

UNIVERSITY OF EDUCATION, WINNEBA

THE PERCEIVED INFLUENCE OF TEACHER COLLEGIALLY AND
ORGANIZATIONAL COMMITMENT ON STUDENTS' ACADEMIC
ACHIEVEMENT: THE CASE OF CHRIST THE KING CLUSTER OF SCHOOLS



**A Dissertation in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the school of Graduate Studies,
University of Education, Winneba, in partial fulfilment of the requirements for
award of the Masters of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, ROSE KORLEY, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE.....

DATE.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: REV. FR DR. FRANCIS K. SAM

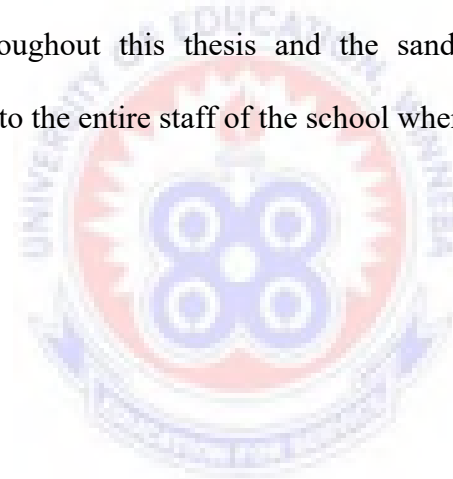
SIGNATURE.....

DATE.....

ACKNOWLEDGEMENTS

I would like to thank God for the wisdom, guidance, strength and willpower he gave me throughout this entire project. My extreme gratitude and greatest appreciation goes to my supervisor, Rev. Fr. Dr. Francis Kwame Sam for the supervision, support, help, guidance, advice and quick response.

I am very grateful to my headmistress Mrs. Afriyie Quarshie for the assistance she gave me during the writing of this work. I will also like to thank my dear husband Pastor Ing. Jonathan Dugbartey and my children for the support and encouragement they gave me throughout this thesis and the sandwich programme. My sincere gratitude also goes to the entire staff of the school where I teach.



DEDICATION

To my loving husband; Pastor Ing. Jonathan Dugbartey, my sons Jonathan Dugbartey Jnr., David Tetteh Dugbartey, Nathan Teye Dugbartey, Stephen Narh Dugbartey and my only daughter Daniella Dugbartey.



TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 The Statement of the Problem	3
1.3 Purpose of the Study	4
1.4 Objectives of the Study	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Delimitation of the Study	6
1.8 Limitation of the Study	6
1.9 Organization of the Study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.0 Introduction	8
2.1 Teacher Collegiality and Teacher Organizational Commitment	8

2.2 Collegiality	8
2.3 Organizational Commitment	10
2.4 Teacher Collegiality and Students Achievement	17
2.5 Teacher Organizational Commitment and Students Achievement	19
2.6 Teacher Collegiality and its Benefits to the Teacher	20
2.7 Teacher Collegiality and its Benefits to the Educational Organization	25
2.8 Collegial Schools	26
2.9 Challenges of Teacher Collegiality	30
CHAPTER THREE: METHODOLOGY	33
3.0 Introduction	33
3.1 Research Design	33
3.2 Population	34
3.3 Sample and Sampling Procedure	35
3.4 Data Collection Instrument	35
3.5 Piloting of the Instrument	36
3.6 Validity and Reliability	36
3.7 Data Collection Procedure	37
3.8 Data Analysis	37
3.9 Ethical Considerations	38
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSIONS	39
4.0 Introduction	39
4.1 Demographic Characteristics of Respondents	39
4.2 Answers to the Research Questions	42

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	56
5.0 Introduction	56
5.1 Summary	56
5.2 Key Findings	57
5.3 Conclusions	58
5.4 Recommendations	59
5.5 Suggestions for Further Study	60
REFERENCES	61
APPENDIX: QUESTIONNAIRE FOR RESPONDENTS	73
	73



LIST OF TABLES

TABLE	PAGE
3.0 Population Selected	34
4.1 Position of Respondents	39
4.2 Gender of Respondents	40
4.3: Age of Respondents	40
4.4 Qualification of Respondents	41
4.5 Teaching Experience of Respondents	41
4.6: What is perceived Teacher Collegiality Influence on Students' academic achievement	43
4.7: Perceived Influence of Teachers Collegiality on Organizational Commitment to improve students' academic achievement	47
4.8: Challenges of Teacher Collegiality	51

ABSTRACT

The study was conducted to investigate the perceived influence of teachers' collegiality and organizational commitment on students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality of the Bono Region of Ghana. The objectives of the study were to determine how perceived influence of teachers collegiality affect students' academic achievement, ascertain how perceived influence of teachers collegiality affect organizational commitment of teachers and to find out the challenges in teacher collegiality in the Christ the King cluster of Basic Schools. A descriptive survey design was used to collect data for the study. The target population was 69, consisting of 6 head teachers and 63 teachers. Census sampling was used to include all the 6 head teachers and 63 teachers in the study. Questionnaire was used to collect data for the study. The reliability test yielded Cronbach alpha of 0.81. The data were analyzed descriptively using the Statistical Package for Social Sciences (SPSS). The study found among others that teacher collegiality promoted cooperation among students and teachers for peaceful co-existence and helped students to share ideas on subject area to improve their learning. Also teacher collegiality enabled teachers to maintain good relation with students on academic issues for the success of the school. Again, lack of administrative support and lack of interest in doing things differently were some of the challenges in teacher collegiality. Based on the findings of the study it is recommended that the Municipal Director of Education should insist on the presence of teacher collegiality in all educational institutions under their jurisdiction in order to improve the academic achievement of students as collegial schools are successful schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The prevalence of effective collegial relationship among teachers and other educators is believed to be paramount in enhancing school effectiveness and success. According to Glatthorn and Fox (1996), collegiality is important for teachers and can be directly linked to effective school. Thus, the core skills required to function effectively within a collegial learning environment must be developed via intentional and practical strategies in order to overcome teacher isolation that has been the phenomenon with some teachers.

Human capital development which can be achieved through the presence of a well embraced collegial environment is a major pre-requisite element for the development of the Ghanaian educational system. Formal education is highly instrumental and necessary to improve production capacity of the individual and the nation (Olaniyan & Ole Makinde, 2008). Basic education being the foundation of a country's manpower development its sustainability therefore needs maximum attention and protection.

Healthy collegial relationship among school teachers have consistently been highlighted as an important factor for school improvement and success (DuFour, 2004). Literature on school effectiveness indicates that the surest way to sustain school enhancement is through the efforts within the professional environment to foster professional collegial communities (Goldenberg, 2004).

The various effects from the psychological isolation that has been found with several schools (Bruffee, 1999) have necessitate the adoption of a collegial approach in schools' culture and driven the emphasis from the individual efforts to team work, from independence environment to interdependent environment. Professionals in the educational set up are therefore being encouraged to function as team players in order to promote effective teaching and learning outcome for students and implementers of educational policies. Teacher commitment to school is necessary to influence teachers work performance as well as students' achievement (Chughtai & Zafar, 2006).

Opkara (2004) indicated that organizational commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. In essence, measuring organizational commitment is an assessment of the congruence between an individual's values and beliefs and those of the organization. Organizational commitment is characterized as employee's willingness to contribute to organizational goals. When employees are sure that they will grow and learn with their current employers, their level of commitment to stay with that particular organization is higher (Opkara, 2004).

To make employees satisfied and committed to their jobs, there is the need for effective motivational strategies at various levels of the organization. Ayeni and Phospoola (2007) have found a strong relationship between job satisfaction and organizational commitment. According to Ayeni and Phospoola, job satisfaction is mostly determined by how well the organization meets employee's expectations.

Maxwell and Steele (2003) also believed that, the organization is concerned with employee's interest. It is clear the higher the experience, the more positive the impact on the commitment. Maxwell and Steele further posited that an individual's experience with co-workers had the impact on high commitment to the organization. High levels of organizational commitment provide a clear focus for human resource manager on the grounds that, commitment in itself is good and that lead to high level of work performance.

1.2 The Statement of the Problem

Education is the bedrock for the development of every nation and therefore there is the need to give much attention to collegial working environment in the Ghanaian educational system. Though the issue of collegiality has attained much attention from educational scholars and researchers over the years in the developed countries like the United States, the outcomes of the studies can neither be generalized to the developing countries nor can their implications be applicable to educational institutions in developing countries like Ghana as a result of the differences in context and environment.

Teachers in Ghana Education Service are continually battling in isolation to educate pupils and students in both the first and second cycle system. According to Warwick and Reimers (1995), teachers show poor moral and less committed behavior bringing about absenteeism, dissatisfaction and high levels of burnout. The major concern is to ascertain whether perceived collegiality and organizational commitment have any influence on students' academic achievements and whether

it provides equitable delivery of education. This will indicate whether teachers and educators are on the right path towards the attainment of a common and purposeful goal in the Ghana Education Service. The study therefore sought to investigate the perceived influence of teachers collegiality and organizational commitment on students' academic achievement in the Christ the king cluster of Basic Schools of Sunyani in the Bono Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to investigate the perceived influence of teachers collegiality and organizational commitment on students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality of the Bono Region of Ghana.

1.4 Objectives of the Study

Specifically, the study sought to;

1. determine how perceived influence of teachers collegiality affect students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality.
2. ascertain how perceived influence of teachers collegiality affect organizational commitment of teachers to improve students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality.

3. find out the challenges in perceived influence of teachers collegiality in the Christ the King cluster of Basic Schools in the Sunyani Municipality.

1.5 Research Questions

1. What is the perceived influence of teacher collegiality on students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality?
2. How does the perceived influence of teacher collegiality affect organizational commitment of teachers to improve students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality?
3. What are the challenges in perceived influence of teacher collegiality in the Christ the King cluster of Basic Schools in the Sunyani Municipality?

1.6 Significance of the Study

The study will be significant in the following perspectives; the outcome of the study will add to the existing knowledge on teacher collegiality and organizational commitment in educational institutions. The findings of the study will also serve as a blueprint for future researchers on teacher collegiality and organizational commitment in schools. The outcome of the study will again help stakeholders in education and other educational authorities to formulate policies geared towards making all educational institutions collegial in order to become effective schools.

1.7 Delimitation of the Study

The study was delimited to only teachers and head teachers in the Christ the King cluster of Basic Schools. Census sampling technique was used to select the respondents for the study.

The study was also delimited to the influence of teachers collegiality and their organizational commitment on students' achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality.

