Developing a Model of Teacher-Team Building at Secondary School in Thailand

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Abstract: Organization development using team building is the use of technique, which can help improve and increase the organization efficiency because relationships between praetitioners and team building go on in the direction, which can promote and support one another. This research aimed to examine teamwork conditions at secondary schools in Thailand to develop a model of teacher team building at secondary school in Thailand and to evaluate the model of teacher team building at secondary schools in Thailand. The research consisted of these 6 stages. Stage 1 developed the conceptual framework and theory by examining principles and research works involving team building. Stage 2 examined teamwork of teacher at secondary schools using a questionnaire. Stage 3 examined teamwork of teacher at secondary schools using the focus group discourse technique. Stage 4 drafted the model of teacher team building at secondary schools. Stage 5 tried out the model of teacher team building at secondary school. Stage 6 evaluated the model of teacher team building. The results of research revealed the following: results of the study from examining teamwork conditions of teachers at secondary schools, it was found that the teachers had teamwork as a whole and in each aspect at a high level in this order from the highest to the lowest mean: team uniqueness, trust cooperation, working process, team meeting, organizational culture, motivation, participation, organizational climate, communication, decision-making, coordination, conflict management and leadership. The model of teacher team building consists of factors and process: factors of teacher team building: persons, work, team and school, process of teacher team building using the action research process consisted of these 5 stages: creating awareness of teamwork together at school cooperation in examining conditions of needs and teamwork problems at school cooperation in making the performance plan for teacher team building at school operation of teacher team building at school using the intervention and operation in evaluating the model of teacher team building. Results of evaluating the model of teacher team building at secondary school, there are the following 2 issues of evaluation: For evaluating appropriateness of the model as a whole, it was found that the model of teacher team building at secondary school had appropriateness at a high level in every aspect. In evaluating implementation of the model there are the following 20 issues being evaluated.

Key words: Teacher-team building, team building in school, teamwork, motivation, participation, Thailand

INTRODUCTION

Organizational administration and development are creating understanding and improving important working processes of the organization. These processes analyze problems of the whole organization. Then the methods of problem-solving are put into practice in a long term to develop mission practice to achieve the established purposes. Each purpose will increase the degree of human development and work improvement of the organization by changing work habit of the people in the organization (Vaill, 1989; Kett and Warren, 1994; Porras, 1992). The organizational development is a valuable driving process with an emphasis on growths of people and the organization. It is the process of cooperation and participation relying on ideas and spirit of people in their organization. Organizational development accepts people's prestige; trusts and supports the use of equal powers; faces problems and upholds participation in planning. These things can generate intention and

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commitment in work performance (Cook *et al.*, 1997). This can cause organizational development to be necessary for all current organizations because it is very difficult to be possible for a single person to solve problems in the organization. Increment of organizational efficiency for survival needs organizational development to have move teamwork. It will cause teamwork to be a basic factor leading to changes according to the concept mentioned.

Teamwork is generally accepted because it is gathering of workgroup of individual experts by prescribing purposes, having communication, having cooperation, decision-making together and using knowledge and ability to work together in making work plans to accomplish the reserach (Brill, 1979). Teamwork begins increasing the importance and acceptance from administrators of different organizations because teamwork is a guideline and a model of efficient work which can solve problems of inflexibility and complexity of work. Stott and Walker (1995) provide a concept in supplement to creation of efficiency and effectiveness of performance outcomes of workteam in 4 dimensions comprising personnel, work, workteam and organization. For all these 4 dimensions, we must think of factors in terms of qualifications of the members, group process and work environment of each team. Therefore, acceptance of the importance of group power or workteam is an important factor of enhancing work efficiency of the personnel and organization which will be come an essence of organizational development in theory and practice.

