

Comparison of the Collegial Practices and Beliefs of Public and Private School Teachers at Elementary Level in Punjab

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Abstract

The study was undertaken to investigate the collegial practices and beliefs of public and private school teachers at the elementary level in Sahiwal Division. This study was descriptive in nature where survey method was used to collect data for teachers regarding their collegial practices. Interviews were conducted to measure their beliefs. Samples of 400 teachers from public and private schools included 200 teachers from public elementary schools and 200 from private school teachers which were further subdivided into 100 male and 100 female teachers from each stream? The sample was selected by using simple random method. The researcher also developed an open ended interview protocol to measure the collegial beliefs of teaches in public and private elementary school. The data were inserted into SPSS for the purpose of analyses. Descriptive and the inferential statistics were employed to analyze quantitative data. The findings of data analysis suggest that there is a significant difference between public and private school teachers' beliefs about collegiality practices at the elementary level. It was also concluded that female teachers have strong beliefs about collegiality practices at the elementary level and female teachers are more collegial than male teachers.

Keywords: Collegiality, collegial practices and beliefs

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Introduction

Collegiality implies a practice that includes educators working professionally together and supporting their associates socially and inwardly. McLaughlin and Talbert (1993) have convincingly illustrated collegiality incredibly effects educators' spirit, bliss, and fulfillment. Individuals when all is said in done, whether in social or work circumstances, are affected by their associations with others (Aronson, 1992). This sort of solid collegiality is well on the way to prompt critical change and change (Barth, 1990). Collegial practices assume a key part to improve the understudies' execution in any organization (Camilleri, (2006). There is offered significance to collegiality for the better accomplishment of educators and in addition the understudies. Today, it is extremely important to have relations with showing staff, organization and foundation for satisfying and accomplishing officially set objectives that demonstrate the image of honor for educators and schools. In this way, it is said that collegiality of abnormal state among showing staff is worried with high achievers, fruitful and successful universities (Fullan and Hargreaves, 1991). At present, instructors have supposition that to build up the capacity and competency of school work force to perform obligations and obligations collegially and professionally may bring about school advancement and change (Goddard et al., 2007). The nature of participation that is conceivable just in collegial environment alludes to the way of life of openness, collegiality and trust (Lieberman and Miller, 1990). Collegial environment emerges where partners appear and receive the helpful relationship. There is characterized the word collegiality as sharing obligation in a gathering try and agreeable cooperation among partners (Webster, 1997). Collegial practices allude to the scholarly exertion mutually (Wectorm, 2000). Each collegial practice takes after an alternate reason that shows diverse results. participation among showing staff, coordination in timetable advancement, lesson arranging, giving assistance to every kindred, help with administration, collaboration, group instructing, peer honing, doing making arrangements for understudies' accomplishment, viable perception, request taking care of, tackling issues of understudies and their partners (Hargreaves, 1997), endeavors to be state-of-the-art with hypotheses and aptitudes identified with showing process and supporting to instructors and understudies all are an integral part of collegial environment. These are the practices that assume a compelling part to enhance showing rehearses and to cultivate development (Brownwell et al., 2006). All these practices require agreeable environment. With the end goal of progress, there is need of it. Educators' confinement is not strong for it (Hieder, 2005). By this, the educators will make the most of their calling and working relations that will create regard, trust and soul to enhance their practices and understudies' accomplishment (Hartle, 2004). The reason for joint effort in instruction is to advance the best showing workable for the best number of understudies (Pugach and Johnson, 1995).

Collegial practices, collegiality and partners are an integral part of each other. They can't be isolated from each other. Once in a while, this triangular bothers by the principals when they elevate and offer support to stand out gathering that secures and backings to him in every one of his choices indiscriminately (Covey, 1991). In this way, collegial practices of school educators impact the entire environment of universities and in addition the accomplishment of understudies (Joyce, 2004). There have to enhance them. In any case, instructors are not offering consideration regarding these practices. This exploration will demonstrate extremely accommodating in such manner

Statement of problem

The collegial practices positively affect the practices of teachers and students. Institutions excel and meet their written mission due to these practices. The achievement of students absorbs effects directly by the collegial practices of college teachers (Choy, 2012). Every institution is regarded worthy in respect of its achievement. Therefore, the study was undertaken to investigate this study is proposed to explore "the teacher's collegial practices in public and private schools at elementary level in Sahiwal Division.

