

Evaluation of Children's Rehabilitation Program by Using the CIPP Model

Hezzrin Mohd Pauzi¹, Nor Jana Saim², Norulhuda Sarnon @
Kusenin³, Mohammad Rahim Kamaluddin⁴

¹²³⁴Psychology and Human Well-Being Research Centre, Faculty of Sciences and Humanities,
University Kebangsaan Malaysia, 43560 Bangi, Selangor, Malaysia.

¹Department of Social Work, Faculty of Applied Social Sciences, University Sultan Zainal
Abidin, Gong Badak Campus, 21300 Kuala Terengganu, Terengganu, Malaysia.

DOI Link: <http://dx.doi.org/10.6007/IJARBS/v7-i3/2737>

Published Date: 13 March 2017

Abstract

Children's rehabilitation program (CRP) is for reforming the negative behaviour of children who have committed crimes or offences, and should have a positive effect on child offenders. Therefore, evaluation of the program should be carried out from time to time. Among the evaluation guides that can be used is the CIPP Evaluation Model. This article discusses this evaluation model as the evaluation model for CRP. This study was done by literature review of articles and books regarding program evaluations, rehabilitation programs and the CIPP model. This article's discussion is beneficial in the field of social work and prison affairs, specifically in terms of program evaluation and improvement as well as increasing the quality of rehabilitation in Malaysia.

Keywords: Program evaluation, rehabilitation program, child offenders, CIPP model, social work.

Introduction

Evaluation is a process to measure the achievement of a goal and also a systematic study on the value and merit of an object (Stufflebeam, 1994). Meanwhile, Reeves (1994) stated that evaluation is a method of identifying how far a program or training course being carried out is effective towards its organisation. Therefore, evaluation is important and should be done for the implementation of a program, including the implementation of the rehabilitation program.

According to Barton (1999), a rehabilitation program is a form of social service to rehabilitate an individual with negative behavioural problems. However, this CRP discussion is specific to children. Referring to the *Akta Kanak-kanak 2001* (Children's Act 2001), children refers to those under 18 years of age and they have criminal responsibility when they are 10 years of age up until they are under 18 years of age when committing a crime. They are sent to

rehabilitation centres under government control or relevant non-governmental organisations (NGOs).

In Malaysia, child rehabilitation services are in the form of education through a schooling system (Darussalam Budin, 2014; Malaysian Education Ministry, 2012). Among them include *Sekolah Tunas Bakti* under the Department of Social Welfare Malaysia and *Sekolah Henry Gurney* under the Malaysian Prison Department. These rehabilitation centres provide activities such as academics, vocational activities, religious sessions, co-curriculum as well as guidance and counselling. This program is seen to be able to help them improve in terms of behaviour, life skills and confidence building. Therefore, the implementation of CRP has to be effective for them. The effectiveness of this program can be measured through the method of evaluation. In the context of this study, the CIPP (Context, Input, Process and Product) model was chosen as the evaluation model for the children's rehabilitation program.

Literature Review

Cipp Evaluation Model (1973)

The CIPP model was introduced by Stufflebeam in 1973. This model uses the basis of *Context-Input-Process-Product*. The CIPP model approach is aimed at providing an evaluation service for administrators and decision-makers of an institution (Stufflebeam and Shinkfield, 1985). This CIPP approach is seen as an evaluation approach that is based on a system seen from the keywords used, i.e. context, input, process and product (Eseryel, 2002).

The dimension of context sees the formulation of a program as well as the direction of its implementation (Reeves, 1994; Stufflebeam, 1994). According to Stufflebeam (1994), the context of evaluation also refers to the need that exists for carrying out or implementing a program for its target group. This means that context also refers to the evaluation of needs in a target group that is identified as a group facing problems. Thus, a program's aim and objectives that are specific to its target group will be formed when their needs are identified. At this stage, those responsible for or involved in making sure the implementation of a program fulfils the needs of the target group are the parties formulating policies or program planners.

According to Stufflebeam (1971), the evaluation of input refers to the evaluation of the strengths and weaknesses of a program. This information then gives the evaluator a guide on deciding the strategy and form of a program that is to be implemented. It is also seen as the evaluation of resources involved in helping the program planner or evaluator to decide the ways of achieving the program's target and objectives (Fatimah 2009). This evaluation determines and studies the approach that can potentially bring about change (Stufflebeam & Shinkfield, 1990). It is also for identifying any obstacles or limitations in the client's environment that can influence or hinder the operation of a program (Fatimah 2009).