1.8 Limitation of the Study

The study was limited to investigating the influence of teachers collegiality and organizational commitment on students' achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality even though there are various characteristic of collegiality, such as, teacher-principal relationship, student-student relationship, student-principal relationship, (Barth, 2006), the researcher delimited the study only to teachers in the Christ the King cluster of Basic Schools in the Sunyani Municipality in the Bono Region of Ghana.

The study also used the quantitative approach with closed ended questionnaire which did not allow respondents to provide their own responses. The study may therefore be generalized with caution.

1.9 Organization of the Study

The study was organized into five chapters. Chapter one of the study presents the introduction to the study which includes the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitation and organization of the study.

Chapter Two deals with the review of literature of the study, which involve what, have been written by other researchers in relation to teachers collegiality and their organizational commitment.

Chapter Three is the methodology, which describes the research design, population, sample sampling techniques, data collection instrument, piloting, reliability and validity of the instrument, data collection procedure, data analysis and ethical considerations.

Chapter Four presents the results and discusses the findings of the study. Chapter Five consists of the summary of findings, conclusions and recommendations and also make suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter explored the literature relevant and related to the study. It discusses the concept of collegiality, teacher collegiality, organizational commitment, influence on teacher collegiality on teacher organizational commitment, teacher collegiality and students' achievement, teacher organizational commitment and students' achievement, teacher collegiality and its benefits to the teachers, teacher collegiality and its benefits to the educational organization, challenges of teacher collegiality and collegial schools.

2.1 Teacher Collegiality and Teacher Organizational Commitment

Collegiality and organizational commitment refers to a group of people who take an active reflective, collaborative, learning-oriented and growth-promoting approach towards the mysteries, problems and complexities of teaching and learning (Edwards, 2012).

2.2 Collegiality

Generally, collegiality is viewed as attending to the work of others, engaging in intellectual reciprocity, providing timely feedback to colleagues, being open to peer review of teaching and sharing new ideas and teaching materials with colleagues (Bess, 2002). An understanding of collegiality among educators is vital in an era of continuous change and improvement. School administrators and

teachers must be aware of the obstacles that prevent collegiality to occur among teachers if teacher professional enhancement and organizational wellbeing is desired.

School heads and administrators must discover methods for promoting collegiality among their staff as interventions to prevent isolation (Kruse, 1996). Teachers must have a belief in the relationship between individual success and collegial success must share common interest.

Joyce and Showers (1988) for instance described the colleague acting as a skills coach assisting the teacher to improve his or her teaching performance. Glatthorn (2004) took a more important view of the roles colleague can adopt, including formal or informal observer, consultant, clinical supervisor, in-service advisor and team teacher.

Schon (2007) described a coach as one who conducts a professional dialogue with the practitioner, focusing on “reflection on-action”. Connelly (1988) adopted this notion to the practice of teaching with his call for “Supervised reflective practice”.

According to Fullan (2007), there are several strategies to achieve what they call “interactive professionalism” in schools. According to DuFour (2004), to create a professional learning community, focus on learning rather than teaching, work collaboratively and hold yourself accountable for results. Schmoker (1999) also stated that powerful proven structures for improved results already exist and that they commence where a group of teachers meet regularly as a team to identify essential and valued students’ learning to develop common formative assessment.

Several researchers (DuFour, 2004; Schmoker, 1999; Fullan, 2007), have observed the relation between collegiality and organizational commitment in the educational setting and advocated that collegiality is positively linked with teacher commitment (Barth, 1999). The literature on professional culture indicates that in environments where teachers work together as a team to plan school development and training are more committed to their organization (Graham, 1996). He supports the idea that collegiality among teaching personnel helps to develop higher commitment levels.

2.3 Organizational Commitment

The need for more complex, scholarly demanding procedures to teaching emphasize that teacher commitment will continue to be pertinent for excellent education. Teacher commitment is nourished by conditions that serve as key elements in the workplace without which, the commitment level of teacher will not be fully realized: They are; job design characteristics, feedback, autonomy, participation, collaboration, learning opportunities, resources and security. Organizational commitment is seen as the pivot around which the success of every daring organization evolves. Organizational commitment is seen as an organizational members' psychological attachment to the organization. Organizational commitment plays a vital role in determining whether or not a member will stay with the organization and contribute zealously towards the achievement of the organizational goals for the total success of every established and ready to succeed organization of which the school is not an exception.

Ketchand and Strawer (2001) indicated that organizational commitment entails an individual's sense of belonging and positive contributions towards the realization of an organizational target. A common definition of organizational commitment include membership with the organization, shared common goals and values between the organization and the individual employees and progressing membership in the organization (Meyer, 2003). Employees are recognized as committed to their organization when they deliberately retain their association with the organization and devote maximum efforts to achieve organizational goals (Mowday, 1998).

Lee (2012) argued that, although collaboration is possible in larger schools, collective learning occurs more easily and naturally in smaller schools. Similarly, teachers varied personalities and beliefs also enrich collegiality when yoked positively at the working environment. Teachers have their own ideas regarding effective teaching and learning, however, collaboration requires all faculty members to come to a consensus regarding their beliefs and goals (Kruse, 1996). For getting consensus, they need to trust themselves. Until trust is built among them and a consensus has been met on the school's vision, isolation and separate agendas will continue to prevent teachers from working together (Schmoker, 1999), and becoming lifelong learners (Leonard & Leonard 1999). Professional must also have a belief in the relationship between individual success and collegial success and must share common interest (Kruse, 1996).

Tschannen-Moran (2001) also posited that teachers must sacrifice some of the autonomy they value so high in order to reap the potential benefits of greater

collegiality and collaboration. Diez and Blackwell (2002) state that as teachers are trained to work independently in their classrooms, they are unwilling to relinquish some of their autonomy for successful collaboration. Diez and Blackwell stated further that by developing collaborative networks among teachers and providing structured opportunities for peer review, schools can enrich the organizational climate while providing classroom teachers a potentially powerful vehicle for instructional improvement. The work of Rosenholtz (1985, p.73) advocates this claim “collaboration setting and stress are norms of continuous school and self-renewal. It is assumed here that progress in teaching is a collective rather than individual business and that analysis, evaluation and experimentation with colleague in organizational set-up are condition under which teachers improve professionally.

From the behavioural approach, organizational commitment has been studied from the output of rewards / contribution exchange processes between employers and employees (Morris & Sherman, 1981). On the other hand, the psychological approach looks at organizational commitment from the view of the attachment or identification of employees with the organization at which they work. The model of Meyer (2003) proposed a three-component model of organizational commit according to the nature of the bond that exists between an employee and employer as below;

1. Affective commitment is defined as the employee’s positive emotional attachment to the organization. Meyer pegged Affective commitment as the “desire” component of organizational commitment. An employee who is

effectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she “wants to”. This commitment can be influenced by many different demographic characteristics: age, tenure, sex and education but these influences are neither strong nor consistent. The problems associated with these characteristics are that while they can be seen, they cannot be clearly defined. Meyer gave this example that “positive relationship between tenure and commitment may be due to tenure related differences in job status and quality. In developing this affective commitment concept, Meyer drew largely on Mowday, Porter and Steers (1979) concept of commitment, which in turn drew on earlier work by Bezzina (2006).

2. According to Meyer, the continuance commitment is the “need” component or the gains versus losses of working in an organization. “side bets”, or investments are the gains and losses that may occur should an individual stay or leave an organization. An individual may commit to the organization because he/she perceives a high cost of losing organizational membership. Things like economic cost (such as pension accruals) and social costs (friendship ties with co-workers) would be cost of losing organizational membership. But an individual does not see the positive cost as enough to stay with an organization they must also take into account the availability of alternatives (such as another organization), disrupt personal relationship and other side bets” that would be incurred from leaving their organization. The

problem with this is that these “side bets” do not occur at once but that they “accumulate with age and tenure”.

In a nutshell the continuance commitment is seen as the degree with which you believe that leaving the organization would be costly. If you have a high level of continuance commitment, you will stay with an organization because you feel that you must stay. For instance, you may fear leaving your job may lead to an unacceptable length of unemployment. On the other hand, you may feel you will lose a certain degree of status if you quit a well-respected organization.

According to Meyer (2003), an individual commits to and remains with an organization because of feelings of obligation, the last components of organizational commitment. These feelings may derive from a strain on an individual before and after joining an organization. For example, the organization may have invested resources in training an employee who then feels a “moral” obligation to put forth efforts on the job and stay with the organization to “repay the debt”. It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one’s organization. The employee stays with the organization because he/she “ought to”. But generally if an individual invests a great deal they will receive “advanced rewards”. Normative commitment is higher in organizations that value loyalty and systematically communicate the fact to employees with rewards, incentives and other strategies. Normative commitment in employees is also high where employees regularly see visible examples of the employers being committed to employees’ well-being.

To Meyer (2003), an employee with greater organizational commitment has a greater chance of contributing to organizational success and will also experience higher level of job satisfaction. High levels of job satisfaction, in turn, reduces employees turnover and increases the organization's ability to recruit and retain talent. Meyer based their research in this area more on theoretical evidence rather than empirical, which may explain the lack of depth in this section of their study compared to others. They drew off Wiener's (2005) research for this commitment component. Normative commitment is the degree to which one feel obligated to the organization or believe that staying is the right thing to do. Here you believe you ought to stay.

In the words of Meyer (2003), one cannot base his/her commitment level to just one of the three components of commitment. To them, a commitment profile is the interaction between these three commitment components. The three components can have a significant effect on retention, work performance and member well-being. There is a negative relationship between affective, normative and continuance commitment and member's intention to voluntarily leave an organization. In other words, low affective, continuance and normative commitment increases the likelihood that a member will leave the organization while high levels of affective, continuance and normative commitment are related to high retention rates.

Meyer (2003) continued that affective commitment has been linked to performance. For example, employee with a high level of affective commitment will be less absent from work, be high performers and are likely to engage in

organizational citizenship behavior such as helping other members, putting forth extra effort and being an advocate for the organization. Meyer further explained that job satisfaction was basically the way individuals thought and felt about their multifaceted work experience. Louis (1995) examined the relationship between job satisfaction and organizational commitment among 109 workers and reported that there are positive relationship between organizational commitment and job satisfaction. Another study by Coleman and Cooper (1997) explained that job satisfaction was positively related to both affective and normative commitment.

A study by Rajendran and Raduan (2008) also showed the same result that is job satisfaction has a positive influence on affective normative commitment. Mathieu and Zajac (1990) define job involvement as a belief descriptive of an employee's relationship with the present job. Zajac suggested that job involvement describes how interested, enmeshed, and engrossed the worker is in the goals, culture, and tasks of a given organization. In organizational research, the social exchange theory (Blau, 1964), and the concept of perceived organizational support (POS) have been applied to explain the psychological process underlying the employee attitudes and behaviours (Settoon, Bennet & Liden, 1996).

