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# The Relationship between Collegiality and Student Achievement in Georgia Secondary Schools

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THE RELATIONSHIP BETWEEN COLLEGIALITY AND STUDENT  
ACHIEVEMENT IN GEORGIA SECONDARY SCHOOLS

by

ARCHANA E. TREOHAN

(Under the Direction of Linda M. Arthur)

ABSTRACT

A number of research studies attempted to link what goes on routinely as behaviors, beliefs, and practices in schools, to student achievement (Keedy, 1991; Krisko, 2001; Williams, 2008). The purpose of this study is to explore specific collegiality (what personnel do) perceptions of certified school personnel and their relationship (if any) to student achievement. A survey instrument was developed by the researcher for data collection, and was analyzed using Statistical Programming for the Social Sciences (SPSS). This was a quantitative study for exploring the collegiality perceptions of the certified school personnel in both achieving (AS) and struggling to achieve (STA) schools and their sub-group of administrators, teachers, and certified staff to student achievement.

This research study was a quantitative study. Data was collected by the researcher who developed a school collegiality perception survey (SCPS) instrument that comprised of seven collegiality factors and 21 rated items with a cluster of 3 items for each factor. The researcher used the Statistical Package for Social Sciences (SPSS) software. The researcher surveyed 326 participants in six Georgia high schools and examined the collegiality factors of 3 sub-groups: administrators, teachers, and certified staff. The collegiality perceptions were then compared to data on student achievement.

The study revealed a positive relationship between collegiality and student achievement. The results showed that a significant relationship between collegiality perceptions of the school personnel (irrespective of the groups, and subgroups) and student achievement exists. Five out of 7 factors that cluster 21 items of the school collegiality perception survey instrument showed significance between the two factors. There were no significant difference found in the collegiality perceptions between the groups and sub groups to student achievement. The study indicated a need for schools to be proactive in nurturing collegial culture for academic goal attainment.

INDEX WORDS: Collegiality, School community members, Administrators, Teachers, Certified staff, Student achievement, Achieving schools, Struggling to achieve Schools, and Adequate Yearly Progress.

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## DEDICATION

This dissertation is dedicated to my husband Anil and my three daughters Anita, Anju, and Abha for their support and continuous encouragement throughout my doctoral studies. Also, to my father and mother who laid the foundation for my passion for education and take pride in my accomplishments.

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**CHAPTER 1**  
**INTRODUCTION**

The United States Strategic Plan for Education (2007-12) emphasized improved student achievement, with a focus on bringing all students' up to grade level in reading and mathematics by 2014 as Goal One. The second goal addressed academic achievement of all high school students (U.S. Strategic Plan for Education, p. 4). Further, a pressing challenge of Georgia's education in public schools is student achievement. In 2006, about 340 schools were identified by the GA DOE as being in the Needs Improvement (NI) status. By the end of 2007, out of these identified numbers, 37 schools that were in NI status for five or more years made Adequate Yearly Progress (AYP), and a few others showed progress. The number of students that came out of NI status from 2006-2009 are in Table 1.1.

Table 1.1

*Adequate Yearly Progress (AYP) Status of Georgia Public Schools 2006-2009*

School Year	Schools coming out of NI status	School that came out of NI status (made AYP)	Number of schools in NI status	% of schools making AYP
2009	74	88	278	55.8%
2008	55	100	308	49.36%
2007	56	100	307	55.95%
2006	45	86	323	52.60%

Addressing the student achievement concern, the Georgia department of Education developed a strategic plan: changed the existing Quality Core Curriculum to Georgia Performance Standards (GPS), trained all groups of personnel, provided help with instructional

resources for implementing the GPS, assured guidance and provided services of department of Education experts to schools to help them meet State and Federal mandate of student achievement. During routine visits to schools that have been on the path to success, the researcher observed a vibrant school environment, and a positive ambience that indicated purposefulness of the schools. Referring to literature on what makes a school an achieving or better school, Goodlad (1984), an examination of school culture was important because its ambience (or culture) suggested useful approaches to making it a better school. When personnel of the schools on the path to success were asked because of research interest, their response was that the culture of their school was within their control and that they could shape and tailor it to achieve desired student outcomes. Also, Peterson, Purkey, and Parker (1986) believed that school culture was created and manipulated and was unique to each school. Further, according to Peterson (2002), without addressing the school culture, no reform, no new curriculum, no amount of staff development created a high performing school. However, according to Ron (1992), a relationship existed between school culture and academic achievement. The above cited research studies and the observations made in the achieving schools, triggered interest for searching literature related to school culture.

### **Background of the Study**

**Research related to school culture.** Frieberg (1998), Levine and Lazotte (1995), Peterson and Deal (1998), Phillip (1996), and Sizzer (1998) considered school culture as an important but often overlooked component of school improvement (See Appendix F). Attention on school culture began gaining its significance as early as 1930's and by 1970's educational researchers linked it to school environment, school climate and student achievement. William (2008) described school environment in conjunction with school climate and school culture. He

identified school culture as the interactions of all subordinates of the organization with one another. However, in context to school mission, vision, and goals, the term school culture has also been used in conjunction with school improvement and student achievement. Sociologists explored the social structure of culture, its forms, and its role in conflicts to a number of studies that attempted to link school culture and school effectiveness (Cheng, 1993; Edmonds, 1979; Fyans & Maehr, 1990). Also, school culture in the Georgia Keys To Quality- School Keys (2004) has been defined as “the norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity” (p. 81). While Hall (2002) described culture as not being a constant, and values and norms would change as events that affected the population involved, Allen (2003) contended that school culture in the age of accountability related directly to school improvement, educational reform, and student achievement. Thus, school culture has been viewed as unique to each organization where the mission or goal of each organization was student achievement and, in the age of accountability, effective leadership as an essential component for transforming under-achieving schools to good schools and “good schools into great schools” (Collins, 2001).

McLaughlin (2005) linked exemplary results on students’ performance to the culture of teacher collaboration and shared responsibility for all students. Meredith (2000) argued two people as colleagues and as having a common membership in a community, commitment to a common cause, shared professional values, and a shared professional heritage. Krisko (2001) asserted that for successful school improvement, collegial relationships must be established which could only be accomplished by the development of healthy learning communities of collaborative leaders and learners. According to Keedy (1991), collegiality in an organization as, where teachers worked in a supportive, transparent, caring, and encouraging climate for success

of each other. In addition, Inger (1993) said that when students see their teachers work together, they feel that their teachers genuinely care about their needs as well as their success. Further, while Northside (2004) found that drawing many people into leadership groups helped develop and improve a culture of support, Jarzabwski (2002) said that true collegiality created a sense of interdependent community and community achievement.

In summary, sociologists defined school culture as early as 1930s. During 1979s educational researchers began linking school culture to school environment, school climate, and student outcomes. However, research in the 1990s shifted from school as a whole to individualistic sub-cultures such as culture of teachers, leaders, teaching, and decision-making towards partial factors and or processes that were found relevant or were influenced by school culture. Thus, the educational research of school culture had its focus on the values that uphold individual and collective (organizational) behavior (Berg, 2000; Deal & Peterson, 1990). From literature, the following collegial behaviors were identified: distributed leadership, collegial collaboration, interdependence and, a few other implied practices of school certified personnel that contributed to student achievement (See Table 1.2). These factors that were found to be aligned to the current study are further discussed in Chapter 2. In addition, the factors of school culture that had relationship to literature on student achievement were individual factor relationships and were not combined and routinely practiced factors of school personnel that the current research was seeking. Thus the focus of research shifted from school culture to literature search related to collegiality.

Table 1.2

*Research Summary on School Culture and Collegiality Factors*

Collegiality factors	Studies
1 Vision	Saphier, King, Matt, Auria, John (2006), Beer, Eisentat, & Spector (1990); Fullan (1991)
2 Commitment	Hartfield (2002); Holland (2002); Saphier, King, Math, Auria, John (2006)
3 Respect	Barth (1990); Hartfield (2002); harr & Jean (2001); Beardoin, Marie-Nathalie, Taylor (2004); Holland (2002); Meir, Deborah (2002); Haar, Jean (2001)
4 Shared Leadership	Holland (2002); Harr & Jean (2001); Cowley, Kimberly & othes (2002); Rosman, Gretchan (1985); NJDOE (2001); Nilsen, Kristine (2000); Deal & Peterson (1999)Patterson, Purkey & Parker (1986)
5 Cohesion	Barth (1990); Beardoin, Marie-Nathalie,: Taylor (2004)
6 Collaboration	Hartfield (2002); Holland (2002); Harr & Jean(2001); Cowley, Kimberly & others (2002); Lambert, Wallach, Catherine, Ramsey & Briton (2006); Bossi (2007); Wagner (2006); Wheeler (2004); Beardoin, Marie-Nathalie, Taylor (2004); Holland (2002) NJDOE (2001); Ben-Perez, Miriam, Schonmann (2000); Bossi (2006); Deal & Peterson (1999).
7 Sustained Success	NJDOE (2001)

**Research Related to Collegiality.** According to Hartfield (2006), many organizations have attempted to describe the expected behaviors or activities and were referred to collegiality. In addition, he found employees were pleasant in their workplace primarily because of the relationships they formed and the expressive behaviors that these relationships allowed them. Deal and Peterson (1998), who analyzed a large volume of research on organizational culture, leadership, and on change experts, found that strong positive culture had several functions, such

as facilitating productivity, improving collegial and collaborative aspects, building commitment activities for solving problems, supporting change process, increasing motivation, and diverting attention to daily behaviors on values.

A study on school culture by the Texas Education Agency (1999) in five of their Texas elementary schools focused on culture of student-centered learning, coordinated efforts, and beliefs around their school interventions and saw a high student performance on Texas Assessment of Academic Skills (TASS). Wood (2007) said that teacher collaboration had its impact on district culture and on student learning. He uncovered conflicts that frequently emerged at enhancing the professional autonomy, authority, and responsibility of teacher conflicts with hierarchical and bureaucratic district and school culture through surveys. A study involving 30,000 middle schools in Chicago by Eressy (2005) found relationship between social support of warm caring school environment and strong academic press to positive academic achievement. Dergisi (2008) conducted a study with 65 randomly selected secondary schools for relationship between principal's leadership behavior and school learning culture that indicated a strong positive relationship between transformational leadership and school culture. Eger (2001) administered a school culture questionnaire to evaluate common goals, confidence in school management, school regime, leader focus, communication, relationship, and organizational structure and found expected results. The focus of school culture research until the 1960's had been to understand different components of school culture in context to school environment (surroundings) and a safe and orderly climate for effectiveness and productivity of the school (Deal, Peterson, & Prosser, 1999; Purkey & Smith, 1983; Schein, 1985). However, not enough information was found that identified specific impacting factors of school personnel (colleagues) on student achievement. Further, while most former studies (Deal 1999; Prosser, 1983; Schein,

1985) have dealt with recognizing the phenomenon of school culture, later efforts (Allen, 2003; Owens, 2004; Williams, 2008) focused on possible changes in schools and on the process of managing the culture by school personnel (See Appendix G).

Though researchers have been trying to understand various concepts and their inter-dependency for decades, the relationship between collegiality (and the factors that this research was looking for) an aspect of school culture on student achievement remains unclear. However, there is clear indication that school culture and collegial contributions should not be explored as separate concepts, but as dependent factors in relation to school effectiveness and student achievement because collegiality encompasses all the routine behaviors and practices of colleagues. According to Hartfield (2002), collegiality is what colleagues do routinely. Thus literature gave a clear indication of further exploring the collegial perceptions and or practices and their relationship to student achievement. Therefore, the overarching question in this study is this: What is the relationship between collegiality and student achievement?

### **Statement of the Problem**

The above research gave an indication that collegiality among school personnel could have relationship to student achievement. While the mission and goal of each school is student achievement, schools also have the responsibility to help in shaping their components for achieving the goal of student achievement. In addition, schools have an ethical responsibility to provide not only a safe and orderly climate but provide acceptable school environment by eliminating distractions and interruptions. A truly positive environment and climate are not identified by lack of violence and discipline problems alone, but also by the norms, values, and practices (which are school culture components) of those responsible personnel for diverting students' focus towards academic achievement.

Though the list of literature reviews is not complete, studies that had an insight into relationships between collegiality perceptions as a unified force and not stand-alone factor have not been found. Therefore, the researcher saw a need to examine the aspects of collegiality and its relationship to student achievement. The belief was that collegiality shaped school culture and contributed to school climate and environment through collegial behaviors and practices of the school personnel. Further, the researcher intended to identify the various factors of collegiality (things that colleagues think, say and do routinely) had varying degrees of relationships within sub-groups in an organization for a combined effort towards organizational goal attainment. Thus, the intent of this study was to discover relationships, if any, of collegial perceptions of administrators, teachers and staff members to student achievement. The assumption was that effective schools that showed a greater percentage rate of student achievement had positive relationship of collegial practices to student achievement.

### **Purpose of the Study**

In the current age of school improvement and student accountability, in the light of 2001 Elementary & Secondary Education Act of No Child Left Behind (NCLB) Act, collegial strength could be viewed as a needed positive aspect of school culture and collegial contributions of the school certified personnel. Gaining an understanding of the nature of the strong positive aspects of collegiality and how it works could help educators become more thoughtful of developing one that aligns with the culture of their own school. Thus, the purpose of this study was to explore collegiality perceptions of collegial practices among administrators, teachers, and non-teaching staff in relation to student achievement as measured by the state standardized tests. To address this concern, a quantitative method was employed to answer the following research questions.

## **Research Questions**

**Overarching question.** What is the relationship between collegiality and student achievement?

The following sub questions guided the research:

1. To what extent do the seven factors of collegiality affect student achievement?
2. To what extent do collegial perceptions of school community members (Administrators, teachers, and other staff members) affect student achievement?
3. To what extent do collegial perceptions of the school community members at Achieving schools (AS) and Struggling to Achieve (STA) schools affect student achievement?

## **Significance of the Study**

This study intended to provide research findings of collegiality to educators and educational organizations on aspects of collegial culture and its overall impact on student achievement in Georgia's secondary schools, and offer collegial strategies that support student achievement in the light of No Child Left Behind (NCLB) Act. Gaining an understanding of the nature of the strong, positive aspects of collegiality and how it works could help educators become more thoughtful of developing a collegial culture that aligns with the culture of their own school. Also, it could provide great value to the Georgia Department of Education (GA DOE) as it addresses the school culture strand of the Georgia Keys to Quality, which is a tool used for school improvement.

School Keys to Quality has three parts: (a) The School Keys; (b) Georgia Assessment of Performance on School Standards (GAPSS) for closing the gap (See Appendix E), and (c) Implementing Resource. The School Keys: Unlocking Excellence through the Georgia School

Standard is the foundation for Georgia's comprehensive, data-driven system of school improvement and support. They describe what Georgia's schools need to know, understand, and be able to do for student achievement. The GAPSS analysis is a process of collecting a variety of data from multiple sources for assess school status on each of the eight standards: curriculum; assessment,; instruction; planning and organization; student , family, and community; professional learning; leadership; and school culture. Further, it provides instruments and tools for applying the School Keys strands to identify school needs with the help of both quantitative and qualitative data collected from various sources. While the Implementing Resource (IR) is a best practice collection to assist in the effective implementation of the School Keys: Unlocking Excellence through the Georgia School Standards, the IR is also a companion tool for assessing performance on school standards.

Further, the study findings may be of interest to k-12 and higher education personnel to incorporate collegiality culture concepts as a tool for success in their leadership programs. In addition, it will alert the professional training and certification communities in mandating required knowledge for training novice leaders as they embrace school leadership responsibilities, with confidence. Last but not least, it will benefit the researcher as a Georgia Department of Education's specialist in supporting student achievement in Georgia schools and school systems.

### **Research Design**

This study was a quantitative non-experimental research approach to identify the effect of collegiality on academic achievement. This method explored multivariate correlations between school collegiality variables and student achievement. Gall, Gall, and Borg (2007) stated that

causal comparative research designs were used for relationships between a categorical independent variable and one or more dependent variables are analyzed.

### **Population and Sample**

The population of the study was Georgia high schools that were identified as being in the Needs Improvement (NI) status since fiscal years 2006 to 2009 by the Georgia Department of Education. The sample was a purposeful sample of 326 participants comprising of administrators, teachers and staff that are representative of Georgia public schools.

### **Instrumentation and Pilot Study**

Several survey instruments on school culture perceptions were identified in the literature, including Georgia Assessment of Performance on School Standards (GAPSS) analysis instrument that collects quantitative and qualitative data for identifying school needs (see Appendix E). Since all known instruments so far have addressed the generalizations of school culture and not on specific perceptions and practices of collegiality or its inter-relationship with other aspects of the school, a School Collegiality Perception Survey (SCPS) instrument was developed by the researcher to focus on specific perceptions and or practices (collegiality factors) of the school community members (SCM) towards student achievement.

The researcher piloted the SCPS instrument (see Appendix C) by administering the survey to secondary school personnel. The instrument had 21 rated items (three for each collegiality factor) and two demographic items that took about 10-15 minutes to complete. The SCPS was administered prior to the actual data collection for establishing its reliability. This instrument rated participants' perception on a 4-point Likert scale ranging from 4 "strongly agree" to 1 "strongly disagree."

### **Data Collection.**

Most of the required school profile data, demographic data, and Academic Yearly Progress (AYP) data available from the Georgia Department of Education website was obtained from Georgia Department of Education (under Open Records Act). The data on independent variables (personnel perceptions) were survey responses from teachers, administrators, and certified staff members.

### **Data Analysis.**

Frequencies and p-values were calculated using Statistical Package for the Social Sciences (SPSS) programming software. Descriptive statistics were used to summarize demographic variables on current position of the SCM. Test for differences between perceptions of independent groups of the “mean” on the dependent variable were calculated.

### **Limitations and Delimitations**

The delimitations for this study are as follows: As the instrument for collecting quantitative data was researcher-developed, it was delimited for strong construct and content validity. Since data were collected *ex post facto* as reflections back to the past three years and, from a few cases or individuals, findings cannot be generalized as current. Bias was anticipated while using the Likert-scale as some participants may avoid using extreme responses, such as “strongly disagree” or “strongly agree.” The participants in this study were from Georgia public schools that were classified as Needs Improvement (NI) according to their school’s Adequate Yearly Progress (AYP) status. Also, this study was restricted to full-time certified faculty of Georgia public school system and the instructional mandates of the state.

