Designing School Performance Feedback System for Ethiopian primary Schools

Bekalu Ferede

Department of Educational planning and Management, Institute of Education and Professional Development Studies, Jimma University, Ethiopia

Abstract  The purpose of this review is to design School Performance Feedback System (SPFS) for Ethiopian primary Schools. SPFS involves systematic process of collecting data about school functioning, analyzing the data to reach some conclusion and to give feedback to help the schools improve their performance. In developing countries like Ethiopia where primary schools are being challenged by deteriorating quality of education, designing and using effective SPFS is of paramount importance. The design is based on review of articles on SPFS, School improvement and School effectiveness research. In selecting indicators for the SPFS, experiences of countries such as the Netherlands, England and Australia which have well established SPFS are used. Furthermore, the context of Ethiopian primary schools is taken into account in determining major input, throughput and output indicators. Standardized achievement tests, questionnaire and interview are the major data collecting instruments for the SPFS. Timeliness, reliability and validity of data, relevance, clarity and accessibility are identified as major factor that impede the utilization of feedback. Hence engaging school principals, teachers and supervisors in the designing of SPFS and incorporating their views; explaining the purpose of SPFS for teachers and principals, and offering intensive and continuous training to teachers and principals on data interpretation, strengthening external support and establishing strong monitoring system are some of the strategies suggested to maximize the use of feedback.

Keywords  School Performance Feedback System, Indicators, Feedback, Primary School

1. Introduction to Ethiopian Education System

Ethiopia, which is located at the horn of Africa, has an area of 1.1 million square kilometers. The country has an estimated total population of over 70 million with diverse languages, culture and topography. Out of the total population of the country, 15% resides in urban and 85% resides rural. The male/female proportion of the population is almost the same with a total number of 35.6 million (50.1%) males and 35.4 million (49.9%) females. According to the Central Statistics Authority (CSA) projection (medium variant), the total population is estimated to be 81.3 million according to the 2009/10 National population census[1].

With regard to the economic situation of the country, about 85% of the population earns its living from rain-fed subsistence agriculture and this constitutes 42.1% of GDP. The country is one of the poorest countries in the world with per capita income of not exceeding 100 USD. Among the citizens of the country, about 44 % of the population lives below the poverty line. The country has adopted federal governance which consists of nine regions and two city administrations[1].

As a result of the political and governmental change in 1991, a new Education and training policy was declared in April 1994. This educational policy encompasses the entire education and training sector. The major changes introduced by this policy were related to the structure of the system, curriculum change, change of medium of instruction, and decentralization of educational administration. Educational structure constitutes basic, general, higher and specialized education on a formal and non-formal basis. The components are as follows[2]:

- Kindergarten for children aged 4-6,
- Eight years of primary education divided into two cycles of basic education (grades 1-4) and general education (grades 5-8),
- General secondary education, grades 9-10
- Senior secondary education, grades 11-12
- Technical and vocational stream grades 11-12,
- Higher education of 1-2 years for diploma and 3-5 years for undergraduate study
- Postgraduate/two years for masters degree and three and more than three years for doctoral degree

Ethiopia has a highly decentralized system of government in which the regional states have much of the authority on education. The Ministry of Education consults with the
regional states to develop overall policy guidelines and program frameworks. The regional states follow the frameworks voluntarily, but they have wide latitude in the implementation of policies. For example, curriculum is developed according to a national curriculum framework, with each regional state developing its own syllabi and textbooks, using regionally relevant content and regional languages. Likewise, teacher development, both pre-service teacher education and in-service professional development, is directed by national guidelines. The regional states shape, implement, and fund the programs[3].

The country has placed education at the center of its strategies for development and democratization. The educational policies emphasize on promoting equity and quality educational provision and rapid expansion of educational opportunity to previously underserved populations[3]. Ethiopia’s rapidly expanding gross enrolment rates (GERs), 20 percent in the early 1990s to nearly 80 percent in 2004/2005; indicate that Ethiopia has made great strides in increasing the quantity of education available, although gender imbalances remain a serious problem[1]. Despite these achievements, expanding enrolments have compromised quality, especially in the context of severely limited resources. Although the government has tried its level best, the educational system in Ethiopia is still facing with noteworthy problems in addition to the problem of quality of Education mentioned earlier. Low participation rate of school aged children particularly in rural areas, regional, gender and rural-urban disparities and high dropout rates are other problems entangling the system. Thus expanding access to primary education (including early childhood and adult education); improving equity by tapering enrolment gaps between the different sectors of the population; increasing efficiency and improving quality of education are challenges in front of the system[4].

