



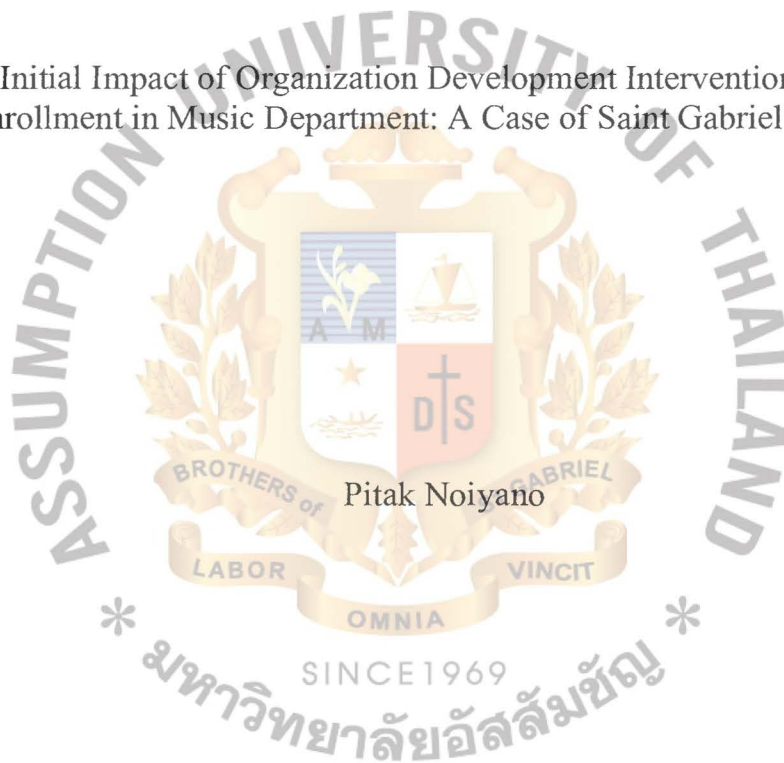
The Initial Impact of Organization Development Intervention on Student  
Enrollment in Music Department: A Case of Saint Gabriel's College

Pitak Noiyo

An Action Research Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Management in  
Organization Development and Management  
Faculty of Graduate School of Business  
Assumption University  
Academic Year 2010  
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Action Research Title	The Initial Impact of Organization Development Intervention on Student Enrollment in Music Department: A Case of Saint Gabriel's College
By	Pitak Noiyo
Major	Master of Management in Organization Development and Management (MMOD)
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Academic Year	2/2010

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The Graduate School/Faculty of Graduate School of Business, Assumption University, has approved this action research as a partial fulfillment of the requirements for the Degree of Master of Management in Organization Development and Management.

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## ABSTRACT

The purpose of the thesis is to study on the impact of Organization Development Intervention on student enrollment in music department in Saint Gabriel's College in order to support and facilitate all activities units in the school to produce quality curricula. This is also intended to improve the quality of enrollment process which is provided by the Music Department for Academic and Activity Affairs.

The research objectives are:

1. To describe and analyze the current status of student enrollment in music department in Saint Gabriel's College.
2. To identify, propose, and implement appropriate ODI's to understand and improve on student enrollment in music department in Saint Gabriel's College.
3. To determine the impact of ODI on student enrollment in music department in Saint Gabriel's College.

The research design is based on an action research model which is reflected in the research framework. The quantitative data from the questionnaire were analyzed by using SPSS program including means, standard deviations and paired sample t-tests were used to measure the impacts on enrollment process to determine the influence of Student enrollment in terms of parental influence and support, student motivation and recruitment procedure. Qualitative data from interview, observation, and open-ended questions were clustered according to the set of questions.

The appropriate OD interventions were implemented to recruit more students, define specific tasks/activities, redesign and develop enrollment process.

## ACKNOWLEDEMENTS

The achievements of this thesis would not have been completed without the assistance and support of many people around me. Firstly, I would like to express my sincere appreciation and thanks to my dedicated advisor, Dr. Kittikorn Daopiset who sacrificed valuable time for me, and always gave me direction, comments and suggestions throughout the dissertation process.

I would like to especially thank all the faculty members of the MMOD Program; Dr. Kitti Phothikitti: the Dean of Graduate School of Business, Dr. Perla Rizalina M. Tayko: Program Director, Dr. Salvacion E. Villavicencio and Dr. Sirichai Preudhikulpradab who gave me ideas, and direction in conceptual frameworks and outlines for this thesis. I am very grateful to Saint Gabriel's College, especially Rev. Bro. Dr. Anusak Nitibhatdaraporn who gave me the opportunity to study in this program and supported me all the way. I would also like to thank my co-workers in my office who encouraged and cheered me up to do and finish my thesis.

Lastly, without these special people, I could not finish my thesis, thus I would like to sincerely thank Mr. Weerawat Chaisuriya, who is the Head of Music Department, who allowed me to collect data and make OD Intervention on the enrollment process. I am also grateful to all respondents of my questionnaires and other responsible people for cooperating with this research. Finally, I would like to thank Mr. Ruengdej Sirikit, Head of Research Department of Saint Gabriel's College, who helped me conduct the data analysis using the Statistical Package for Social Science (SPSS).

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## CHAPTER ONE

### Introduction

#### 1.1 Generalities of the Study

Educators generally agree that there are five basic fields of study, Mathematics, languages and literature, physical sciences, social studies, and the arts. No one can claim to be educated who does not have a reasonable acquaintance with all five. Every person should have the ability to perform, to create, and to listen to music with understanding. To achieve that end, every student should have access to a comprehensive, balanced, and sequential program of music study in school.

Recent research has suggested that music instruction can have a positive effect on the functioning of the brain in young people and can offer other far-reaching educational and developmental benefits. These results deserve our attention, but the most basic reason of studying music is that music is intrinsically worthwhile. It is important and valuable in itself.

##### 1.1.1 Global Context of Education

Today's world is undergoing rapid changes and the implication of these changes on education and educators is great.

Education today requires one to mould a child into an individual capable of contributing effectively to society and to the world community at large. Children in today's world must be taught to think and not merely to remember. A sense of responsibility has to be developed for knowledge. Without responsibility, learning without wisdom can be a dangerous thing.

The "drive to learn" in children must be aroused. They must enjoy the adventure of

planning, feel the thrill of accomplishment and yet be able to cope with the necessary drudgery, which is part of all work.

The art of teaching, like the art of healing consists in discovering the make-up of each child. The teacher has to discover what keeps pupils active. Be able to understand and candidly answer: Why children don't go to school with the same interest and enthusiasm as they go to play? Or, why they want to throw away books on nature and birds and yet run after butterflies in the garden.

A great deal of the teaching / learning process today is done outside the school. Much information about the world and other human beings is learnt by pupil day after day from various sources. But it is the schools, colleges and the universities, which help integrate these bits of information into wholesome education. *(Sheena Verghis Joshy : [http://EzineArticles.com/?expert=Sheena\\_Verghis\\_Joshy](http://EzineArticles.com/?expert=Sheena_Verghis_Joshy))*

#### 1.1.2 South-East Asia Context of Education

The Asian regions have had nations which are enthusiastic in education since ancient times. The system of the imperial civil-service examinations in China was epoch-making system positively appointing talents to the public service being the first in the world. Now the meaning which the educations in Asian region have is changing including these historical backgrounds. A lot of countries such as Southeast Asia heighten their enthusiasm for education day by day along the countries' economic development. Also, in the countries such as South Korea, Japan, and Singapore socially important meaning of one's background causes the heated educational phenomenon called the exam war. So forth, a lot of excellent talents are born from Asian countries.



But it is the fact that there is another side of the Asian education status quo. There are countries with education not spreading through the farm villages. There are countries with big educational difference because of a gap such as between urban and rural regions and rich and poor. Also excessive elite educations broaden this gap.

(<http://park.org/Japan/TokyoNet/aip/HOT/EDUCATION/>)

### 1.1.3 National Context of Thai Education

From 1978, a reform of educational system was carried out. The old system consisted of elementary education(junior:4 years/senior:3 years), secondary education(jun:3/sen:2), and higher education(University, training school for teachers, vocational school, military/police school) was renewed into 6-3-3 system which is basically the same as Japan.

The school attendance rate is more than 90% in elementary school, but in secondary education, the rate goes down to a little over 40% at the first half of secondary education, and a little over 20% at the 2nd half. The Government has started extending compulsory education into 9 years (including 1st half of secondary education), and making efforts to popularize secondary education. Therefore, the rate will presumably rise in the future. The Government is also hurrying the expansion of technical and vocational education set in the stage of the 2nd half of secondary education.

There are 20 national universities and 26 private universities across the nation, and the total number of students are about 680,000(1991). Educational administration in Thailand is divided into the Ministry of Education and the Agency of University. While M.E. is engaged in issues of elementary and secondary education (including private school) such as curriculum, A.U. controls all the national and private universities.

There are 2 sessions a year in Schools in Thailand. From elementary school to high

school, the 1st semester starts late in May and ends in the middle of October, and the 2nd semester starts in November and ends at the end of March. In college, class begins early in June. Summer vacation starts late in March till May.

(<http://park.org/Japan/TokyoNet/aip/HOT/EDUCATION/thai.html>)

## **1.2 Organization Background**

### **Saint Gabriel's College Profile**

Saint Gabriel's College is administered by the Brothers of St. Gabriel, a Catholic religious congregation founded by St. Louis Marie de Montfort in 1751, in France. From the early beginning of their existence as a religious community the Brothers had as their educational objectives, the teaching of Three R's and the Christian Religion as a way of life, to the children, especially those of the working class.

For over two centuries, this educative mission and traditions enriched with professional expertise have been transmitted to succeeding generations of Brothers and their pupils. Because of this reason, the Brothers hold as their sacred duty the Ministry of Teaching which is expressed in the maintenance and the promotion of the Catholic School System, through the education of children and youth according to Christian principles. In this context, the Brothers' schools in Thailand embraced the following principles as their educational philosophy.

St. Gabriel's College was founded in 1920 by Reverend Brother Martin de Tours, the then superior of the Brothers of St. Gabriel's in Thailand, and was named after the religious order. In an effort to divert the steadily increasing demand for admission to Assumption College (Bangkok), it was the second school in Thailand to be founded by the Brothers. The land on which it is situated was deeded to the Catholic Mission by the Thai Royal Family.

Now there are 16 institutes of Saint's Gabriel Foundation those are:

- Assumption College (Secondary) Bangkok (AC)
- Saint Gabriel's College, Bangkok (SG)
- Montfort College, (Secondary) Chiangmai (MC)
- Assumption Commercial College, Bangkok
- Assumption College, Sriracha (ACS)
- St. Louis College, Chachoengsao (SL)
- Assumption College, Lampang (ACL)
- Assumption College, Thonburi (ACT)
- Assumption College, Rayong (ACR)
- Assumption College, Ubon (ACU)
- Assumption College, (Primary) Bangkok, (ACP)
- Assumption University, Bangkok (AU)
- Assumption College, Nakhon Rachasima (ACN)
- Montfort College, (Primary) Chiangmai (MC)
- Assumption College, Samutprakarn (ACSR)
- Assumption Technical School, Nakon-Panom (ATSN)



### ***Philosophy***

1. The purpose of man's existence is to know the Truth, to love and to search for it, which is the source of life and all knowledge.
2. The belief that a man justifies himself and his existence by the nobility of his work. This is expressed by the school motto: **LABOR OMNIA VINCIT.**

### ***Objectives***

1. Preparing pupils through the acquisition of knowledge and skills related thereunto, at primary and secondary levels, which will be a good foundation for their future and further quest for more knowledge in the concept of life-long education.
2. Inculcating in the pupils' minds, right attitudes, right precepts of religion and moral principles, which will help guide them in their world of reality, in order that they may be able to make decisions with intelligence and wisdom, and know how to solve conflicts and problems through peaceful means, as responsible members of society and the world at large.

### ***Policies***

To reach the above objectives, the Brothers' schools have the following policies...

1. The development of the whole man the physical intellectual, emotional, mental and moral development.
2. The inculcation of respect for the Three Institutions of the Nation: Religion, Country, and King; and, a democratic way of life.
3. Academic excellence through hard work and practical application, the fluency of languages, the ability to grasp mathematics and science, which will enable pupils to have logical thinking, self-discipline and broadmindedness.
4. The emphasis on the practicing and fostering of Christian values: respect for others as

persons, creativity, solidarity and interiority for the common good of society of which they are members.

### ***Missions***

1. St. Gabriel's college has the following missions to fulfill:
2. To organize effective administrative and internal management systems.
3. To improve the curriculums, the learning and teaching process, extracurricular activities and evaluation, which are in accordance with the changing condition and the needs of society?
4. To provide technology and information needed for proper administration, learning and teaching and extra curricula activities.
5. To upgrade personnel at all levels to have knowledge, efficiency, ethics, virtues and high professional standards.
6. To improve building and surrounding premises, facilities, equipments and various service systems including environmental conditions.
7. To promote and establish good relations between the school and the urban and rural communities.

### ***Goals***

St. Gabriel's college must endeavor to achieve the following six goals.

1. Administering, managing and planning must be systematic and the application must be appropriate and effective, all sectors getting full support to yield the highest productivity.
2. Students who are the products of college will....
  - Be good citizens.
  - Have high knowledge and capacity.

- Have the skill to live in the globalized world.
- Be able to adapt them well in the learning society.
- Be able to use at least two languages for communication.
- Have knowledge and competency to pursue education to highest possible level.

3. The information technology which should be cost effective will be used efficiently which will lead to all round development and highest productivity in administration, teaching and learning and in organizing various activities.

4. The personnel from every level are taken care of and are accepted in general as role models for their professionalism, high qualities and standards and are loved and respected by the students, alumni and society.

5. Classroom, seminar room, gymnasium, surrounding area, atmosphere, and general environment are in ideal conditions for rendering service to students, personnel, and community.

