جـامـعـة الـشـرق الأوسـط
MIDDLE EAST UNIVERSITY

The Impact of Organizational Factors on Applying the Systematic Evaluation of Projects in Non-Profit Organizations in Jordan

تأثير العوامل التنظيمية على تطبيق التقييم المنتظم للمشاريع في المنظمات غير الربحية في الأردن

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This Thesis is Submitted in Partial Fulfillment of the Requirements of the Master's Degree in Business Administration

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DEDICATION

TO

My mother, father and brothers for their support to overcome all the difficulties

TO

My Husband for his great support and Love

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The Impact of Organizational Factors on Applying the Systematic Evaluation of projects in Nonprofit Organizations in Jordan

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Abstract

This study was designed to assess the impact of organizational factors on applying the systematic evaluation in the local nonprofit organizations (NPOs) in Jordan.

To achieve the study objectives, a questionnaire was developed and distributed to 96 top management employees in 24 selected local NPOs including project director, manager, coordinator and monitoring and evaluation officer.

Survey data was analyzed by using a descriptive statistics of mean and standard deviation, the results demonstrated that formative practice is the evaluation practice that most organizations conduct, with prospective evaluation second and summative evaluation practices last.

The data was also analyzed using multiple linear regression, the results demonstrated that the size of fund has significant impact on applying formative and summative evaluation; the organizational age has an impact on applying formative evaluation while the number of services has an impact on applying summative evaluation.

The results of ANOVA analysis revealed that there are no significant differences in applying systematic evaluation due to the difference in NPO age while there are significant differences in applying systematic evaluation due to the difference in the size

of fund. Scheffee test was applied which revealed that the differences are between organizations with a total fund of 100,000-200,000 JD and the organizations with a total fund of 401,000-500,000 JD and the higher mean was for the organization with the higher fund for all systematic evaluation practices.

There are also significant differences in applying prospective evaluation due to the number of services provided and the difference was for the organizations which offer more than 3 services. The results showed no significant differences among the other evaluation practices.

Recommendations include: a) further studies on other organizational factors to gain broader view of applying systematic evaluations.

b) More training and support to build the capacity of NPOs to do systematic evaluations.

c) NPOs should allocate a percentage of their operating budget to implement systematic evaluation practices effectively.

d) NPOs should collaborate with other stakeholders to implement evaluation in an effective manner.

تأثير العوامل التنظيمية على تطبيق التقييم المنتظم للمشاريع في المنظمات غير الربحية في الأردن

اعداد الطالبة

روان ابراهيم دبابنة

اشراف

الأستاذ الدكتور: عبد الباري ابراهيم درة

"الملخص باللغة العربية"

صُممت هذه الدراسة لتحديد تأثير العوامل التنظيمية على تطبيق التقييم المنتظم للمشاريع في المنظمات المحلية غير الربحية في الأردن.

لتحقيق أهداف الدراسة تم تطوير الاستبانة وتوزيعها على ٩٦ من العاملين في الإدارة العليا في ٢٤ منظمة محلية غير ربحية حيث تم استهداف الوظائف التالية مدير تنفيذي للمشاريع ومدير مشروع ومنسق مشروع ومسؤول المتابعة والتقييم.

تم تحليل بيانات المسح باستعمال الاحصاء الوصفي حيث أشارت النتائج أن ممارسات التقييم التكويني هي الأكثر شيوعا يليه التقييم القبلي بينما التقييم النهائي يعتبر الأقل ممارسة .

تم تحليل البيانات ايضا باستعمال تحليل الانحدار المتعدد و الذي أظهر أن حجم التمويل له أثر كبير في تطبيق التقييم التكويني و النهائي و أن عمر المنظمة له أثر على تطبيق التقييم التكويني بينما عدد الخدمات يؤثر على تطبيق التقييم النهائي.

وأظهرت نتائج تحليل التباين أنه لا يوجد فروق معنوية في تطبيق التقييم المنتظم نظرا للاختلاف في عمر المنظمة بينما يوجد فروق معنوية في تطبيق التقييم المنتظم نظرا للاختلاف

في حجم التمويل. تم تطبيق اختبار شيفيه و الذي أظهر وجود اختلاف بين المنظمات التي يتراوح تمويلها ما بين (١٠٠.000 - ٢٠٠.000 دينار) و المنظمات التي يتراوح تمويلها ما بين (٤٠١.000-٥٠٠.000 دينار) وكانت قيمة المتوسط الحسابي الأعلى للمنظمات الأعلى تمويلا لجميع ممارسات التقييم المنتظم.

و قد أظهرت النتائج أيضا وجود فروق معنوية في تطبيق التقييم القبلي تبعا للاختلاف في عدد الخدمات حيث كان الفرق للمنظمات التي تقدم أكثر من ٣ خدمات بينما لا توجد فروقات معنوية بين ممارسات التقييم الأخرى.

و قد شملت الدراسة عدداً من التوصيات منها:

1. اجراء المزيد من الدراسات عن العوامل التنظيمية الأخرى للحصول على رؤية أوسع لتطبيق ممارسات التقييم المنتظم.
2. تقديم المزيد من التدريب والدعم لتمكين المنظمات غير الربحية من تطبيق ممارسات التقييم المنتظم.
3. تخصيص نسبة أعلى من ميزانية المنظمات غير الربحية لتطبيق ممارسات التقييم المنتظم بفاعلية.
4. اظهار المزيد من التعاون والتشبيك مع الجهات المعنية الأخرى لتطبيق ممارسات التقييم بطريقة فعالة.

Chapter One

General Framework

(1.1): Introduction

Evaluation is a process that helps program implementers make informed decisions regarding program operations, service delivery and program effectiveness, using objective evidence. It is a process that assesses to what extent the program has reached its objectives in terms of outputs, outcomes and impact. It is often required by sponsors and other stakeholders in order to provide evidence that the investments into the project were worthwhile (FAO, 2010).

Evaluation is a systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement or the outcomes of a program (Rossi, Lipsey, & Freeman, 2004). It is a resource-intensive process, frequently requiring resources, such as, evaluator expertise, labor, time and a sizeable budget.

Evaluation also refers to the process of determining the worth or significance of an activity, policy or program. The difference in the outcome of interest between participating or not in the program is known as its "impact," and measuring this difference and is commonly referred to as "**impact evaluation.**" A scientifically sound evaluation study design helps evaluators to measure the difference between what happened and what would have happened (FAO, 2010).

In addition to being a tool to measure a program's worth, evaluation is also a managerial tool that aims to generate information that will inform future decisions on strategies and interventions. Overall, evaluation should inform on five major criteria (drawn from the Organization of Economic Co-operation and Development, Criteria for Evaluation Assistance (OECD, 2002), namely:

- **Relevance**: the extent to which the activity is suited to the priorities and policies of the target group, participant and donor.
- **Effectiveness**: the extent to which an activity attains its objectives.

- **Efficiency**: the extent to which resources have been used cost- effectively.
- **Impact**: the positive and negative changes produced by a development intervention, directly or indirectly intended or unintended.
- **Sustainability**: the extent to which the environment created by the program can continue once the program has ended (UNICEF,2010 p. 12).

Common rationales for conducting an evaluation are:

- Response to demands for accountability.
- Demonstration of effective, efficient and equitable use of financial and other resources.
- Recognition of actual changes and progress made.
- Identification of success factors, need for improvement or whether expected outcomes are unrealistic.
- Validation for project staff and partners to ensure achieving the desired outcomes (Government of Ontario, 2006).

A nonprofit organization (abbreviated as NPO, also known as a not-for-profit organization) is an organization that does not distribute its surplus funds to owners or shareholders, but instead uses them to help pursue its goals. NPO depends on getting funds from local and international organizations to implement its projects (relief, development) to facilitate change in underprivileged communities by creating economic opportunities promoting poverty alleviation and sustaining the community development. These types of organizations often have a wide range of missions and include organizations such as homeless shelters, after school enrichment programs, mental health counseling and home health care (Harrison, 2009).

In the last two decades, human service organizations have increasingly been expected to determine the impact of their services in a quantifiable way. Funding sources, individual donors and the public have requested and at times required that organizations move beyond the financial reporting of expenditures to adopt a more complex evaluation system that encompasses both financial and programmatic aspects (Harrison, 2009).
An example about the necessity of adapting systematic evaluation practices in Jordan is a study which was conducted in 2007 by the United Nations Development Program

(UNDP) to strengthen the capacity of the Ministry of Planning and International Cooperation (MOPIC) for Evaluation national plans. (Jordan Education Initiative & UNICEF, 2010). The study stated the following expected outcomes of the improved Evaluation system:

- A well-established Monitoring and Evaluation (M&E) system at MOPIC, M&E department and several pilot ministries that are providing adequate information for policy formulation and development.
- Development programs and projects that are formulated with precise, objectively verifiable targets.
- A culture of accountability established within public service.

According to this study, there is persistent lack of understanding within the concerned ministries regarding the importance of evaluation and the way it should be done.

Developing countries and aid organizations are facing increasing demands to account for the effectiveness and impacts of the resources they have invested in development interventions. This has led to an increased interest in more systematic and rigorous evaluations of the outcomes and impacts of the projects, programs, and policies they fund and implement. (Imas & Rist, 2009)

(1.2): Statement of the Problem

The increasing demand on nonprofit organizations to provide more services with limited and sometimes decreased funding has created challenges for nonprofit organizations and their funding sources. Funders increasingly demanded more accountability of the programs they fund; not just fiscal accountability but accountability for results. Consequently NPOs must engage in effective systematic evaluation of past activities and their results as well as current and projected community needs (Thompson, 2005). Nonprofit organizations perceive the evaluation system as imposed, technical and expensive. They often perceive it as a donor’s concern rather than a way to strengthen learning, so there is a need to embrace a ‘total organizational approach’ for systematic evaluation, not only rooted in programs, or projects but a wider perspective taking into consideration its financial dimension, its environment and its collaborators and competitors, in a context informed by local and national cultures (Conninck, etal.,2008).

The lack of systematic evaluation in NPOs affects the size of fund obtained from donors and decrease the quality of services provided for beneficiaries.
Therefore, there is a dire need to study the organizational factors that impact the systematic evaluation in NPOs to draw the importance of this sector and provide recommendations for effective applying of systematic evaluations in NPOs.

