Evaluation the Educational Quality Performance of Islamic Azad University, Karaj Branch, Based on Kirkpatrick's Model

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A R T I C L E   I N F O

A B S T R A C T

Objective: There are various models to evaluate educational quality performance of high educational systems in which the Kirkpatrick's model has been described as comprehensive, simple, and practical model form many educational situations and has been known as a criterion in this field by many specialists. The objective of this research is evaluating educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model. **Methodology:** The methodology of this research is surveying-descriptive and statistical population includes all managers and students of Islamic Azad University, Karaj branch with 34,100 members. Sampling method was stratified random sampling method and 384 members were selected according to population volume based on table randomly. The used instrument was the researcher-made questionnaires, which was designed according to input, output, process, and content sub-scales, then face and content validity was determined by specialized professors, and research reliability was determined 0.75 by Cronbach alpha coefficient. **Results:** Single-sample statistical t-test to test research hypotheses. In order to test the main question of research based on education quality performance in Islamic Azad University, Karaj branch, it was observed according to the obtained scores from questionnaire and results of t-test that education quality performance situation in Islamic Azad University, Karaj branch, is higher than average (good) level. **Conclusion:** According to investigate and test the secondary questions, it was observed that education quality performance in Islamic Azad University, Karaj branch has average (good) level. In addition, the input dimension of education quality performance in Islamic Azad University, Karaj branch has average level. The education performance in process and output dimensions was observed in good level.

1. Introduction

No one is independent from education in today sophisticated world. Humans find their essence in light of education and make them different from other creatures. On the other hand, communities grow and evolved. In the present era, no country will be able to survive without leaning and utilization from modern technics and sciences, and technological developments and advances won't be possible, unless to have an educational system in high qualitative and quantitative level. High education as a part of educational system whose important objective is creativities, inventions, and innovation, and growing committed and specialized human force in various community fields has key and vital role in national development of state. Of course, achieving this objective is in light of high education and coordination with its activities by movement toward knowledge and having familiar human force to advanced scientific and sophisticated developments. On the other hand, it has passed many years that performance evaluation in organizations is significantly important. Evaluating performance has found specific status in sciences by organizations development and countries industrialization (Bernardin, 2003). The gradual extension of organizations and increasing sophistication and competitiveness in quality and sense of need to development has doubled importance of performance evaluation in organization. Evaluating is the main responsibility of each organization that measures achievement to objective

by investigation and studying about people performance and provides contexts of removing obstacles, modifying methods, and finally passing other steps of movement and individual growth in organization (Noe et al, 2008). In addition, it is proved today that success of a state in cultural, social, political, and economic fields are tied to have an integrated and dynamic educational system and just having such system can be adapted with social and industrial evolution and developments and have deserved status among the world successful countries; in this regard, an accurate and scientific evaluation is necessary in order to express advantages, disadvantages, advancing ways, its modification, and also accomplishment the objectives, and generally an imagine from the situation of educational system effectiveness (Roberts and Pavlak, 1996). Of course, this evaluation should be based on scientific principles and based on the mentioned objectives to have assured results. Evaluation is one of the most important planning steps which accurate implementation will provide useful information about the manner of designing and educational plans implementation and yield useful bases to evaluate educational performance of educational centers (Barnes, 2005).

