Impact of Collaboration on Professional Performance of Teachers in Private Higher Education Institutions of Karachi

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Abstract

In the past years, educational researchers have studied factors affecting teachers' professional performance, including lack of empathy, encouragement, support, and cooperation. The study aimed to identify the impact of collaboration on teachers' performance, as it directly affects their creativity and performance. In depth analysis of the literature was done. Four research question were raised and four hypotheses were formulated. Mix-method research design was adopted. Population of the study was comprised of all faculty members in private higher education institutions of Karachi. To draw the samples of faculty members stratified random sampling design along with purposive sampling design were used. Two research instruments were employed i.e. questionnaire and interviews. Questionnaire was administered to a sample of 350 faculty members and interviews were conducted with 15 senior faculty members. Data was analyzed through percentages, graphical techniques and through inferential techniques by SPSS V23.0. Qualitative data was analyzed through thematic analysis. In the light of the findings of the research, it was revealed that collaboration has strong positive impact on professional performance of teachers. Therefore, it is recommended that the administrators should arranged meeting with faculty on regular basis to enhance collaboration and coordination.

Key Words: *Collaboration, Professional Performance of teachers, Private Higher Education Institute, Karachi*

Introduction

The Glorious Quran referred to humans as "his representative on earth" one who was "honoured" with the responsibilities of taking care of this planet earth (Refai & Bagley, 2008). This responsibility required sons of Adams to be competent enough to manage the affairs in most effective ways. History is a silent witness of how humans or nations contributed and gained central position of authority in this global community. One common denominator found amongst all successful nations is a strong education system. This very notion can generally be misinterpreted with Herbert spencer's narrative of "survival of the fittest" which believed to be more tilted towards reproductive sides of the species rather than "social success" (Gary, 1988).

A bird eye view on human history brings names like Plato, Socrates, Aristotle, Confucius, Ibn-e-Sina, Ghazali etc. all involved in sharing their wisdom and expertise and making people to think. Borrowing wisdom from Socrates who in a way regards making people think as his way of teaching reflects role of teaching and learning in social success. This process of learning and teaching provides nations with superiority in the knowledge arena which proved to be a key component in establishing their rules or extending it, as noted whilst looking at India colonization by The Great Britain (Baber, 1996).

Notwithstanding tons attempt to boom the quantity of collaboration, teachers nonetheless do no longer collaborate sufficiently (Johnston & Tsai, 2018; OECD, 2005, 2009; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). That is due in element to the organizational systems. teachers frequently face up to constructing expert communities due to the lengthy-status norms of trainer autonomy and egalitarianism (Johnston & Tsai, 2018).The effects from the Rand trade Agent look at showed that a hit change in colleges takes place while instructors analyze collectively through doing (McLaughlin, 1990). studies which can be targeted on improving trainer collaboration are either primarily based on inventions at the instructor degree or at the administrative level. For a deeper insight at the records and findings of trainer collaboration research, Hargreaves (2019) offers a top level view on his ultimate 30 years of research in this subject matter. at the same time as his issue is trained teachers, ours is scholar instructors. Now a day's academic institutions have grown to be an enterprise where college students are raw substances that ought to go through the system to reap the academic aim (Cordingley, 2015). private zone companies are generally sponsored through profits from the sale of services and products via shareholder investments (Rizwan, Mahmood, and Azad, 2018).

With this backdrop academic institutes are required to bask in collaborative mastering to construct scholar abilties and confidence. in addition, operating collectively no longer best improves information of the organization, however also motivates teachers to paintings collectively. The collaboration among faculty members tends to lead to improve professional performance for better solutions. Successful institution always values their employees to work together to achieve collective goals more effectively (Miranda, 2014).

Statement of the Problem

The professional performance of teachers in private higher education institutions of Karachi is influenced by various internal and external factors, which have been extensively explored by educational researchers in recent years. These factors encompass elements like empathy, encouragement, support, cooperation, and collaboration from administrators and colleagues. Notably, the absence of effective cooperation and collaboration among teachers has emerged as a pivotal obstacle in achieving optimal teaching and learning outcomes. This deficiency directly hampers teachers' creativity and overall performance in their professional roles.

The study examines the impact of collaboration on the professional performance of teachers in Karachi's private higher education institutions. It uses a mixed-method research design, including quantitative and qualitative methods, and a sample of 350 faculty members and 15 senior faculty members. The results show a positive impact of collaboration on teachers' performance. The study recommends fostering collaboration among faculty members and facilitating regular meetings to enhance professional performance, recommending this approach to educational administrators.