Objectives of the study

This study was carried out to achieve the following objectives:

- To explore the collegial practices in public schools
- To explore the collegial practices in private schools
- To compare the collegial practices of teachers of public and private schools

Research questions

The research questions of this study are as following:

- What are the collegial practices in public elementary schools of Sahiwal Division?
- What are collegial practices in private elementary schools of Sahiwal Division?
- To what extent collegial practices are taking place in public and private schools?
- What is difference of collegial practice on gender, qualification, and locale wise?

Delimitations of the study

Keeping in the view the limited resources in terms of time and money the study is delimited to a single location which is Sahiwal Division.

Collegiate

Collegiate implies collaboration and coordination. Francis Bacon additionally utilized the expression "collegiate" to advance his administrations as how he was facilitated with his staff. Collegiate alludes to participation with others. In instructive foundations i.e. schools, all associates have collegial association with every others. This share their obligations and obligations among themselves for the help of accomplishing the shared objective for what they have been selected (Lieberman and Miller, 1999).

Collegiality

The expression "collegiality" is utilized for collaboration and coordination. It demonstrates the shared helpful relationship among instructors. At the point when, there is tossed eyes upon writing, the importance of this term seems dubious. There is not anything genuine or valid in collegiality and collaboration (Hargreaves, 1994). These are all structures that exist for various purposes as indicated by the given type of setting. Each structure speaks to an alternate yield and result. The meaning of the term is sharing obligation inside a gathering (Webster, 1997). It likewise alludes to helpful collaboration among associates and also to cooperate in a scholarly exertion together (Wectorm, 2000). This term is not constrained to educators' relationship. It is an expansive term that conceals all arrangement of any association. It is not a relationship or collaboration that is given to an instructor by an educator. It is more than it. It is considered not by and by, but rather, it is considered keeping in perspective every single set target for offering accomplishment to any association or any foundation. It (collegiality) is not a matter of showing staff presenting to each other (Smyth, 1991). There is no educator to instructor connects attractively. It is a great deal more than this. Research researchers and educators utilize the term collegiality that is seen simply cooperating by instructors that shows it as a loose thought (Campbell and Southworth, 1992).

Difference between collegiality and collaboration

Collegiality and joint effort are not same terms. There is contrast between them. Collegiality is a nature of connections professionally. It sways upon the procedure where, instructors with enthusiasm investigate, go into classroom and do rehearse just with the end goal of change (Lieberman and Miller, 1999). It likewise covers and over comes both upon social connection and expert circle in the acting spot. Be that as it may, cooperation includes just to proficient circle in appreciation of relationship (Jarzabkowski, 2002). Collegiality is a more extensive term. Coordinated effort is only a subset of it which is connected for a joint errand or task for accomplishing a shared objective (Jarzabkowski, 1999).

Factors effecting collegial environment

All issues can be taken care of if there is an air of collaboration and congruity and where there is offered appreciation to each other. Participation and joint effort dependably incorporate thinking and considering together, arranging altogether, taking choices on the whole (Steiner, Webber and Minnis, 1998). There are countless elements that influence this collegiality. Following are the seven factors collegial environment is influenced by these variables.