MATERIALS AND METHODS

Schools are educational organizations under educational changes in such various aspects as administration, teachers and educational personnel, learning process and education quality. It is necessary, for educational administration of schools to have teamwork to achieve all the goals efficiently. Bush and Middlewood (2005) states that teamwork has been popular at schools and colleges in many countries. Team is what can help support and is regarded as part of structure of schools and colleges. This is in accordance with the concept of Catherine (1999), who explains that community schools and collaboration are not new ideas, but many communities and schools seeking positive change and safe schools are embracing these strategies for the 1st time. Collaborative Action teams can provide the spark needed to accomplish the broad-based support and involvement necessary to establish community schools.

Teacher team building at schools: Team building is the generated process of a group of people who join together to perform their tasks to achieve the goals, emphasizing relationships and reliance of team members for performing tasks to achieve the goals, activities have been planed in advance for collecting data concerning work of persons. This is the starting point of change leading to team development. Therefore, the point of emphasizing team building is on having the group of persons work together to be used as a guideline for problem solving and improving to increase work efficiency (Parker, 1990; Johnson and Johnson, 1991; Shermerhorn *et al.*, 1994).

Team building is the process of planning by relying on experiences of group members from collecting data, diagnosing data to find out problems and causes of problems and seeking ways or methods of solving those problems in order for teamwork to generate the utmost efficiency and to satisfy all of the team members. Team is the very important heart which can help perform different activities to meet the goals well. Whenever there is getting together in team, there will be criteria for operating in the same direction. On the contrary, there may be different ideas. To operate different activities to go on efficiently and effectively, it is necessary to administer the team to be able to have teamwork to work well. Efficient teamwork depends on effective team depends on abilities of persons in the agency. Therefore, person preparation is an important thing to help generate readiness for team building which comprises knowledge, skills and expression of team ability. Characteristics of team can be seen from acceptance of the agency. In general, team building chiefly aims to set up goals and to make priority of work to be useful for analyzing or determining, which type and how team members will have roles and responsibility. To determine the method of work of the team or the process of work such as decision-making, communication and the use of leadership and to determine relationships among group members. It can be said that team building can achieve the purpose in terms of work and persons. In terms of work, determinations of goal and priority, analyses of roles and responsibilities of the team and determination of work process can result in achieving work. At the same time, team building still has an aim in terms of relationship of persons, which can help respond to emotional needs of group members. Therefore, it can be said that team building can achieve the purposes in terms of persons and work. Teacher team building at school will help push the school to achieve the goals within the frame of determined time by using knowledge of administration and by uniting physical power, willpower and intellectual power of participants to be the same teamwork. Knowing how to build team at the school will be able to integrate different teams at the school.

Background of problem: Organization development is important for current organizations. The outcomes of organization development will lead to more positive improvements and changes in terms of communication, interactions among members, cooperation, decision-making and improvement of performance outcomes. Organization development activities vary as the goal or purposes. However, these activities will link each other in terms of using particular common interventions. In the organization development process, the advisor or the change representative will have roles in helping adjust the organization of change to be in conformity with the purposes (Dubrin, 1981). A change leader may be an organization insider or outsides who has knowledge and expertise in improving and developing the organization and has participation (Gibson *et al.*, 1997; Smither *et al.*, 1996). The change leader will use new visions and concepts in the process of organizational change. These new visions and concepts are very useful to improving and changing the organization. The organization needs a change leader because the change leader is and important part of management of organizational change and improvement. The attitudes toward problems of the organizations in general are different from the organizations in the part. Moreover, the change leader knows how to change effectively and knows behaviors and management, which should be. This will help mobilize organizational resources for changes and will help originate opportunities and new creative guidelines (Gibson *et al.*, 1997).

The concept of team is an important concept, which can change new management of the organization. At present, companies and organization agree that teamwork is an appropriate method of helping the organization be able to build higher quality. To develop the organization it is necessary to rely on intervening instruments or different techniques for generating changes or development of the organization. There are various techniques of developing the organization such as coaching and counseling, educating and training, planning for life and occupations; techniques of analyzing roles in training in human relationships, analyzing behaviors, developing team and work groups independently; surveying data and feedback, counseling on the working process, purpose-based administration, making team meaningful, styles of administrators and so 4th (Mondy and Robert, 1981; Dubrin, 1981; Robbins, 1982). The technique of developing the organization has definite purposes and methods. Therefore, any technique to be used depends on the target group, which needs changes. The technique and target group must be in accordance with each other.