Review of Perceived Organizational support literature uses social exchange theory interpretation of organizational commitment to explain how an employee's commitment to an organization is influenced by the organization's commitment to employee (Jackson, 2004). Many researchers have investigated the effects of perceived organizational support on important work outcomes such as affective commitment and turnover intention (Eisenberger, 1986).

2.4 Teacher Collegiality and Students Achievement

There is evidence that collective teacher efficacy is linked to enthusiastic teaching (Caprara, Barbaranelli, Steca, & Malone, 2006) and strongly related to student achievement (Goddard, 2007). Establishing a sense of professional community in schools permits networks of teachers to encourage the achievement of each other's students through social support and to engage in higher order thinking and knowledge that goes beyond what is usually taught in the classroom (Louis & Marks, 1998). There has been a concern that traditional curricula delivered and assessed in traditional ways, promote a surface approach to learning rather than deep or even a strategic approach (Entwistle, 1992).

High level educational outcomes are being increasingly linked with quality teachers and there is a need for ongoing professional learning to ensure that teaching practices are updated within an era of considerable educational reform where small groups of teachers come together as a team to help one another improve students' learning. The team members share and reflect on their practices and personal experiences, observe each other's, study and apply research and best practices together (Education Northwest, 2012).

Successful schools stand unique from less successful schools because of time for teacher interaction, teacher observation and teachers teaching one another (Campo, 1993). It is a fact that higher collegial relations within teaching staff leads to higher instruction and in turn, increases students' academic achievement (Schmoker, 1999).

Education Northwest (2012) discovered the view from their research that although collegiality was strongly associated with the social support for achievement and authentic teaching, it had no direct influence on students' achievement. Similarly, the research by Supovitz (2002) supports the view that collegiality has no direct link with students' achievement.

Christman and Supovitz (2003) said that the link between greater teacher collegiality and improved student academic was not as secured as firstly believed. Interventions designed to improve teamwork among teachers; promoting sharing of common practices did not completely reflect effective teaching and student performance. Re-achievement claims that schools with higher levels of teacher collegiality have greater achievement scores. This may be the core reason for adopting collegiality among staff. It is believed that higher collegial links within teaching staff lead to higher quality instruction and as a result, increased students' performance academically.

In general, nurturing a collegial culture in a school is believed to benefit students learning more than focusing on structural change to improve students' learning. The schools where professionals embrace collective responsibility for students' achievement, students' exhibit higher performance in core subjects. For instance, a comparative study of two high-performing and two low performing schools in Michigan indicated that teachers in the high performing schools reported more occurrences in collaboration as compared to teachers in low-performing schools. It was therefore recommended that school culture needs to change to be less isolating and more collaborative.

A study that specifically focused on teacher collaboration as one of the best practices in elementary schools in Tennessee found that the high performing schools had some kind of mandated time for horizontal collaboration in place, although the frequency of these collaborative activities differed from daily common planning time to required meetings once every two weeks. Another study indicated that fourth-grade students have higher achievement in mathematics and reading when they attend schools characterized by higher levels of teacher collaboration.

2.5 Teacher Organizational Commitment and Students Achievement

Teacher organizational commitment is regarded as one of the common characteristics present in successful and effective schools. Reges and Fuller (1995) examined schools which promoted shared values among employees; they reported that high teacher commitment to school has a positive relation to students' Mathematics achievement in middle and high schools. Kushman (1992) found a positive link between teacher organizational commitment and student achievement in public elementary and middle schools.

Vital findings from research examining the relationship between teacher organizational commitment and students' performance advocates that teachers committed to schools engaged in conduct that lead them to achieve school goals and enhance students' achievement (Hoy & Miskel, 2008). Committed human resources are organizations greatest assets that every organization cannot do without. To build excellent and experienced professionals, academic staffs are always encouraged to remain committed to their institutions. Committed employee

should receive superior attention in order to ensure, the college or the institution will not be burden with high cost if the employees quit and take with them their rich experiences and skills.

Meyer (2003) has recognized that organizational commitment is a leading factor impacting the level of achievement in many organizations. A lot of studies have been conducted on the relationship between organizational and the success of the institution though there is very little research done to identify factors that impact organizational commitment among academics.

2.6 Teacher Collegiality and its Benefits to the Teacher

Collegial practices task such as co-planning units of interdisciplinary work and de-privatization which involves team teaching and professional observation helps to build the modern classroom teacher with current approaches and methodologies to teaching which calls for self-discipline and dedication on the part of the teacher to improve the teaching approaches which are employed by teachers. Collegiality in itself – calls for shared responsibility which to the largest extent encourages the individual teacher to feel confident and secured at the workplace since complex issues encountered are collectively solved. Research points to collegiality as an important component in educational change and professional development (Little, 1982).

However, teaching especially in second cycle institution has been consistently found to be an isolated activity with teachers lacking opportunities and mechanisms for collegial support and exchange (Lortie, 2005). Too many teachers

plan their lesson and its related activities in isolation and are rarely given the opportunity to share knowledge or improve their practice by interacting with other teachers during the school day (Darling-Hammond, 2002). Several teachers especially those in technical career-related programmes often complain feeling isolated and end up leaving the teaching profession (Ruthland & Bremer, 2002). Team work among colleague is the ultimate network available and sure to provide an important avenue to address these issues.

To Moolenaar, Slegers and Daly (2011) teacher networks promote collective teacher efficiency. Collective teacher efficacy is defined as one's beliefs about their competence to successfully complete a particular task or activity be it individually or collectively. Networks allow teachers to share lesson plans with one another, develop protocols to guide decision-making processes, and communicate with each other about their day-to-day work (Berry, 2005). The networks' activities also include structured study groups for teachers that provide a public forum in which teachers are able to reflect on their efforts after instructional hours and engage in dialogues with their colleagues and in turn yield positive improvements in current instructional approaches and strategies (Hollins, McInLyre, DeBose, Hollins, & Towner, 2004). Learning in the social context of a community encourages teachers to support each other and to practice their teaching techniques on each other and it renews their sense of efficacy (Lieberman & Miller, 2011).

A current study on teacher collegiality reported that teacher face-to-face connections with their colleagues are valuable when the interactions occurred within their school (Vavasseur & MacGregor, 2008). For instance, direct

interactions networks within schools contribute to professionals learning, instructional practice and shared leadership (Sammons, 2007). Additionally, in math and science, face-to-face networking also has a positive effect on development of purpose, focused work, shared leadership and collaboration when teachers share quality information and use innovative approaches to improve professional learning.

Vavasseur and MacGregor (2008) also reported that connections with other teachers when occur beyond the walls of teacher's schools improves the teacher's quality of work. Given the time constraints that many teachers confront, these networks provide an option that would not be otherwise available in face-to-face interactions and in addition open up a wider net of possible social resources than those available in the immediate physical setting. The opportunity to work in collegial environment is vital in teacher professional development as it disseminates best practices and establishes strong career pathways. Collegiality furthermore increases teacher's commitment to teaching (Hausman & Goldring, 2001) and potentially reduces high teacher turnover rates (Smith & Ingersoll, 2004). Also teachers who hold on to collegiality enjoy the two-way exchange of information and sharing of ideas which helps to create status equalizing situations so that all partners can be regularly involved in scholarly interactions and gain new knowledge without the establishment of typical top down relationship. With collegial teachers, their culture requires that all partners be willing to enter each other's worlds and to consider the conditions of these worlds specially and seriously enough to become comfortable there (Smith & Ingersoll, 2004).

Teacher collegiality is recognized as a core aspect of teacher professional growth and development. The basic features that fall under the labels of teacher individualism, isolation and privatism, are greatly perceived as threat to teacher professional growth and development. The school environment in our modern world is believed to be the best place for teachers to learn and grow professionally. Schools are beginning to restructure in ways that provide more opportunities for staff to share common views and aspirations together (Smith & Ingersoll, 2004).

Collegial communities create such a cooperative atmosphere that heightens the level of innovation and enthusiasm among teachers and provides a continuous support for staff professional enhancement. Many educators and researchers have supported the methods of teachers growth and development that are based on continuous collegial interaction and supports. It is recognized that teacher collegiality could modify instruction; therefore, teachers need to acknowledge the value of working together and to focus on what they have in common (Smith & Ingersoll, 2004).

Under the norms of privatism, much good teaching skills go on unacknowledged, while teachers who work in collegial settings becomes more open to new ideas, teaching methods and resources. It is suggested that collegiality among staff leads to increased teacher satisfaction and adaptability. It breaks the isolation of the classroom and brings career records and daily satisfaction for teachers. Collegiality stimulates enthusiasm among teachers and reduces emotional stress and burnout. It also creates a sense of belonging among organizational members and makes the bonds more cohesive. Collegial cultures make teachers

more committed to their organization and profession. It is reported that collaborating teachers perceived themselves as more committed to their goals and to their students. It is found that collegiality influences the motivation and professional commitment of teachers and the limit to which they are ready to change classroom practices (Smith & Ingersoll, 2004).

Collegiality helps teachers to bear with uncertainty and respond effectively to fast guide change and create a climate that values risk taking and progressive improvement. It is believed that teachers who engage in collegiality become more flexible in times of change and cope better with recent demands that would exhaust the strength and resources of teachers working independently. Collegiality is considered as the most important pertinent energy giver and it is claimed that when teachers have strong emotional attachment with colleagues their teaching energy is high.

Hargreaves (2010) listed benefits of collaboration among school staff, moral supports, increased efficiency, improved effectiveness; reduced overload, synchronized time perspective between teachers and administrators (i.e. shared and realistic expectations about timeframes for change and implementation); situated certainty of collective professional wisdom, political assertiveness, increased capacity for reflection; organizational responsiveness; opportunities to learn, and continuous learning.

2.7 Teacher Collegiality and its Benefits to the Educational Organization

Collegiality is seen as one of the most important features in determining the quality of a school. It is claimed that the issue of developing collegiality may be integrated to the taste of improving schools. Collaboration appears to be the unifying idea that characterized many of the recent developments in the successful schools of the 1990s. Even the new literature on school improvement is growing the ability among staff to function effectively as professional collegial communities. A workplace study of 76 schools in 8 districts in Tennessee confirmed the importance of social context as the researcher concluded that professional communities in schools' advocate for the adoption of collegial practices because educators in those social environment naturally seek for improvement strategies (Smith & Ingersoll, 2004).

Another study conducted in less advantaged public schools in Chicago affirmed that schools with strong and effective professional learning communities improved four times faster than schools without, proper professional collaborative practices in place. Teacher collegiality is necessary in a period of progressive change and improvement. It is seen broadly as an opportunity for many individuals in finding solutions to complex educational problems of modern times. A broader range of demands are easily addressed by using a collaborative approach than by individuals working in isolation. Schools that do not support collegiality among their staff and allow them to work alone in their own classrooms turns to waste human resources and contribute to disenchantment with the teaching profession (Smith & Ingersoll, 2004).

