



Applying Human Performance Technology for Performance Improvement in Afghanistan High Schools

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Abstract:	This research used HTP methods to investigate performance issues in three Herat, Afghanistan high schools. Findings showed that there was performance gap between the present and desired level of performance among all examined schools at different levels. After identifying the underlying causes, interventions were proposed according to Afghanistan education documents.

Applying Human Performance Technology for Performance Improvement in Afghanistan High Schools

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Introduction

The need to improve performance in schools may be greater today than any other time in the history of Afghanistan (Hakim and Heidary, 2015). Schools, as the core of the education system, require a comprehensive approach for performance improvement. Human performance technology (HPT) is such an approach. According to Chevalier (2004), HPT is systematic and systemic as it seeks to sustain organizational effectiveness by identifying issues that affect individual and organizational performance. This perspective appears to place emphasis on how work is accomplished when stakeholders seek to improve performance (Wash, 2009). In the context of this article, schools are dependent on members' performance to meet the goals. When the performance is not sufficient, a performance problem may exist (Chevalier, 2007). In other words, the organization's performance support system enormously influences the way human behave in organizations and therefore, ultimately impact organizational performance (Kang, 2015).

HPT is the study and ethical practice of improving productivity in organizations by designing and developing effective interventions that are results-oriented, comprehensive, and systemic (Pershing, 2006). Stolovitch and Keeps (1992) defined HPT as systemic in that it perceives identified human performance gaps as elements of systems, which interface with other systems. Performance is then the result of a number of influencing variables, which then must be analyzed before appropriate, cost-effective interventions are selected and deployed (Mc-Elwain, 2012). HPT focuses on producing performance systems that promote the consistent performance of an identified job or task in ways that meet organizational expectations (Foshay, Villachica, & Stepich, 2014). Furthermore, it stresses a rigorous analysis of the requirements of organization, process, and human performance for identifying the causes for performance gaps, and attempts to provide new designs and/or solutions to improve and sustain performance, and to evaluate the results against the requirements (NERC, 2012).

Little research exists regarding the use of HPT in schools, especially schools in developing countries like Afghanistan. The experiences that contribute to HPT development must be collected if school principals are to adopt HPT. By developing a more comprehensive understanding of HPT and the influence that it has on principals' performance and organizational effectiveness, schools may be more diligent in providing developmental strategies and frameworks that promote improvements. Moreover, the education system in Afghanistan is highly centralized, with K-12 education

supervised by the Ministry of Education. Over the past 10 years educational reform in Afghanistan has been marked by a shift in focus from quantity to quality (Hakim & Heidary, 2015). However, there needs to be more fundamental changes. Every day, principals are greeted at work by the difference between the present and desired levels of performance. Unfortunately, they immediately jump to implementing solutions without identifying the underlying causes. Thus, HPT may be an approach that Afghanistan schools need to guide performance improvement.

This study sought to investigate schools' performance improvement by applying HPT in Herat, Afghanistan high schools. The research questions included the following:

1. What is the actual and desired level of performance in Herat high schools?
2. What are the underlying causes of the performance gaps in Herat high schools?
3. Which kind of interventions are appropriate for performance improvement in Herat high schools?

Method

This case study was conducted in Herat public high schools. Three schools at three different levels (international (A.L.)¹, national (B.L.)², and district (C.L.)³) were selected by purposive sampling method from a sample of 23 high schools. The case study method was used because it utilizes deep investigation, in-depth analysis and description of the case(s), and it is able to capture the uniqueness of the case(s) and give a natural generalization to the reader (Yin, 2012). To assist the exploration of the study, qualitative methods such as interview, questionnaire, and documentary analysis were adopted.

The analysis began with education documents⁴ related to schools performance. These documents were examined to determine performance gaps in each school. In addition, the researchers developed a questionnaire based upon the updated Behavioral Engineering Model

¹ An international (first-level school) is one that meets Afghanistan Education Legislation performance standards and wins national and international prizes.

² A national (second-level school) is one that meets Afghanistan Education Legislation performance standards and wins only national prizes.

³ A district (third-level school) is one that has almost good performance according to Afghanistan Education Legislation, and doesn't win any prizes.