## **Summary**

Students have the potential to become successful and productive adults when culture of the school exerts powerful influence on the sub-cultures of the administrators, teachers, and staff who serve students in their respective roles. Therefore, the belief of the researcher was that learning environment, the climate for student learning and student achievement is shaped by the school community members through their beliefs and practices of the beliefs. When cultural values, beliefs, norms, goals, vision and objectives of the school community members (SCM) were unified as collegial efforts, the researcher's belief was that it contributed to gains in students' success rate.

## **Definitions of Terms**

*Accountability:* According to Allen (2003), school culture in the age of accountability is school improvement, educational reform, and student achievement and, Harris 2001 and Rowan (1990) defined effective schools as success measured by outcomes. The directive of the NCLB Act (2002) that was signed by President George Bush has four tenets: stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents. For the purpose of this study, the term accountability was referred to the No Child Behind (NCLB) legislation that required each state to create its own definition of Adequate Yearly Progress (AYP) within the parameters set by Title 1 for the minimum levels of improvement in measurable terms of student performance. In Georgia, school achievement is a measure of student achievement which in turn is a measure of state mandated Georgia High School Graduation Test (GHS GT).

*Administrators:* For the purpose of this study, administrators were defined as school principals, assistant principals, department chairs, instructional specialists and other faculty members who were in administrative roles.

*Certified staff:* In this study certified staff represented counselors, mentors, academic coaches, and school improvement specialist at the building level.

*Collegiality:* Webster dictionary defined colleague as a fellow member of a profession, staff or academic faculty; or an associate. According to Jarzabkowski (2002) collegial practices were activities through which the organizational culture developed. According to Keedy (1991) collegiality in an organization was where teachers work in a supportive, transparent, caring, and encouraging climate for success of each other. For the purpose of this study collegiality was defined as cohesion and ability for adjustments of the school community members who have mutual respect and commitment, and work towards stability with shared power as a unit (collegiality), while they collaborate their efforts for a common goal (vision) of students' achievement.

*Collegiality perception:* In this study, collegial perceptions were the beliefs of all certified professionals in the school.

*Effective school:* For the purpose of this study, effective schools were aligned to the definition of Jones (2005) that effective schools are goal-oriented systems, where goals clearly relate to student achievement, and effective schools as those that have accomplished Adequate Yearly Progress (AYP).

*School culture:* For the purpose of this study the definition of school culture was agreed upon the definition of Hoy and Miskel (2001) which defined school culture as the "shared orientations that hold the unit together and gives it a distinctive identity" (p. 129).

*School community members:* In this study, the school community members (SCM) represented the certified personnel that comprised of administrators, teachers, and certified staff members. Further, the term administrators, was applied to school principals, assistant principals, department heads and instructional specialists. Teachers represented all Georgia certified full-time teachers, and certified staff comprised of counselors, mentors, academic coaches, and instructional specialists at the building-level.

## CHAPTER 2

### REVIEW OF THE RESEARCH AND RELATED LITERATURE

#### Introduction

The focus of this chapter was on literature related to collegial relationships and student achievement, followed by research questions that guided exploring inter-relationships of seven factors (sub-scales) of collegiality and their relationships across groups and sub-groups.

#### Primary Research

Primary research was conducted to identify major topics for drawing vital information related to collegiality and its relation, if any, to student achievement.

#### Accountability of schools

Referring to student achievement and the role of school, Fullan (2001) contended that students are successful when educators know their organizational purpose, do want to make a difference, and are committed to student learning. The provisions in the Improving America's Schools Act (IASA, 1994) defined adequately yearly progress (AYP):

AYP is determined in a manner that 1) results in continuous and substantial yearly improvement of each school and local education agency sufficient to achieve the goal of all children ...meeting the state's proficient and advanced levels of achievement; [and] 2) is sufficiently rigorous to achieve the goal within an appropriate time frame (Elmore & Rothman, 1999, p. 85).

In addition, local educational agencies must achieve the goal and are accountable within the given time frames as specified in the NCLB legislation. The No Child Left Behind (NCLB) Act (NCLB, 2002) builds upon the accountability provisions in the Improving America's Schools Act (IASA) of 1994 (IASA, 1994), which required each state to establish challenging content and performance standards and to implement assessments that measure student performance against those standards (Goertz, 2001).

The NCLB Act that was signed by President George Bush (2002) has four pillars, and stronger accountability is one of them. The term accountability is referred to the No Child Behind (NCLB) legislation that requires each state to create its own definition of Adequate Yearly Progress (AYP) within the parameters set by Title 1 for the minimum levels of improvement in measurable terms of student performance. In addition, local educational agencies are to achieve the goal and are accountable within the given time frames as specified in the NCLB legislation.

### **Student achievement.**

In Georgia, student achievement is linked to student mastery of the set curriculum (Georgia Performance Standards) of Mathematics; English Language Arts and Reading; Science; and Social Studies as measured on a state standardized test of Georgia High School Graduation Test (GHSGT). In this age of accountability, effective leadership was an essential component for transforming under-achieving schools to good schools and “good schools into great schools” (Collins, 2001). A school’s success or achievement in Georgia is measured foremost by the passing percentage rate of students on Georgia High School Graduation Test (GHSGT).

### **Secondary Research**

Research on school culture was to explore literature that relates to characteristic perceptions, behaviors and or practices as collegiality factors related to student achievement. Deal and Peterson (1999), while addressing the internal processes of goal attainment identified six important factors: organizational health, development of norms of collegiality, foster high staff morale, communication, decision making process, and teacher leadership. In the current study, organizational health was aligned to school culture; norms of collegiality to factors of

collegiality; staff morale to respect for one another; decision-making process to collaboration; and teacher leadership to shared leadership. Peterson, Purkey, and Parker (1986) believed that school culture was created and manipulated and was unique to each school. Also, it helped in having a clear focus and purpose and cohesively bonded the school in its mission. In addition, he suggested alternate assumptions that facilitate school improvement were distributed power and a bargaining process for decision-making for consensus. Shein (1985) reported on scientific decision-making, while Beer, Eisenstat, and Spector's (1990) study related to shared vision, and shared consensus to develop and protect what was important for students in the school; and Fullan's (1991) study focused on shared vision.

A systematic and comprehensive search was conducted based on EBSCO host, Educational Research Information Center (ERIC), and documentary databases on quantitative empirical research to identify the collegiality research studies on the relationship of collegiality and student achievement. Considering that these search engines covered only scholarly journals and library books, the search was continued using Google Scholar in order to find online research reports or conference presentations.

### **Research Related to Collegiality Studies**

Further search was narrowed from school culture to literature related to collegiality and student achievement (See Appendix G). According to Keedy (1991), collegiality in an organization was where teachers worked in a supportive, transparent, caring, and encouraging climate for success of each other. According to Inger (1993) when students saw their teachers work together, they felt that their teachers genuinely cared about their needs and success. School mission and vision in literature were used in conjunction with school improvement and student achievement. For example, Deal and Peterson (1999) found that factors or norms of collegiality

such as vision, values, beliefs and assumptions as beneficial functions of improving collegial and collaborative activities and promoted communication and problem solving strategies. Barth (1990) described collegiality as having four behaviors: colleagues talked together and collaborated with each other; they observed each other to engage in practice; they worked together on curriculum, instruction, planning, design, research and evaluation; and they taught one another what they know about learning and leading. Each of these behaviors is aligned to cohesion and shared leadership and collaboration of the school personnel. Hartfield (2006) addressed the option of collegiality as a performance element and identified three dimensions of collegiality: conflict management, organizational citizenship, and respect. Holland's (2002) study that involved exploring small schools that made big changes in student achievement identified factors such as collegiality, teacher collaboration, shared leadership, and collective responsibility (a team commitment). Harr (2001) proposed that professional development be used to foster respect; collegiality; and shared responsibility. He felt that each of these characteristics is aligned to commitment. Further, the New Jersey Department of Education (2001) in an effort to build school community focused on creating a collegial staff environment (collegiality culture) for inspiring a culture of achievement. In addition, Connata (2007) conducted a survey of teacher community of charter schools in search of collegial behaviors (Collegial factors or perceptions) that found relationship to student achievement (See Table 2.1).

Table 2.1

*Research Summary on Collegiality*

	Collegiality factors	Studies
1	Vision	Saphier, J., King, Matt, Auria, John (2006).
2	Commitment	Hartfield, R. (2006); Saphier, J., King, Matt, Auria, John (2006).
3	Respect	Hartfield, R. (2006); Harr, Jean (2001); Haar, Jean (2001).
4	Shared Leadership	Holland, N.E. (2002); Harr, Jean (2001); Cowley, Kimberly S; and others (2002); NJAC (2001); Nilsen, Kristine, L. (2000).
5	Cohesion	Barth, R.S. (1990); Rossman, Gretchen, B. (1985); Beardoin, Marie-Nathalie; Taylor (2004).
6	Collaboration	Hartfield, R. (2006); Holland, N.E. (2002); Cowley, Kimberly S; and others (2002); Lambert, Beth, M., Wallach, Catherine, A., Ramsey, Briton, S. (2006); Bossi, M. (2007); Wagner, C. R. (2006); Wheeler, S.A. (2004); Beardoin, Marie-Nathalie; Taylor (2004); Holland, N.E. (2002); Cowley, Kimberley S. Nilsen, Kristine (2000); Ben-Perez, Miriam; Schonmann (2000).
7	Sustained Success	Bachelor, Joseph, A. (2008).
8	Relationships	Bachelor, Joseph, A. (2008); Bossi, M. (2007); Nilsen, Kristine, L. (2000); Ellerbee, William, Miller, Susan (200) Barth, R.S. (1990); Hartfield, R. (2006); Holland, N.E. (2002); Harr, Jean (2001); N.J. DOE, Trenton, (2001); Cowley, Kimberly S; and others (2002); Keedy, John, L. (1991); Coleman, P., Mikkelson, Loma., LaRocque, L., (1991); NJAC (2001); Abrutyn, Leslye. S (2006); NJAC (2001).

According to Hartfield (2006), many organizations attempted to describe the expected behaviors or activities of collegiality. A few studies point out the values that uphold individual and organizational behaviors (Berg, 2000; Deal, Peterson, 1990). While Hoy and Miskel (2001) defined collegiality as the “shared orientations that held the unit together and gave a distinctive identity” (p. 129), Jarzabkowski (2002) asserted collegial practices as activities through which the organizational culture was developed. Also, Keedy (1991) contended that collegiality in an organization was where teachers worked in a supportive, transparent, caring, and encouraging climate for success of each other. Meredith (2000) said that “What makes two people colleagues was common membership in a community, commitment to a common cause, shared professional values, and shared professional heritage and, without the common base, there was no meaningful collegiality” (p. 6). In addition, Jarzabowski (2002), contended that true collegiality created a sense of interdependence community and community achievement. Deal and Peterson’s (1999) saw collegiality as a strong and positive culture in the form of vision, values, beliefs and assumptions and serve several beneficial functions of improving collegial and collaborative activities.

### **Research Related to Collegiality Factors**

To define components of collegiality the current research shifted from what is collegiality to what factor (s) contributes to collegiality. According to Hartfield (2002), collegiality was found to be what colleagues do collegiality was perceived as not a stand-alone factor but a group of factors that define the activities of colleagues. Therefore, additional search for literature related to collegiality factors that are routine practices of colleagues was conducted (See Appendix G). Collegiality factors that linked to student achievement in literature were:

McLaughlin (2005) linked exemplary results on student performance to the culture of teacher collaboration and shared responsibility for all students. Krisko (2001) said that for successful school improvement, collegial relationships must be established which can only be accomplished by the development of healthy learning communities of collaborative leaders and learners. Fine (1998) saw employees in their workplace to be pleasant primarily because of the relationships they form and the expressive behaviors that these relationships allowed. Deal and Peterson (1998) analyzed a large volume of research on organizational culture, leadership and change experts, and found that strong positive culture had several functions that facilitated productivity, improved collegial and collaborative aspects, built commitment activities to solve problems, supported change process, increased motivation, and diverted attention to daily behaviors on values. Wood (2007) contended that teacher collaboration impacted on district culture and the success or failure of efforts to improve student learning resided with teachers. Through surveys he also uncovered conflicts that frequently emerged when efforts of enhancing the professional autonomy, authority, and responsibility of teachers conflicted with hierarchical and bureaucratic district and school culture.

Few studies have addressed collegiality factors that this research was seeking. A study involving 30,000 middle schools in Chicago (Eressy, 2005) found a relationship between social support of warm caring school environment and strong academic press to positive academic achievement. Dergisi (2008) conducted a study with 65 randomly selected secondary schools to see the relationship between principal's leadership behavior and school learning culture. The study indicated a strong positive relationship between transformational leadership and school culture. Eger (2001) administered a school culture questionnaire and learned that common goals, confidence in school management, school regime, leader focus, communication, relationships,

and organizational structure contribute to gains in student achievement. According to Prosser (1999) these collegiality factors were explained as themes or educational aspects and as vital dimensions (See Table 2.2). However, the factors of collegiality in the above studies represented stand-alone practices and not representations of the routine combination of practices.

Table 2.2:

*Research Summary on Collegiality and Factors.*

	Collegiality factors	Studies
1	Vision	Saphier, King, Matt, Auria, John (2006), Beer, Eisentat, & Spector (1990); Fullan (1991). Hartfield (2002); Holland (2002); Saphier, King,
2	Commitment	Math, Auria, John (2006).
3	Respect	Barth (1990); Hartfield (2002); harr & Jean (2001); Beardoin, Marie-Nathalie, Taylor (2004); Holland (2002); Meir, Deborah (2002); Haar, Jean (2001). Holland (2002); Harr & Jean (2001); Cowley,
4	Shared Leadership	Kimberly & othes (2002); Rosman, Gretchan (1985); NJDOE (2001); Nilsen, Kristine (2000); Deal & Peterson (1999)Patterson, Purkey & Parker (1986).
5	Cohesion	Barth (1990); Beardoin, Marie-Nathalie,: Taylor (2004).
6	Collaboration	Hartfield (2002); Holland (2002); Harr & Jean(2001); Cowley, Kimberly & others (2002); Lambert, Wallach, Catherine, Ramsey & Briton (2006); Bossi (2007); Wagner (2006); Wheeler (2004); Beardoin, Marie-Nathalie, Taylor (2004); Holland (2002) NJDOE (2001); Ben-Perez, Miriam, Schonmann (2000); Bossi (2006); Deal & Peterson (1999)
7	Sustained Success	NJDOE (2001).

## Summary

The literature suggests that collegiality is an important component of a school's effort to increase student achievement. Recent studies shared a few factors of collegiality for improving the beliefs and behaviors of the school personnel towards addressing the diverse learner needs, thereby improving the rate of student achievement. Barth's (1990) description of collegiality included four behaviors: talk, observe, work together, and teach one another; Hartfield's (2006) three dimensions of collegiality included conflict management, organizational citizenship, and respect); Holland's (2002) study on small schools making big changes identified collegiality, as teacher collaboration, shared leadership, and collective responsibility. He indicated a need for the current study on the relationship collegiality perception (collective behaviors and or practices of colleagues) to student achievement. Thus literature on collegiality was found to focus on a few individual factors of collegiality that linked to student achievement rather than making collegiality and student achievement as two collective interdependent factors. Though research on collegiality, its factors, and their relationship to student achievement was not complete, the research studies gave a clear indication that collegiality which represents the several routine behaviors and practices of the school community members does have relationship to student achievement.

## **CHAPTER 3**

### **METHODOLOGY**

#### **Introduction**

The focus of this study was to determine the relationship, if any, between collegiality in schools and student achievement. The study tested seven collegiality factors (as independent factors) and their relationship to student achievement (a dependent factor). Also, the focus was to explore the collegiality relationships, if any, within groups and sub-groups of school community by employment position, to student achievement. Relationships between collegiality and student achievement were examined in two types of schools (groups), Achieving Schools (AS) and schools that are Struggling to Achieve (STA).

#### **Research Questions**

The researcher wanted to examine the relationship between collegiality and student achievement in schools. She did this by focusing on the following overarching question: What is the relationship between collegiality and student achievement? She answered the overarching question through 3 sub-questions: The first research question was to determine the extent that seven factors of collegiality (common vision, commitment towards student achievement, respect for professional opinions, shared leadership on routine issues, cohesion of professional for goal attainment, collaboration in educational matters, and on-going assessment and modifications for sustained success) and student achievement. The second research question was to examine the degree of collegial perceptions of the School Community Members (SCM) (school administrators, teachers, and other staff members) towards student achievement. The third research question was to determine the relationship between collegiality perceptions and student achievement in two types of high schools – Achieving Schools who have made Adequate Yearly

Progress (AYP) consecutively for 2 or more years, and Struggling to Achieve schools who have not made AYP.

### **Research Design**

A quantitative research method was chosen to address the above research questions utilizing descriptive statistic method of analysis of Regression Analysis, a two-way ANOVA, and a simple t-test. Data needed for analysis was collected by the researcher who developed a School Collegiality Perception Survey (SCPS) instrument comprised of survey questions about collegiality perceptions. The survey was administered to administrators, teachers, and other certified school staff members at both Achieving schools (AS) and Struggling to Achieve (STA) Georgia high schools that met the criteria for selection. The AS schools had to have made Adequate Yearly Progress (AYP) for two consecutive years after having been previously categorized as a Needs Improvement School, while STA schools were those who had not made AYP. The researcher developed a School Collegiality Perception Survey (SCPS) instrument because no such instrument existed to provide data that the researcher needed. To test the reliability of the SCPS instrument a pilot survey was administered to a sample of two high schools (n=168) that represented the criteria sample of the main study. After establishing the reliability of the SCPS instrument, a field survey was administered to n=326 participants. The development of the instrument, refinement of the instrument, administration of the pilot study, and the method of data collection in the main study are further discussed in the sections to follow.

A survey design was used to explore the relationship between a categorical independent variable (collegiality), and the dependent variable of student achievement (Vandevoort, 2004).

Unlike experimental research, the independent variable was not manipulated in a causal comparative research design (Gay & Airasian, 2003).

