Inquiry into the Processes Concerning Teachers Task Performance in Organization Development for School System*

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The purpose of this study is to illustrate the process of how teachers perform the tasks they created for the Organization Development of schools in Japan (e.g., Sako 2006). In this area of study, however, the processes involved with teachers perform tasks related to grades and classrooms is not explained clearly enough. This study was conducted with respect to Organization Development in private elementary and junior high schools. This is practical research that tries to reveal the relationship between how teachers create and perform their tasks. I observed the following points: (1) if teachers gain a “Clear Image of Practice for School Goals (CIPSG)”, they undertake action for their tasks; (2) if teachers’ CIPSG are modified (M-CIPSG), their task performances are modified; and (3) task performance, continuation, and modification are influenced by being aware of the school’s educational goals.

Key words : Organization Development of Schools, Teacher’s task performance, Practical Research, Case Study, Qualitative Data Analysis

1. INTRODUCTION

In recent years, the importance of a school’s work on educational activities as an organization has been indicated (Ojima 2002; Amagasa 2006). A recent School Management Reform is the background for this. For example, the Central Council for Education, in its 1998 report, stated the importance of schools in meeting the requirements of families and residents in developing its own characteristic educational activities according to each school’s decision. In other words, schools are required to meet their own educational goals systematically while adjusting to external environmental changes (Ojima 2002). For an organization to adjust to external environmental changes, organizational reform is necessary (Sogawa 2006). In this study, we use the approach called Organization Development (OD) to stimulate organizational reform in schools. OD is a method for organizational reform (Nishikawa 2006). It is also used to improve the effectiveness of organizations (Nakamura 2007). OD of schools has begun to be studied in Japan recently, mainly in practical research (e.g., Sako, Yamaoki 2009). Therefore, in this research, the author has also conducted practical research by performing an actual OD process in one school.

2. PREVIOUS RESEARCH AND RESEARCH METHODS OF THIS STUDY

2.1. Previous research

The history of OD is a history of practice accumulated by researchers and consultants (Nakamura 2007). The definitions of OD, therefore, cannot be lumped together (McLean 2006). The most classic definition was the definition by Beckhard (1969), which is an effort: (1) planned, (2) organization-wide, and (3) managed from the top; to (4) increase organization effectiveness and health through (5) planned intervention in the organization’s “processes,” using behavioral-science knowledge. Recently, Anderson (2010) defined it as “the process of increasing organizational effectiveness and facilitating personal and organizational change through the use of interventions driven by social and behavioral science knowledge.” In Japan, Umezawa’s (1974) classification is classic. It considered OD synonymous to organizational

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reform in the broader definition, but in the narrow definition it only focuses on the human side of organizational reform. These three definitions just mentioned demonstrate a wider variety of the definitions of OD. Considering that OD of schools in Japan is still evolving, the author decided to define OD in a broader sense. In this research, therefore, I define OD of schools as an “approach to improve the effectiveness of schools in order to lead to organizational reform.”

According to Anderson (2010), earlier research on the effectiveness of organizations used accomplishments that were converted to numerals as a measurement of effectiveness. However, in recent years, the satisfaction of members in the organization and how involved they are in their tasks has become the focus. Effectiveness in organization means more of such qualities in the organization that offers members inducements, and brings out member contributions, and leads to an organizational achievement. Simon et al. (1950) defined such a state of organization as “organizational equilibrium.” In this study, I define the effectiveness of an organization as a quality that contributes to “organizational equilibrium.”

There is a concept of an in-school training sessions that is often confused with OD. Kitagami et al. (2010) states in-school training sessions are considered to be “a school’s planned and systematic study, including training activities aimed to solve educational problems and improve teachers’ professional abilities.” They are held to actualize a school’s educational goal based on its reality and assignment (Kitagami et al. 2010). OD and in-school training sessions cannot be completely separated; however, OD has the following characteristics: (1) there can be a variety of goals, targets, and methods; and (2) it can be not only an approach to solve problems but also an approach that focuses on the positive side of the organization (Cooperrider et al. 2008); and finally (3) improving the abilities of teachers is not the central goal of OD. It is only part of reforming a whole organization (Cummings 2008).

Also, when OD takes place, it is often called a “program,” a “session,” a “workshop” or “training.” The Organizational Development performed in this study was called “in-service training session.”

Kono (1979) was a pioneer in the OD of schools in Japan. He introduced OD and suggested its implementation in schools. In recent years, research on OD of schools is frequently done in the field of educational management.

Representative research was done by Sako and Nakagawa (2005), Sako (2006, 2011), and Sako and Yamaoki (2009). Sako’s major goals for OD of schools are: (1) to enhance a school’s “power of spontaneous improvement”; and (2) to make schools “collaborative organizations (Sako 2006).” The model of OD for this is shown in the spontaneous improvement cycle, Figure 1. Based on the spontaneous improvement cycle, Sako and Nakagawa (2005) performed OD at an elementary school, and assessed its effectiveness quantitatively. This research is valued as research that shows the effectiveness of OD quantitatively. Also, Sako and Yamaoki (2009) performed OD at an elementary school, and they assessed, providing examples, how teachers “put their tasks into practice.” However, it is not just the fact that every teacher performs his or her tasks. Tasks are possibly performed for some particular reasons.