Fullan (2007) observed that, collegiality in any environment does not grow overnight as a mushroom but its needs to be structured, taught, nurtured and learned. It has been recorded that building the foundation for a collaborative and collegial culture among superstar teachers working in isolation cannot produce the same outcome as interdependent staff. The issue of collegiality produces greater results only when a significant number of professional become convinced that it will actually improve teaching and learning. Finally, the rich outcomes from research conducted on teacher collegiality confirmed that effective collegiality in schools is a vital avenue for nourishing and enhancing staff professional growth and development (Fullan, 2007).

2.8 Collegial Schools

Collegial schools are those that regard team work and collaboration to achieve a desired result inclusively. Collegial schools establish learning goals for all students consistent with the responsibility of education in a democratic society.

Collegial schools are driven by

- (1) A covenant of learning – mission, vision and goals.
- (2) A charter for school wide, democratic decision making and
- (3) A critical study process for informing decisions and conducting action research (Glickman, 2003). In effect, collegial schools create a “supervision” of institution, democratically derived and studied, that gives purpose and direction to the common world of adults.

According to Glickman, Gordon and Jovita (2010), a paradigm shift toward the collegial model, if it is to succeed must include a shift from conventional or congenial supervision towards collegial supervision. This view of supervision includes the following;

- (1) A collegial rather than a hierarchical relationship between teachers and formally designated supervisors.
- (2) Supervision as the province of teachers as well as formally designated supervisors.
- (3) A focus on teacher growth rather than teacher compliance
- (4) Facilitation of teachers collaborating with each other in instructional improvement efforts.
- (5) Teacher involvement in ongoing reflective inquiry (Gordon, 1997).

In collegial schools, according to (Gordon, 1995) leadership is shared with teachers and it is cast in coaching, reflection, collegial investigation, study teams, explorations into the uncertain and problem solving. It is position-free supervision where in the underlying spirit is one of expansion, not traditional supervision. Alternatives not directives or criticism, are the focus and the community of learners perform professional and indeed moral-service to students. Collegial supervision then stands in sharp contrast to traditional approaches to supervision according to (Keedy & Simpson, 2002).

In collegial schools besides the fact that leadership is shared among teachers, supervision is seen as an element that fosters individual and group enhancement all towards the attainment of a common goal that need to be achieved.

We think of supervision as the glue of a successful school. Supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action. Research shows that those schools that link their instruction and classroom management with professional development, direct assistance to teachers, curriculum development, group development and action research under a common purpose achieve their objectives (Keedy & Simpson, 2002).

In other words, when teachers accept common goals for students and therefore complement each other's teaching and when supervisors work with teachers in a manner consistent with the way teachers are expected to work with students, then- and only then- does the school reach its goals. Regardless of a school's grade span, socioeconomic setting, or physical characteristics, successful schools have common glue that keeps a faculty together and creates consistency among a school's various elements. The glue is the process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals so that individual goals within the school can work in harmony towards the vision and mission of the school (Bernstein, 2004). Bernstein further stated that collegial Schools are characterized by four key concepts which includes

1. Studying, teaching and learning
2. Setting common priorities
3. Making decisions about internal changes and resource allocations
and

4. Assessing effects on student learning.

With regards to the first concept, collegial schools always study teaching and learning to keep the teachers in focus in order not to veer-off their common goal and keep abreast with time and new methodological approaches to teaching and learning since the ultimate goal of a collegial school is to achieve a desired and excellent results (Bernstein, 2004).

Since collegial schools aspire for all round excellence, setting common priority for both curricula and extra-curricular activities is very important to them. They always make their priorities known and right to all team members so that with collective efforts and collaboration they all would be able to work on first thing first to lay the right and good foundation for easily attainment of success.

Making decisions about internal changes and resources allocation is another key concept that characterized collegial schools. Since collegial teacher work together as team mates and are aware of each other's strength and weakness, making internal changes is one common feature with them so as to fill a needed vacuum and they make sure that the resources available are allocated and channeled into the right persons and departments for its appropriate usage in order to establish smooth running of their schools which will in greater extent lead to the attainment of a desired goals and outcomes (Fullan, 2007).

Finally, collegial schools as one of their characteristics assess effects on students learning through evaluation to measure the effectiveness of strategies and methods employed in teaching and learning so as to make an informed choice

towards the target set and how to deal with side issues should the need arise be it internal or external factors (Fullan, 2007).

2.9 Challenges of Teacher Collegiality

In spite of the countless benefits that teacher collegiality provides to the professional environment, it has from time past till now faced with numerous challenges that need quick attention whenever they are noticed in order to experience fully the great benefits of teacher collegiality. According to Fullan (2007), collegially is still a rare element in most schools in spite of its numerous benefits. The literature on teacher professional collegially has cited consistently a number of prevailing challenges to meaningful interactions and the most repeatedly highlighted are: time constraints, fragmented visions, competitiveness, conflict avoidance and lack of administrative support. According to Johnson, Berg and Donaldson (2005), the structure and organization of schools themselves are inhibit factors to teacher interdependency and collaboration. Bureaucratic restraints such as scheduling issues often impede the progress of collegiality among professionals. Administrative practices also inhibit cooperation among staff, for example those that lay emphasis on competition (Johnson, Berg & Donaldson (2005).

Also, teachers varied personalities and values also pose a barrier to fostering effective and strong collegial culture in schools. Teachers have their own ideas regarding effective teaching and learning, however, collaboration requires all faculty members to come to a consensus regarding their beliefs and goals (Kruse, 1996). In order to build a strong consensus, teachers need to trust each other. Until

trust is built among professionals and a consensus has been met on the school's vision, isolation and separate agendas will continue to prevent teachers from working together (Schmoter, 1999). School size acts as hindrance to collegiality. Teachers in smaller schools are more likely to collaborate with one another (Nathan, 2002) and participate in teamwork (Lee, 2012). However, Lee (2012) argued that, although collaboration is possible in larger schools, collective learning occurs more easily and naturally in smaller schools.

To Diez and Blackwell (2002), as teachers are trained to work independently in their classrooms, they are unwilling to relinquish some of their autonomy for successful collaboration. Teacher turns to isolate themselves from others and think that being focus on their own will surely bring success to their door step without acknowledging the fact that knowledge does not reside in the head of one person and forget the idea that collective work helps to yield collective responses which diminishes doubt and uncertainty among professionals (Diez & Blackwell, 2002).

The most prominent challenge to shared work activity among educators is the ubiquitous issue of time (Friend & Cook, 2000). Successful collaborative planning, consultation and evaluation require a major time commitment. Leonard and Leonard (2003) pointed out that teachers did not think it appropriate that they should be expected to utilize after-school time for collaborative activities.

Friend and Cook (2000) in their research stated that the major barriers to collegial activities mentioned by teachers included paucity of time, apparent attitude and lack of commitment by teachers, lack of compensation and resistance

to change, competition and lack of interest in doing things differently. The participants in their study talked of teachers who wished to avoid additional work as those who prefer “to work alone” and stay in their “comfort zone”. References were also made to “resistance to change”, “competition” among teachers for high test scores, and a genuine “lack of interest” in doing things differently and creatively. Other noted challenges to collegial opportunities include tight scheduling (especially in smaller schools), teacher personality, conflicts, and lack of administrative support (Leonard & Leonard, 2003).



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research methods used in conducting the study. It includes the research design, population, sample and sampling procedure, data collection instrument, piloting, reliability and validity of the instrument, data collection procedure, data analysis and ethical considerations

3.1 Research Design

The researcher used descriptive survey design to collect quantitative data for the study. According to Gay and Airasian (2003), descriptive survey design was considered as the most appropriate for conducting the study because it is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing

Descriptive survey aims primarily at describing, observing and documenting aspects of a situation as it occurs rather than explaining them (Kusi, 2012). A descriptive survey involves asking a large number of individuals the same set of questions either by mail, telephone or in person.

The advantage of the descriptive survey design is that it provides more information from a large number of individuals.

3.2 Population

According to (Kusi, 2012), population is a group of individuals or people with the same characteristics and in whom the researcher is interested. It may also be described as the study of a large group of interest for which a research is relevant and applicable.

The target population of sixty-nine (69) was used. Six (6) head teachers and sixty-three (63) teachers from three Junior High Schools and three Primary schools in the Christ the King cluster of basic schools in the Sunyani Municipality was selected. The population distribution of the schools were as follows; St. James Primary-7, St. James JHS-14, St. Patrick Primary-7, Patrick JHS-13, Nyamaa Primary-7 and Nyamaa JHS-15

Table 3.0 Population Selected

Name of School	Number of Head teachers	Number of Teachers	Number Selected
St. James Primary School	1	7	8
St. James Junior High School	1	14	15
St. Patrick's Primary School	1	7	8
St. Patrick's Junior High School	1	13	14
Nyamaa Primary School	1	7	8
Nyamaa Junior High School	1	15	16
Total	6	63	69

Source: Field Data 2020

3.3 Sample and Sampling Procedure

Borg and Gall (2007) described sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. To get an appropriate sample size for the study, an updated list of all the head teachers and teachers of the Christ the King cluster of basic schools in the Sunyani Municipality was obtained from the Municipal Director of Education.

Census sampling was afterwards used to include all the six (6) head teachers and sixty-three (63) teachers for the study since they were teachers who possessed knowledge on collegiality and organizational commitment in schools, also they were not so many.

3.4 Data Collection Instrument

The researcher used questionnaire as the data collection instrument for this study. According to White (2005), questionnaire is instrument designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research. The researcher administered the questionnaires personally to the six (6) head teachers and sixty-three (63) teachers.

The questionnaire was meant to assist respondents to provide uniformity of response. A questionnaire is cost effective and less time consuming as compared to other instruments. The researcher personally administered the entire questionnaire to the respondents.

3.5 Piloting of the Instrument

A pilot testing was conducted to make sure the research instruments were valid and reliable. The purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2008).

Thirty questionnaires were administered to 10 head teachers and 20 teachers who were randomly selected from basic schools outside the study area. The pilot-test enabled the researcher to make the necessary changes to items which were inappropriate and ambiguous.

3.6 Validity and Reliability

- **Validity**

Validity is the degree to which a test measures what it is supposed to measure (Ghauri & Grønhaug 2005). The researcher tested the face and content validity of the questionnaire. The relevance of the questionnaire items was established before they were used for the collection. This was carried out by giving the instrument to the supervisor of this work and other lecturers to scrutinize the items for proper construction. As recommended, this was done to facilitate the face validity of the instrument.