The Education and training policy of Ethiopian primary education aims at preparing students for further general education and training with special focus on literacy, numeracy, environment, agriculture, crafts, home science, health services and civics[2]. This implies that primary education equips students with basic knowledge and skills that facilitates their forthcoming level of education. It is; therefore, a sensitive level at which we should work much to maintain its quality through the implementation of different strategies among which School performance Feedback system is the major one.

This process is external to schools. Since the information of evaluation is confidential, it focuses on organizational learning instead of performance accountability[5]. In School Performance Feedback System, due attention is given to timely and useable Feedback. This is because, schools use the feedback as a springboard for self evaluation and better achievement[5]. Performance feedback helps to reveal the strengths and weaknesses of a school’s functioning and is expected to contribute to the school improvement process by stimulating reflection and self-evaluation.

As a means of implementing the policy, since 1997, Ethiopia has launched striving Education Sector Development Program (ESDP) with the major objective of improving quality, relevance, equity and efficiency of education, and expanding access with an achievement goal of universal primary education by 2015. The main focus of this program is to improve quality, relevance, and equity and to expand access with special emphasis on primary education as well as to promote education for girls[6].

Though the government has been developing and implementing various Educational programs to overcome the aforementioned challenges, the Education system, especially at primary school, is not as such successful in achieving its goal: providing quality basic education to all school age children. One of the major causes of the challenges according to the study by the ministry of education is the absence of well developed school evaluation system (both internal and external) which enables schools to get feedback from evaluation results about their performance and work for better achievement. Hence it is increasingly important to develop and implement School Performance Feedback System (SPFS) for Ethiopian primary schools[1].

According to the General Education Quality Improvement Program, failure to develop and implement school performance evaluation is recognized as one of the major factors that contribute to poor quality of Education at primary schools. With this understanding, implementing school self Evaluation is recognized as one of the strategies to address serious problem of quality of education at the level under consideration[1]. In addition, in Ethiopia, where the concept of SPFS is not well conceptualized, designing SPFS in the form of school evaluation which is accompanied by well organized pressure and support from district education offices is significantly important.

Designing SPFS is not sufficient condition to bring about significant change in schools. The effectiveness of SPFS to a greater extent depends on the extent to which schools can make use of feedbacks obtained from performance assessment. Hence; in designing SPFS, it is binding to identify factors that might impede the use of feedback so that it is possible to minimize their influence and maximize the use feedback with the ultimate goal of improving schools’ performance. In the subsequent section; therefore, it is attempted to review literature on factors that affect the use of performance feedback.

2. The Concept of SPFS and its Rationale for Ethiopian Primary Schools

School Performance Feedback System involves systematic process of data collecting about school functioning, analyzing the data to reach some conclusion, and giving feedback to help them improve their performance.
3. Major Factors that Might Affect the Use of Performance Feedback

SPFS is effective when its feedback is used by schools and when improvement is observed. Up on completion of SPFS, assessors are expected to give feedback for schools on their strong and weak sides, and schools are required to use the feedback so as to fill in the gap with regard to their performance[7]. However, the use of feedback depends up on the quality of the feedback itself. Validity and reliability of the feedback determine its use[8]. Unless the feedback is based on systematically collected and analyzed information, it may lose its credibility and it would be hardly utilized. Visscher further argued that accessibility also determines the use of data in the sense that the feedback should be directly given to the user so that he/ she can easily get and use the data whenever the need arises. Timeliness (freshness of feedback) is another characteristic of feedback that affects its utilization[9],[10],[11],[12],[13]. Feedback should be given right after evaluation. In addition, feedback should show the absolute and the relative performance so that schools can look in to their progress and strive to fill in the gap. User friendly feedbacks are more utilized than those which are strange for the users[14]. The matching of the feedback to the schools’ culture, needs and practice is also one of the determinants of feedback use. Furthermore, feedback should be qualified as relevant, unambiguous and useful. It should also show the accurate picture of schools performance, and a person who is giving feedback should be perceived as credible by the users. This makes the person giving the feedback acceptable to the users. It also gives confidence to the users to utilize the feedback.[15]. In designing SPFS; therefore, it is imperative to critically look into these factors and put effective mechanisms in place so as to minimize their hindrance.

