, A. S. (1995). An emerging framework for analyzing school-based professional community. In K. S. Louis & S. D. Kruse (Eds.), *Professionalism and community: Perspectives from urban schools*. Thousand Oaks, CA: Corwin Press.
- Kushman, J. W. (1992). The organizational dynamics of teacher workplace commitment: A study of urban elementary and middle schools. *Educational Administration Quarterly*, 28(1), 5–42.
- Lachman, R., & Aranya, N. (1986). Evaluation of alternative models of commitments and job attitudes of professionals. *Journal of Occupational Behavior*, 7, 227–243.
- Langfred, C. W. (1998). Is group cohesiveness a double-edged sword? An investigation of the effects of cohesiveness on performance. *Small Group Research*, 29(1), 124–143.
- Lawler, E. (1986). High involvement management. San Francisco, CA: Jossey Bass.
- Lawlor, M. L. (1998). Trust, collegiality and teacher efficacy: The influence of supportive leadership (Unpublished doctoral dissertation). Fordham University.
- Leana, C. R., & Pil, F. K. (2006), Social capital and organizational performance:

- Evidence from urban public schools. Organization Science, 17(3), 353–366.
- LeCompte, M. D., & Dworkin, A. G. (1991). *Giving up on school: Student dropouts and teacher burnouts*. Newbury Park, CA: Corwin.
- Lee, K., Carswell, J. J., & Allen, N. J. (2000). A meta-analytic review of occupational commitment: Relations with person- and work-related variables. *Journal of Applied Psychology*, 85(5), 799–811.
- Lee, V. E., & Smith, J. B. (1995). Effects of high school restructuring and size on early gains in achievement and engagement. *Sociology of Education*, 68(4), 241–270.
- Lee, V. E., & Smith, J. B. (1996). Collective responsibility for learning and its effect on gains in achievement and engagement for early secondary school students. *American Journal of Education*, 104(2), 103–147.
- Lee, V. E., Smith, J. B., & Croninger, R. G. (1995). Another look at high school restructuring. *Issues in restructuring schools*. Madison, WI: University of Wisconsin-Madison, Center on Organization and Restructuring of Schools, School of Education.
- Legters, N. E. (1999). *Teacher collaboration in a restructuring urban high school*. Report No. 37, Published by the Center for Research on the Education of Students Placed At Risk (CRESPAR).
- Leithwood, K., Menzies, T., & Jantzi, D. (1994). Earning teachers' commitment to curriculum reform. *Peabody Journal of Education*, 69(4), 38–61.
- Leonard, L., & Leonard, P. (1999). Reculturing for collaboration and leadership. *The Journal of Educational Research*, 92(4), 237–242.
- Leonard, L., & Leonard, P. (2003, Sept 17). The continuing trouble with collaboration: Teachers talk. *Current Issues in Education* [On-line], *6*(15). Retrieved from http://cie.ed.asu.edu/volume6/number15/
- Leonard, P. (1998). Understanding collaborative cultures: Examining values and

- *inhibitors*. Paper presented at the Annual Conference of the American Educational Research Association (1998), San Diego.
- Lewis, A. C. (2002). School reform and professional development. *Phi Delta Kappan* 83(7), 488–489.
- Lewis, L. C. (2004). Using technology for change: A case study of teacher collaboration. *Dissertation Abstracts International*, 65(4), 1236. (AAT 3131407).
- Lieberman, A. (1986). *Rethinking school improvement*. New York, NY: Teachers College Press.
- Lieberman, A. (1990). *Schools as collaborative cultures: Creating the future now*. Bristol, PA: Falmer Press.
- Lieberman, A., & Miller, L. (1990). Teacher development in professional practice and school. *Teachers College Record*, 92(1), 105–122.
- Lieberman, A., & Miller, L. (1999). *Teachers: Transforming their world and their work*. New York: Teachers College Press.
- Lincoln, J. R., & Kalleberg, A. L. (1985). Work organization and workforce commitment: A study of plants and employees in the U.S. and Japan. *American Sociological Review*, 50(6), 738–760.
- Lincoln, J. R., & Kalleberg, A. L. (1990). *Culture, control and commitment: A study of work organization and work orientations in the United States and Japan*. Cambridge, UK: Cambridge University Press.
- Liou, K. T., & Nyhan, R. C. (1994). Dimensions of organizational commitment in the public sector: An empirical assessment. *Public Administration Quarterly*, *18*(1), 99–118.
- Little, J. W. (1981). School success and staff development: The role of staff development in urban desegregated schools. Boulder, CO: Center for Action Research.