According to Stufflebeam (1980) and Stufflebeam and Shinkfield (1985), the process evaluation refers to the process overseeing the strategy or procedure being carried out in the implementation of a program from time to time. This means that the aim of a process evaluation is to provide a modification reaction if the implementation of the program is not or less efficient. Changes that have to be made are based the identification of whether or not a program being implemented is on schedule, the program is implemented as planned,

resources used are effective and whether the participants of the program are accepting or carrying out their duties or roles (Stufflebeam & Shinkfield, 1985).

The last evaluation in the CIPP model is the product evaluation. The main aim of product evaluation is to measure, interpret and evaluate a program (Stufflebeam & Shinkfield, 1985). It also determines how far the identified needs were fulfilled (Fatimah, 2009). Next, it also determines whether a program should be continued, stopped or altered (Stufflebeam, 1985). According to Fatimah (2009), the end of this program would also be able to provide the steps for improvement of the program to make it more efficient and effective.

How can the CIPP Model be used to evaluate the Children's Rehabilitation Program?

In this study, evaluation is seen from the perspective of the program implementer only. They only implement the program to achieve the program's objective, and are not involved in the process of planning the program. Therefore, the focus of evaluation in this study only involved the input dimension, process and product. The dimension of context was not taken into consideration in this study as it involved the process of planning the program, i.e. the formulation of policies or acts that are relevant to the program being implemented; the implementer or those implementing the program are not involved in this initial planning process.

Input Evaluation

Input evaluation refers to the evaluation of resources involved in achieving the goal and objective of implementing a program. Therefore, input evaluation that is involved in this study include the provision of physical facilities, the program implementer's expertise and the attitude of the program implementer in implementing the program.

One of the factors of efficiency and effectiveness in the implementation of a rehabilitation program is the suitability and the adequate amount of physical resources or facilities as well as fulfilling the needs of the target group (Azizi et al., 2001; Siti Hajar, 2006). According to Hollin et al. (1995), among the facilities needed at the children's rehabilitation centres are suitable and adequate building spaces or areas for the children to carry out rehabilitation activities, such as classes, multi-purpose halls, religious or prayer rooms, sports and recreational facilities, and so on. Other facilities include hostels, dining halls and educational and learning supplies. All these are needed to be evaluated from time to time to see their suitability and adequacy.

Apart from that, input evaluation also involves the aspect of the expertise of the program implementer. According to Zainab & Nik Suryani (2012); Gornik (2002) and Hollin et al. (1995), the aspect of the program implementer's expertise is one of the factors contributing to the efficiency or effectiveness of the implementation of a rehabilitation program. Previous studies show that a knowledgeable implementer in the area of rehabilitation can bring about a positive impact and change in child offenders. Therefore, it is extremely important to carry out evaluations from time to time on the aspect of the development of human capital in this field of rehabilitation, to further improve their skills.

Among the ways to develop the skills of the implementer, specifically those at rehabilitation centres, include training and workshops to ensure the strengthening of their skills in carrying

out their responsibilities (Chek Mat, 2010; Hollin et al., 1995; Peter et al., 2008). This is to ensure that they are skilled in rehabilitation aspects such as communication, planning activities, carrying out observations and determining the behavior of the child offenders, carrying out evaluations, analysing results, recording and reporting the development of the child offenders and solving problems faced by the child offenders.

Apart from the factor of expertise, the implementation of a program also is influenced by the attitudes of workers towards the program. As seen in the study by Robiah (1988), the results of the study showed that ineffective rehabilitation programs in special rehabilitation schools was due to the attitude of the teachers. The reluctance of the teachers to follow the regulations set by the school and to join in the rehabilitation activities at the school caused the special rehabilitation program to be unsuccessful and ineffective in its implementation (Robiah 1988). Implementers of rehabilitation programs should have a sense of responsibility, positivity, commitment, and confidence, and work together in carrying out a CRP.

Process Evaluation

The focus in a process evaluation is to evaluate the process or implementation of a program in achieving its aim and objectives. Information regarding this evaluation must be acquired from time to time to see the effectiveness of a program's implementation. In this study, process evaluation includes the quality of the implementation of the rehabilitation program, the level of suitability of the implementation and the time given for the rehabilitation activities.