- **Reliability**

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials (Ghauri & Grønhaug 2005). To

determine the reliability of the instrument the questionnaire was administered on the same group of respondents twice in the pilot study as explained earlier on and given one-week interval between the first and second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach alpha of 0.81.

3.7 Data Collection Procedure

The researcher sought permission from the Sunyani Municipal Director of Education to conduct the study. The researcher after given the permission visited the sampled population to brief them on the purpose of the study. The questionnaires were administered to the 69 respondents (six 6 head teachers and sixty-three 63 teachers) in two days. The researcher visited each school within the two days of the distribution. The respondents were given one day to fill the questionnaires before they were collected. In all three days were used for distribution and collection of the questionnaires.

3.8 Data Analysis

The data collected was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data that were then tabulated and analyzed using Statistical Package for Social Sciences (SPSS) version 2.0. The data were analyzed descriptively and presented using tables with frequencies and percentages to answer all the research questions.

3.9 Ethical Considerations

The respondents were briefed on the purpose of the study and they were assured that there were no costs involved. The respondents were made aware that they have the rights to opt out of the study if they so wished.

The respondents' anonymity were assured as they were not obliged to write their names on the questionnaire. The respondents were also assured of their confidentiality and that any information that they would give would be used for academic purposes only.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter analyzed and discussed the data collected from the respondents. The data collected were analyzed and presented in tables with frequencies and percentages.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents that included their gender, age, qualifications and teaching experience were examined and presented in Tables 4.1- 4.5.

Table 4.1 Position of Respondents

Variable	Frequency	Percentage
Head teacher	6	8.7
Teacher	63	91.3
Total	69	100

Source: Field Data 2020

Table 4.1 depicts that 6 respondents representing 8.7% were head teachers while 63 respondents representing 91.3% were teachers. The result means that the teachers who participated in the study were more than the head teachers who were involved in the study, since the teachers are the ones who are closer to the students.

Table 4.2 Gender of Respondents

Variable	Frequency	Percentage
Female	38	55
Male	31	45
Total	69	100

Source: Field Data 2020

Table 4.2 depicts that, 38 representing 55% were females while 31 respondents representing 45% were males. The result means that females who participated in the study were more than males who were involved in the study.

Table 4.3: Age of Respondents

Variable	Frequency	Percentage
21-30	11	16
31-40	17	25
41-50	23	33
51-60	18	26
Total	69	100

Source: Field Data 2020

On respondents' ages, 11 representing 16% were in the age bracket of 21-30, 17 respondents representing 25% were in the age bracket of 31-40, 23 respondents representing 33% were in the age bracket of 41-50, while 18 respondents representing 26% were also in the age bracket of 51-60.

Table 4.4 Qualification of Respondents

Variable	Frequency	Percentage
Diploma in Education	14	20
Bachelor's Degree	38	55
Master's Degree	17	25
Total	69	100

Source: Field Data 2020

On respondents' educational qualifications, 14 representing 20% were holders of the Diploma in Education certificate, 38 respondents representing 55% were holders of the Bachelor's Degree, while 17 respondents representing 25% were holders of the Master's Degree.

Table 4.5 Teaching Experience of Respondents

Variable	Frequency	Percentage
1-5 years	13	19
6-10 years	17	25
11-15 years	23	33
16 years and above	16	23
Total	69	100

Source: Field Data 2020

On respondents' teaching experiences, 13 representing 19% had been teaching for between 1-5 years, 17 respondents representing 25% had been teaching for between 6-10 years, 23 respondents representing 33% had been teaching for between 11-15 years, while 16 respondents representing 23% had been teaching for 16 years and above.

4.2 Answers to the Research Questions

Research Question 1: What is the perceived influence of teacher collegiality on students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality?

Generally, collegiality is viewed as attending to the work of others, engaging in intellectual reciprocity, providing timely feedback to colleagues, being open to peer review of teaching and sharing new ideas and teaching materials with colleagues (Bess, 2002). An understanding of collegiality among educators is vital in an era of continuous change and improvement. School administrators and teachers must be aware of the obstacles that prevent collegiality to occur among teachers if teacher professional enhancement and organizational wellbeing is desired.

School heads and administrators must discover methods for promoting collegiality among their staff as interventions to prevent isolation (Kruse, 1996). Teachers must have a belief in the relationship between individual success and collegial success must share common interest. There is evidence that collective teacher efficacy is linked to enthusiastic teaching (Caprara, Barbaranelli, Steca, & Malone, 2006) and strongly related to student achievement (Goddard, 2007). The respondents were therefore asked to rate their opinion on how collegiality influence students' academic achievement. The results are shown in Table 4.6 below.

Table 4.6: What is perceived Teacher Collegiality Influence on Students' academic achievement

Statement	Strongly Agree 4 N (%)	Agree 3 N (%)	Disagree 2 N (%)	Strongly Disagree 1 N (%)
Promote cooperation among students and teachers for peaceful co-existence.	18(26)	38 (55)	13 (19)	-
Helps students share ideas on subject area to improve their learning.	33(48)	36(52)	-	-
Helps students to remain focus towards their studies.	25(36)	33(48)	11(16)	-
Help build confidence in students on their academic work.	18(26)	37(54)	14(20)	-
Helps students to have confidence in their teachers.	18(26)	31(45)	11(16)	9(13)
Helps students to reflect on their learning capabilities to improve their performance.	20(29)	25(36)	17(25)	7(10)
Help to maintain good relationship with students on academic issues.	20(29)	31(45)	18(26)	-
Promote team spirit among students on academic affairs.	31(45)	38(55)	-	-

Source: Field Data 2020

Table 4.6 shows that 18 respondents representing 26% strongly agreed that teacher collegiality influenced students' achievement as it helped to promote cooperation among students and teachers for peaceful co-existence, 38 respondents representing 55% agreed while 13 respondents representing 19% disagreed. The result implies that teacher collegiality has influence on students' achievement.

Again, 33 respondents representing 48% strongly agreed that teacher collegiality influenced students' achievement as it enabled students to share ideas

on subject area to improve their learning while 36 respondents representing 52% agreed. The result implies that teacher collegiality has influence on students' achievement.

Also, 25 respondents representing 36% strongly agreed that teacher collegiality influenced students' achievement as it helped students to remain focus towards their studies, 33 respondents representing 48% agreed while 11 respondents representing 16% disagreed. The result implies that teacher collegiality indeed helps students to remain focus towards their studies.

Besides, 18 respondents representing 26% strongly agreed that teacher collegiality influenced students' achievement as it helped build confidence in students on their academic work, 37 respondents representing 54% agreed while 14 respondents representing 20% disagreed. The result implies that teacher collegiality actually help build confidence in students on their academic work.

Again, 18 respondents representing 26% strongly agreed that teacher collegiality influenced students' achievement as it helped students to have confidence in their teachers, 31 respondents representing 45% agreed, 11 respondents representing 16% disagreed while 9 respondents representing 13% strongly disagreed. The result implies that teacher collegiality help students to have confidence in their teachers to learn and achieve success.

Also, 20 respondents representing 29% strongly agreed that teacher collegiality influenced students' achievement as it helped students to reflect on their learning capabilities to improve their performance, 15 respondents representing 36% agreed, 17 respondents representing 25% disagreed while 7

respondents representing 10% strongly disagreed. The result implies that teacher collegiality help students to reflect on their learning capabilities to improve their performance.

Besides, 20 respondents representing 29% strongly agreed that teacher collegiality influenced students' achievement as it helped to maintain good relationship with students on academic issues, 31 respondents representing 45% agreed while 18 respondents representing 26% disagreed. The result implies that teacher collegiality has influence on students' achievement.

Finally, 31 respondents representing 45% strongly agreed that teacher collegiality influenced students' achievement as it helped to promote team spirit among students on academic affairs while 38 respondents representing 55% agreed. The result implies that teacher collegiality help to promote team spirit among students on academic affairs.

The entire result and analysis confirms the assertion of Caprara, Barbaranelli, Steca, and Malone (2006) that collective teacher efficacy is linked to enthusiastic teaching and strongly related to student achievement (Goddard, 2007). Establishing a sense of professional community in schools permits networks of teachers to encourage the achievement of each other's students through social support and to engage in higher order thinking and knowledge that goes beyond what is usually taught in the classroom (Louis & Marks, 1998).

High level educational outcomes are being increasingly linked with quality teachers and there is a need for ongoing professional learning to ensure that teaching practices are updated within an era of considerable educational reform

where small groups of teachers come together as a team to help one another improve students' learning. The team members share and reflect on their practices and personal experiences, observe each other's, study and apply research and best practices together (Education Northwest, 2012). It is a fact that higher collegial relations within teaching staff leads to higher instruction and in turn, increases students' academic achievement (Schmoker, 1999).

Research Question 2: What is perceived influence of teacher collegiality on organizational commitment of teachers to improve students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality?

The need for more complex, scholarly demanding procedures to teaching emphasize that teacher commitment will continue to be pertinent for excellent education. Teacher commitment is nourished by conditions that serve as key elements in the workplace without which, the commitment level of teacher will not be fully realized: They are; job design characteristics, feedback, autonomy, participation, collaboration, learning opportunities, resources and security. Organizational commitment is seen as the pivot around which the success of every daring organization evolves. Organizational commitment is seen as an organizational members' psychological attachment to the organization. Organizational commitment plays a vital role in determining whether or not a member will stay with the organization and contribute zealously towards the achievement of the organizational goals for the total success of every established and ready to succeed organization of which the school is not an exception. The

researcher therefore sought to find out from the respondent, their opinion on how collegiality influences organizational commitment of teachers to improve students' success. The results are shown in Table 4.7 below.

Table 4.7: Perceived Influence of Teachers Collegiality on Organizational Commitment to improve students' academic achievement

Statement	Strongly Agree 4 N (%)	Agree 3 N (%)	Disagree 2 N (%)	Strongly Disagree 1 N (%)
Teachers maintain good relation with students on academic issues for the success of the school.	37(54)	20(29)	12(17)	-
Teachers respond to academic needs of students to improve student and school success.	31(45)	25(36)	13(19)	-
Teachers make students feel at home within the school environment.	27(39)	24(35)	18(26)	-
Teachers make students feel proud in the school as they have them at heart.	35(51)	20(29)	14(20)	-
Teachers have interest in getting students involved in organizational activities of the school.	21(30)	33(48)	15(22)	-
Teachers promote team spirit among students on academic affairs to improve students academic achievement.	41(59)	28(41)	-	-
Teachers promote creativity among students in the classroom to improve the students academic achievement.	38(55)	31(45)	-	-
Teachers help students to find meaning in their work.	25(36)	24(35)	15(22)	5(7)

Source: Field Data 2020

Table 4.7 indicates that 37 respondents representing 54% strongly agreed collegiality influenced teachers organizational commitment as it enabled teachers to maintain good relation with students on academic issues for the success of the school, 20 respondents representing 29% agreed while 12 respondents representing 17% disagreed. The result implies that teacher collegiality has influence on teachers organizational commitment.