(1.3): Questions of the Study

1- What is the current situation of applying the systematic evaluation in NPOs in Jordan regarding the prospective, formative and summative evaluation?

2- What is the impact of NPO age on the systematic evaluation (prospective, formative and summative)? The following questions will be derived:

2-1 What is the impact of NPO age on the prospective evaluation?

2-2 What is the impact of NPO age on the formative evaluation?

2-3 What is the impact of NPO age on the summative evaluation?

3- What is the impact of NPO fund's size on the systematic evaluation (prospective, formative and summative)? The following questions will be derived:

3-1 What is the impact of NPO fund's size on the prospective evaluation?

3-2 What is the impact of NPO fund's size on the formative evaluation?

3-3 What is the impact of NPO fund's size on the summative evaluation?

4- What is the impact of the number of services provided by NPO on the systematic evaluation (prospective, formative and summative)? The following questions will be derived:

4-1 What is the impact of the number of services provided by NPO on the prospective evaluation?

4-2 What is the impact of the number of services provided by NPO on the formative evaluation?

4-3 What is the impact of the number of services provided by NPO on the summative evaluation?

(1.4): Objectives of the Study

1. To investigate the impact of organizational factors on applying the systematic evaluation of projects in nonprofit organizations in Jordan due to its essence on the survivals and the sustainable development.
2. To provide feedback of knowledge and ideas for further planning through exploring the presence of variables (age, size of fund and number of services provided) that can have significant effects on the systematic evaluation.

(1.5): Importance of the Study

The importance of this study is to acknowledge that the evaluation system is very important to capture the necessary information and set up a solid evaluation system that generates standard information on performance across different programs implemented through NPOs and inform future decisions on strategies and interventions. This will positively reflected on the quality of services provided by NPOs and increase the size of the fund obtained from different donors.

This study is one of the unique studies that tackles evaluation in general and the role of the systematic evaluation in NPOs in specific. It can come up with some recommendations that can enhance effective application of evaluation system in NPOs.

The study can provide insights for the NPOs that are interested in utilizing the evaluation results as a factor when distributing financial resources and in determining the resources and training that can assist managers and project coordinators in conducting effective evaluation. It can also provide insight into the organizational factors that can be related to applying the systematic evaluation in NPOs.

In Jordan, there are no studies conducted on evaluation and most of the conducted workshops focused on planning, monitoring and evaluation in general without providing a deep knowledge on each sector separately. Therefore, this study will provide further emphasis on the systematic evaluation to draw on the importance of this sector in assessing the project's performance. To the best of the researcher's knowledge, it will be the first study that will focus on systematic evaluation in Jordan.

(1.6): Hypotheses

1) Impact Hypotheses:

H01: There is no significant impact of the organizational factors (age, size of fund and number of services) on applying the prospective evaluation at a level of (α =0.05).

H02: There is no significant impact of the organizational factors (age, size of fund and number of services) on applying the formative evaluation at a level of (α =0.05).

H03: There is no significant impact of the organizational factors (age, size of fund and number of services) on applying the summative evaluation at a level of (α =0.05).

2) Hypotheses:

H01: There are no significant differences in applying systematic evaluation by NPOs in Jordan due to the difference in NPO age at a level of (α =0.05); the following hypotheses will be derived:

H01-1: There are no significant differences in applying prospective evaluation by NPOs in Jordan due to the difference in NPO age at a level of (α =0.05).

H01-2: There are no significant differences in applying formative evaluation by NPOs in Jordan due to the difference in NPO age at a level of (α =0.05).

H01-3: There are no significant differences in applying summative evaluation by NPOs in Jordan due to the difference in NPO age at a level of (α =0.05).

H02: There are no significant differences in applying systematic evaluation by NPOs in Jordan due to the difference in the size of fund of NPO at a level of (α =0.05); the following hypotheses will be derived:

H02-1: There are no significant differences in applying prospective evaluation by NPOs in Jordan due to the difference in the size of fund of NPO at a level of (α =0.05).

H02-2: There are no significant differences in applying formative evaluation by NPOs in Jordan due to the difference in the size of fund of NPO at a level of (α =0.05).

H02-3: There are no significant differences in applying summative evaluation by NPOs in Jordan due to the difference in the size of fund of NPO at a level of (α =0.05).

H03: There are no significant differences in applying systematic evaluation by NPOs in Jordan due to the difference in the number of services provided by NPO at a level of (α =0.05); the following hypotheses will be derived:

H03-1: There are no significant differences in applying prospective evaluation by NPOs in Jordan due to the difference in the number of services provided by NPO at a level of (α =0.05).

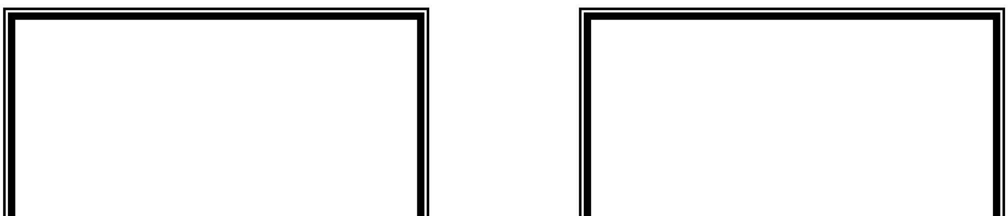
H03-2: There are no significant differences in applying formative evaluation by NPOs in Jordan due to the difference in the number of services provided by NPO at a level of (α =0.05).

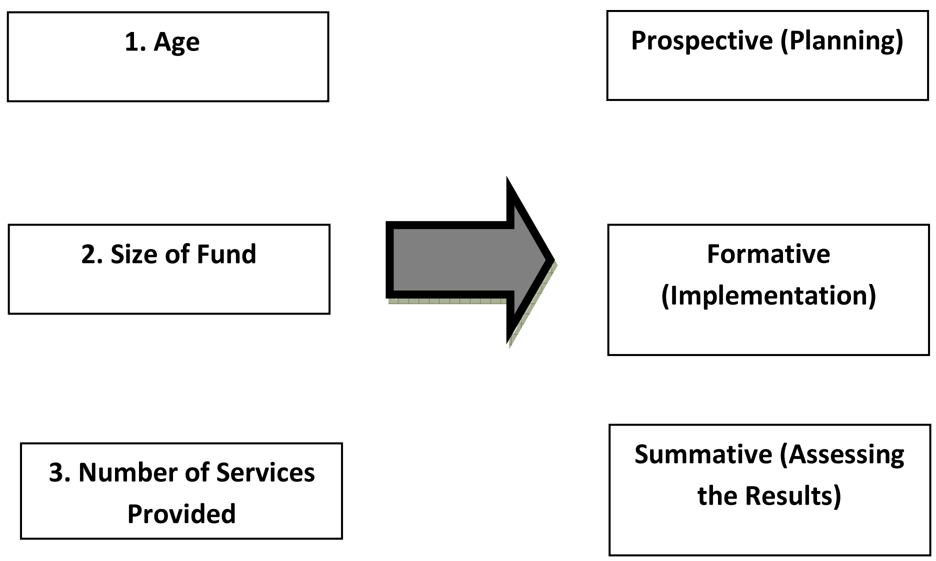
H03-3: There are no significant differences in applying summative evaluation by NPOs in Jordan due to the difference in the number of services provided by NPO at a level of (α =0.05).

(1.7): The Model of the study

Independent Variables | **Dependent Variables**

Organizational Factors | **Systematic Evaluation**





The above model indicates the independent and dependent variables of the study; the independent variables are age, size of fund and number of services provided and the dependent variables are planning, implementation and assessing the results.

Figure No. 1: A model developed by the researcher

This model allows finding the type of the relationship between each independent variable and the dependent variables.

(1.8): Limitations

This study aims to indicate the impact of organizational factors on applying the systematic evaluation in nonprofit organizations in Jordan. There are certain limitations:

1. The current study is limited to the participated nonprofit organizations in Jordan with only certain variables which are measured using statistical methods mentioned in the study.
2. It is limited to Amman area so it could be difficult to generalize the findings to all nonprofit organizations located in other governorates.
3. In terms of time constraints, it will be conducted in the year of 2011 only.
4. Another limitation is that only 4-5 people per organization will be participating in the study. In most situations, participants were limited to directors, top and middle management.
5. The lack of resources and case studies in the Middle East that tackle the core issue of the thesis; therefore, the researcher was obligated to rest upon previous studies, articles and case studies of Western studies.
6. The researcher faces difficulties in obtaining the data, related to the topic of thesis, from private and governmental institutions.

(1.9): Operational Definitions

Evaluation has been defined in many ways. The Oxford English Dictionary according to (Imas & Rist 2009 p. 8) defines it as;

The action of appraising or valuating (good, etc...); a calculation or statement of value; the action of evaluating or determining the value of (a mathematical expression, a physical quantity, etc..) or of estimating the force of probabilities, evidence, etc.

The organization for Economic Co-Operation and Development (OECD 2002, p.21) defines evaluation as the process of determining the worth or significance of an activity, policy or program. It is as systematic and objective as possible, of a planned, on-going, or completed intervention.

"It is the systematic process of an organization to collect information on its activities, its impacts, and the effectiveness of its work so that it can improve its activities and describe its accomplishments". (Thompson, 2005)

Systematic evaluation; it is a process of identifying the need, collect the information about inputs, activities, outputs, results and outcomes systematically to make judgments about the program and focus on improving effectiveness and impact on beneficiaries.

Monitoring: is a continuous function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indicators of the progress made in achieving the extent of progress and objectives in the use of allocated funds. (Imas & Rist 2009, P.16)

Project: a single intervention implemented in one location or several locations (Imas & Rist 2009, p. 14)

Project inputs are the money, materials, equipment, staff and other resources 'put in' to project activities (UNICEF, 2010)

Project outputs can be explained as what a project produces to be used by "beneficiaries". It is the first level result arising from a combination of activities using the required inputs (human and other resources) (Conninck, etal., 2008 p.16).

Outcome (or effect): are what 'comes about' during the course of a project as a result of the outputs achieved. (UNICEF, 2010)

Prospective evaluation: It is an evaluation that assesses the potential outcomes of proposed projects, programs or policies (Imas & Rist, 2009 p.10). Prospective evaluation can be achieved through conducting needs assessment, indicator sheets, and logical framework. It is measured by items from (1-21) in the questionnaire.

