

**TEACHER COLLEGIABILITY AND COMMITMENT IN HIGH- AND  
LOW-ACHIEVING SECONDARY SCHOOLS IN ISLAMABAD,  
PAKISTAN**

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# TEACHER COLLEGIALITY AND COMMITMENT IN HIGH- AND LOW-ACHIEVING SECONDARY SCHOOLS IN ISLAMABAD, PAKISTAN

## SYNOPSIS

Abundant literature has suggested that teacher collegiality is the basis of good teamwork and high professionalism in schools. This study analyzed the impact of teachers' collegiality on their organizational and professional commitment in public secondary schools in Islamabad, Pakistan. The study also examined the differences of teacher collegiality, organizational commitment, and professional commitment in high-achieving and low-achieving schools. The effects of teacher personal variables (e.g. gender, educational level, and professional experience) on teacher collegiality, organizational commitment, and professional commitment were also investigated.

A teacher collegiality scale (TCS) was developed and tested using exploratory and confirmatory factor analytic techniques. The final Teacher Collegiality Scale (TCS) comprised seven dimensions, namely (1) *Demonstrating Mutual Support and Trust*, (2) *Observing One Another Teaching*, (3) *Joint Planning and Assessment*, (4) *Sharing Ideas and Expertise*, (5) *Teaching Each Other*, (6) *Developing Curriculum Together*, and (7) *Sharing Resources*. The instruments of organizational commitment and professional commitment were adapted from Meyer, Allen, and Smith (1993).

The survey instrument, comprising the TCS and Commitment Scale was distributed to a sample of 364 public secondary school teachers in eight high-achieving and nine low-achieving schools located in Islamabad. Structural Equation Modeling (SEM) with AMOS 16.0 was used to assess the impact of teacher collegiality on teachers' organizational and professional commitment. Latent Mean Structure Analysis was used to determine the differences in teacher collegiality, organizational commitment, and professional commitment between high-achieving and low-achieving school teachers. The effects of demographic variables on study main variables were analyzed using Multivariate Analysis of Variance (MANOVA).

The analysis confirmed that teacher collegiality positively impacted organizational commitment and professional commitment among secondary school teachers in Pakistan. Multi-group SEM analysis did not support for the moderating effects of school type based on achievement. The differences in teacher collegiality and professional commitment were found to be statistically non-significant between high-achieving and low-achieving school teachers. However, organizational commitment among high-achieving school teachers was significantly higher than low-achieving school teachers. Teacher collegiality among female teachers was more evident than male teachers. Female teachers were also found to be more organizationally committed in Pakistani schools. However, gender was not correlated with teacher professional commitment. Teachers with higher educational qualifications and/or teachers with more professional experience perceived collegiality to be higher in their respective schools. Similarly, an increase in educational level and professional experience heightens teachers' commitment towards their organization and profession. The results of this study offer numerous implications for theory, practice, and future research.

# **KESEPAKATAN DAN KOMITMEN GURU DI SEKOLAH MENENGAH BERPENCAPAIAN TINGGI DAN RENDAH DI ISLAMABAD, PAKISTAN**

## **SINOPSIS**

Sorotan kajian lepas menyarankan bahawa kesepakatan guru adalah asas kerjasama berpasukan yang baik dan profesionalisme yang tinggi di sekolah. Kajian ini menganalisis kesan kesepakatan guru terhadap komitmen organisasi dan profesional guru di sekolah menengah di Islamabad, Pakistan. Kajian ini juga meneliti perbezaan kesepakatan guru, komitmen organisasi, dan komitmen profesional di sekolah menengah berprestasi tinggi dan rendah. Pengaruh pemboleh ubah peribadi guru (contohnya jantina, tahap pendidikan, dan pengalaman profesional) ke atas kesepakatan guru, komitmen organisasi, dan komitmen profesional juga diselidiki.

Satu instrumen Skala Kesepakatan Guru telah dibina dan diuji menggunakan analisis faktor terokaan dan analisis faktor pengesahan. Skala Kesepakatan Guru didapati merangkumi tujuh dimensi iaitu: (1) Membuktikan sokongan dan kepercayaan bersepadu, (2) Memantau pengajaran sesama sendiri, (3) Perancangan dan penilaian bersama, (4) Perkongsian idea dan kepakaran, (5) Mengajar satu sama lain, (6) Pembangunan kurikulum bersama-sama, dan (7) Perkongsian sumber. Instrumen bagi komitmen organisasi dan komitmen profesional diubah suai dari Meyer, Allen, dan Smith (1993).

Soal selidik kajian, yang mengandungi skala kesepakatan dan komitmen, telah diedarkan kepada sampel 364 guru sekolah menengah awam di lapan sekolah berprestasi tinggi dan sembilan sekolah berprestasi rendah di Islamabad. Model Persamaan Struktural (SEM) dengan AMOS 16.0 digunakan untuk menilai impak kesepakatan guru ke atas komitmen organisasi dan komitmen profesional guru. *Latent Mean Structure Analysis* digunakan untuk menentukan perbezaan dalam kesepakatan guru, komitmen organisasi, dan komitmen profesional antara guru sekolah pencapaian tinggi dan rendah. Pengaruh pemboleh ubah demografik ke atas pemboleh ubah utama kajian dianalisis menggunakan Analisis Varians Multivariat (MANOVA).

Analisis statistik inferensi dan SEM mengesahkan bahawa kesepakatan guru memberi kesan positif ke atas komitmen organisasi dan komitmen profesional dalam kalangan guru sekolah menengah di Pakistan. Analisis SEM multi-kumpulan tidak menyokong andaian bahawa terdapat kesan moderasi jenis sekolah berdasarkan pencapaian. Perbezaan kesepakatan guru dan komitmen profesional guru didapati tidak signifikan secara statistik antara guru sekolah berprestasi tinggi dan rendah. Namun, komitmen organisasi antara para guru sekolah pencapaian tinggi secara signifikan lebih tinggi daripada komitmen organisasi guru sekolah pencapaian rendah. Kesepakatan guru dalam kalangan guru perempuan lebih ketara berbanding dengan guru lelaki. Guru perempuan juga didapati lebih komited dari segi organisasi di sekolah-sekolah di Pakistan. Namun, jantina tidak mempunyai korelasi dengan komitmen profesional guru. Guru yang berkelulusan pendidikan tinggi dan/atau guru yang mempunyai lebih pengalaman profesional merasakan kesepakatan lebih tinggi di sekolah masing-masing. Begitu juga, peningkatan tahap pendidikan dan pengalaman profesional menambah komitmen guru terhadap organisasi dan profesion. Dapatan kajian ini menunjukkan pelbagai implikasi kepada teori, amalan, dan kajian lanjutan.

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