Research Objectives

The overall objective of the study was to explore the impact of collaboration on teacher's professional performance in the private Higher Educational Institutions.

- To identify the impact of collaboration on Professional performance of teachers in the Private Higher Educational Institutions.
- To identify the challenges faced by the faculty in collaboration at the Private Higher Educational Institutions.
- To shed light on the strategies to overcome the challenges in creating effective collaboration on building trust strategies among teachers in learning.
- To find out the impact of negative attitude of the faculty members.

Research Questions

Based on objectives following research questions are raised,

- What is the Impact of collaboration on professional performance of teachers in the private educational institutions?
- What are the challenges face by the teachers and administers to incorporate collaboration among teachers in Private Higher Educational Institutions?
- What are the strategies to overcome the challenges faced in establishing collaboration by the teachers in Private Higher Educational Institutions?
- What are the impacts of negative attitude of the faculty members?

Research Hypotheses

H_0: There is no relationship between the Impact of collaboration and professional performance of teachers in the private educational institutions.

H_0: There is no relationship between the challenges face by the teachers and administers to incorporate collaboration among teachers in Private Higher Educational Institutions.

H_0: There is no relationship between the strategies to overcome the challenges faced in establishing collaboration by the teachers in Private Higher Educational Institutions.

H_0: There is no relationship between the impacts of collaboration and the negative attitude of the faculty members.

Figure 1
Conceptual Framework
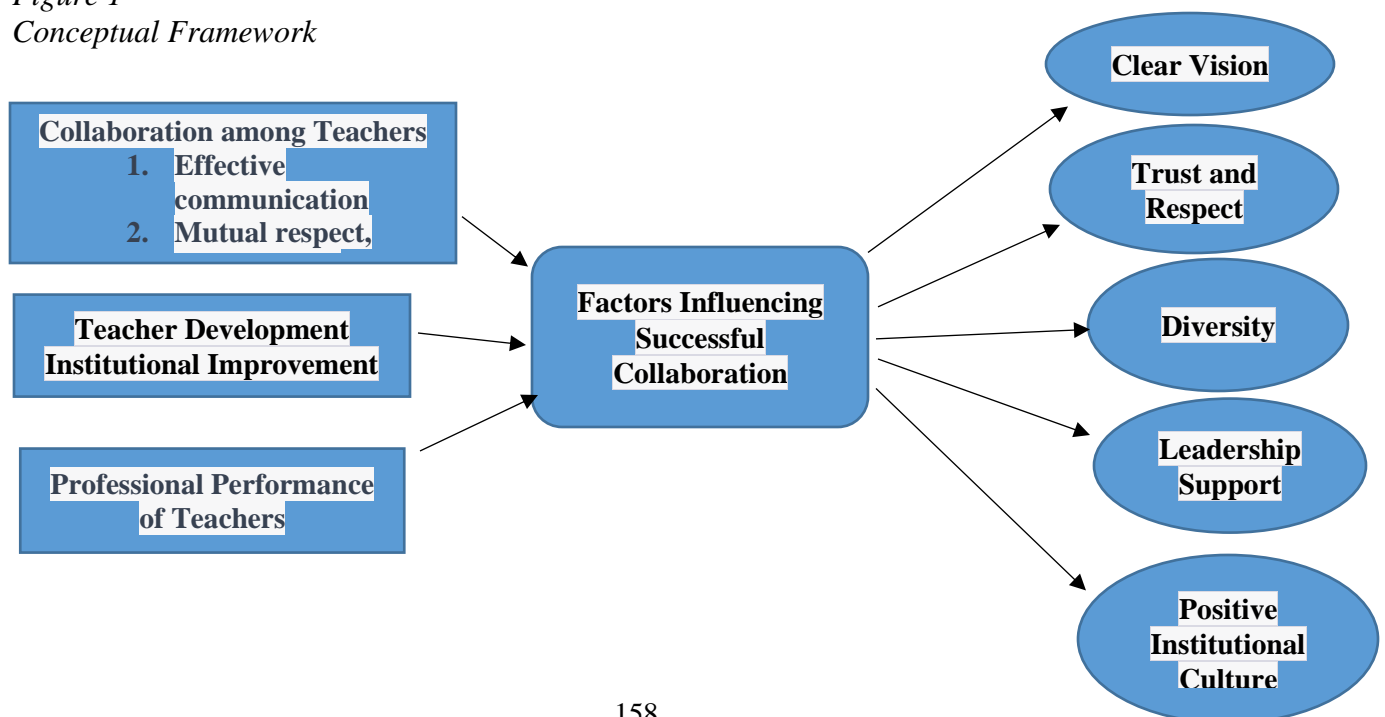
Literature Review