The theory on behavior and decision-making of the members of the organization are useful information when we consider the reasons why teachers perform their tasks. Simon et al. (1950) explained that when an individual selects his choice from multiple choices in an organization, he thinks about: (1) what is my goal (value elements); and (2) which choice is the most appropriate to help me achieve my goal (factual elements) According to this idea, teachers decide whether they perform their task or not based on the “value elements” and “factual elements” of their created tasks.

However, in the “spontaneous improvement cycle,” there is not enough explanation of the standard of decision-making on their task performance according to “value elements” and “factual elements.” In this model, “creating tasks” and “performing tasks” are connected with teachers’ “educational intention.” Also, Sako and
Nakagawa (2005) assessed teachers’ performance of tasks according to their “performance awareness”, and Sako (2011) associated the “spontaneous improvement cycle” with teachers’ intrinsic motivation. That means Sako explained the process of moving from “creating tasks” into “performing tasks” by assessing teachers’ motivation. In fact, when teachers perform their tasks, there are motivational and psychological influences (Bandura, 1995); therefore, this approach itself is significant. However, OD is a practical approach (Rothwel et al. 2010), thus, discovering more specific knowledge that can help each school’s OD is necessary. Explanations of motivation are not enough to stimulate actual performance of OD in schools.

This study will illustrate the teachers’ processes as they move from “creating tasks” to “performing tasks.” It will do this by analyzing teachers’ “behavior, thoughts, and understanding” in order to improve the workability and practicality of Sako’s information. In other words, we will perform an OD based on the “spontaneous improvement cycle” at a certain school, and reveal the process when teachers perform the tasks they have created. Teachers’ performance of tasks is not a temporary activity but a continuous activity. Therefore, this study attempts to reveal the process of how teachers continue and modify their task-performance. I will examine the results, comparing them with Simon’s “value elements” and “factual elements.”

Here, let us define the keyword of “task” used in this study. “Task” means generally, problems that should be solved. In schools, it is stratified as tasks performed by the whole school, individual grades, and classrooms. In the practical research by Sako and Nakagawa (2005) and Sako and Yamaoki (2009), “task” is referred to in a variety of ways such as schools’ tasks and teachers’ tasks. In this study, we defined “task” as a problem that should be solved, and “goal” as target to be achieved. These two words will be used in all stratifications and departments of schools. Tasks that were performed by teachers for the OD referenced in this study are mostly tasks in classrooms, and they are related to the educational goals of the school and the goals and tasks of the grades.

2.2. Research method
2.2.1 Performing OD and case study

In this study, we performed OD in schools, and conducted a case study using this OD as an example. OD is performed in accordance to conditions of the organization, and it is a context-dependent effort. To study one OD, we need to observe it, and/or interview teachers who are taking part in it. For that, there are two methods: one is to observe an OD already in progress, as an outsider; and the other is to have a researcher perform the OD and study it. In this study, the author decided to take part in the OD. The reason for this is: (1) OD in schools is not easy for outsiders to observe; (2) insiders can collect richer and higher quality data, because they deal with sensitive matters of the organization; and (3) it enables the researcher to base findings on the correct contexts of the organization.

In this study, therefore, a case study was conducted using one example of OD. A case study is an effective method when there are “how?” or “why?” questions to be answered and researchers have no or little control over on-going events (Yin 1994). As the author explained towards the end of 2.1., this study is attempting to reveal the process involved as the teachers perform the tasks they created. In this study, although I performed an OD, the author had no control over daily work such as teachers’ activities and task “performance.” Therefore, it is appropriate to use the case study method.

Purposeful sampling was used to select a school for this research. Purposeful sampling selects a sample that a researcher can learn the most from. It offers discoveries, understanding and insights (Merriam 1998). The author chose one school, called Z school (fictional name). Z school is private, it teaches elementary through middle school. The reason was: (1) educational goals of the school are well discussed and understood by teachers, which means that it is possible to recognize what occurs and create tasks accordingly; and (2) it was easy to perform a long-term OD that applies to all teachers, which make it a good model for OD. Also, OD that was performed in this research matches the definition of OD in this study that is “to improve the effectiveness of schools, and lead to organizational reform.” Effectiveness was proved to be as high as the OD performed by Sako and Nakagawa (2005), which the author will present later in this paper quantitatively. For these reasons, it was appropriate to use purposeful sampling.

2.2.2. Evaluation method

As has already been mentioned in this paper,
the process applied when teachers perform the tasks they created for OD is a context-dependent question. Therefore, it is impossible to separate each teacher from organizational and private contexts, and evaluation should be done using a method that reflects the contexts.