⁴ Afghanistan Education Legislation (Academic Group of Ministry of Education in Afghanistan, 2010), Third National Strategic Program in Afghanistan 2015-2020 (Ministry of Education, 2013), International Schools Program (England Education System, 2004), Existed Documents in Schools.

(BEM) (Chevalier, 2003). This questionnaire contained items that assessed the six factors: information, resources, incentives, motives, capacity, and knowledge and skills. The questionnaire was distributed to all principals and teachers. Responding teachers are shown in Table 1 (N=71 in school A.L., N=78 in school B.L., and N=50 in school C.L.). The questionnaire was also distributed to students by using non-random stratified sampling method: School A.L. N=812, School B.L. N=901, and School C.L. N=946. Following the questionnaire, semi-structured interviews were conducted in 2016 with a total of 26 participants from the three schools (three principals, two vice principals, nine teachers, and twelve students). The purpose of the interviews was to distinguish the performance gaps and underlying causes to suggest appropriate interventions. Interviewers used an interview guide, and each interview lasted for approximately 45 to 60 minutes. The interview data were transcribed and the transcriptions were sent to the interviewees for checking and confirmation. The transcribed data were then coded and analyzed according to methods suggested by Yin (2012).

Findings

1. What is the actual and desired level of performance in Herat high schools?

Performance analysis of actual and desired level of performance in Herat high schools was investigated by assessing the education documents and following variables within one, four-year period (2012-2016) (Table 2):

Actual level of performance

- Number of entrance students
- Educational background of entrance students
- Number of succeed students
- Number of students passing the second chance exam
- Number of failed students
- Number of dropout students
- Link between schools and community
- Following international schools' program (team work, sharing information, creativity, competitiveness)

- Progression of students' learning.

Desired level of performance according to government documents

- Rule 47 of the Afghanistan Education Legislation: The Ministry of Education should improve and expand academic and professional environment for managers and teachers using appropriate internal and external scholarships, and offering in-service classes and seminars.
- Rule 7 of the Afghanistan Education Legislation: Schools are responsible for success of students at least 90% in each year.
- Rule 33 of the Afghanistan Education Legislation: Schools should design supportive programs to improve students' learning.
- Rule 26 of the Afghanistan Education Legislation: The norm of students in each class shouldn't be more than 35 students.
- Rule 20 of the Afghanistan Education Legislation: Active role of schools with community should be more concentrated by education system.
- Rule 16 of the Afghanistan Education Legislation: Evaluation system of education should concentrate more on schools' performance and improve the weak points.
- 4th standard of International Schools Program: Schools can compete together by following international schools' program in four criteria: (team work, sharing information, creativity, and competitiveness).
- Rule 20 of the Third National Strategic Program in Afghanistan: All schools should develop their level by following national and international standards.

The number of entrance students was more than the 35-student standard specified by the Ministry of Education. It should be noted that School A.L. had two instructional shifts; however, School B.L. & C.L. had many more students and they were obliged to divide students in three instructional shifts.

The educational background of students in all schools was determined by analyzing documentation and interview transcripts. We found that School A.L. had the lowest percentage of accepted students (38%) in 2012, but it had the highest percentage (90%) in 2016. The vice principal of School A.L. recognized that:

Most of the entrance students have almost weak educational background and it creates problems for the teachers and also for the students. We examine the students' problems and try to set supportive programs to make them progress step-by-step.

School B.L. had 53% accepted students in 2012 and 73% in 2016. School C.L. had 43% in 2012 and 88% in the 2016.

Data regarding students who were offered the opportunity to take the second chance exam¹ were analyzed. Findings showed passing rates of 33% in School A.L, 14.25% in School B.L. and 21% in School C.L. in 2012. However, the pass rate decreased in 2016, with a 4.54% in School A.L, 11% in School B.L., and 1.32% in School C.L.

The data showed a considerable decrease in failed students in all selected schools. The survey indicated 14.59% failed in school A.L. in 2012, 9.34% in School B.L, and 13.8% in School C.L. In 2016, failure rates were much lower, with 0.45% failing in School A.L., 5.8% in School B.L., and 1.32% in school C.L.