- Little, J. W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational Research Journal*, 19(3), 325–340.
- Little, J. W. (1983). Teachers as teacher advisory: The delicacy of collegial leadership. *Educational Leadership*, 43(3), 34–36.
- Little, J. W. (1987). Teachers as colleagues. In V. Richardson-Koehler (Ed.), *Educators' handbook: A research perspective* (pp. 491–510). New York, NY: Longman.
- Little, J. W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teachers College Record*, *91*(4), 509–536.
- Little, J. W. (1993). Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis*, 15(2), 129–151.
- Little, J. W. (1999). Colleagues of choice, colleagues of circumstance: A response to M Fielding. *The Australian Educational Researcher*, 26(2), 35–43.
- Little, J. W. (2006). *Professional community and professional development in the learning-centered school*. Prepared for the National Education Association.
- Little, J. W., Gearhart, M., Curry, M., & Kafta, J. (2003). Looking at student work for teacher learning, teacher community and school reform. *Phi Delta Kappan*, 85(3), 184–192.
- Little, J. W., & McLaughlin, M. W. (1993). *Teachers' work: Individuals, colleagues, and contexts*. New York, NY: Teachers College Press.
- Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.
- Liou, K. T. (1995). Understanding employee commitment in the public organization: A study of the juvenile detention center. *International Journal of Public Administration*, 18(8), 1269–1295.

- Louis, K. S. (1998). Effects of teacher quality of work life in secondary schools on commitment and sense of efficacy. *School Effectiveness and School Improvement*, 9(1), 1–27.
- Louis, K. S., & Kruse, S. D. (1995). *Professionalism and community: Perspectives on reforming urban schools*. Thousand Oaks, CA: Corwin Press.
- Louis, K. S., & Marks, H. M. (1998). Does professional community affect the classroom? Teachers' work and student experience in restructuring schools. *American Journal of Education*, 106(4), 532–575.
- Louis, K. S., & Smith, B. (1991). Restructuring, teacher engagement and school culture: Perspectives on school reform and the improvement of teacher's work. *School Effectiveness and School Improvement*, 2(1), 34–52.
- Louis, K. S., & Smith, B. (1992). Cultivating teacher engagement: Breaking the iron law of social class. In F. Newmann (Ed.), *Student engagement and achievement in American secondary schools* (pp. 119–152). New York, NY: Teachers College Press.
- Maehr, M. L., Smith, J., & Midgley, C. (1990). *Teacher commitment and job satisfaction*. Urbana: University of Illinois at Urbana-Champaign, National Center for School Leadership.
- Manouchehri, A. (2001). Collegial interaction and reflective practice. *Action in Teacher Education*, 22(4), 86–97.
- Mardia, K. V. (1970). Measures of multivariate skewness and kurtosis with applications. *Biometrika*, *57*, 519–530.
- Mardia, K. V. (1974). Applications of some measures of multivariate skewness and kurtosis in testing normality and robustness studies. *Sankhya*, *B36*, 115–128.
- Marks, H. M., & Louis, K. S. (1997). Does teacher empowerment affect the classroom? The implications of teacher empowerment for instructional practice and student achievement. *Educational Evaluation and Policy Analysis*, 19(3), 245–275.

- Martin, P. C. (2008). Collaborative practices among teachers to serve low-achieving high school ESL students (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Database. (AAT 3297009).
- Martinez-Pons, M. (1990). *Test of a three-factor model of teacher commitment*. Paper presented at the New England Educational Research Organization, Maine. (ERIC Document Reproduction Service No. ED 328 546).
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108(2), 171–194.
- McCracken, J. D., & Etuk, L. A. (1986). Commitment of Ohio vocational agriculture teachers to their profession. *The Journal of the American Association of Teacher Educators in Agriculture*, 27(2), 2–7.
- McDowell, A. L. (2004). Perceptions of work place differences among teachers in high and low performing urban high schools. *Dissertation Abstracts International*, 65(04), pp. 1201. (UMI No. 3130352).
- McGee, G. M., & Ford, R. C. (1987). Two (or more?) dimensions of organizational commitment: Reexamination of the affective and continuance scales. *Journal of Applied Psychology*, 74, 424–432.
- McLaughlin, M. W. (1993). What matters most in teachers' workplace contexts? In J. W. Little & M. W. McLaughlin (Eds.), *Teachers' work: Individuals, colleagues and contexts*. New York, NY: Teachers College Press.
- McLaughlin, M. W., & Talbert, J. E. (1993). Contexts that matter for teaching and learning: Strategic opportunities for meeting the nation's educational goals. Stanford, CA: Center for Research on the Context of Secondary Teaching.
- McLaughlin, M. W., & Talbert, J. E. (2001). *Professional communities and the work of high school teaching*. Chicago, IL: University of Chicago Press.

