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The Evaluation of Health Education Program (HEP) of 9th Graders

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Abstract
The main purpose of evaluation is to improve the quality of program. So, the purpose of this study was to evaluate the Health Education Program of 9th graders (HEP) with Educational Criticism Model of Eisner. The study was conducted with the qualitative research method. A holistic single case design was employed in this study. The typical case sampling technique was used because we were interested in the normality/typicality of the case. Self-administered questionnaire was presented to respondents. Open-ended questions were employed in this study to give respondents an opportunity to speak their mind. The semi-structured interviews and discussions were conducted individually for a period of approximately two months. The texts that obtained after interview were subject to content analysis with the MAXQDA 12 software. The HEP was in the right way in terms of HEP and language, HEP and information and communication technologies, living, personal and interpersonal skills, critical and creative thinking, approaches and methodologies and assessment. However, in terms of program goals and objectives, program dimensions, time and materials and, staff development, it needed to be improved. With necessary and continuous changes in HEP, it has a potential for the higher quality of education.
Keywords: Educational Criticism Model, Health Education Program (HEP), Program Evaluation.

1. Introduction

Curriculum is a systematic way of competencies or life skills and plays an important role in teaching and learning process. The components of program such as program rationale, program goals and objectives, content, teaching and learning resources, learning activities, instructional time, teacher's and student's roles, location and assessment are all based on curriculum. Curriculum studies have an impact on the development of communities, countries and nations. Most of the work about curriculum development done by The Ministry of Education in Turkey, but other stakeholders must be a part of curriculum renewal for a better change in education.

Curriculum is also an important tool or product mainly because of its great impacts on students. The key purpose of curriculum development is to guarantee that students receive planned learning experiences that contribute towards their personal, educational, career and professional development. Curriculum development process has several benefits to students. To provide better benefits, Thijs & van den Akker (2009) suggests three priorities for a curriculum to include. These are knowledge, society and learner. Knowledge refers to the academic and cultural heritage that is essential for learning and future development. Society refers to the societal and global trends and needs. Learner refers to the personal and educational needs and interests. Briefly, these three programs of studies should be taken into account while developing a good curriculum.

A good curriculum has a great impact on students' achievement. To promote learning, agencies, non-profit organizations, universities, and especially schools need a quality curriculum. What makes a good curriculum? It is not simple to answer this question because it may include lots of variables. However, one thing that everyone is sure that a good curriculum requires changes. Unless changes are made, it is not realistic to expect changes in students' achievements. So a quality curriculum requires changes related to content, concept and developmental skills, lesson plans, class hours, the number of students, materials, evaluation, standards, needs, goals and methods and techniques etc… Such changes may contribute towards sufficient scope for the development of skills, interest, attitudes and appreciations of students required for a program or class. Time runs. Thus, the needs for scientific content and the abilities of students change day by day. Today's existing, real scientific information is subordinate to tomorrow's. By taking into account students' needs, abilities, capacities and capabilities, there should be a change in curriculum objectives as well. These objectives need to be feasible, significant, transferable and durable for the staff and students to accomplish. Moreover, changing curriculum should pay attention to measurement and evaluation. It also requires validity and reliability. In this way, curriculum makes it possible for learners to assess their progress, set learning goals, evaluate the suitability of the training program. Briefly, change for the curriculum is a must. With necessary and continuous changes in curriculum, curriculum development studies have a potential to seek for the higher quality of education. At this point, the question appears. what does curriculum mean exactly?

In a general sense, curriculum is often defined as the courses offered by a school, but it is more than that. Educators define the term curriculum broadly. Wiles & Bondi (2007) states that curriculum is a series of conscious training experiences that the schools use for training the students. According to joint committee (2010)

curriculum is the learning of students which is organized and directed by the school. It is also experiences that individuals have in a curriculum whose purpose is to achieve goals and objectives. Curriculum also refers to as a series of planned learning outcomes. Therefore, curriculum is a kind of instructional product. Graves (2008, p. 147) describes it as "the processes and products of planning, teaching and evaluating a course of study or related courses". Curriculum can also be "concerned with what is planned, implemented, taught, learned, evaluated and researched in schools and at all levels of education" (McKernan, 2008). In a nut shell, there is no fixed definition of curriculum (Sahlberg, 2011). But broadly, the term curriculum refers to the knowledge and skills students are expected to learn, the learning objectives they are expected to meet; the units and lessons that teachers teach; the tasks and projects given to students; the materials used in a course; and the methods used to evaluate student's learning. Although, curriculum refers to a variety of things, curriculum finds its real meaning with continuous development process and stakeholders.