1. **Demonstrating mutual support and trust:** To achieve the set objectives there should be a shared trust and social backing to associates. This is a vital element that is existed assuming; then, there can be produced collegial environment with a tad bit exertion. Else, it is outlandish (Leonard and Leonard, 2003).
2. **Observing each other teaching:** Watching others affix our psyche. When one instructor calls his associates to watch his address conveying style, it implies he needs to right himself. He needs to think about his showing philosophy and needs change in it. It is a decent custom to welcome different colleagues to watch instructing hone. By perception, there is judged energy of somebody for a calling (Reyes, 1990). It is additionally a piece of sharing instructional and showing strategies, procedures, instructive material and assets.
3. **Joint planning and assessment:** Aggregate arranging and evaluation give a positive reaction than individual arranging. For, there are various personalities that are there to create new thoughts, sentiments and methodologies. Generally, some measurements stay covered up when a solitary individual do plan and appraisal (Wasley, 1991). Collegiality is useful to enhance and improve showing learning rehearses. It additionally encourages advancement in the officially set examples (Brownell et al., 2006).
4. **Sharing ideas and expertise:** Educators appreciate educating on the whole. To encourage, they facilitate to each other. They do exchanges, offer presentations to each other and receive new strategies and techniques to emerge the accomplishment of understudies and to advance their insight and expert ability. This is called agreeable relationship (Jarzabkowski, 2002). This agreeable relationship is received just in collegial environment.
5. **Teaching each other:** When one instructor calls his associates to watch his address conveying style, it implies he needs to right himself (Reyes, 1990). It is additionally a piece of sharing instructional and showing strategies, procedures, instructive material and assets. This technique prompts include others to build up the collegiality, accomplishment of schools, relationship among each other and advancing showing staff and showing calling (Andrews and Lewis, 2002).

6. **Developing curriculum together.** Choices that are made with shared perspectives are respected at each level of practice. However, exclusively settled on choices are not given worth. In showing learning process, there is expected to take striking choices identified with understudies, their accomplishment and foundations to encourage the showing learning process. In the event that, they are taken all things considered, then, there comes positive yield of what they have arranged (Rosenholtz, 1991).
7. **Sharing resources.** Where there is the soul of sharing educating and calling creating helps, there emerges common comprehension and amicability among instructing faculty. They can say anything with no delay that shows up as an essential variable of collegial environment. Solid collegiality puts the accomplishment of understudies on the right way. This is the collegial relationship that recompenses accomplishment to establishments (Little et al., 2003).

Researches on collegial practices in Pakistan

Muzaffar (2009) conducted a research on “A Survey on collegial practices among secondary school teachers.” The population of the study was mainly based on institutions of public and private in Lahore district. She found that male and female teachers were interacting with their colleagues. Majority of the male teachers were more collegial as compared to female teachers. She also found that majority of the teachers shared their teaching strategies, they provided better working conditions for colleagues, they felt secure in collegial environment and mostly they never produced a critical situation (Muzaffar, 2009).

Another study described the impact of teachers’ collegiality on their organizational commitment in high- and low-achieving secondary schools in Islamabad, Pakistan. The analyses confirmed that teacher collegiality positively affected their organizational commitment, but the differences in teacher collegiality were found to be non-significant between the two school-types (Shah, 2011). Majeed (2008) also conducted a research on “A Study of relationship between collegial support and teacher performance at secondary level.” She found that male and female school teachers were cooperative with others to improve the students’ learning. Majority of the female teachers were more cooperative as compared to male teachers. It is also found that public and private school teachers were cooperative with each other and they provided collegial support to other colleagues. There was also conducted a research by Rasool (2011) on “A Comparative study of the collegiality among teachers in private and public schools at secondary level.” Toor (2011) conducted a research on “A Comparative study of public and private elementary school teachers’ collegial practices in Lahore cantt.”

In short, it is stated that content of all these researches displayed that these studies were conducted for the development of collegial practices of school teachers, to improve their teaching practices. However, no any study was found that was conducted for school teachers to explore their collegial practices.

Instrument of study

The researcher adopted a questionnaire “teacher’s collegial scale” developed by Dr. Madiha Shah. The permission was sought from the author. The questionnaire comprised of seven factors such as mutual trust and support (7 items), observing the teaching of one another (6 items), joint assessment and planning (7 items), sharing ideas (6 items), teaching one another (5 items), developing curriculum in collaboration (4) and sharing resources (3).