Formative evaluation: evaluation that intends to improve performance, and most often conducted during the implementation phase of projects (Imas & Rist, 2009 p.9).
Formative evaluation can be achieved through conducting regular visits, collecting quantitative and qualitative data and writing reports to donors and stakeholders. It is measured by items from (22-36) in the questionnaire

Summative evaluation: often called outcome or impact evaluation and it is conducted at the end of an intervention or on a mature intervention to determine the extent to which anticipated results were realized (Imas & Rist, 2009 p.10). It is measured by items from (37-50) in the questionnaire.

Planning: means looking ahead and chalking out future courses of action to be followed. It is a preparatory step as well as a systematic activity which determines when, how and who is going to perform a specific job (Management study guide, 2011).

Implementation: is a specified set of activities designed to put into practice an activity or program of known dimensions (Dale ,2004).

Impact: mostly refers to desired change in the long term. This might result from the collective effort of several actors such as governments and NGOs rather than achieving it single handedly (Conninck, etal., 2008, p. 18).

Age: it is determined by the date of establishment.

Size of fund: it is determined as the project's allocated fund. The researcher determined four ranges of size (between 100,000-200,000JD, 201,000-300,000 JD, 301,000-400,000 JD and 401,000-500,000 JD).

Services provided: the number of services provided by each organization.

Nonprofit organization: the business dictionary defines it as associations, charities, cooperatives and other voluntary organizations formed to further cultural, educational, religious, professional, or public service objectives (BusinessDictionary.com, 2011).

The Citizen Media Law Project defines nonprofit organization as one that is organized to achieve a purpose other than generating profit (Citizen media law project, 2011).

Chapter Two

Literature Review and Previous Studies

This part will provide a summary of the literature related to systematic evaluation within the nonprofit organization sector. The following areas will be reviewed in specific:

(2.1.1): Nonprofit Organizations

- Understanding the nonprofit sector
- Key roles in NPOs
- Revenue: Fees and Fundraising

(2.1.2): Models of Evaluation

- Defining evaluation
- Demand for accountability and evaluation
- Use of evaluation
- Purpose of evaluation
- Who conducts evaluation
- Evaluator activities
- Analytical categories of evaluation
- Recent evaluation development in nonprofit organizations
- Challenges to evaluation
- Defining systematic evaluation: A General Review

Understanding the nonprofit sector

Human service nonprofit organizations include service providers such as homeless shelters, youth development, job training, crime prevention, recreation and sports. Human service nonprofit organizations represent a crucial aspect of society as they are often responsible for providing a wide range of services from basic needs such as food, shelter and clothing to more advanced services such as mental health and substance abuse counseling. (Harrison, 2009)

Simon mentioned that they are seven intertwined arenas that create the complexity of nonprofit organizations; the seven arenas of NPOs are governance, staff leadership, financing, administration systems, staffing, products and services, and marketing (Simon, 2001).

McNamara (2005) mentioned that there are three major aspects of nonprofit structure which include **governance, programs and central administration.**

Governance - The governance function of a nonprofit is responsible to provide overall strategic direction, guidance and controls. Often the term "governance" refers to board matters. However, many people are coming to consider governance as a function carried out by the board and top management.

Programs - Typically, nonprofits work from their overall mission, or purpose, to identify a few basic service goals which must be reached to accomplish their mission. Resources are organized into programs to reach each goal. It often helps to think of programs in terms of inputs, process, outputs and outcomes. Inputs are the various resources needed to run the program, e.g., money, facilities, clients and program staff. The process is how the program is carried out, e.g., clients are counseled, children are cared for and art is created. The outputs are the units of service, e.g., number of clients counseled; children cared for, artistic pieces produced, or members in the association. Outcomes are the impacts on the clients receiving services, e.g., increased mental health, safe and secure development, richer artistic appreciation and perspectives in life, increased effectiveness among members.

Central administration is the staff and facilities that are common to running all programs. This usually includes at least the executive director and office personnel. Nonprofits usually strive to keep costs of central administration low in proportion to costs to run.

Key roles in NPOs:

Clients - Everything in a nonprofit is ultimately directed to serving clients. Clients are the "consumers" or "customers" of the nonprofit's services. Services can be in the form of tangible or intangible products.

Board - The board is comprised of individuals from the community and, ideally, is representative of the organizations clients. Law and theory dictate that the board is in charge, and directly accountable for the overall direction and policies of the organization. Powers are given to the board by the Articles of Incorporation.

Board Chair - A board chair's role is central to coordinating the work of the board, executive director and committees. The chair's role may have appointive power for committees, depending on what is specified about this role in the bylaws.

Committees - Typically, the board chooses to carry out its operations using a variety of board committees.

Executive Director - The board typically chooses to have one person who is ultimately responsible to carry out the wishes of the board. The executive director is directly accountable for the work of the staff and supports the work of the board committees.

Staff - Staff report to the executive director.

Volunteers - Volunteers are unpaid personnel who assist staff, serve on committees and generally work under the direction of the executive director (McNamara, 2005).

Revenue: Fees and Fundraising

Fees may be associated with the services and billed to either the person receiving the service (e.g. the parent with a child in daycare) or to a third party such as a government agency that supports such services. Unlike the private sector where the price of a product or service must cover all costs, nonprofit agencies rarely meet all their costs based upon sales and fees. Instead nonprofits must engage in fundraising and seek additional revenue sources (Harrison, 2009).

It is important to note that while many nonprofits provide services that are valuable to community, it is often difficult to measure the actual results of the services. Changes in an individual's or a community's behavior may take years to be realized. Nonetheless, nonprofits are challenged to demonstrate results as donors become more savvy and funding sources become increasingly limited. (Free management library, 2011)

There are several basic sources of funding in the nonprofit sector. The first is a grant. Grants may be given by government agencies, foundations or corporations, usually to operate a specific program. Agencies receiving government grants to operate human service programs base their reimbursement on fees for the services. Grants from foundations or corporations are generally provided up front and require a report on program activities and expenditures at the end of the grant period. (Free management library, 2011)

2.2 Models of Evaluation

Defining Evaluation:

A myriad of evaluation definitions have been offered over the past thirty years. One of the earliest was offered by Scriven:

"Evaluation refers to the process of determining the merit, worth or value of something, or the product of that process. Terms used to refer to this process or part of it include: appraise, analyze, assess, critique, examine, grade, inspect, judge, rate, rank and review. The evaluation process normally involves some identification of relevant standards of merit, worth or value, some investigation of the performance of evaluands on these standards; and some integration or synthesis of the results to achieve an overall evaluation or set of associated evaluations". (1991, p.139)

Another definition, which stems from evaluation's long history with social programs and takes on a social science research perspective, comes from Rossi, Lipsey and Freeman (2004):
"Program evaluation is the use of social research procedures to systematically investigate the effectiveness of social intervention programs to improve social conditions". (P.18)

Also viewing evaluation from a social betterment lens, Mark, Henry and Julnes (2000) see evaluation as "assisted sensemaking" and suggest that "the primary role of evaluation is to enhance and supplement the natural sensemaking efforts of democratic actors as they seek social betterment. In other words, evaluation consists of a set of activities developed to help correct, support and extend the way that people, individually and collectively, naturally make sense of policies and programs implemented to meet human needs. Evaluation aids sensemaking by providing systematic information about such things as the outcomes or valued effects of a social program, the causes of program success or failure, and the degree to which policy directives are being followed". (P.vii).

A fourth definition used by many today is from Patton (2008), who emphasizes the use of evaluation findings: " Program evaluation is the systematic collection of information about the activities, characteristics and results of program to make judgments about the program, improve or further develop program effectiveness, inform decisions about future programming and/or increase understanding. (P.38)

Preskill and Torres (1999) offer still another definition, but theirs focuses on evaluative activities specially conducted within organization for the purpose of organizational learning and change: "we envision evaluative inquiry as an ongoing process for investigating and understanding critical organization issues. It is an approach to learning that is fully integrated with an organization's work practices, and as such, it engenders a) organization members' interest and ability in exploring critical issues using evaluation logic, b) organization members' involvement in evaluative processes, and c) the personal and professional growth of individual within the organization. (pp.1-2)

In an effort to distinguish evaluation from other forms of inquiry, Fornier (2005) offers the following definition:

Evaluation is an applied inquiry process for collecting and synthesizing evidence that culminates in conclusions about the state of affairs, value, merit, work, significance, or quality of a program, product, person, policy, proposal, or plan. Conclusions made in evaluations encompass both an empirical aspect (that something is the case) and a normative aspect (judgment about the value of something). It is the value feature that distinguishes evaluation from other types of inquiry, such as basic science research, clinical epidemiology, investigative journalism, or public polling. (pp.139-140)

The researcher defines evaluation as a process of identifying the need, collect the information about inputs, activities, outputs, results and outcomes systematically to make judgments about the program and focus on improving effectiveness and impact on beneficiaries.

Demand for Accountability and Evaluation

The widespread use of accountability within the nonprofit sector dates back to the 1960s.

Accountability within the nonprofit sector from the 1960s until 1990s was primarily concerned with the financial accountability of organizations and was defined as a responsibility to donors, funders and the government to ensure that money was spent in a manner that was consistent with the organization's mission. (Harrison, 2009)

Since the early 1990s, the concept of accountability in the nonprofit sector was expanded beyond fiscal reporting to include a programmatic assessment of service provision. While reporting on financial expenditures was sufficient to meet government requirements to maintain tax-exempt status, organizational stakeholders such as funders, donors and the general public pushed the sector to move beyond financial reporting to include an accounting of services. This accounting of program services was often conceptualized as reporting on " products delivered and people served", this typically consisted of programmatic outputs such as reporting the number of clients served, the number of meals distributed or the hours of service provided (Harrison, 2009).

In the 1990's, the nonprofit sector was once again pushed to further the current practices of accountability and evaluation. The nonprofit sector moved beyond accountability for programmatic outputs to a more substantial analysis and reporting of programmatic outcomes. Program outcomes were defined as a measure of the changes produced by participation in program-related activities (Cutt & Murray, 2000).