Curriculum development process requires the participation of different stakeholders such as teachers, students, school principals, parents, evaluators, materials and test developers. These stakeholders can play diverse roles and contribute towards the process of curriculum development. Students also should be taken in the process of curriculum development to observe the differences between written curriculum and the curriculum in use (Dewey, Montrosse, schroter, sullins & Mattox, 2008). To make curricular decisions, people who have direct responsibility for the program should join curriculum development process (Greene, 2005). Especially, teachers, who put the theory in practice, transfer information to students, manage the class, detect problems and find the possible solutions, should join the process. Teachers are the ones who have their voices heard in creating the curriculum" (Beane & Apple, 2007, p. 20). Their valuable ideas can help curriculum development process in terms of planning, designing, implementing, revising and evaluation the target curriculum. To run a success curriculum development process, teachers need to be informed about the importance of program development studies, training other stakeholders and active participation (Milanowski, 2008; Perry, Engbers & Jun, 2009). Therefore, curriculum development process requires teachers' awareness and active participation in each step of the process. Explicitly, curriculum development process requires as many stakeholders as possible for a better evaluation in curriculum.

There are many different evaluation definitions because evaluators have undergone different experiences in evaluating programs, but certain consensus exits regarding the terminology in evaluation work. Definition of evaluation is paramount to understand its use in evaluation. The term evaluation refers to judgement about the worth of something (Schwandt, 2008). It also includes making judgement about the future of the program. To make successful judgement about program, the systematic collection of data or evidence is required to determine the amount of change. In this way, evaluation may display the potential strengths and weakness. In addition to this, Donaldson (2007) writes that although getting knowledge and making decision about the program is the primary purpose of evaluation, evaluators should test the social science theories, principles and evaluation models. Here, Donaldson emphasizes the effects of evaluation theories and models in evaluation work. In parallel to this, Mathison (2007) sees evaluation as using a wide variety of methods and techniques from other disciplines to get both facts and values about the program. So, to properly assess the worth of a program or a policy, evaluators must be broadly familiar with program theories and models.

In evaluation work, there are countless evaluation models. Some of these models are similar to each other and some of them distinct from one another. Ralph Tyler proposed Objectives-Centered Model (Uşun, 2012). In his model, Tyler gives a great importance to behavioral objectives and conducts an evaluation work by focusing on the performance of students. He worked with teachers to make evaluation and education cooperative endeavors (Madaus, 2004). Daniel Stufflebeam's (2005) CIPP (context, input, process, and product) Model provides four stages of program operation. His model serves to administrators to make important decisions about the future of the program. Scriven's Goal-Free Model (2007) argues that evaluator functions as an unbiased observer of the program and evaluates the program without knowing the objectives or goals of it. In his model, the turning point is to provide objectivity and hinder ethical issues. Scriven also groups stakeholders into groups based on how they are impacted by the program. Robert Stake developed the responsive model. According to his model, during the evaluation process, it is important to involve stakeholders (such as teachers, school principals, parents, students, managers, clients, staff etc…) throughout the evaluation. This model is sensitive to clients and stakeholders. At this point, Hood (2005) reminds us that we cannot do evaluation work without different cultures represented in the evaluation process. As seen, it is a kind of participant oriented model. In brief, curriculum evaluation models continue to influence many program evaluation and help evaluators find their ways and develop an Eclectic Approach where evaluators use basic principles of evaluation rationally and systematically (Ferrero, 2006).