The number of dropout students was worrying in all selected schools. While the trend decreased between 2012 and 2016, we still wanted to determine why such a rate was existed. The dropout rate in 2012 was 13.42% in School A.L., 23.36% in School B.L., and 21.55% in school C.L. In 2016 the dropout rate was 4.45% in School A.L., 12.17% in School B.L., and 8.97% in school C.L.

Following international schools' programs was another issue which we examined. The evidence indicated that School A.L. accomplished seven common projects internationally. Based upon the British Council standards, this meant that School A.L. could win an international prize and stand at the first level in the country. The school principal explained:

Our school mission is not only trying to be successful in university entrance examination and following the education legislations, but also to stand as the best school nationally and internationally.

Students of School A.L. were also satisfied with the experience. One student shared her experience:

¹ Giving the second chance for the students to succeed taking the next term according to Afghanistan Education Legislation.

In team work with a student from a school in England, she gave me more motivation to succeed in my lesson. Team work between students in different countries is very important as much as to change their lives and their purposes.

School B.L. performed three projects stood at the second level and couldn't win an international prize. And School C.L. just did one common project and didn't win national or international prize.

Progression of student learning was also examined in the three schools. We found that the level of schools winning national and international prizes, measures of successful students, following international programs, and a link between schools and community were important criteria for students' learning progression in selected schools. We found that School A.L., with expert and experienced teachers, provided a suitable environment for the progression of students' learning. Accepted students increased from 38% in 2012 to 90% in 2016. In this school, the principal and teachers were aware of the potentials effected on the students' learning progression.

Although our school has accomplished success in our country's competition, taking a national prize, communicating with international schools, and holding a scientific congress, we need to have this accomplishment reach each student in this school and it is our mission to have all students experience it. (Principal, School A.L.)

School B.L., as the second level high school, tried to consider all dimensions to provide an appropriate environment for the students to progress their learning. But a lack of expert teachers and dividing in the school into three shifts were barriers that limited improvements similar to those in School A.L. Moreover, School C.L. showed the same problems as School B.L., and it also showed that School C.L. students were weaker than the other schools, which was likely due to economic barriers. For example, students in this school couldn't buy books, take supportive courses, and access supportive instructional resources.

Most of students in this school are economically weak with weak educational backgrounds. It is difficult for them to take supportive classes out of the schools. And it is difficult for the school to set extra classes for them. (Teacher, School C.L.)

In total, our research showed that there were performance gaps between the actual and desired level of performance in all schools, especially in School B.L. and School C.L. Yet, the performance gaps were not at the same size.

2. What are the underlying causes of the performance gaps in Herat high schools?

The underlying causes of performance gaps were identified at the selected schools. Causes included:

- Weakness of principals' performance
- Inattention of teachers' instructional performance
- Lack of teachers' motivation
- Problems with students' learning
- Ignoring the schools' special purposes and mission
- Professional problems of some teachers
- Lack of resources
- Weak relationship between schools and community.

Principals play the major role in making decisions on performance improvement. We found that principals' performance in this area was weak, directly influencing their school's performance. Principals need to develop their instructional leadership approach according to the standards and principles of the Afghanistan education legislation because they are the central core of school decisions. In the questionnaire, teachers in School A.L. and B.L. identified the performance management system factor as driving force. On the other hand, teachers in School C.L. saw it as a restraining force. Also, students in all schools indicated it as restraining force.

Inattention to the teachers' instructional performance by the educational system caused performance gaps in the schools. Instructional performance refers to a method of teaching, using tools and material, and applying different skills for the success of students by teachers. Interviews indicated that teachers were not satisfied with the teachers' evaluation system and believed that even though the Herat educational evaluation team assess their performance, they don't announce the result. One of teacher in School A.L. expressed:

There are two evaluation teams in our school: One internal team consisting head of departments and experienced teachers who examine teachers' performance each month; and one external team from the education evaluating team who come twice in a year. The internal team's evaluation gives us clear feedback, [encourages a] standard method of teaching, and [gives] advice for weak points and problems in teaching method, while the external team didn't give us any feedback.