Collaboration

Collaboration is the process of sharing information, resources, and responsibilities for implementation, and evaluation of program and activities to achieve common goals. It implies sharing risks, resources, responsibilities and rewards, and can convey a picture of a common identity even to an outside observer if the group desires. This requires time, effort and dedication as it implies mutual trust. Vincente (2018), identifies a powerful relationship that helps explain and enrich the relationship between teacher performance and student achievement. Many researchers have also found that collaboration has a positive effect on teacher-student development (Gable et al., 2019; Goddard et al., 2020; Vincent, 2021). Improving teacher learning is not only about communicating with teachers within a team, but also about motivating students to achieve academic success. Collaboration helps usher in new learning strategies by ending teacher-teacher dialogue (Vincent, 2018).

Effective collaboration relies on mutual respect, transparency, and trust, providing the emotional safety necessary to effectively solve shared problems. Strong partnerships begin with the understanding that collaboration is not about continuous compromise, but about finding creative solutions while respecting the ideas and opinions of partners. These authentic relationships are not built overnight, but the commitment of partners to a shared vision can lead to authentic partnerships over time. Collaboration helps usher in new learning strategies by ending teacher-teacher dialogue (Vincent, 2018). Effective collaboration relies on mutual respect, transparency, and trust, providing the emotional safety necessary to effectively solve shared problems.

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Importance of Collaboration

Every member of a team has unique skills, knowledge, and ability that can be shared and utilized to reach a common objective. These are fast-delivery projects where members can pool their strengths and expertise to complete their assignments. A tough that can be solved in a few hours by a team may take weeks by one person. Collaboration and communication are closely related.

According to a recent survey on collaboration, nearly all 7,000 employees surveyed in 17 countries cited ease of communication with colleagues as a key factor in "good collaboration."

Therefore, the success of any Institution depends on building, healthy and strong relationships among team members and creating a good collaborative environment. Good communication helps create a safe working environment in an institution where faculty and staff members are happy to come to work every day.

Teacher collaboration and its benefits

A review of several related studies suggests that teacher collaboration can improve teacher and student learning (Williams, 2020). When teachers have the opportunity to work professionally, they create their own independent knowledge, teaching methods and resources (Goddard & Goddard, 2021). Pounder (2021), concludes that a group of teachers report that students show significant differences in skills and knowledge, leading to better student performance. A study by Godord (2021) found that in 47 schools in metropolitan districts, collaboration had a positive effect on teacher performance.

This study provides evidence of a direct relationship between teacher collaboration and teacher performance, school achievement, and student achievement. Other studies by Goddard, Goddard, and Miller (2020) found that leadership has a direct effect on teacher-teacher collaboration. Cooperation between teachers can be formal or informal. For example, placement requires general education teachers to work with special education teachers to provide special learning spaces for students with special needs. In some departments, faculty work in teams to integrate students into the curriculum. Many schools have also created teacher support teams to identify and respond to students' learning needs. Teacher collaboration can also be demonstrated when teachers discuss curriculum strategies or student needs during planning. There are many reasons to support collaboration. However, it is one of the least researched areas in education. Guardard and Guardard (2021) stated that their study of teacher interaction and student achievement was the first to include seven empirical tests.

Collaboration enables teacher development beyond personal reflection and dependence on external experts to the extent that teachers can learn, share and expand their knowledge (Lieberman and Miller, 2021). Thus, the trust that comes from cooperation and participation leads to greater experience and a willingness to take risks. This commitment to the sustainable

development of teachers is a well-known part of their work ethic (Hargreaves, 2019).

This can affect teachers' confidence, motivation, trust, independence, empowerment, autonomy, job satisfaction and emotional well-being. The importance of co-education has also been highlighted as the importance of reforming the education system (Harrow and Tan, 2018; Morshed, Chizike and Barber, 2020).

The Importance of Collaboration for Teachers

Collaboration should result in a properly and efficient functioning in educational institution. As Jordan (2021) discussed, collaboration is important to ensure that schools work together as a community. Dagostino (2020) finds that building and maintaining collaborative professional relationships helps create a positive environment in which teachers support teams can collaborate to meet student needs. In addition, continuing professional development can lead to learning and change (Fort & Flores, 2020). Collaboration with colleagues "provides many opportunities for teaching and learning materials to support their learning" (Bresco and Peters, 2020). The professional training community provides opportunities for educators to improve their practice as educators through dialogue and shared practice (Bttersby, 2019). Porter (2020) found that this continuous collaboration between peers enables them to participate and collaborate in professional development.