In this study, Health Education program (HEP) of 9th graders was evaluated in the lights of Eisner's Connoisseurship Model. Elliot Eisner's approach lays emphasis on the qualitative aspects of evaluation. This model was developed under the effects of expertise-oriented program evaluation approach. Eisner (2004) explained that while developing his model, he was inspired of the work of the critics done in literature, theatre,

visual arts and education. Eisner built his model on two concepts. They are connoisseurship and criticism (Yüksel & Sağlam, 2014). Connoisseurship refers to the art of appreciation. The purpose of the connoisseurship is to disclose the awareness of the qualifications composing a process or an object and to emphasize them. On the other side, criticism refers to the art of disclosing the quality of events or objects that connoisseurship perceives. In order to share the connoisseurship, criticism is required. Criticism refers to reproduce the awareness of the objects (Yüksel, 2010).

In this model, evaluator does an educational criticism on a program by describing, interpreting, evaluating and finally giving suggestions for a better change in program (Eisner, 2004). Educational criticism has four aspects. They are descriptive, interpretive, evaluative and development of themes aspects (Fitzpatrick et al., 2004). Descriptive aspect refers to the description of the current state of the program. Thus, evaluator describes the situation in the program with bare facts. Interpretative aspect is related to understanding the significance of activities in a program. It requires evaluator to have theoretical knowledge to interpret the activities at education environments. Evaluative aspect, which is the third dimension, is related to the evaluation and judgement of program activities. While judging the merit of a program, evaluator needs a series of criteria or standards (Eisner, 2004). Developing of themes is the final stage in this model. At this stage, evaluator gives precious suggestions that should be taken into account while developing a program. To sum up, Eisner's Connoisseurship Model portrays the whole program with qualitative analysis and evaluation.

With a reliable and valid evaluation work, curriculum pays the way for life-long learning competencies, as well as social skills, such as tolerance and respect, constructive management of diversity, peaceful conflict management, promotion and respect of Human Rights, gender equality, justice and inclusiveness. Moreover, curriculum is the key way to critical thinking and the acquisition of relevant knowledge that learners need to apply in the context of their studies, daily life and careers. Curriculum also helps learners increase their self-respect and confidence, motivation and aspirations (UNESCO, 2015). Because of its importance, curriculum has been a subject to many researches. In the literature, the evaluation of curriculum with different types of schools and different levels of education is quite common. In addition, the evaluation of programs related to professional development in evaluation, self-efficacy levels of program evaluators, language and mathematics curriculum, education of gifted students, program evaluation standards, multiple perspectives in evaluation, curriculum evaluation through needs analysis, and perceptions of educators, professionals and employers in evaluation work (Yiğit, 2016; Kandemir, 2016; Çeliker, 2015; Canoğlu, 2014; Madmadov, 2012; Yüksel, 2010; Selvi, 2009; Tezel, 2006; Gerede, 2005 & Ünlü, 2000) are also an area of interest in the literature. All over the world, in recent years, the widespread acceptance and the use of program evaluation have been showing continuous growth. However, in Turkish high school education, especially in terms of Health Education Program, there is no available research in the literature about the evaluation of Health Education Program of 9th graders. Additionally, there are not enough researches specifically about the evaluation of HEP of different types of high schools. However, the evaluation of HEP is a good source of information to evaluate the curriculum and instruction in implementation, to fix incomplete and imperfect aspects of the program and to improve these aspects. This specific research on program evaluation can directly affect students' success. These kind of studies shouldn't be limited to several research achievements and should gain continuity. Therefore, the goal of this research is to evaluate Health Education Program of 9th graders.

2. Method

This study was based on qualitative research and sought for teachers' evaluative perspectives on Health Education Program in high schools. Thus, a case study design was employed. A case is a kind of bounded entity which refers to a person, organization, behavioral condition, event, or other social phenomenon. Yin (2009) describes a case study as an empirical inquiry about a contemporary phenomenon (e.g., a "case"), set within its real-world context especially when the boundaries between phenomenon and context are not clearly evident. To describe the meaning for the teachers' experiences of the case and to reduce individual experiences with a phenomenon or case, a holistic single case design was employed in this study. A holistic single case design is a case study containing one sub-unit of analysis. Scholz & Binder (2011) suggest that "case is faceted or embedded in a conceptual grid" which allows to identify key components of human and environmental systems.