A two step evaluation was used in this research. The first step was a quantitative evaluation based on the index developed by Sako and Nakagawa (2005). This step included a qualitative evaluation on the change of each teacher’s performance. When the author got reliable results from these two evaluations he moved on to the second step. The second step was to evaluate the process applied by the teachers to perform their tasks. A preferable evaluation method for this paper is one that does not separate teachers from the contexts of the school. In qualitative research, subjects are observed while they are in their natural and this is why daily contexts (Flick 1995). The author used a qualitative approach for the second step. Sato’s “qualitative data analysis” (2008) was chosen for this. The methodology of the “qualitative data analysis” is to clarify the meaning of behavior and statement by repeatedly returning to the original context of records, while coding the text data. “Qualitative data analysis” is, therefore, an appropriate method to use to evaluate teachers without separating them from their contexts.

3. PERFORMANCE OF OD OF A SCHOOL

3.1. Overview of OD

In this research, OD was performed at Z school, based on the process of Sako’s “spontaneous improvement cycle” (Table 1). The author designed the contents and activities of the OD after meetings with administrators and chief teachers. The author was involved in the school and its OD as an associate staff, and mainly took part in designing training sessions and worksheets, or operating training sessions. The principal was basically the facilitator of training sessions, and each chief teacher supported the principal.

3.2. Process and contents of OD

In the meeting with administrators and chief teachers, we agreed that the educational goals of Z school (Appendix 1) were referenced, practiced, and well discussed and understood by teachers of this school. Thus, in the OD in this study, we decided not to re-examine the educational goals, but to aim for supporting teachers to be aware of goals and relate them to daily activities. Table 2 shows the process and contents of OD. The contents of the OD were categorized during in-school training sessions, daily worksheet activities, and activities after school and during teachers’ prep time. The process of OD was to: first, get the picture of the school and the students based on the educational goals; second, to create goals for each grade; and third, to create specific tasks for each class. Next, teachers performed the classroom tasks they had created, and while doing that, they were able to reflect on their performance through the feedback generated at in-school training sessions, from worksheet activities, and from advice from co-workers. They could then self-assess their performance, and continue or change their task performance. Worksheet activities (6)–2 the “self-assessment worksheets on performance and results of classroom tasks”) on Table 2 shows how specific tasks are identified in each classroom. Appendix 2 shows part of a sample teacher worksheet.

4. EVALUATION

I explained the evaluation method in 2.2.2. In 4.1. below, the author evaluates the effectiveness of OD quantitatively, and in 4.2., the author evaluates the process how teachers perform their tasks qualitatively.

4.1. Quantitative evaluation of the effectiveness of OD

4.1.1. Evaluation based on the “spontaneous improvement cycle”

The author evaluated using the same index Sako and Nakagawa (2005) has used. This evaluation was to confirm whether this research fulfilled each step of the “spontaneous improvement cycle,” and whether it was homogenous with Sako’s practice.
Table 2. Process and content of OD

<table>
<thead>
<tr>
<th>Process of OD</th>
<th>Content of OD</th>
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</table>
| In-school training sessions (#1 - #5, #7) March 23 - April 27 | (1) Understanding and recognizing the actual condition of the school’s educational goals and their implementation  
- Get the picture of present condition of children while understanding the image of children for which the school is aiming.  
- Share the condition of children in each class with all teachers. |
| In-school training sessions (#6) April 3 | (2) Teachers decide the grade goals  
- Teachers create grade goals from school goals, and agree with each other. |
| Activities after school and in spare time April 22 - May 8 | (3) Each teacher determines the classroom goals from the grade goals  
- Create a classroom management plan that reflects the classroom goals and specific tasks.  
- Share the classroom management plan with other teachers of the same grade, and discuss with the chief teachers. |
| In-school training sessions (#8 - #10) April 27 - June 26 | (4) Feedback and sharing opinions  
- Share the current condition and tasks of each class.  
- Give comments on present condition to each other in an open manner. |
| In-school training sessions (#11) August 6 | (5) Create, present, and approve completed worksheets  
- Present successful experience (accomplished classroom tasks), and acknowledge the other teachers’ performances and ideas.  
- Get approval from the all participants. |
| Worksheet activities Turn in the daily worksheet handed out on April 20 | (6) -1 Create daily worksheets  
- Fill in the worksheet that records what happened in your classroom and how you interpreted it.  
- Think back about your guidance, and get advice from chief teachers and other teachers. |
| Worksheet activities Beginning of May, end of June, and beginning of August | (6) -2 Creating a self-assessment sheet  
- Fill out the self-assessment worksheet on performance and results of classroom tasks (student guidance, educational guidance, special activities, overall)  
- Reflect on the level of classroom task performance, and focus on the task. |

The author conducted two surveys on 19 teachers (no staff members) who were working at Z school in March: once before the training session (March 2009); and once after the training session (August 2009) (100% recovery rate). Questions were itemized in three broad categories: "understanding tasks," "sharing tasks," and "performance awareness." Each category contained two questions, and the Likert scale was used to measure: from 1 "not at all true" to 7 "very true." (Questions are shown in appendix 3). Table 3 shows mean, standard deviation, and results of paired t-test. In the results of the analysis, only "sharing tasks" - (4), "each teacher understands whole-school tasks differently" (reverse scoring) did not show a significant difference (|t|= .224, n.s.). The author assumes this is because the training sessions held in this research contained activities that actualize the school’s educational goals according to each grade and classroom goal. In the results of Sako and Nakagawa’s research (2005), all items are significant, and in this research, all items except one were significant. Thus, it can be said that the training sessions in this research followed each step of the "spontaneous improvement cycle," and this research and Sako and Nakagawa’s effect on OD were mostly homogeneous.