Teachers in School B.L. and C.L. had similar opinions in terms of the unclear result by the external evaluating team.

Teachers' motivation deficiency was a source of performance gaps in the schools. Motivation deficiency in this context means the educational system ignores teachers' instructional performance. However, teachers' motivation should be aligned with their work environment so that they have a desire to work. But most of the teachers, especially in Schools B.L. and C.L., complained about the lack of a measurement and reward system. Data from principals and students associated with School A.L. indicated a reward system as driving force, yet the same audience in Schools B.L. & C.L. responded it as restraining force.

Student learning problems, such as weakness in learning, having stress, and being too shy, limited performance improvement in the three schools. Interviews with students in schools B.L. and C.L. showed that the weak educational background of students, lack of instructional time, deficiency of expert teachers, and lack of instructional resources were the key factors that impacted students' learning. In addition, students in School A.L. identified tools, materials, and resources as driving forces. Students in Schools B.L. and C.L. identified it as retraining force.

Ignoring schools' special purposes and mission was a restraining force for the performance of School B.L. and C.L. Special purpose and mission refers to extra duties that schools principals demand for development of their schools. Of course, principals are accountable for implementing and integrating special purposes and mission. School A.L. followed special purposes and mission, and encouraged most teachers to attend workshops and seminars the school offered. Also, teachers participate in school decisions and take responsibilities, and students are encouraged to be creative by increasing their knowledge and accepted greater responsibility. Our results also showed that all

participants in School A.L. identified motivation as driving force. Yet, students in Schools B.L. & C.L. identified it as restraining force.

Teachers' professional problems, such as following a new method of teaching and using skills for teaching, caused performance gaps. We found that the professional problems of teachers in School A.L. were less than the other schools. The principal of School A.L. recognized that:

We filtered all inexperienced teachers in two ways: most teachers were encouraged by the school to attend the workshops and seminars to develop skills, or they were moved to village schools.

In addition, teachers in School B.L. faced some professional problems, while teachers in School C.L. had more professional problems that required additional attention.

Although all students desired a rich learning environment, the schools lacked resources, such as providing educational facilities and equipment needed by the teachers for effective teaching. Section VI Article VII of the Education Legislation states: "Library, laboratory, cultural centers, and IT should be created, and all the resources and training equipment are provided according to the needs of the schools." By participating in national and international programs, School A.L. was able to acquire more resources than other schools. Students of School B.L. faced a lack of resources, which one of their teachers further explained:

Even though there is considerable [progress] for providing library, laboratory, and computer labs. [there is] still not full accountability for all students. (Teacher, School B.L.)

Meanwhile, teachers and students in School C.L. complained about the lack of resources and facilities. In sum, School A.L. indicated resources as driving force, while School B.L. and C.L. classified it as a restraining force.

The link between school and community varied greatly in our analysis. Results suggest that the three schools were isolated from the community. School A.L. provided the initial context for linking the school with community, which meant having a good relationship with students' families by inviting them to school and having them speak about students' problems. But this approach needs improvement for maintaining a continuous connection.

The relationship between School B.L. with community was weak, while School C.L. had very weak relationship as well. This created more challenges for students because the schools didn't communicate students' problems to their families.

In sum, our results show that there were many underlying causes that represented the performance gaps in Herat selected schools. However, the level of performance gap was different between the perceptions of school personnel and their performance.

3. Which kind of intervention is appropriate for performance improvement in Herat high schools?

Selecting the appropriate intervention plays a major role in each schools' performance. According to Totsi & Jackson (1997), performance interventions can exert their influence on different components of a performance system. This includes the conditions under which people work, the processes they follow, and the outcomes that the organization produces, measures, and provides or for which it obtains feedback. Factors may also operate at different levels within the schools to influence performance. Table 4 summarizes the interventions suggested for each of the schools.

