

# Therefore in dealing with knowledge the question of process

[Science](#), [Physics](#)



In the educational context programs are designed to enhance proper knowledge acquisition by the learner. In this connection the curriculum design should be enabling to meet the designed objectives. Therefore education can be referred to as acquisition of knowledge and skill that is passed from one generation to another.

Therefore in dealing with knowledge the question of process of knowledge transmission precedes the question of knowledge acquisition[1]. This is because learning is a gradual process and therefore it must be guided well to yield desired goals and objectives. However after designing the curriculum that is used to pass knowledge, there is a need to find out if the designed curriculum is achieving the purpose designed for.

The main reason for evaluating an educational instruction is because of the accountability purposes to the public, investors and the government to assure these stakeholders that their investment is worthy their investment.

But in order to attain that excellence in education sector, the instructors need to be given special education that enhances their competencies in administering the educational institutions in the country. Therefore the in - servicing programs continue to vary due to varied academic discipline each requiring special attention from the other.

Therefore this enhances the head of institutions to be up dated with the new skills since knowledge is never static but dynamic. But the outstanding issue is not about diverse programmes that are offered and their usefulness but their effectiveness in meeting the designed purpose. In order to establish their resultant effect on the education, there is need to evaluate them.

Therefore to evaluate in-service training programme for headassistances there is a specific design that ought to be employed [2]so that the result obtained can be valid and trustworthy data to the program funders, decision makers and policy maker, so that they can establish programme results, impacts and socio-economical consequences. Therefore in the following section it shall develop a formulated plan to evaluate the effectiveness of the in-service training programme for headassistances in the country.

### Evaluation plan

The evaluation plan shall cover all relevant areas that test the instruction if it has aspects that enable education leaders to possess the necessary skills and experiences to conduct and manage education based activities. The plan should involve evaluation framework, Procedures for managing and monitoring the evaluation, Evaluating participant outcome objectives— procedures and methods and Evaluating implementation objectives — procedures and methods components as detailed below.

#### 1. 0 Evaluation framework

The evaluation frame work shall address what shall be evaluated in the programme set up[3]. The components shall have a dimension of what is going to be evaluated, main question to be addressed in the evaluation process and the time frame of the evaluation.

#### 1. 1 What to be evaluated

This shall focus on the programme of instruction design. Mostly it will cover programme model for the in-service training programme of the education

leaders. The evaluation questions shall be designed to unveil the assumption about the target population, the interventions used and the immediate, intermediate and final outcomes of the programme.

Secondly, the programme implementation objectives shall be examined. This shall be attained by a statement of objectives in general and measurable terms which highlights what, how and who shall do what in evaluation process. In addition to that the participating population and recruitment strategy shall be inclusive.

For instance the possible evaluation objective can be to establish effectiveness of the education leaders in-servicing. The third component shall include the participant outcome objectives that must be in definite and measurable terms. The fourth aspect to incorporated at this level shall be the context of evaluation

[1] Charles Hakim, (2003), Research design, London; Blackwell, pp. 34

[2] Remsen Barrick, Robert Powell, (1996), Assessing needs and planning in-service education for vocational education teachers, London; Routledge, pp. 82

[3] Charles Hakim, (2003), Research design, London; Blackwell, pp. 131