6. Parents, alumni, and the members of community fully cooperate and support various school activities.

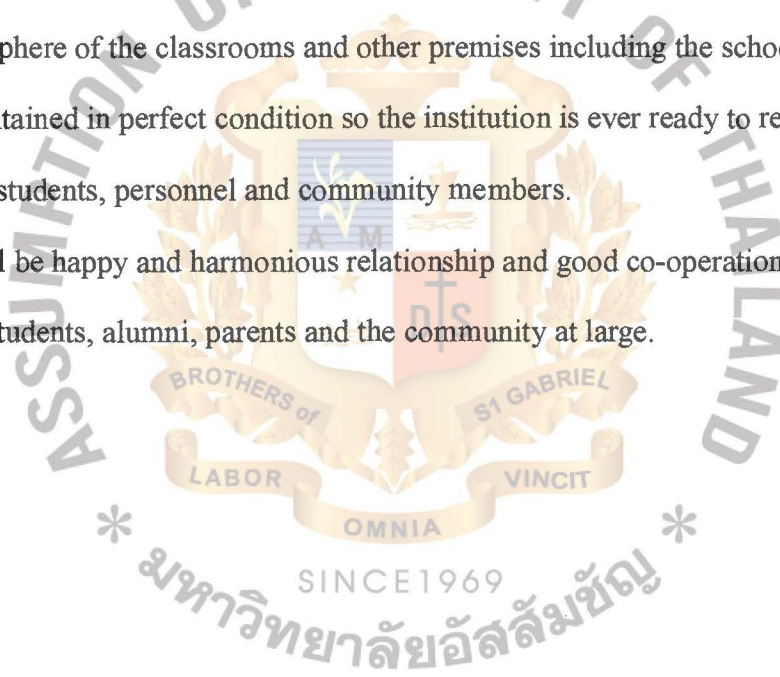
### ***1.2.1 Current Organization Structure***

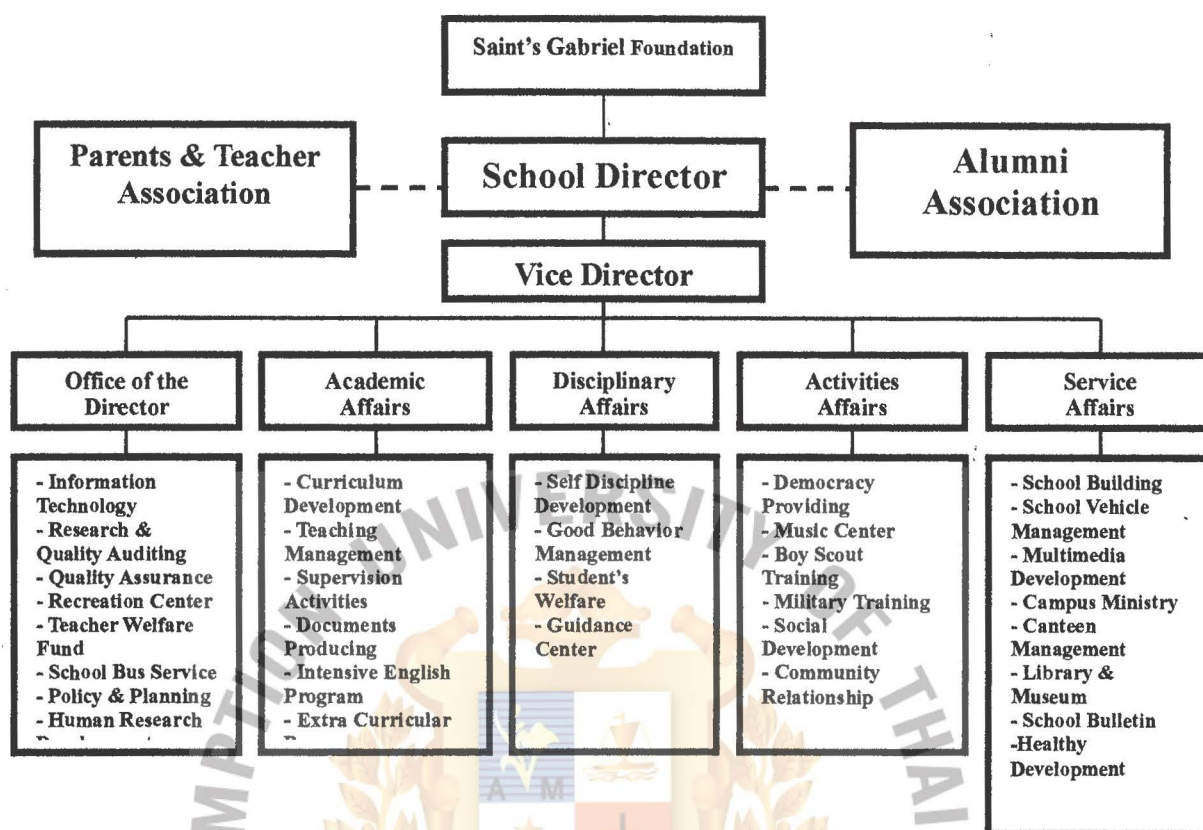
St. Gabriel's College is a primary-secondary school for boys in Bangkok. In the primary shall adopt the following strategies to fulfill its vision and missions of school.

1. The planning and management apparatus will be restructured so as to achieve maximum efficiency and effectiveness. Personnel of all categories and from every department will undergo reorientation and procedures for co-operation and coordination will be fine-tuned to eliminate possible chinks and loopholes.



2. The primary shall strive to ensure that its graduates are good and law abiding citizens possessing valuable knowledge and ability, professional skills to live in the age of globalization, well adapted to the learning society, able to communicate in two languages with potential to pursue academic studies to the highest level.
3. Technology will be fully utilized to augment the effectiveness in administration
4. Teacher and faculty development programs including welfare schemes shall be initiated to improve their aptitude and professionalism with a view to build and polish their image as role models on the campus and in society.
5. The atmosphere of the classrooms and other premises including the school environment shall be maintained in perfect condition so the institution is ever ready to render service and amenities to students, personnel and community members.
6. There shall be happy and harmonious relationship and good co-operation between school authorities, students, alumni, parents and the community at large.





*Figure 1.1: Organization structure of Saint Gabriel's College.*

From the figure 1.1 above, Saint Gabriel's college is controlled by the Saint's Gabriel Foundation which is the highest authority in the sixteen institutes of Saint's Gabriel Foundation. The top management administrators of Saint Gabriel's College consist of the Director, Vice Director, Head of Academic Affairs, Head of Disciplinary Affairs, Head of Activities Affairs, Head of Service Affairs and Head of Office of the Director; where each Vice Director has his own duty to assist the Director in decision making of each function in the college. Accordingly, each Head of affairs also has his own subordinates to handle his duty in the college.

Significantly, situational analysis of the personal factors on the influence on the

3589 e.1

attitude of students toward studying music in Saint Gabriel's College. plays a key role to solve the problems; as a result, the researchers are able to identify and analyze strengths, weakness, opportunity, and threats (SWOT) of the students' music curriculum in order to develop a quality teaching process and increase students' satisfaction.

### ***Current status of SG music department***

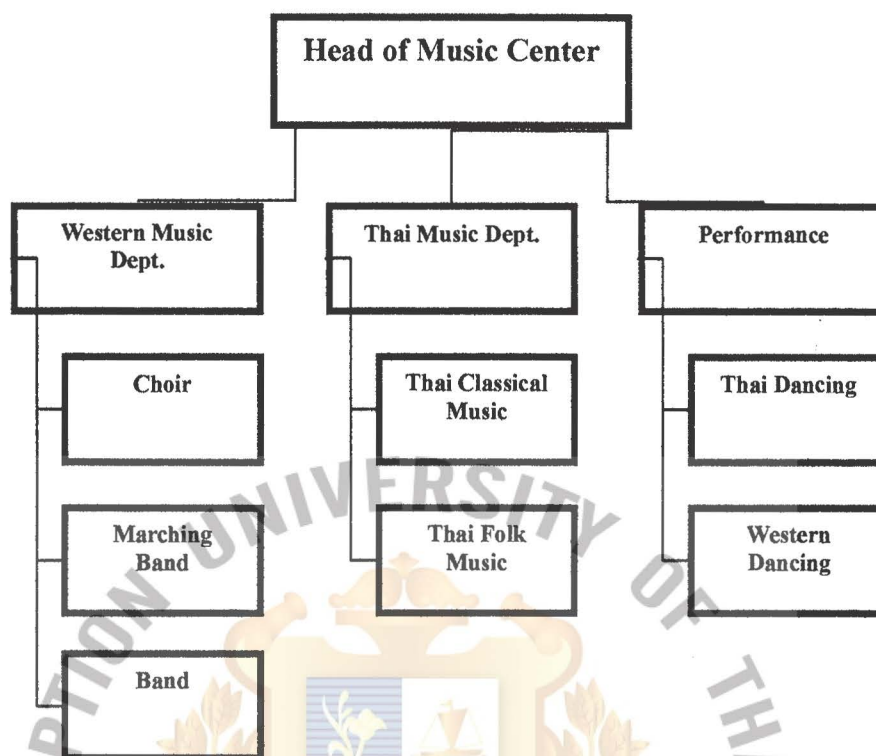
Ten years ago the SG music center were established under vision of Saint Gabriel's college. We would like to develop all activities to support student skills. We divided SG music center into three departments - western music, Thai classical music and Performance. We have fifteen teachers in our music center. Seven teachers are in western music department; five teachers control SG band (Symphonic & Marching band), one teacher controls SG choir and one teacher controls pop band. We often participate in music competition and sometimes get some prizes. We have six teachers in Thai classical music department, two teachers control "Phi-pat" (Thai percussion and wind instruments), two teachers control "Krueng-sai" (Thai string instruments), two teachers control Thai traditional & Thai folk music and two teachers control Performance (Thai & Western dance).

SG band was established in 1970 (Director was Bro.Dr.Prathep M. Komolmas). We would like to improve students' skills and support activities of school including participation in the social community.

SG choir was established in 1997. To improve student's potential, we support school's activities and participate in the choir competition.

SG Thai music ensemble was established in 1977. To follow the school's policies, through this ensemble, we promote Thai identity and Thai culture.





**Figure 1.2:** Organization structure of Saint Gabriel's College Music Center

### **Missions**

1. To promote the music activities
2. To develop the music skills of students and teachers.
3. To promote the aesthetics of music and art.
4. To promote the activities that can increase the Thai conscience.

### **Goals**

1. 80% of all students can be successful in music
2. Teachers can use technology to handle music activities
3. All students can play any musical instruments at least once.

**Table 1.1:** Number of the Students who joined in music center (After school classes) in Academic Year 2008 [Data from SG Music Center]

Elementary	Number of Students	Secondary	Number of Students	total
Choir	8	Choir	14	22
Marching Band	16	Marching Band	19	35
Thai Music	14	Thai Music	16	30
Total	38		49	87
Total number of students = 87				

**Table 1.2:** Data of number of music teachers divide into activities. [Data from SG Music Center]

Elementary	Teachers
Choir	1
Marching Band	5
Band	1
Thai Music	6
Performance	2
Total	15

### 1.2.2 Situation Analysis (SWOT Analysis)

<p><b><u>Strength</u></b></p> <p><b><u>Music Activity</u></b></p> <ul style="list-style-type: none"> <li>- Enough teachers</li> <li>- Enough &amp; Good quality musical instruments</li> <li>- Teachers' experience and knowledge</li> <li>- Good environment for study</li> </ul>	<p><b><u>Weakness</u></b></p> <p><b><u>Music Activity</u></b></p> <ul style="list-style-type: none"> <li>- Not enough area and classroom for student activities.</li> <li>- Lack of technology in the activity.</li> <li>- Students don't want to join in music activities.</li> </ul>
<p><b><u>Opportunities</u></b></p> <p><b><u>Music Activity</u></b></p> <ul style="list-style-type: none"> <li>- Join the competition by their talent.</li> <li>- Strong Alumni association</li> <li>- New teaching Strategy</li> <li>- Improve the students' music activity</li> <li>- Motivate students to join music activity.</li> </ul>	<p><b><u>Threats</u></b></p> <p><b><u>Music Activity</u></b></p> <ul style="list-style-type: none"> <li>- Increasing of private music schools</li> <li>- Parents' negative attitude</li> <li>- Decreasing number of the students who joined music activities.</li> <li>- Lack of Collaboration between music teachers and other teachers</li> </ul>

**Figure 1.3:** SWOT Analysis of music curriculum, music classes and current situation in Saint Gabriel's College

The explanation of SWOT Analysis of administrative service unit of music curriculum, music classes and current situation in Saint Gabriel's College before the survey questionnaires is shown in the figure 1.2 above and details are shown as below:

#### Strengths

Saint Gabriel's College is a good school in Thailand that receives respect from many people in society. The college is administered by catholic monks who work for the Saint Gabriel Foundation of Thailand. All of them use morals and ethics to manage work in the



school. They have wide visions for developing organization by starting with the development of human resources in a school. A majority of teachers and employees study abroad, in order to improve their English abilities, which indicates a consistence of financial stability of Saint Gabriel's College. The music department of Saint Gabriel's College has sixteen teachers, which is enough for instructional use. Each teacher has competency and experience to teach. The resources of education are of high quality, if compared with other schools in Bangkok. For the environment, every classroom has air condition so students can learn comfortably. The music subject has several instruments that students can choose to learn and play. Most students come from families that have financial stability.

### **Weaknesses**

Some one said that big organization came together with big problems. From the current situation, in music subject there is a heavy emphasis on teacher center that means students learn by follow in the teacher's order, Students have to do everything through the teacher's decision such as the song for study, dividing members of the group, and the form of activity. This teaching style affects students to be bored when they study music. In music subject, students have to play with the band and emphasize on collaboration in groups but current teaching styles affect students to have a bad attitude. Therefore, most students want to choose members of groups and a form of the band by themselves but they can't do. They lack collaboration because they are controlled by teacher. Moreover, this teaching style doesn't open the chance for students to think and show their opinion that makes them lack creative thinking. All of problems above mean students cannot became responsible persons.