PRODUCTION

Table 4: [Proposed Interventions according to Causes of Performance Gaps]

Causes of performance gaps		Proposed interventions
<ul style="list-style-type: none"> • Weakness of principals' performance • Inattention of teachers' instructional performance • Lack of teachers' motivation • Problems of students' learning • Professional problems of some teachers • Ignoring of schools' special purposes and mission • Lack of resources • Weakness of relationship between schools and community. 	School A.L	<ul style="list-style-type: none"> • Developing principals professionally • Revising Education evaluation system • Using financial and non-financial incentive for the teachers. • Improving modern methods of teaching. • Applying In-service training • Developing special purposes and mission • Preparing instructional resources by applying operational plans • Strengthening relationship between schools and community
	School B.L.	<ul style="list-style-type: none"> • Improving professional development of principals • Revising Education evaluation system • Using financial and non-financial incentive for the teachers. • Applying modern methods of teaching. • Designing special purposes and mission • Applying In-service training • Preparing instructional resources by applying operational plans • Setting relationship between schools and community.
	School C.L.	<ul style="list-style-type: none"> • Improving professional development of principals • Revising Education evaluation system • Using financial and non-financial incentive for the teachers. • Applying modern methods of teaching. • Designing special purposes and mission • Applying In-service training • Preparing instructional resources by applying operational plans. • Setting relationship between schools and community.

1. Developing principals professionally.

School principals play a crucial role in the development of school-level. As described earlier, weakness of principals' performance was an underlying cause of performance gaps especially in School B.L. and C.L. School A.L., on the other hand, had progress and just need to improve. Therefore, it is suggested to concentrate on development of schools principals' by taking managerial courses, communicating with experienced principals, and travelling to the other countries for developing their professional skills.

2. Revising education evaluation system.

Performance evaluation is a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives. Annual performance reviews are a key component of teachers' development in schools. Our results showed that the current evaluation system was insufficient, impacting teachers' motivation. The education system needs to revise the performance evaluation system by defining standard evaluation criteria, assessing how well teachers meet the criteria, , providing teachers the results, and giving them feedback on their performance.

3. Using financial and non-financial incentives for the teachers

This is a contributing factor in attracting, retaining, and motivating people to work effectively in organizations. As mentioned, the lack of teachers' motivation was a performance gaps. The education system should motivate teachers by using financial and non-financial incentives based on their performance. The financial incentive may include a salary increase or a professional development scholarship. Non-financial incentives might include giving them a certificate of appreciation or publish their names on the school system's website as successful teachers.

4. Applying modern method of teaching.

Modern methods of teaching increase student engagement. For example, a modern method could be where the teacher assumes the role of a facilitator who prepares facilities for the students to learn their lesson easier. Other modern methods include problem-based teaching, research-based teaching, and learner-based teaching. All of these methods establish a proper context and help students in learning process, making them a suitable intervention.

5. Applying in-service training.

In-service training is a systematic effort focused on the coordinates the interests and needs of teachers with the future needs and goals of the organization. Such efforts can also improve personal and professional development. Based on our findings, if a school replaces its textbooks, then it is necessary to provide teachers in-service training programs to ensure their knowledge and skill reflects the content and approach found in the new books. In-service training can be provided in short-term or long-term periods.

6. Operational plans for special purposes and mission.

Operational planning anticipates operations to achieve certain goals according to the possibilities and limitations that are outlined in the plan. Our findings showed that School A.L.'s special purpose and mission (which involved connecting with other international schools) achieved first level standing and progressed more than other schools. All schools could progress more with special purpose plans, perhaps involving international programs like the British Council or the Technivacian Course.

7. Preparing instructional resources.

Instructional resources have a profound effect on students' learning. Results indicated that the lack instructional resources are a cause of students' weakness. Thus, communicating with international programs, teaching students to preserve their books and materials, and asking students to return books and materials at the end of year could help schools to solve students' instructional resources problems.

8. Improving relationship between schools and community.

A school is a social organization where consciously-designed learning experiences are provided with the objective of achieving social aims. Principals are expected to anticipate and prevent crises, increase communications between the school and the home, and respond to special interest groups. As shown above, a weak link between schools and parents contributed to the performance gaps. Thus, it would be appropriate for principals to enhance communications with parents. This could involve an online forum through which to share information and ideas, engaging some parents in school decisions, and transferring the students' learning condition.