In developing an organization for change, the change-based action research model should be used. The significant conceptual framework includes an analysis of organizational current conditions and determination of future picture. To reach the future picture the action research process must be used. Senior (2002) and Hopkins (2001) presents the concepts of developing a school organization as these: the method of developing the school organization must give the importance to organizational health, which can be judged by organizational effectiveness that occurs. The intervening process for developing school personnel must uphold man as a major factor because the school involves lives of teachers and students. Organizational development must diagnose internal conditions which need development and there must be a feedback survey to evidence efficiency of the strategy for organizational development. If the system of working at school is analyzed, it will be found that under the school system, which has major systems there will be other systems, which are overlapping supporting systems. These different systems are related to each other. Thus, it is necessary for the school to arrange the structure and working-team to be appropriate to the different systems for the school to be able to move efficiently according to different roles, missions and systems within the school. However, in actual practice, administering different systems in secondary schools at present confronts difficulties and complexity because educational institutions have missions, which cover several aspects of work, causing administration of different systems within the school to try to support school personnel to be independent to perform work fluently to respond to thei own needs and schools' needs.

From different workloads of each school, which has connection with each other both major systems and supporting systems, the school has to determine working-team responsible for each system to jointly determine goals, plan for work, design evaluation and then help eac other do and develop and improve their work. This may be done by sharing learning, consulting, discussing and relying on one another. Therefore, a study to obtain a model of teacher team building at school is an important instrument for developing work together at schools.

Procedure: The research procedure consisted of stages with the following:

Stage 1: Developed the theoretical conceptual framework by examining principles and literature related to team building and implementation of essences in drafting a model and constructing a questionnaire.

Stage 2: Examined teamwork conditions of teachers at school using a questionnaire and organizing group discourse.

Stage 3: Drafted a model of teacher team building at school using the data obtained from stage 1 and 2 for developing to be the draft of model of teacher team building at school.

Stage 4: Tried out the model:

- The school administrator created awareness of working at school together by holding a meeting to explain the goals of teacher team building, burdens, working process, job descriptions and responsibilities to enhance work efficiency at the school
- The school administrator and teachers cooperatively studied conditions of needs and problems of teamwork at the school by examining conditions of teamwork before operating teacher team building at the school by organizing a group discourse and then analyzing the data obtained from the group discourse to find out causes of problems and needs
- The school administrator and teachers cooperatively planned for teacher team building at the school

Operated teacher team building at the school as follows:

- Developed working skill to create cooperation, participation, acceptance of other people's opinions and motivation for working together using the intervening method by training in teamwork skills and action research
- Determined goals of working together using the intervening method by holding a meeting to diagnose the situation, a meeting to build the team and establishing the goals
- Determined responsible functional roles using the intervening method by using the schedule for determining responsibilities, an analysis and determining roles
- Made an action plan together of each learning strand by determining plans for organization of learning and projects of each learning strand using the intervening method by holding a meeting to diagnose problems of work performance, brainstorming and coaching
- All the learning strands operated according to the determined action plans using the intervening method by coaching and group discussion

- Directed and followed up outcomes of teamwork of each learning strand to check and solve problems using the intervening method by holding a face-to-face meeting
- Summarized and evaluated the work of teams of each learning strand to reflect outcomes of operating teacher team building using the intervening method by holding group discussion and surveying data and feedback
- The administrator and teachers cooperatively evaluated teacher team building at the school

Stage 5: Evaluated the model of teacher team building at secondary school.

Data collection and analysis: The researcher analyzed the quantitative data collected from the questionnaire and the evaluation form by using descriptive statistics based on the characteristics of groups of informants.

The researcher analyzed the qualitative data collected from participant observations, interviews, note-taking on team meetings brainstorming, note-taking on group discourse by using a content analysis for summarizing each issue and interpretation based on the summary using inductive logic.