## Opportunity

Outside the school, there are many opportunities to support instruction in school specific in music subject. Music is a subject that is necessary use the information and education aid to help communication in the classroom because it makes it easy to learn with understanding. Saint Gabriel's College is has a lot of to information and it is easy to find it. Music activity is a one benefit of learning music that is to say the activity that is made by government and private to support study music such as diverse music competitions and informed source about music. Many universities foresee an importance to music subject and support that by opening the faculty of music for teaching specifics about music in many branches such as education music, music performance, and music technology. They support students who want to learn music as an occupation in the future. One thing is important opportunity of school that is students' parents are ready to support their sons in everything that they want.

## Threats

However, Saint Gabriel's College has strength and opportunity more but still there are many competitors in the same way that other school share; therefore, each school has strength of themselves students can have the right to choose the school that they want to study by themselves. Some information in current society aren't appropriate for students, now is the information age and is age of communication so, freedom of communication sometimes brings bad information or wrong example which might be dangerous for students. Last thing is threats from outside that is the temptation place, near the school there are many temptation places which is easy to tempt the students because they just want a benefit from

students but they do not consider the righteousness.

## **1.2 Research Objectives**

1. To describe and analyze the current status of student enrollment in music department in Saint Gabriel's College.
2. To identify, propose, and implement appropriate ODI's to understand and improve on student enrollment in music department in Saint Gabriel's College.
3. To determine the impact of ODI on student enrollment in music department in Saint Gabriel's College.

## **1.3 Statement of the Problem**

The main purpose of the study is the student enrollment in music department in Saint Gabriel's College.

## **1.4 Research Questions**

1. What are the current statuses of student enrollment in music department in Saint Gabriel's College?
2. What are the appropriate Organization Development Interventions (ODI's) for operation in student enrollment in music department in Saint Gabriel's College?
3. What are the impacts of ODI on student enrollment in music department in Saint Gabriel's College?



### 1.5 Research Hypotheses

**Ho 1:** There is no impact of ODI on student enrollment in music department in Saint Gabriel's College.

**Ha 1:** There is impact of ODI on student enrollment in music department in Saint Gabriel's College.

### 1.6 Scope and Limitations of the Study

The scope of this research is on the impact of Organization development intervention on the student enrollment in music department in Saint Gabriel's College.

This study used students who are the members in the school band and others music activity in Saint Gabriel's College. In this study the organization development intervention plan will not be implemented due to the limitation that the researcher mentioned in chapter one but it will be a future plan for Saint Gabriel's College. The organization intervention development plan regarding to the recommendation of the researcher will be a useful guideline for the school to follow in order to implement the intervention plan.

### 1.7 Significance of the Study

The significance of this study is to increase the students' music activity and the recruitment in school band in Saint Gabriel's College in order to improve these areas to be more effective and productive to the school and students.

*For Organization level*, this research is the most useful for organization by providing information about student enrollment in music department. The recommendations from the study will address the issues on students' music activity and the recruitment. The research

could lead to continuous development, create work flow within organization and increase employee capability for the whole unit.

*For Management level*, the director would be able to understand the varieties of student enrollment in music department that can enhance the school job performance in the long run. Furthermore, this research could support the management that can lead employees in order to work together in the better way and they will gain more knowledge for employees' job performance, motivation and work process.

*Employees* will be self-disciplined when the information is given as a feedback. They would understand better their job performance. These will help them to explore capacity hidden inside them. They would be demanded by the organization and enhance their future success.

*Other schools* can use this case as a case study to improve student enrollment in music department in Saint Gabriel's College. Other schools would understand the organization. Not only to survive in the school, but also expand their school in the education which needs cooperation among people within the organization.

*For the researcher*, this study would help the researcher to understand more about organization in general and on the student enrollment in music department in Saint Gabriel's College. Moreover, this research will be the background for the researcher to study more in other area.

### 1.8 Definition of terms

**School Band** means the practice process and playing music instruments both sitting and marching, Choir and Thai classical music band in Saint Gabriel's College Bangkok. The musical instruments are Brass Instruments, Woodwind Instruments, Percussion Instruments and Thai traditional musical instruments.

**Students** means the participants who study in Saint Gabriel's College Bangkok. From Primary 4 to Secondary 3

**Teacher** means the persons who take care of children at school and teach students about knowledge, the one who allows them to attend music activity. It may be teachers or staff of music department in Saint Gabriel's College.

**Music Activity** means the condition or situation of being active or moving about music. The activities in Saint Gabriel's College are Choir, Military band and Thai classical music band.

**Band Recruitment** means the activity of finding students to fill vacancies or enrolling new members. Band recruitment is composed of several stages: verifying that a vacancy exists, drawing up a job specification, finding candidates, and selecting them.



## CHAPTER TWO

### Review of Related Literature and Conceptual Frameworks

This chapter presents the review of theories, models and literature that are related to the research topic of “The Impact of Organization Development Intervention on student enrollment in music department in Saint Gabriel’s College.” Reviewed literature and studies were obtained from various sources such as books, journals, and electronic database in order to illustrate the views and perspectives of current organization development practice in developing curriculum development process in the university. The literature review has a primary focus on student enrollment in music department in Saint Gabriel’s College provided by the Saint Gabriel’s College Music Center for Academic Affairs and Activity Affairs. The topics of literature reviewed include issues related to student enrollment in music department in Saint Gabriel’s College. All literature reviews convey to the formation of independent and dependent variables of research framework, conceptual framework and action research that can be helpful to develop and improve the student enrollment in music department in Saint Gabriel’s College for Educational Quality in terms of process quality and satisfaction.

#### 2.1 Organization

"A group of persons with a common objective" (Neoclassical)

"A structured process in which individuals interact for objectives" (Hicks, Management of Organizations, p.23)

"A structure of relationships, power, objectives, roles, activities, communications and other factors that exist when persons work together" (Classical amalgamism)

"A dynamic social system of cooperative interactions with the purpose of satisfying individual needs" (Chaster Barnard, 1938; = transition between neoclassical and modern;

accommodating formal and informal aspects of organizations)

"A set of social relations deliberately created, with the explicit intention of continuously accomplishing some specific goals or purposes" (Stinchcombe, in J. March, ed., Handbook of Organizations, 1964, p.142.)

"A system of structural interpersonal relations ... (within which) ... individuals are differentiated in terms of authority, status, and role with the result that personal interaction is prescribed... Anticipated reactions tend to occur, while ambiguity and spontaneity are decreased" (R. V. Presthus)

"A system consisting generally of inputs, process, outputs, feedback, and environment" (Norbert Wiener's cybernetic interpretation of organization)

"A set of interlocked activities under unified control" (Pfeffer & Salancik)

"Every organized human activity -- from the making of pots to the placing of a man on the moon -- gives rise to two fundamental and opposing requirements: The division of labor into various tasks to be performed, and the coordination of these tasks to accomplish the activity" (Mintzberg, 1983)

"The most effective organizations achieve a degree of differentiation and integration in organizational boundary-spanning functions which is compatible with environmental demands" (Lawrence & Lorsch, 1967)

"Formal organization: "The goals to be achieved, the rules the members of the organization are expected to follow, and the status structure that defines the relations between them have not been spontaneously emerged in the course of social interaction but have been consciously designed a priori to anticipate and guide interaction and activities" (Blau & Scott, Formal Organization, 1962, p.5)

"One characteristic which distinguishes organizations from other collections of people is a commitment to achieving members' goals by means of an explicit and stable structure of task allocations, roles, and responsibilities. Mobs and informal groups are not organizations. Social and service clubs, like Rotary and Kiwanis, are organizations only part of the time. However, as long as one is concerned with organizational behavior and not with social behavior in general, one should emphasize the modes of behavior in which organizations specialize" (W.H. Starbuck, 1965)

"Different types of organizational structure are suitable for particular environmental conditions. An organization with well-defined tasks and a rigidly hierarchical system of decision-taking is argued to be appropriate for stable environmental conditions. Where the environment is changing, an organic form of organizational structure is deemed more appropriate, in which tasks are flexibly defined and participants cooperate on the basis of expertise and not on hierarchical positions" (contingency view; Burns and Stalker, 1961)

## **2.2 Organization Development (OD)**

"Organization Development is an effort planned, organization-wide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organization's 'processes,' using behavioral-science knowledge." (Beckhard,

"Organization development: Strategies and Models", Reading, MA: Addison-(Wesley, 1969, p. 9.)

"Organization development is a long-term effort, led and supported by top management, to improve an organization's visiting, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organization culture-with special emphasis on the culture of intact work teams and other team configurations-



utilizing the consultant-facilitator role and the theory and technology of applied behavioral science, including action research". (French, and Bell, 1995).

"Organization Development is the attempt to influence the members of an organization to expand their candidness with each other about their views of the organization and their experience in it, and to take greater responsibility for their own actions as organization members. The assumption behind OD is that when people pursue both of these objectives simultaneously, they are likely to discover new ways of working together that they experience as more effective for achieving their own and their shared (organizational) goals. And then when this does not happen, such activity helps them to understand why and to make meaningful choices about what to do in light of this understanding." (Neilsen, "Becoming an OD Practitioner", Englewood Cliffs, CA: Prentice-Hall, 1984, pp. 2-3).

"Organization development is a system-wide application of behavioral science knowledge to the planned development and reinforcement of organizational strategies, structures, and processes for improving an organization's effectiveness." Cummings and Worley, "Organization Development and Change", Sixth (Edition, South-Western Publishing, 1997, p.2).

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### **2.3 Student activity**

Pinyo Sathorn(1976: 208) said that student activity means activities or elective courses which give education to students after class. Whether, quantity and quality of student activity will happen or not depends on each school and students ability.

Akachai Keesukapan (1983: 204) said that the activities which are set and preceded by student willingness is not related with learning and teaching process in class. The student activity organization hand book of Department of Educational Technique, Ministry of Education (1984: 15) and the elementary and secondary student activity organization handbook 1977 3rd edition 1983 mentioned the meaning of student activity that the activity which enhances the experiences of students. To make students learn widely beside the curriculum. To respond students interesting and develop personality trait to be consistent with democratic regime.

### **2.4 Music activity**

Frank Battisti, from the New England Conservatory, stated during a conducting course at the University of Alberta in 1999, that there are two types of band programs. According to Battisti, the first type of band program is one that focuses on music. This type of program

needs great teachers and has nearly all the students in the school participating because of the love for music. The second type of band program is one that is a great activity for students. The focus of this type of program often centers on band trips and music festivals. Fund-raising and other activities are often the focus over making music. Battisti believes only the first type of band program is acceptable.

Margaret Anderson (1996) believed that student achievement in music is related to motivation. She explained that the ideal balance of intrinsic and extrinsic motivation will give students personal success in studying music. Anderson introduced this idea by clarifying that the premise of her study was that "...motivation is not innate, rather it is a learned experience"(p. 29).

Anderson explored the definitions and types of motivation relevant to her study. She explored intrinsic motivation, extrinsic motivation, and fear motivation while reflecting that our goal as educators is to promote life-long learning. "Ultimately it is the individual student who is responsible for making choices about their [sic] actions..."; therefore it is necessary for educators "...to motivate [students] to seek excellence in the development of their musical talents and skills"(Anderson, 1996, p.29).

Human laziness is the biggest obstacle to overcome in terms of motivation, according to Anderson. She believed: "We, by and large, look for the easy way out....We find it more natural to choose tension relieving over goal-achieving"(p.29). This idea supports her later observation that teachers find it necessary to put emphasis on student effort. Students are more concerned with putting effort into maintaining their sense of self- worth. Anderson reported that Covington (1983) discovered that as children become older, they begin to think that success is a reflection of ability, while younger children attribute success to effort.



In her study, Anderson suggested that there are two basic groups of music students: the Superstars and the Dropouts. The Dropouts put in great effort and fail. The sense of failure might be imagined or actual. Over time, the students developed a great sense of shame; therefore, the students wanted to discontinue the shameful experience. Superstars seemed to know that failure was normal and that time and effort would get them positive results. Students from both groups attributed ability, task difficulty, luck and effort as causes for success or failure. Students viewed ability and effort as internal causes of success, and luck and task difficulty as external causes of success. When students saw internal factors contributing to failure, their sense of self-worth was shaken.

According to Anderson, 1996, the key for success with all students is appropriate teacher praise. Anderson felt that the teacher's role was to promote music achievement, effort, and perseverance to help develop habits for success that would make them life-long learners. However, without intrinsic motivation to bridge successes, students were likely to quit band upon experiencing failure. This comment from Anderson suggested that her educational paradigm is one of value-center education. Anderson stated that a goal of band programs was to produce life-long learners; yet, there was no mention thus far of curricular goals and objectives. Was the goal of Anderson and her band programs to produce self-motivated life-long learners, and if so, did that concept fit within state curricula or within her own?

The verity of Anderson's study lends her comments of academic weight. Her observations and conclusions were consistent with accepted knowledge of the field. However, there was no mention of the structure of those successful band programs that have high student retention. Anderson did not address the issue that the structure of band programs

may have an effect on the students' desire to continue in band. Anderson used extensive sources within her study, and her work was professionally relevant and clearly written. I would share it with colleagues as a useful study – not a rigorous one.

Barry Corenblum and Eric Marshall's study (1998) "The Band Played On: Predicting Students' Intentions to Continue Studying Music", was an up-to-date, relevant study. Their starting point was past research that indicated socioeconomic level and academic competency as predictors of musical aptitude and achievement. They looked at the possibility that other factors may contribute to student performance in band such as current grades, extracurricular musical activities, teacher evaluation, and attitudes of parents. Corenblum and Marshall hypothesized that if educators knew factors that contributed to student retention, educators might be able to adapt teaching strategies and resources, and to develop intervention strategies for students who are likely to drop out. This hypothesis was a logical one, but it lacked depth. Corenblum and Marshall do not include the curricula of the band and music program as a possible factor in student success and retention. I find Corenblum and Marshall's theory to be shortsighted, and hierarchical.