In a recent study by Bosch and Grottohan (2020), many first-class and pre-service teachers did not find collaboration important, but other senior teachers found collaboration and communication more beneficial to their profession. Because of these findings, Grote-Johan (2021) suggested that universities start teaching the importance of collaboration in the education system. Exchanges during university collaborations can add a lot to their future careers. "Telecommunications is the highest and most anticipated form of collaboration". Their study highlights the importance of collaboration between young teachers rather than senior teachers. Reflective communication can stimulate their professional knowledge, which in turn enhances mutual trust and respect (Schneider & Cape, 2019).

Research by Schneider and Kipp (2019) shows that professional collaboration can have a positive impact on professional development, leading to a seamless educational system. This research supports the faculty and institution's decision to collaborate in different fields of work. This partnership replaces the relationships that exist between teachers in schools (Cochrane-

Smith and Little, 2019). Coordinated relationships are also important for primary school staff working together in schools as it enables them to have constructive conversations about vital areas of the profession as well as positive ones (Cochrane-Smith and Little, 1999). More supportive schools and more supportive teachers can improve student achievement (Ronfeldt et al., 2019). To assess the impact of collaboration on student achievement, collaborative research on curriculum (Takahashi and McDougall, 2018) was conducted. This research demonstrates that teachers' collaboration in schools encourages further student development through new Common Core Mathematical Standards. Continuing collaboration on student achievement Constantinou and Ainscow (2019) research collaborates as an important part of it, discussing necessary changes in schools that are beginning to occur in the education system.

Concepts of teacher collaboration for professional learning

Over the past few decades, various scholars and researchers have called on teachers to address their historical divisions by becoming "leading scholars" (Steinhouse, 2019). All of the above emphasizes the need for teachers, as community members, to focus on self-reflection, collaboration, and inquiry as they work to change classroom practice (Chan and Peng, 2021).

It should be noted that these basic principles and concepts of modern teacher education vary. For example, the Steinhouse Teacher Aspirations Organization (2019) made teacher participation a major goal in the curriculum development process. In the case of Westerners, however, this approach took a different turn. Some scholars define teacher research as a tool for professional development where teachers can maximize their impact by publishing classroom-based research tools that allow them to focus on their work (Zickner, 2019; Pollard, 2021). There is so much to think about professional independence (Fordham, 2018). On the other hand, as Fordham (2018) points out, the growing need for evidence-based teaching as a profession has encouraged professional teachers to collaborate with university professionals to improve academic performance and, if these conditions exist, produce relevant knowledge or independent regions (Cochran-Smith & Litle, 2019; D. Hargreaves, 2020).

In these broad movements, Steinhouse's basic approach to teacher research, including the process of curriculum development, translation, and assessment, is undermined by a method that emphasizes teaching development. In addition, ideas from different educational programs in different parts of the world are interpreted according to the nature of different educational

programs and at different times.

Why collaborative is significant for teacher development teacher development?

Collaboration is seen as a process that promotes teacher development, contributes to the creation of knowledge and understanding, donates to the development of collaboration, and is a process that teachers must control or share. It is an organizational and inter-organizational structure in which resources, powers and authorities are shared and people come together to share common goals that cannot be achieved by an individual or an organization (Kagan, 2021). The work done by the team may not be resolved by an individual, often unaware of the event or process used to complete the task. When they meet, they will have a common goal that they can share together and achieve easily. In other words, the most common thing about collaboration is that it helps everyone share and understand their problems.

It also leads them to professional advancement. Thus, teacher development is a social process based on relationships and collaborations with others, through which teachers can better understand and know their beliefs and change this awareness by listening to others. It can be seen as teaching the teacher and not replacing the teacher with someone else. In learning, teachers develop their beliefs and ideas, develop classroom practices, and focus their feelings for change (Bell and Gilbert, 2019; Evans, 2020). It seems that working together and coming up with some ideas can build trust as a professional. Joining/working together means helping the association, helping the association means building a nation. Similarly, Goddard and Goddard (2021) stated that "when educators have the opportunity for professional collaboration, they build on their unique experience, learning, and content,"

Burton (2019) stated that if we support our work and ideas together in a team, it can create a life experience in the professional field. We need to cooperate not only for personal development but also for the development of our project. Yarger (2019) suggested that "collaboration in teacher education does not depend on the quality and excellence of program development" and that this is one of the ideas and perspectives about series, rich resources and opportunities to improve understanding among teachers at all levels and in various disciplines. This, in turn, can create an effective professional development program.