4.1.2. Evaluation of teachers’ performance of tasks

Next, the author evaluated whether teachers performed their tasks in this OD. The author used the "self-assessment sheet" that was shown in Table 2 (6) -2 as a self-assessment worksheet on performance and results of classroom tasks. This worksheet was used to self-assess the "student attitude and achievements" and the "teacher’s task performance" in for different categories. The four different categories wear: "student guidance," "educational guidance," "special activities," and "overall." 21 teachers were involved in the
Table 3. Evaluation of effectiveness of OD based on the "spontaneous improvement cycle"

<table>
<thead>
<tr>
<th>Question items</th>
<th>X</th>
<th>SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding tasks</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) before</td>
<td>4.37</td>
<td>1.012</td>
<td>2.800</td>
<td>.012</td>
</tr>
<tr>
<td>after</td>
<td>5.11</td>
<td>.567</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) before</td>
<td>4.47</td>
<td>.612</td>
<td>4.086</td>
<td>.001</td>
</tr>
<tr>
<td>after</td>
<td>5.32</td>
<td>.582</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) before</td>
<td>4.58</td>
<td>.607</td>
<td>2.379</td>
<td>.029</td>
</tr>
<tr>
<td>after</td>
<td>5.11</td>
<td>.737</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) before</td>
<td>4.21</td>
<td>.918</td>
<td>.224</td>
<td>.826</td>
</tr>
<tr>
<td>after</td>
<td>4.26</td>
<td>.806</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance awareness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) before</td>
<td>4.89</td>
<td>.809</td>
<td>2.364</td>
<td>.030</td>
</tr>
<tr>
<td>after</td>
<td>5.53</td>
<td>.612</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) before</td>
<td>4.26</td>
<td>.452</td>
<td>2.964</td>
<td>.008</td>
</tr>
<tr>
<td>after</td>
<td>4.74</td>
<td>.653</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

self-assessment activity (100% recovery rate). Administrators and staff members were not involved. Teachers self-assessed themselves using the Likert scale of 1 to 7, (1 being "not at all true", 7 being "very true"). Data was collected from three time points during the training session, the beginning of May, the end of June, and the beginning of August. These three sets of data were analyzed to find whether "performance of tasks" occurred in only one time period during the training session, or continuously throughout the training session.

Table 4 shows the results of Friedman’s test using data from three time points. The results showed significant differences in all items in both the "student attitude and achievements" and the "teacher’s task performance." Next, to find out which of the three time points showed the most significant difference, the author held a sign test as a sub effect test. The author used a nominal significant level that was modified based on Ryan’s method for the significance level (Table 5). The results showed that in both the "student attitude and achievements" and the "teacher’s task performance," the most significant difference was observed between the beginning of May and the end of June, and the beginning of May and the beginning of August. Also, a smaller degree of significant difference was found between the end of June and the beginning of August. From these analysis results, we can see that as teachers performed their tasks, they tended to perform better in the first half of the training session period (May to June) than in the last half (June to August), however, they continued to perform in the last half as well.

Table 4. Evaluation of task performance and students’ condition (1)

<table>
<thead>
<tr>
<th>Friedman’s test (N=21, two-sided test)</th>
<th>Degree of task-performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student guidance</td>
<td>Educational guidance</td>
</tr>
<tr>
<td></td>
<td>t-test (A=19, two-sided test)</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>37.229</td>
</tr>
<tr>
<td>dF</td>
<td>2</td>
</tr>
<tr>
<td>p</td>
<td>.000</td>
</tr>
</tbody>
</table>

Table 5. Evaluation of task performance and students’ condition (2)

<table>
<thead>
<tr>
<th>Sign test (N=21, two-sided test)</th>
<th>Task performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May-June</td>
</tr>
<tr>
<td>Student guidance</td>
<td>N=17</td>
</tr>
<tr>
<td>Educational guidance</td>
<td>***</td>
</tr>
<tr>
<td>Special activities</td>
<td>N=16</td>
</tr>
<tr>
<td></td>
<td>***</td>
</tr>
<tr>
<td>Overall</td>
<td>N=21</td>
</tr>
<tr>
<td>Students’ condition</td>
<td>***</td>
</tr>
</tbody>
</table>

4.2. Evaluation of process until teachers perform their tasks

From the evaluations thus far, we found that OD in this research had an effect equal to that of Sako and Nakagawa’s research (2005). Thus, OD in this study is appropriate to use for the case study. Next, the author will analyze the process teacher used to perform there tasks, as that is the goal of this research.
After the process of OD was completed an interview was conducted with 21 of the teachers who attended the training sessions. The interviews were semi-structured interviews, and were held individually, lasting from 30 to 90 minutes per person. The author asked questions about their feelings, and thoughts, regarding the training sessions and worksheet activities. He also asked about what happened during the OD process and about the relation between OD and their task performance. With the statement data from these interviews, a "qualitative data analysis" was conducted based on Sato (2008). This qualitative data coding included document segmentation, compilation of a database, open coding, and focused coding. The recursive coding was used. Recursive coding gradually heightens the abstraction level of the original statement data. A concept model was built based on the coding, and is presented as a diagram. For the reason explained in 2.1., the codes related to motivations were not created, but the codes related to teachers' "behavior, thoughts, and understandings" was created.