Also, 31 respondents representing 45% strongly agreed collegiality influenced teachers organizational commitment as it enabled teachers to respond to academic needs of students to improve student and school success, 25 respondents representing 36% agreed while 13 respondents representing 19% disagreed. The result implies that teacher collegiality has influence on teachers organizational commitment to improve students' success.

Again, 27 respondents representing 39% strongly agreed collegiality influenced teachers organizational commitment as it enabled teachers to make students feel at home within the school environment, 24 respondents representing 35% agreed while 18 respondents representing 26% disagreed. The result implies that teacher collegiality has influence on teachers organizational commitment to improve students' success.

Also, 35 respondents representing 51% strongly agreed collegiality influenced teachers organizational commitment as it enabled teachers to make students feel proud in the school as teachers have them at heart, 20 respondents representing 29% agreed while 14 respondents representing 20% disagreed. The

result implies that teacher collegiality has influence on teachers organizational commitment to improve students' success.

Besides, 21 respondents representing 30% strongly agreed collegiality influenced teachers organizational commitment as it enabled teachers to have interest in getting students involved in organizational activities of the school, 33 respondents representing 48% agreed while 15 respondents representing 22% disagreed. The result implies that teacher collegiality has influence on teachers organizational commitment to improve students' success.

Moreover, 41 respondents representing 59% strongly agreed collegiality influenced teachers organizational commitment as it enabled teachers to promote team spirit among students on academic affairs to improve success of the school while 28 respondents representing 41% agreed. The result implies that teacher collegiality has influence on teachers organizational commitment to improve students' success.

Further, 38 respondents representing 55% strongly agreed collegiality influenced teachers organizational commitment as it enabled teachers to promote creativity among students in the classroom to improve the success of the school while 20 respondents representing 29% agreed. The result implies that teacher collegiality has influence on teachers organizational commitment to improve students' success.

Finally, 25 respondents representing 36% strongly agreed collegiality influenced teachers organizational commitment as it enabled teachers to help students to find meaning in their work, 24 respondents representing 35% agreed, 15

respondents representing 22% disagreed while 5 respondents representing 7% strongly disagreed. The result implies that teacher collegiality has influence on teachers organizational commitment to improve students' success.

All the analysis in Table 4.6 are in line with Ketchand and Strawer (2001) who indicated that organizational commitment entails an individual's sense of belonging and positive contributions towards the realization of an organizational target. A common definition of organizational commitment include membership with the organization, shared common goals and values between the organization and the individual employees and progressing membership in the organization (Meyer, 2003). Employees are recognized as committed to their organization when they deliberately retain their association with the organization and devote maximum efforts to achieve organizational goals (Mowday, 1998).

Lee (2012) argued that, although collaboration is possible in larger schools, collective learning occurs more easily and naturally in smaller schools. Similarly, teachers varied personalities and beliefs also enrich collegiality when yoked positively at the working environment. Teachers have their own ideas regarding effective teaching and learning, however, collaboration requires all faculty members to come to a consensus regarding their beliefs and goals (Kruse, 1996). For getting consensus, they need to trust themselves. Until trust is built among them and a consensus has been met on the school's vision, isolation and separate agendas will continue to prevent teachers from working together (Schmoker, 1999), and becoming lifelong learners (Leonard & Leonard 1999). Professional must also

have a belief in the relationship between individual success and collegial success and must share common interest (Kruse, 1996).

Research Question 3: What are the challenges in teacher collegiality in the Christ the King cluster of Basic Schools in the Sunyani Municipality?

In spite of the countless benefits that teacher collegiality provides to the professional environment, it has from time past till now faced with numerous challenges that need quick attention whenever they are noticed in order to experience fully the great benefits of teacher collegiality. According to Fullan (2007), collegially is still a rare element in most schools in spite of its numerous benefits. The literature on teacher professional collegially has cited consistently a number of prevailing challenges to meaningful interactions. The researcher therefore sought to find out from the respondent, their opinion on some of the challenges of teacher collegiality. The result is shown in Table 4.8 below.

Table 4.8: Challenges of Teacher Collegiality

Statement	Strongly Agree 4 N (%)	Agree 3 N (%)	Disagree 2 N (%)	Strongly Disagree 1 N (%)
Lack of administrative support.	29(42)	24(35)	9(13)	7(10)
Lack of interest in doing things differently.	31(45)	20(29)	18(26)	-
Uncooperative attitude of some teachers due to individual values.	29(42)	40(58)	-	-
Teachers apparent attitude and lack of commitment	22(32)	29(42)	11(16)	7(10)
Lack of compensation and resistance to change.	25(36)	35(51)	9(13)	-
Too much bureaucracy in administrative practices of the school which delays students' progress.	33(48)	21(30)	15(22)	-
Unwillingness of some teachers to relinquish autonomy for successful collaboration.	28(41)	20(29)	11(16)	10(14)
Competition among teachers for high test scores	35(51)	23(33)	11(16)	-

Source: Field Data 2020

Table 4.8 reveals that 29 respondents representing 42% strongly agreed that lack of administrative support was a challenge in teacher collegiality, 24 respondents representing 35% agreed, 9 respondents representing 13% disagreed while 7 respondents representing 10% strongly disagreed. The result implies that lack of administrative support is a challenge in teacher collegiality. The result agrees with Leonard and Leonard (2003) that challenges to collegial opportunities include tight scheduling (especially in smaller schools), teacher personality, conflicts, and lack of administrative support.

Again, 31 respondents representing 45% strongly agreed that lack of interest in doing things differently was a challenge in teacher collegiality, 20 respondents representing 29% agreed while 18 respondents representing 26% disagreed. The result implies that lack of interest in doing things differently is a challenge in teacher collegiality. The result agrees with Leonard and Leonard (2003) who referred to teachers who wished to avoid additional work as those who prefer “to work alone” stay in their “comfort zone”, “resist change” and a genuine “lack of interest” in doing things differently and creatively.

Also, 29 respondents representing 42% strongly agreed that uncooperative attitude of some teachers due to individual values, was a challenge in teacher collegiality while 40 respondents representing 58% agreed. The result implies that uncooperative attitude of some teachers due to individual values, is a challenge in teacher collegiality. The result agrees with Kruse (1996) who stated that teachers varied personalities and values also pose a barrier to fostering effective and strong collegial culture in schools. Teachers have their own ideas regarding effective

teaching and learning, however, collaboration requires all faculty members to come to a consensus regarding their beliefs and goals (Kruse, 1996).

Again, 22 respondents representing 32% strongly agreed that teachers apparent attitude and lack of commitment was a challenge in teacher collegiality, 29 respondents representing 42% agreed, 11 respondents representing 16% disagreed while 7 respondents representing 10% strongly disagreed. The result implies that teachers apparent attitude and lack of commitment is a challenge in teacher collegiality. The result agrees with Friend and Cook (2000) in their research stated that the major barriers to collegial activities mentioned by teachers included paucity of time, apparent attitude and lack of commitment by teachers.

Besides, 25 respondents representing 36% strongly agreed that lack of compensation and resistance to change was a challenge in teacher collegiality, 35 respondents representing 51% agreed while 9 respondents representing 13% disagreed. The result implies that lack of compensation and resistance to change is a challenge in teacher collegiality. The result is in line with Friend and Cook (2000) in their research stated that the some of the barriers to collegial activities included lack of compensation and resistance to change.

Further, 33 respondents representing 48% strongly agreed that too much bureaucracy in administrative practices of the school which delays students' progress was a challenge in teacher collegiality, 21 respondents representing 30% agreed while 15 respondents representing 22% disagreed. The result implies that too much bureaucracy in administrative practices of the school which delays students' progress is a challenge in teacher collegiality. The result is in tandem

with Berg and Donaldson (2005) that the structure and organization of schools themselves are inhibiting factors to teacher interdependency and collaboration. Bureaucratic restraints such as scheduling issues often impede the progress of collegiality among professionals. Administrative practices also inhibit cooperation among staff, for example those that lay emphasis on competition (Johnson, Berg & Donaldson (2005).

Again, 28 respondents representing 41% strongly agreed that unwillingness of some teachers to relinquish autonomy for successful collaboration was a challenge in teacher collegiality, 20 respondents representing 29% agreed, 11 respondents representing 16% disagreed while 10 respondents representing 14% strongly disagreed. The result implies that unwillingness of some teachers to relinquish autonomy for successful collaboration is a challenge in teacher collegiality. The result agrees with Tschannen-Moran (2001) who posited that teachers must sacrifice some of the autonomy they value so high in order to reap the potential benefits of greater collegiality and collaboration. Diez and Blackwell (2002) stated that as teachers are trained to work independently in their classrooms, they are unwilling to relinquish some of their autonomy for successful collaboration. Diez and Blackwell stated further that by developing collaborative networks among teachers and providing structured opportunities for peer review, schools can enrich the organizational climate while providing classroom teachers a potentially powerful vehicle for instructional improvement.

Finally, 35 respondents representing 51% strongly agreed that competition among teachers for high test scores was a challenge in teacher collegiality, 23

respondents representing 33% agreed while 11 respondents representing 16% disagreed. The result implies that competition among teachers for high test scores is a challenge in teacher collegiality. The result is in line with Leonard and Leonard (2003) who indicated that competition among teachers for high test scores is a challenge in the promotion of teacher collegiality.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings of the study, conclusions, recommendations and suggestions for further study in line with the research questions.

5.1 Summary

The study was conducted to investigate the influence of teachers collegiality on students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality of the Bono Region of Ghana. The objectives of the study were to determine how teachers collegiality influence students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality, ascertain how teacher collegiality influence organizational commitment of teachers to improve students success in the Christ the King cluster of Basic Schools in the Sunyani Municipality and to find out the challenges in teacher collegiality in the Christ the King cluster of Basic Schools in the Sunyani Municipality.

The descriptive survey design was used to collect quantitative data for the study. The target population was six (6) head teachers and sixty-three (63) teachers drawn from three Junior High Schools and three Primary schools in the Christ the King cluster of basic schools in the Sunyani Municipality. Census sampling was used to include all the six (6) head teachers and sixty-three (63)

teachers for the study. Questionnaire was used to collect data for the study. The reliability test yielded Cronbach alpha of 0.81. The data were analyzed descriptively using the Statistical Package for Social Sciences (SPSS) and presented using tables with frequencies and percentages to answer all the research questions.