- McLaughlin, M. W, Talbert, J. E., & Bascia, N. (1990). *The contexts of teaching in secondary schools: Teachers' realities*. New York, NY: Teachers College Press.
- Memon, M. (2003, Aug 5-8). *Policy reforms for decentralizing education system in Pakistan: Prospects and challenges.* Paper presented at the International Congress for School Effectiveness and Improvement, Sydney Australia.
- Mencil, J. (2005). *Multipotentiality in the workplace: Person-environment fit, occupational outcomes, and emotional intelligence.* Unpublished manuscript.
- Meyer, J. P., & Allen, N. J. (1984). Testing the 'side-bet theory' of organizational commitment: Some methodological considerations. *Journal of Applied Psychology*, 69, 372–378.
- Meyer, J. P., & Allen, N. J. (1988). Links between work experiences and organizational commitment during the first year of employment: A longitudinal analysis. *Journal of Occupational Psychology*, 61, 195–209.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89.
- Meyer, J. P., & Allen, N. J. (1997). Commitment in the workplace: Theory, research, and application. Thousand Oaks, CA: Sage.
- Meyer, J. P., Allen, N. J., & Gellatly, I. R. (1990). Affective and continuance commitment to the organization: Evaluation of measures and analysis of concurrent and time-lagged relations. *Journal of Applied Psychology*, 75(6), 710–720.
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78(4), 538–551.
- Meyer, J. P., Becker, T. E., & Vandenberghe, C. (2004). Employee commitment and motivation: A conceptual analysis and integrative model. *Journal of Applied Psychology*, 89(6), 991–1007.

- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11(3), 299–326.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20–52.
- Ministry of Education, Government of Pakistan (n.d.). Statistics in Education, Academy of Educational Planning and Management (AEPAM), Retrieved from www.aepam.edu.pk/Education.htm
- Ministry of Education, Government of Pakistan, Economic Survey of Pakistan (2004-2005). Facts and Figures. Federal Bureau of Statistics and Academy of Educational Planning and Management.
- Ministry of Education, Government of Pakistan, Education Sector Reforms: Action Plan (2001-2005). Retrieved from www.moe.gov.pk/esrbook/Annex-IX%20(a).pdf
- Ministry of Education, Government of Pakistan, Educational Policy (1998-2010). Retrieved from www.moe.gov.pk/eduPolicy3.htm
- Ministry of Education, Government of Pakistan, The EFA 2000 Assessment: Country Reports (2000). Retrieved from www.unesco.org/education/wef/countryreports/pakistan/rapport\_2\_2.html
- Moorman, R. H., Niehoff, B. P., & Organ, D. W. (1993). Treating employees fairly and organizational citizenship behavior: Sorting the effects of job satisfaction, organizational commitment, and procedural justice. *Employee Rights and Responsibilities Journal*, 6, 209–226.
- Morrow, P. C. (1983). Concept redundancy in organizational research: The case of work commitment. *Academy of Management Review*, 8(3), 486–500.
- Morrow, P. C. (1993). The theory and measurement of work commitment. Greenwich,

## CT: JAI Press.

- Morrow, P. C., & Wirth, R. E. (1989). Work commitment among salaried professionals. *Journal of Vocational Behavior*, *34*, 40–56.
- Mottaz, C. J. (1987). An analysis of the relationship between work satisfaction and organizational commitment. *The Sociological Quarterly*, 28(4), 541–558.
- Mottaz, C. J. (1988). Determinants of organizational commitment. *Human Relations Journal*, 41(6), 467–482.
- Mowday, R. T. (1998). Reflections on the study and relevance of organization commitment. *Human Resource Management Journal*, 8(4), 387–401.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, *14*(2), 224–247.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (1982). *Employee-organization linkages:* The psychology of commitment, absenteeism, and turnover. San Diego, CA: Academic Press.
- Mueller, C. W., & Lawler, E. J. (1996). *Commitment to different foci: The case of nested organizational units*. Unpublished manuscript, The University of Iowa, Department of Sociology.
- Mutchler, S. E. (2005). Teacher commitment in an academically improving, high-poverty public school (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Database. (AAT 3176314).
- Nathan, J. (2002). Small schools: The benefits of sharing. *Educational Leadership*, 59(5), 71–75.
- Newmann, F. M., & Wehlage, G. G. (1995). Successful school restructuring: A report to the public and educators. Washington, DC: American Federation of Teachers.