In implementing a rehabilitation program for child offenders, the quality of the rehabilitation activities is of utmost importance. This encompasses the skills in delivering information so that they can understand easily when activities are being carried out. According to Kallison (1986); Land (1987) and Hiebert et al. (1991), the teachers should deliver the contents of their teachings in an orderly and systematic manner, in language that is clear and easy to understand, as well as given with ample explanation. This statement is applied in the implementation of CRP that is in the form of education. The quality of teaching in children's rehabilitation centres affect and influence the acceptance and interest of the child offenders towards CRP activities (Noor Hafizah dan Fakrul Adabi 2011).

Apart from that, one aspect that is also important in evaluating the implementation of a rehabilitation program involves the suitability level of the implementation of the rehabilitation activities (Noor Hafizah dan Fakrul Adabi 2011). Many child offenders that enter rehabilitation centres are those with learning disabilities, with unsatisfactory academic performance or even those who have dropped out of school altogether (Fijwala et al., 2014; Katsiyannis et al., 2008; and Hasan, 2004). This means that the learning and improvement in the rehabilitation institution should be suited to their backgrounds and capabilities.

Process evaluation also involves the aspect of time allocation in the rehabilitation activities carried out for the children's rehabilitation program. Time is of essence for the children to learn a skill and to improve (Fatimah 2009), and the rehabilitation process is a process that takes a rather long time. Studies by Noor Hafizah dan Fakrul Adabi (2011) show that the implementation of religious activities in rehabilitation centres need to be consistent and

frequent. The time allocated for a rehabilitation program should be adequate so as to be effective towards the child offenders.

Product Evaluation

Product evaluation is focused on the program results after the end of its implementation. The aspect evaluated in this study is a positive change in behaviour in child offenders. This aspect is also seen as an achievement by child offenders after going through the CRP. This achievement is an element that should be measured to see how far the program has achieved its aim and objective (Kettner & Martin, 1996; Hollin et al., 1995; Azizi and Yow, 2004; Rokiah, 2010). In this study, the elements seen in terms of their change in behaviour include their interest in the CRP, their self-discipline, positive behavioural change, a good development in their interactions with the implementer and with others, and an increase in their life skills.

Methodology

The methodology used was based upon content analysis, that is the reading of journal articles, books, and theses related to the CIPP evaluation model and rehabilitation. These articles were searched for using several keywords through various internet search engines such as the Google Scholar database, SCOPUS, and Web of Sciences. Terms such as “program evaluation”, “CIPP evaluation model”, and “rehabilitation program” were used as keywords in finding information. To acquire even more detailed information regarding evaluation models and children’s rehabilitation programs, literature review was also carried out.

A proposed research model

From the study’s focus and discussion about the evaluation of children’s rehabilitation programs, this article suggests an evaluation model for the study of children’s rehabilitation programs in rehabilitation centres that is adapted from the CIPP model. The proposed study model is as shown in Figure 1:

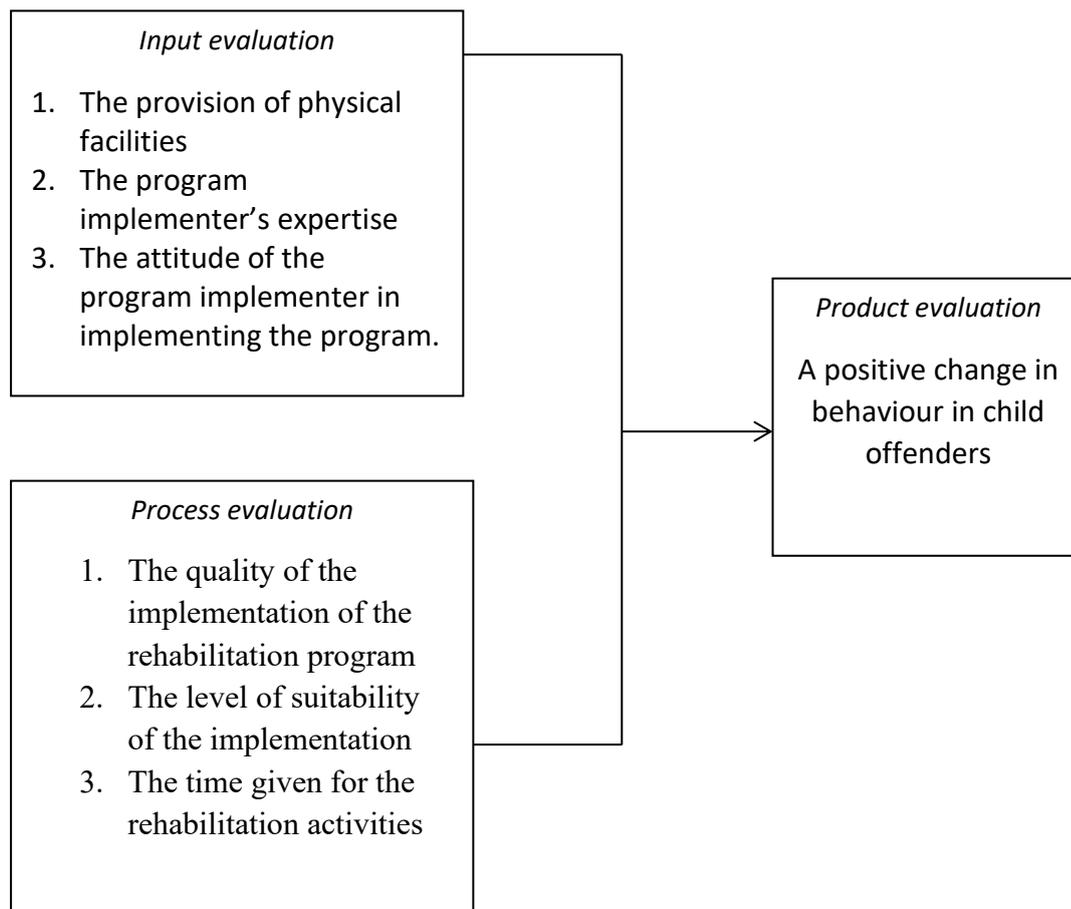


Figure 1: A proposed research model

Conclusion

This article discusses how the evaluation of children's rehabilitation programs can be done using the CIPP model. The field of children's rehabilitation is very important to improve the negative behaviour of children and to lessen the repeated offences among them. Therefore, to provide an efficient and effective rehabilitation service, an evaluation study should be carried out for the CRP. Based on past studies regarding evaluation of CRP, evaluation is mostly done from the perspective of the child offender. However, this study focuses the evaluation on the program's implementer, where the evaluation encompasses the dimensions of input, process and product, and is driven following the suggested model. This study is beneficial to future researchers, evaluators, social workers and rehabilitation officers in the aspect of evaluating a CRP. For future studies, to acquire empirical data regarding the evaluation of a CRP, a set of questionnaires will be built and data will be analysed through SPSS application.

Acknowledgement

The author would like to express sincerest gratitude and thanks to University Sultan Zainal Abidin (UniSZA), University Kebangsaan Malaysia and Ministry of Higher Education Scholarship (SLAB) for supporting this study. Authors would also like to thank all the respondents for their participation and unlimited cooperation in making this study a success.

Corresponding Author

Hezzrin Mohd Pauzi,

Psychology and Human Well-Being Research Centre, Faculty of Sciences and Humanities,
University Kebangsaan Malaysia, 43560 Bangi, Selangor, Malaysia.

hezzrin@siswa.ukm.edu.my

Hezzrin Mohd Pauzi,

Department of Social Work, Faculty of Applied Social Sciences, University Sultan Zainal Abidin,
Gong Badak Campus, 21300 Kuala Terengganu, Terengganu, Malaysia.

