

Evaluation of Intellectual Development association of Children and Adolescents based on CIPP model

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ABSTRACT

This study was conducted to evaluate the intellectual development association of children based on the CIPP model. Methods of research due to the nature of research is Applied and the method is Descriptive – survey. The population was all personnel of Intellectual Development association in West of Mazandaran province; that 87 individuals were selected as sample and descriptive - inferential tests include t-test and Kolmogorov-Smirnov test were used to analyze the data. The overall results suggest that according to the desired pattern, index of existing Status of input - existing Status of process, existing assumption of output were evaluated at the optimum level, in evaluation of center status.

KEY WORDS: evaluation, input, output, process, purpose, Association

1. INTRODUCTION

Each one of the higher education institutions should be coordinate with the social, economic and cultural progress and developments and should define their objectives based on short-term, medium-term and long-term planning and should evaluate the returns and results of their work to ensure the achievement of desired goals.

Given that in recent years, programs have been developed for the Intellectual Development and its outlook, so the need for monitoring and evaluation of programs is felt. Many definitions of evaluation are presented. Some people defined it as to compare the objectives and results and some groups defined it as the combines of functions and values; but in general they all agree on the definition that Evaluation is the systematic activities collection which provides making appropriate decisions to determine the value of a phenomenon through the collection, analysis information and judgment. Essentially, Evaluation is done based on judgments regarding measurements and other obtained information. The Intellectual Development association that has been established more than a decade ago, evaluates their performance by using other organizations, especially scientific- educational organizations; that present study is its result.

In this study, the performance of centers has been evaluated based on Syp model by taking inputs, program outputs and field and the results can help association' managers so the challenges that prevent the realization of programs are identified in order to deal with them; while that can be a pattern for other managers for evaluation their performance.

2. PROBLEM STATEMENT

Basic purpose of the university is education, talent training, transfer and advancement of knowledge through education and scientific research and promotion and development of science in order to provide committed and skilled workforce to meet the legitimate needs of society. Hence, it is necessary to identify young scholars. Therefore, the Intellectual Development association was established in 1998 and now with more than a decade activity and gaining valuable experiences is established in most areas and further, have a significant number of member among countries students.

Based on the vision 1404, the Intellectual Development association is an entrepreneur and activist association for education and training young talent, researcher and the elite and areas provider of growth and development for members and have a complete set of modern, comprehensive and coordinated applications in the fields of education, culture, research, entrepreneurship and supportive (Visions of Intellectual Development association, 2006).

Since, according to the responsibility and task that organizations are responsible, so they should ensure and informed about the extent of their success in achieving their objectives. All organizations require an evaluation of their work and determining the progress towards achieving their goals, to achieve this purpose. Accordingly, its activities should be adapted to defined goals and be evaluated for the realization of the vision.

Evaluation is a process that can be effective in Intellectual Development association. If this tool is well designed and properly used, will be appropriate tool for planning and promotion activities of association. On the other, the basic philosophy of monitoring that is understanding of the organization situation, Eliminate bottlenecks in the way of decent and directing the affairs in order to the Realization of organization's objectives, in fact, is the

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evaluation. Yet after a decade due to operational constraints, the activities of the centre has not been carefully evaluated and activities carried out in this area to achieve the desired level, it is not convincing enough. Hence, the importance of a proper evaluation system to improve the quality of centre association activities, is essential. The present study is sought to evaluate the performance of the Intellectual Development association to achieve defined goals. Given the current situation and current problems, the main issue in this study is that, what extent association activities has been in order to determined goals and what solutions can be provided for continuous improvement of association performance.

3. LITERATURE REVIEW

Staffiebeam defines evaluation as: " The process of determining and collecting and providing the necessary information for judging about decision making choices" (Kiamanesh, 2002).

The evaluation process consists of "A series of official measures to evaluate employee performance in a given time interval and includes all of individual's behavior about its application in that period (Aghazadeh, 2009). When the selection stage for method arrives after determining the target or the destination, the issue of monitoring and specified evaluation, the value of the program is estimated by using of the method which is chosen for monitoring and evaluation. The method which is chosen for monitoring and evaluation and tools which are used for data collection and analysis, at least provide two categories of qualitative and quantitative (Kiamanesh, 2002).

Both types of information are needed to effective monitor and evaluate. This information, independent of the theoretical controversy between the evaluators, is important for the represent the facts relating to programs, organizations and individuals. Typically, for collecting of the qualitative data some methods such as: inductive analysis, the focused groups, ethnography and observation the participant are used; in contrast, for collecting quantitative data some methods, such as: statistical surveys, content analysis, descriptive statistical techniques and inferential statistical techniques are use (Aghazadeh, 2007).