RESULTS AND DISCUSSION

From the results of this study, there are these 3 major issues: the results of examining teamwork conditions at secondary school. The model of teach team building at secondary school and the results of evaluating the model of teacher team building at secondary school.

For the results of the study from examining teamwork conditions of teachers at secondary schools, it was found that the teachers had teamwork as a whole and in each aspect at a high level in this order from the highest to the lowest mean: team uniqueness, trust in one another cooperation, working process, team meeting, organizational culture, motivation, participation, organizational climate, communication, decision-making, coordination, conflict management and leadership. These were so maybe because Article 35 of Ministry of Education Administrative Regulation Act 2003 states that educational institutions are juristic persons, causing all schools to be fluent, independent and strengthened. Also, Article 39 of National Education Act 1999 (Ministry of Education, 2003) states that the ministry must decentralize to schools, causing all schools to be independent in management using the school-based principle of administration. Therefore, in order to be in

congruence with the 2 Acts mentioned, those involved of all sides must think together, perform together, be responsible together and participate in decision-making on education provision. This is in accordance with the concept of Khechonnan *et al.* (2002), who propose that the current Thai society has been alert and given the importance to teamwork at a high degree because the Thai society realizes the importance of a variety o knowledge, skills and experiences in working. This will help solve problems more efficiently than working separately. It is in accordance with the concept of Laohanan (2001), who states that teamwork is really necessary to working in every organization because the team can help achieve the goals of the agency and the team is a factor influencing the working climate of the agency.

The model of teacher team building consists of factors, process and the intervening method.

The factors of teacher team building include: factors in term of personnel comprising innovation, participation, leadership and cooperation; factors in terms of work comprising working process consisting of having clear purposes having determination of goals having determination of roles and checking works/evaluation outcomes; factors in terms of team comprising conflict administration, decision-making, trust in one another, team meeting, coordination, communication and team uniqueness and factors in terms of school comprising organizational climate and organizational climate. These factors are in congruence with the concept of Tiyao (2000), who says about team efficiency that it consists of these 3 factors: factors concerning persons comprising job satisfaction, trust in one another, good communication, little conflict and using power and low threat and high job security; factors concerning organization comprising organizational and job security, administration emphasizing participation, appropriate motivating system and priority of the goals and factors concerning work comprising clear goals, guidelines and workplans, appropriate uses of skills and leadership, highly independent jobs team having quality and experiences and clear and appropriate projects. Erawan (2002) proposes that work performance at school for developing individual learners who are in the target group will connect to each other at these 3 levels of work performance: organization, team and person. This is in accordance with the concept of Stott and Walker (1995), who propose their concept in supplement to efficiency and effectiveness in performance outcomes of the team in these 4 dimensions: persons, work, team and organization. These 4 dimensions will regard the factors in terms of team quality, skills necessary for members, group process and working environment of individual teams.

The process of teacher team building used the action research process as a driver of operating teacher team building at these 5 stages: building awareness of teamwork at the school together, cooperating in examining conditions of needs and problems of teamwork at the school, cooperating in planning in operating teacher team building at the school, operating teacher team building at the school by using the intervening process based on the developed model of teacher team building and cooperating in evaluation of outcomes occurring from teacher team building at the educational institution. Erawan (2008) proposes that action research is the research that a group of practitioners aims to make understanding and improves and develops its own method of work performance, which emphasizes values together in work performance. The determination of research issue arises from the practitioners themselves who initiated the project. For the researcher's role, the researcher stimulates and helps practitioners to originate understanding and operating improvement of work performance according to the purposes. It is in congruence with the concept of Smither *et al.* (1996), who propose a model of developing the organization using action research as follows: phase of observing the organization, phase of entering the process, phase of collecting date in the organization, phase of feedback, phase of diagnosing the organization, phase of planning for operation, phase of operation following the plan and phase of evaluation. Senior (2002) suggests that to develop an organization for change, a change-based action research model should be employed. The significant conceptual framework is an analysis of current organizational conditions and determining future picture and reaching the future picture using action research. It is in consonance with the concept of Hopkins (2001) proposes the guideline for developing the school organization as follows: the method of developing the school organization must give the importance to organization health, which is judged by organizational efficiency arisen. The intervening process of developing school personnel must upholds man as the major factor because the school involves lives of teachers and students. The development of school organization must diagnose internal conditions which need developing and there must be a survey of feedback to evidence efficiency of the strategy used for developing the organization. According to the study conducted by Erawan (2008), it was found that this project used participatory action research as the process to drive school development at the basic education level, an established for free service. It took time and continuity of development for teacher to change their teaching behaviours in response to the need