The researcher also developed an interview protocol to measure the collegial beliefs of teachers of public and private elementary school. It was open ended interview schedule. The pilot interviews were taken correct the statement and of interview protocol.

Data collection

The researcher personally collected the data visiting the teachers of public and private school of district Okara and Pakpattan. The instrument rate of return was hundred percent.

Data analysis

Mean response values (MRVs) were computed to assess the Teachers’ beliefs about effect of the factors on the *collegial practices in public and private schools at elementary level*. For the purpose of interpretation range of mean response values were defined as below.

1. $MRV \leq 1.5$ were considered as no belief (very weak belief)
2. $1.5 < MRV \leq 2.5$ were interpreted as weak belief
3. $2.5 < MRV \leq 3.5$ were interpreted as neutral belief
4. $3.5 < MRV \leq 4.5$ were considered as strong belief
5. $4.5 < MRV \leq 5$ were considered as firm belief

The raw data was tabulated. The data was inserted into SPSS for the purpose of analyses. The following table consists of the comparisons between variables on the basis of department.

Table 1

Factors affecting teacher's collegial practices in public and private schools at elementary level

Sr. No	Factors	MRVs	Interpretation
1	Demonstrating mutual support and trust	3.78	Strong belief
2	Observing one another teaching	3.26	Strong belief
3	Joint planning and assessment	3.91	Strong belief
4	Sharing ideas and expertise	2.96	Neutral belief
5	Teaching each other	3.54	Strong belief
6	Developing curriculum together	3.69	Strong belief
7	Sharing resources	3.18	Neutral belief

Analysis of teachers' response regarding teacher's collegial practices in public and private schools at elementary level by computing mean response values as belief statements revealed that teachers strongly believed that these seven factors significantly affect the collegial practices.

Table 2*Comparison between teachers collegiality practices at elementary level on the basis of gender*

Variable	Group	N	Mean	SD	T	Sig.
Gender	Male	126	3.4202	.79158	-4.054	.000
	Female	236	3.6861	.45611		

There is significant difference between male and female teachers' beliefs about collegiality practices at elementary level at $p < 0.005$. It is also concluded that female teachers are more collegial than male.

Table 3*Comparison between teachers collegiality practices at elementary level on the basis of locale*

Variable	Group	N	Mean	SD	T	Sig.
	Rural	179	3.5228	.66191	-2.114	.318
	Urban	186	3.6565	.54224		

There is no significant difference between rural and urban teachers' beliefs about collegiality practices at elementary level as $p > 0.005$.

Table 4*Comparison between teachers collegiality practices at elementary level on the basis of public and private schools*

Variable	Group	N	Mean	SD	T	Sig.
	Public	200	3.4901	.73403	-3.554	.000
	Private	165	3.7134	.36882		

There is significant difference between public and private teachers' beliefs about collegiality practices at elementary level as $p < 0.005$. Also private school teachers are more collegial than public teachers at elementary teachers.

Table 5

Comparison between teachers collegiality practices at elementary level on the basis academic qualification

ANOVA					
	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.124	3	.375	1.021	.383
Within Groups	133.151	363	.367		
Total	134.275	366			

The results show that there is no significant difference between mean score of Teachers collegiality practices at elementary level having academic qualification of MATRIC, B.A, M.A and MPhil, $F(3, 363) = 1.021, p > 0.001$

Table 6

Comparison between teachers collegiality practices at elementary level on the basis professional qualification

ANOVA					
	Sum of Squares	DF	Mean Square	F	Sig.
Between groups	3.393	3	1.131	2.966	.032
Within groups	121.633	319	.381		
Total	125.026	322			

The results show that there is a significant difference between mean score of teachers collegiality practices at elementary level having professional qualification of PTC, B.Ed. M.A education, and MPhil, $F(3, 319) = 2.966, p < 0.001$

Analysis of teachers' interviews about their collegial beliefs of public and private school teachers at elementary level

1. Majority of private and public school teachers have belief that teachers to their school should work in groups discuss teaching methods, techniques, strategies do lesson planning make mutual discussion, share, different ideas, for providing proper learning environment in school.
2. Majority of public and private teachers have belief that the teachers of their school should make collective efforts to enhance the effectiveness of school, by making weekly meetings, using A.V aids, conducting co-curricular activities, discuss mutually improving teaching methods working hard for good results.