4. Brief Review of Lessons from other Countries

In order to design this SPFS guideline, experiences of SPFS of three countries that have been proved to have well established SPFS (The Netherlands, United Kingdom and Australia) are reviewed. From the review, it is understood that these systems have their own historical background and contexts for coming into being. They are formulated to address problems in their specific Educational contexts. Hence, instead of directly copying and pasting, an attempt was made to critically look into them to identify relevant lessons from each experience and to incorporate into this SPFS guideline. Accordingly, the following are important experiences that are going to be considered in the design of this SPFS guideline.

The Netherlands Experience-ZEBO project

- Review of research literatures on school effectiveness was done to select relevant indicators
- It was attempted to engage stake holders(schooiks) in the development stage so as to enhance the use of feedback

√ Evaluation is considered as internal school activity to enhance staff (school) participation
√ Pupil academic achievement measures are the backbone of instruments and the SPFS in general
√ Input, process and output indicators are used to collect data and provide feedback to schools
√ Users of the SPFS should make judgments that are scientifically meaningful
√ Mechanisms should be created for schools to compare themselves with other school in the region or country
√ Value added on students learning as a result of schooling is the main focus area
√ Vigilance is given to validity and reliability of instruments used to collect data
√ Allowing for flexible use of instruments: schools can modify the instruments in such a way that it fits their specific context
√ Follow up mechanisms are put in place to monitor the use of evaluation result
√ Whenever the need arises the necessary support is provided for school
√ In addition to anecdotal information, statistical procedure for analysis of data is employed[5].

The England Experience-Jolts and reactions: two decades of feedback information on school performance

- Like the Netherlands experience, adjustment result to get the net effect of schooling for specific time (value added) is used for the evaluation of schools
- Multilevel analysis (individual students, class, school level etc) is used to identify the effect of various predictors at different levels
- The necessary support is given for schools with special attention on interpreting data
- Due attention is given to relevance of data to enhance utilization of SPFS result[5].

The Australian Experience-Performance feedback to schools of students’ year 12 Assessment: the VCE data project

- Due consideration is given to value added and ability adjusted data (Taking into account the intake characteristics of students including their abilities and prior achievement, and school background characteristics)
- Focus on accurate, informative, appropriately adjusted and responsibly presented performance data to enhance feedback use
- Recognition is given to schools in such a way that success in evaluation use depends strongly on the extent to which schools feel ownership of the SPFS
- The SPFS employs bottom-up approach[5].

The United Kingdom Experience-Performance indicators in Primary schools

- Greater consideration is given to high quality information for better use of evaluation result
- Effective mechanisms are in place to monitor the
implementation of SPFS

- Attention is given to value added data
- Teachers are engaged on data collection so as to make them own the SPFS
- SPFS information are kept confidential
- The necessary support is given to schools
- Work to maintain smooth relationship with schools
- Strong follow up mechanisms are put in place to monitor the use of evaluation result[5].

5. Major Indicators to be included in the SPFS

Indicators are “quantitative measures of different aspects of an educational system”[16]. Indicators are statistics by which the quality of the operation of the schools or their system is uttered[17]. From the aforementioned definition it is; therefore, possible to conceptualize indicators as observable or measurable items that tell us about the performance/functioning of schools. They provide a reference points against which the functioning of the school can be measured.

Performance indicators show whether or not the activities that were planned are actually being done. They also reveal whether the goals are achieved or not. Therefore, they should be chosen carefully in such a way that they are relevant to the national, district and school priorities and goals. In addition, choosing performance indicators also depends upon criteria like relevance (something which schools have influence over), in formativeness (take account of important factor which can influence the outcomes of something), acceptability (related to goals, understandable, promote good education) and, efficiency and feasibility[18]. Before mentioning major indicators to be included in this SPFS, it is therefore important to briefly describe the environment in which primary schools in Ethiopia are functioning.