hezzrinpauzi@unisza.edu.my

References

- Azizi, Y., Yusof, B., Mohd Anuar, A., & Abd Rahim, H. (2001). *Program Pemulihan Akhlak Wanita: Sejauhmanakah Pusat Perlindungan Wanita Membantu Proses Pemulihan*. Persidangan Kebangsaan Pendidikan Moral Dalam Dunia Globalisasi in Universiti Malaya 23-25 Mei 2001.(Unpublished)
- Azizi, Y., & Yow, K. G. (2004). *Keberkesanan Program Pemulihan Akhlak di Sekolah Henry Gurney Tunas Bakti*. In: Seminar antarabangsa Nilai Dalam komuniti Pasca modenisme (SIVIC 2004) Hotel City Bayviw. Langkawi. (Unpublished).
- Barton, R. (1999). Psychosocial rehabilitation services in community support systems. A review of outcomes and policy recommendations. *Psychiatric Services*, 50(4), 525 – 534.
- Chek, M. (2010). *Pengurusan Modul Latihan Profesional*. Kuala Lumpur: Utusan Publications & Distributors Sdn Bhd.
- Darussalam, B. (2014). Pendidikan Juvana di Jabatan Penjara Malaysia: Dasar, Hala Tuju, Pelaksanaan dan Cabaran. *Jurnal Hadhari*, 6(1), 87-104.
- Eseryel, D. (2002). Approaches to evaluation of training: Theory & practice. *Educational Technology & Society*, 5(2), 93-99.
- Fatimah, T. (2009). Penilaian Pelaksanaan Program Pemulihan Khas Di Sekolah-Sekolah Rendah di Negeri Selangor Daripada Perspektif Guru Besar dan Guru Pemulihan Khas. Ph.D Thesis. Universiti Kebangsaan Malaysia. (Unpublished).
- Fijwala, S., Palasinski, M. & Shortland, N. (2014). The basic determinants of perceived increase in violent, sexual and benefit fraud crimes. *Safer communities*, 13(4), 180-188.
- Gornik, M. (2002). Moving from correctional program to correctional strategy: using proven practices to change criminal behaviour. *Journal on Community Corrections*, 24- 33.
- Hasan Bahrom. (2004). Remaja, Kemiskinan dan Juvana Suatu Realiti?. *Seminar Antarabangsa Nilai Dalam Komuniti Pasca Modenisme (Sivic 2004)*, 4-6.

- Hiebert, J., Wearne, D. & Taber, S. (1991). Fourth grader's gradual constructions of decimal fractions during instruction using different representation. *Elementary School Journal*, 97, 321-341.
- Hollin, C.R., Epps, K.J., & Kendrick, D.J. (1995). *Managing behavioural treatment: Policy and practice with delinquent adolescent*. London: Routledge.
- Katsiyannis, A., Ryan, J.B., Zhang, Dalun. & Spann, A. (2008). Juvenile Delinquency and Recidivism: The Impact of Academic Achievement. *Reading & Writing Quarterly*, 24(2), 177-196.
- Kallison, J.M. (1986). Effect of lesson organization on achievement. *American Educational Research Journal*, 23, 337-347.
- Kettner, P.M., Moroney, R.M. & Martin, L.L. (1999). *Designing and Managing Program*. California: SAGE Publication.
- Land, M.L. (1987). Vagueness and clarity. Dalam M.J. Dunkin (Ed). *International encyclopedia of teaching and teacher education*. New York: Pergam.
- Noor, H., & Fakhrol, A. A. (2011). Program Agama Di Institusi Pemulihan Akhlak Jabatan Kebajikan Masyarakat Malaysia(Jkmm): Kajian Dari Aspek Pelaksanaan Dan Keberkesanan. *Jurnal Kemanusiaan*, 23.
- Peter, J.D.P., Shih, H.D. & Karen, J.R. J. (2008). Effects of a competency-based counseling training program for correctional officers. *International Journal of Offender Therapy and Comparative Criminology*, 52(6), 722-735.
- Reeves, M. (1994). *Evaluation of Training*. Petaling Jaya: Pelanduk Publications.
- Robiah, K. H. (1988). Fungsi dan masalah guru khas pemulihan di dua sekolah rendah di Selangor. Master Thesis. Universiti Malaya. (Unpublished)
- Rokiah, I. (2010). *Pemeriksaan pengguna dadah dalam institusi pemulihan di Malaysia: Ke arah menjamin kesejahteraan individu dan masyarakat*. *GEOGRAFIA Malaysian Journal of Society and Space*, 6 (1), 31 - 49.
- Siti Hajar. (2006). *Program Penjagaan Sosial untuk Kanak-kanak Berisiko: Kajian Kes di Negeri Johor*. PhD Thesis. Universiti Malaya. (Unpublished)
- Stufflebeam, D.L. (1994). Empowerment evaluation, objectivist evaluation and evaluation standard: where the future of evaluation should not go and where it needs to go. *Evaluation Practice*, 15 (3), 321-380.
- Stufflebeam, D. L. & Shinkfield, A. J. (1985). *Systematic evaluation - a self instructional guide to theory and practice*. Boston: Kluwer Nijhoff Publishing.

Stufflebeam, D. L. (1973). *Toward a science of educational evaluation*. Englewood Cliffs, NJ: Educational Technology Publications.