Corenblum and Marshall found that the main reason socioeconomic level affects students' involvement with band was because there was more money in the home to spend on musical activities outside of the school such as: private instrumental and piano lessons, regular attendance at concerts and other musical events, listening to recordings in the home, etc. They also found that students participated and did well in activities judged to be valued, self-enhancing, or rewarding. Corenblum and Marshall found that parental support was a major factor in shaping students' attitudes. However, the integrity of that conclusion was somewhat weakened because the researchers did not separate the influence of parents'

attitudes over their children from socioeconomic influence. Student attitudes toward music were the highest from students who participated in extra- curricular musical activities that their parents supported. Teacher attitude was also found to be a predictor of students' intentions to continue in band. If students saw that any teacher in the school, not just the band teacher, had slightly negative thoughts about the band program, the students' perceptions of and participation in the band program were affected. Student perception of administrative support from the Principal and Vice- Principal also weighed heavily on students' intentions to continue in band.

Corenblum and Marshall, 1998, randomly selected two hundred and fifty-three grade nine students from Winnipeg because the largest decrease in band enrollment occurred when students first entered high school. The students were from a culturally diverse community with great variances in socioeconomic levels. The researchers used a questionnaire that was short enough to complete within one class period.

The researchers found that "...the more positively teachers rated [graded] band students, the more likely students were to say that they would take band next year"(Corenblum & Marshall, 1998, p.5). Corenblum and Marshall summarized that "perceived parental support, teacher evaluations, and outside musical interests were better predictors than were student attitudes"(p.6). The more students perceived their parents as supporters of the band program, the less likely the students were to quit band. The researchers did not find any correlation with culture and dropout rates.

Unfortunately, Corenblum and Marshal did not look through the band room doors to get a sense of what happens inside. Is there a provincial band curriculum? What is the focus of the curriculum? Does it allow for ease of curricular alignment and articulation? Does the



curriculum encourage students to perceive a difference between elementary/middle years curriculum with that of the high school curriculum?

Corenblum and Marshall's research methods appear to have been crafted very well. I was surprised with their finding that high teacher-assigned grades were retention factors, because other common educational literature not specific to music education indicated that if high grades were assigned without merit and accountability, the integrity and educational importance were diminished thereby encouraging a sense of apathy and a loss of interest which translated into higher student drop-out frequency.

Legette's study (1998), "Causal Attributions of Music Majors and Nonmusic Majors Regarding Success and Failure in Music: A Study of Motivation and Achievement", gave a different perspective on students' attitudes toward participation in music. Legette tried to examine the difference in student motivation between music majors and non-music majors. He believed that the difference in student motivation occurred in all levels of education. Classes, whether made up of students in kindergarten or in grade twelve, always had students whose goal was to do the best they could, and students who were happy with less than their best.

For his study, Legette used 105 undergraduate students. Forty-three were music majors and sixty-two were non-music majors. All of the students were enrolled in a beginning guitar course. He administered the Music Attribution Orientation Scale (MAOS) to find out how important students thought effort, background, classroom environment, musical ability and affect for music were in terms of their personal musical success based on a scale of one to five.

Both the non-music major students and the music major students perceived effort,

affect for music, and musical ability as being the leading causes contributing to their successes or failures in music. Legette conceded that there might be a combination of any number of forces at work at one time influencing student achievements. He suggested, “once these forces are known, music teachers may be able to structure their lessons accordingly”(p.5). Legette’s suggestion reinforced Corenblum and Marshall’s idea that teachers may be able to increase student retention by adapting the resources used and the teaching strategies employed.

We must consider, according to Legette, the Attribution Theory when exploring student success in music education. One of the tenets of the Attribution Theory that had struck a chord with Legette is

...that motivation and achievement are influenced by individual beliefs about the causes of their success or failure at given tasks. The four attributions commonly associated with this theory are ability, effort, task difficulty, and luck. The attributions of ability and effort are classified as internal and are assumed to originate from the student, while task difficulty and luck are considered to be external because they are perceived to be events happening outside of the individual’s control. (p.2)

In the classroom, students who mastered their goals were said to have had a strong belief that success follows one’s efforts. In turn, students who perceived an emphasis on performance goals tended to focus more on ability; therefore, those students attributed failure

to a lack of ability. Legette's findings ring true with those of Anderson, Corenblum, and Marshall.

After reading Legette's study, I still did not have enough information to answer all of my questions. His study was based on a beginning-level guitar course offered to undergraduate students. The university in which the study took place put music and non-music students together in that course. Legette did not indicate if there were reasons why the class was structured in this way. Did the university want to include the element of peer teaching? Were there insufficient numbers of students to warrant two classes that could be geared toward the students' abilities? Why were there not any allowances in the curriculum of the course for the fact that some students may be professional musicians, and others may be totally inexperienced?

A study by Chandler et al., (1988) as noted by Legette, cited: "Findings ... showed that if students see themselves as musically successful, they will be encouraged to challenge more and attribute success to internal factors such as effort and musical ability" (p. 3). In failure situations, Legette reiterated that causes were attributed to external reasons like task difficulty, luck, and current level of performance. Legette also cited the same results as Anderson: as the student gets older, perceptions of how to achieve success change from amount of effort to amount of ability. Should the university have written a curriculum for the beginning-level guitar course that would have allowed for two 'streams' of activities? Perhaps, the advanced music students could have been given assignments and instruction that would have challenged them at a more advanced level than the non-music students.

Most of the comments made by the researchers so far indicate that they see the educational system as a functioning hierarchy. The implication is that the band program, its



structure, and its educational goals are without flaw; therefore, the student cannot assign blame on the program, or the instructor. Finally, the idea was articulated that not only is the student responsible for his or her own success, but the teacher is as well. Legette realized there was a need for re-examination of current educational practices. Changes in lesson styles and structures, as well as in curriculum development, are needed.

The results of Legette's, 1998, study became intriguing when he compared music majors to non-music majors. Legette found that the music majors put more emphasis on effort, musical ability, and affect for music, compared to the non-music majors. The students rated each question on a one-to-five scale with five being the most important. Interestingly, the researcher found that the non-music majors outperformed the music majors. This was surprising since success is often attributed to effort and ability. Legette suggested that perhaps the non-music majors felt intimidated to study with music majors, and worked harder to compensate for the perceived limitation. In addition, Legette thought the music majors could see the course as one where the level of competition would not be there. If there was no pressure for the students to be tenacious, and since the music majors attributed their success to effort and ability, perhaps there was an overall sense that less effort was required. Furthermore, there was no mention of pre-requisites for the course. One can logically assume that each student had to have a working understanding of the mechanics of music, or the class would have been a beginning theory course with some guitar. This scenario would obviously not be a suitable course for students who are musicians with an understanding of basic theory. Therefore, one could assume that the course had non-music majors who were accomplished musicians as well, but were studying a different discipline than music.

This article when applied to my band posed questions on a different level than the other

literature. If Legette's hypothesis regarding the reasons why music majors did not put a great deal of effort into the guitar course were true, then perhaps those same examples could be extrapolated to answer the question of why students remain in band.

Conceivably, some senior band students who are strong musicians and high academic achievers see band class as an opportunity to earn required credit, have fun, and get high grades without doing any 'real work'. Those academically orientated students who push the musical limits of the band may also find the band class to be a refreshing break. As a student, I did homework and studied in all of my subjects except for band, piano, and choir. I could always play or sing my part without much practicing. My experiences in music were of low stress and high reward.

J. David Boyle, Nicholas J. DeCarbo, and Douglas M. Jordan (1995) looked at the problem of band dropouts from the perspective of the teacher. The authors studied band teachers' opinions of the reasons students quit band. They found that "...student 'lack of commitment to work' was the most highly rated reason for student dropout"(p. 1). As well, the authors found loss of interest, scheduling conflicts, lack of parental support, and conflicts with sports to be amongst the highest rated reasons for student drop-out. Scheduling conflicts was the only element of program structure explored. No effort was made to compare the program structure of successful programs with that of struggling programs. Cultural and economic issues were not explored either: a look beyond the surface issues was necessary to see how the mechanics of day-to-day teaching in each band program affected student performances and intentions.

Boyle et al., theorized that a large number of dropouts may have been students who began band in early grades. They felt that if band programs were offered for the first time in

grade seven, the students who elected to participate would make a strong commitment to the program, and likely remain participants until high school graduation. I was pleased that the authors produced research to refute this hypothesis. Boyle et al., cited a study by Hartley (1991) that indicated "...the grade at which an individual begins instrumental instruction has no effect on enrollment and retention in seventh-grade students"(p. 3). I thought more literature to support or refute this hypothesis should have been presented. Rather, Boyle et al., produced a focus statement reminding the reader that the purpose of their study was to examine band teachers' views regarding reasons for students dropping out of band. I need only to reflect briefly on the achievements of my grades four, five and six students to believe we would be doing a great disservice to our students by starting band as late as grade seven. In fact, Frank Battisti believes that as soon as students are physically able to operate their band instrument, they should begin band.

The grade level at which students have the opportunity to study an instrument for the first time is important because most music students drop out during their middle years, when musical skill development is at its greatest. The conclusion drawn from observing middle-years dropouts in this Florida study was the same as that of the Canadian study completed in Winnipeg by Corenblum and Marshall.

Boyle, DeCarbo and Jordan (1995) reported that Solly (1986) surveyed 225 students who dropped out of their band program. One hundred sixty- four students responded to the survey. The researchers selected another group of 164 students who were continuing in the band program to use as their comparison group.

Results indicated that 73% of the dropout students and 70% of the continuing students were never contacted or encouraged by the high school teacher to continue in the program. Within the dropout group, 55% reported



that they lost interest. Because this study requested data from students over a variety of grade levels (4- 12), it was observed that 12% of the students dropped out after being in the program for at least six years. Junior high school parents and teachers indicated that transportation to and from after school rehearsals was a factor in determining participation in the instrumental program.(p.3)

According to Frank Battisti, the students' loss of interest is easily explained if we look at his paradigm of the different types of band programs. A student may have loved being a member of a band that had great activities and functioned as a club. Over time, however, the same experiences may become routine and unexciting. Possibly the student was involved in another activity that was providing exciting and new experiences, just as the student used to enjoy experiences in the band program. If the band program's focus is the music, the student will always find band exciting.

Boyle et al., reported nineteen reasons, in five broad areas, why students quit band. Also reported were the five top reasons band teachers gave for students quitting their band programs. The students indicated that the areas, in order of frequency, were: "... (a) it's too time-consuming, (b) conflicts with participation in sports, (c) conflicts with other school activities, and (d) fear of failure" (p. 3). The top four reasons band teachers reported for student dropouts were: "... (a) lack of parental support, (b) class schedule conflicts, (c) conflicts with participation in sports, and (d) conflicts with other school activities" (p. 3). With the exception of lack of parental support, all of the problems indicated by the band teacher are school problems that are the responsibility of administrators to remedy.

The three authors cited only one reason why students quit band that could be related to

an instructional issue: Fear of failure. This student-made comment reflected an in-class concern. What type of student motivation is used in class? What type of environment has been created in a band class where students want to quit before making a mistake? The teachers studied did not mention any in-class issues as possible areas of concern.

Boyle, DeCarbo and Jordan summarized their research findings as: loss of interest; scheduling conflicts; and lack of parental support as the three most important reasons students quit band. They also noted that all of the previous research indicated the same results. However, Boyle et al., found a new category that had not emerged in previous research. The lack of commitment to work had not been discussed previously. This study was unclear about the effect each variable has on the other. For example, does lack of commitment to work result from loss of interest? Does loss of interest stem from poor curriculum implementation, or poor curriculum? Does lack of parental support lead to a lack of commitment to work?

Boyle et al., suggested that "...better [curricular] articulation between middle/junior and senior high school programs could alleviate some of the dropout problem"(p. 5). This curricular suggestion is quite logical. There is a need to recognize the importance of curricular alignment as well, if our goals are to promote student retention and life-long learning.

Therefore, the challenge is to try to establish an instructional level that is not overwhelming for some, and not too elementary for others. More discussion from Boyle et al., in this area would have helped shape a more complete picture of some of the struggles and challenges students may go through which could influence their decision to drop out of music programs.

The three researchers reported that the top concern band teachers had was of the “...lack of support from schedule makers...”(p. 6). This idea is married to the comment that, according to band teachers, with the exception of lack of parental support, school administrators cause the most problems for band programs.

This study was consistent in its findings with the other literature in this review and with the past research included for reflection by Boyle et al. It is very important to look at the school’s administration in terms of helping or hindering a program and not putting all of the factors for student drop-out within the parameters of teacher and student. The study was quite interesting for the high school level, but did not present a complete picture of the band experience. I found myself asking about the elementary and junior high school situations. The authors did an effective job of tying in their research with research completed in the past, in a clear and reader-friendly manner through the use of headings and sub-headings.

Roy M. Legette’s second article in this review is “Causal Beliefs of Public School Students about Success and Failure in Music.” It is a recent (1998) look at motivating students toward greater musical achievement. Legette delved into the background of the Attribution Theory citing ability, effort, task difficulty and luck as four attributions commonly associated with this theory.

Legette’s article was the only study which reported that gender played a part in the motivation and effort of students. He reported that young students in third and fourth grade think that girls put more importance on effort as a causal attribution than boys do at the same age. However, Legette failed to reproduce the same gender information for the junior high and high school age students. Legette’s observation was not as complete as Anderson’s simplistic findings that young students attribute success with effort and that older students



attribute success with ability. However, neither researcher explored gender and students' internalization of achievement in discovering the relationship gender plays at various ages.