Conclusion

This research investigated the performance improvement of Herat high schools through HPT. First, we assessed the actual and desired level of performance. Second, we analyzed the underlying cause of performance gaps between actual and desired level of performance. And third, we identified appropriate interventions for performance improvement.

In this study, the cases showed that principals play an important role in initiating and coordinating the work that will lead to performance improvement. All schools in our study were public and governed by the Ministry of Education, but they were not at the same level. The schools varied in their capacity and inclination to respond to change. While School A.L. could most effectively manage new educational initiatives, School B.L. and C.L. had problems managing performance improvement. Thus, even though all schools had performance gaps that suggested appropriate interventions to achieve the desired level of performance, the level of performance gaps were completely different. This study also found that most of the factors causing performance gaps were environmental rather than individual.

On the whole, the situation we investigated could not be cured by just one single pill. It needed a thorough performance analysis that identified the underlying cause at each school for us to select the appropriate interventions. In addition, the types of performance gaps and factors causing them are dependent on context, thus it is impossible to select unique intervention for specific cause in all schools. So, considering the context, performance analysis and identifying the cause must be performed before selecting an intervention.

Our experiences suggest that school leadership needs more training in the area of HPT to move the major stakeholders toward adopting the HPT model and applying it in the field of education. This would increase the chances Herat schools choosing the HPT model to guide school improvement.

In closing, we note that, to our knowledge, this was the first study of HPT conducted in Afghanistan's schools. As the field of HPT continues to work towards building a truly global knowledge base, we look forward to drawing upon a broader set of studies conducted in diverse organizations in Afghanistan.

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Tables and Figures

Figure 1

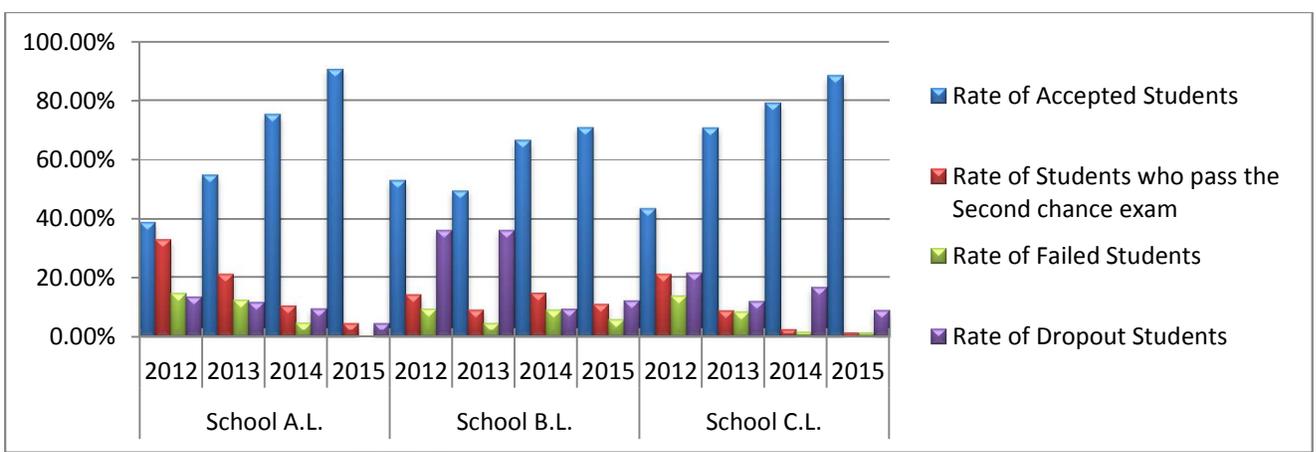


Figure 1. Result of one educational period of students in schools A.L., B.L. & C.L.