Effective Methods to Foster Collaborative Spirits at the Institution

A lot of things an institution can do to promote professional collaboration among its teachers.

However, the specifics of establishing collaboration at the institution will depend on the members. To foster collaboration, the faculty members should respect others point of view. This creates even more cohesion among faculty members and more opportunities for collaboration. This makes everyone more open to working with colleagues to reach their goals on time. An important part of collaboration is defining objectives for teachers within the institution.

Defining and setting measurable goals for members, removes individual barriers and fosters collaboration. Faculty work together to share ideas, achieve goals, continue to grow, and build relationships. Collaboration among faculty member increases creativity, devotion and dedication to the teaching and learning and institution. However, cultivating a culture of collaboration in a highly conflicted environment can be difficult. But institutions with less conflict are more likely to foster long-term collaboration and create a psychologically safe environment in which teachers seek to understand and help each other.

Factors Hinder Successful Collaboration

Achieving collaboration is not always easy. Below are the most common hindrances in creating a collaborative environment in the institutions.

- Difficulty in Achieving Seamless Communication
- Lack of Clear Vision
- Need to Promote Diversity
- Developing Trust among Groups Members
- Lack of Feedback

A Theoretical framework for examining teacher collaboration for professional learning

As researchers have suggested, it is important to accurately assess the school's needs, resources and the ability to seek the support of professional staff before working with the school (Cordingley et al., 2019; Smith and Scott; 2020). For example, according to Smith and Scott (1990), although collaborative schools provide basic ideas for school development, people in the school see the need to collaborate, move to collaboration, and establish their own unique models and the main work of identity. Partnerships are less likely to occur. Permanent changes in the workplace.

On the other hand, Achinstein (2021a) says: "Believing in supportive and cooperative societies, lawyers tend to underestimate the role of diversity, opposition, and disagreement in social life,

while experts understand the sudden importance of cooperation." Controversial issues create more violence, but they also create more opportunities for continuous learning of the organization and social diversity (Echinstein, 2021).

The organizational culture perspective

Discussions of intellectual collaboration between international researchers especially in individual cultures custom (Hargreaves, 1994; Nias, Southworth, and Yeomans, 1989, p.11; Kelcherman, 2021; Couturuba, 2021a; 2021b). This is mainly due to the cultural perspective of the organization. Some early research was used to show how and if teachers participate in organizing a collaborative work environment (Little, 1982; 1990; 2021; Trust, Southworth, & Youmans, 1989; Rosenholtz, 1989). It is determined by the teacher's opinion or his cooperation. These organizational methods used to collaboratively study teacher training allow us to identify patterns in the context of history, including customs, values, beliefs, traditions, and myths taught by community members. Different levels can be understood (Stolp and Smith, 1995).

It shows how rules with mixed expectations and misunderstandings often lead to behavior and affect the work of teachers and colleagues. In other words, experts who view teacher collaboration from an organizational perspective argue that specific patterns of teacher collaboration should be determined by cultural and work structure conditions. For example, experts argue that the characteristics of working as a group are easily found in the work of individual or group teachers (Lorti, 1975; OECD, 2020; Doppenberg, den Brock, & Bakk, 2020).

In the West it is very difficult, especially teachers prefer to communicate with each other, which, according to researchers, does not bring the necessary changes in the system. Therefore, as scholars Fullan, (2021); Trust, Southworth, & Yeomans, (1989) have said, any change method must be based on the individual and the culture or system in which it operates. In other words, "school culture" is characterized by beliefs, values, knowledge, behavior, meaning, rules, symbols, customs and traditions and determines how members of the culture actively create and grow. This will not change normally. Rather, it changes due to the parameters, existing structures, and order of operations defined by others. Therefore, the process of cultural change involves adapting new values and behaviors that are expected to change existing values (Stoll et al., 2021).

However, Hargreaves (1991) identified at least two problems in studying common practices,

using a cultural perspective. First, there is a common denominator, regardless of how complex and diverse the organizations are. Second, 37 theories and approaches that focus on shared content in organizations may exaggerate the factors underlying interpersonal consensus.

They are therefore more important for research than for practice. In other words, as Achinstein (2021b) points out, although this concept of teacher cooperation presents a simple image that makes society natural and easily organized, it is an important innovation in the discussion of real professional education. Therefore, Hargreaves and Achinstein argue that although the analysis of educational cooperation is common from a cultural perspective, it requires the support of a comprehensive political system (Hargreaves, 1994). The next section examines in detail some of the political ideas discussed in the international literature, followed by a discussion of the different cultures that comprise them.