### **Population**

The population of this study was all Georgia public high schools. Participants in the study were selected as struggling to achieve-STA from high schools in Georgia that have been listed as Needs Improvement (NI) since 2006, and high schools that were in Needs Improvement status in 2006 but have made Adequate Yearly Progress (AYP) consecutively for the past two years formed the achieving schools (AS) group in this study (See Table 1.1). Using the Georgia Department of Education's released AYP status list, a standardized protocol was constructed for requesting participation in this study and for narrowing the selection of participatory high schools.

### **Sample and Participants**

The sample came from 6 Georgia high schools to make up the 326 certified high school employees who participated in the study. Participating personnel consisted of 28 administrators, 268 teachers, and 30 certified staff members. The selection of the six schools was based on matching the sizes of the groups and their willingness to participate. According to De Vaus, (2002), a systematic sampling procedure assisted in obtaining the required proportion of participants in the two groups of schools. Thus, the research sample was stratified into three sub groups consisting of administrators, teachers and staff members and two groups so that the STA schools would be similar to the AS selected based on school size for consistency. The intent was to match similar high schools in an effort to reduce factors that could affect the validity of the research. Also, the intent was to collect data from a large sample for obtaining scores on the measured variables for representation of the participant scores. Sudman (1976) suggested a

minimum of a 100 participants in each subgroup and 20 to 50 in each of the minor sub-groups; if the sample size were too low, the experiment would lack the precision to provide reliable answers to the questions the researcher was investigating. The participants' explanatory variable was current position. The sample of administrators, teachers, and certified staff members represented a random selection of a typical school community. The instrument, pilot study, data collection procedures, and data analysis methods are described in the following sections.

### **Research Instruments**

The researcher was unable to find a collegiality perceptions instrument that addressed collegiality factors that were identified in the literature needed to explore their relationship to student achievement (See Appendix H). Therefore, a school collegiality perception survey (SCPS) instrument was developed for collecting needed data. This instrument (SCPS) conceptualized collegiality in seven factors identified in the review of literature as important to student achievement (See Tables 3.1) for seeking specific relationship to student achievement.

Table 3.1

*Research Summary of Survey Instruments*

Dimension	Research Instruments' Reference
1 Vision	Katzenmeyer, Vekawa, Burman, & Lee (2001); Barnett and McCormic (2004); Crowley, K.S., Voekel, S., Finch, N.L., Meehan., M. (2005)
2 Commitment	None
3 Respect	Lauer (2001)
4 Shared Leadership	Lucas and Valantine (2001); Lauer (2001); Rofex, M. NEA Research; Crowley, K.S., Voekel, S., Finch, N.L., Meehan., M. (2005);Crowley, Kimberly, S., Nilsen, Kristine L., Ceperley, Patricia E. (1990).
5 Cohesion	Lucas and Valantine (2007).
6 Collaboration	Wagner, C.H. (2006); Center for Improving School Culture; Heck Marcoilides (1996); Supovitz (2002); Lucas and Valantine (2001;Bormanet al., (2002); Crowley, K.S., Voekel, S., Finch, N.L., Meehan., M. (2005) ;Crowley, Kimberly, S., Nilsen, Kristine L., Ceperley, Patricia E. (1990).
7 Sustained Success	None
8 Collegiality	Saparnis, Gintaras. (2006); Crowley, Kimberly, S., Nilsen, Kristine L., Ceperley, Patricia E. (1990); King, M., & Saphier, J. (1985); Heck Marcoulides (1996); Saphier, J. & King, M. (1985); Wagner, C.H. (2006); Lucas and Valentine (2002) Phillips, G. (1993); Wagner, C. (2000); Barth, R. 2002);
9 School Culture	Richardson, J. (1998); Saphier, J. & King, M. (1985).
10 Relationships	Peterson, K. (1993).
11 Community	Katzenmeyer, Vekawa, Burman, & Lee (2001); Supovitz (2002); Crowley, Kimberly, S., Nilsen, Kristine L., Ceperley, Patricia E. (1990).
12 Achievement	Licato and Harper (2001); Hoy and Woodfolk (1993); Crowley, Kimberly, S., Nilsen, Kristine L., Ceperley, Patricia E. (1990).

### **Development of the SCPS instrument**

The researcher synthesized currently available literature on school culture and collegiality and school culture instruments, and compiled the collegiality factors of common vision, commitment for goal attainment, respect for each other's professional contributions, shared leadership in solving routine issues, cohesion of professional goal attainment, collaboration in educational matters, and on-going assessment and modifications for sustained success (See Appendix H). She then developed the School Collegiality Perception Survey (SCPS) instrument (See Appendix C). The SCPS instrument combined beliefs and or behaviors of school personnel from literature review that exhibited relationship to student achievement in constructing collegiality factor clusters of the SCPS instrument. This instrument was to assist the researcher to see if the combined collegiality factors had any relationship to student achievement (See Appendix I). The SCPS instrument was reviewed by a panel of educational experts in their field, comprised of university personnel as well as school personnel. A Likert scale format of rating participants' perceptions was identified to be superior to other types of attitudinal rating scales (Murphy & Likert, 1966; Borg & Gall, 1989). The format rated each survey item on the SCPS from "strongly agree (4)" to "strongly disagree (1)."

### **Refining the SCPS instrument.**

Before conducting the pilot test, the instrument was refined by incorporating the suggestions of the review panel consisting of a methodologist of Georgia Southern University, school administrators, current and retired teachers from Georgia High Schools, and Georgia Department of Education's School Improvement Specialists. The review panel scrutinized the instrument for format, factor representation, item clarity, instruction coherence, grammar, and syntax. The instrument was refined by incorporating the suggestions of the review panel by

reducing it from a 40-item and 8-demographic instrument to 21 rated items and two demographic items. The reviewers found some of the items as either redundant or irrelevant.

The modified SCPS instrument with 21 rated items and two demographic items was piloted in two Georgia High Schools. The seven collegiality perception factors were clustered so that each had 3 survey questions on the SCPS. The clusters were not sub-titled but were sequentially arranged in the order of the factor they represented (see Appendix C).

### **Pilot study.**

The collegiality perception data was collected from two Georgia high schools (n=168). For obtaining reliable results on the pilot study and to establish reliability of the measuring instrument, schools that had large certified personnel population was selected. Approval to conduct the surveys both for pilot and field study was sought from the researcher's Supervising Committee and the Internal Review Board (IRB) for administering the survey to the participants (Appendix A). The School Collegiality Perception Survey (SCPS) instrument was piloted to 168 volunteer participants who were not part of the main study for establishing its reliability.

Keeping the focus on the demographics of the school and the minimum number of participants needed for reliability, two high schools were randomly selected to participate in the pilot study. Once the principal of the school agreed to participate in the pilot study, a letter was e-mailed explaining the purpose of the pilot study and asking for their participation at an upcoming faculty meeting (see Appendix B). All participants were assured of their voluntary participation and that their responses would be kept confidential. In addition, written consent was obtained from the principals for administering the pilot study survey before the school faculty meeting. On the day of administration, consent of each participant was obtained on the school's faculty sign-in form as they received the survey to be completed (see Appendix D). All

participation was voluntary and the researcher distributed and collected the surveys. Prior to administering the SCPS instrument to the participants, the purpose of the study, the research questions were explained, and confidentiality of the participating school was assured. Each participant of the Pilot Study had to sign written consent forms. There were no specific written comments from the participants on the sub-scales. On average, the administration of the instrument took 25 minutes with a 12-17 minute participation time on the survey itself. Using the Statistical Package for Social Sciences (SPSS) the Cronbach alpha reliability coefficient for each factor was calculated. Though the combined certified faculty size of the two high schools totaled 168, the respondent rate was 76.6% and represented the three sub-groups of School Community Members (SCM). Provision for each survey item for participant's comments and suggestions were provided for improving the quality of the items as they relate to one another (Belson, 1981). One participant did not respond to all questions; hence that survey was discarded, leaving 167 participants in the Pilot Study ( $n_{168-1} = 167$ ).

### **Reliability of the SCPS instrument**

Cronbach's (1951) alpha assisted to measure the internal consistency of the instrument and to identify how well set of variables measured a multi-dimensional latent construct (collegiality). According to Cronbach & Shauelson (2004), the internal consistency using Cronbach's alpha is a statistical measure for calculating the pair correlations between three items. The Cronbach's alpha analyzed the items to measure a single construct (collegiality) and determined the degree to which the items measured the collegiality construct (See Table 3.3). The aim of this test was to design a reliable instrument for scoring (internal consistency) and as well as to reveal other vital information. The Cronbach alpha coefficient analysis for the pilot test was .83, which is considered good (See Table 3.2).

Table 3.2:

*Cronbach Alpha Reliability of SCPS Instrument*

Cases Processing Summary		N	%	N of Items	Cronbach's Alpha
Cases	Valid	167	99.4		
	Excluded	1	0.6		
	Total	168	100	21	0.83

Using the Statistical Package for Social Sciences (SPSS), the reliability coefficient was calculated. A commonly accepted range was between 0.6 and 0.7 for accepted reliability, and a 0.8 or higher indicates good reliability according to Cronbach & Shavelson (2004). The three item scores for each of the seven dimensions were individually summed for final discussion scores. Though the coefficient for the SCPS instrument was 0.83, the range of coefficients for factors was between 0.817 and 0.833 (see Table 3.3).

Table 3.3:

*The Cronbach Alpha Reliability of 7 Factors*

Factor	Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach alpha of factor	Cronbach's Alpha if Item Deleted
Vision	Item1	66.0719	22.561	.156	0.827.	.833
	Item2	66.3353	21.682	.332	.	.826
	Item3	66.4910	21.577	.397	.	.822
Commitment	Item4	66.5269	21.564	.378	0.824.	.823
	Item5	66.2874	21.736	.317	.	.826
	Item6	66.4012	21.615	.357	.	.824
Respect	Item7	66.4192	21.173	.437	0.819.	.820
	Item8	66.4850	21.287	.436	.	.821
	<b>Item9</b>	<b>66.5150</b>	<b>21.107</b>	<b>.512</b>	.	<b>.817</b>
S. Leadership	Item10	66.5449	21.972	.303	0.822.	.827
	<b>Item11</b>	<b>66.4970</b>	<b>21.059</b>	<b>.481</b>	.	<b>.818</b>
	item12	66.4731	21.203	.401	.	.822
Cohesion	Item13	66.3952	21.518	.378	0.822.	.823
	Item14	66.5749	21.330	.408	.	.822
	item15	66.5389	21.407	.422	.	.821
Collaboration	Item16	66.5509	21.707	.385	0.822.	.823
	<b>Item17</b>	<b>66.5150</b>	<b>21.119</b>	<b>.476</b>	.	<b>.819</b>
	Item18	66.3892	21.504	.368	.	.824
S. Success	Item19	66.6168	21.623	.446	0.820	.821
	<b>Item20</b>	<b>66.5090</b>	<b>21.010</b>	<b>.498</b>	.	<b>.818</b>
	Item21	66.5509	21.128	.405	.	.822

The mean for each item ranged from 66.07 to 66.62, with standard deviation range of 21.0 to 22.6. After establishing the reliability of the SCPS instrument with 21 rated items, three items for each of the seven collegiality dimensions and two demographic items was ready for

field study. In addition, the coefficient for the Factor 3 was the lowest at 0.82; coefficients for dimensions 4, 5, and 6 were 0.82; and the coefficient for Dimension 1 was the highest at 0.83 for common vision; and Dimension 2 was 0.82 for individual commitment that represented the commitment of individuals towards student achievement.

The items 9 on the SCPS instrument represented Respect for expertise, item 11 Empowerment to make decisions, Item 17 Team work is the driving force for student achievement, and item 20 Promising goal attainment strategies are promoted. These items indicated strong alpha reliability between .817 and .819 and showed a possibility for isolating them as independent factors. Therefore, item 9 was compared with its cluster that represents the perception on “respect for expertise.” Items 9, 11, 17 and 20 were found to be a better match with their respective clusters. The high rating of these four items indicate that professionals care a great deal about having respect in their positions, which they believe, in turn, contribute to student achievement. In other words, , the four items showed interrelationship towards higher professionalism and contributed to a stronger meaning to the factor that they represent than to a common interrelationship of higher professionalism or increased student achievement (See Appendix K).

## **Procedure for Field Study**

### **Data Collection**

Modifications on the SCPS instrument were made before conducting the main study. Flaws in the survey instrument were removed before conducting the full-scale study for effective results, to solve problems before they surface during the actual data collection process, to determine the survey direction, for item clarity, and to estimate the time to complete the survey in a timely manner. This SCPS instrument was further modified by adding verbal instructions to

the survey to avoid repeating them for participants who arrive late to complete the survey (See Appendix L). After revision of the pilot study, the SCPS was administered to high schools that met the research and selection criteria and agreed to participate in the study. An email was sent to each administrator, teacher, and staff member explaining the purpose of the study and asking for their participation during a faculty meeting (See Appendix B). Prior to the administration of the survey, a written consent via email was obtained from the principal for administering the survey before a school faculty meeting. On the day of administration, consent of each previously notified participant was obtained on the school's faculty sign-in form as they receive the survey to be completed (See Appendix D). Prior to administering the SCPS instrument to the participants, the purpose of the study as well as the research questions were explained to participants, and confidentiality of participants and participating schools were assured. All participation was voluntary. The survey was conducted prior to a regularly scheduled faculty meeting. The participants were assured of confidentiality of the use of their data.

### **Response Rate**

Out of 37 schools that were listed in NI status in 2006-2007, 11 were high schools. Only 6 high schools responded and gave written consent to participate in the study. Schools that made Adequate Yearly Progress (AYP) consecutively for two years since 2007 were classified as Achieving Schools (AS), and those that remained in the NI status since 2007 formed the Struggling to Achieve (STA) group. AYP is a measure of school achievement on Georgia Report Card. Thus, there were 6 Georgia high schools, 326 participants, 2 groups, and 3 subgroups in the field study. Matching the size of the school in two groups was based on the number of School Community Members (SCM) in each school. The three sizes of schools in each group were small, medium, and large.

## **Data Analysis**

Data collected by the SCPS instrument from each sub-group and the group of schools (SA and STA) was analyzed using Statistical Package for the Social Sciences (SPSS) Software. Student achievement, a dependent variable was analyzed by comparing the mean total scores of each of the seven independent collegiality variables using analysis of variance (Sprinthall, 2003). Descriptive statistics were used to describe the results of the study, and the inferential statistics determined the significant differences between responses to the survey items (See Appendix J). A multivariate correlation assisted to organize, summarize, display numerical data, and to examine the degree of collegiality of the school community members. The design of survey items allowed for reflecting participants' collegiality perceptions, an independent variable on students' achievement.

Both, the dependent student achievement variable and the independent collegiality variables were categorical. The data was analyzed by the use of the Statistical Package for the Social Sciences (SPSS) software to perform regression analysis, MANOVA, and a simple t-test to seek answers to the three research questions and the overarching question.

## **Reporting of Data**

The findings are reported in chapter 4 as text and as tables comparing the mean and alpha ( $p < .05$ ) for each analysis. The data is reported both in text and graphic format for each of the three research questions and the overarching question. The analysis of data and the results are aligned to each of the seven collegiality factors and twenty one survey items. The overall results determined the statistically significant difference between school collegiality perceptions and student achievement.

## Summary

The researcher used quantitative methods in this study to explore the relationship between variables of collegiality of school certified personnel and student achievement. The exploration of the relationship of collegiality factors and student achievement within subscales and sub groups of the administrators, teachers, and staff and within achieving schools (AS) and Struggling to Achieve (STA) schools sought to find answers to research questions two and three in identifying if there is a difference in the collegiality perceptions of the school community members (SCM) by position, and also if there was a difference in the collegiality perceptions of the SCM in two groups of schools which was contributing to student achievement.

Also, the data gathered was utilized in an *ex post facto* study to facilitate school AYP status data from both Achieving Schools and Struggling to Achieve schools. Collegiality perception results and their relationship to student achievement could help the researcher and others to determine the ability or inability of schools to make Adequate Yearly Progress based, at least in part, on school collegiality.

## **CHAPTER 4**

### **REPORT OF DATA AND DATA ANALYSIS**

#### **Introduction**

The method of data collection and analysis of the findings are presented in this chapter. The study was a quantitative study involving six Georgia high schools -- three Achieving Schools (AS) and three Struggling to Achieve Schools (STA). The purpose of this study was to identify collegiality relationships to student achievement of the school community members (SCM), including administrators, teachers, and other certified staff members. The sample for field study was 326, and their perception scores of collegiality in their schools was gathered by survey. The survey scores were analyzed for the and the over arching question and the three research sub-questions

#### **Research Questions**

The over arching question is this: “What is the relationship between collegiality and student achievement in Georgia Secondary Schools?” The three sub-questions are used to answer this question listed below:

1. To what extent do the seven factors of collegiality affect student achievement?
2. To what extent do collegial perceptions of school community members (Administrators, teachers, and other staff members) affect student achievement?
3. To what extent do collegial perceptions of the school community members at Achieving schools (AS) and Struggling to Achieve (STA) schools affect student achievement?

#### **Research Design**

This was a quantitative study for correlating the relationship of collegiality perceptions to student achievement. The researcher developed a survey instrument she called School

Collegiality Perception Survey (SCPS). The instrument was used for both pilot study and the field study as a suitable survey was not identified in the existing literature (See Table 3.1). The researcher developed the SCPS instrument and asked panel of educators to review the instrument. The instrument was reviewed by a panel of professionals comprised of a Georgia Southern University Methodologist, school administrators, retired and current teachers, and administrators from the Georgia Department of Education before administering the pilot test. The review panel scrutinized the instrument for format, factor representation, item clarity, instruction coherence and grammar, and syntax usage. Their suggestions were incorporated in refining the instrument and was piloted to a sample of  $n=168$  high school personnel from two schools after obtaining the permission from the Internal Review Board and the Supervising Committee, such as, flaws in the pilot survey instrument were removed before conducting the full-scale study for effective results to solve problems before they surface during the actual data collection process, to determine the survey direction, to determine item clarity, and to estimate the time needed to complete the survey. Also, provision for each survey item for participant's comments and suggestions were provided for, improving the quality of the items as they relate to one another (Belson, 1981). The SPSS instrument identified one missing case in the pilot study analysis ( $n_{168-1} = 167$ ). The participants for the pilot test represented the sample of the main study sub-groups of administrators, teachers, and certified staff members.