- Ngo, H. Y., & Tsang, A. W. (1998). Employment practices and organizational commitment: Differential effect for men and women? *International Journal of Organizational Analysis*, 6(3), 251–267.
- Nias, J. (1998). Why teachers need their colleagues: A developmental perspective. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *International handbook of educational change* (pp. 1257–1271). Dordrecht, The Netherlands: Kluwer.
- Nias, J., Southworth, G., & Yeomans, R. (1989). *Staff relationships in the primary school: A study of organizational cultures*. London, UK: Cassell.
- Nir, A. E. (2002). School-based management and its effect on teacher commitment. *International Journal of Leadership in Education*, *5*(4), 323–341.
- Nollen, S., & Axel, H. (1996). *Managing contingent workers*. New York, NY: American Management Association.
- Numeroff, D. (2005). Teacher collegiality and collaboration in exemplary high school math departments (Doctoral dissertation). Florida Atlantic University, AAT 3162664.
- Numeroff, D., & Acker-Hocevar, M. (2005). *Teacher collegiality and distributed leadership in exemplary high school math departments.* Paper presented at the annual meeting of the American Education Research Association (April), Montreal, Canada.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory*. New York, NY: McGraw-Hill.
- Nussbaum, B. (1991). I'm worried about my job! Business Week, October 7, 94–97.
- Odden, C. M., & Sias, P. M. (1997). Peer communication relationships and psychological climate. *Communication Quarterly*, 45(3), 153–166.
- O'Reilly, C. A., & Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification and internalization on pro-

- social behavior. Journal of Applied Psychology, 71(3), 429–499.
- O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of Management Journal*, *14*, 487–516.
- Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behaviour. *Personnel Psychology*, 48, 775–802.
- Owen, S. (2005). The power of collegiality in school-based professional development. *Australian Journal of Teacher Education*, 30(1), 1–14.
- Pearce, J. L. (1993). Toward an organizational behavior of contract laborers: Their psychological involvement and effects on employee coworkers. *Journal of Management*, *36*, 1082–1096.
- Peterson, K. D., & Brietzke, R. (1994). *Building collaborative cultures: Seeking ways to reshape urban schools*. Urban Education Monograph Series, Oak Brook, IL: North Central Regional Educational Laboratory.
- Pfaff, M. E. (2000, April). The effects on teacher efficacy of school based collaborative activities structured as professional study groups. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Phillips, J. (2003). Powerful learning: Creating learning communities in urban school reform. *Journal of Curriculum and Supervision*, 18(3), 240–258.
- Pitner, N. J., & Charters, W. W., Jr. (1988). Principal influence on teacher commitment: Substitutes for leadership. *Educational Research Quarterly*, 12, 25–36.
- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, *59*, 603–609.
- Portes, A., & Landolt, P. (1996). Unsolved mysteries: The Tocqueville files II: The downside of social capital. *The American Prospect*, 7(26), 1–6.

- Powell, R. R., & Mills, R. (1994). Five types of mentoring build knowledge on interdisciplinary teams. *Middle School Journal*, 26(2), 24–30.
- Pressley, M., Rankin, J., & Yokoi, L. (1996). A survey of instructional practices of primary teachers nominated as effective in promoting literacy. *The Elementary School Journal*, 96(4), 363–384.
- Purkey, S., & Smith, M. (1983). Effective schools: A review. *The Elementary School Journal*, 83(4), 427–462.
- Raju, P. M., & Srivastava, R. C. (1994). Factors contributing to commitment to the teaching profession. *International Journal of Educational Management*, 8(5), 7–13.
- Randall, D. (1990). The consequences of organizational commitment: Methodological investigation. *Journal of Organizational Behavior*, 11, 361–378.
- Raykov, T., & Marcoulides, G. A. (2000). *A first course in Structural Equation Modeling*. Mahwah, NJ: Erlbaum.
- Reichers, A. E. (1985). A review and reconceptualization of organizational commitment. *Academy of Management Review*, 10(3), 465–476.
- Retallick, J., & Butt, R. (2004). Professional well-being and learning: A study of teacher-peer workplace relationships. *Journal of Educational Enquiry*, *5*(1), 85–99.
- Reyes, P. (1990). Teachers and their workplace: Commitment, performance and productivity in educational organizations. San Francisco, CA: Sage.
- Reyes, P. (1992a). *Teacher organizational commitment: Implications for restructuring the workplace*. Unpublished manuscript, University of Texas at Austin.
- Reyes, P. (1992b). *Preliminary models of teacher commitment: Implications for restructuring the workplace*. Madison, WI: University of Wisconsin, Center on Organization and Restructuring of Schools.