2. Materials and methods

2.1 Problem Statement

Universities and high education centers have been always considered as the highest center of thinking and producing community sciences, and these centers have serious role in scientific promotion and direction of intellectual, doctrinal, cultural, and political movements of society by presence and intellectual activities of thinkers, researchers, scholars' and students. Universities need a proper model and tool to evaluate and assure about quality of related plants and processes procedures, efficiency, and effectiveness of graduators in occupation market to do their great tasks, dynamism, and promotion (Yar Mohammadian and Kalbasi, 2006). On the other hand, the high educational system of state should try by accurate planning in educational, research, and treating human force to increase productivity and using the present capitals in state optimally, and to be promising for prosperity and scientific and cultural authority more than ever. In order to protect its dynamism, university needs developmental and strategic planning of improving process, methods, and permanent controlling of quality. Doing each mentioned affair or process need real, accurate, related, and updated information along with accurate planning. Supreme Council for Cultural Revolution formulated the main elements and supreme indexes in macro and micro evaluation extension including general sectors public, educational, research, student, cultural, credits, and facilities in qualitative and quantitative dimensions in order to evaluate and explore high education and formulation indexes and regulations of evaluation using global studies in high education specialized field such as evaluation models of high education, international network model of quality assurance in high education, the proposed index by UNESCO, etc. In educational sector, the educational indexes include qualitative, quantitative, and analytical indexes which are related to faculty members, plans, educational facilities and curriculum, educational experts, education levels and grades, etc. The effective factors in evaluation performance are efficiency, quality, entrepreneurship, or effectiveness of high education attempts in studying the various spectra resources. One of important steps for modification in each community structure such as high education is evaluation, since universities are responsible of providing transparent answers to society needs, the transparency, accountability, and quality improvement are necessary in them, and it is vital for them to have anxiety of improving their services quality permanently. Three main factors of quality, cost, and productivity are particularly mentioned in universities and high educational centers; however, quality is more important than two other factors, because it is believed that cost and productivity are somehow influenced by quality. Of quality improves, the cost reduces, and productivity increases. The studies of researchers about educational quality in Iran universities offered different results; as though, Baazargan, (2013); Amiri Mehr, (2006); Hojati et al, (2013); Karimi, (2006) in their studies reported the presence of negative gap in educational quality of universities, while Tavakoli, (2010) reported educational environment quality of his research is desirable level. Therefore, responsibility and accountability of educational system and assuring quality are based on quality evaluation. The conceptions of quality, efficiency, and effectiveness are mentioned in evaluating the educational systems. Quality has direct relationship with efficiency and effectiveness. There are various models in order to evaluate quality performance of high educational centers among which the Kirkpatrick's model has been described as a comprehensive, simple, and practical model for many educational situations and has been known as a criterion in this field by many specialists. In two past decades, universities faced with a little extra extension and descending procedure in high educational quality in past decade. University activities and performance has been questioned by various dimensions today whether high educational centers have proper planning and organization? Is the objective is selected properly? Do executive mechanisms and processes guide us to our objectives? Is there necessary proportion among universities activities and economic and social capacities?

Since education should be considered not as organizational cost, but as a parts of organizational responsibility and type of capital, an accurate and scientific evaluation about education is necessary to express accomplishment the objectives and generally imagine of its effectiveness in that field (Ivancevich, 2007).

As it was explained, the present research aims on explaining educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model.

2.2 Main objective

Evaluating educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model (Seyf, 2014).

2.3 Secondary Objectives

- evaluating the content dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model.
- evaluating the input dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model.
- evaluating the process dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model.
- evaluating the output dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model.

2.4 Main Hypothesis

The condition of evaluating educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model is good.

2.5 Secondary Hypotheses

- evaluating the content dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model has efficient quality.
- evaluating the input dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model has efficient quality.
- evaluating the process dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model has efficient quality.
- evaluating the output dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model has efficient quality.

The methodology of this research is applied according to objective and descriptive according to method. Since this study evaluates educational quality performance in Islamic Azad University, Karaj branch and accessibility to all data of Kirkpatrick evaluation levels is not possible, the related data to students' reaction level to educational quality, which was collected by questionnaire, was analyzed. According to this model, evaluation should always start from the first level then second, third, and fourth levels should be considered. Information of each level should be considered as basis of the next level. Therefore, each consecutive level offers more accurate criterion for effectiveness of curriculum, but it needs more accurate analysis, simultaneously (Rahimi, 2006).

2.6 Statistical Population and Sample

Statistical population of this research includes all students and managers of Islamic Azad University, Karaj branch with 34,100 members. The sampling method was stratified random sampling. Morgan table was used in this research to estimate sample volume and sample was considered with finally 384 members (Ahmadi and Hakimi, 1996).

2.7 Data Collection

Kirkpatrick questionnaire was used to collect data which was based on Likert scale. The mentioned questionnaire has 16 questions in Kirkpatrick's model reaction level and based on five-point Likert scale from weak, medium, good, very good, and excellent. The validity of questionnaire was confirmed by 5 professors and its reliability was obtained 0.75 by Cronbach's alpha coefficient that is in acceptable level (Hill et al, 2003). The sub-scales of questionnaire include input, process, output, and content, and related questions to each sub-scale is as following:

Evaluating input sub-scale: questions 1-5
Evaluating process sub-scale: questions 6-9
Evaluating output sub-scale: questions 10-13
Evaluating content sub-scale: questions 14-16

- studying the latest scientific breakthroughs about evaluating educational quality performance using internet and librarian studying.
- investigating documentaries of Islamic Azad University about job descriptions and educational system.