Legette's investigation looked at school level, as opposed to grade level, to examine why students quit band. He used a much larger sample size of 1,114 elementary, middle, and high school students in two adjacent city and county school systems in Georgia. The Music Attribution Orientation Scale (MAOS) was administered during their weekly music lessons. The results were presented in graph form. The mean and standard deviation for comparisons of causal attribution by gender were given. Effort ranked the highest, as it did in previous research.

Legette found a slight difference between the results of city and county schools. County schools listed class environment and musical ability higher than effort, while city schools listed effort and musical ability higher than the other three criteria. Interestingly, not only were ability and effort the leading attributions cited, but also they tended to increase as the school level increased. Younger students tended to use more effort-related attributions, and shifted to ability-related attributions, as they grew older. This finding concurred with much of the previous research, but there needed to be more work done to verify that students' interpretations of reasons for success are true. Does ability really play a more important role in achievement than does effort in older students? When does effort dissipate and ability take over? Perhaps failure is the impetus to change to effort from natural ability, as the key to achievement.

Legette's article made some interesting observations between city and county schools and school level. It was not written with a specific band audience in mind, but with intent to cover all music participation.

The literature did not give examples of elementary, junior, and high school band programs where student motivation was not a major concern. A future research project might be to explore programs that staff, parents, and students deem as successful, and try to find out why. How are 'successful' programs structured? What are the mechanics of those programs (i.e. scheduling and time-tabling, teacher-student contact, etc.)? What are students' perceptions of their own successes? How do the factors of ability and effort change or remain the same in programs where the vast majority of the school population participates in the music program?

According to Maslow's hierarchy of needs, finding personal fulfillment, realizing one's potential, and finding beauty are at the top of the hierarchy. Making music is about all of those things. I believe band programs offer students who are disadvantaged, and do not have all of their needs met outside of school, an opportunity to experience an environment where they can feel safe – where making mistakes is expected. Being a band member may be the only time some students feel like a member – like they belong. Music can offer each student an opportunity to achieve, to become competent, to learn of and about music, to make something beautiful and priceless, and to realize their potential.

To what extent is the success of the program determined through the abilities of the teacher to choose good quality repertoire, if the music is the main element of any curriculum in a music program? The teacher's role is to interpret the curriculum [music/score] and relay the information with hope of a learning transfer taking place through the use of verbal and non-verbal cues [conducting]. To what extent are programs limited by the conducting abilities of their teacher? Can poor conductors have truly well- rounded, successful band and music programs?

Band programs are carefully orchestrated machines that hold students, staff, and parents in a delicate balance. As Hancock (1996) reports in Smithrim & Upitis (1996):

“If more administrators were tuned into brain research, scientists argue... music and gym would be daily requirements”(p. 58).

The literature I reviewed has left me with insight as to why students may quit band when they may not be able to articulate their reasons. It affirmed the role of parental and administrative support that I have believed is vital to a band program's success. I am content with the research presented, but am left wondering: How are successful programs structured? How are they run? What are the qualities that foster inclusion and risk-taking among all students?





## 2.5 Conceptual and Research Frameworks

Pre ODI	ODI	Post ODI
<p><b>Music Activity &amp; Band Enrollment</b></p> <ul style="list-style-type: none"> <li>➤ Lack of technology information</li> <li>➤ Lack of maintenance in the musical Instruments</li> <li>➤ Not interesting activity</li> <li>➤ No various activity</li> <li>➤ Not enough area and classroom for student's activities.</li> <li>➤ Lack of relationship with friend</li> <li>➤ Lack of creative thinking</li> <li>➤ Lack of communication in teacher working</li> <li>➤ Overlap working &amp; Repeating activities in teacher</li> <li>➤ Lack of parental supporting</li> <li>➤ Lack of information</li> <li>➤ No various Recruitment</li> </ul>	<p><b>Music Activity &amp; Band Enrollment</b></p> <ul style="list-style-type: none"> <li>➤ Motivate student to join in music activity</li> <li>➤ Create an classroom atmosphere that emphasizes learning</li> <li>➤ Add more activities in class</li> <li>➤ Teacher create the new education aid that useful in class</li> <li>➤ Design and implement technology-supported activities.</li> <li>➤ Seek opportunities to collaborate with other student by using activity</li> <li>➤ Add more activities in class</li> <li>➤ Teacher create the new education aid that useful in activity</li> <li>➤ Study in the student learning style</li> <li>➤ Make the creative thinking of students and improve learning style</li> <li>➤ Create the new recruitment program</li> <li>➤ Set up the discussion between music teacher</li> <li>➤ Put a show</li> <li>➤ Seek opportunities to talk to students' parents</li> </ul>	<p><b>Music Activity &amp; Band Enrollment</b></p> <ul style="list-style-type: none"> <li>➤ Teacher will create the new education aid that useful in class &amp; activity</li> <li>➤ Teacher will create the new activity that useful in class</li> <li>➤ Teacher will create the new recruitment that useful in music activity</li> <li>➤ The numbers of the students who join into music activities will increase.</li> <li>➤ Students like to learn and play music</li> <li>➤ Improve their music skills.</li> <li>➤ Student have more confident to learning and playing music</li> <li>➤ More interested in music.</li> <li>➤ Increase more effectiveness and efficiency in working of the music teacher.</li> <li>➤ Have a various recruitment to use with each music activity</li> </ul>

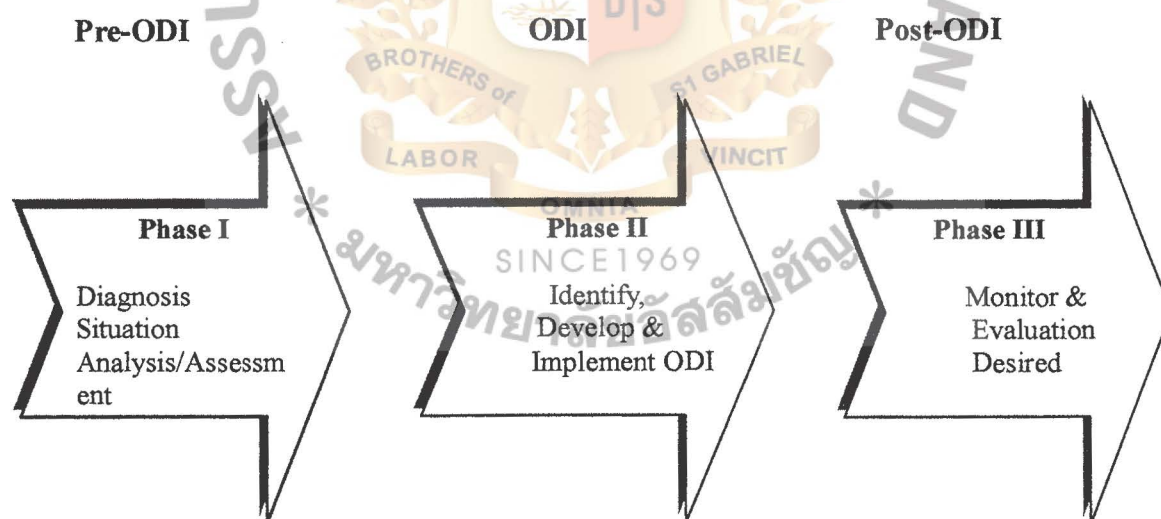
## CHAPTER THREE

### Research Methodology

This chapter presents the research methodology which explains the process of conducting research in terms of research design, respondents, research instruments, data collection technique, and data analysis.

#### 3.1 Research Design

This research studied the impact of Organization development intervention on student enrollment in music department in Saint Gabriel's College. The researcher used the action research model to diagnose and analyze the problems of process for student music activity and school band; to identify and develop organization development intervention (ODI) and evaluate its impact in the post ODI. Therefore, this framework of research design consists of Pre-ODI, ODI activities and Post-ODI as in the figure below:



**Figure 3.1** Organization Development Interventions

### **Phase I: Diagnosis Situation Analysis/Assessment**

This research studied, diagnosed, and analyzed the current status of the student enrollment in music department in Saint Gabriel's College by data gathering and data analyzing according to the following steps.

1. The first step began with studying the historical data of Self Assessment Report in academic year 2008 of the Saint Gabriel's College Music Center focusing on results of survey questionnaires of students' music activities' satisfaction. The Self Assessment Report questionnaires were submitted to the music teacher who was involved in the student music activity in Saint Gabriel's College in academic year 2008. This study aimed to analyze the problem of recruitment, performance management and talent development process in Saint Gabriel's College, and then conducted a SWOT analysis of music classes and music activities provided by Saint Gabriel's College Music Center.

2. Defined a target group of students who were involved in student enrollment in music department in Saint Gabriel's College in Saint Gabriel's College in this research as follows:

- Set up and planned for the number of students who would need to join music activity in each academic year.
- Identified and separated group of recruitment in terms of new activity and new recruitment.
- Arranged the groups of music activity and the recruitment according to the timeframe of the schools' new semester in November 2009.

3. Developed pre-test questionnaires.

4. Distributed questionnaires for pre-test to the pilot group and observed the results of



the correction of student enrollment in music department in Saint Gabriel's College. The questionnaires were set up and checked for the validity and reliability.

5. Finalized the questionnaires.

6. Requested for the permission from the Director to allow the researcher to distribute the questionnaires for studying students' music activity and student enrollment in music department in Saint Gabriel's College as a case study of this dissertation.

7. Distributed the questionnaires to all music class in the school with primary focus on the students who needed to join music activities.

8. Assessed the results of the questionnaires of student enrollment in music department in Saint Gabriel's College for developing the new recruitment in the school band and student music activity in Saint Gabriel's College.

9. Conducted informal interviews with the respondents for analyzing the problems of student enrollment in music department in Saint Gabriel's College and developing the new students' music activity and new recruitment procedure for school band in Saint Gabriel's College.

#### **Pre ODI objectives:**

To diagnose the current status of school band and choir in Saint Gabriel's College including the mindset in terms of disposition and perception of the respondents to the brain map of respondents for preparing the change in recruitment and to create new activity to the respondents such as orientation and/or training.

- To study the variables (dependent and independent) of the student enrollment in music department in Saint Gabriel's College.

## **Phase II: Identify, Develop & Implement ODI**

After assessing and diagnosing the current student enrollment in music department in Saint Gabriel's College, the researcher prepared Organization Development Intervention (ODI) activities of the student enrollment in music department in Saint Gabriel's College and implemented ODI's as follows:

### **Organization Development Intervention Activities**

#### **Recruitment programs**

- Parents' meeting
- Make a concert
- Classroom visit

## **Phase III: Monitor & Evaluate Desired/Expected Results**

After organization development intervention, the researcher assessed the results of Pre-ODI, ODI activities, and Post-ODI by comparing the performance of service quality in terms of process quality and faculties' satisfaction of Pre-ODI and Post-ODI. Moreover, the researcher analyzed the impacts of ODI on student enrollment in music department in Saint Gabriel's College whether or not it has benefits to the students, curriculum development, activity development and the school.

**Table3.1: Steps and Timeframe of ODI in student enrollment in music department in Saint Gabriel's College.**

Pre ODI	ODI	Post ODI
Diagnosis Situation analysis /Assessment	Identify, Develop & Implement ODI	Monitor & Evaluation Desired
Activities	Activities	Activities
1. Diagnose the problem of the student enrollment in music department in Saint Gabriel's College in annual report of academic year 2008  2. SWOT Analysis  3. Set up the questionnaires  4. Analyze the problem of recruitment, performance management and talent development process in student music activity and school band improvement	<b>Recruitment programs</b> 1. Parents' meeting 2. Make a concert 3. Classroom visit	1. Interview 2. Questionnaire - give the same questionnaire to the students that the researcher made the invention to the student enrollment in music department in Saint Gabriel's College - Set up the new recruitment, performance management and talent development process in student music activity and school band.



### 3.2 Respondents

The respondents of this study are 147 students from band members group in music department and other student groups from primary 4 to secondary 3 (10 students for each level) in Saint Gabriel's College.

**Table 3.2:** Number of the Respondents

Elementary	Number of Students	Secondary	Number of Students	total
Choir Members	9	Choir Members	11	20
Marching Band Members	11	Marching Band Members	20	31
Thai Music Members	14	Thai Music Members	22	36
Others Student	30	Others Student	30	60
Total	64		83	87
Total number of students = 147				

**Table 3.3:** Number of music teachers divide into activities. [Data from SG Music Center]

Activity	Teachers
Western Music	8
Thai Music	6
Total	14

### 3.3 The Instruments

The researcher used two instruments; Questionnaires (quantitative) and Interview Guide (qualitative).

#### 3.3.1 Questionnaire

**Part One** The questionnaire is formulated in the checklist form to get the data on the respondents' profile. There are

- 1.1 genders
- 1.2 ages
- 1.3 Educational Level

**Part Two:** The questionnaire asks about the opinion concerning setting the student enrollment in music department in Saint Gabriel's College. Rating scale used here is 5 levels as below:

- 2.1 The opinion in terms of parental influence and support
- 2.2 The opinion in terms of student motivation
- 2.3 The opinion in terms of recruitment procedure

The opinion of the respondents in each number, there are 5 choices, each choice having point level as below:

- 4 points = Strongly agree
- 3 points = Agree
- 2 points = Disagree
- 1 Points = Strongly Disagree

#### 3.3.2 Interview guide

The question for interview focus on the structure in student music activity and school

band for the researcher will conduct the interview around the chosen variable to focus on the study.

### **3.4 Data Collection Procedure**

#### **Pre Organization Development Intervention (Pre-ODI)**

The steps of data collection procedures of Pre-ODI are as follows.

##### **Informal Interview**

- Prepared the questions in the interview guide
- Reviewed and approved the questions by advisor
- Interviewed with the pilot tested group and respondents
- Summarized the results from the interviews

##### **Use of Questionnaires**

- Prepared questionnaires
- Reviewed and approved questionnaires by advisor
- Pretested with the pilot test group to find errors and assessed their understanding of the questionnaires
- Distributed questionnaire to the respondents
- Collected the questionnaire

#### **Post Organization Development Intervention (Post-ODI)**

The steps of data collection of Post-OD Intervention are as follows.