The micro political perspective

As discussed by Hargreaves (1991), political ideology mainly involves the use, control and struggle within the organizational structure of the school to achieve positive outcomes. Hargreaves points out that if a strong political approach is taken to look at teacher collaboration, it calls into question the quality of support for group teaching under pressure combined with the rights of individual teachers and raises concerns about maintaining human dignity. In addition, a strong political perspective helps us understand why cooperation often fails to break the culture of cooperation. Why is it best to avoid any kind of cooperation? And why others are looking for smarter ways to work together.

As a result, many books on school culture say that, from a less political perspective, collaborative culture is created by replacing "personal culture." It has positive and negative effects on school performance. Also, careful political attitudes encourage us to distinguish between different types of collaboration and cooperation; find out who contributed to the creation of these different species. Either way, they used it, despite obstacles that are hard to imagine. In their recent book, Professional Capital Building, Hargreaves and Wolan (2020) reviewed their previous research to identify four cultural groups that work together to determine the success and failure of their organizations.

Methodology

Research Strategy

The mixed mode research approach is planned to study impact of collaboration on professional performance of teachers. This approach is selected because it gives the researcher more speculative about the areas of the study. Research method is a broad topic that includes quantitative and qualitative research methods to analyze or understand something. Most research is based largely on numerical data. The raw data collected is presented in tables and graphs. In qualitative methods, on the other hand, the data collected is not numerical: it is often descriptive (McLean, D, 2018).

Population

The research method is scientific research with logic technology and systems to discover new facts. In the research process, a combination of theory or theory and facts is done systematically. Researchers are expected to remain ethical towards research participants. The researcher selected the micro research method to answer the research questions and objectives. All the teachers and senior professors working in higher education institutions in the private sector in Karachi. Karachi has seven districts, so the study population covered five private higher education institutions within the geographical limits of Karachi.

Sampling

The sample size in this study was 350 participants from the different universities of the Karachi. A number of n=15 participant were selected for the qualitative data collection analysis and a number of n=350 senior's professors and lecturers are the sample for this study from the 5 different private higher education institution of 7 different districts of Karachi, for quantitative analysis. Because the topic consists of specific group of professors and lecturers that's why probability sampling technique applied via survey and non-probability sampling techniques requires specific information from a particular subset of the population. This sampling is use in small specialist communities where people are known to each other. Data will be collected through physical visits of respective higher educational institutions.

Findings

Quantitative Results

Table 1
Reliability Statistics

Cronbach's Alpha	No. of Items
.759	35

The Cronbach's alpha value for each variable is displayed in the above table. It gauges the degree of internal consistency and correlation between the variables. Scale reliability is measured using it as well. The alpha value is.759, which is greater than 0.7 according to the reliability statistics, indicating that it is acceptable and reliable.

Table 2
Descriptive Statistics of all Variables

v	N	Minimum	Maximum	Mean	Std. Deviation
Impact of Collaboration	350	1	5	3.50	1.517
Factors affecting collaboration	350	1	5	3.70	1.277
Strategies to overcome the challenge	350	1	5	3.16	1.202
Consequences of lack of collaboration	350	1	5	3.17	1.427
Practice of collaboration	350	1	5	3.50	1.304
Valid N – (List wise)	350				

According to the results, Collaboration has an impact on all the variables towards this.

T-Test

Table 3
One-Sample Test

Test Value = 0					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Impact of Collaboration	43.154	349	.000	3.500	3.34	3.66
Factors affecting Collaboration	54.188	349	.000	3.700	3.57	3.83
Strategies to overcome the challenges	49.133	349	.000	3.157	3.03	3.28
Consequences of lack of Collaboration	41.530	349	.000	3.169	3.02	3.32

Practice of collaboration	50.253	349	.000	3.503	3.37	3.64

P   -value, 0.00, is less than α = 0.05

The results in the table show that a p-value of less than 0.05 (usually 0.05) is considered statistically significant. It provides strong evidence against the null hypothesis, since there is less than a 5% chance the null is right (and the results are random). As a result, we reject the null hypothesis and accept the alternative hypothesis.