4.2.1. Process through which teachers come to "task performance"

The author illustrated the process of the teachers' task performance, using all the procedures explained above. This ranged from the time they assessed the actual state of the school, each grade, and classroom, until the time they created tasks and performed them (Fig. 2). In the Figure 2, (1) to (3) correspond to the contents of OD in Table 2. Arrows (hereinafter, referred to as "path") express passage of time. The concept categories are surrounded by double lines and they are the most important concept category in this research, as they show the condition of the teachers shortly before the performing their tasks. The author will discuss the concept categories and path in Figure 2, showing the statements of related teachers. For a statement that corresponds to one concept category, the author used [ ] to show the corresponding category. When a statement corresponds to a path, the author indicated accordingly. The teachers, whose statements were shown, were identified by using random letters of the alphabet as their names. The statement data has been partially revised without changing the meanings. For the parts that are omitted, the author used (…). The author underlined the parts that are worthy of attention and help to understand the meaning of the concept categories or relationship between the concept categories. The author did not show statements related to clear paths between the concept categories that are clear in temporal order. The education policy and educational goals of Z school are shown in appendix 1, which is at the end of this paper. In the teachers' statements, teachers used the word "educational goals" for both "education policy" and "educational goals," therefore, the author also did not distinguish between these two, and used "educational goals (of school)" for both.

["Recognize the present condition of the school and students"]

| Teacher D: This is something we talked about in the training session. It is about how students who are in charge of school lunch duty are slow preparing lunch, so we discussed it in our classroom, and (...) students started to become more efficient in preparing for lunchtime. |

["Understand the educational goals of the school more deeply"]

| Teacher K: My image of the school from reading the brochure became clearer when I participated in the first training session. (...) In guiding students, (...) I started to see what I should do. (...) regarding that (...) I kept telling students to take responsibility for what they said. (...) A child who used to speak irresponsibly started to think before speaking out, and to say much more meaningful things to our class. |

Two concept categories above were created from the statements about the content of OD (1), "Understanding and recognizing the actual condition of the school's educational goals and their implementation." According to the statements of teachers D and K, as highlighted above, they had a clearer picture of the students in the training session, and were able to perform the tasks. And their image of the educational goals also became clearer to them through the training session. The next statement, by teacher O, is about the path shifting from "understanding the educational goals of school" to "being aware of the school's educational goals".
(1) Understanding and recognizing the actual state of the school’s educational goals and their implementation

- Recognize the present condition of the school and students
- Understand the educational goals of the school more deeply

(2) Teachers decide the grade goals
(3) Each teacher determines the classroom goals from the grade goals

- Recognize the present condition of students in each grade and class
- Goals and tasks of the grade and classroom become clear

Gain a Clear Image of Practice for School Goals (CIPSG)

Being aware of the school’s educational goals

Task performance

Note: CIPSG: Clear Image of Practice for School Goals

Fig. 2. Process of teachers performing their tasks in OD

Teacher O: By attending the training session, I started to be more conscious of the school goals. It meant a great deal to me that this year I could think about the educational goals in a way that children can understand, and display that to them. Doing activities while seeing it everyday, I could appreciate the goals and be aware of them.

[“Recognize present condition of students in each grade and class”]

Teacher O: In guiding students, I set my tasks that matched the actual state of the class, and it was very easy to perform them because of that. I have first grade every year, and things are different each year (…) we can start talking about students of the current year and what they are like, and I think that is very important.

[“Goals and tasks of the grade and classroom become clear”]

Teacher H: The school’s goals are quite abstract. We talked about how we could use these goals to be more practical, then we decided we wanted to guide first grader to this point. Then, we made classroom goals (…) I could see these steps.

The two concept categories above were created from the statements pertaining to the content of OD (2) “teachers decide the grade goals,” and (3) “each teacher determines the classroom goals from the grade goals” in Table 2. According to the statements of teacher O and H above, they created the grade and classroom goals, considering the actual state of the students in the grade and classroom in the training session. The next statement, by teacher U, is about the path leading from three concept categories antecedent to “Goals and tasks of the grade and classroom become clear.”

Teacher U: I thought for children, (…) it is difficult to understand the school’s goals. Certain words like “independence” or “responsibility” mean different things in each grade. I could understand better by setting the grade goals from the school goals. During the sports festival, we did our best based on the grade goals.

The statement of the next teacher, N, is about the path from “Goals and tasks of the grade and classroom become clear” to “Being aware of the school’s educational goals.”

Teacher N: When we make a classroom management plan, we draw it from the school goals and grade goals, so it is all related. (…) we are aware that classroom goals and management plans are connected to the school. (…) I did it consciously to raise children who will become leaders. I could see the effect at the sports festival. I was concerned that children this year seemed to
have less leadership capability as compared with children last year. But they have overcome. I think it had much to do with grade teachers’ shared tasks. Because we all made classroom management plans on a common ground.