- Reyes, P., & Fuller, E. J. (1995). The effects of selected elements of communal schools and middle and high school mathematics achievement. Madison, WI: Center on Organization and Restructuring of Schools. (ERIC Document Reproduction Service No. ED 384 955).
- Riaz, I. (2008). Schools for change: a perspective on school improvement in Pakistan. *Improving Schools*, 11(2), 143–156.
- Rice, J. M. (2003). How common planning time affects collegiality: A case study (Unpublished doctoral dissertation). Boston College, Lynch Graduate School of Education.
- Riehl, C., & Sipple, J. W. (1996). Making the most of time and talent: Secondary school organizational climates, teaching task environments, and teacher commitment. *American Educational Research Journal*, 33(4), 873–901.
- Ritzer, G., & Trice, H. M. (1969). An empirical study of Howard Becker's side-bet theory. *Social Forces*, 47, 475–479.
- Rizvi, M., & Elliot, B. (2005). Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan. *Asia-Pacific Journal of Teacher Education*, 33(1), 35–52.
- Rosenholtz, S. J. (1985). Effective schools: Interpreting the evidence. *American Journal of Education*, *93*, 352–388.
- Rosenholtz, S. J. (1989). Workplace conditions that affect teacher quality and commitment: Implications for teacher induction programs. *The Elementary School Journal*, 89(4), 421–439.
- Rosenholtz, S. J. (1991). *Teachers' workplace: The social organization of schools*. New York, NY: Teachers College Press.
- Rosenholtz, S. J., Bassler, O., & Hoover-Dempsey, K. (1986). Organizational conditions of teacher learning. *Teaching & Teacher Education*, 2(2), 91–104.

- Rosenholtz, S. J., & Simpson, C. (1990). Workplace conditions and the rise and fall of teachers' commitment. *Sociology of Education*, 63(4), 241–257.
- Rosenholtz, S. J., & Smylie, M. (1984). Teacher compensation and career ladders. *Elementary School Journal*, 85(2), 149–166.
- Ross, E., Ertmer, P., & Johnson, T. (2001). Technology integration and innovative teaching practices: A staff development model for facilitating change. *Proceedings of the National Convention of Association for Educational Communications and Technology*, 24, 870–882.
- Rusbult, C. E., & Farrell, D. (1983). A longitudinal test of the investment model: The impact on job satisfaction, job commitment, and turnover of variations in rewards, costs, alternatives, and investments. *Journal of Applied Psychology*, 68, 429–438.
- Russell, S. (2002). Teachers and library media specialists: Collaborative relationships. *Teacher Library Media Specialist*, 29(5), 35–38.
- Rutter, M., Maughan, B., Mortimore, P., & Ouston, J. (1979). *Fifteen thousand hours:* Secondary school and effects on children. Cambridge, MA: Harvard University Press.
- Rutter, R. A., & Jacobson, J. D. (1986). *Facilitating teacher engagement*. Madison, WI: University of Wisconsin, National Center on Effective Secondary Schools. (ERIC Document Service Reproduction No. Ed 303 438).
- Salancik, G. R. (1977). Commitment and control of organizational behavior and beliefs. In B. M. Staw & G. R. Salancik (Eds.), *New directions in organizational behavior* (pp. 420–453). Chicago, IL: St Clair Press.
- Schafer, W. D., Hultgren, F. H., Hawley, W. D., Abrams, A. L., Seubert, C. C., & Mazzoni, S. (1997). Study of higher-success and lower-success elementary schools. Retrieved from www.mdk12.org/process/benchmark/improve/study/
- Schein, E. H. (1970). Organizational psychology. Upper Saddle River, NJ: Prentice Hall.