This study presents the evaluative perspectives of teachers on HEP in high schools. Therefore, practitioner teachers of HEP formed the population of the study. The sampling unit in this study was 15 teachers in the field of health education working at state high schools in Istanbul. Thus, the sample size of the study stood at 15 because saturation had been achieved. Saturation is the point in data collection when no new or relevant information emerges with respect to the study. The sampling unit of the study was purposively assigned. Purposive sampling represents non-probability sampling techniques. Purposive sampling relies on the judgement of the researcher while selecting the units. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable researcher to answer research questions (Yıldırım & Şimşek, 2013). For this reason, typical case sampling technique was used because we

were interested in the normality/typicality of the case. The sample selected for this study was limited to the teachers of HEP of 10 state high schools for the 2015-2016 academic year.

A questionnaire is an instrument that presents respondents with a series of questions or statements used by a researcher to get needed information. As an important research instrument and a tool for data collection, a questionnaire has its main function as measurement (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2014). Also, thanks to provision for open endedness, the questionnaire may be used to generate qualitative and exploratory data (Dornyei, 2007). Questionnaire is an efficient instrument as it takes less time, is less expensive, and permits collection of data from a sample in an easy way. For this reasons, self-administered questionnaire was presented to respondents. Open-ended questions (such as specific open, clarification, sentence completion and short answer questions) were employed in this study to give respondents an opportunity to speak their mind. Open response could allow researcher to gather unanticipated data, illustrative quotes and different examples of a case. It was also more detailed. A questionnaire, as an open-ended consisting of 50 questions, was developed on the basis of related literature, historical yet useful checklist for curriculum evaluation which was proposed by Worthen (1981), Educational Criticism Model of Eisner, and main features of the curriculum evaluation process in the shape of objectives, content, methodology and evaluation. The questionnaire was validated through expert opinions working at a state university in Turkey. The researcher was available to make clarifications in case of need. To decrease interview bias, the researcher didn't interpret the questions.

Researcher collected data through semi-structured interviews. Interviewing is a method of qualitative research in which the researcher asks open-ended questions orally and records the respondent's answers (Berg & Lune, 2014). Questionnaire was given to the selected sample. Participants gave full cooperation in the semi-structured interviews and discussions which were conducted individually for a period of approximately two months. Participants were assured that their participation was kept anonymous.

Case study data provides an understanding of the common experiences of the participants. The data of the study were interpreted by conducting a content analysis. The purpose of content analyses is to reduce the words used in a study to a lower number of categories (Creswell, 2013). Building on the data from the research question, researcher went through the data and reflected "significant statements," sentences, or quotes that provided an understanding of how the participants experienced the phenomenon. Next, the researcher developed clusters of meaning from these significant statements into themes. These significant statements and themes were then used to write textural description of what teachers of HEP experienced. These analysis steps are generally similar for all qualitative studies through data analysis process. The texts that obtained after interview were subject to content analysis with the MAXQDA 12 software and the teachers were coded according to the initial letter (PE). Then, the findings were sent to 15 participants by e-mail in order to receive participant confirmation (member check).

3. Findings

3.1. Descriptive and Interpretive Aspect

3.1.1 Program Goals and Objectives

In terms of HEP goals and objectives of 9th graders, the goals of the subjects were clearly and explicitly stated and readily accessible in written course guides. Goals were in accord with the recommendations of experts in the field but teachers were not sure that the goals were understood and supported by some parents, students and school administrators exactly. The level of objectives was sufficiently comprehensive so that they adequately reflected the goals, but the objectives were not appropriately distributed over the grades because only 9th graders of high school receives Health Education Course. For this reason, we couldn't observe the level of balance between the grades.

GG: Goals and objectives of HEP suggest appropriate teaching and learning activities, instructional materials and other resources and unit organizations. However, they should be understood by students, parents and administrators better.

3.1.2. Time and Materials

The Ministry of National Education had clearly specified the time to be allocated to 9th graders for HEP. It was one hour a week. According to the teachers of HEP, the time allocated to 9th graders seemed appropriate in relation to the goals of the field of study, but extra hour was needed to provide learning principles, adequate motivation, explanation, application, reinforcement, and enrichment for the students. Moreover, the learning objectives of the instructional materials were consonant with the objectives of the written course guides. However, they should reflect more current knowledge in this field of study. The instructional materials also need to be written at an appropriate level of difficulty. HEP also needs to expand its aspects and focus on environmental, emotional and spiritual health dimensions as well.