Above all Ethiopian primary schools have been criticized for their unsatisfactory performance in terms of students’ achievement. Despite the concern of the Ethiopian government for quality of education, current conditions in most schools throughout the country is also both compelling and disturbing. In the 2000 assessment of learning achievement of Grade 4 and Grade 8 students, about10,500 fourth grade students were tested in reading the language of instruction, English, mathematics and Environmental sciences; and some 5,500 eight graders were tested in English, mathematics, Chemistry and Biology. The average percentage of correct answers for all the subjects combined was 48% in the grade 4 sample; and 41% in the Grade 8 sample. Given that the test items were chosen from a range of key topics in the curriculum for the grades tested as well as that of the previous grades, these scores indicate that a large number of students were not achieving the curriculum objectives[6].

The National Learning Assessment conducted in 2003/04 indicated that the development of students’ attitude towards education, environmental protection, health care, civics & ethics is in the desired direction. However, significant changes were not observed in the other aspect; Students’ achievement in grades 4 and 8 stand at 39.7 and 48.5 respectively. The achievements for grade eight and four in the First NLA were 41.1 and 47.9 respectively, which shows a slight decline in grade eight achievement and very little upward move in grade 4 achievement. The major reasons for the low achievement of pupils in the national assessment for the two grades were low teachers’ perception of students learning and instructional quality, inappropriate use of instructional materials by teachers, students’ background and shortage of teachers’ guides and syllabus[1].

<table>
<thead>
<tr>
<th>Input Indicators</th>
<th>Process Indicators</th>
<th>Output Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher/pupil ratio</td>
<td>a. Flexibility of teaching methods</td>
<td>a. Students achievement results in basic subjects (mathematics, English and science)</td>
</tr>
<tr>
<td>b. Pupil/classroom indicators</td>
<td>b. Time allotted for core subjects</td>
<td>Adjusted result will be used to identify value added</td>
</tr>
<tr>
<td>c. Teaching staff by level and type of qualification, level of pedagogical training and specialization</td>
<td>c. Time given for students during lessons(opportunity to learn)</td>
<td>b. Dropout rate</td>
</tr>
<tr>
<td>d. Teaching staff by sex and age</td>
<td>d. Implementation of active learning</td>
<td>c. Repetition rate</td>
</tr>
<tr>
<td>e. Student’s expenditure</td>
<td>e. Content covered</td>
<td>d. Pass rate</td>
</tr>
<tr>
<td>f. School facilities(library, laboratory and pedagogical centers)</td>
<td>f. Teacher-pupil relationship</td>
<td>e. Achievement gap(male/female and urban/rural)</td>
</tr>
<tr>
<td>g. Student’s background</td>
<td>g. Students’ Monitoring and evaluation techniques and feedback system</td>
<td></td>
</tr>
<tr>
<td>□ Gender(to investigate gender disparity)</td>
<td>h. High expectation</td>
<td></td>
</tr>
<tr>
<td>□ Age</td>
<td>i. School leadership</td>
<td></td>
</tr>
<tr>
<td>□ Aptitude (to investigate value added due to schooling of specific time)</td>
<td>j. Status of teachers professional development</td>
<td></td>
</tr>
<tr>
<td>□ Place of residence(to investigate urban/rural disparity)</td>
<td>k. Orderly and safe climate</td>
<td></td>
</tr>
<tr>
<td>h. Parental condition</td>
<td>l. Team cohesion among staff</td>
<td></td>
</tr>
<tr>
<td>□ Level of education</td>
<td>m. Efficient use of time(absenteeism of teachers and students)</td>
<td></td>
</tr>
<tr>
<td>□ Economic status</td>
<td>n. Staff retention capacity</td>
<td></td>
</tr>
<tr>
<td>i. Expenditure per a student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This; therefore, implies that, as being exercised by many countries, it is increasingly important to consider students’ background, characteristics and achievements in core subjects as an important indicator of school performance.

Besides, Ethiopian primary education is characterized by high dropout and repetition rate and intolerable gender disparity in favor of boys. Improving educational access to girls, retaining them in school, reducing dropout and repetition, and thereby bridging the gender gap is therefore the major concern of the education system in general and schools in particular[6].

Another major problem that hampers quality of Education in Ethiopian primary school according to the Ministry of Education is poor leadership exercised at schools. According to this study, school leadership is not democratic and participative[3]. Educational leadership, professional development and team cohesion have association with students’ achievement[12]. Hence, it is relevant to consider leadership styles as indicators for School Performance system at primary school level in Ethiopia.

Furthermore, since educational output depends upon input and process factors, they will also be included as indicators[16].