Katava (1990) has identified five types of approach in order to monitoring and evaluation of program (Aghazadeh, 2007):

Bureaucratic monitoring and evaluating: Usually this type of monitoring and evaluation is implemented by government or higher education system. The higher education system can directly evaluates and observes a lesson and determines its need for improved. The results of bureaucratic monitoring and evaluation can be exploitable by higher education or government.

Autocratic monitoring and evaluating: autocratic monitoring and evaluation emphasizes on training that needs to be considered in the curriculum. Higher education system and sometimes responsible agencies of government invites external consultants to carry out this type of monitoring and evaluation. Government and higher education institutions are not bound to accept the results of autocratic monitoring and evaluation.

Democratic monitoring and evaluating: This type of monitoring and evaluating is done based on planners' experiences and reactions in monitoring and evaluation of the program. Democratic monitoring and evaluation do not offer uncompromising recommendations to planners or executors of programs.

Norm – centered monitoring and evaluating: In this type of monitoring and evaluating, performance of certain learners will be Basis for other learners. In this type of monitoring and evaluating, performance of students enrolled in the current year, are comparable with performance of previous learners, for monitoring and evaluation.

Criterion - Oriented monitoring and evaluating: In this type of monitoring and evaluating, actual performance of students is measured and compared with specific learning objectives in the syllabuses or curriculum document (Aghazadeh,2009).

4. Previous research

Shahrakipour (2007) a research has done "A study of evaluation system of higher education in the world to offer an appropriate model for higher education", despite the fact that activities of quality assurance in higher education has not included monitoring and evaluation in their work.

Farasatkah (2006) a comparative analysis of 20 institutions and quality assurance in higher education in 16 different countries expresses that at international level, input monitoring and evaluation of the first reference of information for quality assurance in higher education is considered.

Mohammadi and et al (2005) in his research, evaluation have been achieved evaluation as the requisite increasing social returns of the higher education and a mechanism for verifying the qualifications, expertise of intellectual credits, public responding, informing to stakeholders, to ensure the fulfillment of the objectives and continuous improvement.

Pasargadi (2002) considered factors through presenting a model for university validation. In this study, he intended functions for validation(Such as high supervision on the implementation of validation process for universities and higher education institutions of medical Sciences; responsibility of handling- appeals- the difference between the regional the specialized committee with institutions, responsible for expertise licensing and

scientific degrees to universities). He also been promoted validation of Supreme Council in order to promotion quality of higher education in his proposed framework.

Bazargan and et al (2008) in their survey reported that although for a long time, inspections was done in higher education by the state but these activities was not associated with holistic and systemic view and did not have expected effectiveness.

Bazargan (2006) in his research has been discussed Monitoring and evaluation as one of the essential functions of university management system or higher education and has stated that it should not be viewed as a separate activity, but also is a loop of planning and management chain without monitoring and evaluation can not brought planning In order to continuously improve. what Bazargan in this study reflects, it is the fact of university evaluation system and its associated quality. Monitoring and evaluation in higher education should be done in such a way that can include context, input, etc .

Lotfabadi (1996) in their study have been discussed new approaches of evaluating in the emphasis on phenomenological, empowerment, participation and self-evaluation, etc. His study is in agreement with the study of Bahrami. Bahrami in his own research emphasizes on the teaching - learning while Lotfabadi also emphasizes one component of the evaluation of quality of higher education. Quality Evaluation of Higher Education can confined in teaching and learning not evaluation.

5. Research questions

Main question:

- How is evaluation of the Intellectual Development associations of Children and Adolescents based on CIPP model ?

Sub-questions:

1. How is current status about context and content of the Intellectual Development association of Children and Adolescents with regard to determined indexes?
2. How is current status about input of the Intellectual Development association of Children and Adolescents with regard to determined indexes?
3. How is current status about process of the Intellectual Development association of Children and Adolescents with regard to determined indexes?
4. How is current status about output of the Intellectual Development association of Children and Adolescents with regard to determined indexes?

6. RESEARCH METHODOLOGY

6-1- Research methodology and data collection methods

Considering that the aim of the present study is evaluating performance of the Intellectual Development, the research is descriptive and Survey.

The research data have been collected using the following methods.

Library study: To create a strong and logical support about the material presented in this study, resources of related to the topic were evaluated that their names are listed at the end.