FY: One more hour of HEP a week makes the quality of education better.

ZK: The instructional materials need to be redesigned and reorganized in a manner that they facilitate teacher and student use.

ZD: The themes and topics taken part in all classroom materials needs to have physical, intellectual, social, environmental, spiritual and emotional health aspects.

3.1.3. Staff Development

Staff development can be seen as the actions and plans that help staff members learn about duties, required skills and capabilities necessary to achieve institutional goals, and grow individually and skillfully to get prepared for development in the institution or beyond the school. However, the school didn't provide ongoing staff-development programs to help the teachers use the curriculum guides effectively and involve teachers in improving the program.

SK: Teachers are not sure about that whether they reflect the best current knowledge about teaching that field of study and they are qualitatively excellent. We need more staff-development programs.

3.1.4. Health Education Program and Language

HEP gave opportunities to develop language skills and increased word power related to the physical, intellectual, social health aspects of life. Students used language to express their feelings, needs and desires. They modified language for different situations. To communicate effectively, they also used gestures or actions. Students became gradually fluent in their use of language and improved many of the skills they learned in other themes and topics. This also facilitated positive relationships among students. The use of language in an effective way was central to HEP. Through language, students connected with other people and had experience in all aspects of life. HEP shaped students' language to reflect the identity, values, and experiences of relations and culture. It provided students with the target culture and helped students create connection between language and culture. Some of the participant statements in terms of HEP and language are given below.

MK: HEP creates a warm and comfortable environment in which students can grow to learn the complexities of language and culture. Communication skills through HEP provides foundation for students' communication abilities for the future.

3.1.5. Health Education Program and Information and Communication Technologies

Information and communication technology (ICT) has become an integral part of any modern society. Many countries regard ICT and develop their curriculum accordingly. ICT is in the center of education, alongside motivation, creative thinking and numeracy. ICT supported the learning and teaching of HEP in the classroom because all communications were based on cognitive constructs. To be able to do so, students had to be educated with specific computer platforms or software environments. The use of ICT in the classroom led to changes in competencies of students for the better. Students gained critical thinking skills, made informed decisions, handled various situations, worked as a member of a team and communicated effectively. Some of the participant statements in terms of HEP and ICT are given below.

ZB: Students can use computers in HEP to gather information on specific topics or to collate data. They can reach up-to-date information and do research. By surfing the internet, students can enhance their general knowledge, look the world from different angles and provide a wide range of communication skills.

3.1.6. Living Skills Expectations

Living skills are needed to perform everyday tasks. Since HEP assisted students in learning a variety of skills, they became more independent. HEP was designed to help students make the most of their capabilities and increase students' self-confidence. By providing students with training, resources, and information on health in common, they developed personal skills, interacted with people, used imagination, became creative and thought critically, utilized leisure time and understood the world around them. Some of the participant statements in terms of HEP and LSE are given below.

MT: By learning new skills, students can also cope with the challenges of life and be more productive.

3.1.7. Personal Skills

Students learned lots of personal skills in HEP. As students progressed through HEP, they expressed their ideas confidently and spoke fluently, worked within a group, organized an event, collected data to establish facts, solved problems, took advantage of opportunities, offered solutions, thought positively, looked for better ways of doing things, expressed themselves clearly in writing, planned activities, managed time effectively, prioritized tasks. Some of the participant statements in terms of HEP and PS are given below.

NA: HEP also teaches how to use adaptive, management, and coping skills to help them adapt to the various situations they face as they take part in in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

3.1.8. Interpersonal Skills

Interpersonal skills were central part of the everyday learning and teaching process in HEP. It provided valuable information on the students' progress and helped students choose the right words to communicate with individuals with the correct tone and manner. Students also expressed their ideas and thought by using facial expressions, body language and hand gestures. Students preferred to use non-verbal communication when it was necessary. They also developed effective listening skills such as hearing attentively and processing information in a correct way. Negotiation was another type of interpersonal skill that was important to effective classroom

communication. Some of the participant statements in terms of HEP and IS are given below.