3. Majority of public and private school teachers have a collegial belief that teachers in their school should work in groups, to solve students' problems.
4. The majority of teachers have collegial belief that teachers in their school should work together for creating conducive learning environment by performing different duties, honestly, through group work for occurrence of better results.
5. The majority of private and public school of teachers of their school should work together to create conducive learning environments teachers and responsible to provide suitable learning by working in groups, discussing the problems of students making better in use of their classrooms, with collective efforts and team work by sharing new ideas and projects.
6. The majority of teachers of public and private school have collegial belief that teachers of their school have collegial belief that teachers of their school should work collaboratively, cooperate to make lesson plans, solving students' problems, discussing their project experiences, and sharing different ways of learning to enhance students' learning.

Findings of comparisons between variables

1. There is a significant difference between male and female teachers' beliefs about collegiality practices at elementary level.
2. There is no significant difference between rural and urban teachers' beliefs about collegiality practices at the elementary level.
3. There is a significant difference between public and private teachers' beliefs about collegiality practices at the elementary level.
4. There is no a significant difference between mean scores of teachers' collegiality practices at the elementary level, having academic qualifications of MATRIC, B.A, M.A and MPhil, $F(3, 363) = 1.021, p > 0.001$
5. There is a significant difference between mean scores of teachers' collegiality practices at the elementary level, having professional qualification of PTC, B.Ed. M.A Education, and MPhil, $F(3, 319) = 2.966, p < 0.001$.

Conclusion

This study was conducted to identify the teacher's collegial practices in public and private schools at elementary level. Collegiality implies a practice that includes educators working professionally together and supporting their associates socially and inwardly.

Public and private elementary school teachers were not limited to specific thoughts about the collegial practices. As the findings showed that “Public and private elementary school teachers had different beliefs about collegial practices” at the elementary level. The result also indicated that the collegial belief system is an important phenomenon. The research findings showed that collegial beliefs of public and private elementary school teachers were not firm as showed by mean response values of their respondent. The research findings also showed those collegiality incredible effects educators' spirit, bliss, and fulfillment. They strongly believed in social or work circumstances, are affected by their associations with others, so they should use these aspects to acquire the teaching learning goals.

This study revealed that public and private elementary school teachers' collegial beliefs were similar about demonstrating mutual support and trust, observing one another teaching, joint planning and assessment, sharing ideas and expertise, except teachers hide their failures and mistakes. The public and private elementary school teachers' collegial beliefs were similar about teaching each other, except teachers feel hesitant in asking for help on specific instructional problems. Collegial beliefs of public and private elementary school teachers' were similar about developing curriculum together. The public and private elementary school teachers' collegial beliefs were similar about sharing resources, except teachers often lend and borrow materials like worksheets and lesson plan.

It is extremely important to have relations with staff, organization and foundation for satisfying and accomplishing officially set objectives that demonstrate the image of honor for teachers and schools. For fruitful and productive foundations; the school collegial environment is critical. Schools have been built with the end goal of progress. Change is conceivable just by teachers that are considered as change specialists

Recommendations

Based on the conclusion of this study the following recommendations are made;

1. The majority of teachers' responses about collegial practices about demonstrating mutual support and trust were not firm; they hide their failure and mistakes, feel hesitant in asking for help. It needs to be improved.
2. On the basis of the conclusion majority of teachers' collegial beliefs were not firm. They differ on the basis of gender, sector and qualification; so the teachers' collegial beliefs are needed to be strengthened through in-service and pre-service teacher training programs.
3. It is needed to further research on this topic qualitatively.

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