5.2 Key Findings

The study found that teacher collegiality influenced students' academic achievement as it promoted cooperation among students and teachers for peaceful co-existence, helped students to share ideas on subject area to improve their learning, helped students to remain focus towards their studies, helped built confidence in students on their academic work, helped students to have confidence in their teachers, helped students to reflect on their learning capabilities to improve their performance, helped to maintain good relationship with students on academic issues and also promoted team spirit among students on academic affairs.

The study discovered that collegiality influenced teachers organizational commitment as it enabled teachers to maintain good relation with students on academic issues for the success of the school, responded to academic needs of students to improve student and school success, made students to feel at home within the school environment, made students to feel proud in the school as teachers have them at heart, had interest in getting students involved in organizational activities of the school, promoted team spirit among students on academic affairs to improve success of the school, promoted creativity among

students in the classroom to improve the success of the school and also helped students to find meaning in their work.

The study also revealed that the challenges in teacher collegiality were lack of administrative support, lack of interest in doing things differently, uncooperative attitude of some teachers due to individual values, teachers apparent attitude and lack of commitment, lack of compensation and resistance to change, too much bureaucracy in administrative practices of the school which delays students' progress, unwillingness of some teachers to relinquish autonomy for successful collaboration and competition among teachers for high test scores.

5.3 Conclusions

It is concluded based on the findings that teacher collegiality had many influence on students' academic achievement. Prominent among them were that it promoted cooperation among students and teachers for peaceful co-existence, helped students to share ideas on subject area to improve their learning, helped students to remain focus towards their studies, helped built confidence in students on their academic work and helped students to have confidence in their teachers which could contribute to the success of the school which would help to improve students' academic achievement.

It is also concluded that collegiality had many influence on teacher organizational commitment. Notable among them were that it enabled teachers to maintain good relation with students on academic issues for the success of the

school, responded to academic needs of students to improve student and school success, made students to feel at home within the school environment and made students to feel proud in the school as teachers have them at heart which would contribute to the success of the school.

It is finally concluded that the challenges that were associated with teacher collegiality if addressed would go a long way to bring improvement in teacher collegiality for the success of the school.

5.4 Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations are made:

1. Head teachers should take pragmatic step to ensure the presence of teacher collegiality in all their schools in order to improve the academic achievement of students as collegial schools are successful schools.
2. Head teachers should organize professional learning communities for teachers on collegiality so as to enhance the level of organizational commitment of teachers for the success of the school.
3. Head teachers should provide their teachers with adequate administrative support in order to undertake teacher collegiality successfully to facilitate teachers commitment in the instructional process to improve students' academic achievement.

5.5 Suggestions for Further Study

The study was conducted to investigate the influence of teachers collegiality on students' academic achievement in the Christ the King cluster of Basic Schools in the Sunyani Municipality of the Bono Region of Ghana. So, further study should be conducted in the remaining basic schools in the Sunyani Municipality.

Further study should also be conducted to investigate the perceived influence of teachers collegiality on students' academic achievement in private basic schools in the Sunyani Municipality of the Bono Region of Ghana.



REFERENCES

- Amedahe, F. K., & Asamoah-Gyimah, E. (2012). *Introduction to educational research*. Accra, North: Mercury Press.
- Ayeni, C. O., & Phospoola, S. O. (2007). *Work motivation, job satisfaction, and organizational commitment of library personnel in academic and research libraries in Oyo State*. Nigeria: Library Philosophy and Practice.
- Barth, R. S. (1999). *The teacher leader*. Providence, RI: The Rhode Island Foundation.
- Barth, R. S. (2006). Improving relationships within the schoolhouse. *Educational Leadership*, 63(6), 8-13.
- Becker, G. (1993). *Human capital: A theoretical and empirical analysis with special reference to education* (3rd ed.). Chicago: University of Chicago Press
- Becker, H. S. (1960). Notes on the concept of commitment. *American Journal of Sociology*, 66, 32-33.
- Bell, J. (2008). *Doing your research project: A guide for first time researchers in education and social sciences*. (4th ed.). Maidenhead: Open University Press.
- Bernstein, E. (2004). *What teacher evaluation should know and be able to do: A commentary*. New York: Agathon Press.
- Berry, B. (2005). The power of teacher leadership [electronic version]. *Educational Leadership*, 62(5), 56-66.

- Bess, J. L. (2002). Collegiality: Toward a clarification of meaning and function. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research*. New York: Agathon Press.
- Bezzina, C. (2006). The road less traveled: Professional communities in secondary schools. *Theory into Practice, 45*(2), 159-167.
- Blau, P. M. (1964). *Exchange and power in social life*. New York, NY: Wiley and Sons.
- Borg, W. R., & Gall, M. D. (1986). *Educational research*. Longman: New York.
- Bruce, B., & Rubin, A. (1993). *Electronic quills: A situated evaluation of using computers for writing in classrooms*. Hillsdale, NJ: Lawrence Erlbaum.
- Bruffee, K. A. (1999). *Collaborative learning: Higher education, interdependence, and the authority of knowledge* (2nd ed.). Baltimore, MD: The Johns Hopkins University Press.
- Calhoun, E. F. (2002). Action research for school improvement. *Educational Leadership, 59*(6), 18-24.
- Calhoun, E. F. (2002). Action research for school improvement. *Educational Leadership, 1*, 2-9.
- Campo, C. (1993). Collaborative school cultures: How principals make a difference. *School Organization, 13*(2), 119-126.
- Capara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers self-efficacy beliefs as determinants of jobs satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology, 44*, 473-490.

- Christman, J. B., & Supovitz, J. A. (2003). Developing communities of instructional practice. Lessons from Cincinnati and Philadelphia. *Pre Policy Briefs*, 3, 1-3.
- Chughtai, A., & Zafar, S. (2006). Antecedents and consequences of organizational commitment among Pakistani University teachers. *Applied HRM Research* 11(1), 39-64.
- Coleman, D., & Cooper, C. (1997). Further assessment of a three – component model of occupational commitment: Generalizability and differences across occupations. *Journal of Applied psychology*, 82(3), 444-452.
- Connelly, M. (1988). *Teacher evaluation: A critical view and a plea for supervised reflective practice*. Washington DC., USA: Paper Presented at the 1988 World Bank Seminar on teachers costs and effectiveness.
- Darling-Hammond, L. (2002). *Redesigning schools: What matters and what works*. Stanford, CA: School Redesigning Network at Stanford University.
- 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.
- Dipardo, A. (1997). Of war, doom, and laughter: Images of collaboration in the public-school workplace. *Teacher Education Quarterly*, 24(1), 89-104.
- Doll, R. C. (1989). *Curriculum improvement: Decision making and process* (6th ed.). Boston: Allyn and Bacon.

- DuFour, R. (2004). Schools as learning communities. *Educational Leadership*, 67(8), 6-11.
- DuFour, R. (2004). What is a professional learning community? *Educational Leadership*, 61(8), 6-11.
- Education Northwest, (2012). *What the research says (or doesn't say): Improving the focus of professional development for schools*, 20(12) 200-212.
<http://educationnorthwest.org/news/1093>.
- Edwards, F. (2012). Learning communities for curriculum change: Key factors in an educational change process in New Zealand. *Professional Development in Education*, 38(1), 25-47.
- Eisenberger, R. (1986). Perceived organisational support. *Journal of Applied Psychology*, 71, 500-507.
- Entwistle, N. J. (1992). *The Impact of teaching and learning outcomes: A Literature Review*. Sheffield, UK.: Universities and Colleges Staff Development Unit, Committee of Vice-Chancellors and Principals.
- Friend, M., & Cook, L. (2000). *Interactions: Collaboration skills for school professionals*. (3rd ed.). White Plains, NY: Longman.
- Fullan, M. (2007). *The new meaning of Educational change* (4th ed.). New York: Teachers College Press.
- Gal, S. (1993). Support and leadership in a community of practice. In D. Ruopp, S. Gal, B. Drayton & M. Pfister (Eds.), *Labnet: Towards a community of practice*. New Jersey: Lawrence Erlbaum Associates.
- Galletti, S. (1999). School size counts. *The Education Digest*, 64(9), 15-17.

- Gay, L. R. (1992). *Educational research*. (3rd ed.) London: Merrill Publishing Company.
- Glatthorn, A. A., & Fox, L. (1996). *Quality teaching through professional development*. Thousand Oaks, CA: Corwin Press.
- Glatthorn, A. A. (2004). *Curriculum leadership*. New York: Harper-Collins.
- Glickman, C. D. (2003). *Renewing America's schools: A guide for school-based action*. San Francisco: Jossey-Bass.
- Glickman, C. D., Gordon, P. S. & Jovita, M. R. (2010). *Supervision and Instructional Leadership* (5th ed.) New York: Upper Saddle River.
- Goddard, Y. L. (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: McGraw-Hill.
- Gordon, S. P. (1997). Has the field of supervision evolved to a point that it should be called something else? *Educational supervision: Perspectives, issues and controversies*. Norwood, MA: Christopher – Gordon Publishers.
- Gordon, S. P. (Ed.) (1995). April newsletter of the instructional supervision special interest group of the American. *Educational Research Association*, 12, 33-45.

- Graham, K. C. (1996). Running ahead: Enhancing teacher commitment. *Journal of Physical Education, Recreation, and Dance*, 67(1), 45-47
- Hargreaves, A. (2010). The four ages of professionalism and professional learning. *UNICORN*, 23(2), 86-108
- Hausman, S. C., & Goldring, B. E. (2001). Sustaining teacher commitment: The role of professional communities. *Peabody Journal of Education*, 76(2), 30-51.
- Hollins, E., McIntyre, L., DeBose, C., Hollins, K., & Towner, A. (2004). Promoting a self-sustaining learning community: Investigating an internal model for teacher development. *International Journal of Qualitative Studies in Education*, 17(2), 247-264.
- Hord, S. M. (1986). A synthesis of research on organizational collaboration. *Educational Leadership*, 43(5), 22-26.
- Hoy W. K., & Miskel, C. G. (2008). *Educational administration –theory, research and practice*. Boston, McGraw-Hill.
- Huang, S. L. (2006). *An assessment of science teachers perception*. Kawasaki: Graphic-Sha Publishing Co. Ltd.
- Jackson, P. (2004). *Life in classrooms*. New York: Holt, Rinehart, & Winston.
- Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). *Who stays in teaching and why: A review of the literature on teacher retention*. *The Project on the Next Generation of* Joyce, B., & Showers, B. (1988). *Students' achievement through staff development*. New York: Longman.