Use of evaluation

There has been a considerable increase in the level of evaluation of public programs and policies undertaken over the past 15 years in the large number of countries. The main reasons for this increase in evaluation activity are:

- **Budgetary constraints** mean that public interventions and expenditure must be more strongly defended and justified and their beneficiaries need to be increasingly more accurately targeted. What is sometimes known as "crisis of legitimacy of public action" calls in virtually every corner, for better governance requiring a reinterpretation of target recipients and implementation methods.

- **Rational thinking and transparency**: there is a need for rational thinking and transparency with senior politicians, administrators, and financiers quite rightly needing to know the consequences of their decisions.

- Decentralization, European integration and, more generally, the intensification of international economic cooperation, have meant greater overlapping of legally autonomous levels of power. The subsequent complexity increases the need for shared information, coordination and regulation.

The results of evaluation can be used in many ways. Evaluations provide clients, government agencies, nongovernmental organizations (NGOs), the public and many others with feedback on policies, programs and projects. The results provide information on how public funds are being used. They can give managers and policy makers information on what is working well and what is not in terms of meeting original or revised objectives (Imas & Rist, 2009).

Imas and Rist (2009) mentioned that evaluation can serve many purposes and uses, they can:

1. help analyze why intended results were or were not achieved.
2. explore why there may have been unintended results or consequences.
3. assess how and why results were affected by specific activities.
4. shed light on implementation processes, failures, or successes that occur at any level.
5. help provide lessons, highlight areas of accomplishment and potential. And offer specific recommendations for improvement and reform.

Patton (2008) has identified three primary uses or practices of evaluation findings:

1. The first level is to judge the merit or worth of a product or program. This includes summative evaluations, accountability, audits, quality control. Cost-benefit decisions, decisions on program's future and accreditation or licensing. This level is concerned with external audiences served by the organization.
2. To improve program is the second practice of evaluation. This includes formative evaluation, identifying strengths and weaknesses of program, continuous improvement, quality enhancement, being a learning organization. This level of practice is concerned with the internal improvement of the programs and organization.
3. The third level is to generate knowledge. This level of evaluation practice emphasizes the generalizations about effectiveness, extrapolates principles about what works, builds theory, synthesizes patterns across programs, publishes scholarly materials and engages in policy making. Clearly this level includes the general application of evaluation findings across organizations and sectors.

Purpose of Evaluation

Evaluation can be used for a variety of purposes. Within the discipline, there are different views about what the purpose or goal of evaluation should be in a given context.

A prevalent view is that evaluation has four distinct purposes:

- **Ethical purpose**: to report to political leaders and citizens on how a policy or program has been implemented and what results have been achieved. This purpose combines the objectives of using better accountability, processing information, and serving of democracy.

- **Managerial purpose**: to achieve a more rational distribution of financial and human resources among "competing" programs, improve program management, and increase program benefits.

- **Decisional purpose**: to pave the way for decisions on the continuation, termination or reshaping of a policy or program.

- **Educational and motivational purpose:** to help educate and motivate public agencies and their partners by enabling them to understand the processes in which they are engaged and to identify themselves with their objectives (Imas & Rist, 2009 p.11).

Who conducts evaluation?

Evaluation can be conducted by external evaluator, internal evaluator or a combination of internal and external evaluators.

The Organization for Economic Co-operation and Development/ Development Assistant Committee (OECD/DAC) glossary defines internal evaluation as evaluation of a development intervention conducted by a unit or individuals reporting to the management of the donor, partner, or implementing organization (2002, p.26).

Perhaps one of the most exciting developments over the last several years is the increasing number of organizations that are creating internal evaluation units or teams. There are a number of advantages of conducting internal evaluations:

- There is a greater likelihood that the evaluation will be tailored to the information needs of organization members.
- There will be greater access to data.
- Organization members can develop evaluation expertise.
- There is a greater chance of evaluation becoming a sustained, institutionalized practice that is integrated with other work tasks and strategic planning.
- The evaluation results have a greater probability of being used for decision making and action.
- Knowledge of the organization and its members may provide greater insight into the evaluation's design, implementation and results. (Preskill & Russ, 2009 p.31)

At the same time, internal evaluators face very real challenges. The internal evaluator may face more resistance to evaluation if the organization has little experience with it. In addition, organizational politics may be more likely to impede the conduct of evaluation and the use of its results. Internal evaluators may not have the credibility or clout to conduct the evaluation and may lack the technical skills to conduct a competent evaluation (Preskill & Russ, 2009 p.31).

OECD/DAC glossary defines external evaluation as evaluation of a development intervention conducted by entities and/or individuals outside the donor, partner, and implementing organization. (2002, p.23)

The advantages to employing an external evaluator:

- Increased evaluation expertise
- Greater independence
- Ability to see the whole picture and provide a different perspective
- Less susceptibility to cooperation
- Evaluation may be completed in a more timely way
- Organization members may be more honest with an outsider
- Greater credibility of the findings

At the same time, external evaluators:

- May be limited by their lack of knowledge about the organization's policies, procedures, systems and culture
- Are often dependent on the cooperation of internal organization members to gain access to data and individuals within the organization
- May be more expensive

Evaluator activities:

Imas & Rist (2009) mentioned that evaluators carry out activities that correspond to their various roles. Internal evaluators may work on project or program design, implementation and outreach strategies. External evaluators typically limit their involvement in program management. All evaluators generally: p. 18

- Consult with all major stakeholders

- Manage evaluation budgets.
- Plan the evaluation
- Perform or conduct the evaluation or hire contract staff to do so
- Identify standards for effectiveness
- Collect, analyze, interpret and report data and findings

Analytical Categories of evaluation:

Dale (2004) mentioned the following analytical categories for evaluation:

- **Relevance**: which is defined as to what extent the program or project has addressed or is addressing problems of high priority, mainly as viewed by actual and potential stakeholders particularly the program's or project's beneficiaries and any other people who might have been its beneficiaries.

- **Effectiveness**: it expresses to what extent the planned outputs, expected changes, intended effects and intended impact are being or have been produced or achieved.

- **Impact**: it means the overall consequences of the program or project for the intended beneficiaries and any other people. The consequences may be more or less indirect and will usually take some time to materialize. The main impact is expected to be positive. However, there may be negative impact also on beneficiary groups or others.

- **Efficiency**: which is the amount of outputs created and their quality in relation to the resources (capital and human efforts) invested. It is a measure of how productively the resources (as converted into inputs) have been used.

- **Sustainability**: it means the maintenance of augmentation of positive achievements induced by the evaluated program or project (or any component of it) after the scheme (or any component of it) has been terminated.

- **Replicability**: it means the feasibility of repeating the particular program or project or parts of it in another context, i.e. at a later time in other areas for other groups of people, by other organizations.

Recent evaluation developments in nonprofit organization

Program based evaluation systems can be instituted through several different models that are utilized within the nonprofit sector. Bozzo (2000) identifies three categories of evaluation systems used in the nonprofit sector that strive to respond to the complexities of a human service organization within the evaluation:

1) Balanced scorecards 2) participatory and empowerment models 3) outcome measurement models.

Balance scorecard (BSC) provides a system for measuring and managing all aspects of a company's performance, it balances traditional financial measures of success such as profits and return on capital with non-financial measures of the drives of future financial performance. The performance evaluation takes place within four organizational perspectives: financial, customers, internal functioning and learning and growth (Kaplan &Norton, 2006).

BSC was originally developed to improve performance measurement but organizations learned that measurement has consequences far beyond reporting on the past. The BSC concept evolved during the 1990's from a performance measurement system to a new strategic management system.

The benefits from BSC are realized as the organization integrates its new measurement system into management processes that communicate the strategy to all employees and organization units and align employee' individual objectives and incentives to successful strategy implementation (Kaplan & Norton 2006).

Kaplan and Norton mentioned that the four balanced scorecard perspectives provide a natural way to categorize the various types of enterprise value propositions that can contribute to corporate synergies:

Financial synergies:

- Effectively acquiring and integrating other companies.

- Maintaining excellent monitoring and governance processes across diverse enterprises.
- Leveraging a common brand across multiple business units.
- Achieving scale or specialized skills in negotiations with external entities such as governments, unions, capital providers and suppliers.

Customer synergies:

- Consistency delivering a common value proposition across geographically dispersed network of retail or wholesale outlets.
- Leveraging common customers by combining products or services from multiple units to provide distinct advantages: low cost, convenience or customized solutions.

Business process synergies

- Exploiting core competencies that leverage excellence in product or process technologies across multiple business units, core competencies can also include knowledge in how to operate effectively in particular regions of the world.
- Achieving economies of scale through shared manufacturing, research, distribution or marketing resources.

Learning and growth synergies

- Enhancing human capital through excellent HR recruiting, training, and leadership development practices across multiple business units.
- Leveraging a common technology, such as industry-leading platform or channel for customers to access a wide set of company services that is shared across multiple product and service divisions.
- Sharing best-practice capabilities through knowledge management that transfers process quality excellence across multiple business units.

Participatory and empowerment models represent an evaluation approach that engages a variety of stakeholders in the evaluation process, which includes designing the evaluation, collecting data, analyzing data and reporting. Participatory models are often considered to be a "bottom-up" approach that allows for a range of input from direct service staff, volunteers, management and board members. (Harrison, 2009)

Participatory evaluation is a process where the evaluator's perspective is given no more priority than the other stakeholders, including program participants. This type of evaluation makes the evaluation process and its results relevant and useful to stakeholders for future actions. Participatory evaluation attempts to be practical, useful, and empowering to multiple stakeholders and helps to improve program implementation and outcomes by actively engaging all stakeholders in the evaluation process. (Thompson, 2005)

Sabo and Fusco (2002) define participatory evaluation as collaboration between evaluator and client. They suggest that participatory evaluation:

- Increases the likelihood that evaluation results are accurate and relevant
- Ensures that program staff will be motivated and prepared to use evaluation findings
- Builds the program's capacity to continue to design and conduct quality evaluations with diminished reliance on outside assistance
- Stimulates deep thinking about programmatic issues, often leading to refinement in the program itself
- Gives staff new tools for communicating their program to others

This approach in nonprofit evaluation is very effective for nonprofit organizations because of the many stakeholders that are usually involved in nonprofit programs.

Outcome measurement models, otherwise known as program logic models, according to Bozzo (2000), outcome measurement and logic models demonstrated the relationships between the resources dedicated to a program, the participants, the use of the program resources and then the results achieved by the program.