Questionnaire: The next tool for collecting data in this study is questionnaires that were made by the researcher. Questionnaire of intellectual development association's personnel contained 35 questions which will be assessed the inputs, processes, outputs and factors related to context. The validity of the questionnaire were determined as formal with the help of professionals and experts people and officials of ntellectual development center.

6-2- population and sample

The population of this study included all colleagues of intellectual Development in association that have intellectual Development and were selected 87 persons as a statistical sample.

6-3- The method used for data analysis

To answer the number one question was trying to gather the internal and external sources related to the subject. Then collected resources were screened to the most appropriate resource to be exploited for extracting and compiling data. Another step in this process was to study and taking notes. Then the sources studied and took notes, began the process of summarizing data. The stage of summarizing the data was conducted with extraction and formulation of aspects and components of the monitoring and evaluating of higher education. Library data through content analysis of qualitative method and data obtained from the implementation of the questionnaire were analyzed quantitative method. The data of questionnaire are presented with emphasis on measures of central tendency (frequency and percentage) after collecting of data with using descriptive statistical methods and then for the inferential analysis is used Of the Kolmogorov - Smirnov test for the normality of the data and t test to specify the level of utility.

7. Statistical analysis and hypothesis testing

7.1. Descriptive analysis of research data

Descriptive statistics characteristics for variables are presented in Table 1.

Table 1. The Kolmogorov test statistic and fallible level for the variables

Components	Number	Mean	Standard deviation	Kolmogorov-Smirnov test statistic	Significance level
Degree of Desirabilities of the Current situation about context and content of the Intellectual Development association of Children and Adolescents	87	3.6073	0.90861	1.077	0.196
current status about input of the Intellectual Development association of Children and Adolescents	87	3.4368	0.95054	0.882	0.417
current status about process of the Intellectual Development association of Children and Adolescents	87	4.3352	1.06643	2.8	0.0001
current status about output of the Intellectual Development association of Children and Adolescents	87	3.9291	1.22597	2.72	0.001

in the above table, according to the Kolmogorov-Smirnov test statistics that is equal to 1.077 and 0.882 for variables of desirabilities degree of the current situation about context and content of the Intellectual Development association of Children and Adolescents, and current status about input of the Intellectual Development association of Children and Adolescents, and with respect to the significance level (0.196 and 0.417) that is larger 0.05, It can be concluded that the variables data of desirabilities degree of the current situation about context and content of the Intellectual Development association of Children and Adolescents follows a normal distribution according to specified indexes. So one sample mean test is used to determine the desirabilities degree of the current situation about context and content of the Intellectual Development association of Children and Adolescents according to specified indexes. Respect to the significance level (0.196 and 0.417) that is larger 0.05 about the variables of current status about process of the Intellectual Development association of Children and Adolescents and current status about output of the Intellectual Development association of Children and Adolescents, it can be concluded that the variables data of desirabilities degree of the current situation about context and content of the Intellectual Development association of Children and Adolescents doesn't follow a normal distribution. Thus the distribution of the response about above variable will be evaluated by using the binomial test in terms of two groups of the desirability and the non-desirability.

7.2. Deductive analysis of research data

Single group t-test and binomial test is used to evaluate and test the hypothesis According to the results of the collected data from the questionnaires and obtained descriptive results from them. Therefore, analyzes are presented for each of the questions in the below.

The first question: How is current status about context and content of the Intellectual Development association of Children and Adolescents with regard to determined indexes?

Table 2. The test statistic related to desirabilities current situation about context and content of the Intellectual Development association

	The test statistic	d.f	Difference Average	Significance level
current status about input of the Intellectual Development association	6.234	86	0.60728	0.0001

According to the t test to compare the mean for the score of desirabilities in the current situation about context and content of the Intellectual Development association, From their perspective that is equal to 6.234 and with the Fallible level less than 0.01, shows that desirabilities in the current situation about context and content of the Intellectual Development association is suitable.

Second question: How is current status about input of the Intellectual Development association of Children and Adolescents with regard to determined indexes?

Table 3. The test statistic related to desirabilities current situation about context and content of the Intellectual Development association

	The test statistic	d.f	Difference Average	Significance level
desirabilities current situation about context and content of the Intellectual Development association	4.241	86	0.43678	0.00001

Also, according to the t test to compare the mean for the score of desirabilities in the current situation about context and content of the Intellectual Development association, from their perspective that is equal to 4.241 and with the Fallible level less than 0.01, shows that current status about input of the Intellectual Development association is suitable.

Third question: How is current status about process of the Intellectual Development association of Children and Adolescents with regard to determined indexes?