Up to now, the author has shown the process that teachers go through in order to recognize the actual state of the school, grade, and classroom, and to create tasks for each step. In the “spontaneous improvement cycle,” it corresponds to process between “actual state recognition” and “creating tasks.” Next, the statement related to the process of teachers performing tasks will be shown. First, let us focus on the concept category that is surrounded with double lines, where it says “being aware of school’s educational goals” on Figure 2. The statement data until now made sure that this concept category was the next step to understanding the school goals. It was also the next step to clarification the grade and classroom tasks. The statement of the next teacher B is about the path from “being aware of school’s educational goals” to task performance.

Teacher B: One of the school’s goals is about communication skills. We have the opportunity to communicate everyday (⋯) when there is a conflict, I didn’t want punish both parties for engaging in a quarrel, but I was consciously trying to make them communicate. (⋯) During a class or in the homeroom, when a child spoke to me about something, I tried to ask the rest of class questions like “XX said such and such a thing. What do you all think?” I also let them discuss whether our classroom sign should be written in kanji characters or in numerals.

From the statement of teacher B above, we can see that the teacher started to be aware of the educational goals through the training sessions. That led to the teachers applying school goals to their task performance.

Next, on Figure 2 I will show the statement related to another concept category. This category is surrounded by double lines and says “Gain the clear image of practice for school goals.” The statement of the next teacher, H, is about the path from “Goals and tasks of the grade and classroom become clear” to “Gain a clear image of practice for school goals.” It includes the path from there to a task performance that includes three connections.

Teacher H: Last year, I wasn’t sure about the purpose of the morning and the end of day meetings. This year, I realized that there are opportunities to achieve the four educational goals in these meetings. (⋯) So, it was easier for me to reach the goals. For example, in the end of the day meeting, children can listen to their friends talk and gain communication skills. Or in the morning meeting, children can speak about their goals of the day, and can get feedback in the end of day meeting. That can lead them to gain their self-actualization skills. Also, when children say things like “we did a good job of cleaning the classroom,” they gain a sense of responsibility and their mission of having to clean is justified through speaking out. Even such small things, (⋯) I could specifically relate to the school goals.

In the statement of teacher H above, it is said that specific classroom tasks became clear through the training sessions, and H stated that he succeeded in achieving the school’s educational goals in daily practice. In addition, teacher E’s statement is an example of what many other teacher said. He stated that their daily practice and the school’s educational goal became connected by creating the grade and classroom tasks from the school’s educational goals.

Teacher E: There was a scenario concerning what results we expected from daily activities. (⋯) when I became aware of the school goals, the grade goals of X grade appeared in my mind. We made grade goals by being aware of the school goals. Then, we made related classroom goals, so our daily activities naturally became connected to the school goals.

From the discussion on these statements up until now, we can see when teachers performed the grade and classroom tasks they created, they were “being aware of the school’s educational goals,” and “gaining a clear image of practice for school goals.” This reveals what was not clear in Sako’s “spontaneous improvement cycle,” which was pointed out at the beginning of this study.

Also, “gaining a clear image of practice for school goals” is a new concept, so it would be practical to coin a new term that is clearer and
simpler. We will call it “Clear Image of Practice for School Goals (CIPSG)” in this research hereinafter.

4.2.2. Process to continue or modify a teacher’s “task performance”

Next, the author reveals the process of how teachers continue and modify their task performance. The same method as 4.2.1. will be used and a concept model will be made about continuation or modification of a teacher’s task performance (Fig. 3). (4) to (6) in the Figure correspond to contents of OD on Table 2. Following are statements of teachers who showed some process of modification or continuation of their performance in the training sessions related to the concept categories and paths on Figure 3.

Process of [“Approved by other teachers”→“know what task is being performed and what task brought results”→“continue performance”]

Teacher H: In the training session, I received a comment from other teachers that it is good that I contact parents proactively (…) I hadn’t thought about it much until then, but I thought I would value that highly. I want to continue such communication with other teachers in the future, not only about troubles but also about positive things.

The statement of teacher H above shows the process of realizing and continuing a positive performance due to other teachers’ approval.

Process of [“Receive advise and practice report from other teachers”→“realize new performance methods and classroom goals”→“Modified Clear Image of Practice for School Goals”→“modification of performance”]

Teacher A: In the first semester, I taught the lowest level English class, and I had a hard time and I wondered why they don’t get these simple things (…) but when I was listening to other teachers at the training session, I found out that other teachers had the same problem, and I felt better (…) I sometimes couldn’t help comparing these children to others, but I learned to adjust to their pace.

Process of [“Receive advise and practice report from other teachers”→“know what task is not being performed and what task didn’t bring any results”→“Modified Clear Image of Practice for School Goals”→“modification of performance”]

Teacher K: In the training session, I could get advice from teacher N and teacher D, who were teachers of X grade. They told me things about my class that even I didn’t know, (…) I performed according to the knowledge I gained. I didn’t use teacher N’s class management directly, but I took that into consideration and
it helped.