MY: While negotiating, students can discuss and reach an agreement in a professional manner. The fifth type of interpersonal skill is problem-solving. This is a very important skill for students to make quick decisions and offer proactive solutions.

3.1.9. Critical and Creative Thinking

Critical and creative thinking are fundamental to life-long learning. Students as critical thinkers acquired lots of skills such as association, arrangement, sequencing, patterning, correlating, reasoning, forecasting, planning, hypothesizing, and criticizing. Creative thinking involves creating something new or original. It requires the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking and effective listing. The aim of critical and creative thinking approach in HEP was to encourage interest in a range of subjects and foster divergence. Some of the participant statements in terms of HEP and CCT are given below.

SK: Students can use variety of critical and creative thinking processes to assist them in connecting ideas, setting objectives, analyzing and solving problems, making informed decisions, and judging their actions in relation to learning in health education.

3.1.10. Approaches and Methodologies

The methodologies and approaches used in the classroom are essential to the students' intellectual, physical, social health development. Approaches and methodologies in HEP were largely based on constructivist learning theory alongside being eclectic and flexible. HEP assumed that learning happens when learners were active in the process of constructing knowledge. Constructivist approach promoted critical thinking, encouraged students, helped students construct new meanings and transfer knowledge to different situations in real life. This theoretical framework held that learning always built upon prior knowledge of students. That was why, students were actively engaged in the learning process rather than receiving knowledge passively. A wide variety of methods was based on constructivist learning theory. Some of the participant statements in terms of HEP and AM are given below.

KT: As a teacher, I avoid most direct instruction and let students learn, talk over, raise the value of ideas and express the new knowledge by questioning and a wide range of activities.

ZK: Teachers play multiple roles. Teachers are educational leaders who provide students with the information and materials that students need.

3.1.11. Assessment

Assessment was an ongoing process of learning through HEP. Assessment gave important information about the progress of students. It helped students be aware of their strengths and weaknesses, recognize the use of right metacognitive skills for upcoming learning. The assessment was also important for teacher development. Assessment feedback helped teachers to pick up the right source of materials and to make a right lesson plan to meet the needs of students. Assessment was also important for parents. Assessment in HEP guided refining and developing the program and curriculum.

GG: we use the most appropriate assessment tools for this purpose such as observation, teacher-designed tests and tasks, project work, standardized tests, portfolios and other formal and informal assessment tools across the curriculum.

FY: Through assessment in HEP, it is aimed to extend the progress of students, enable students to check their progress and appreciate their achievements.

4. Conclusion, Discussion and Suggestions

4.1. Evaluative and Development of themes Aspect

The main purpose of evaluation work is to improve the quality of the program. To improve the quality of the target program, the value of the program needs to be judged in all aspects (Goldie, 2006). Thus, HEP of 9th graders was evaluated in many aspects. It was in the right way in terms of HEP and language, HEP and information and communication technologies, living, personal and interpersonal skills, critical and creative thinking, approaches and methodologies and assessment. However, in terms of program goals and objectives, program dimensions, time and materials and, staff development, it needed to be improved.

Health Education Program (HEP) of 9th graders provided lots of opportunities to foster the language skills of students. Through HEP, students learned some specific terms related to HEP. Learning specific vocabulary also increased student's success. Some researches supports the idea that there is a strong correlation between vocabulary acquisition and success (Townsend & Collins, 2009; Zwiers, 2011). Moreover, HEP paved the way for critical and creative thinking. It helped students create intellectual capabilities, use mental activities to expand their knowledge and skills. Willingham (2007) also noted that ''critical thinkers make inductive and deductive reasoning, make inferences and solve problems in an easy way. Furthermore, the learning and teaching atmosphere in the classroom, the strategies, methodologies, approaches and assessment applied, all contributed to students' physical, intellectual, and social health. As students progressed through HEP, they faced a variety of