Once the reliability of the SCPS instrument was established (.83), the instrument was further refined by adding a verbal introduction section of the SCPS field study instrument. This introduction section on the SCPS field study instrument had information related to the purpose of the study, asking for voluntary participation, assuring confidentiality of the data, and asking permission to use their data in the study (See Appendix D). After modifications and establishing

the reliability of the SCPS instrument from the pilot study with 21 rated survey items and two demographic items, the survey instrument was ready for field study. The data for the field study was analyzed by using the Statistical Programs for the Social Sciences (SPSS) software for both pilot and field studies.

### **Participants**

The participants in this study were all high schools from the Georgia's Needs Improvement (NI) list of 2006-2007 (See Table 1.1) mentioned above. The researcher selected the AS and STA school groups in this study by matching the school sizes of the total number of certified personnel and the school community members (SCM) in each school. Thus, participants from three AS high schools and three STA high schools comprised the 326 person sample; each group was then broken down further by subgroups of 28 administrators, 268 teachers, and 30 certified staff members.

### **Field Study**

Schools that participated in the pilot study were not part of the field study. Letters for participating in the field study with a brief description of the nature of the study were sent to groups of schools (See Appendix B). The modified School Collegiality Perception Survey (SCPS) instrument was used for collecting collegiality perception data of six high school certified personnel. The field study was administered in the first week of January 2010. A brief explanation of the nature of the study, key definitions of the terms related to the terms in the study, integrity of the individual responses and school identity, participants' consent for use of their responses, and appreciation for their participation in the study was provided prior to the administration of SCPS instrument as well as on the SCPS instrument for those who came in late to complete the survey (See Appendix L). Schedules for administering the survey in each school

were determined and were adjusted for convenience for maximum participation rate. Consent for administration of the survey, including date and time, was sought via email and by follow-ups via phone calls to all six schools.

All field tests in the participating schools were completed in January, 2010. Responses from all the participants were compiled by school and by sub-groups. The manually compiled responses were exported into the Statistical Package for the Social Science (SPSS) software for analysis combinations. The SPSS output identified 46 missing cases in the field study (n 326- 46 missing cases = 280). The Achieving School participants were 160, and participants from Struggling To Achieve schools totaled 120. Sub-groups consisted of 27 administrators, 225 teachers, and 28 certified staff members, totaling 280 participant scores.

### **Data Analysis**

The research questions were examined by quantitative analysis method of descriptive statistics utilizing a Logistic Regression Analysis, a two-way ANOVA, a two-sample T- test, and a multiple comparison of variance test for seeking answers to the over arching question and the three research sub-questions.

### **Research Findings**

#### **Research question 1.**

To address the Research Question 1 “To what extent do the seven factors of collegiality affect student achievement?” the total collegiality total scores, an independent variable, was compared for relationship to student achievement, a dependent variable by conducting a regression analysis test. A logistic regression analysis was used to identify the relationship between student achievement and the collegiality total scores in order to answer the over arching question. Results showed significance  $p < .024$  (at  $p < .05$  level) between the two variables. This

answered the overarching question and indicated that a relationship does exist between collegiality factors and student achievement (see Table 4.1).

Table 4.1

*Alpha Significance for Collegiality Perceptions and Student Achievement*

Scored	Participants	Df	Significance
Collegiality Total Score (CTS)	280	1	0.024
P < .05			

Also, a logistic regression analysis was conducted on each of the seven collegiality factors for an answer for Research Question 1. According to Patton (2002) Regression analysis is a method for determining whether each of a set of independent variables has a unique predictive relationship to dichotomously coded dependent variable. The total collegiality scores from 21 SCPS survey items (clustered by three survey items for each of the seven collegiality factors) reflected the collegiality perceptions of the 280 participant responses in the data analysis.

Table 4.2

*Significance of Individual Collegiality Factors and Items*

	Collegiality Factor	SCPS Items	P-value of the factor
1	Common Vision	1,2,3.	0.077
2	Commitment for student achievement	4,5,6	0.036
3	Respect for Professionals	7,8,9	0.039
4	Shared Leadership	10,11,12	0.041
5	Cohesion for goal attainment	13,14,15	0.173
6	Collaboration in educational Matters	16,17,18	0.053
7	Sustainability of success	19,20,21	0.035

Collegiality factors that showed significance at the 0.05 or lower are these: Factor 2 (0.036); Factor 3 (0.039); Factor 4 (0.041); Factor 6 (0.053); and Factor 7 (0.035), a total of

71.4% significance. Factor 1 for common vision (0.077) and Factor 5 for cohesion of SCM for goal attainment (0.173) did not show significant relationship to student achievement. In addition, each of the seven factors had 3 survey items that are analyzed in the following section (See Table 4.2).

**Factor 1 cluster**

Factor one for “Common vision” had a cluster of survey items 1, 2, and 3 and show the significance level in the following table (Table 4.3).

Table 4.3

*Cluster 1: Common Vision*

Factor 1	Item	Item Description	Significance
Common Vision	1	I believe that students have the potential to learn and achieve.	.053
Common Vision	2	Our school facilitates an atmosphere for academic achievement	0.103
Common Vision	3	School vision has support of strategic interventions	.075

Item1 < .05

**Factor 2 cluster**

Factor two for “Commitment for student achievement” had a cluster of survey items 4,5, and 6 and showed the significance level in the following table (Table 4.4).

This factor 2 showed significant relationship to student achievement (.036) at p<.05 level.

Table 4.4

*Cluster 2: Commitment for student achievement*

Factor 2	Item	Item Description	Significance
Commitment for goal achievement	4	The school facilitates time to discuss student needs with members for solutions.	0.025
Commitment for goal achievement	5	We are encouraged to implement local and state policies for student success.	0.058
Commitment for goal achievement	6	Everyone is committed to use multiple skills and tools to assist students to achieve	.026

Items 4 and 6,  $P < .05$

**Factor 3 cluster**

Factor three for “Respect for professionals” had a cluster of survey items 7, 8, and 9 and showed the significance level in the following table (Table 4.5).

Table 4.5

*Cluster 3: Respect for Professionals*

Factor 3	Item	Item Description	Significance
Respect for Professionals	7	Certified personnel in our school are respected as professional.	.056
Respect for Professionals	8	Individual contributions are respected during discussions	.038
Respect for Professionals	9	Individuals are respected as experts in their field.	.023

Items 8, 9  $P < .05$

#### Factor 4 cluster

Factor four for “Shared Leadership” had a cluster of survey items 10, 11, and 12 and showed the significance level in the following table (Table 4.6).

Table 4.6

#### *Cluster 4: Shared Leadership*

Factor 4	Item	Item Description	Significance
Respect for Professionals	10	Leadership roles are matched to personnel expertise	.015
Respect for Professionals	11	Certified personnel are empowered to make decisions in educational matters	.052
Respect for Professionals	12	Everyone is empowered in solving learner issues	.055

Items 10, 11  $P < .05$

#### Factor 5 cluster.

Factor five for “Cohesion for goal attainment” had a cluster of survey items 13 14, and 15 showed the significance level in the following table (Table 4.7).

Table 4.7

#### *Cluster 5: Cohesion for goal attainment*

Factor 5	Item	Item Description	Significance
Cohesion for goal attainment	13	We encourage one another to do what is right.	.487
Cohesion for goal attainment	14	Conflicts are embraced to minimize or divert negativity to establish cohesion of the personnel	.027
Cohesion for goal attainment	15	Everyone here is committed to unite their efforts in goal achievement	.005

Items 14, 15  $P < .05$

**Factor 6 cluster.**

Factor six for “Collaboration in educational matters” had a cluster of survey items 16, 17, and 18 and show the significance in the following table (Table 4.8).

Table 4.8

*Cluster 6: Collaboration in educational matters*

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Factor 6	Item	Item Description	Significance
Collaboration in educational matters	16	Time is facilitated for instructional plans for diverse learning styles	.144
Collaboration in educational matters	17	The driving force behind student achievement is team work	.004
Collaboration in educational matters	18	There is on-going analysis of data for monitoring student needs and to track progress	.012

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Items 17, 18  $P < .05$

**Factor 7 cluster**

Factor seven for “Sustainability of success” had a cluster of survey items 19, 20, and 21 and show the significance in the following table (Table 4.9).

Table 4.9

*Cluster 7: Sustainability of Success*

Factor 7	Item	Item Description	Significance
Sustainability of Success	19	Strategies are modified that signal no impact on progress	.049
Sustainability of Success	20	Strategies that are promising for goal attainment are promoted	.016
Sustainability of Success	21	Separation of personal from professional beliefs creates a culture of team work	.012

Items 19, 20, 21  $P < .05$

**Research question 2.**

To answer Research Question 2, “To what extent do collegial perceptions of school community members (Administrators, teachers, and other staff members) affect student achievement. A descriptive analysis and a two-way t-test were conducted on the collegiality perceptions of the three sub-groups in the six high schools. The mean scores of administrators 68.822; teachers 69.702; and staff members 67.920 showed no significant difference in their mean comparisons of collegiality perceptions towards student achievement (See Table 4.10). There were 27 administrators, 225 teachers, and 28 certified staff members that totaled to 280 participants for analyzing the data to answer to research question 2.

Table 4.10

*Descriptive Statistics of SCM by position*

Position	95% Confidence Interval			
	Mean	Std Error	Lower Bound	Upper Bound
Administrator	68.822 <sup>a</sup>	1.865	65.150	72.495
Teacher	69.702	.497	68.723	70.681
Certified Staff	67.920 <sup>a</sup>	1.631	64.708	71.132

A two-way MANOVA was conducted to test the effect on collegial perception by position held by the school community members (SCM) and the school size of six schools (2 small, 2 medium, and 2 large schools) on the Collegiality Total Score means. The two-way ANOVA did not show significance at the .05 level. The interaction between position of the SCM (administrators, teachers, and certified staff members) and school size was taken into consideration, as is customarily done in a two-way ANOVA procedure (See Table 4.4) Pyrczac (2002) found that two separate one way ANOVA procedures not only fail to study their joint effect but also increases the Type I error rate of wrongly rejecting the null hypothesis. The p-value of position factor of 0.518 showed no significance at 5% level, indicating that there was no significant difference of collegiality perceptions to student achievement by the three sub groups of administrators, teachers, and certified staff members. However, the MANOVA analysis indicated significance for school size with a  $p < .003$  at  $P < .05$ , and the interaction between position and school size was 0.000, indicating significant relationship between the two factors position and school size ( $p < .05$ ) (See table 4.11).

Table 4.11

*Two-way ANOVA for Position and School Size*

Dependent Variable: Collegial Total Score					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1098.899 <sup>a</sup>	15	73.260	1.872	.026
Intercept	264621.076	1	264621.076	6761.188	.000
School Size	481.849	5	96.370	2.462	.033
Position	51.546	2	25.773	.659	.518
School Size * Position	190.187	8	23.773	.607	.771
Error	10332.498	264	39.138		
Total	1331159.000	280			
Corrected Total	11431.396	279			

a. R Squared = .096 (Adjusted R Squared = .045)

According to Kirk (1982), if the investigator has a rationale based on the logic of the study for examining a sub-set of all possible comparisons, a post hoc comparison is performed for making all possible pair-wise comparisons among the means of groups. Therefore, a post hoc comparison would assist in the multiple comparison of variance test of Tamhane, Dunnett T3 and Games-Howel to investigate the pair of school sizes that differ from each other in their collegiality total scores and student achievement at the same 5% level of significance (Table 4.12). The tests were chosen because the variance of the three categories of school sizes small, medium, and large in two groups of schools were unequal over the customary Tukey and Bonferroni that are used when variances be equal. The schools that indicated significance for school sizes to student achievement were the D-large (School-3 which is a Struggling to Achieve (STA) school with a significance of 0.026 ( $p < .05$ ) and B-medium school (School -5) which is an Achieving School (AS) that showed significance of 0.032 ( $p < .05$ ).

Table 4.12

*School Sizes of AS and STA schools*

School	Participation in survey	School	Participation in survey
AS large	90	STA large	51
AS medium	48	STA medium	42
AS small	22	STA small	27
Total	160		120

**Research question 3.**

The research question 3 was seeking to find, “To what extent do collegiality perceptions of the school community members at Achieving Schools (AS) and Struggling to Achieve (STA) schools affect student achievement? A two-sample T-test (Levene’s t-Test) was conducted on the CTS scores of AS and STA schools to test the equality of CTS means verses alternative for a difference in the CTS means, with a 5 % level of significance. According to Miller (1981) and Benjamini & Hochberg (1995), one of the conditions required for the T-test to be valid is that the variances of CTS scores for AS schools and STA schools are equal. The significance value of the Levene’s test for equality of variances was found to be 0.497, which is greater than 0.05. Also, the significance value of the t-test for equality of CTS means was 0.196, which was also greater than 0.05; this indicated that there was no significant difference between the collegiality perceptions between AS and STA schools’ collegiality perceptions to student achievement (See Table 4.13).

Table 4.13

*Lavernes t-test Between AS and STA Groups*

Collegiality Total Scores (CTS)	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Significance	T	Df	Sig 2-tailed	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.462	.497	-1.295	278	.196	-1.00000	.77206	-2.51982	.51982
Equal variances not assumed			-1.271	237.030	.205	-1.00000	.78654	-2.54951	.54951

In summary, the collegiality perceptions of certified personnel from six participating schools, irrespective of the AYP status and position agreed on five out of seven collegiality factors (71%) and 18 out of 21 collegiality perception survey items (85.7%) answering the overarching question and research sub-question one and indicating that collegiality in schools had relationship to student achievement. The results to research question two and research question three indicated that there was no significant difference in the collegiality perceptions of the SCM by position of the SCM or by AYP status of their respective schools to student achievement.

**Summary**

Chapter Four provided answers to the overarching question and the three research questions that guided this research. The regression analysis administered on the total collegiality scores indicated that a relationship exists between collegiality and student achievement and provided answer to the overarching question. In addition, results of the regression analysis on the individual collegiality factors and items that were each treated as individual independent

variables provided answer to research question one and indicated that five (commitment for student achievement, respect of professionals, shared leadership, collaboration in educational matters, and sustained success) out of seven collegiality factors, and eighteen out of twenty one items have relationship to student achievement. Further, the analysis of data by a two-way MANOVA of data indicated that there was no difference in the collegiality perceptions by position of the participants to student achievement with a  $P < .05$ . A two-way ANOVA is a test that addressed the joint interaction of two variables (employee position and school size in this study); the p-value of position factor of 0.518 provided the answer to research question two by indicating that there was no significant impact of participants holding the 3 positions of administrators, teachers, and certified staff members. However, there was a difference in the collegiality perceptions and student achievement between the school size of Medium-achieving school and Large-struggling to achieve schools. A two-sample T-test (Levene's t-Test) indicated that the collegial perceptions of school community members at Achieving schools (AS) and Struggling to Achieve (STA) schools had no relationship to student achievement. Thus, 71 % of the collegiality perceptions of certified personnel from six schools irrespective of the AYP status and position indicated that collegiality in schools had relationship to student achievement; in addition, the statistical tests conducted on survey data using logistic regression analysis, a two-sample T test, and two-way ANOVA procedure provided valuable information and experience to answer research question using a scientific procedure. Further, Chapter Four assisted to set the stage for discussing the study results and their implications, and the significance of this study to the educational community which will be discussed in chapter five.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

#### Summary

This chapter revisits the purpose of the current study and gives a brief outline of the methodology used, followed by research findings, significance of the study and its implications, and concluding thoughts. The researcher explored the relationships between collegiality perceptions of the Georgia certified personnel in high schools and student achievement as measured by the Adequate Yearly Progress (AYP) of the school as a measure of school achievement on the Georgia Report Card. The data for this study was collected by the researcher who had developed the School Collegiality Perception Survey (SCPS). The certified personnel in this study were high school personnel, referred to as School Community Members (SCM), consisting of three sub-groups of administrators, teachers, and certified staff. The sub-group of administrators included principals, assistant principals, and department heads, the sub-group of teachers were all full time Georgia certified teachers, and the sub-group of certified staff members included counselors, mentors, academic coaches, school improvement specialist and instructional specialist at the building level.

The schools that participated in the study were from the GaDOE's 2006-2007 Needs Improvement list. From this NI schools list, the schools that showed Adequate Yearly Progress consecutively for two years since 2007 formed the Achieving School (AS) group, and those schools that remained in the NI status formed the Struggling to Achieve Schools (STA) group. Further, the selection of the schools for this study were from the list of AS and STA schools who volunteered to participate and gave written consent to use their data in this study. Thus, there were six Georgia high schools, 326 participants, two groups, and three subgroups in the field

study. Matching the size of the schools in two groups was done by number of certified personnel in each school. The three sizes of schools in each group were small, medium, and large.

In 2006 the Georgia Department of Education (GA DOE) revised the Curriculum, and provided the school and school systems the needed guidance, training, and resources for the successful implementation of the new curriculum and for meeting the state and federal mandates on student achievement. In 2006, 340 schools were identified by the GA DOE as being in the Needs Improvement (NI) status. By the end of 2007, out of these identified numbers, thirty-seven schools that were in NI status for five or more years made Adequate Yearly Progress (AYP), and a few others showed progress. However, according to Peterson (2002), without addressing the school culture, no reform, no new curriculum, no amount of staff development will create a high performing school.

The researcher found the schools that were on the path to success showed positive school culture and indicated purposefulness of the school. According to Goodlad (1984), an examination of school culture is important because its culture suggested useful approaches to making it a better school. The progressing schools were asked about their cultural environment, each believed that positive school culture would help them achieve desired outcomes. This triggered the researcher's interest for exploring the contributing factors related to student achievement.

Combining the U S and Georgia Department of Education's goal for student achievement, Peterson's argument of high performing school, and Goodlad's suggestion of examining school culture, the researcher saw a need to explore the perceptions of the people in the school who impact student achievement, namely administrators, teachers, and staff members. Therefore, what colleagues think, talk, and practice routinely in a school was a collegial culture.