3. Discussion and results

3.1 Statistical Inference

Findings of research were analyzed using single-sample t-test and questions were answered.

3.2 Main hypothesis

The condition of educational quality performance in Islamic Azad University, Karaj branch is good.

Table 1. Single-sample t-test based on condition of educational quality performance

Descriptive statistics		T statistics		
Average	St.Dev	Average equivalent value=3		
		T	Freedom degree	Sig. level
3.23	0.33	13.482	383	0.0001

According to above table, P<0.01 and T(384)=13.428 showed that educational quality performance (average=3.23 and st.dev= 0.33) is significant from the average value 3. Therefore, it can be concluded that condition of educational quality performance in Islamic Azad University, Karaj branch is higher than average level (good).

3.3 Secondary Hypotheses Test

H1: the content dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model has efficient quality.

Table 2. Single-sample t-test based on content dimension of educational quality performance

Descriptive statistics		T statistics		
Average	St.Dev	Average equivalent value=3		
3.36	0.513	T	Freedom degree	Sig. level
		13.904	383	0.0001

According to above table, P<0.01 and T(384) =13.904 showed that content dimension of educational quality performance (average=3.36 and st.dev= 0.513) is significant from the average value 3. Therefore, it can be concluded that condition of content dimension of educational quality performance in Islamic Azad University, Karaj branch has efficient quality.

H2: the input dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model has efficient quality.

Table 3. Single-sample t-test based on input dimension of educational quality performance

Descriptive statistics		T statistics		
Average	St.Dev	Average equivalent value=3		
3.01	0.575	T	Freedom degree	Sig. level
		0.337	383	0.0001

According to above table, P>0.05 and T(384)=0.337 showed that input dimension of educational quality performance (average=3.01 and st.dev= 0.575) is significant from the average value 3. Therefore, it can be concluded that condition of input dimension of educational quality performance in Islamic Azad University, Karaj branch has average (good) level of quality.

H3: the process dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model has efficient quality.

Table 4. Single-sample t-test based on process dimension of educational quality performance

Descriptive statistics		T statistics		
Average	St.Dev	Average equivalent value=3		
3.33	0.707	T	Freedom degree	Sig. level
		9.145	383	0.0001

According to above table, P<0.01 and T(384)=9.145 showed that process dimension of educational quality performance (average=3.33 and st.dev= 0.707) is significant from the average value 3. Therefore, it can be concluded that condition of process dimension of educational quality performance in Islamic Azad University, Karaj branch has higher than average (good) quality.

H4: the output dimension of educational quality performance in Islamic Azad University, Karaj branch based on Kirkpatrick's model has efficient quality.

Table 5. Single-sample t-test based on output dimension of educational quality performance

Descriptive statistics		T statistics		
Average	St.Dev	Average equivalent value=3		
3.298	0.771	T	Freedom degree	Sig. level
		7.595	383	0.0001

According to above table, P<0.01 and T(384)=7.595 showed that output dimension of educational quality performance (average=3.298 and st.dev= 0.771) is significant from the average value 3. Therefore, it can be concluded that condition of output dimension of educational quality performance in Islamic Azad University, Karaj branch has higher than average (good) quality.

4. Conclusion

Each research is reported by hope of continuing methods and studying about that issue and providing to researchers. Therefore, the necessity of each report is suggestions to smooth path for further studies. This research is not exceptional in this matter and the following suggestions are offered:

- it is suggested to continue this procedure based on various evaluation models for educational quality in further studies and thee results in tables are compared to each other to find the most applicable model.
- It is suggested to use other methods for evaluating educational quality performance.
- It is suggested to educational quality performance in other non-profitable and state universities.
- It is suggested to use four evaluation levels of Kirkpatrick's model for educational quality performance.

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How to Cite this Article:

Alipour V., Rahnamaei A. H., Evaluation the Educational Quality Performance of Islamic Azad University, Karaj Branch, Based on Kirkpatrick's Model, Uct Journal of Management and Accounting Studies 4(3) (2016) 74–78.