By combining the typology of Educational indicators[5] and review of indicators of effective schools[16] and the aforementioned priorities and problems, the following major indicators will be included in the SPFS.

6. Methods and Instruments of Data Collection

6.1. Data Sources

   Students: Since they are ultimate beneficiaries, students will participate in filling questionnaire about classroom teaching learning process and their general background.

   Teachers: Teachers will participate in filling questionnaire about school climate, leadership, professional development and classroom teaching learning process as they are core agents in school improvement.

   School principals: relevant information at school level including school leadership, professional development and general climate will be collected from school principals.

6.2. Instruments of Data Collection

   Tests: standardized tests are prepared to investigate value added due to schooling of a specific time and to monitor students’ progress. This test will be prepared for all grade levels (1st, 2nd, 3rd and 4th grade). Adjusted values will be used for data analysis; hence, tests will be given before and upon completion of schooling of specific time. Before administering the tests, their validity and reliability will be tested and proved to be at the accepted level. The tests will be prepared for grade 1-4 on basic subjects (reading, arithmetic and Environmental science). Agency for General education Quality and Examination, which is directly responsible for the ministry of education, will be given the responsibility to prepare the standardized test. However, teachers of respective schools are responsible for the administration and analysis of the test results.

   Questionnaires: from their very nature questionnaires are more advantageous over other data collection instruments in that they help to collect data from large number of sample within a short time. Hence, questionnaires will be used to collect data from teachers and students. Different questionnaire will be prepared and used for teachers and students. Questionnaire for teachers will contain items on issues related to classroom teaching-learning process, and the general environment of the schools including the leadership. Students’ questionnaire will consists of issues related to actual teaching-learning process in the classroom. Students’ response will be triangulated with teachers’ response and teachers’ response will be triangulated with principals’ response.

   Interview: Since we will have one principal for one school, structured interview will be used to collect data from school principals.

6.3. Data Collection Method

   Coordinating data collection and analysis will be the responsibility of Evaluation team/committee that is going to be formed at district/woreda level for this purpose. Since Evaluation costs a lot, it will be made once a year (at the end of academic year). Teachers are highly encouraged to take part in data collection. This committee is also responsible to produce a timely report and give feedback for respective school teachers and principals. The committee will also have the responsibility of following up the use of feedback and assist teachers.

6.4. Data Analysis

   Data will be analyzed and reported by Evaluation team/committee. Student achievement data gathered through standardized test will be analyzed by applying psychometric techniques. Achievement of individual student in the three core subjects will be analyzed. The achievement score of each student will be adjusted to the entry test score and added value will be calculated. This will be done across grades at the end of each academic year and the students progress will be identified by comparing students current performance with previous year’s achievement (longitudinal analysis). If it is found to be important each student’s achievement score will be compared to average score of the class to indicate his/her relative position in the class.

   Data collected through questionnaire will be analyzed through the application of statistical techniques. Through this analysis, factors which contribute to high/poor performance of a school will be investigated and the general performance of the school will be shown. The current performance of the school will be compared to the previous one to show improvements over years.
7. Strategies to Maximize the Effects and Minimize the Effects of Feedback

Implementation of school performance feedback system incurs much resources and time. Unless its results are used efficiently/properly, it is just wastage. Feedback should be pertinent, unambiguous and functional so that recipients would accept and implement it[15]. This implies that while designing SPFS due attention should be given to its usability; appropriate mechanisms should be designed to maximize the use of feedback.

Use of feedback can be affected by various internal or and external factors in schools. Hence, looking for strategies to maximize feedback effect requires thorough understanding of these factors because “knowing the enemy alone is half a victory”.

The use of feedback depends on such factors as clarity of goals, quality of data (clarity, relevance, and credibility), complexity of tasks, the way feedback is given for the user and its intensity[5]. These factors are generally grouped as design process; SPFS features, implementation process and organizational feature of the school[5].

Similarly, characteristics of evaluator (attitude and experience), characteristics of the user (attitude and experience), relationship between evaluator and the user, the quality of feedback, cost and time required as the major determinant of feedback use[16]. Furthermore the users understanding and interpretation of the main findings and compatibility of evaluation result with users’ objectives and opinion are potential factors that affect use of evaluation result.

Timeliness, external pressure and support for schools, principals’ will and motivation, clear understanding of the goal of SPFS are other possible factors that affect the use of feedback. They generally categorize factors affecting SPFS into four major themes; characteristics of the SPFS, Feature of the implementation process and school organizational characteristics[14].