These statements of teachers A and K above show the process of teachers receiving other teacher’s advice or practice reports, and the teachers modifying the clear image of practice for school goals, and their daily performance methods.

Process of [“Teachers assess and reflect on their classroom task performance”→“realize new performance methods and classroom goals”→“Modified Clear Image of Practice for School Goals”→“modification of performance”]

Teacher B: We had a classroom task, “approve children’s efforts,” so, I was just approving verbally. But as we assessed the numbers on our worksheets, I decided to try a different approach, and I started to give children certificates.

Process of [“Teachers assess and reflect their classroom task performances”→“know what task is being performed and what task brought results”→“continuation of performance”]

Teacher D: I created a task of educational guidance that was to help children realize what they were not learning well. So, I started to let children solve math problems of X grade in “Z training” time, and I checked the answers using the check sheet, to find out what part they were not good at. But the amount of work was way too much for me to process. I have to improve my method.

Process of [“Teachers assess and reflect on their classroom task performances”→“know what task is not being performed and what task didn’t bring any results”→“Modified Clear Image of Practice for School Goals”→“modification of performance”]

Teacher K: Through assessing myself using the worksheet, I started to realize after the first reflection where I wasn’t guiding well, which was in guiding children to keep an organized classroom environment, like keeping the top of the locker or blackboard tidy. Then I became aware of it, and I guided children well until the time of second evaluation, and now our classroom environment is tidy.

In the statement of teachers B, D, and K, processes are shown that when a teacher realizes a task is not being performed well or that there is an alternative way to his/her performs the task, the teacher modifies the performance. The summary of statements up to this point is that when teachers get approval from other teachers, or through self-assessing, they realize what tasks they have been performing successfully. They will continue to perform the tasks they have been able to perform, if it is necessary. However, from these statements, continuation of such performance tends to involve some modification (teachers H and D). On the other hand, teachers sometimes learn new performance methods or classroom tasks, or get to know what tasks they have not been able to perform, through advice or practice reports from other teachers, or through self-assessing classroom goals. In this case, the clear image of practice for school goals and performance is modified. This “clear image of practice for school goals and performance is modified” means the CIPSG that was defined in 4.2.1. is modified. Here, we call the modified CIPSG, “Modified Clear Image of Practice for School Goals” (M-CIPSG). By gaining the M-CIPSG, teachers begin to modify their performances. The following statements of teachers F and T will show this model. The noteworthy parts that explain this model are marked using wavy lines.

Teacher F: In the last training session, I could reflect on my performance of the first semester, and saw what I didn’t do, and what I did do. And I could prospectively perform what I didn’t do, in the next semester.

Teacher T: This worksheet was to reflect on my performance. I could see what I didn’t do, even though I thought I had done it (...). it shows in numerically, so I could easily see what I didn’t do. I felt I had to do these particular things in the second semester. I could see what I did and what I didn’t, so I clearly saw what I have to do in the future.

In these statements of teachers F and T above, they used the words “prospectively,” and “I clearly see what I have to do in the future” for their modification of image of practice for school goals (M-CIPSG). Also, the next statement of teacher E is the model statement related to the path from “become aware of school’s educational goals” to “being aware of the school’s educational
goals,” and the path to the “modification of performance” and “continuation of performance,” that are surrounded by a dotted line.

Teacher E: In the beginning of April, we created the grade goal. We talked about doing it within our grade, but there are things we didn’t do. But we started to put plans into action by reassessing the goal from the next day. (…) For example, in the sports festival, X-graders behavior (…) while one class was active, the other wasn’t. So, we talked about it, and we aligned our methods within our grade. For example, we discussed the idea of having class leaders take on leadership roles.

Teacher E’s statement explains how the teacher began to continue or modify his/her performance when the teacher became aware of educational goals by looking at them.

5. SUMMARY AND FUTURE ISSUE

5.1. Summary

The purpose of this research was to illustrate the processes involved as teachers perform the tasks they created for the OD of schools. It also outlined the process in continuing and modifying their task performance.

Following is the summary of knowledge the author gained from this research.

From examining the statements related to Figure 2:

(1) A teacher’s task performance is influenced by “being aware of the school’s educational goals” and gaining a “Clear Image of Practice for School Goals (CIPSG).”

From examining the statements related to Figure 3:

(2)–1 A teacher’s task performance continues when a teacher gains positive results from it, or receives positive feedback from other teachers.

(2)–2 When teachers do not get positive results, or become aware of new tasks through advice from other teachers, their CIPSG will be modified (M–CIPSG). Also, a teacher’s task performance is modified by gaining M–CIPSG.

(2)–3 Continuation and modification of a teacher’s task performance are influenced by “being aware of the school’s educational goals.”