##### **1. Informal Interviews**

- Prepared interview guide that were used during Pre-ODI
- Conducted informal interviews with respondents



- Summarized the results from interviews
- Analyzed the data

## 2. Use of Questionnaires

- Prepared the same sets of questionnaire that are used during the Pre-ODI
- Distributed the questionnaires to the respondents
- Collected the questionnaires
- Analyzed the data

### 3.5 Data Analysis

In this part, researcher did two parts for analyzing the data which consist of:

**A: Quantitative data analysis;** Researcher used SPSS (Statistical Package for the Social Sciences) to analyze the data.

1. The data about personal background of frequency were analyzed and presented in terms of frequency distribution table and percentage according to 4 independent variables; gender, age, educational level and experience background.

2. The data about students and teachers' opinion and expectation of student enrollment in music department in Saint Gabriel's College were tested to find mean and standard deviation. The calculation was showed in form of table and the descriptive analysis is applied to analyze the data.

This part of the questionnaire consists of 4 levels of expectation as follow:

#### Range of Mean Value

3.51 - 4.00 = Strongly Agree

2.51 - 3.50 = Agree

1.51 - 2.50 = Disagree

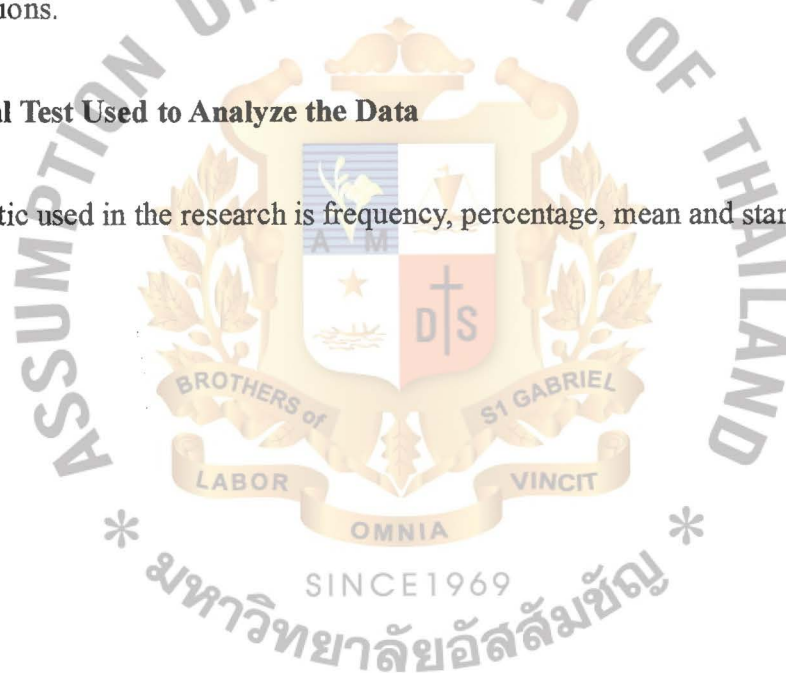
1.00 - 1.50 = Strongly Disagree

3. Compare the difference in students and teachers' opinion toward student enrollment in music department in Saint Gabriel's College. The researcher compared the mean of different status of parents by analyzing to study the relation between the students' opinion toward the student enrollment in music department in Saint Gabriel's College.

**B: Qualitative data analysis;** Researcher used interview processes to ask for the respondents' viewpoints about change which happened before and after the researcher did the OD interventions.

### 3.6 Statistical Test Used to Analyze the Data

Statistic used in the research is frequency, percentage, mean and standard deviation.



## CHAPTER FOUR

### Presentation and Analysis of Data

This chapter presents and describes the research findings and data analysis of the impact of Organization Development Intervention on student enrollment in music department in Saint Gabriel's College. The study covers the entire action research process with three phases as follows. Phase I: Diagnose current situations and analyze service process for curriculum development in the university; Phase II: Identify, develop, and implement ODI; and Phase III: Monitor and evaluation. Therefore, the researcher divided this presentation of the findings into four parts which are: 1) Demographic Profiles, 2) Quantitative Data Analysis: the Impact of student enrollment in music department in Saint Gabriel's College, 3) Pre-OD Intervention and OD Intervention, and 4) Qualitative Data Analysis.

According to one of the research objectives to describe and analyze the current status of the organization in terms of the student enrollment in music department in Saint Gabriel's College, the researcher obtained and analyzed the system by conducting questionnaire survey for quantitative data analysis.

#### 4.1 Demographic Profile of the Respondents

For the questionnaire survey student enrollment in music department in Saint Gabriel's College, the researcher classified demographic profiles of respondents into three parts consisting of gender, class level and kind of music activity. The research findings were collected from distributing 147 questionnaires to 6 levels which consist of students and responsible person concerned in student music activity and other students in Saint Gabriel's College.

The results of the study considered overall current status of student enrollment in



music department in Saint Gabriel's College. The researcher found that activities involved with many people in many positions and many levels in the school consisting of the students. All of the major respondents were in Saint Gabriel's College which had many music activities available.

**Table 4.1:** Respondents Gender Frequency and percentage distribution

Gender	Frequency	Percentage
Male	147	100%

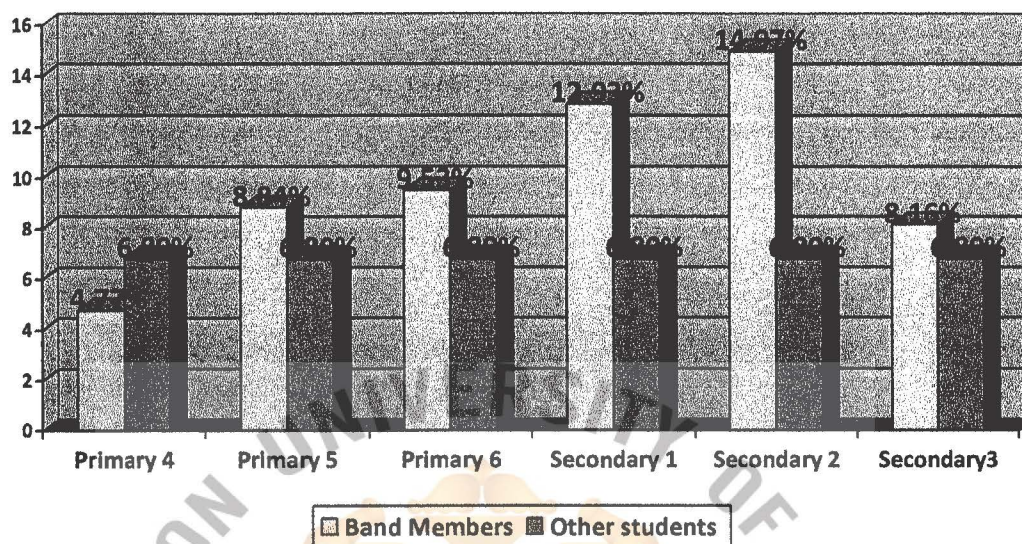
**Table 4.2:** Respondents Frequency and percentage distribution

Target Group	Frequency	Percentage
1. Band Members	87	59.18%
2. Other students	60	40.82%
Total	147	100%

**Table 4.3:** Respondents Frequency and percentage distribution by class level

Class Level	Frequency (Band Members)	Frequency (Other students)	Percentage
Primary 4	7	10	64 (43.54%)
Primary 5	13	10	
Primary 6	14	10	
Secondary 1	19	10	83 (56.46%)
Secondary 2	22	10	
Secondary 3	12	10	
<b>Total</b>	<b>87</b>	<b>60</b>	<b>147 (100%)</b>

Figure 4.1: Respondents percentage distribution by class level



There were 147 respondents; one hundred percent of the participants were male respondents.

This study describes the previous and current situation on student enrollment in music department in Saint Gabriel's College. Below were the results of the Pre-IDI, ODI and Post-IDI presented in frequency, percentage and mean.

#### Current Situation Analysis

In this phase, it was the process to identify the problems in the organization and to find the appropriate ODI activities to improve its current situations. Moreover, this part was provided to answer the first research questions.

The data was mainly collected from the primary data such as the questionnaire and interview. In order to support the data analysis of the primary data, the secondary data was used such as teacher's report and student's record in music activity.



## 4.2 Phase I: Pre ODI/IDI

The Pre ODI phase focused on the current situation of the school which was divided into two main areas: 1) student music activity and 2) the recruitment for school band.

**Research Question 1: What are the current statuses of student enrollment in music department in Saint Gabriel's College?**

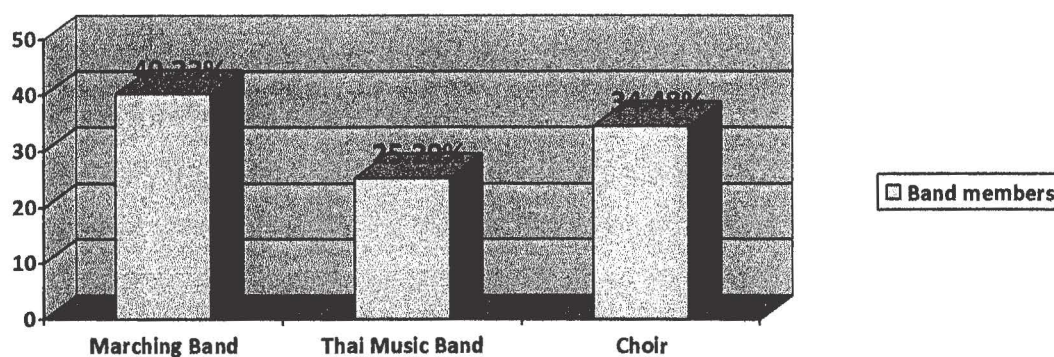
### 4.2.1 Student enrollment in term of activity structures

The current situation analysis in the student music activity in terms of band structure was collected from the primary data by interview.

**Table 4.4:** *The Frequency Distribution of Students in Music Activity*

Music Activity	Frequency
Marching Band	35
Choir	22
Thai Classical Music Band	30
Total	87

**Figure 4.2:** *The Percentage Distribution of the Number of Students in Music Activity*



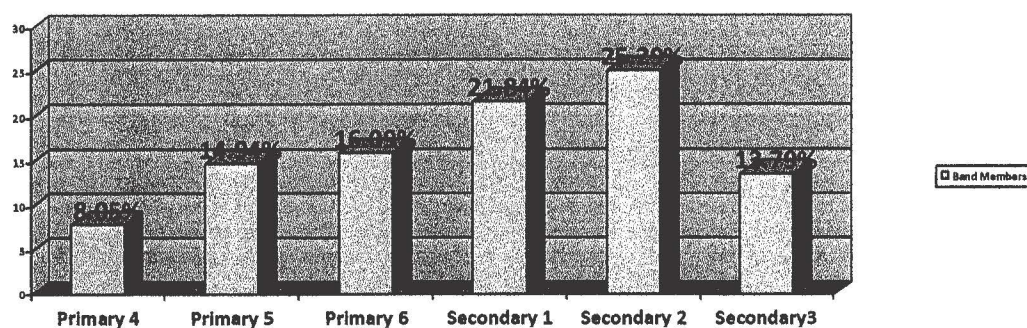


The students were the majority respondents who were involved in the marching band by 40.23 % or 35 respondents from 87 respondents. The rest were choir by 34.48% or 30 respondents and Thai classical music band by 25.29 % or 22 respondents of total respondents respectively.

**Table 4.5:** The frequency distribution of the band members by class level

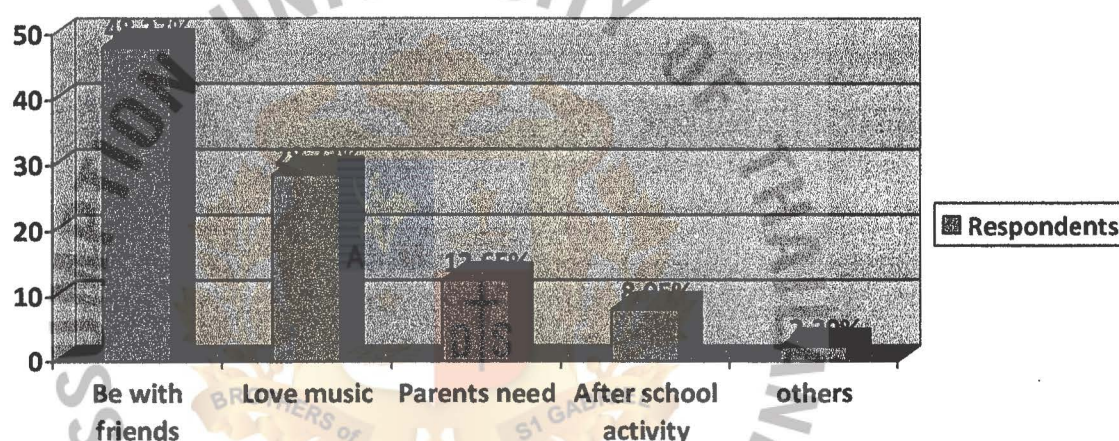
Class Level	Frequency	Total
Primary 4	7	34 (39.08%)
Primary 5	13	
Primary 6	14	
Secondary 1	19	53 (60.92%)
Secondary 2	22	
Secondary 3	12	
<b>Total</b>	<b>87</b>	<b>87 (100%)</b>

**Figure 4.3:** The percentage distribution by Number of band members in class level



The Secondary 2 students were the majority respondents who participated in the music activity by 25.29 % or 22 respondents from 87 respondents. The rest were secondary 1 by 21.84 % or 19 respondents, primary 6 by 16.09% or 14 respondents, primary 5 by 14.94% or 13 respondents, secondary 3 by 13.79% or 12 respondents and primary 3 by 8.05% or 7 respondents of total respondents.