- Schmoker, M. (1999). *Results: The key to continuous school improvement* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Schmoker, M. (2004). Tipping point: From feckless reform to substantive instructional improvement. *Phi Delta Kappan*, 85(6), 424–432.
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvement in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schreiber, J. B., Stage, F. K., King, J., Nora, A., & Barlow, E. A. (2006). Reporting structural equation modeling and confirmatory factor analysis results: A review. *The Journal of Educational Research*, 99(6), 323–337.
- Scott, J., & Smith, S. (1987). Collaborative schools. ERIC Digest Series, No. 22, ED290233.
- Scribner, J. P., Cockrell, K. S., Cockrell, D. H., & Valentine, J. W. (1999). Creating professional communities in schools through organizational learning: An evaluation of a school improvement process. *Educational Administration Ouarterly*, 35(1), 130–160.
- Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Doubleday Currency.
- Sergiovanni, T. J. (1990). *Value-added leadership: How to get extraordinary performance in schools*. San Diego, CA: Harcourt Brace Jovanovich.
- Sergiovanni, T. J. (1994). *Building community in schools*. San Francisco, CA: Jossey-Bass.
- Shachar, H., & Shmuelevitz, H. (1997). Implementing cooperative learning, teacher collaboration and teacher's sense of efficacy in heterogeneous junior high schools. *Contemporary Educational Psychology*, 22(1), 53–72.

- Shah, G. H., Bari, F., & Ejaz, N. (2005). *The role of NGOs in basic and primary education in Pakistan: NGO pulse report*. Lahore: Lahore University of Management Sciences.
- Shannon, D. M., & Bradshaw, C. C. (2002). A comparison of response rate, response time, and costs of mail and electronic surveys. *Journal of Experimental Education*, 70(2), 179–192.
- Sheldon, M. E. (1971). Investment and involvement as mechanisms producing commitment to the organization. *Administrative Science Quarterly*, *16*, 143–150.
- Shin, H., & Reyes, P. (1991). Assessing personal and organizational predictors of managerial commitment in schools (Report No. EA 023 517). Chicago, IL: Midwestern Educational Research Association (ERIC Document Reproduction Service No. 339 128).
- Shore, L. M., Barksdale, K., & Shore, T. H. (1995). Managerial perceptions of employee commitment to the organization. *Academy of Management Journal*, *38*, 1593–1615.
- Shore, L. M., & Wayne, S. J. (1993). Commitment and employee behavior: Comparison of affective commitment and continuance commitment with perceived organizational support. *Journal of Applied Psychology*, 78(5), 774–780.
- Sias, P. M., & Cahill, D. J. (1998). From coworkers to friends: The development of peer friendships in the workplace. *Western Journal of Communication*, 62, 273–299.
- Singh, K., & Billingsley, B. S. (1998). Professional support and its effects on teachers' commitment. *Journal of Educational Research*, 91(4), 229–239.
- Smith, K., Gregory, S. R., & Cannon, D. (1996). Becoming an employer of choice: Assessing commitment in the hospitality workplace. *International Journal of Contemporary Hospitality Management*, 8, 3–9.
- Smyth, J. (1991). International perspectives on teacher collegiality: A labour process discussion based on the concept of teachers' work. *British Journal of Sociology of*

- Education, 12(3), 323–346.
- Smylie, M. A. (1988). The enhancement function of staff development: Organization and psychological antecedents to individual teacher change. *American Educational Research Journal*, 25(1), 1–30.
- Snape, E., & Redman, T. (2003). An evaluation of a three-component model of occupational commitment among United Kingdom human resource management specialists. *Journal of Applied Psychology*, 88(1), 152–159.
- Somech, A., & Bogler, R. (2002). Antecedents and consequences of teacher organizational and professional commitment. *Educational Administration Quarterly*, 38(4), 555–577.
- Somers, M. J. (1995). Organizational commitment, turnover and absenteeism: An examination of direct and interaction effects. *Journal of Organizational Behavior*, *16*(1), 49–58.
- Sorensen, J. E., & Sorensen, T. L. (1974). The conflict of professionals in bureaucratic organizations. *Administrative Science Quarterly*, 19, 98–106.
- Sparks, G. M. (1983). Synthesis of research on staff development for effective teaching. *Educational Leadership*, 41(3), 65–72.
- Spector, P. E. (1986). Perceived control by employees: A meta-analysis of studies concerning autonomy and participation at work. *Human Relations*, *39*(11), 1005–1016.
- Spreitzer, G. M., & Mishra, A. K. (2002). To stay or to go: Voluntary survivor turnover following an organizational downsizing. *Journal of Organizational Behavior*, 23, 707–729.
- Stallworth, L. (2004). Antecedents and consequences of organizational commitment to accounting organizations. *Managerial Auditing Journal*, 19(7), 945–955.
- Stanton, J. M., Guzman, I. R., & Fagnot, I. (2006). *Internships and occupational commitment of college students in IT related majors*. Paper to be presented at the