The assumption of this researcher was that collegial culture contributed to an environment for learning and student achievement. Thus, the overarching question in this study was this: What is the relationship between the collegiality perceptions and student achievement in Georgia high school? Three research questions that assisted in exploring the relationship were these:

1. To what extent do the seven factors of collegiality affect student achievement?
2. To what extent do collegial perceptions of school community members (administrators, teachers, and staff members) affect student achievement?
3. To what extent do collegial perceptions of the school community members at Achieving schools (AS) and Struggling to Achieve (STA) schools affect student achievement?

A quantitative method was designed. Data on school achievement and *ex post facto* data from years 2006 to 2009 were collected from the Georgia Department of Education's website as well as from a survey on collegiality perceptions of the high school certified personnel [School Collegiality Perception Survey (SCPS)]. This study was a statistical descriptive study where collegial perceptions were independent variables that were compared against student achievement, a dependent variable. Data was analyzed by the Statistical Package for the Social Sciences (SPSS) software using a logistic regression analysis, a two-way ANOVA, a simple t-test and a multiple comparison of variance test to determine if any significant relationship between dependent and independent variables exist in Georgia high schools.

Research on school culture, collegiality and survey instruments laid the foundation to define collegiality components in the form of factors and assisted in the development of school collegiality perception survey (SCPS) instrument (See Appendix L). The alpha coefficient in a pilot study for the SCPS instrument was 0.83, indicating a good reliability. This SCPS survey

instrument had 7 factors with 3 survey items for each factor that totaled 21 rated items. The researcher also asked 2 demographic questions. The subscales on the SCPS were Likert scale format that ranged from SD (1) to SA (4). The seven collegiality factors were as follows: common vision, commitment for student achievement, respect of expert opinions, shared leadership on routine issues, cohesion for goal attainment, collaboration of professionals in educational matters, and on-going assessment and modifications for sustained success.

Research findings accompanied by an insight into the relationships of collegiality perceptions and student achievement in reference to collegiality factors and items are presented. In addition, the research findings and their alignment to literature as well as their implications in the educational field are presented as conceptualized collegiality models.

### **Analysis of Research Findings**

Logistic regression analysis of the 326 participants (independent variable) on student achievement, a dependent variable, showed significance of 0.024 ( $p < .5$ ) significance, indicating the results of the overarching question in this study are significant (See Table 4. 1). Five factors and eighteen items out of twenty one items on the SCPS survey indicated a relationship does exist between collegiality perceptions and student achievement ( $p < .05$ ), with a range of significance for the 21 items 0.004 to 0.487, and the range of significance of the 7 factor from 0.035 to 0.173 (See Appendix J). There was no difference in the perceptions of the sub-groups of the SCM towards student achievement, and no significant differences were identified between the two groups (AS and STA school personnel) in their collegiality relationships towards achievement.

Chapter 4 reported these findings: the regression analysis administered on the total collegiality scores indicated that a relationship exists between collegiality and student

achievement and provided answer to the overarching question. In addition, results of the regression analysis on the individual collegiality factors and items that were each treated as individual independent variables provided answer to research question one and indicated that five (commitment for student achievement, respect of professionals, shared leadership, collaboration in educational matters, and sustained success) out of seven collegiality factors, and fifteen out of twenty one items have relationship to student achievement. Further, the analysis of data by a two-way ANOVA of data indicated that there was no difference in the collegiality perceptions by position of the participants to student achievement with a  $P < .05$ . A two-way MANOVA is a test that addressed the joint interaction of two variables (employee position and school size in this study); the p-value of position factor of 0.518 provided the answer to research question two by indicating that there was no significant impact of participants holding the 3 positions of administrators, teachers, and certified staff members. However, there was a difference in the collegiality perceptions and student achievement between the school size of Medium-achieving school and Large-struggling to achieve schools. A two-sample t-Test (Levene's t-Test) indicated that the collegial perceptions of school community members at Achieving schools (AS) and Struggling to Achieve (STA) schools had no relationship to student achievement. Thus, collegiality perceptions of certified personnel from six school irrespective of the AYP status and position indicated that collegiality in schools had relationship to student achievement; in addition, the statistical tests conducted on survey data using logistic regression analysis, a two-sample T test, and two-way ANOVA procedure provided valuable information and experience to answer research question using a scientific procedure.

### **Discussion of Research Findings.**

The discussions in this section are focused on research findings related to collegiality factors and the three item cluster of each factors of student achievement in reference to literature

review. The overarching question was answered through seven collegiality factors and 21 collegiality items that showed relationship to student achievement. The literature supports the findings of this study in the following ways:

Factor one cluster addressed three key aspects of schools common vision (belief that students have the potential to succeed, school provides an atmosphere for learning, and the support of leadership for interventions). How leaders and leadership team fosters collegiality culture for academic interventions has a theoretic link. Fullan's (1991) study on *shared vision* align to factor one of the SCPS instrument for common vision. His research concurred that students are successful when educators know their purpose, when they believe that they can make a difference, and when they are committed to student learning.

Factor 2 had the collegiality cluster that included the facilitation of discussion on student need, encouragement of policy implementation, and the use multiple tools and skills to address student needs. Commitment for student achievement is evidenced by uniting energies of sub-groups in implementing state educational policies related to curricular and instructional needs of diverse learners. Holland (2002) showed that schools made big change in student achievement when collegial educators focus on a shared vision and collaborated regularly for school improvement.

Factor 3 included respect for expertise, respect for individual contributions, and value of the contributions of others as experts in their fields. The researcher of this study, as a state employee in the Department of Academic Standards, recognizes that professionals bring expertise in their field of knowledge to the classroom and in the school environment. As such, these are to be valued in decision-making, and in planning strategies and interventions for student achievement. Hartsfield (2006) says that the best schools consider each individual as a

valuable resource for everyone's knowledge expertise and contributions. According to Keedy (1991), collegiality included teachers working in a supportive, transparent, caring and encouraging climate that respects the value of each other. Factor 3 of this study also showed significance to student achievement.

Factor 4 addressed the significance of shared leadership when educators are matched to their expertise, empowered to make decisions on educational matters, everyone is empowered in solving learner issues. Edmonds (1979) and Cowley and Nilsen (2000) loudly proclaimed that only when teachers, administrators, and staff feel empowered do they do their best work with students. This collegiality factor measured facilitation of time, consensus of colleagues, and provision for SCM to participate in decision-making in three items of shared leadership, and the current study also showed a strong correlation between empowerment, decision-making, and student achievement. According to many leadership theories, to promote real change in the classroom, principals and teachers should engage themselves in shared decision making.

Factor 5 had survey items relating to encouraging one another to do what is right, cohesion designed to reduce negativity and to establish cohesion, and commitment to unite their efforts for goal attainment. The center at the University of Texas at Austin (2002) conducted a Texas Assessment of Academic Skills (TAAS) to high-poverty Texas elementary schools that showed high performance of the students because of common goal and beliefs of the entire staff as well as collegial communications. This study aligns with the current study in its findings that collegial communication is needed for cohesiveness of the personnel for goal achievement. Cohesion is the unified team efforts of the SCM to reach consensus by making adjustments and modifications for common goal attainment.

Factor 6 focused on time that is facilitated for instructional plans for diverse learning styles, team effort as the driving force behind student achievement, and on-going analysis of data for monitoring student needs and tracking progress. Shared leadership links to collaboration of the SCM professional expertise in educational matters for the common goal of achievement. Collaboration with SCM, students, and the parent community is initiated by administrators (instructional leaders) for development of shared vision and shared goals (Murphy 1990). Murphy also said that a school's first and foremost goal is student achievement. Accountability is a shared responsibility of all stakeholders in student achievement, and a school's achievement is measured by AYP status. Therefore, team effort of colleagues and their collegiality behaviors and practices becomes imperative without exceptions in the form of collaborations. Studies of Murphy (1990), Wood (2007), and Krisko (2001) are in alignment with the current study which showed significance for collaboration. Collaboration of the individuals within sub-groups was to collaborate their expertise on instructional strategies on educational matters. Factor 6 cluster items measured collaboration of professionals on educational matters and all but one item (time to plan for diverse learning styles) showed significance.

Factor 7 addressed strategies to be modified that signal no impact on progress, strategies that are promising for goal attainment are promoted, and separation of personal from professional beliefs creates a culture for team work. On-going student assessment and the use of data is one of the key behaviors of instructional leadership. Such practices assist schools in data-driven decision-making process of the personnel, and to facilitate opportunities for their sub-groups. These contributions are considered as expert contributions of the professionals for planning and promoting strategies that are promising, and discarding those that have no impact on student achievement. This factor shines light on the No Child Left Behind Act (2001) and

sustainability of success that requires on-going assessment and modifications of strategies for implementation of those strategies that signal sustained success.

The participants signified that they believe that students have the potential to learn and achieve. Item 3 of factor 1, “school vision is supported by strategic interventions” showed no significance; that could be indicating that administrators, teachers, and staff do not have the support for strategic interventions. That fact could be important information for schools to plan and facilitate support. The perception is evident in this study, however, that educators do not believe that school vision is supported by strategic interventions.

In conclusion, the study results answered the research question and the overarching question (What is the relationship between collegiality and student achievement?) by signifying positive relationship of collegiality relationships towards student achievement. The percentage of collegiality relationship to student achievement was 71%. School Community Members were in complete agreement that collegiality affects student achievement as evidenced in factors 2, 3, 4, 6, and 7. However, factors 1 and 5 showed no significance, though specific items in each of these factors did show significance (See Appendix J).

## **Conclusions**

The conclusions were drawn from the analysis of the data in response to collegiality factors in context to the SCPS survey items (See Appendix J) that formed the basis of this study. Following are the conclusions that were drawn from the results of the study and the review of literature that aligned to the study findings.

The seven collegiality factors that constituted collegiality perceptions in this study were not stand alone behaviors and or practices but were considered as combined relationships of individual behaviors or practices in schools by the people who are either involved or accountable

for student achievement. The collegiality perceptions of the school community members (SCM) are represented as what school personnel think, communicate, and practice in their respective roles. The collegiality Conceptual Framework (See Figure 1) represents the school personnel's perceptions of collegiality as needed practice to form a collegial unit. The following studies were in agreement to the current study as the model conceptualized the collegiality perception findings. Krisko (2001) stated that collegial relationships must be established for successful school improvement and he believed that this could only be accomplished by the development of healthy learning communities of collaborative leaders and learners; Hoy and Miskel (2001) defined culture as the shared orientation that holds the unit together to give it a distinct identity; and Meridith (2000) argued that "what makes two colleagues was common membership in a community, commitment to a common cause, shared professional values, and shared professional heritage and without common base, there would be no meaningful collegiality" (p.6). This study and the researcher concur with research literature.

Fullan's (2001) statement that students are successful when educators know their organizational purpose aligns to factors one in this study (school's common vision), because having a vision for achievement draws the school focus towards achievement and contributes to the purpose of the school. Beer, Eisenstat, & Spector's (1990) study related to shared vision, and shared consensus aligns to the collegiality factor for commitment and shared consensus of the personnel and to student achievement. Without commitment for goal achievement, having just the school vision cannot make things happen even with a mission in place for the school. Senge's (1994) statement that organizations that truly excel would be the organizations that discover how to tap people's commitment and capacity to learn at all levels aligns to the shared responsibility and shared respect for one another's expertise and professional contributions. Harr

(2001) recommended professional development for respect, collegiality, and shared responsibility of the personnel. Collaboration raises morale, enthusiasm, and efficacy and makes more receptive to new ideas (Fullan, 1991; Simpson, 1990: &Scott, 1990). McLaughlin (2005) who linked exemplary results of student performance to the culture of teacher collaboration and shared responsibility; and Meredith (2000) who argued that two people are colleagues when they have common membership in a community, commitment to a common cause, shared professional values, and shared professional heritage – both are aligned to the collegiality perceptions of this study. All these above mentioned literature reviews align to collaborative efforts of the school community members on educational matters and shared leadership of this study. Also, the circular arrangement of the factors in the model represents the continuous implementation of the factors by the three sub-groups of certified personnel who interact among and across their sub-groups and a balanced or equal responsibility of SCM (shared leadership). Thus the model represented as the unified efforts of collegiality behaviors impacting the student is the center of their interactions as behaviors. Also, the collegial relationships are represented as continuous circular interactions with one another.

### **Collegiality factors and their interactions**

The conceptual framework describes the responsibilities of the school / SCM towards shaping the future of the student (See Figure 1). According to Keedy (1991), collegiality in an organization is where teachers work in a supportive, transparent, caring, and encouraging climate for success of each other. The student is a part of the school community, and the school has the responsibility to nurture student's cognitive skills with the help from its certified personnel (administrators, teachers, and staff members) in the transformation of a successful individual. The results of this study indicated that the practices of the school community members,

irrespective of their position do directly impact student achievement signaling a need for schools to promote or practice an academic culture of collegiality.

Further, according to the current study, the school community members of all the six schools irrespective of the size and AYP status indicated collegial practices in schools have relationship to student achievement. Each item in the seven factors was intended to relate to specific recommendations of collegiality practices in schools. It was interesting to note that the two groups of schools (AS and STA) schools and SCM that formed the sub-groups in this study who have different roles as administrators, teachers, and staff members had no significant difference in their collegiality perceptions to student achievement. It was also noteworthy to see that all the professionals from all the six schools agreed that collegiality factors had a relationship to student achievement. In this respect, Jarzaboski's (2002) statement that true collegiality creates a sense of interdependent community and community achievement aligns with the school community members interactions in their sub-groups and across with this study as represented in the Collegiality Perception Conceptual Framework. Thus accountability of the school and its school community members (SCM) towards supporting student achievement is conceptualized as (SCM's) contributions as they interact among and across sub-groups and impact student achievement.

The conceptualized collegiality models are supported by Creswell's (1998) suggestion that by creating a diagram as a visual picture of the literature helped organize the reviews and to figure out how this study related to a larger body. According to Usher (1996) models are frameworks that function as maps or guided the researcher for sharing the collegiality perceptions and their relationships with the scientific communities. Further, the conceptual frameworks on collegiality perceptions and student achievement in the form of a model assisted

in relating the student achievement to a larger picture that surrounds him where the surrounding behaviors and practices could impact the student in the pursuit for achievement.

### **Interactions within school community members**

The Interactions of the School Community Members in the conceptual framework describes the responsibilities of the school / SCM towards shaping the future of the student (See Figure 2). Further, according to the current study, the school community members of all the six schools irrespective of the size and AYP status indicated collegial practices in schools have relationship to student achievement. Each item in the seven factors was intended to relate to specific recommendations of collegiality practices in schools.

In addition, while most former studies (Deal 1999; Prosser 1983; Schein, 1985) have dealt with recognizing the phenomenon of school culture, later efforts (Allen, 2003; Owens, 2004; and Williams, 2008) focused on possible changes in schools and on the process of managing the culture by school personnel. Researchers have been trying to understand various concepts and their inter-dependency since decades. This study assisted in combining the SCM behaviors that contributed to student achievement as collegiality perceptions in seven key factors and their relationships.

Therefore, results and findings of this study were conceptualized in a collegiality model. As Creswell (1998) suggested, by creating a diagram as a visual picture of the literature helped the researcher to organize literature reviews, and recognize how this study related to a larger body. In addition, Usher's (1996) view point of models of frameworks that functioned as maps, guided the researcher for sharing the collegiality perceptions and their relationships with the scientific communities. The conceptual frameworks on collegiality perceptions and student achievement in the form of a model assisted in relating the student achievement to a larger

picture that surrounds him where the surrounding behaviors and practices could impact the student in the pursuit for achievement.

## **Implications**

The following are implications of the study:

1. Not just the participating schools, but other Georgia high schools should be interested in these research findings. The collegiality instrument could be of use to any k-12 school with no exception of the school being an achieving or non-achieving school in any District, state, and country. As the schools develop their strategic plans and interventions, this study could assist in the planning of data-driven professional development activities and to promote collegiality culture for achievement.
2. Development of a collegial culture and its overall impact on student achievement in Georgia's secondary schools offer collegial strategies that support student achievement in the light of NCLB Law. Gaining an understanding of the nature of the positive aspects of collegiality and how it works should help educators become more thoughtful of developing a collegial culture that aligns with the academic culture of their own school.
3. Findings of the study could provide great value to GA DOE as it addresses school culture strand of the Georgia Keys to Quality a tool used for school improvement.
4. The study findings may be of interest to higher education personnel to incorporate school collegiality concept as a tool for success in their leadership programs.
5. In addition, the study's findings will alert the professional training and certification communities in mandating required knowledge and training for novice leaders as they embrace school leadership responsibilities with confidence.

6. Last but not least, it will benefit the researcher as a Georgia Department of Education's specialist in supporting student achievement in Georgia schools and school systems. The study findings provide valuable information to educators and educational organizations on collegial culture and its overall impact on student achievement in Georgia's secondary schools, and offer collegial strategies that support student achievement in the light of No Child Left Behind (NCLB) Law.
7. Gaining an understanding of the nature of the strong, positive aspects of collegiality and how it works could help educators become more thoughtful of developing a collegial culture that aligns with the culture of their own school.
8. Also, findings of the current study could provide great value to Georgia Department of Education as it addresses school culture strand of the Georgia Keys to Quality, a tool used in school improvement strategies.

### **Recommendations Based on Findings and Conclusions**

The "No Child Left Behind Act" has placed increased accountability on schools and has left no options for the school leadership in aiming for exceeding levels of student achievement. This section, addresses a few practical implications followed by recommendations for further research. This study provided research findings of collegiality to educators and educational organizations on aspects of collegial culture and its overall impact on student achievement in Georgia's secondary schools. It offers collegial strategies that support student achievement in the light of NCLB Law. The researcher makes the following recommendations for further research.