Outcome measurement models were considered to be a top-down approach to evaluation since the activities and services that were measured were usually driven by the request of a funding entity or top level management (Bozzo, 2000).

Many state and local government agencies, foundations, managed care systems and accrediting bodies have added outcome measurement to the list of performance and accountability measures they require of nonprofit organizations within their sphere (United Way of America 2000).

Outcome measurements, outcome evaluation or impact evaluation assesses the short and long term results of a project and seeks to measure the changes brought about by the project. This type of evaluation measures the extent to which the program's stated goals and objective were achieved and determines any unintended consequences of the program and whether these were positive or negative (formative evaluation Research Associates, 2005).

Rossi, Lipsey and Freeman (2004) suggest that to conduct an outcome evaluation, the evaluator must design a study capable of establishing the status of the program recipients on relevant outcome measures, they note that outcome evaluation is very demanding of expertise, time, and resources and it is difficult to set up properly within the constraints of routine program operations. They insist that outcome evaluations are most appropriate for mature, stable programs with a well-defined program model and a clear use for the results that justifies the effort required.

The United Way of America (2000) released the findings of a survey of approximately 400 agencies and found that while there were challenges, outcome measurement produced rewards for agencies that implemented it carefully and used it as a management tool. Because, they stated, their focus was on results, the feedback that outcome measurement provides and the data it produced offered two distinct benefits. Outcome measurement helped increase effectiveness in the agency's services and it helped communicate the value of what the agencies did in their operations.

Challenges to evaluations:

Preskill & Russ (2009) mentioned the following challenges for evaluation:

1. Changes in clients during the evaluation or limited involvement of these clients
2. Changes in the evaluand during the evaluation
3. Evaluator's credibility is compromised
4. Changing political winds
5. Insufficient communication channels within the organization
6. Timeliness of the evaluation information

Murray (2001) says the sad truth is that regular and systematic evaluation of programs, functions and organizations in this sector still is relatively uncommon. This is partly because when evaluation efforts don't produce the value for money, they are quickly abandoned.

Nonprofit organizations that lack evaluations are limited in their ability to demonstrate positive change or results and don't have information necessary to make informed decisions about day-to-day management on future programming and resource allocations.

The lack of evaluations performed by nonprofit organizations not only affects the nonprofit organization, but also the clients they serve. The majority of nonprofit organizations resist conducting evaluations unless they are required by the funder. The reasons nonprofits give for not conducting evaluations range from lack of money, limited staff and it is more intensive. (Thompson, 2005)

Thompson (2005) acknowledges that there are costs to evaluation but suggests that nonprofits should view this cost as an opportunity cost or the value of what must be given to obtain something else.

She also mentioned that nonprofit organizations need more training in program evaluation. In order for NPOs to have the capacity to conduct systematic evaluations, the agencies must have staff trained in evaluations. Most nonprofit agencies are limited in conducting evaluations because of the lack of funds to maintain trained evaluators on staff or consultants.

Thompson also sheds light on the critical importance of fiscal management and program evaluation for nonprofit organizations. They suggest that we should envision an organization that has a demonstrated record of success in delivering a program, but has limited skills in such areas as financial management or program evaluation-a common combination in the nonprofit sector.

Systematic evaluation: a general review

In this study, the researcher took the three evaluation types as dependent variables which are called by Dale (2004) as planning, formative and summative and it is categorized as prospective, formative and summative by Imas & Rist (2009) while Rossi and Freeman (1999) categorized evaluation as needs assessment, process evaluation and impact/ outcome evaluation. The terms of evaluation types may differ from one author to another. However, the concepts are the same in spite of the difference in the terms.

In this part, each of these variables will be discussed:

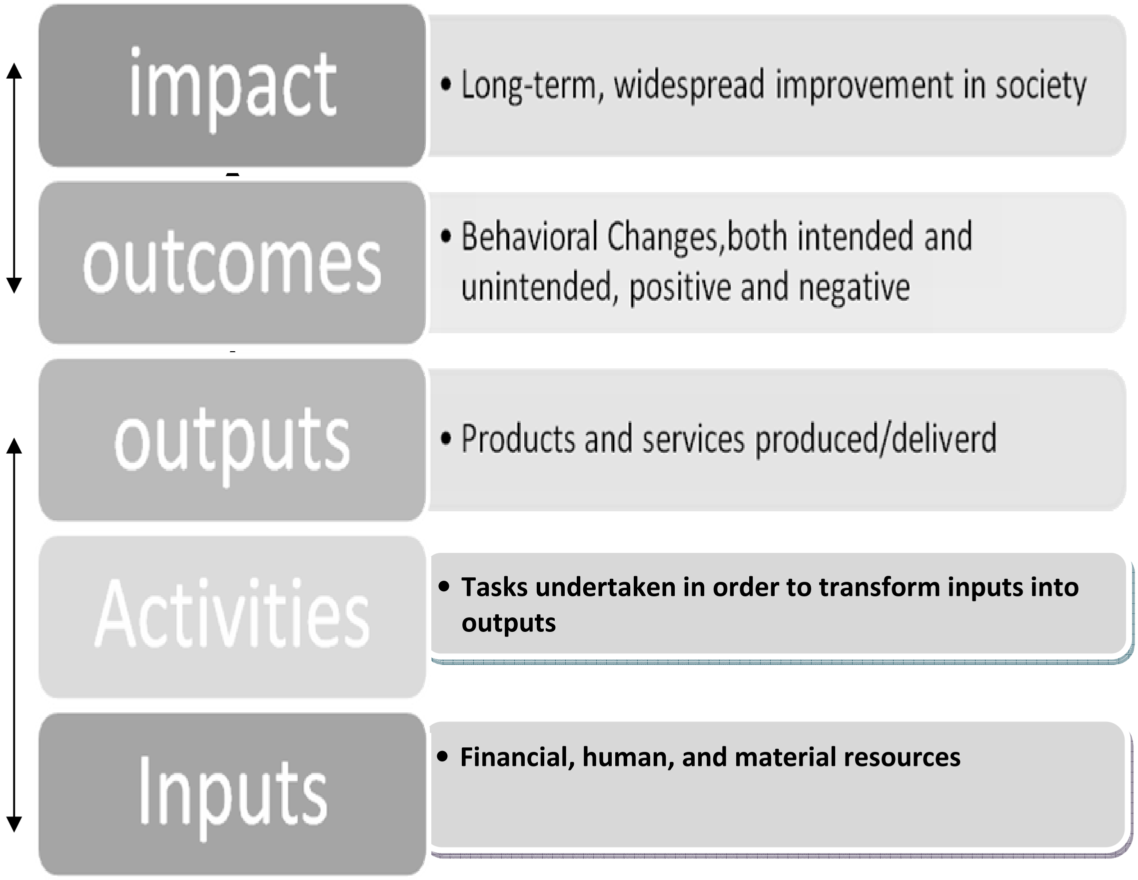
The **first dependent variable** is planning or prospective evaluation

Strategic planning is currently receiving much emphasis –often from donors- to encourage organizations to reflect on their strengths and opportunities and choose the best way forward. Unfortunately many organizations invite consultants to produce such plans for them while they continue with their routine work (Conninck, etal., 2008).

Every organization needs action plan that determines the programs and activities that will be implemented and this plan determines the duties, responsibilities, time frame for each activity. This plan is the initial source for evaluation; this action plan contains inputs, activities, outputs, outcomes and impact (Shomar, 2010).

Rist (2009) considers this action plan as the Program Theory of Change (TOC) to achieve outcomes and impact (known as logic model) which is a representation of how an intervention is expected to lead to the desired results. This theory represents the results based monitoring and evaluation approach which combines the traditional approach of Monitoring & Evaluation (M&E) with the assessment of outcomes and impacts or more generally of results.

It is the linking of implementation progress with progress in achieving the desired objectives or results of government policies and programs that makes results-based M&E useful as public management tool. TOC model has five main components: inputs, activities, outputs, outcomes and impact as indicated in the below graph. Some theory of change models includes other features such as target groups, internal and external factors.



Source: The roads to results: Designing and conducting effective development evaluations; Linda Imas and Ray Rist 2009 (page: 110) -adapted from Binnendijk 2000

Figure no. 2 (Theory of change TOC Model)

Shomar (2010) indicates that M&E plan is a core part of building the plan for the entire organization and the below graph shows the relationship between the general plan, M&E plan and program plan.

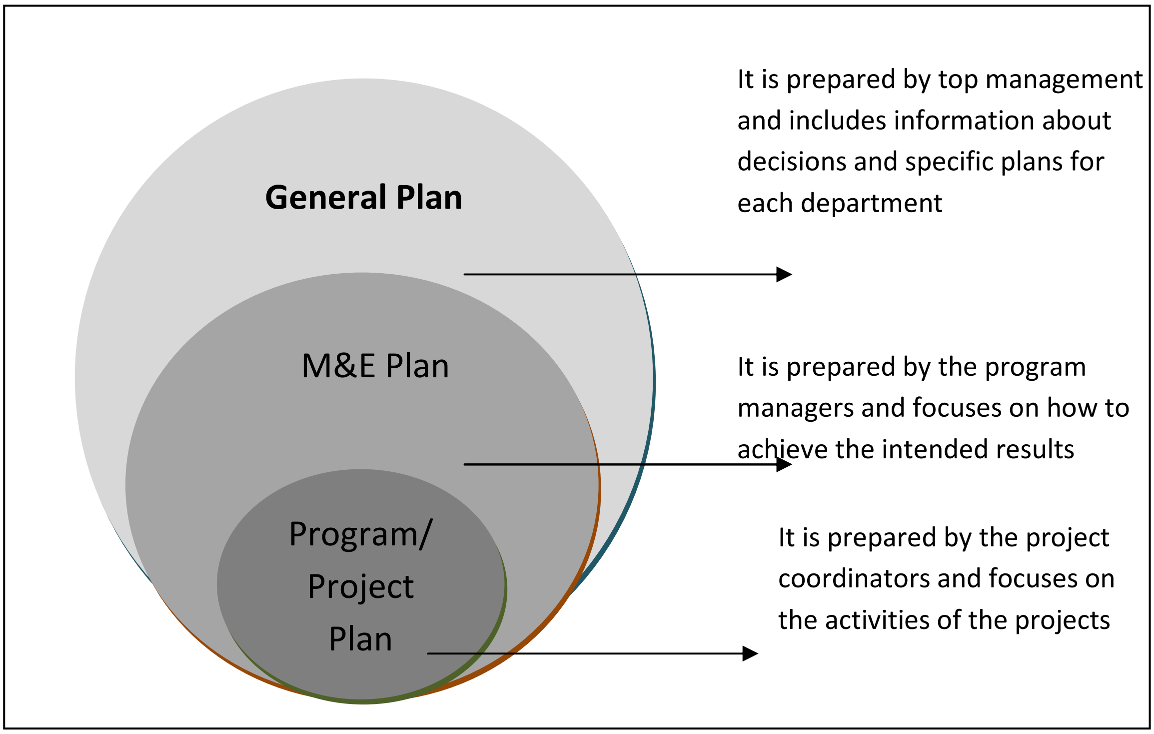


Figure No. 3- Source: Evaluation in development projects; Dr. Tawfiq Shomar 2010 (page: 93)

The general plan designs the program, duties and general objectives of the organization during a period of 1-2 years. It is prepared by the top management and includes information about the decisions and specific plans for each department (Shomar, 2010).