Table 4
Correlations

		Impact of Collaboration	Factors Affecting Collaboration	strategies to overcome the challenge	Consequences of lack of collaboration	Practice of collaboration
Impact of Collaboration	Pearson Correlation	1	-.211[**]	.109[*]	.220[**]	.077
	Sig. (2-tailed)		.000	.041	.000	.152
	N	350	350	350	350	350
Factors Affecting Collaboration	Pearson Correlation	-.211[**]	1	.350[**]	.144[**]	.141[**]
	Sig. (2-tailed)	.000		.000	.007	.008
	N	350	350	350	350	350
Strategies to overcome the challenge	Pearson Correlation	.109[*]	.350[**]	1	.514[**]	.364[**]
	Sig. (2-tailed)	.041	.000		.000	.000
	N	350	350	350	350	350
Consequences of lack of collaboration	Pearson Correlation	.220[**]	.144[**]	.514[**]	1	.758[**]
	Sig. (2-tailed)	.000	.007	.000		.000
	N	350	350	350	350	350
Practice of collaboration	Pearson Correlation	.077	.141[**]	.364[**]	.758[**]	1
	Sig. (2-tailed)	.152	.008	.000	.000	
	N	350	350	350	350	350

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The above table is showing the correlation between Impact of Collaboration, Factors Affecting Collaboration, strategies to overcome the challenge, Consequences of lack of collaboration and Practice of collaboration. It was found through the mean and standard deviation.

The correlation results show a positive value in the table below. Possible values of the

correlation coefficient range from -1 to +1, with -1 indicating a perfectly linear negative, i.e., inverse, correlation (sloping downward) and +1 indicating a perfectly linear positive correlation (sloping upward).

Qualitative Results

This study looked at the impact of teacher collaboration on student achievement in Karachi. This study looked into levels of collaboration and how they might impact teaching effectiveness. This study added to the body of knowledge on teacher collaboration. This study identifies common themes about the effect of teacher collaboration on teacher performance using data from questionnaires and interviews. This study concentrated on the viewpoint of the teachers involved in the qualitative and quantitative data collection and data analysis because there haven't been many quantitative studies on teacher collaboration. The results of this study contribute to a better understanding of the nature of teacher cooperation and how it impacts teachers' efficacy.

Additionally, this research assisted in the creation ofprofessional performance opportunities for teachers to advance education and student learning via active participation in cooperation. This interpretative study aims to comprehend how teacher performance is impacted by cooperation in order to give instructors chances for meaningful and continuous professional growth. Interviews with teachers and a survey were used to better understand their opinions. The findings of this investigation contribute to the currently available and pertinent literature. This investigation into the relationship between teacher collaboration and performance gives new insights into social learning. As it is evident that a range of issues, including teamwork, can affect teacher effectiveness in the classroom. Effective teacher cooperation, however, takes into account these elements and looks for approaches to boost student success across the board.

According to the study, teacher collaboration may actually enhance teachers' learning. Teachers who have the chance to work together professionally develop their individual content knowledge, teaching styles, and experiences. Teams of teachers report greater diversity in abilities and performance knowledge, which improves teaching performance outcomes.

This study demonstrated a direct link between professional teacher performance and teacher collaboration.

Table 6

Hypothesis Status

S.No	Hypothesis	Sig Value	Status
1	Collaboration has a positive impact on the professional performance of teachers.	.001	Accepted
2	Different factors have different impact on collaboration.	.001	Accepted
3	There are certain challenges in the implementation of collaboration.	.004	Accepted
4	Lack of collaboration has a negative impact on teachers' performance.	.004	Accepted
5	Practices of collaboration can improve the collaboration.	.003	Accepted

Discussion and Conclusion

Discussion

The study explores the impact of teacher collaboration on student achievement in Karachi, examining levels of collaboration and their impact on teaching effectiveness. It uses data from questionnaires and interviews to identify common themes and focuses on the viewpoint of teachers involved, highlighting the lack of quantitative studies on teacher collaboration. It has to be noted that working environments and resources that make collaboration possible and effective should be implemented (e.g. addressing conditions in school which do not support opportunities to collaborate such as insufficient meeting time, negative attitudes of teachers towards collaboration) (Vangrieken et al., 2015).

The findings of this study help to clarify the nature of teacher collaboration and how it affects teachers' performance. This interpretive study aims to comprehend how teacher performance is impacted by collaboration in order to give teachers opportunities for meaningful and continuous professional learning. Interviews with teachers and a survey were used to better understand their perspectives. The findings of this study contribute to already-existing and pertinent literature. This investigation into the relationship between teacher collaboration and performance reveals new insights into social learning. It is evident that a variety of factors, including collaboration, can affect teacher performance in the classroom. Leadership (e.g. distributed leadership) is a crucial aspect in school development processes and organizational routines (Vennebo, 2017).