- SIGMIS Computer Personnel Research, Claremont, California, April 13-15.
- Steers, R. (1975). Problems in the measurement of organizational effectiveness. *Administration Science Quarterly*, 20, 546–558.
- Steers, R. M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22, 46–56.
- Steers, R. M., & Porter, L. W. (1975). *Motivation and work behavior*. New York, NY: McGraw-Hill.
- Stevens, J. (1996). *Applied multivariate statistics for the Social Sciences*. Mahwah, NJ: Erlbaum.
- Stevenson, H., & Stigler, J. (1992). The learning gap: Why our schools are failing and what we can learn from Japanese and Chinese education. New York, NY: Simon & Schuster.
- Stinglhamber, F., Bentein, K., & Vandenberghe, C. (2002). Extension of the three-component model of commitment to five foci: Development of measures and substantive test. *European Journal of Psychological Assessment*, 18(2), 123–138.
- Suliman, A. M., & Isles, P. A. (2000). The multi-dimensional nature of organizational commitment in a non-western context. *Journal of Management Development*, 19(1), 71–82.
- Sun, J. (2004). Understanding the impact of perceived principal leadership style on teacher commitment. *International Studies in Educational Administration*, 32(2), 18–31.
- Supovitz, J. A. (2002). Developing communities of instructional practice. *Teachers College Record*, 104(8), 1591–1626.
- Supovitz, J. A., & Christman, J. B. (2003). Developing communities of instructional practice: Lessons from Cincinnati and Philadelphia. *CPRE Policy Briefs*, 1–9.

- Surendra, K. G., & Anita, R. (1988). Professional commitment of school teachers. In: S. K. Lal, K. Khanna, A. Chandani, & U. R. Nahar (Eds.), *Readings in the sociology of the professions* (pp. 203–215). New Delhi, India: Gyan Publishing House.
- Sveiby, K.-E., & Simons, R. (2002). Collaborative climate and effectiveness of knowledge work. *Journal of Knowledge Management*, 6(5), 420–433.
- Talbert, J. E., & McLaughlin, M. W. (1994). Teacher professionalism in local school contexts. *American Journal of Education*, 102(2), 123–153.
- Tarter, C. J., Hoy, W. K., & Bliss, J. R. (1989). Principal leadership and organizational commitment: the principal must deliver. *Planning and Changing*, 20, 139–149.
- Tarter, C. J., Hoy, W. K., & Kottkamp, R. B. (1990). School Health and organizational commitment. *Journal of Research and Development in Education*, 23(4), 236–242.
- Tarter, C. J., Sabo, D., & Hoy, W. K. (1995). Middle school climate, faculty trust and effectiveness: a path analysis. *Journal of Research and Development in Education*, 29(1), 41–49.
- Tatlah, I. A., Ali, Z., & Saeed, M. (2011). Leadership behavior and organizational commitment: An empirical study of educational professionals. *International journal of Academic Research*, *3*(2), 1293–1298.
- Tayyab, S. (2006). Antecedents and consequences of organizational commitment in Pakistan (Unpublished doctoral dissertation). Quaid-i-Azam University, Islamabad.
- Telford, H. (1996). *Transforming schools through collaborative leadership*. London, UK: Falmer Press.
- Troncoso-Skidmore, S. (2007, February). Professionally committed teachers. *PRISE White Paper No. 2007-9*.

