

Development of a comprehensive logic model of school evaluation in Japan : With consideration for psychological outcomes affecting successful implementation

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ABSTRACT

Since school evaluation was legally institutionalized in Japan, school organizations have been exhausted because of the additional works for evaluation, and the evaluation is ineffectively implemented to improve the school administrations. In order to implement the effective school evaluation, it requires the awareness of the psychological aspects of the stakeholders (teachers, students and parents) which is associated with their motivation to participate in continuous organizational improvement with using the evaluation results.

Therefore, in this study, first, some key psychological outcomes related to school evaluation (e.g., awareness, expectation, self-efficacy, or empowerment) were extracted from the literature review.

Using psychological outcomes, this study proposes a comprehensive logic model of school evaluation in Japan which maximizes stakeholder involvement in school organizations. It is concluded that an effective school evaluation should consider enhancing such psychological elements on every aspects of program inputs, activities, and outputs to produce successful outcomes.

OBJECTIVES

The aim of school evaluation, which is based on the self-evaluation conducted by the school members, aims at the continuous, organizational improvement of the educational activities and school administration, the accountability, development collaborative partnership among the schools, the parents, and the local communities, etc. After a decade since its legislation in Japan, at the government level (e.g., Japanese Ministry of Education, Culture, Sports, Science and Technology), there are very vague standards of the outcome of the school evaluation provided, and the teachers cannot have any clear visions of what can be obtained from the evaluation practice. In such a situation, each school has been obliged to create its own outcomes without any clear guiding principles. As a consequence, the school evaluation practice causes strong resistance and further exhaustion in schools, and the school evaluation legislation is likely to be a dead letter.

In this research, we focused on such psychological aspects of evaluation practices, such as the exhaustions and resistance, stated above; which are thought to be associated with the effectiveness of evaluation. In the field of evaluation studies, evaluation capacity is a core element to determine the effectiveness of evaluation practice, and not only the designs or knowledge/skill aspects of evaluation, but also cultivating a spirit and creating awareness of evaluation are considered to be the critical parts of the evaluation capacity. However, in terms of school evaluation research, few empirical studies have been paying strong attention to the stakeholders' attitudes and/or emotions about evaluation as the correlates of evaluation effectiveness. At the initial stage of the empirical research on the psychological aspects of school evaluation and its effectiveness, in this study, therefore, a literature review was conducted to extract the possible psychological outcomes of school evaluation which it expected to foster the effectiveness of school evaluation. In addition, in this study was developed an innovative logic model in which by achieving the objectives of the school evaluation including such psychological outcomes, the stakeholders are motivated to conduct the evaluation and to use the evaluation results productively to improve the school organizations and are empowered to positively commit the school evaluation.