Table 4. Binomial test related to the desirability or the non-desirability about process of the Intellectual Development association of Children and Adolescents

Variable	Group	Frequency	Percent of the observed	Test Ratio	Test Amount	Significance level
the desirability of current status about process of the Intellectual Development association	The first group (or the non-desirability)	15	0.17	0.5	3	0.0001
	The second group (the desirability)	72	0.83			
	total	87				

According to the above table, the number of respondents who answered to the questions as very low and low, are equal to 15 people and %17 , and those who answered as high and very high are equal to 72 people with %83. Thus, with the test ratio equal to %50 and according to the significance level close to zero, the desirabilities for current status about process of the Intellectual Development association of Children and Adolescents with regard to determined indexes, is appropriate.

Fourth question: How is current status about output of the Intellectual Development association of Children and Adolescents with regard to determined indexes?

Table 5. Binomial test related to the desirability or the non-desirability about Output variable of the Intellectual Development association of Children and Adolescents

Variable	Group	Frequency	Percent of the observed	Test Ratio	Test Amount	Significance level
the desirability of current status about output of the Intellectual Development association	The first group (or the non-desirability)	25	0.29	0.5	3	0.0331
	The second group (the desirability)	62	0.71			
	total	87				

According to the above table, the number of respondents who answered to the questions as very low and low, are equal to 25 people and %29 , and those who answered as high and very high are equal to 62 people with %71. Thus, with the test ratio equal to %50 and according to the significance level close to zero, the desirabilities for current status about output of the Intellectual Development association of Children and Adolescents with regard to determined indexes, is appropriate.

8. DISCUSSION AND CONCLUSION

The tested hypothesis in this study included a question and four sub-questions that are:

For the amount of acceptance of the quo, context and content of the Intellectual Development of Children and young with regard to the specified indicators is equal to the 6 questions, that the average of score of the respondents are defined on the basis of 5 item likert spectrum As a variable degree of acceptance of the status quo, content of Intellectual Development of Children and young with regard to the determined indicators. The t test statistic related to compare the mean score of the degree of desirability of the status quo of context and Content of the Intellectual Development of in their view that is equal to 234/6 and also with the Fallible level of less than 0/05 is shown that the amount of desirabilities of the status quo of context and Content of the Intellectual Development is appropriate. Number of specific questions for the desirability of department input of Intellectual Development of Children and young is equal to 6 questions that the average of score of the respondents are defined on the basis

of 5 item likert spectrum as a variable degree of desirability of the status quo of input of Intellectual Development of Children and young with regard to the determined indicators. The t test statistic related to compare the mean score of the degree of desirability of the status quo of context and Content of the Intellectual Development of in their view that is equal to 4/241 and also with the Fallible level of less than 0/05 is shown that the amount of desirabilities of the status quo of input of the Intellectual Development is appropriate. And also number of specific questions for the desirability of the part of processes of Intellectual Development of Children and young is equal to 6 questions that the average of score of the respondents are defined on the basis of 5 item likert spectrum as a variable degree of desirability of the status quo of Processes of Intellectual Development of Children and young with regard to the determined indicators. Thus, with the ratio of 50% and due to the significant levels near zero, desirability of the status quo of Processes of Intellectual Development of Children and young with regard to the determined indicators is obtained suitable. Number of specific questions for the desirability of department output of Intellectual Development of Children and young is equal to 6 questions that the average of score of the respondents are defined on the basis of 5 item likert spectrum as a variable degree of desirability of the status quo of output of Intellectual Development of Children and young with regard to the determined indicators. So with the ratio of 50% and due to the significant levels near zero, desirability of the status quo of output of Intellectual Development of Children and young with regard to the determined indicators is obtained suitable.

9. Suggestions for future researchers

- Comprehensive Assessment of Educational Complexes of West Mazandaran with using cipp pattern
- Comprehensive assessment of agricultural Complexes of West Mazandaran with using cipp pattern
- Comprehensive assessment of teaching quality technical school of West Mazandaran cipp with using cipp pattern
- Comprehensive assessment of Educational Quality of Computer Education Complexes of West Mazandaran with using cipp pattern

10. Constraints of research

- 1- According to the present study is descriptive, Therefore, the results is only related to Intellectual Development of Children and generalize results obtained to other organizations or the whole country is depending on an increasing number of population and sample.
- 2- Not enough research about Comprehensive assessment of the Intellectual Development of Children that was difficult the comparison of results and interpretation. The researcher has tried many searches and obtaining research experience, decrease these restrictions.
- 3- Being a new Subject of Comprehensive assessment of Intellectual Development of Children is the other limitations of present study, that researcher attempted to collect the required data.

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