- Tschannen-Moran, M. (2001). Collaboration and the need for trust. *Journal of Educational Administration*, 39(4), 308–331.
- Tschannen-Moran, M., Uline, C., Hoy, A.W., & Mackley, T. (2000). Creating smarter schools through collaboration. *Journal of Educational Administration*, 38(3), 247–271.
- Ullman, J. B. (2001). Structural equation modelling. In B. Tabachnik & L. Fidell (Eds.), *Using multivariate statistics* (4th ed., pp. 653–771). Boston, MA: Allyn & Bacon.
- UNDP Human Development Report 2007/08. (2007). New York, NY: Author.
- Vandenberg, R. J., & Scarpello, V. (1994). A longitudinal assessment of the determinant relationship between employee commitments to the occupation and the organization. *Journal of Organizational Behavior*, 15(6), 535–547.
- Vandenberg, R. J., Self, R. M., & Seo, J. H. (1994). A critical examination of the internalization, identification and compliance commitment measures. *Journal of Management*, 20, 123–140.
- Van Dyne, L., & Ang, S. (1998). Organizational citizenship behavior of contingent workers in Singapore. *Academy of Management Journal*, 41(6), 692–703.
- Wald, P. J., & Castleberry, M. S. (Eds.). (2000). *Educators as learners: Creating a professional learning community in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wallace, J. E. (1993). Professional and organizational commitment: Compatible or incompatible? *Journal of Vocational Behavior*, 42, 333–349.
- Wallace, J. E. (1995). Organizational and professional commitment in professional and non-professional organizations. *Administrative Science Quarterly*, 40, 228–255.
- Wallace, J. E. (1997). Becker's side-bet theory of commitment revised: Is it time for a moratorium or a resurrection? *Human Relations*, 50, 727–774.

- Walsh, K., & Shay, M. (1993). In support of interdisciplinary learning: The climate factor. *Middle School Journal*, 24(4), 5660.
- Warsi, S., Fatima, N., & Sahibzada, S. A. (2009). Study on relationship between organizational commitment and its determinants among private sector employees of Pakistan. *International Review of Business Research Papers* 5(3), 399–410.
- Warwick, D. P., & Reimers, F. (1995). *Hope or Despair? Learning in Pakistan's Primary Schools*. Westport, CT: Praeger Publishers.
- Wasley, P. A., Fine, M., Gladden, M., Holland, N. E., King, S. P., Mosak, E., & Powell, L. C. (2000). *Small schools: Great strides- A study of new small schools in Chicago*. New York, NY: Bank Street College of Education.
- Watson, N., & Fullan, M. G. (1992), Beyond school district-university partnerships. In M. Fullan & A. Hargreaves (Eds.), *Teacher development and Educational Change*. London, UK: Falmer Press.
- Webster's College Dictionary. (1997). New York, NY: Random House.
- Weick, K. E., & McDaniel, R. R. (1989). How professional organizations work:
  Implications for school organization and management. In T. J. Sergiovanni & J.
  H. Moore (Eds.), Schooling for tomorrow: Directing reforms to issues that count (pp. 330–355). Needham Heights, MA: Allyn & Bacon.
- Weisberg, J., & Kirschenbaum, A. (1991). Employee turnover intentions: Implications from a national sample. *The International Journal of Human Resource Management*, 2(3), 359–366.
- Welch, M. (1998). Collaboration: Staying on the bandwagon. *Journal of Teacher Education*, 49(1), 26–38.
- Weller, L. D., & Weller, S. J. (1999). Secondary school reading: Using the quality principle of continuous improvement to build an exemplary program. *NASSP Bulletin*, 83(607), 59–68.

- Wheelan, S., & Tilin, F. (1999). The relationship between faculty group development and school productivity. *Small Group Research*, *30*(1), 59–81.
- Wiener, Y. (1982). Commitment in organizations: A normative view. *Academy of Management Review*, 7(3), 418–428.
- Wiener, Y., & Vardi, Y. (1980). Relationships between job, organization, and career commitments and work outcomes an integrative approach. *Organizational Behavior and Human Performance*, 26, 81–96.
- Williams, L. J., & Hazer, J. T. (1986). Antecedents and consequences of satisfaction and commitment in turnover models: A reanalysis using latent variable structural equation methods. *Journal of Applied Psychology*, 71, 219–231.
- Woods, A. M., & Weasmer, J. (2002). Maintaining job satisfaction: Engaging professionals as active participants. *The Clearing House*, 75(4), 186–189.
- Yoon, J., Baker, M. R., & Ko, J. (1994). Interpersonal attachment and organizational commitment: Subgroup hypothesis revisited. *Human Relations*, 47(3), 329–351.
- Yoon, J., & Thye, S. (2002). A dual process model of organizational commitment, job satisfaction and organizational support. *Work and Occupations*, 29(1), 97–124.
- Zahorik, J. A. (1987). Teachers' collegial interactions: An exploratory study. *The Elementary School Journal*, 87(4), 385–396.
- Zangaro, G. A. (2001). Organizational commitment: A concept analysis. *Nursing Forum, Philadelphia*, *36*(2), 14–21.
- Zwick, W. R., & Velicer, W. F. (1986). Comparison of five rules for determining the number of components to retain. *Psychological Bulletin*, *99*, 432–442.