**Figure 4.4:** The Percentage of Distribution by the students' reason to join the music activity



The reason that the respondents decided to join the music activity were to be with friends by 48.27% or 42 respondents, love music by 28.73% or 25 respondents, parents encouragement by 12.65% or 11 respondents, want to do some activity after school by 8.05% or 7 respondents and other reasons by 2.30% or 2 respondents.

To be with friends was the majority reason why the students decided to join the music activity. Nearly half of the respondents preferred this reason that means friends were the main influence in students' determination to join music activity.



## Summary Assessments Pre-ODI phase (Interview)

### On student enrollment in term of activity structures

- There were 3 music activities for students to participate after school.
- The students participated in the marching band members were 35. The choir had 30 persons and Thai classical music band had 22 persons of total 87 persons.
- The Secondary 2 students were the majority members who participated in the music activity by 22 persons from 87. The rest were secondary 1 by 19 persons, primary 6 by 14 persons, primary 5 by 13 persons, secondary 3 by 12 persons and primary 3 by 7 persons.
- To be with friends was the majority reason that the students decided to join music activity.

### 4.2.2 Student enrollment in terms of parental influence and support

The current situation analysis on the Student music activity in terms of parental influence and support was collected from the primary data by using questionnaire.

**Table 4.6** the perception of respondents toward the parental influence and support before ODI

Item	N	Mean	SD	Rating Level
1. My parents encourage me to join the music activity.	147	2.7347	.66508	Agree
2. My parents were the most influential in persuading me to join the music activity.	147	2.0680	.79087	Disagree



3. I joined/I will join the band by my decision	147	1.6735	.58711	Disagree
4. I ever asked to play my instrument for my parents, for others, or for special occasions	147	1.6395	.52271	Disagree
5. My parent opinion were music activity or music lesson is important for my life	147	2.6395	.57273	Agree
6. Most students quit band because their parents decision.	147	2.9592	.62895	Agree
7. My parents help me to decide what instruments I play.	147	1.8503	.62322	Disagree
<b>Average mean</b>		<b>2.2235</b>		

### Summary Assessments Pre-ODI phase (Questionnaire)

#### On student enrollment in term of parental influence and support

- The parents' influence had effect on student determination.
- Students have got the permission from their parent before they join music activity.
- Most parents encourage their children to play music.
- Student couldn't decide to select the instrument by themselves.
- Parents know well about the importance of music.

#### 4.2.3 Student enrollment in terms of student motivation

The current situation analysis on the Student music activity in terms of student motivation and support was collected from the primary data by using questionnaire.

*Table 4.7 the perception of respondents toward the student motivation before ODI*

Item	N	Mean	SD	Rating Level
8. Band is a great way to have fun at school and be with my friends	147	2.9796	.61343	Agree
9. Band takes up too much extra time	147	1.9388	.37425	Disagree
10. Band is more like a fun club than it is a class.	147	2.5238	.72465	Agree
11. Students join band because the music is too easy.	147	1.8844	.43031	Disagree
12. Students join band because they want to do the necessary practice.	147	1.8027	.41610	Disagree
13. I rely on my ability and effort	147	2.6463	.68048	Agree
14. Consistency and dedication in practicing were the characteristic of top musician	147	2.9116	.72078	Agree
15. I learn to be a better musician by my music teacher	147	2.3878	.68695	Disagree
<b>Average mean</b>		<b>2.3844</b>		

#### Summary Assessments Pre-ODI phase (Questionnaire)

##### Student enrollment in term of student motivation

- Students like to work or play with their friends.
- Students think band has more fun than a class.
- Band didn't waste students' times.
- Most students think music is too hard.
- Students rely on themselves.
- Less motivation from the teachers.

#### 4.2.4 Student enrollment in terms of the recruitment procedures

The current situation analysis on the Student music activity in terms of the recruitment procedures was collected from the primary data by using questionnaire.

**Table 4.8** the perception of respondents toward the recruitment procedures before ODI

Item	N	Mean	SD	Rating Level
16. Teacher gave me a chance to join the music activity	147	2.2109	.65408	Disagree
17. I always see the show from my school band on special occasion	147	1.8027	.61532	Disagree
18. My parents know well about my school music activity information	147	1.7619	.52777	Disagree
19. I know well about my school music activity information	147	1.7959	.58449	Disagree
20. My parents have a chance to meet with music teacher	147	1.4286	.54897	Strongly disagree
21. It's easy to find out the school music activity information	147	1.5374	.53981	Disagree
22. Teacher always present about school band to me and my friends	147	1.9048	.55311	Disagree
23. Music activity has the clear recruiting procedure	147	1.8571	.37012	Disagree
<b>Average mean</b>		<b>1.7874</b>		



## Summary Assessments Pre-ODI phase (Questionnaire)

### On student enrollment in terms of the recruitment procedures

- Less opportunity to join music activity.
- Less show from the band.
- Students and parents know not too much about music activity information.
- Hard to find out the music activity information.
- Less opportunity to talk with music teachers.
- No various recruitments.
- Students know not too much about music activity.

### 4.3 Phase II: OD Interventions

Referring to the research question in Chapter One, “What are the appropriate Organization Development Interventions (ODI’s) for operation in student enrollment in music department in Saint Gabriel’s College?” The researcher planned to improve the students’ music activity and the recruitment of school band, the researcher planned to organize the parents’ meeting, concert and visit classroom to train in the organization, in terms of improving the student performance. The table 4.9 showed the data starting intervention.

Table 4.9 ODI schedule

<i>Programs</i> <i>Month</i>	November (2009)	December (2009)	January (2010)	February (2010)
<i>Preparation</i>	↔			
<i>Interview</i> <i>(Formal, Informal)</i>		↔		
<i>Using questionnaires</i>		↔		
<i>Using Intervention</i>		↔	↔	
- <i>Parents' meeting</i>		↔		
- <i>Concert</i>			↔	
- <i>Visit classroom</i>			↔	
<i>Evaluation and Analysis</i>				↔
<i>Summarize the results</i>				↔

#### 4.3.1 Recruitment programs

##### Prepare a recruitment letter

In advance of the recruitment program, the researcher prepares a letter to take home with students. The letter is representing the band to the parents. The following information included:

- Mention the role of band in the curriculum at all levels
- Describe band program – frequency and composition of classes, goals, performance opportunities
- Discuss the parents informational meeting

- Include a portion of the form to be returned if interested

Submit the letter for the principal's approval well in advance to allow time to make necessary changes and to run off copies. Clip-Art books and computer programs are available commercially and can be used to add to a letter's appeal.

### **Set a date for a parents' informational meeting**

Following the recruitment assembly, it is wise to hold an informational meeting for parents of interested band students. The date was set and marked on the school calendar. Scheduling the meeting approximately one week after the recruitment program is suggested as this allows time to follow up the assembly with classroom visits.

Prepare a reminder flyer to be sent home with students on the day of the informational meeting.

### **Begin aptitude testing**

These tests identify students who demonstrate high levels of musical ability. The band director can use this information to make decisions regarding student participation and choice of instrument.

### **The recruitment program**

Create an air of festivity as classes arrive for the assembly. Sousa marches piped into the hallway and some colorful band posters placed at strategic spots leading toward the assembly can enhance student anticipation. An eye-catching display of instruments, placed in a prominent location, can further create interest.

### **Put on A show**

Thirty-five to forty-five minutes were sufficient for the assembly. The following is a suggested program order:



1. Introduction
2. Briefly discuss the band program
  - As 4<sup>th</sup> graders, students are eligible
  - No tuition is charged/books are provided
  - Music background is not necessary
  - Activities are held after school
3. Do instrument demonstrations
4. Distribute the informational letter and go over its contents
5. Tell students about the parents' informational meeting
6. Answer questions
7. Pass around instruments

Children love to see the instruments up close, to push the valves and keys, and to move the slides.

#### **Follow-Up: Visit Classrooms**

During the week between the recruitment programs add the parents' meeting and visit the classrooms. Time can be arranged with classroom teachers in advance. Remind students of the parents' meeting and be prepared to answer a myriad of questions with each visit. Carrying an instrument or two with the teacher on these visits is an effective method for generating interest. Students want to handle the instruments and they look forward to seeing more instruments on next visit.

#### **Summary**

The band recruitment program determines the band's enrollment for the year. When trying to build a strong band program, we first need a large enrollment. The recruitment

program should be approached with all of the creativity, enthusiasm and energy that a band director can muster.

#### 4.4 Phase III: Post-ODI

After ODI activities stage and recruitment program had finished, the researcher had conducted in-depth interview of students about music activity and found that students were interested more in music activity. But they did not have any information and an opportunity to join activity, so the researcher had presented to them. Feedback from the recruitment program was satisfactory because Band could increase their number of members and student change their attitude about learning or playing music.

##### 4.4.1 Student enrollment in terms of parental influence and support

The current situation analysis in the student music activity in terms of parental influence and support was collected from the primary data by using questionnaire after using ODI.

**Table 4.10** the perception of respondents toward the parental influence and support after using ODI

Item	N	Mean	SD	Rating Level	Mean	SD	Rating Level
		Pre ODI	Pre ODI		Post ODI	Post ODI	
1. My parents encourage me to join the music activity.	147	2.7347	.66508	Agree	3.0748	.46946	Agree
2. My parents were the most influential in persuading me to join the music activity.	147	2.0680	.79087	Disagree	2.0272	.56065	Disagree
3. I joined/I will join the band by my parents' decision	147	1.6735	.58711	Disagree	2.8163	.40579	Agree

4. I ever asked to play my instrument for my parents, for others, or for special occasions	147	1.6395	.52271	Disagree	2.1769	.47831	Disagree
5. My parent opinion were music activity or music lesson is important for my life	147	2.6395	.57273	Agree	2.5986	.54471	Agree
6. Most students quit band because of their parents' decision.	147	2.9592	.62895	Agree	1.9184	.54283	Disagree
7. My parents help me to decide what instruments I play.	147	1.8503	.62322	Disagree	2.0680	.50558	Disagree
<b>Average mean</b>		<b>2.2235</b>			<b>2.3829</b>		<b>Increase 0.1594</b>

### Summary Assessments Post-ODI phase (Questionnaire)

#### On student enrollment in terms of parental influence and support

- The parents' influence still had effect on student determination.
- Students had got the permission from their parent before they join music activity
- Most parents more encourage their children to play music.
- Students could decide to select the instrument by themselves.
- Parents know well about importance of music and let their children join music activity.
- Parents' decision had no effect on students to decide to quit band.
- Parents asked their students to play music for them.



### 4.3.2 Student enrollment in terms of student motivation

The current situation analysis in the Student music activity in terms of student motivation was collected from the primary data by using questionnaire after using ODI.

*Table 4.11 the perception of respondents toward student motivation after using ODI*

Item	N	Mean	SD	Rating Level	Mean	SD	Rating Level
		Pre ODI	Pre ODI		Post ODI	Post ODI	
8. Band is a great way to have fun at school and be with my friends	147	2.9796	.61343	Agree	2.9592	.48083	Agree
9. Band takes up too much extra time	147	1.9388	.37425	Disagree	2.4286	.76749	Disagree
10. Band is more like a fun club than it is a class.	147	2.5238	.72465	Agree	3.0612	.47144	Agree
11. Students join band because the music is too easy.	147	1.8844	.43031	Disagree	2.5782	.67159	Agree
12. Students join band because they want to do the necessary practice.	147	1.8027	.41610	Disagree	2.7483	.80106	Agree
13. I rely on my ability and effort	147	2.6463	.68048	Agree	3.0068	.39685	Agree
14. Consistency and dedication in practicing were the characteristic of top musician	147	2.9116	.72078	Agree	3.0408	.36784	Agree
15. I learn to be a better musician	147	2.3878	.68695	Disagree	2.9048	.41104	Agree
<b>Average mean</b>		<b>2.3844</b>			<b>2.8410</b>		<b>Increase 0.4566</b>

## Summary Assessments Pre-ODI phase (Questionnaire)

### Student enrollment in terms of student motivation

- Students like to work or play with their friends.
- Students think band has more fun than a class.
- Band didn't waste students' free times.
- Most students think music is not too hard than their effort.
- Students rely on themselves more.
- More motivation from the teachers.

### 4.3.3 Student enrollment in terms of recruitment procedure

The current situation analysis in the Student enrollment in terms of recruitment procedure was collected from the primary data by using questionnaire after using ODI.

**Table 4.12** the perception of respondents toward recruitment procedure after using ODI

Item	N	Mean	SD	Rating Level	Mean	SD	Rating Level
		Pre ODI	Pre ODI		Post ODI	Post ODI	
16. Teacher gave me a chance to join the music activity	147	2.2109	.65408	Disagree	3.0000	.42200	Agree
17. I always see the show from my school band in special occasion	147	1.8027	.61532	Disagree	2.6531	.50549	Agree
18. My parents know well about my school music activity information	147	1.7619	.52777	Disagree	2.4966	.50170	Disagree
19. I know well about my school music activity	147	1.7959	.58449	Disagree	2.5918	.50687	Agree

information							
20. My parents have a chance to meeting with music teacher	147	1.4286	.54897	Strongly disagree	2.6599	.50337	Agree
21. It's easy to find out the school music activity information	147	1.5374	.53981	Disagree	2.7823	.41408	Agree
22. Teacher always present about school band to me and my friends	147	1.9048	.55311	Disagree	2.9048	.42737	Agree
23. Music activity has the clear recruiting procedure	147	1.8571	.37012	Disagree	2.2925	.53904	Disagree
<b>Average mean</b>		<b>1.7874</b>			<b>2.6726</b>		<b>Increase 0.8852</b>

### Summary Assessments Pre-ODI phase (Questionnaire)

#### On student enrollment in terms of the recruitment procedures

- More opportunity to join music activity.
- Could see the bands' show on special occasions.
- Students and parents know more about music activity information.
- Easy to find out the music activity information.
- More opportunity to talk with music teachers.
- Various and interested recruitments.
- Students know not too much about music activity.