of the learners. Better practice involves training in teaching skills, continuing monitoring of the work process after training, creating teamwork within school by holding meeting to consider learning and teaching problems and periodically holding team building meeting. This will allow teacher to learn about teaching methods from one another and to develop instructional innovations of their own.

The intervening methods of teacher team building at secondary school include: at the person level the operating methods are coaching. Analysis and determining roles and training in teamwork skills; at the work level the operating methods are using schedule for determining responsibilities and setting up goals; at the team level the operating methods are meeting to diagnose conditions, meeting to diagnose problems of work performance, brainstorming and meeting to build team of problem-solving and at the organization level the operating methods are workshop, face-to-face meeting, discussion and surveying data and feedback. The intervening method for organizational development to originate change should use various methods to obtain more outcomes than using a single method. The change must have important characteristics in these 3 stages: All the practitioners participate in determining the goals, decision-making and redesigning the working process. The outcomes of cooperation of all practitioners can be reflected from teamwork. Design or restructuring must be accepted by everyone (Gibson *et al.*, 1997). The intervening process of the teacher team building at educational institutions relies on the concept of Owens (1987), who presents the guideline for designing the process of developing the school organization that human life quality development must be emphasized using the systematic process with emphases on man to readjust the system by using the strategies for educating, training and learning by doing, having trainees confront real problems, planning for strategic operation and having advisors with expertise. According to the study conducted by Erawan (2008), it was found that the research team designed intervention to develop 40 core leading teachers, who volunteered o participate in this project, from the 7 municipal schools. The research team held a meeting with all the core leading teacher to discuss and analyze teaching problems in the classrooms of each of them and their need to develop their teaching. The teachers determined 3 major issues concerning development: a learner-centered teaching approach; authentic assessment of learning; solving problems using classroom action research. All these teacher made a commitment that they would learn and develop their teaching approach with the research team as facilitators

within 2 semesters. The interventions used to develop these teachers were workshop, sharing session with teacher who had been recognized as outstanding teachers at the national level, classroom teaching experiments and feedback from a group of teacher and a coaching team from the Faculty of Education with expertise in teaching.

For the results of evaluating the model of teacher team building at secondary school, there are the following 2 issues of evaluation:

For evaluating appropriateness of the model as a whole, it was found that the model of teacher team building at secondary school had appropriateness at a high level in every aspect.

In evaluating implementation of the model there are the following 20 issues of feedback: training and self-development, responsibility for duty to perform, cooperation between persons and team, work improvement in continuity, work leadership, criteria for evaluating work success, standard outcomes, understanding the assigned duties and roles, fluent work performance, respect to team decision-making, cooperative responsibility for work outcomes, promotion of learning together, creative uses of conflicts, trust in one another among team member, clear communication, environment and climate helping in work performance, democratic climate, origination of working innovations, commitment to the school and participation and sense of belonging.

CONCLUSION

The developed model of teacher team building consists of factors of teamwork and the process of team building. The conditions of success in team building include: preparation of team which understands individual differences, determinations of functional roles in work and nature of work of the team; determining team leaders, team size before operating team building, phases of operation by the team, roles of team members, authority of team leaders and building the climate and environment which can help in work performance. Therefore, team building becomes planned activities to help improve teachers' working method to be successful in work and to originate skills among persons, work, team and organization. These have become the concept, which affects improvements in different teams at the school and helps various tasks be successful. Having studied concepts of teacher team building, which provide results and the model of applied behavioral science, we can know dimensions of effective team and can interpret those dimensions into guidelines leading to practice in finality.

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