M&E plan converts the general plan into a series of indicators which focuses on outputs and results. It is prepared by the program managers and focuses on how to achieve the intended results (Shomar, 2010).

The program/project plan which focuses on programs, objectives and goals. It is similar to the general plan of the organization and is prepared by the project coordinators. It focuses on the activities of the projects. Hence, all of these plans are complementary for each other and must be included and considered in the strategic planning of the organization (Shomar, 2010).

A **prospective evaluation** assesses the potential outcomes of proposed projects, programs, or policies. It is similar to an evaluability assessment; it answers the question "will the gains be worth the effort/ resources expended?" (Imas & Rist, 2009).

This dependent variable will be measured through collecting information about evaluation practices in each organization such as:

a. The organization conducts a needs assessment before program design.
b. The project design and planning depend on the results of needs assessment.
c. The organization has a clear logical framework which indicates the objectives, indicators, assumptions etc..
d. The organization has developed its projects' formats and clearly defined the documented roles and responsibilities of program staff.

Routine monitoring systems of inputs, activities and immediate outputs is carried out to understand what is happening in the program and uses the information to improve planning and performance while the program is still active. It involves learning from experience and facilitates changes within the project, local institutions and government agencies (FAO, 2010).

Monitoring systems use **indicators**, which are quantitative or qualitative measures of program performance that detail the extent to which program results are being or have been achieved.

Indicators can be measured at each level: input, process, output, outcome, and impact. One of the most critical steps in designing an M&E system is selecting appropriate indicators. The M&E plan should include descriptions of the indicators that will be used to monitor program implementation and achievement of the goals and objectives (FAO, 2010).

Logical frameworks, as part of the M&E plan, include targets to be reached for every level indicator. Achievement of the program in terms of delivery and immediate outputs is measured by comparing the target set with its level of achievement at regular intervals and at the end of the program (FAO, 2010).

Indicators of outcomes and impact measure whether the changes that were expected as a result of the program were observed and whether this change signifies program “success”. Examples of outcome and impact indicators that can be measured at different times to detect change include: percent of youth that have introduced two crops to grow at home in the past year”, “percent of youths that demonstrate knowledge and interest in market opportunities”, “level of perception of youths on what are gender equitable roles” (FAO, 2010).
Indicators should satisfy the following requirements:

• **Significant:** The indicator records a central, meaningful aspect of the intended change
• **Plausible**: The change measured by the indicator is connected to the project activities
• **Independent**: The change is measured independently of the means deployed, i.e., the indicator does not describe what was done to have produced the change.
• **Assessable:** The facts required for assessment/measurement can be gathered (FAO, 2010).

Schiavo (1999) notes that indicators should be "CREAM", that is:

- Clear (Precise and unambiguous)
- Relevant (appropriate to the subject at hand)
- Economic (available at reasonable cost)
- Adequate (able to provide sufficient basis to assess performance)
- Monitorable (amenable to independent validation)

The **second dependent variable** is the implementation element or process evaluation or formative evaluation which can be measured through having regular reporting, field visits, database management, meetings..

The evaluation that takes place during implementation is called the formative evaluation which looks into the way in which a program, policy or project is implemented. It examines whether or not the assumed "operation logic" corresponds with actual operations and identifies the (immediate) consequences that implementation produce.

This type of evaluation is conducted during the implementation phases of the project or program. Formative evaluations are sometimes called process evaluations because they focus on operations (Imas & Rist, 2009).

Scriven (1991) was the first to coin the terms formative and summative as ways of describing evaluation's main purposes or functions. He explains that formative evaluation is typically conducted for the purposes of program or product improvement by in-house staff. However, many formative evaluations are also conducted by external evaluators. The findings from formative evaluations are fed into an improvement-focused process that further develops, refines or revises the object being evaluated. The reports that result from a formative evaluation typically remain internal to the organization.

Examples of questions that formative evaluation might address include:

- How well is the program being implemented?
- What are the barriers to implementation?
- How effective are the program's strategies and activities?
- How might the product be improved to appeal to a larger audience?
- To what extent is the staff prepared to implement the program's objectives?
- How might the process be refined to make it more user-friendly?
- What aspects of the service are working well?

Formative evaluation aims at improving the performance of the programs or projects that are evaluated through learning from experiences gained. For most programs, the scope for evaluations to induce changes of design and implementation may be substantial, since programs tend to have a framework character and a greater or lesser amount of flexibility built into them. For typical projects, meaningful formative evaluation may usually only be done if the schemes are broken down into phases, each of which are preceded by planning events, in which information that is generated through assessment of previous phases may be used (Dale, 2004).

Formative evaluations are commonly done more than once for a particular scheme. They may recurrently address the same matters and issues or different ones. The evaluations may be done at set intervals or according to needs as assessed by the responsible agencies, in the course of program or project implementation. They may be managed internally or externally or through some combination of internal and external involvement (Dale, 2004).

An example of a formative evaluation is the evaluation conducted for the International Development Research Center (IDRC) of its initiative for managing natural resources in Latin America and the Caribbean (known as Minga) (Adamo 2003). The general objective of the Minga initiative was to contribute to the formation of natural resource management professionals, women and men, in Bolivia, Ecuador, and Peru (Adamo, 2003).

One component of the program initiative that interested IDRC was gender mainstreaming. To learn more about how gender was being mainstreamed into the program, IDRC contracted for a formative evaluation. The methodology for the formative evaluation began with a review of program documents related to gender mainstreaming and activities.

The evaluators also reviewed trip reports to assess the extent to which gender was being addressed during visits. Interviews were conducted with program staff members to examine their individual efforts and experiences and to mainstream gender into their work and the lessons they learned along the way (Adamo, 2003).

One type of formative evaluation is a midterm or midpoint evaluation. As its name implies, a midterm evaluation is conducted about halfway through a project, program, or change in policy. The purpose of a midterm evaluation is to help identify which features are working well and which features are not. Midterm evaluations can begin to focus on lessons learned, as well as relevance, effectiveness, and efficiency. Lessons learned are important in guiding future interventions and improving current ones. (Imas & Rist, 2009)

The **third dependent variable** is assessing the results or summative evaluation of the project which takes place at the end of the project.

Summative evaluation, often called an outcome or impact evaluation, is conducted at the end of an intervention or on a mature intervention to determine the extent to which anticipated results were realized. Summative evaluation is intended to provide information about the worth and impact of the program. Summative evaluations include impact evaluations, cost-effectiveness investigations, quasi-experiments, randomized experiments, and case studies.

It includes the following points:

a. lessons learned and good practices to be applied on future program
b. Conducting and documenting the success stories for individuals who benefited from the project and whose life was affected positively
c. Sharing evaluation results with other national and international stakeholders

According to Scriven, summative evaluation is conducted after the completion of the program and for the benefit of external audience or decision maker for example, funding agency, oversight office, historian, or future possible users (Scriven, 1991, p. 340).

Examples of decisions made based on summative evaluations include the granting of continued funding for the program, the expansion of the program to other sites, the elimination of a program that outlived its usefulness or is not meeting the current needs of participants, grades in a course, or a decision of which vendor to use. Summative evaluation is often conducted by external evaluators (Preskill & Russ, 2009).

Stake (quoted in Scriven 1991) is credited with helping us understand the difference between formative and summative evaluations with the following analogy: "when the cook tastes the soup, that's formative, when the guests taste the soup, that's summative" (P. 19). Questions a summative evaluation might address include:

- To what extent did the program meet its goals?
- What were the learning outcomes?
- Were the results worth the project's costs?
- What components of the program are reproducible in other locations?
- In what ways did participants benefit from the program?
- To what extent is the product viable?

- To what extent has the process improved employee productivity?

Summative evaluations are undertaken after the respective development schemes have been completed. Their general purpose is to judge the worth of programs or projects as well, normally their design and management. The findings may be used for learning in the planning and implementation of other, similar development endeavors. Commonly, however, the more concern is to assess the accountability of program or project responsible bodies or funding agencies. In practice, summative evaluations have largely been triggered by a need among foreign donor agencies to prove their accountability vis-à-vis their governments and/or other money providers as well as the general public in the donor country (Dale, 2004).

For this reason, summative evaluations have tended to be undertaken by persons who are considered to be independent of the responsible program or project organizations and the donor agencies. Evaluations may also be conducted halfway through programs and projects (commonly called midterm evaluations) or between phases of them. While the main purpose of evaluations thus timed is usually to provide information for any future adjustments of the same schemes, accountability is also important (Dale, 2004).

An example of a summative evaluation is one completed by the Asian Development Bank (ADB) to evaluate the Second Financial Sector Program in Mongolia (ADB, 2007). The program involved financial sector reforms that included restructuring and transforming the financial sector from a mono- banking system into a two-tier system supported by the ADB. Summative evaluations are used to answer questions of relevance, performance, impacts, sustainability, external utility, and lessons learned.