Review Only

Table 1: Number of participants in questionnaires

	Manager	Total Teachers	Responded Teachers	Total Students in Each School	Responded Students using Non-random Stratified Sampling Method	
					Population	Sample
School A.L.	1	82	71(the other don't return the questionnaires)	1798	Ninth class: 555	225
					Tenth class: 534	220
					Eleventh class: 364	185
					Twelfth class: 345	182
School B.L.	1	90	78(the other don't return the questionnaires)	2210	Ninth class: 466	211
					Tenth class: 556	226
					Eleventh class: 648	240
					Twelfth class: 540	224
School C.L.	1	75	50(the other don't return the questionnaires)	2520	Ninth class: 626	238
					Tenth class: 657	244
					Eleventh class: 814	262
					Twelfth class: 423	202

Table 2: One Educational Period of Students in Schools A.L., B.L. & C.L.

Schools According one Educational Period				Rate of Accepted Students		Rate of Students who pass the Second chance exam		Rate of Failed Students		Rate of Dropout Students	
School A.L.	Year	Class	Total number of students	Number	Percent	number	Percent	number	Percent	number	Percent
School A.L.	2012	Ninth	514	200	38.9%	170	33.07%	75	14.59%	69	13.42%
	2013	Tenth	403	221	54.83%	85	21.1%	50	12.4%	47	11.6%
	2014	Eleventh	392	296	75.5%	41	10.45%	18	4.6%	37	9.43%
	2015	Twelfth	440	398	90.45%	20	4.45%	2	0.045%	20	4.45%
School B.L.	2012	Ninth	428	227	53.03%	61	14.25%	40	9.34%	100	36.23%
	2013	Tenth	554	274	49.45%	51	9.02%	25	4.5%	204	36.23%
	2014	Eleventh	440	294	66.8%	65	14.7%	40	9.01%	41	9.31%
	2015	Twelfth	345	245	71.01%	38	11.01%	20	5.8%	42	12.17%
School C.L.	2012	Ninth	232	101	43.53%	49	21.12%	32	13.8%	50	21.55%
	2013	Tenth	227	161	70.92%	20	8.8%	19	8.37%	27	11.9%
	2014	Eleventh	251	199	79.28%	6	2.4%	4	1.6%	42	16.73%
	2015	Twelfth	301	266	88.37%	4	1.32%	4	1.32%	27	8.97%

Table 3: Example performance analysis worksheet for the Behavior Engineering Model (BEM) Information box. A similar worksheet was completed for each of the BEM boxes. The columns for each school indicate the magnitude of the cause factor as a driving force (+) or as a restraining force (-), plus a description of any factors that affect performance.

Cause Factor	Respondent	School A.L.	School B.L.	School C.L.
Information				
1. Roles and performance expectations are clearly defined; feedback is given about adequacy of performance.	Principal	+3	+2	+1
	Teacher	+2	+2	-1
	Student	+1	-1	-2
Factors affecting performance	Principal	No reason	No reason	Teachers do their jobs according to their professions
	Teacher	Most of teachers: Performance is not clear	Most of teachers: Performance is clear	Most of teachers: Jobs and performance are clear
	Student	No reason	No reason	No reason
2. Clear and relevant guides are used to describe the work process.	Principal	+3	+3	+3
	Teacher	+3	+2	+2
	Student	+1	-1	-1
Factors affecting performance	Principal	Teachers' performance is evaluated by principals.	Teachers are evaluated by principals.	Principals give feedback to the teachers.
	Teacher	Most of teachers: Feedbacks are not systematic and regular.	Most of teachers: General feedbacks are given.	Most of teachers: Teachers' performances are evaluated by principals.
	Student	No reason	Most of students: A few of teachers are given instructional feedback.	Most of students: Teachers are given instructional feedback.

3. The performance management system guides performance and development.	Principal	+2	+1	-3
	Teacher	+1	+1	-1
	Student	-1	-2	-3
Factors affecting performance	Principal	It is not almost clear.	The office makes it clear.	This is important for the office.
	Teacher	Most of teachers: It is not clear.	Most of teachers: It is almost clear.	Most of teachers: It is almost clear.
	Student	No reason	No reason	No reason

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Abstract

This research used HTP methods to investigate performance issues in three Herat, Afghanistan high schools. Findings showed that there was performance gap between the present and desired level of performance among all examined schools at different levels. After identifying the underlying causes, interventions were proposed according to Afghanistan education documents.

Keywords: Human Performance Technology, Schools Performance, Performance Improvement in Schools

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