1. Administer multiple regression analysis to explore relationships between SCM's years of experience, degree level, certification, and participation in the professional development courses or workshops.
2. Add more open-ended questions related to (a) contributors of student achievement, and (b) to collegial contributors on educational matters.
3. Explore the extent of the collegiality perceptions of the SCM as it relates to student achievement in Elementary schools and as measured by CRCT scores.
4. Explore the extent of the collegiality perceptions of the SCM as it relate to student achievement in Middle schools as measured by norm referenced tests.
5. Explore the extent of administrators' collegiality perceptions as they relate to student achievement the State of Georgia.
6. Explore the extent teachers' collegiality perceptions as they relate to student achievement in the State of Georgia.
7. Explore the extent of non-teaching certified staff collegiality perceptions as they relate to student achievement in the State of Georgia.
8. Investigate the relationship between the location of the school and collegiality perceptions of the SCM to student achievement in the State of Georgia.
9. Investigate the extent gender has between collegiality perceptions of the SCM to student achievement in the State of Georgia.
10. Investigate the extent the socio-economic status of the school has between collegiality perceptions of the SCM to student achievement in the State of Georgia.
11. Investigate the collegial pie to address the balance between factors that draw faculty together for goal achievement.

12. Compare data on pre and post analysis on the collegiality perceptions before and after training / interventions.

13. Study the principal axis factor analysis on the sample data in the pilot and field study

### **Dissemination**

The researcher foresees the use of the research findings of this study in her work as a Georgia Department of Education's Specialist, and to various educational and in non-educational sectors. This researcher intends to share study results and implications to the above groups during cooperative planning sessions, professional development sessions, leadership conferences and professional seminars and discussions, particularly to the faculty of the participating schools in this study. Further, she intends to share research finding with the various departments such as Curriculum and Instruction, School Improvement, and Student Accountability of the Georgia Department of Education.

### **Concluding Thoughts**

The current study provided an opportunity of experiencing a scientific investigation process identifying collegiality factors that relate to student achievement. As a Georgia Department of Education's academic achievement specialist, the researcher and a team of specialists in various sectors of the Georgia Department of Education work with the non-achieving schools in Georgia. We analyze the school achievement data, assess existing programs and practices, and plan strategies in areas that need immediate attention and those that contribute towards a gradual transformation of the school towards success.

The student and school academic achievement has been an on-going challenge for the division of Academic Standards, School Improvement, Student accountability, Special Education, E-learning, On-line learning, Credit recovery, and a few other departments of the

Georgia Department of Education. All these departments overlap their efforts and expertise while collaborating goal attainment strategies. The practice of collegiality factors addressed in this study would assist the researcher and others in this pursuit as we struggle to work towards minimizing the achievement gap.

In addition, while, school culture according to Georgia Keys for Success (2001) was the norms, values, standards and practices associated within the school as a learning community committed to ensuring student achievement and organizational productivity. This study assisted the researcher in defining collegiality culture as the cohesive efforts of professional that have a common committed to achieve a visionary goal by respecting each other's expert contributions and collaborations on educational matters, assessing and modifying strategies and interventions, and guiding one another towards sustained student success.

Northside (2004) demands that 21st century leaders draw many people into the potential leadership groups for developing initiatives, adopt, adapt, and improve one another in a culture of trust and support for goal attainment. This study helped to identify the need for an identifiable and measurable collegiality culture for academic achievement for addressing the weak collegiality practices in light of the No Child Left Behind (NCBL) Act. According to Fullan (2001), students were successful when educators knew their organizational purpose aligned with this collegiality perception study.

In addition, Northside (2004), referring to different needs of learners, said that drawing many people into the potential leadership groups makes it possible for initiatives to be developed from all angles of the organization, and then adopted, adapted and improved by others in a culture of support and trust (p.3) aligned with the intent of this study to develop a basis for identifying factors that assist in addressing the school's effort of student achievement.

School educators are required to implement state mandates, policies and school rules that are required for the operation of the school. A need for common vision, commitment, respect for one another's expertise shared leadership, cohesiveness in assisting one another, collaborating knowledge on educational matters and sustaining success through modifications of initiatives and strategies for goal attainment seems obvious.

Further, passing the high school graduation test is the first rung of the ladder of challenges that the youth of today will encounter as global challenges. The passing rate of high school students does impact the state and nation's position in the global markets and in its economy. Therefore, high school achievement rate is important and the school has the vested responsibility of accomplishing it through collegiality efforts. A need for strong charismatic and transformational leadership and a tool (collegiality culture) to direct the efforts and energies of the personnel to overcome obstacles in the path of collegiality efforts exists. This researcher has the passion for educational reform to search for components that contribute to goal attainment in a fast paced world. This urge aligns with Georgia Department of Education's mission statement "We Will Lead the Nation In Student Achievement." Finally, referring to student achievement in academics and success in the real world, questions related to educational organizations that surface are: What is the purpose of the school? Does the school have a vision and is the vision aligned to the mission of the school and student achievement? Are the beliefs, behaviors, and practices of the school personnel are cohesive and collaborative? Are the personnel believe in team commitment for sustainability of success? Last but not the least, do the personnel believe that student has the potential to succeed? This researcher believes that such challenges are to be embraced as opportunities to solve educational issues / problems for present and future of generations.

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APPENDICES

Appendix A

*Internal Review Board (IRB) Approval*

Georgia Southern University  
Office of Research Services & Sponsored Programs

**Institutional Review Board (IRB)**

Phone: 912-478-0843

Veazey Hall 2021

Fax: 912-478-0719

IRB@GeorgiaSouthern.edu

P.O. Box 8005  
Statesboro, GA 30460

**To:** Archana E. Treohan  
4223 Quail Springs Circle  
Augusta, GA 30907

**CC:** Charles E. Patterson  
Associate Vice President for Research

**From:** Office of Research Services and Sponsored Programs  
Administrative Support Office for Research Oversight Committees  
(IACUC/IBC/IRB)

**Date:** December 16, 2009

**Subject:** Status of Application for Approval to Utilize Human Subjects in Research

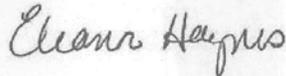
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After a review of your proposed research project numbered **H10138** and titled "**The Relationship between Collegiality and Student Achievement in Georgia Secondary Schools**", it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

*Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.*

**This IRB approval is in effect for one year from the date of this letter.** If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,



Eleanor Haynes  
Compliance Officer

APPENDIX B

INVITATION & CONSENT OF PRINCIPALS FOR PARTICIPATION

## Appendix B

### *Invitation and Consent of Principal for participation*

Dear Principal,

This letter is to request your participation in research study I am conducting as part of my ED.D program in Educational Administration at Georgia Southern University. This study examines the relationship between collegiality perceptions and student achievement. I need your assistance in gathering the data necessary for the research. There is, of course, no penalty should you decide not to participate.

The School Collegiality Perception Survey (SCPS) instrument will be used for the collection of collegiality perception of your school certified administrators, teachers and staff members. The survey will take only 15-17 minutes to complete. Your surveys will be coded and codes will be destroyed after completion of the study. Please be assured your answers will remain confidential and the codes will be destroyed when all data are collected and analyzed. Also, individual respondents will not be identified in the study. I appreciate a response via email and feel free to contact me if you have any questions ( home, (706) 863-247, work (404) 516-1579). If you have any concerns or rights as a research participant in this study, you may contact Chair of the Institutional Review Board, (912) 681-5205. A copy of the study results will be sent to the participants on request.

Respectfully,

Archana (Anna) Treohan.

Appendix C

*SCPS Instrument for Pilot Study*

## **IFORMATION FOR PARTICIPANTS**

**Dissertation Title**

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## INFORMATION FOR PARTICIPANTS

### Dissertation Title

THE RELATIONSHIP BETWEEN COLLEGIALLY AS AN ASPECT OF SCHOOL CULTURE AND STUDENT ACHIEVEMENT IN GEORGIA SECONDARY SCHOOLS

The College of Graduate Studies of  
Georgia Southern University In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education

**Collegiality** in this study is defined as the shared leadership of colleagues with a clear commitment to work in a spirit of collaboration and mutual respect for one another on educational issues for attaining educational goal of sustained student achievement.

The **School Community Members (SCM)** will comprise of all administrators, teachers, certified staff members. The **administrators** will comprise of principals, assistant principals, department chairs, and school instructional leaders. The teachers will be Georgia certified full-time teachers; and Certified staff will comprise of counselors, academic coaches and mentors.

### The guiding research questions of this study are:

1. To what extent do the seven factors of collegiality affect student achievement?
2. To what extent do collegial perceptions of school community members (Administrators, teachers, and other staff members) affect student achievement?
3. To what extent do collegial perceptions of the school community members at Achieving schools (AS) and Struggling to Achieve (STA) schools affect student achievement?

## Appendix C

### SCPS Instrument for Pilot Study

#### PILOT STUDY

##### School Collegiality Perception Survey (SCPS) Instrument ©

This survey is being used as a measure of the collegiality factors (between colleagues) that shape student success. No person will be identified when the results are compiled. A statement rated as (4) would indicate that you **strongly agree** with the statement and a rating of (1) indicates that you **strongly disagree** with the statement. Please select the response that BEST or MOST accurately reflects your beliefs and perceptions.

	Survey Item	SD	D	A	SA
1	I believe that students have the potential to learn and achieve	1	2	3	4
2	Our school facilitates an atmosphere for academic achievement	1	2	3	4
3	School vision has support by strategic interventions.	1	2	3	4
4	The School facilitates time to discuss student needs with members for solutions	1	2	3	4
5	We are encouraged to implement local and state policies for student success	1	2	3	4
6	Everyone is committed to use multiple skills and tools to assist students to achieve	1	2	3	4
7	Certified personnel in our school are respected as professionals	1	2	3	4
8	Individual contributions are respected during discussions	1	2	3	4
9	Individuals are respected as experts in their field	1	2	3	4
10	Leadership roles are matched to personnel expertise	1	2	3	4
11	Certified personnel are empowered to make decisions on educational matters	1	2	3	4
12	Everyone is empowered in solving learner issues	1	2	3	4
13	We encourage one another to do what is right	1	2	3	4
14	Conflicts are embraced to minimize or divert negativity to establish cohesion of the personnel	1	2	3	4
15	Everyone here is committed to unite their efforts in goal achievement	1	2	3	4
16	Time is facilitated for instructional plans for diverse learning styles	1	2	3	4
17	The driving force behind student achievement is team effort	1	2	3	4
18	There is on-going analysis of data for monitoring student needs and to track progress	1	2	3	4
19	Strategies are modified that signal no impact on progress	1	2	3	4
20	Strategies that are promising for goal attainment are promoted	1	2	3	4
21	Separation of personal from professional beliefs creates a culture for team work	1	2	3	4

#### DEMOGRAPHIC INFORMATION

(Please respond by filling in the blank spaces)

1. What is your position in the school? Administrator \_\_\_\_ Teacher \_\_\_\_ Certified Staff \_\_\_\_\_
2. Specify your role if you are not an administrator or a teacher \_\_\_\_\_
3. How many years have you been: in this position? \_\_\_\_\_ in the current school? \_\_\_\_\_
4. Total number of years experience in the current role \_\_\_\_\_
5. What highest educational degree you hold? BA/BS; M ED; Ed S; Ed.D; Ph.D \_\_\_\_\_
6. What is your area of certification? \_\_\_\_\_
7. Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_
8. Have you participated in any in-school work sessions, workshops, or academic conferences in the past three years that addressed collegiality of the personnel? Please specify \_\_\_\_\_

## Appendix D

### *Participants' Consent and Permission for Data Use*

## Participants' consent

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**COLLEGE OF Education**

**DEPARTMENT OF Leadership Technology and Human Development**

Dear Participant:

As a doctoral candidate at Georgia Southern University, I am studying the relationship between collegiality and student achievement. I am asking that you participate in this study by completing a 21 item survey. The survey will take approximately 15 minutes to complete. All answers that you provide will be anonymous, and your answers will be part of information that I collect from over 300 participants. Your participation is purely voluntary and should not constitute a threat to you in any way since I am going to distribute and collect the surveys myself. You should not put your name on the survey at any time. If you choose to participate, you may be certain that information will be confidential and that all surveys will be kept in a secure place until they have been tallied. After the surveys have been tallied, all surveys will be destroyed. By signing this form, you are agreeing to participate voluntarily in the survey. I appreciate your participation in the survey and will be happy to provide a copy of my findings at the conclusion of my research if you like. If you have any questions, please feel free to contact me at the following:

Sincerely,

Archana Treohan

Title of Project: THE RELATIONSHIP BETWEEN COLLEGIALLY AND STUDENT ACHIEVEMENT IN GEORGIA SECONDARY SCHOOLS

Principal Investigator: Archana Treohan., 4223 Quail Springs Circle, Augusta. GA 30907. (706) 863-2347.

Faculty Advisor: Dr. Linda M. Arthur, Georgia Southern University, Department of Leadership, Technology, and Human Development, PO Box 8131, 912.478.0697

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

I, the undersigned, verify that the above informed consent procedure has been followed.

\_\_\_\_\_  
Investigator Signature

\_\_\_\_\_  
12/8/09  
Date

## Appendix D

### *Participants' Consent & Permission for Data Use in the Study*

By placing your initials by your name, you are giving  
Anna Treohan permission to use your responses in her studies.

[Redacted]

School

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Appendix E

*Georgia School Keys: GAPSS Instrument*

## Appendix E

### *Georgia School Key: GAPSS Instrument*

School Culture Questionnaire: Georgia School Keys: Georgia Assessment of Performance on School Standards (GAPSS) Analysis Instrument.

1. How are the accomplishments of students celebrated in the building? Adults? SC-2.2
2. How does the leadership team help ensure an atmosphere of trust and openness to foster risk taking and change? SC-2.4

Appendix F (Continued)

*Research on School Culture and Collegiality Factors*

Appendix F (Continued)

Research on School Culture & Search for Collegiality Factors

	Study	Participants	Design	Purpose	Results	Identified Collegiality Factor
1	Deal, T., & Peterson, K. D. (1999). <i>Shaping the school culture: The heart of leadership</i> . San Francisco. CA: Jossey-Bass. (pp.1-3).			-The goal of all schools & student learning.	1. Organizational health 2. Dev. Norms of collegiality 3. Foster high staff morale 4. communication 5. Decision-making processes 6. teacher leadership	- Collegiality - Respect - Atmosphere - S. Leadership - Collaboration
2	Micke Van Houtte (2006). School type & academic culture: Evidence for the differentiation-polarization theory. <i>Journal of Curriculum Studies</i> .38 (3) 273-292.	Quantitative		Conceptualization of the polarization component of the Differentiation-polarization theory	Causal direction of the relationship of was impossible to guarantee.	Causal
3	Craig, D. J. (2006) School culture: The Hidden Curriculum. Center for Comprehensive School Reform & Improvement.	Research				
4	School Context-Bridge or Barrier to Change. <a href="http://www.sedl.org/change/school/culture.html">http://www.sedl.org/change/school/culture.html</a> .		Research	Define school culture -Research on school culture – attitudes & beliefs	Attitudes & beliefs about; schooling; at-risk students; student attitudes to schooling; people & external environment; of students, community, towards change; Cultural norms for school improvement.	Shared vision Making – decisions, Relationships Collegiality of peers; Implications

Appendix F (Continued)

*Research on School Culture & Search for Collegiality Factors (continued)*

	<b>Study</b>	<b>Participants</b>	<b>Design</b>	<b>Purpose</b>	<b>Results</b>	<b>Identified Collegiality Factor</b>
5	Goodlad, J. (1984) A place called school – Prospects for future. New York: McGraw-Hill			School culture	School’s have their own culture. “each school has an ambience (or culture) of its own and, further, its ambience may suggest to the careful observer useful approaches to making it a better school” (p.81)	-school culture - Effective schools
6	Krueger, J.P. & Parish, R. (1982). We’re making the same mistakes: Myth and legend in school			Study of 5 districts on implementing & discontinuing programs	key to program implementation & continuation is “the interactive relationships teachers together regarding ‘how we gets things done (p.133)	Interactive relationships.
7	Deal, T & Kennedy, A (1982). Corporate cultures. Reading, MA: Addison-Wesley Publishing.		Research	Deal & Kennedy, 1982; Krueger& Parish, 1982; Sarason, 1982; Patterson, Purkey, & Parker, 1986).	School culture depended on how leaders the use of cultural notion that contributed to school improvement.	school improvement

Appendix F (Continued)

*Research on School Culture & Search for Collegiality Factors (continued)*

	<b>Study</b>	<b>Participants</b>	<b>Design</b>	<b>Purpose</b>	<b>Results</b>	<b>Identified Collegiality Factor</b>
8	Paterson, J.L., Purkey, S.C., ; & Parker, J.V. (1986). Productive school systems for a non-rational world. Alexandria, VA: Association for Supervision and Curriculum Development.		Research Study	Knowledge based & relation to school culture	<ul style="list-style-type: none"> <li>-Knowledge of school culture</li> <li>-Sc affects behavior &amp; achievement of both elementary and secondary students.</li> <li>- School culture is created or manipulated.</li> <li>-unique to each school.</li> <li>-Provides focus &amp; clear purpose,</li> <li>- Cultural change is a slow process</li> </ul>	<ul style="list-style-type: none"> <li>Relation to student achievement.</li> <li>-Cohesion that bonds school to mission.</li> </ul>
9	Patteson, J.L., Purkey, S.C., & Parker, J.V. (1986). Productive school systems for a nonrational world. Alexandria, VA: Association for Supervision and Curriculum Development.		Research Study	Suggested alternate assumptions that facilitate school improvement for restoring educators' self efficacy	<ul style="list-style-type: none"> <li>Schools are guided by competing set of multiple goals.</li> <li>- People are influenced in unpredictable ways.</li> <li>-Differentiated teaching for optimal effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Distributed power.</li> <li>-bargaining decision making.</li> <li>- student achievement</li> </ul>
10	Schein, E. H., (1985). Organizational culture and leadership. San Francisco: Jossey Bass.			-Defined Cultural norms as combined efforts of improvement and culture	<ul style="list-style-type: none"> <li>Internalization of culture:</li> <li>-Group boundaries: for shared consensus</li> <li>-friendship</li> <li>-relationships</li> <li>- openness</li> </ul>	<ul style="list-style-type: none"> <li>-shared - consensus</li> <li>-</li> <li>-</li> </ul>

Appendix F (Continued)

*Research on School Culture & Search for Collegiality Factors (continued)*

	<b>Study</b>	<b>Participants</b>	<b>Design</b>	<b>Purpose</b>	<b>Results</b>	<b>Identified Collegiality Factor</b>
11	Beer, M., Eisenstat, F.A., & Spector, B. (1990). Why change programs don't produce change? <i>Havard Business Review</i> , 68(6), .158-166.		Research	Shared vision	Focus on school vision among students, faculty, parents, & external school community. -Shared sense of purpose -shared vision of group outcomes	-shared vision -shared purpose - shared leadership through collaboration of SCM
12	Fullan, M.G. (1991). <i>The new meaning of educational change</i> , 2 <sup>nd</sup> edition. New York: teachers College Press.		Research	Dimensions of shared vision	Two dimensions of shared vision: -Direction & driving power for change, criteria for steering & choosing	Dimensions / factors - Shared vision
13	Levine, D, & LaZotte, L.(1995). <i>Effective schools research</i> . In I.A. Banks & C.A.MBanks (Eds.) <i>Handbook of research on multicultural education (pp 525-547)</i> . New York. Macmillan		Book	Define school culture	School culture is an important but often-overlooked component of school improvement.	School culture often overlooked
14	Phyllips, G. (1996). <i>Classroom rituals for at-risk learners</i> . Vancouver, BC. Eduserv, British Columbia School Trustee Publishing.				Defined school culture as “the beliefs, attitudes, and behaviors which characterize a school.”	School culture components as: beliefs, attitudes, and behaviors.