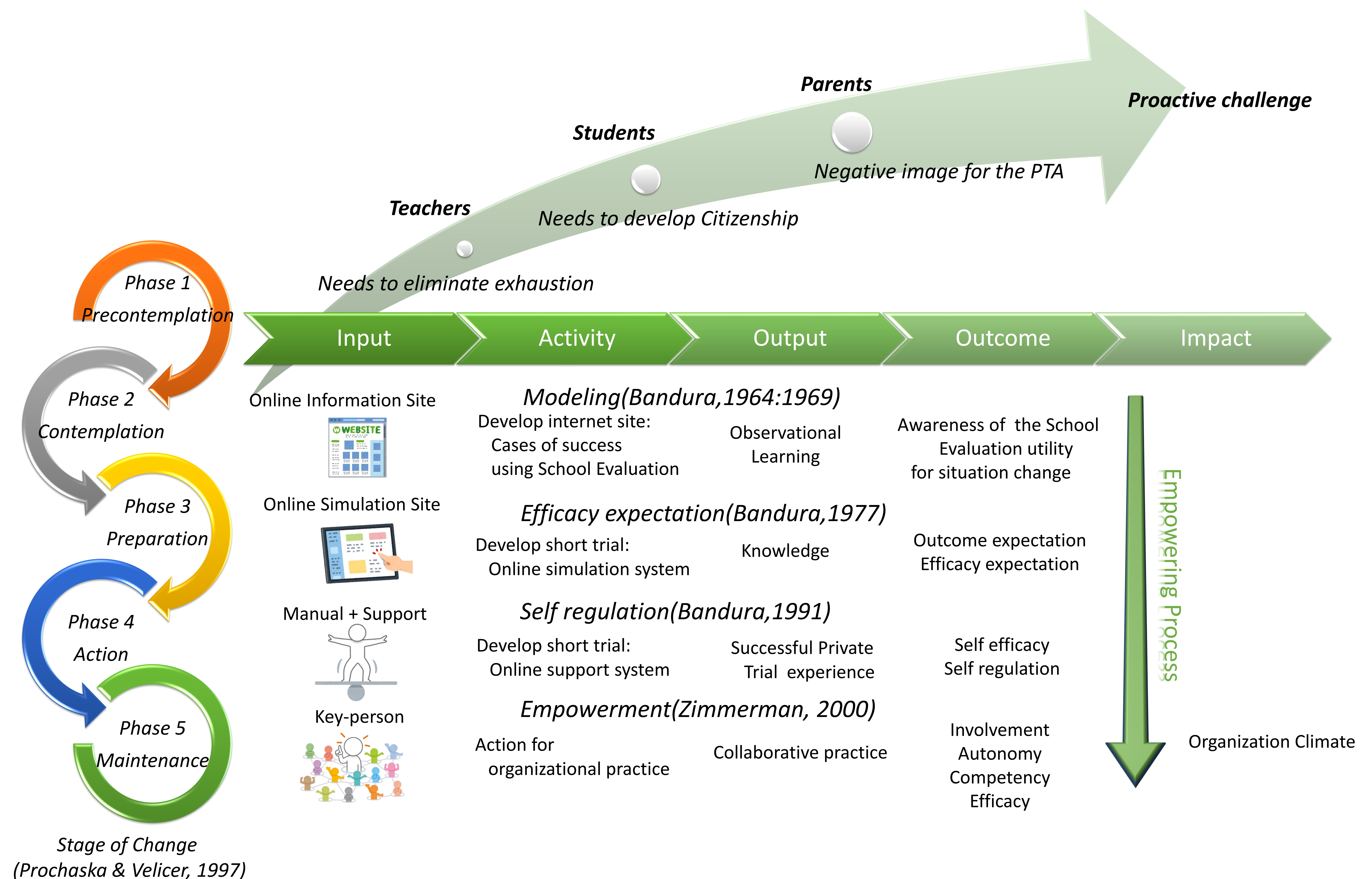
METHODS

1. Literature review

Ikeda (2018) conducted a case study of school evaluation practices in five elementary schools and reported the changes in attitudes and perceptions toward evaluation among school administrators and teachers. As a first step, based on Ikeda's (2018) study, theories and models from the literature review that could explain these changes were extracted.

2. Development of logic models

Based on the theories and models extracted from the literature review, the logic model of the teachers was constructed at the beginning. Next, based on the teacher's logic model, the logic models for students and parents were developed theoretically.



RESULTS and CONCLUSIONS

Figure 1 shows a logic model for maximizing stakeholder participation in school evaluation.

1. Behavior change stage: In order for stakeholders to actively and successfully engage in school evaluation, behavior change is required. Therefore, based on the idea of the behavior change stage (Prochaska & Velicer, 1997), the developmental process of the behavior change stage was assumed.
2. Expansion of the target audience: The first stakeholder who begins to engage in school evaluation is the teacher. It is assumed that teachers are the first stakeholders who begin to work on the school evaluation, and the influence of the teacher's work is extended to the students and then to the parents.
3. Precontemplation: Behavioral change begins with precontemplation, which means anticipating the effects of the school evaluation on stakeholders. It is not enough to force all the stakeholders to carry out the school evaluation, but the sense of burden and resistance will increase. It is important for each stakeholder to think about what they want to solve and to expect that the school evaluation will bring about changes and be effective in solving the problems.
4. The process of increasing self-efficacy through evaluation practices, which leads to increased autonomy and involvement in the implementation of evaluations and improvement: It is important that the evaluation allows them to visualize that the problem they want to change or solve has been improved, i.e., they experience positive feedback on their evaluation and improvement actions. This should be a private trial so that we can see whose practice is successful. This enables each individual to have self-efficacy and self-regulation.
5. The process of spillover of individual successes to the organization: Individuals who have acquired self-efficacy and self-regulation become key persons and affect the organization. The key-person becomes a promoter to share their successful experiences with the members of the organization. As a result, an organizational climate with evaluative thinking, i.e. the belief that using evaluations allows them to visualize their results and perform logical activities, is fostered.

6. A proactive challenge derived from the use of evaluations: When the anxiety about evaluations is removed and an organizational culture is created that believes it is effective, continuous proactive challenges occur through the use of evaluations.

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