The study highlights the importance of effective teacher collaboration in boosting student achievement. It suggests that collaboration enhances teachers' learning, develops their individual content knowledge, teaching styles, and experiences, and promotes diversity in abilities and performance knowledge, ultimately improving teaching performance outcomes. "We must

practice what we preach. If we want our students to take an active role in cooperative learning, we must examine how we model cooperative learning in our school lives" (Coke, 2005).

Selection Wise Results of Data Analysis

The purpose of this study was to examine how teacher collaboration affects teacher performance in Karachi. This study investigated collaboration and whether different levels of this behavior affect teacher performance. This study contributed to current research on teacher collaboration. By gathering data from questionnaire and interviews this study reveals common themes about the impact of teacher collaboration on teacher performance. Since there have been few quantitative studies on teacher collaboration this study focused on the perspective of the teachers involved in the qualitative and quantitative data collection and data analysis. The results of this study contribute to the understanding of the nature of teacher collaboration and its impact on teacher performance. In addition, this research contributed to the development of professional performance opportunities for teachers to learn and actively participate in collaboration to improve school and student learning. In an effort to provide teachers with opportunities for meaningful and ongoing professional learning, this interpretive study seeks to understand how teacher performance is affected through collaboration. Teacher interviews, and questionnaire helped gain insight into teachers' perspectives. The results of this study add to the existing and relevant literature.

This study of how teacher collaboration affects teacher performance reveals a deeper understanding of social learning. In the teaching setting, it is clear that a variety of factors can influence teacher performance and collaboration is one of them. However, effective teacher collaboration acknowledges these factors and seeks ways to maximize achievement for all students. The study has indicated that teacher collaboration, in fact, may improve learning for teachers. When teachers have opportunities for professional collaboration, they build on their distinct experiences, teaching methods, and content. Teachers who work in teams report greater diversity in skills and knowledge about performance, which in turn leads to better teaching performance outcomes. This study provided evidence of a direct relationship between teacher collaboration and professional teacher's performance.

Findings

The findings of the study are given below:

1. There is great significance of the professional performance of teachers due to collaboration activities in private higher education institutions.

2. Collaboration enhances the professional performance of teachers in private higher education institutions to a very greater extent and broader level.

3. It was found that collaboration is essential for the enrichment of the professional performance of teachers in private higher education Institutions.

4. It was also revealed that collaboration is an effective strategy for professional development.

5. There are various challenges faced by the faculty during the implementation of the collaboration process at private higher education institutions. These challenges include:
   a. Competitiveness
   b. Lack of communication
   c. Lack of cooperation
   d. Conflict

6. It was found that there are major hurdles in the implementation of collaboration like:
   a. Feedback deficiency
   b. Role Sharing
   c. Lack of Responsibilities

7. Little professional growth occurs in the absence of collaboration.

8. Lack of teacher collaboration directly effect on to student achievement negatively.

9. Failure of a team can start for a number of reasons.

10. Poor collaboration impact negatively on morale and team cohesion.

11. Lack of collaboration mean lack of innovation and productivity.

Conclusions

The present study is about impact of collaboration on professional performance of teachers in private higher education institutions of Karachi. The study aimed to identify the impact of collaboration on Professional performance of teachers in the Private Higher Educational Institutions, to identify the challenges faced by the faculty in collaboration at the Private Higher Educational Institutions, to shed light on the strategies to overcome the challenges in creating effective collaboration on building trust strategies among teachers in learning and to find out the impact of negative consequence among the faculty members. The possibility of shaping structures through practical interventions gives entrepreneurial actors a lever for nudging the collaborative performance regime in their desired direction. A crucial reason to include specific people in leadership collaboration and benefit from such collaboration is that the value of

collectivism is in-group by nature within a specific organization and Pakistani organizational life in general (Nadeem & de Luque, 2020). Collaboratively minded actors could focus on designing collaborative summits that engender a more network-centric perspective (Bryson et al. 2020), while more independently minded actors might seek to sabotage such interventions.

The study has followed mixed mode research method by combining qualitative and quantitative research methods. The qualitative data was collected from 15 participants through open ended interview guides while the quantitative data was collected from 350 participants through close ended questionnaire. The questionnaire used Likert Scale. The qualitative data was analysed through thematic analysis while for quantitative data analysis SPSS was used. It was found that collaboration has strong impact on professional performance of teachers. A future study is recommended for broader and in-depth analysis and findings.

Recommendations

The participants have suggested that following strategies can be implemented for collaboration of teacher:

1. Effective collaboration involves the establishment of group goals, as well as individual accountability.
2. By establishing flexible group norms
3. Building trust open communication are essential for effective collaboration
4. Focus on enhancing problem-solving and critical thinking skills
5. Technology makes collaborative learning easier

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