Main Purposes of Evaluation. (Reidar Dale, 2004)
MAIN PURPOSES OF EVALUATIONS

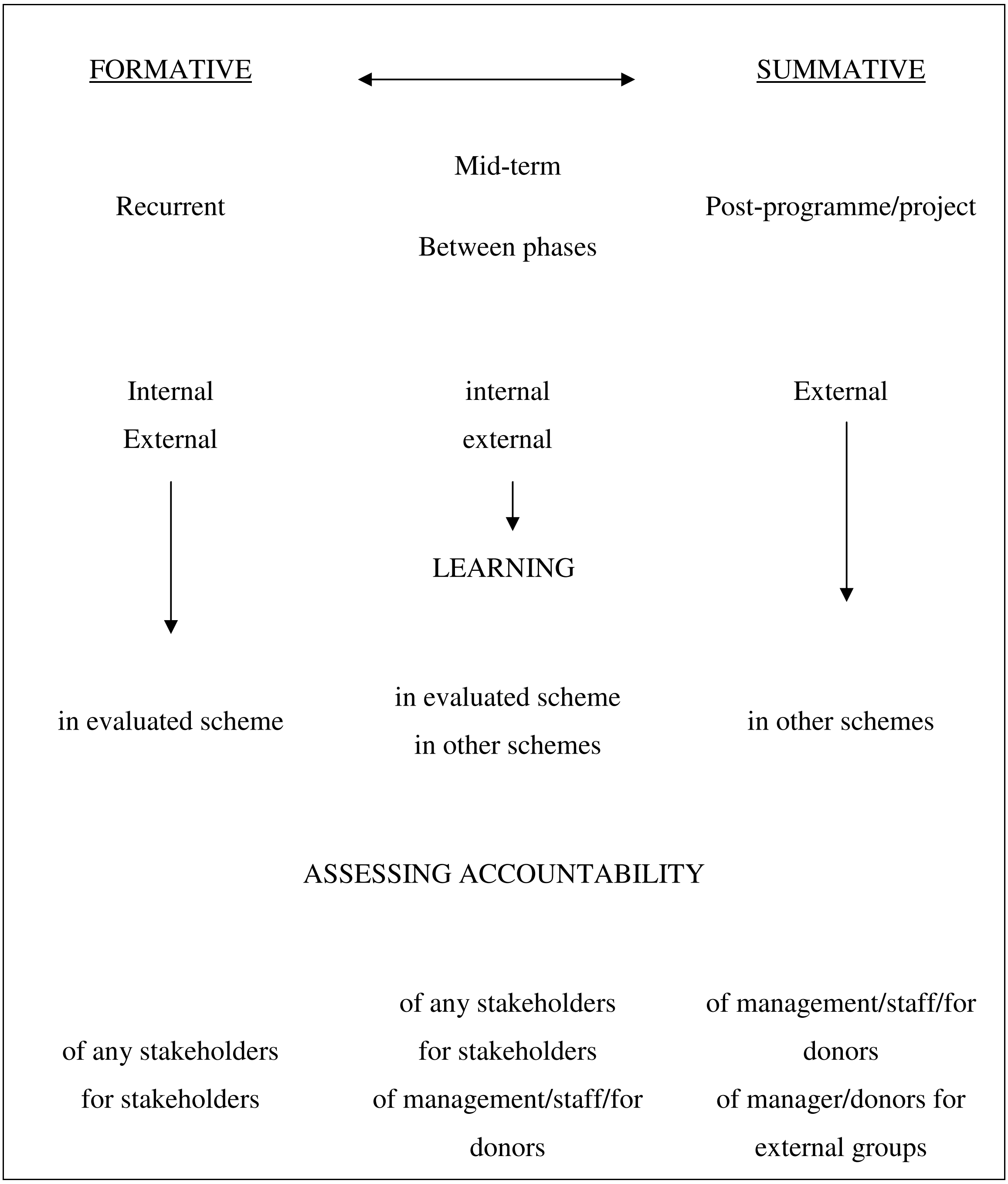


Figure No.4 Source: Main Purposes of Evaluations; Reidar Dale, Evaluating development programmes and projects, 2004 page: 34

(2.2): Previous studies

Due to the lack of available resources, the researcher was not able to come across many neither previous Arabic studies nor articles directly related to the evaluation in nonprofit organizations as was the case with English resources. Nevertheless, the following are some of the available sources that were obtained and which were related in one way or another to the subject thesis.

A. Studies in English Language

1. Spagnolo, Rosana (1992) entitled "**A study of program evaluation capacity in nonprofit organizations"** in Michigan

This study analyzed program evaluation capacity within 293 youth-serving organizations in Detroit, Calhoun County and the Upper Peninsula of Michigan. The study encompassed religious, educational, public health, mental health, social services and "other" types of nonprofits with nonprofit managers responding to a written questionnaire. The return rate was 64.5 percent, 189 of the 293 agencies queried.

Evaluation capacity and use according to geographic area, type, size of staff and budget were analyzed. Organizations identified their satisfaction with budgets for evaluation, adequacy of staff, evaluation procedures and communication of results. Future needs to strengthen evaluation were identified. Additionally, the results of separate focus group interviews available on tape were analyzed; these interviews were conducted separately from this study with twelve nonprofits located in Battle Creek, Michigan.

The most encouraging finding from this study is that nonprofits do value evaluation as a tool to plan and make decisions about program improvement in response to recipient needs. Widespread use of evaluation for policy making, planning and decision making was strong across all geographic regions and among all types and sizes of organizations. Still, the majority of organizations reported several needs in order to improve their evaluation capacity including a need for (1) financial assistance, (2) training, and (3) technical assistance. Specific geographical and organizational targets for future interventions emerged from this study, primarily, non-profits in the Upper Peninsula and Calhoun County and nonprofits in religious, education and social service organizations.

2. Marais, Lorraine (1998) entitled "**The Relationship between Organizational Culture and the Practice of Program evaluation in Human Service Organizations"** in Michigan

This study was designed to assess the relationship between organizational culture and the practice of program evaluation in a selected group of nonprofit organizations. Three questions were addressed in the study: namely (1) What are the organizational cultures exhibited by human service organizations? (2) What are the program evaluation practices exhibited by human service organizations? and (3) What is the relationship between organizational culture and the practice of program evaluation in human service organizations?

A survey was administered and interviews were conducted with participants of 26 human service organizations in Kalamazoo, Michigan.

Survey data were analyzed to answer the three research questions as listed above. Interviews provided data that developed an understanding of evaluation practices and organizational values.

Organizational culture data included information about client satisfaction, quality service, leadership, communication, decision making, planning, and visioning. Evaluation practice data included information about formative, summative, and general evaluation practices. Formative program evaluation practice is the evaluation practice that most organizations conduct, with the development of general evaluation knowledge second, and summative evaluation practices last, but all three practices were found to be moderately high across all organizations. High correlations were found with some aspects of organizational culture.

3. Smith, Sandra (1998) entitled "**Formative evaluation of program implementation: Empowering domestic violence survivors for work"** in Chicago

The purpose of this study was to formatively evaluate the implementation of a project within an organizational setting. The project goals were to (a) develop a nonprofit organization to address the work issues of domestic violence survivors, and (b) develop a pilot peer advocates vocational rehabilitation training program.

The research aims were to (a) describe the project's start-up planning activities, (b) analyze the relationships among the planning activities, organizational factors, and management functions, and (c) make recommendations to solve implementation problems based on the formative analysis.

Using a case study method and a qualitative naturalistic inquiry approach data were collected over a seven month period through observations of participants, informal inquiries, reviews of documents, and tape recordings of meetings. Content analysis was used to identify data themes and patterns. In addition, a conceptual model utilizing organizational and management theory along with empirical data was developed to analyze the relationships among the planning activities, organizational factors, and management functions associated with implementing the project. A 10% sample of the case data (approximately 90 pages or 501 excerpts) was coded by two raters into three categories: Category I, planning activities; Category II, organizational factors; and Category III, management functions.

The findings confirmed that members of a planning group must reach a consensus about the philosophical basis of a project before any significant activities can proceed. Disagreements in the external environment over the project's philosophical basis were mirrored in the internal social system and prevented key members of the planning group from planning and implementing the program according to schedule. Managers had difficulty managing the controversies both internally and externally; because of that, staff energies were deflected into fund-raising activities where there was little disagreement. All could agree that additional money was needed if anything were going to happen.

4. Cheng, Denise (2003) entitled **"Evaluating the Evaluation: Assessing the Use of Program Evaluation for Capacity Building in a Nonprofit Organization**" in Canada.

The Duck soup program was selected for this project as an example of a working group trying to build the capacity in the community. Moreover, the program evaluations were also examined to determine if they had an impact on the program's ability to build capacity. Through participant's observation, key informant interviews and a review of the archival documents it was found that the working group was successful in building capacity within the partners and program evaluation had been a useful tool for program development. Based on SWOT analysis, a theoretical model was also developed that linked the weaknesses, threats and opportunities of the program to the working group's strengths and their use of program evaluation.

The theoretical model was then used in a general application for other nonprofit organizations attempting to build capacity. It was determined that a working group has to have a strategy for program planning, strong leadership and utilize program evaluation to analyze and determine their course of program development.

There also has to be an acknowledgment that most programs still encounter some limitations which may or may not have plausible solutions.

5. Podems, Donna (2004) entitled " **Monitoring and Evaluation Intervention for Donor-Funded NPOs in the Developing World: A case study"** in South Africa

This case study documents and examines the emergence and development of a donor-funded youth service program situated in an outdoor experiential learning non-profit organization in South Africa. The research looks at the challenges the program has faced, its responses to those challenges, and changing organizational dynamics within the larger context of developments in South Africa historically, socially, politically and culturally.

The research consisted of qualitative data gathered through participant observation and interviews. Specifically, this included descriptive and reflective field notes of informal interactions with NPO and donor staff, interviews with NPO and donor staff, meetings between the NPO, a personal reflection journal, and document reviews.

The questions that guided the fieldwork were: (1) What factors result in what information being collected and used to shape the program? (2) What influences what the program results are? (3) How do the relationships among NPOs, donors and beneficiaries influence the functioning of monitoring and evaluation in a grassroots South African, donor-funded NPO in South Africa? (4) What type of monitoring and evaluation played what role in shaping the program? (5) What are the essential elements of a framework for a monitoring and evaluation intervention that would enable a donor-funded NPO to engage with monitoring and evaluation that results in an improved program for beneficiaries while at the same time fulfilling the donor's reporting requirements?