**Table 4.13:** the band members by class level after using ODI

Class Level	Number of band members in academic year 2007	Number of band members in academic year 2008	Number of band members in academic year 2009 November 2009 (Pre-ODI)	Number of band members in academic year 2009 February 2010 (Post-ODI)
Primary 4	7	5	7	15
Primary 5	13	12	13	20
Primary 6	15	15	14	18
Secondary 1	18	19	19	23
Secondary 2	15	18	22	23
Secondary 3	12	13	12	12
<b>Total</b>	<b>80</b>	<b>82</b>	<b>87</b>	<b>111</b>

**Figure 4.5:** The Frequency distribution by Number of band members in class level after using ODI

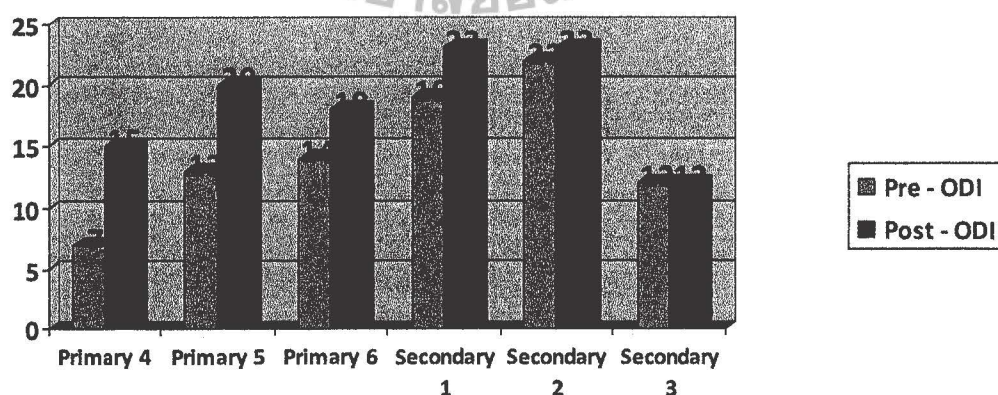


Figure 4.5 shows the increasing number of student's in music activity between before and after using OD Intervention, primary 4 were most increasing by 8 persons, primary 5 by 7 persons, primary 6 and secondary 1 by 4 persons, secondary 2 by 1 person and secondary 3 had no increasing member.

#### 4.5 Summary of Hypothesis Testing Result

**Table 4.14:** Summary results

Details	Mean of Pre ODI	Mean of Post ODI	Result
Student enrollment in music department			
- parental influence and support	2.2235	2.3829	increase
- student motivation	2.3844	2.8410	increase
- recruitment procedure	1.7874	2.6726	increase
Details	Pre ODI	Post ODI	Result
Number of band members	87	111	Increase

From table 4.14, which shows the student enrollment in music department in Saint Gabriel's College after ODI, the researcher can summarize the results of hypothesis testing as follows:

In the part of student enrollment in music department in Saint Gabriel's College, it can be summarized that **there is impact of ODI on student enrollment in music department in Saint Gabriel's College.**



## CHAPTER FIVE

### Summary of Findings, Conclusions and Recommendations

The researcher had divided the study into three parts. The first part is the summary of findings. The second part is the conclusion of the research and third part provides suggestion for future study.

#### 5.1 Summary of Findings

This research was conducted based on 147 respondents of students in Saint Gabriel's College. The demographic result showed that most of the respondents were male who study in primary 4 – secondary 3 and most of the respondents participated in music activity.

*Table 5.1: Summary results*

Details	Mean of Pre ODI	Mean of Post ODI	Difference of Mean	Result
student enrollment in music department				
- parental influence and support	2.2235	2.3829	0.1594	increase
- student motivation	2.3844	2.8410	0.4566	increase
- recruitment procedure	1.7874	2.6726	0.8852	increase
Details	Pre ODI	Post ODI		Result
Number of band members	87	111	24	increase



### 5.1.1 Summary of Quantitative result

From the table 5.1, the summary of quantitative data, it shows that there was an improvement of the parental influence and support after implementing ODI/IDI which the average mean increased of 0.1594, the student motivation increased 0.4566, and the recruitment procedure increased 0.8852.

### 5.1.2 Summary of Qualitative result

There were positive changes in students, parents and music activity after implemented the ODI activities as follows:

Variable	Result after ODI/IDI
<b>Music activity</b>  - parental influence and support	<ul style="list-style-type: none"> <li>• The parents' influence still had effect on student determination.</li> <li>• Students had to get the permission from their parent before they join music activity</li> <li>• Most parents encourage their children more to play music.</li> <li>• Student could decide to select the instrument by themselves.</li> <li>• Parents know well about important of music and let their children join music activity.</li> <li>• Parents' decision had no effect on students to decide to quit band.</li> <li>• Parents asked their students to play music for them</li> </ul>

- student motivation	<ul style="list-style-type: none"> <li>• Students like to work or play with their friends.</li> <li>• Students think band has more fun than a class.</li> <li>• Band didn't waste students' free times.</li> <li>• Most students think music is not too hard than their effort.</li> <li>• Students rely on themselves more.</li> <li>• More motivation from the teachers.</li> </ul>
- recruitment procedure	<ul style="list-style-type: none"> <li>• Student had more opportunity to join music activity.</li> <li>• Could see the bands' show on special occasions.</li> <li>• Students and parents know more about music activity information.</li> <li>• Easy to find out the music activity information.</li> <li>• More opportunity to talk with music teachers.</li> <li>• Various and interested recruitments.</li> <li>• Students know not too much about music activity.</li> <li>• Increasing number of students who participated in music activity and band</li> </ul>

## 5.2 Conclusion

The main purpose of the study is to find out the impact of ODI on student enrollment in music department in Saint Gabriel's College, a case study of Music Department in Saint Gabriel's College.

The study design was developed into three phases: Pre-ODI, ODI, and Post-ODI. The

Pre-ODI phase was the process to identify the problem in the organization and to find appropriate ODI activities to improve its current situation. In ODI phase it was the action-taking phase in each variable. In the Post-ODI phase, the questionnaires were launched again in order to compare the differences between Pre-ODI and Post-ODI by using the Paired Sample T-test and testing hypothesis of the study. Moreover, in this phase, it also included the results from interview.

The benefits of this research to school, teachers, and students after implementing ODI activities as follows:

For the parental influence and support, the overall result showed, it had obvious direct effect on organization. Parents know well about importance of music and let their children join music activity. The parents' influence still had strong effect on student determination. Students had to get the permission from their parent before they join music activity but most parents encourage their children to play music and let the student to decide and select musical instrument by themselves but parents' decision still had effect on students to decide to quit band.

For the student motivation, after implementing ODI activities, the findings show that the students rely on their ability and effort. Students like to play music with their friends on free time and most students think band is more fun than a class. And they got more motivation from their teacher and parents.

For the recruitment procedures, after implementing ODI activities, the result showed the activity improved students' positive thinking and understood more about the music activity when finished the recruitment program. The recruitment program helped students easy to join music activity and improved bands performance skills and to understand about



the band situation, and then they could create their plans for success. The recruitment program helped students to have more information about music activity and easy to decide to join music activity and the band director had more various recruitment procedures.

Therefore, as a whole, it can be concluded that there was an impact of ODI on classroom management and student behavior.

Finally, the ODI activities should not only be done in the short time but the school needs to practice continuously because it would help to retain both the current students and teachers which led the school to succeed in their goals.

### **Recommendations for Future Research**

The most important aspect of doing this research study was to make all of concerned people understand and accept change. The researcher recommended that doing an ODI was kind of making change. It was hard to make people understand and accept that change. The researcher should study more and try to understand the nature of an organizational culture and should explain in details to make people understand and accept what might happen and outcomes after ODI.

## EPILOGUE

It was an enormous opportunity for me to study MMOD (the Degree of Master of Management in Organization Development and Management) at Assumption University. I would like to say that course was very interesting and challenging my capacity to learn and gather more all of information from this study. That meant, I could keep more knowledge and understanding for taking all of new information to create in my daily life and work.

Especially, it was very important to apply with my teachings Music and develop my students in Music skills. Moreover, this knowledge could integrate to work with my colleagues in order to build up a strong teamwork, improve relationship among other teachers and progress my values of teachings. Furthermore, the improvement of values of the program are clearly appeared deeply internal exist in many ways such as several problem solving skills, high vision, widely perspective systematical, carefully thinking skills, self-esteem, and respectful others. One the important thing that had impact on my life was to learn about Self – Development Plan that based on the Selfware™ Assessment tools; MindMaker6, The Brain Map, The mCircle and PathPrimer and had the workshop with them, that taught me to have an insight with my new perspectives of goal of life that I have to know first what I want to be, to have, to do in the future. That could effect to my changes and development.

In addition with the course of Micro Systems Diagnosis, Change and Transformation, this course was an excellent experiential learning on the use of diagnostic methods and tools as applied to individuals, groups, organizations and communities as micro systems, focusing on the assessment of performance and effectiveness based on established criteria and standards. I was to engage myself in the conduct of diagnosis with an organization of choice as the client system of the project that it was applied to my action research. The course treated my study

to practice uses of the model in four areas are presented, including organizational analysis and planning, management policy making, and organizational development. It leads to meet for future research and implications for the use of the model.

Finally, the application of learning MMOD is focused on my organization with my students, and my own subject. This is very challenging for my competence to teach them along with the world changes that are full of technological information, growth, and change quickly. All information can be damaging the students beyond cure because these high technologies of the information age can change easily and quickly. These can be harmful to my students.

As a result, I must teach them to know widely and thoroughly in rapidly changing technologies in current world. The students must know what kinds of all information are benefits and damages and how the ways can protect or avoid them to destroy their lives from increasing powerful of technologies.

In conclusion, I would like to give the greatest gratitude to Dr. Perla Rizalina M. Tayko, Dr. Salvacion E. Villavicencio, Dr. Kitikorn Dowpiset and A. Sirichai Preudhikulpradab and other honorable professors for their value knowledge that provides me to meet the big changes.



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## Appendix A

# STUDENT SURVEY

A SURVEY DESIGNED TO IDENTIFY BAND TEACHER AND MUSIC PROGRAM  
STRENGTHS

### A NOTE ABOUT PROTECTING YOUR ANONYMITY

**Please do not write your name on any of the survey materials.** We are interested in your responses to the survey items, but we insist you remain anonymous. The responses given will not affect your grade or standing in your music class. We recognize the value of *your* opinion and would like to use the information you pass on to us to help keep our band programs strong.

### WHAT IS INVOLVED IN TAKING THIS SURVEY?

THIS SURVEY IS NOT COMPULSORY. If you do not wish to participate in this survey, please pass the survey materials back to the teacher. Thank you for your time.

The survey will take approximately twenty minutes to complete. We ask you to be thoughtful in your answers. Try to be as accurate as possible. Remember that we do not wish to identify any respondents. We are only interested in your valuable opinions, which are often overlooked.

Please do not share your thoughts or responses with others. It is important for you to answer without being influenced by others, or influencing others.

The survey will consist of a variety of question styles. If at any time, you would like to add or qualify your response, please make a note in the margin of your survey.

When you have finished taking the survey, and are satisfied with the responses you have given, please give your survey materials back to the teacher.

The surveys will be collected and given to a researcher who will use the data your group has given to create a list of responses to all survey items. We will use that data to determine how our band programs are doing and what type of changes – if any – need to be made. We are giving you an opportunity to affect change because we value your insight.

Thank you.



# SCHOOL BAND STUDENT SURVEY

PLEASE INDICATE YOUR GRADE.

Primary 4	Primary 5	Primary 6	Secondary 1	Secondary 2	Secondary 3

HOW STRONGLY DO YOU AGREE WITH THE FOLLOWING STATEMENTS?

Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My parents encourage me to join the music activity.				
2. My parents were the <b>most</b> influential in persuading me to join the music activity.				
3. I joined/I will join the band by my decision				
4. I ever asked to play my instrument for my parents, for others, or for special occasions				
5. My parent opinion were music activity or music lesson is important for my life				
6. Most students quit band because of their parents' decision.				
7. My parents help me to decide what instruments I play.				
8. Band is a great way to have fun at school and be with my friends				
9. Band takes up too much extra time				
10. Band is more like a fun club than it is a class.				
11. Students join band because the music is to easy.				



12. Items	Strongly Disagree	Disagree	Agree	Strongly Agree
13. I rely on my ability and effort				
14. Consistent and dedication in practicing were the characteristic of top musician				
15. I learn to be a better musician by my music teacher				
16. Teacher gave me a chance to join the music activity				
17. I always see the show from my school band in special occasion				
18. My parents know well about my school music activity information				
19. I know well about my school music activity information				
20. My parents have a chance to meeting with music teacher				
21. It's easy to find out the school music activity information				
22. Teacher always present about school band to me and my friends		*		
23. Music activity has the clear recruiting procedure				

## Appendix B

# SCHOOL BAND STUDENT SURVEY

## Interview Guide

### Band Structure

1. What was the earliest grade your school offered band?
2. What grade were you in when you joined band for the first time?
3. In what grades did you belong to your school band program?
4. Was band compulsory for all students?
5. What made being in band difficult when you were in elementary school?
6. What made being in band difficult when you were in junior high school?

### Parental support

7. Did you bring up the idea of joining the band to your parents first, or did they suggest it to you?
8. Did your parents expect you to join the band?
9. Were your parents surprised when you did join the band? Why?
10. What was it about the band program that made your parents value or like it?
11. What was it about the band program that made your parents dislike and not value the band program?
12. What other musical activities, outside of school, were you involved in (i.e., piano, singing lessons, etc)?

### Student motivation

13. Why did you decide to join band?
14. Did you know from an early age that one day, you wanted to play in the school band?

15. Who was influential in helping you decide to join band: your parents, your friends, or both?

### Recruitment

16. Every band program has something that makes being in band attractive. What was the one thing, throughout all of your band years, which helped band kids stay in band?

17. Any other comments?