Appendix F (Continued)

*Research on School Culture & Search for Collegiality Factors (continued)*

	<b>Study</b>	<b>Partic ipants</b>	<b>Design</b>	<b>Purpose</b>	<b>Results</b>	<b>Identified Collegiality Factor</b>
15	Foxworth, A.M.(2002). School culture: Research you can use. Office of Special Services.	Paper		Why positive outside appearance not connected to student achievement?	Why nothing happens from inside the school?	School culture
16	Peterson, K. (1999)			Define School Culture	“One of the most important and powerful elements of an effective and successful school is its positive culture.”	Effective & successful schools
17	Peterson, K.D. (Summer, 2002). “Positive or negative?” <i>Journal of Staff Development.</i>			Definition of School Culture	School culture: set of norms, values, and beliefs, rituals, ceremonies, symbols, and stories that assist in solve problems & in coping with failures.	
18	Sai . <a href="http://resources.sai-iowa.org/culture/bib.html">http://resources.sai = iowa.org/culture/b ib.html</a>	Paper	Research Study	School Culture	organizational goals, internal structures and processes need to be in place. Examples - organizational health, norms of - SC is a blend of vision; mission; beliefs; & values.	- collegiality, -decision- making processes -collaborative shared leadership
19	Bossi, Mike (2006) Revolutionary Leadership. <i>Leadership.</i> 36(5), 32-34.		Research	Leadership coaching for new principals	Collaborative leadership culture	Shared leadership

APPENDIX G

RESEARCH ON COLLEGIALLY AND FACTORS

Appendix G

Research on Collegiality Factors

	<b>Study</b>	<b>Partic ipants</b>	<b>Design</b>	<b>Purpose</b>	<b>Results</b>	<b>Identified Collegiality Factor</b>
1	Barth, R.S. (1990). Improving schools from within. San Francisco: Jossey-Bass.		Research	Definition of collegiality.	Collegiality has specific behaviors: Talk, collaborate, observe, engage in practice, work together on curriculum, instructional design, research, & evaluation; teach others about learning & leading.	Collegiality factors: -trust -exchange ideas -Peer group -- consensus
2	Hartfield, R. (2006). Collegiality in higher education: towards an understanding of the factors involved in collegiality. <i>Journal of Organizational Culture, Communications &amp; Conflicts</i> , 2006.		Research	Understanding collegiality as the fourth criterion in tenure as performance element.	Definition of collegiality -Identified three dimensions: a) conflict management b) Organizational citizenship c) Respect	Collegiality factors of: Respect Commitment Collaboration
3	Holland, N.E. (2002)	76 interviews 137 observations	Elementary, Secondary, and Alternate schools	Small school making big changes.	Strong professional communities promote student achievement and other positive student outcomes.	-collegiality -school culture -Teacher collaboration -Shared leadership -Collective responsibility Collegiality
4	Harr, Jean (2001)	Rural educators			Recommendations for providing quality Professional Development for rural educators	-trust -Respect -Collegiality -Shared responsibility Collaboration

Appendix G (Continued)

*Research on Collegiality Factors (continued)*

	<b>Study</b>	<b>Partic ipants</b>	<b>Design</b>	<b>Purpose</b>	<b>Results</b>	<b>Identified Collegiality Factor</b>
5	N.J. DOE, Trenton, (2001). Standards for requiring professional development for teachers: A new vision (N.J.A.C 6: 11-13)			Build school community - Develop curriculum	Collegial staff environment creates an inspiring culture of achievement.	- Collegiality - Culture of achievement - Collegial environment
6	Connata, Marisa. (2007). Teacher community in elementary schools education policy analysis Archives 15(11), 1-29,	charter public & traditional public schools.		1999-2000 Survey to compare level of teacher community.	The effect was small for charter schools to facilitate a strong teacher community.	Collegiality
7	Cowley, Kimberly S; and others (2002). Evaluation of high need school districts organizational capacity for change.					- Collegiality -School culture -Teacher collaboration- Teacher empowerment
8	Sagor, Richard, D; Curley, Janet, L (1991). Collaborative action: can it improve school effectiveness?					- Collegiality -School culture

Appendix G (Continued)

*Research on School Collegiality Factors (continued)*

	<b>Study</b>	<b>Partic ipants</b>	<b>Design</b>	<b>Purpose</b>	<b>Results</b>	<b>Identified Collegiality Factor</b>
9	Keedy, John, L. (1991). A strategy to develop teacher leadership for school restructuring: teacher collegiality groups					Collegiality -School culture
10	Rossman, Gretchen, B. (1985)					Peer relationship
11	Coleman, P., Mikkelson, Loma., LaRocque, L., (1991). Network Coverage: Administrative Collegiality and school district ethos in high-performing district. <i>Journal of Research in Rural Education</i> , Winter 13(3), 139-144.	Two high & low performing schools districts in British Columbia	Research study	to see interactions between district & school-based administrator		
12	Lambert, Beth, M., Wallach, Catherine, A., Ramsey, Briton, S. (2006). Adult learning: Turning the corners of instructional change.	3 schools	3-year study	Collegial Progression	7- appendices were includes: -Progression from reinforcement of colleagues to collaboration, finally to interdependence	Collaboration and Interdependence

Appendix G (continued)

Research on Collegiality Factors

	<b>Study</b>	<b>Partic ipants</b>	<b>Design</b>	<b>Purpose</b>	<b>Results</b>	<b>Identified Collegiality Factor</b>
13	Bachelor, Joseph, A. (2008). Does standards-based teacher evaluation improve schools? An investigation of teacher perceptions of appraisal system. (online submission)	87 teachers	Survey	To determine what attitudes and perceptions teachers had on the effectiveness of the system. (compare)	Teacher evaluation programs were effective & thorough -Few significant differences between 2 groups to perceptions (Professional Development & mentoring).	Increased student learning
14	Revolutionary leadership. <i>Leadership</i> . 36(5) 32-34.	research	-Evaluation, change, group develop.	Skills for new principals on procedures.	Collaborative culture	Collaborative culture -student achievement
15	Wagner, C. R. (2006). The school leader's toll for assessing & improving SC. <i>Principal Leadership</i> . 7(4), 41-44.		School Culture Triage Survey	To quickly & accurately determine the present state of any school culture	Three main aspects of School Culture: -Culture of learning community -culture within the school walks.	Professional. collaboration -Affiliative & collegial relationships
16	Abrutyn, Leslye. S (2006) 63(6), 54-57. The most important data. <i>Educational Leadership</i> . 63(6). ASCD	3400 students Ele, MS, HS PA school Dist	1-day walk through Interview every student	Walk-through analysis with focus on student learning	-results oriented School District -Culture of collegiality of staff Significant Staff Development engage in learning process	Culture of collegiality among staff.

Appendix G (Continued)

Research on Collegiality Factors (continued)

	<b>Study</b>	<b>Partic ipants</b>	<b>Design</b>	<b>Purpose</b>	<b>Results</b>	<b>Identified Collegiality Factor</b>
17	Saphier, J., King, Matt, Auria, John (2006). Three strands form strong. <i>Journal of Staff Development</i> , 27(2).			Define professional / collegial culture	Defined Professional Culture as: -Strong organizational culture -More teaching expertise -Better student achievement Faculty team work factors: 10 factors.	-Shared belief - Professional relationship Focus on academic Commitment
18	Wheeler, S.A. (2004). Faculty groups from frustration. Corwin Press, pp 192.		Book			Collaboration Team work
19	Beardoin, Marie-Nathalie; Taylor (2004). Creating a positive culture: How Principals and teachers can solve problems together. Corwin Press. Pp224		Book		High performance faculty -High Performance administrative. - Team understanding & solving staff problems -preventing conflict Enriching school climate	Culture courage & trust Collaborative School Culture -Cohesion
20	Holland, N.E. (2002) Small schools making big changes: The importance of professional communities in school reform. ERIC. ED 477413.	8 schools (E, MS, HS)	76 interviews 36 focus groups 137 observations	Professional communities	Importance of professional community, collegial trust, & collaborative work in creating a school wide climate for effective education.	-collegial trust -collaborative work

Appendix G (Continued)

Research on Collegiality Factors (continued)

	<b>Study</b>	<b>Partici- Pants</b>	<b>Desig n</b>	<b>Purpose</b>	<b>Factors Results and Factors</b>	<b>Relation to current study</b>	
21	Meir, Deborah (2002). In schools we trust: creating communities of learning in an era of testing & standardization. Bill & Malinda gates Foundation	Busto – 8 schools (small schools )				-Trust -School culture	
22	Haar, Jean (2001). Providing professional development for rural educators. ERIC. ED464774.					-Learning community components	Trust -Respect
23	NJAC (2001). Standards for required professional development for teachers: A new vision. ERIC. ED460082					Empowers to work effectively with parents & community partners.	-school culture - collegial consultation Empowerment Collegial culture
24	Kaplan, K., & Taylor, M.(2002). District approaches to developing & supporting leadership: Case studies of three districts.	School Districts		Six dimensions that influence the development of school leaders	6-dimensions: Direction; culture; policies & procedures; budget; leadership deve.; program & activities; feedback of performance.		
25	Nilsen, Kristine, L. (200). Implementing the aligned and balanced curriculum (ABC): Building capacity for continuous school improvement.	Rural Schools (3-districts ) in S.Virginia. k-12.	Intervi ews teache rs, Admin )	Pre & post alignment surveys.		Teacher empowerment.	

Appendix G (Continued)

Research on Collegiality Factors (continued)

	<b>Study</b>	<b>Partici- Pants</b>	<b>Design</b>	<b>Purpose</b>	<b>Results</b>	<b>Identified Collegiality Factors</b>
26	Ellerbe, William, Miller, Susan (200) A blue print for achievement. <i>Thrust for Educational Leadership</i> . 29(4).	51,000 students, Sacramento cityCalifornia united school. District New Zealand		Collaboration for student achievement	Collaboration for student achievement: -shared ideas -shared strategies -shared problem-solving.	Culture of Accountability -culture of collegiality
27	Timberley, H; Robinson> (2000). Work load and the professional development of teachers. <i>Administration</i> 28(1).			Case studies (book)		
28	Ben-Perez, Miriam; Schonmann (2000).			Book		Teacher attitudes -Teacher collaboration
29	Cowley, Kimberley S. Nilsen, Kristine (2000). Evaluation of a highneed school district organizational capacity for change.	89 staff 2-yr study			Staff perceptions of staff empowerment -organizational effectiveness.	

APPENDIX H  
RESEARCH ON SURVEY INSTRUMENTS

Appendix H

*Research on Survey Instruments*

	<b>Citation</b>	<b>No. of Items</b>	<b>Participants</b>	<b>No. of assessments</b>	<b>Focus of the Study / Instrument</b>	<b>Relation to my study</b>
1	Wagner, C.H. ( 2006). The school leader’s tool for assessing and improving. WWW.eric.ed.gov?ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfp . retrieved 8-3-09.	17 (5+6+6)	-Elementary schools -Other schools	>3100 From 1981 - 2006	Evaluate: -Professional collaboration -Affiliative collegiality -Self determination / efficacy	Collaboration Collegiality
2	Phillips, G. (1993). The School-classroom culture assessment. Vancouver, British Columbia: Eduserv, British Columbia School Trustees Publishing.					
3	Wagner, C. (2000) School culture analysis. Address presented at the annual meeting of the Manitoba Association of Resource Teacher (MART). Winnipeg, Manitoba.					
4	Center for Improving school culture: The school culture assessment process. <a href="http://www.schoolculture.net/process.html">www.schoolculture.net/process.html</a> . 8-30-09				Measure; -Professional collaboration Affiliative collegial relationships Efficacy or self determination.	- Collaboration -Collegial relationships

Appendix H (Continued)

Research on Survey Instruments

	<b>Citation</b>	<b>No . of Items</b>	<b>Parti cipants</b>	<b>No. of asse ssments</b>	<b>Focus of the Study / Instrument</b>	<b>Relation to my study</b>
5	Barth, R. (May, 2002). The culture builder. <i>Educational Leadership</i> pp 1-11				Instructional leadership must first become aware of the school culture.	Who makes decisions?
6	Richardson, J.(August, September 1998). Studentlearning grows in professional cultures: Tools for Schools. Available on World Wide Web. <a href="http://www.nsd.org?library/tools/8-98lead.html">http://www.nsd.org?library/tools/8-98lead.html</a> .				- Positive school culture factors of rituals, ceremonies, stories, symbols, slogans and images - how to recognize staff growth	. None
7	Saphier, J. & King, M. (March 1985). "Good seeds grow in strong cultures." <i>Educational Leadership</i>				12 norms: trust, Collegiality, support, involvement, decision making communication, Appreciation,	Decision – making, communication
8	Gaziel (1997)	50 Items  42			Norms of: academic emphasis;2) continuous school improvement; 3) orderliness 4) team work	Teamwork

Appendix H (Continued)

*Research on Survey Instruments*

	<b>Citation</b>	<b>No. of Items</b>	<b>Participants</b>	<b>No. of assessments</b>	<b>Focus of the Instrument</b>	<b>Relation to my study</b>
9	Heck Marcoulides (1996)	42	156 teachers, 26 single secondary schools		2 factors: organizational culture ; & climate	Time for collaboration -Teacher collegiality
10	Katzenmeyer, Vekawa, Burman, & Lee (2001)		39 schools	School Culture Quality Survey	4- factors: 1)Shared vision; facilitative leadership; 2)teamwork; 3) learning community 1& 3 high sub-scale scores.	shared vision -facilitative leadership -Team work
11	Supovitz (2002)	32 items	41 Cincinnati (300) teachers	Five School Culture Survey	peer collaboration -collective responsibility -facility influence on school policy & procedures -De-privatization (team teaching, observation, coaching) -reflective dialogue	Commitment Collaboration

Appendix H (Continued)

*Research on Survey Instruments*

	<b>Citation</b>	<b>No. of Items</b>	<b>Participants</b>	<b>No. of assessments</b>	<b>Focus of the Study / Instrument</b>	<b>Relation to my study</b>
1 2	Licato and Harper (2001)		554 Middle School		organizational health (school environment, Academic emphasis (high academic students) -Instructional integrity(protectio n of teachers from unreasonable outside demands Teacher efficiency -confidence in their own ability to teach diff stds. -Academic excellence	Student achievement
1 3	Hoy and Woolfolk (1993)		37 N.J schools (179 teachers		transformational leadership behaviors: -Collaborative, decision making, collaboration, professional development, Collegial support	Academic achievement
1 4	Lucas and Valantine (2002)		175 teachers 12 MS 47 schl leadership team members			Collaboratio n, collegial support , cohesion, decision making , shared leadership

Appendix H (Continued)

*Research on Survey Instruments*

	<b>Citation</b>	<b>No. of Items</b>	<b>Participants</b>	<b>No. of assessments</b>	<b>Focus of the Study / Instrument</b>	<b>Relation to my study</b>
15	Lauer (2001)		155 K-5 teacher in 10 mid western schools		Professional Development - support & recognition of staff -shared decision making -home-school connection -shared responsibility	Respect -shared leadership
16	Barnett and McCormic (2004)		373	Sec. teachers. N South Wales Australia	task focused goal -strong vision -instructional strategies -teacher's ability to affect learning	- vision - goal for Learning
17	Borman et al., (2002). NSF – Urban Systemic Initiative				Shared vision -facilitative leadership -shared decision making Belief in student ability to learn -collaborative working & learning	shared vision, decision – making, -believe students can learn, collaborative working & learning
18	Snyder, Annberg & Johnson (1998)		60 Items	275 Georgia MS teachers	school wide planning -SD -Program development -School assessment	PD & planning -Assessment

Appendix H (Continued)

Research on Survey Instruments

	<b>Citation</b>	<b>No. of items</b>	<b>Participants</b>	<b>No. of Assessments</b>	<b>Focus of the Study / Instrument</b>	<b>Identified Collegiality Factor</b>
19	King, M., & Saphier, J. (1985). <i>Educational Leadership</i> (March, 1985),		14 items		School Culture Survey. Tested Norms: collegiality, Experimentation, High expectation, Trust & confidence, Tangible support, knowledge base, Appreciation & Recognition, Caring – celebration-humor, Appreciation of leadership, Clarity of goals, Protection of Traditions, Honest, open communication.	Collegiality, Tangible support,
20	Peterrson, K. (1993). A School's Culture is always at work, either helping or hindering adult learning. Here's how to see it, assess it, and change it for the better: <i>Journal of Staff Development</i> , 23(3) p.10-14.		14 Items		Task Process Relationships	
21	Crowley, K. S., Voelkel, S., Finch, N.L., Meehan, M. (2005). Perceptions of school culture: Manual and Technical Report. Edvantia, Inc.		71 Items	9,618 staff, 364 schools, 11 states	collaborative working relationships -Student-centered vision, - responsibility for learning & teaching, Student & parent decision making	-Collaboration - Vision, - commitment -collective decision-making

Appendix H (Continued)