matters and facts. HEP was constructed in such a way that these matters were explored in a real life context and it put great emphasis on students' understanding, applying, analyzing and judging the subjects. Siburt, Bissell, and Macphail (2011) also claimed that ''students will be able to achieve higher levels of conceptual understanding of subjects when they consider problems from multiple perspectives.'' In addition, HEP mostly contributed to the development of personal skills such as learning how to manage time, how to solve problems, how to offer solutions and how to overcome difficulties. In this way, HEP considerably contributed to living and interpersonal skills such as communication skills, showing respect, empathizing and appreciating one's ideas. Students created and maintained balanced relationships. Green (2010) and Phelps (2009) stated that ''relationship building develops and maintains bonds with others, fosters ongoing relationships, and builds strong beneficial alliances.'' Lastly, HEP actively used information and communication technologies. It provided opportunities for students to gather information on specific topics, collate data, reach up-to-date information, do research in a student-centered way. Existing research also has indicated that ICT assists in transforming a teaching environment into a learner-centered one (Castro Sánchez & Alemán 2011). In this way, they were intensely motivated to learn. HEP also encouraged students to become aware of transferring what they had learned from ICT to situations in their own lives.

In terms of HEP goals and objectives, the goals were clearly and explicitly stated and the level of objectives was sufficiently comprehensive so that it adequately reflected the goals. However, even when well-planned, goals' implementation has not always been as successful as hoped. Sometimes, a big gap exists between the expected goals of curriculum and actual progress achieved in classrooms, schools and numbers of teachers (Chisholm & Leyendecker, 2008; Dembélé & Lefoka, 2007; World Bank, 2008). In terms of goals, they match the recommendations of experts in the field, but teachers were not sure that the goals were understood and supported by some parents, students and school administrators exactly. This showed that parents, teachers, administrative and school partnership needed to be supported. All these stakeholders share equally valued roles in education. Parents should be part of a school's learning community, because school is not a closed or self-sufficient system. Moreover, only 9th graders of high school received Health Education Course. This showed that the goals and objectives were not appropriately distributed over the grades (9th, 10th, 11th and 12th). There should be a balance over the grades. Additionally, the current program focused on physical, intellectual and social health aspects. It also needed to expand its aspects and focus on environmental, emotional and spiritual health dimensions. The themes and topics taken part in all classroom materials needed to have physical, intellectual, social, environmental, spiritual and emotional health aspects. Thus, the program needs to be improved and changed in some aspects. Otherwise, when graduates enter full time professional practice, they will realize that they want to know more different topics related to different dimensions of program (Carpenter et al, 2010). It is also important to manage time effectively in the classroom. For teacher, there is never enough time to teach everything. In order to manage time effectively, teachers must plan and prepare well, be organized, maximize student time on task, keep students actively engaged, use time efficiently. The amount of time students engaged in learning contributes strongly to their achievement (Sevari & Kandy, 2011). At this point, extra hour is needed to provide learning principles, adequate motivation, explanation, application, reinforcement, and enrichment for the students. Moreover, when teachers and students understand the importance of managing materials in the classroom, the amount of learning students receive will increase. However, the instructional materials need to be redesigned and reorganized in a manner that they facilitate teacher and student use. (Sumra & Mugo, 2012, UNESCO, 2013). They don't reflect current knowledge in this field of study. The instructional materials must also be written at an appropriate level of difficulty. Finally, Staff development can be seen as the activities that help teachers learn about responsibilities, requirements and competencies necessary to accomplish school and program goals. It also prepares teachers for changes and advancement in the school and program. Thanks to staff development programs, Teachers get the best current knowledge about teaching and become qualitatively excellent. Several studies identified the need to link curriculum to teacher development programs (Dembélé & Lefoka, 2007, Pridmore, 2007, Bates, 2008, World Bank, 2008, & Pryor et al., 2012), as curriculum are often designed and implemented with parallel in continuing professional development. However, the school didn't provide any ongoing staff-development programs. For this reason, there should be staff-development programs.
Briefly, the evaluation process focuses on getting and reporting information that helps decision-making in an educational program and curriculum development. To get and report information and make a decision about a program, various program theories and model can be used. In this study, Educational Criticism Model of Eisner was used. The decision about evaluation was given in terms of a few important factors such as the evaluation questions, the issues, and the available resources. In this regard, by taking into account the current research, other researches about program evaluation and the trends in future evaluation, HEP requires necessary and continuous change for the higher quality of education.

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