From this knowledge, we have started to see both the practical and specific process of teachers’ task performance from the time they created their tasks, including those which were not studied in Sako’s research on OD of schools. The author would like to compare the knowledge gained from this study with Simon’s “value elements” and “factual elements.” CIPSG and M–CIPSG show that a process exists which is: teachers gain a clear image of practice for goals, as a method and action to achieve their goals. Thus, they can be called “factual elements.” Another important process which was “being aware of the school’s educational goals” is related to teachers’ goals; therefore, it can be called a “value element.” However, as Simon pointed out, “value elements” and “factual elements” cannot be simply divided. For example, achieving a school’s goal can be part of the methodology for achieving higher goals. In the same way, a teacher’s task performance can be the goal itself for the teacher to use in order to improve his/her educational activity.

The knowledge gained in this research basically agrees with Simon’s theory on decision-making. However, contents of this study are related specifically to “school’s educational goals,” for example, CIPSG is one of them. These are distinct phenomena in schools, and this research can be said to be unique by focusing on these.

5.2. Future issue

In this research, the author did not verify how crucial the knowledge gained in this research, such as CIPSG, is to a teacher’s task performance. Therefore, in future studies, to find out how much influence these concepts have, manipulating these concepts is desirable. Also, this study focused on practicality and specificity, and did not include teachers’ motivations and psychology. However, to explain teachers’ task performance, we can’t deny that their motivations and psychology are important factors. Thus, future research is desired which is similar to this research, in that it conducts OD in a school, but it should illustrate the detailed relationship between teachers’ motivations and psychology and their task performance. Also, as the author mentioned in 2.1., there is a positive approach other than the problem-solving approach in OD. OD in this research is categorized as the problem-solving approach. The author did not use the positive approach. Therefore, theoretical discussion and practical research based on the positive approach
on OD of schools are desirable.

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REFERENCES

Appendix 1. Educational policy and educational goals of Z school

<table>
<thead>
<tr>
<th>Educational policy</th>
<th>Inspire high aspirations to serve the world and people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational goals</td>
<td>Aspire for the life to live for the &quot;mission,&quot; and experience inspiration</td>
</tr>
<tr>
<td></td>
<td>Educate to learn independence and responsibility</td>
</tr>
<tr>
<td></td>
<td>Heighten communication skills to trust others and build positive relationships with others</td>
</tr>
<tr>
<td></td>
<td>Heighten self-actualization skills such as setting goals, work voluntarily, and achieve goals</td>
</tr>
</tbody>
</table>

Appendix 2. “Self-assessment worksheets on performance and results of classroom tasks” sample

<table>
<thead>
<tr>
<th>Specific tasks (methods, plans)</th>
<th>Actual activities, what you did</th>
<th>Condition and appearance of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Check with children verbally to make sure their self-management, whether it has become their habit. (Cooperate with the class president, class vice president, class helper of the day, and school ethics committee)</td>
<td>• I checked with children verbally everyday about being punctual and keeping things tidy. When there was a child who wasn’t keeping up with it, I warned the group leader where the child belongs, and warned the class president or class helper of the day for not giving a warning to the group leader. • In the beginning of April, I displayed a poster of “Greet, keep things tidy, answer” in the classroom.</td>
<td>• Class president, class helper of the day, and group leaders started to be able to check with classmates verbally. When they don’t, they can reflect on themselves and try more next time. Regarding punctuality, everybody became more aware, even without being checked verbally. • After tests or events, class atmosphere tends to become friendly.</td>
</tr>
<tr>
<td>(2) Make it into children’s custom to greet each other and answer properly.</td>
<td>• I have the class president work on classmates greeting. Had children make a greeting poster, and display at the entrance of the classroom. • Praise students who greet cheerfully.</td>
<td>• More students enter the classroom with cheerful greeting words. • I hear “good morning,” but I don’t hear “good afternoon” and “good bye” much at all.</td>
</tr>
<tr>
<td>(3) Exchange opinions daily with the class president and class vice president. Help the class president gain confidence through thinking and acting by themselves.</td>
<td>• Starting in April, I have been exchanging a class notebook with the class president and class vice president. Contents are reflections of the day and I make them write what could be the solution for the class.</td>
<td>• There are occasions that the class president has to pass information to the class. But the class president does not start voluntarily yet. • Class has not reached the point where they act on their own.</td>
</tr>
</tbody>
</table>

Note: Taken from worksheets. The numerical number columns have been omitted.

Appendix 3. Question items about “spontaneous improvement cycle”

<table>
<thead>
<tr>
<th>Question items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding tasks</strong></td>
</tr>
<tr>
<td>(1) School’s tasks and educational goals reflect the condition of children I deal with daily</td>
</tr>
<tr>
<td>(2) Tasks that are agreed upon by the whole school are specific and reflect children’s actual condition</td>
</tr>
<tr>
<td><strong>Sharing tasks</strong></td>
</tr>
<tr>
<td>(3) I am aware about school’s tasks in my own way</td>
</tr>
<tr>
<td>(4) Each teacher understands whole school tasks differently (reverse scoring)</td>
</tr>
<tr>
<td><strong>Performance consciousness</strong></td>
</tr>
<tr>
<td>(5) I occasionally think about my lecture or classroom management based on school’s tasks</td>
</tr>
<tr>
<td>(6) Methods and procedures to actualize the school’s goals or solve school’s educational tasks are clear</td>
</tr>
</tbody>
</table>

From Sako (2006)