Provided that the aforementioned factors affect the use of feedback, the next question would be “how can we tackle these problems to enhance the use of feedback?” The following are major strategies that would address the challenges.

First and foremost as done on ZEBO-project allowing stake holders to take active role during designing phase of SPFS is crucial. If we give an opportunity to school principals, teachers and inspectorate to participate in the designing and incorporation of their views[5], it would make them feel sense of ownership and enhance their participation during implementation. Hence, primary school teachers will be given an opportunity to reflect on the SPFS (its goals, instruments, indicators). This will be done on a few selected primary schools as a pilot test and will be launched in others after its effectiveness is assured. Teachers and principals must take part on decisions about the kind of indicators to be included.

Explaining the purpose of SPFS for teachers and principals would also enhance the use of feedback. In most cases, teachers attribute evaluation with accountability and refuse to give adequate and relevant data[16]. They suppose to escape Evaluation thinking that if the result is not good, they are going to be accountable. The main purpose of this SPFS is to improve teaching and learning and this will be clearly communicated to teachers through awareness raising workshop that is going to be conducted before the actual implementation. This, of course, would reduce the fear of teachers and encourage their participation. Moreover, it would be very important for teachers in primary schools of Ethiopia where SPFS is not well conceptualized.

As mentioned earlier, interpretation of evaluation result requires thorough application of statistical concepts and working with software like SPSS. However, in most, if not all primary schools of Ethiopia, teachers’ skill of interpreting evaluation result is not promising. In order to tackle these problems, a team of teachers which is responsible for interpreting evaluation result will be formed and intensive training will be given to them on the concept of value-added. Statistics and other software application like SPSS. Teachers who have good back-ground in mathematics and computer will be the member of the team. Team members will be exempted from their regular load of teaching to some extent so that they would get enough time to deal with SPFS activities.

Urging district educational officers to develop policy that combines support and pressure and encourage schools to use feedback is another strategy that is going to be employed to enhance the use of SPFS. District education office should support schools both technically and with provision of resources. They should also pave systematic way to create context that forces schools to use feedback result. However to be effective, the pressure and support should not be independent; rather combined[5]. Districts should give support for primary schools and also follow them whether or not they utilize the feedbacks effectively.

Encouraging Primary school Teachers to participate in data collection would maximize the use of feedback. Teachers are the main actors in feedback use. As witnessed by performance indicators in primary schools (PIPS) in United Kingdom[5], when Teachers are given an opportunity to take part in data collection; they value the result and will be encouraged to use it for better teaching and learning. This can also reduce the cost of data collection. Therefore, awareness raising training will be given for primary school teachers on the benefit of SPFS in improving their teaching which in turn encourage them to take part in data collection.

Producing high quality report should be considered as another mechanism that maximizes the use of SPFS. The feedback should be accurate, informative and understandable. Ambiguous feedback misleads teachers and principals and results in the underuse of it. Hence, training will be given for the evaluation team on how to produce high quality report. The use of graphs and illustrations, appendices and writing executive summaries will be emphasized during training.

Evaluation result will be confidential. Unless the results
are private, teachers would lose confidence and repudiate their participation. Hence, results will be confidential for the relevant body (a teacher, group of teachers or principals who is supposed to use that specific evaluation result).

Finally, Monitoring and Evaluation of the effects of the use of feedback will be strengthened. A team of teachers will be formed and this team will be responsible for ensuring the incorporation of feedback into school plan, following up its implementation and evaluating the effect. In addition, urging district offices to follow the implementation of SPFS, to spot challenges and to take remedial actions in collaboration with schools would be capitalized as one tool for effective and efficient use of SPFS results.

8. Conclusions

School performance feedback system is an important instrument for improving the quality of education in developing countries like Ethiopia. Indicators are crucial ingredients in developing SPFS. Hence, their selection should be based on the educational context of the country and review of out puts of school effectiveness research. In addition to the selection of indicators, due attention should be given to the validity and reliability of instruments. Furthermore, a critical look into factors that might hinder the valuable use of the feedback helps to maximize the use of feedback by designing appropriate strategies during design of SPFS. Finally external support and internal support should be strengthened to facilitate implementation of SPFS.

REFERENCES