*Research on Survey Instruments*

	<b>Citation</b>	<b>No. of Items</b>	<b>Participants</b>	<b>No. of assessments</b>	<b>Factors to study</b>	<b>Relation to my study</b>
22	Crowley, Kimberly, S., Nilsen, Kristine L., Ceperley, Patricia E. (1990). Evaluation of high need school District's Organizational Capacity for Change. AEL, Inc., Charleston, WV.	71 Items	89 staff		<ul style="list-style-type: none"> <li>Collegiality</li> <li>-Professional Development</li> <li>-School Effectiveness</li> <li>-Teacher attitudes</li> <li>-Collaboration</li> <li>Teacher empowerment</li> <li>-Sense of community</li> </ul>	<ul style="list-style-type: none"> <li>- Collegiality,</li> <li>- Collaboratio n</li> <li>-Sense of community</li> <li>-Empowerment</li> <li>-School effectiveness.</li> </ul>
23	Saparnis, Gintaras. (2006). Psycosenatics of management constructs: Expression of democracy among school teachers (online submission)		289 /634	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>-Survey</li> <li>Qualitative &amp; Quantitative.</li> <li>- Analysis for Triangulation</li> </ul>	<ul style="list-style-type: none"> <li>Collegiality &amp; direct impact on management dimensions</li> <li>-Democratic Management. Style</li> <li>-social relationship (social climate, independence, creativity)</li> </ul>	<ul style="list-style-type: none"> <li>Collegiality.</li> </ul>

## APPENDIX I

### ALIGNMENT OF RESEARCH QUESTIONS TO SURVEY ITEMS

## Appendix I

### Alignment of Research Questions to Survey Items

Appendix I

*Alignment of Research Questions to Survey Items to Research Questions*

	RQAlig	Factor *	Survey Item	SD	D	A	AS
1	Q1-3	1	I believe that students have the potential to learn and achieve	1	2	3	4
2	Q1-3	1	Our school facilitates an atmosphere for academic achievement	1	2	3	4
3	Q1-3	1	School vision has support by strategic interventions.	1	2	3	4
4.	Q1-3	2	The School facilitates time to discuss student needs with members for solutions	1	2	3	4
5	Q1-3	2	We are encouraged to implement local and state policies for student success	1	2	3	4
6	Q1-3	2	Everyone is committed to use multiple skills and tools to assist students to achieve	1	2	3	4
7	Q1-3	3	Certified personnel in our school are respected as professionals	1	2	3	4
8	Q1-3	3	Individual contributions are respected during discussions	1	2	3	4
9	Q1-3	3	Individuals are respected as experts in their field	1	2	3	4
10	Q1-3	4	Leadership roles are matched to personnel expertise	1	2	3	4
11	Q1-3	4	Certified personnel are empowered to make decisions on educational matters	1	2	3	4
12	Q1-3	4	Everyone is empowered in solving learner issues	1	2	3	4
13	Q1-3	5	We encourage one another to do what is right	1	2	3	4
14	Q1-3	5	Conflicts are embraced to minimize or divert negativity to establish cohesion of the Personnel	1	2	3	4
15	Q1-3	5	Everyone here is committed to unite their efforts in goal achievement	1	2	3	4
16	Q1-3	6	Time is facilitated for instructional plans for diverse learning styles	1	2	3	4
17	Q1-3	6	The driving force behind student achievement is team effort	1	2	3	4
18	Q1-3	6	There is on-going analysis of data for monitoring student needs and to track progress	1	2	3	4
19	Q1-3	7	Strategies are modified that signal no impact on progress	1	2	3	4
20	Q1-3	7	Strategies that are promising for goal attainment are promoted	1	2	3	4
21	Q1-3	7	Separation of personal from professional beliefs creates a culture for team work	1	2	3	4

Factor\*: 1- Common Vision; 2-Commitment for student achievement; 3- respect for expertise; 4-Shared leadership on routine issues; 5- Cohesion for goal attainment; -Collaboration on educational matters; 7- on-going assessment and modifications for sustained success.

APPENDIX J

SIGNIFICANT LEVELS OF COLLEGIALLY FACTORS AND ITEMS

Appendix J

*Significant Levels of Collegiality Factors and Items*

Survey Item	Collegiality Factor	Description of the Survey Item	Item Sig - level at 5% level	Factor Sign. at 5% level
1	1	I believe that students have the potential to succeed	0.053	0.077
2	1	Our school facilitates an atmosphere fro academic achievement	0.103	
3	1	School vision has support by strategic interventions	0.075	
4	2	The school facilitates time to discuss student needs with members for solutions	0.025	0.036
5	2	We are encouraged to implement local and state policies for student success	0.058	
6	2	Everyone is committed to use multiple skills and tools to assist student s to achieve	0.026	
7	3	Certified personnel in our school are respected as professionals	0.056	0.039
8	3	Individual contributions are respected during discussions	0.038	
9	3	Individuals are respected as experts in their field	0.023	
10	4	Leadership roles are matched to personnel expertise	0.015	0.041
11	4	Certified personnel are empowered to make decisions on educational matters	0.052	
12	4	Everyone is empowered in solving learner issues	0.055	
13	5	We encourage one another to do what is right	0.487	0.173
14	5	Conflicts are embraced to minimize or divert negativity to establish cohesion of the personnel	0.027	
15	5	Everyone here is committed to unite their efforts in goal achievement	0.005	
16	6	Time is facilitated for instructional plans for diverse learning styles	0.144	0.053
17	6	The driving force behind student achievement is team effort	0.004	
28	6	There is on-going analysis of data for monitoring student needs and to track progress	0.012	
19	7	Strategies are modified that signal no impact on progress	0.049	0.035
20	7	Strategies that are promising for goal attainment are promoted	0.016	
21	7	Separation of personal from professional beliefs creates a culture for team work	0.039	
CTS		Collegiality Total Scores on Student achievement	0.024	

## APPENDIX K

### CRONBACH ALPHA RELIABILITY OF 7- COLLEGIALLY FACTORS

Appendix K

*Cronbach Alpha Reliability of 7- Collegiality Factors*

Factor	Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach alpha of factor	Cronbach's Alpha if Item Deleted
Vision	Item1	66.0719	22.561	.156	0.827.	.833
	Item2	66.3353	21.682	.332	.	.826
	Item3	66.4910	21.577	.397	.	.822
Commitment	Item4	66.5269	21.564	.378	0.824.	.823
	Item5	66.2874	21.736	.317	.	.826
	Item6	66.4012	21.615	.357	.	.824
Respect	Item7	66.4192	21.173	.437	0.819.	.820
	Item8	66.4850	21.287	.436	.	.821
	Item9	66.5150	21.107	.512	.	.817
S. Leadership	Item10	66.5449	21.972	.303	0.822.	.827
	Item11	66.4970	21.059	.481	.	.818
	item12	66.4731	21.203	.401	.	.822
Cohesion	Item13	66.3952	21.518	.378	0.822.	.823
	Item14	66.5749	21.330	.408	.	.822
	item15	66.5389	21.407	.422	.	.821
Collabotation	Item16	66.5509	21.707	.385	0.822.	.823
	Item17	66.5150	21.119	.476	.	.819
	Item18	66.3892	21.504	.368	.	.824
S. Success	Item19	66.6168	21.623	.446	. 0.820	.821
	Item20	66.5090	21.010	.498	.	.818
	Item21	66.5509	21.128	.405	.	.822

Appendix K

*The Cronbach Alpha Reliability of 7 Factors*

Factor	Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach alpha of factor	Cronbach's Alpha if Item Deleted
Vision	Item1	66.0719	22.561	.156	0.827.	.833
	Item2	66.3353	21.682	.332	.	.826
	Item3	66.4910	21.577	.397	.	.822
Commitment	Item4	66.5269	21.564	.378	0.824.	.823
	Item5	66.2874	21.736	.317	.	.826
	Item6	66.4012	21.615	.357	.	.824
Respect	Item7	66.4192	21.173	.437	0.819.	.820
	Item8	66.4850	21.287	.436	.	.821
	Item9	66.5150	21.107	.512	.	.817
S. Leadership	Item10	66.5449	21.972	.303	0.822.	.827
	Item11	66.4970	21.059	.481	.	.818
	item12	66.4731	21.203	.401	.	.822
Cohesion	Item13	66.3952	21.518	.378	0.822.	.823
	Item14	66.5749	21.330	.408	.	.822
	item15	66.5389	21.407	.422	.	.821
Collaboration	Item16	66.5509	21.707	.385	0.822.	.823
	Item17	66.5150	21.119	.476	.	.819
	Item18	66.3892	21.504	.368	.	.824
S. Success	Item19	66.6168	21.623	.446	. 0.820	.821
	Item20	66.5090	21.010	.498	.	.818
	Item21	66.5509	21.128	.405	.	.822

APPENDIX L

SCPS INSTRUMENT FOR FIELD STUDY

**School Collegiality Perception Survey (SCPS) Instrument ©**

## Instructions Before Administering The SCPS Field Study

This survey is conducted to measure collegiality perceptions of certified school personnel comprising of administrators, teachers, and staff that shape student success. Collegiality in this study is defined as the shared leadership of colleagues with a clear commitment to work in a spirit of collaboration, and mutual respect for one another on educational issues for attaining educational goal of sustained student achievement.

Please share your responses on each of the following survey items. A statement rated as (4) would indicate that you strongly agree with the statement and a rating of (1) indicates that you strongly disagree with the statement. Select the response that BEST or MOST accurately reflects your beliefs and perceptions.

Your participation is voluntary and you should not put your name on the survey at any time. If you choose to participate, you may be certain that information will be confidential and all surveys will be destroyed after they have been tallied. By placing your initials on the sign-in form you are agreeing to participate voluntarily in the survey and are giving your consent for the use of your responses in this study. Please place your completed survey in the envelope before you leave. No person or school will be identified when the results are compiled. Thank you for your participation in this study.

### School Collegiality Perception Survey Instrument ©

This survey is conducted to measure collegiality perceptions of certified school personnel comprising of administrators, teachers, and staff that shape student success. Collegiality in this study is defined as the shared leadership of colleagues with a clear commitment to work in a spirit of consensus and mutual respect for one another on educational issues for attaining educational goal of student achievement.

Please share your responses on each of the following survey items. A statement rated as (4) would indicate that you **strongly agree** with the statement and a rating of (1) indicates that you **strongly disagree** with the statement. Select the response that BEST or MOST accurately reflects your beliefs and perceptions.

While you place your completed survey in the envelope please initial against the sign-in sheet. This will assure your consent for using the responses in the study. Thank you for your participation. No person or school will be identified when the results are compiled. Thanks for taking part in the survey.

### School Collegiality Perception Survey Instrument ©

This survey is conducted to measure collegiality perceptions of certified school personnel comprising of administrators, teachers, and staff that shape student success. Collegiality in this study is defined as the shared leadership of colleagues with a clear commitment to work in a spirit of consensus and mutual respect for one another on educational issues for attaining educational goal of student achievement.

Please share your responses on each of the following survey items. A statement rated as (4) would indicate that you **strongly agree** with the statement and a rating of (1) indicates that you **strongly disagree** with the statement. Select the response that **BEST** or **MOST** accurately reflects your beliefs and perceptions.

While you place your completed survey in the envelope please initial against the sign-in sheet. This will assure your consent for using the responses in the study. Thank you for your participation. No person or school will be identified when the results are compiled. Thanks for taking part in the survey.

#### DEMOGRAPHIC INFORMATION (Please respond by filling in the blank spaces)

1. What is your position in the school? Administrator \_\_\_\_ Teacher \_\_\_\_ Certified Staff \_\_\_\_\_
2. Have you participated in any in-school work sessions, workshops, or academic conferences in the past three years that addressed collegiality of the personnel? Please specify \_\_\_\_\_

	Survey Item	SD	D	A	SA
1	I believe that students have the potential to learn and achieve	1	2	3	4
2	Our school facilitates an atmosphere for academic achievement	1	2	3	4
3	School vision has support by strategic interventions.	1	2	3	4
4	The School facilitates time to discuss student needs with members for solutions	1	2	3	4
5	We are encouraged to implement local and state policies for student success	1	2	3	4
6	Everyone is committed to use multiple skills and tools to assist students to achieve	1	2	3	4
7	Certified personnel in our school are respected as professionals	1	2	3	4
8	Individual contributions are respected during discussions	1	2	3	4
9	Individuals are respected as experts in their field	1	2	3	4
10	Leadership roles are matched to personnel expertise	1	2	3	4
11	Certified personnel are empowered to make decisions on educational matters	1	2	3	4
12	Everyone is empowered in solving learner issues	1	2	3	4
13	We encourage one another to do what is right	1	2	3	4
14	Conflicts are embraced to minimize or divert negativity to establish cohesion of the Personnel	1	2	3	4
15	Everyone here is committed to unite their efforts in goal achievement	1	2	3	4
16	Time is facilitated for instructional plans for diverse learning styles	1	2	3	4
17	The driving force behind student achievement is team effort	1	2	3	4
18	There is on-going analysis of data for monitoring student needs and to track progress	1	2	3	4
19	Strategies are modified that signal no impact on progress	1	2	3	4
20	Strategies that are promising for goal attainment are promoted	1	2	3	4
21	Separation of personal from professional beliefs creates a culture for team work	1	2	3	4

# School Community Relationships

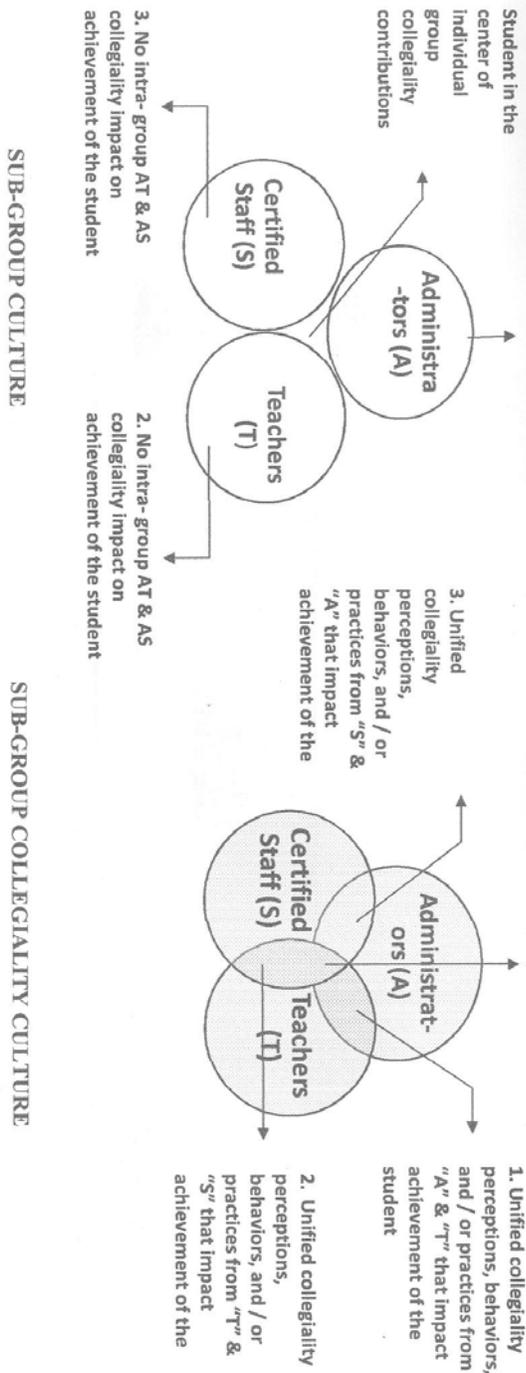


Figure 1. School Community Members' Interactions

# Collegiality Factors

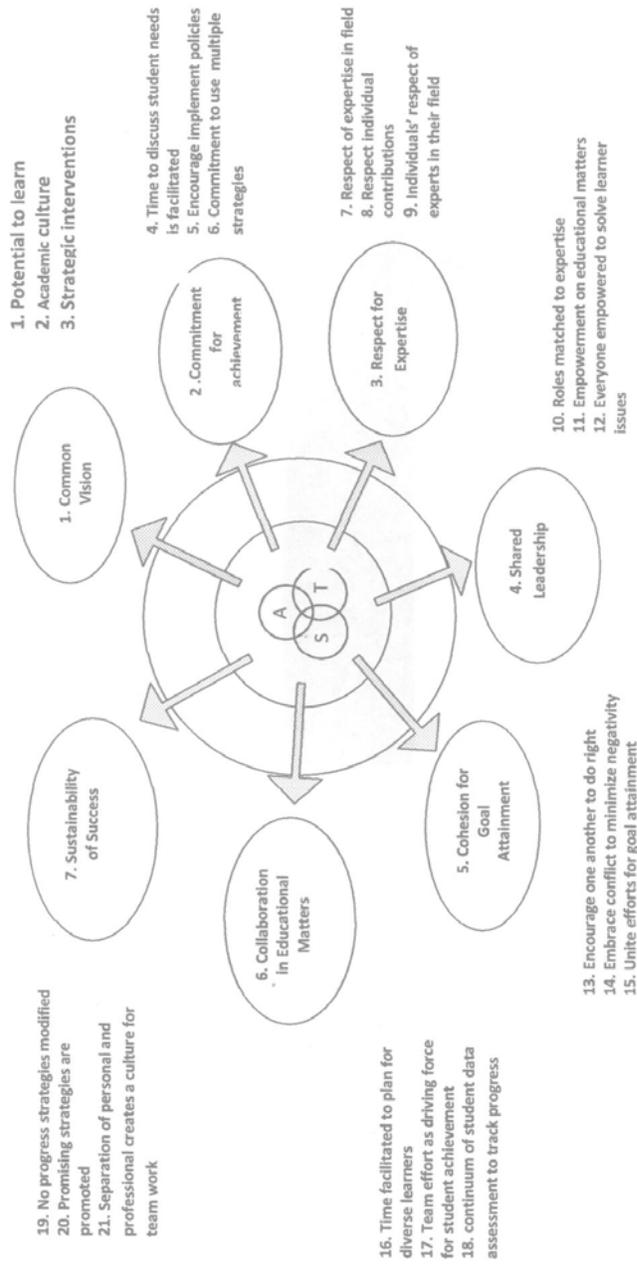


Figure 2. Collegiality of School Certified Personnel