- Keedy, J. L., & Simpson, D. S. (2002). Principal priorities, school norms and teacher influence: A study of socio-cultural leadership in the high school. *Journal of Educational Administration and Foundations*, 12, 21-34.
- 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.
- Kruse, S. (1996). An emerging framework for analyzing school- based professional community. In K. S. Louis & S.D. Kruse (Eds.), *Professionalism and community: Perspectives on reforming urban schools*. Thousand Oaks, CA: Corwin.
- 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.
- Kusi, H. (2012). *Human resource management in education*. Accra-New, Town: Emmpong Press.
- Lee, V. S. (2012). What is inquiry-guided learning? *New directions for teaching and learning*, 129, Wiley Online Library: DOI: 10.1002/tl.20002
- Leonard, L., & Leonard, P. (1999). Reculturing for collaboration and leadership. *The Journal of Educational Research*, 92(4), 237-242.
- Leonard, L., & Leonard, P. (2003). The continuing trouble with collaboration: Teachers talk. *Current Issues in Education*, 6, 15-19.

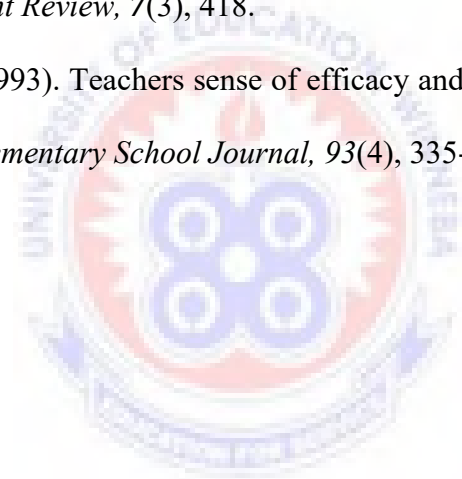
- Lieberman, A., & Miller, L. (2011). Learning communities: The starting point for professional learning in schools and classrooms. *Journal of Staff Development, 32*(4), 16-20.
- Little, J. W. (1982). Norms of collegiality and experimentation: Workplace condition of school success. *American Educational Research Journal, 19*(3), 325-340.
- Lortie, D. C. (2005). *School teacher: A sociological study*. Chicago: University of Chicago Press.
- Louis, K. (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., & Marks, H. M. (1998). Does professional community affect the classroom? Teachers work and student experiences in restructuring schools. *American Journal of Education, 106*(4), 532-575.
- Mackenzie, D. E (1983). Research for school improvement: An appraisal of some recent trends. *Educational Researcher, 3*, 23-27.
- 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.
- Maxwell, G., & Steele, G. (2003). Organizational commitment: A study of managers in hotels. *International Journal of Contemporary Hospitality Management, 15*(7), 362-369.

- Meyer, G. Y. (2003). A three component conceptualization of organizational commitment. *Human Resource Management Review, 1*, 89-93.
- Moolenaar, N. M., Sleegers, P. J. C., & Daly, A. J. (2011). *Teaming up: Linking collaboration networks, collective efficacy, and student achievement*. London: Manuscript Submitted for Publication.
- Morris, J. H., & Sherman, J. D. (1981). Generalizability of an organizational commitment model. *Academy of Management Journal, 24*, 512-526.
- Mowday, R. T. (1998). Reflections on the study and relevance of organization commitment. *Human Resource Management Journal, 8*(4), 387-401.
- Mowday, R., Steers, R., & Porter, L. (1979). The measurement of organizational commitment. *Journal of Vocational Behaviour, 14*, 224-247
- Nathan, J. (2002). Small schools: The benefits of sharing. *Educational Leadership, 9*(5), 71-75.
- Okpara, J. O. (2004). *Job satisfaction and organizational commitment: Are there differences between American and Nigerian managers employed in the US MNCs in Nigeria?* Switzerland: Academy of Business & Administrative Sciences, Briarcliffe College.
- Olaniyan, D. A., & Okemakinde, T. (2008). Human capital theory: Implications for educational development. *European Journal of Scientific Research, 2*, 21-32.
- Osguthorpe, R. T. (1995). *Partner schools*. San Francisco: Jossey-Bass.
- Osuala, E. C. (1987). *Introduction to research methodology*. Onitsha, Nigeria: Africa Fep Publishers Ltd.

- Pajares, F. (1997). Current directions in self-efficacy research. In M. Maehr & P. R. Pintrich (Eds.), *Advances in motivation and achievement*. Greenwich, CT: JAI Press.
- Pilot, D. F., & Hungler, B. P. (1995). *Nursing principles and methods* (5th ed.). Philadelphia: J.B. Lippincott Company.
- Rajendran, V., & Raduan, K. (2008). Antecedents and outcomes of organizational commitment among Malaysian engineers. *American Journal of Applied Science*, 2(6), 1095-1100.
- 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).
- Rosenholtz, S. J. (1985). Effective schools: Interpreting the evidence. *American Journal of Education*, 93(3), 352-388.
- Ruthland, S. K., & Bremer, C. D. (2002). Professional development needs of novice career and technical education teachers. *Journal of Career and Technical Education*, 19(1), 18-31.
- Sammons, P. (2007). Participation in network learning community programmes and standards of pupil achievement: Does it make a difference? *School Leadership & Management*, 27(3), 213-238.
- Schmoker, M. (1999). *Results: The key to continuous school improvement* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

- Schon, D. A. (2007). *Educating the reflective practitioner*. London: Jossey-Bass.
- Settoon, R., Bennett, N., & Liden, R. (1996). Social exchange in organizations: Perceived organizational support, leader-member exchange, and employee reciprocity. *Journal of Applied Psychology*, *81*(3), 219-227.
- Smith, M. T., & Ingersoll, M. R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, *41*(3), 681-714.
- Solinger, O. N., Van Olffen, W., & Roe, R. A. (2008). Beyond the three-component model of organizational commitment. *Journal of Applied Psychology*, *93*(1), 70-83. doi:[10.1037/0021-9010.93.1.70](https://doi.org/10.1037/0021-9010.93.1.70). PMID [18211136](https://pubmed.ncbi.nlm.nih.gov/18211136/).
- Supovitz, J. A. (2002). Developing communities of instructional practice. *Teachers College Record*, *104*(8), 1591-1626. <http://dx.doi.org/10.1111/1467-9620.00214>
- Tella, A., Ayeni, C., & Popoola, S. (2007). *Work Motivation, Job Satisfaction, and organisational commitment of Library Personnel in Academic and Research Libraries in Oyo State*. Nigeria: Library Philosophy and Practice. Retrieved July 1, 2014, from <http://unllib.unl.edu/LPP/tella2.htm>.
- Therese, A. J., & Steve, B. K. (2006). The antecedents of organizational commitment: The case of Australian casual academics, *International Journal of Educational Management*, *20*(6), 439-452.
- Tschannen-Moran, M. (2001). Collaboration and the need for trust. *Journal of Educational Administration*, *39*(4), 308-331.

- Vavasseur, B. C., & MacGregor, S. K. (2008). Extending content-focused professional development through online communities of practice. *Journal of Research on Technology in Education*, 40(4), 517-536.
- Warwick, D. P., & Reimers, F. (1995). *Hope or despair? Learning in Pakistan's primary schools*. Westport, CT: Praeger Publishers.
- White, C. J. (2005). *Research methods and techniques*. Pretoria: Pretoria Technikon.
- Wiener, Y. (2005). Commitment in organizations: A normative view. *Academy of Management Review*, 7(3), 418.
- Woolfork, A. E. (1993). Teachers sense of efficacy and the organizational health of schools. *Elementary School Journal*, 93(4), 335-372.



APPENDIX

QUESTIONNAIRE FOR RESPONDENTS

This questionnaire is a research instrument which tries to solicit views on teachers collegiality and their organizational commitment on students' education in the Christ the King cluster of Basic Schools in the Sunyani Municipality. You are hereby called upon to respond to the questionnaire items as frankly as possible. You have been provided with options, tick (✓) the option that you consider most. Please respond to all items in the questionnaire. All information given would be treated with utmost confidentiality.

INSTRUCTION: Please (✓) tick the most appropriate response.

SECTION A DEMOGRAPHIC INFORMATION OF RESPONDENTS

1. Gender

Male []

Female []

2. Age

21-30 []

31-40 []

41-50 []

51-60 []

3. Highest Educational Qualification

Bachelor's Degree []

Master's Degree []

4. Teaching Experience

1-5 years []

6-10 years []

11-15 years []

Above 16 years []

SECTION B: WHAT IS PERCEIVED TEACHER COLLEGIALITY

INFLUENCE ON STUDENTS' ACADEMIC ACHIEVEMENT

Key: SA– Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

Rate your opinion on how teacher collegiality influences students' academic achievement.

	STATEMENT	SA 4	A 3	D 2	SD 1
1.	Promotes cooperation among students and teachers for peaceful co-existence.				
2.	Helps students share ideas on subject area to improve their learning.				
3.	Helps students to remain focus towards their studies.				
4.	Help build confidence in students on their academic work.				
5.	Helps students to have confidence in their teachers.				
6.	Helps students to reflect on their learning capabilities to improve their performance.				
7.	Help to maintain good relationship with students on academic issues.				
8.	Promote team spirit among students on academic affairs.				

**SECTION C: PERCEIVED INFLUENCE OF TEACHERS’
COLLEGIALITY ON ORGANIZATIONAL COMMITMENT TO
IMPROVE STUDENTS’ ACADEMIC ACHIEVEMENT**

Key: SA– Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

Rate your opinion on how teacher collegiality influences organizational commitment of teachers.

	STATEMENT	SA 4	A 3	D 2	SD 1
1.	Teachers maintain good relation with students on academic issues for the success of the school.				
2.	Teachers respond to academic needs of students to improve student and school success.				
3.	Make students feel at home within the school environment.				
4.	Make students feel proud in the school as teachers have them at heart.				
5.	Have interest in getting students involved in organizational activities of the school.				
6.	Promote team spirit among students on academic affairs to improve success of the school.				
7.	Promote creativity among students in the classroom to improve the success of the school.				
8.	Help students to find meaning in their work.				

SECTION D: CHALLENGES OF TEACHER COLLEGIALITY

Key: SA– Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

Rate your opinion on these challenges in teacher collegiality

	STATEMENT	SA 4	A 3	D 2	SD 1
1	Lack of administrative support.				
2	Lack of interest in doing things differently.				
3	Uncooperative attitude of some teachers due to individual values.				
4	Teachers apparent attitude and lack of commitment				
5	Lack of compensation and resistance to change.				
6	Too much bureaucracy in administrative practices of the school which delays students' progress.				
7	Unwillingness of some teachers to relinquish autonomy for successful collaboration.				
8	Competition among teachers for high test scores				