The findings are organized into 9 interrelated chapters. Background and Context describes the NPO, donor, key role players, and the history of the program. Methodology and Reflection discuss methodological approaches and issues. The subsequent chapters address the case study from three different paradigms. The findings from these chapters, Macro Context, Program Theory and Power , and Organizational Culture form a holistic picture in the final chapter, Suggested Monitoring and Evaluation Framework for Donor-Funded NPOs in the International Development Context .

6. Thompson, Valerie (2005) entitled **"Systematic Evaluation for Nonprofit Organizations: Problems, Prospects and Recommendations"** in Oklahoma

The purpose of this study is to assess the current status of evaluation activities and the utilization of their results for the nonprofit sector in the United States. The dissertation sought to discover how much evaluation is done by nonprofits, what types of evaluations are being conducted, and how evaluations are being used. If evaluations are not being used, this dissertation tried to answer the question "why nonprofit organizations do not use evaluations?". Additionally, the dissertation defined conditions or factors that facilitate or inhibit evaluations and recommended how to promote the systematic evaluation of nonprofit organizations in light of the challenges and conditions in which they operate.

The researcher examined the practices of 58 U.S nonprofit organizations affiliated with the National Urban League. Thomposn found that nonprofit organizations did evaluate something within a twelve month timeframe but they conducted evaluations mostly

because they were required to comply with the funder's requirements and she found that there was a lack of evaluation collaboration among the nonprofit organizations.
Thompson compared the findings between the Canadian Center for Philanthropy and the National Urban league. The comparison between the two organizations was based on the following key characteristics:

The size is defined by annual revenues, geographic location, funders expectation from nonprofit, what was evaluated in the past 12 months, what drives motivation, main reasons for evaluation, evaluation data collected, outcomes difficulty, resources provided by funders, funding to conduct evaluation, evaluation challenges etc..

The data revealed the following:

- The organization with more revenue performed more evaluation
- Agencies with more staff performed more evaluations
- The funder expectation had increased over the previous three years.
- Nonprofit organizations are conducting evaluation. However, sixty-seven percent of the evaluations conducted are mandated by funders and there is an increasing demands on nonprofit organization based on the funder's expectation.
- Agencies had little difficulty with outcome evaluation while collecting outcome data but faced great difficulty in analyzing and identifying outcomes data.
- Limited funding and limited staff were the greatest barriers to systematic evaluations for NPOs in both studies.

7. Carman, Joanne (2005) entitled **"Program *Evaluation* Use and *Practice*: A Study of *Nonprofit Organizations in* New York State"** in USA.

This dissertation examines three research questions: (1) To what extent are nonprofits engaged in evaluation efforts? (2) Why do they engage in these efforts? (3) How do they use the results?

The researcher used data gathered from interviews conducted with executives from 31 nonprofit organizations operating in three service fields. Eleven organizations operated in the field of social services, ten organizations operated in the field of mental retardation and developmental disabilities and ten operated in the field of community services.

The organizations were selected according to a purposive sampling method which took into account size, age, geographic location, affiliation and reputation. A mail survey sent to a random sample of nonprofit organizations operating in the fields of community development, developmental disabilities, and social services in New York State.

The findings show that not only are there significant and meaningful differences in both the internal structural conditions and external environmental conditions of nonprofit organizations within these service fields, but there are also significant and meaningful differences in the way these three service fields conceptualize and practice program evaluation. Yet, when it comes to implementation challenges and resources needs, there are no differences among the service fields. Moreover, the problem is not just a lack of funding for evaluation the real issue has to do with evaluation capacity. Today's nonprofit organizations do not have trained staff that enjoys the time and expertise to design, conduct, and maintain an evaluation system that meets their needs. They struggle with the technical and logistical aspects of program evaluation, such as developing outcome measures, tracking program participants, database management, and using evaluation results.

8. Durra, Abdel Bari & Mryyan, Nader (2006) entitled **"The Graduate Enterprise Programme (GEP): An Evaluation Study"** in Jordan

EJADA (Euro-Jordanian Action for the Development of Enterprise), the organizer of the GEP as one of its major projects in Jordan, was keen on evaluating the program on continuous basis. The first evaluation of the program was carried out by EJADA itself (Monitoring and Evaluation Unit). It launched EJADA first Impact Assessment and Client Satisfaction Survey". In February 2006, EJADA contacted the local senior experts; Prof. Abdel Bari and Prof. Nader Mryyan to assess the following elements of the program: the employability, client satisfaction, and potential disciplines meeting SMEs future demands. The research team put extensive efforts to finish their assignment in almost two months.

The questionnaires were designed and used by the research team to collect the data which were analyzed using SPSS program.

The study came up with the following conclusions:

1. Based on the results of quantitative and qualitative analysis, the GEP program was successful.
2. The GEP Program helped to bridge the gap between the Jordanian academia and the Jordanian Labor market.
3. The success of the GEP Program was that it addressed the demands of the local labor market, providing Jordanian graduates with the hands-on training and experiences they needed to successfully enter into the Jordanian labor market.
4. The results of the three GEP questionnaires surveys provide empirical support for the need to implement similar types of programs across all educational specializations and in all areas of higher education.
5. The successful transition from the Jordanian academia to its labor market can only happen through strengthening the cooperation between both sides.

9. Stoecker, Randy (2007) entitled **"The Research Practices and Needs of Non Profit Organization in Urban Center"** in Toledo.

This study explored the questions: how do nonprofit organizations use data and research? What challenges do they face in conducting research and managing data?

In spring 2004, 80 nonprofit organizations in Toledo, Ohio returned a survey on their research and data needs and practices. It included a survey of nonprofit organizations, in-depth interviews with funders and subsequent programming that involved a research training series and a pilot neighborhood indicators database. This research was conducted using a modified participatory research process following an initiator model where the researcher chooses the initial research idea and then uses the research process to build more and more control over the process by the target group.

The survey found that nonprofit organizations have collected data on a wide variety of topics, but they do not use much of the data that they have collected; in addition, they do not collect much data that could be useful for other groups and participatory neighborhood organizations. The average nonprofit organization in the survey has five employees and four volunteers who together spend 56 hours per week collecting, managing and reporting on data. The study found also that data are not shared among organizations.

49 out of 80 respondents indicated that they conduct annual evaluation and another 19 conduct semi-annual evaluations. However, 23 organizations indicated that they do not conduct formal evaluation and 68 organizations indicated that they evaluate their work do so in only a cursory fashion.

On the other hand, 24 organizations use outside consultants. The funder (donor) is dissatisfied with the research data that the organizations provided since they provide them to both justify grant proposals and to support evaluations.

10. Murphy, Deena (2007). "**Beyond accountability: An empirical study of the factors associated with the use of evaluation for organizational learning in North Carolina's nonprofit sector"** in U.S

Economic uncertainty and intensified competition for funding have led to an increased demand for resource accountability throughout the nonprofit sector. The public, government representatives, foundations, and other nonprofit funders need to ensure that the programs they fund have value for the public while volunteers, who devote valuable time to programs, want to know whether they really are making a difference in the lives of their community. Little research exists on the factors that facilitate nonprofits using evaluation results to improve.

This cross-sectional quantitative survey research uses a sample of 283 diverse nonprofits in North Carolina to examine nonprofits' evaluation practices to gain insight into the organizational factors that facilitate the use of evaluation by the nonprofit. Building on previous research, this study offers a more robust set of measures to operationalize the constructs of leadership evaluation characteristics, stakeholder engagement, organizational learning capability, evaluation implementation, and three different types of use: use for internal learning, for accountability, and for image building. Using multivariate analysis, this study explores the interconnections between these organizational factors and the different types of use.

Findings from the path analysis models indicate that while all the organizational characteristics are significantly associated with use of evaluation, there are differences based on how these factors impact the different types of use of evaluation, providing a focus for future evaluation capacity building initiatives.

11. Alaimo, Salvatore (2008) entitled "**Program Evaluation Capacity for Nonprofit Human Services Organizations: an Analysis of Determining Factors"** in USA**.**

The increasing call for accountability combined with increasing competition for resources has given program evaluation more importance, prominence and attention within the United States nonprofit sector. This study examines this topic within the environment and stakeholder relationship dynamics of nonprofit human service organizations. A multi-stakeholder research approach using qualitative 126 interviews of executive directors, board chairs, program staff, funders and evaluators, as well as two case studies, is employed to provide insight into the factors that determine an organization's evaluation capacity. The overarching goal of this research is to impart this information to stakeholders interested in program evaluation, by means of analyzing elements for capacity beyond the more common, narrow scope of financial resources and evaluation skills. This purposeful approach intends to broaden our understanding of evaluation capacity building to encompass developing the necessary resources, culture, leadership and environments in which meaningful evaluations can be conducted for nonprofit human service programs.

Results indicated that effective evaluation capacity building requires more than funds, personnel and expertise. Some of the important factors that impacted this process included leadership; value orientations; congruence among stakeholders for their perceptions of evaluation terms and concepts; resource dependency; quality signaling; stakeholder involvement and understanding of their role in program evaluation;

organizational culture; organizational learning; personal preferences; and the utilization of available evaluation tools. This study suggests that stakeholders interested in effectively building capacity to evaluate programs should be cognizant of these political, financial, social, intellectual, practical, structural, cultural and contextual implications.

12. Harrison, Sarah (2009) entitled **"An Examination of Evaluation Plan Quality in Human Service Nonprofit Organizations"** in Ohio.

The purpose of this study is to examine the relationship between organization size, size of funding allocation, type of human service organization, organization staff position responsible for the evaluation plan and evaluation plan quality in human service nonprofit organizations funded by the United Way organization in Ohio.
The design of this quantitative study was correlational. The study included 125 organizations. Informational meetings took place with the chief operating officer and data management specialist at the regional united way to inform them of the nature of this research project and to answer questions.
Organization demographic information that included the size of allocation funding and the type of the organization was gathered from spreadsheets generated by the United Way office. The researcher collected this information from electronic copies of spreadsheets. The outcome measurement plan was scored using the PAQS.

Descriptive statistics including means and standard deviations were conducted and reported for each variable and for group comparisons. The Pearson product moment coefficient correlation was used to examine the relationship between the size of the organization and evaluation plan quality and between the size of funding allocation and the evaluation plan quality.

The following conclusions were drawn from this study that examined the relationship between evaluation plan quality and organization factors: (1) The size of the human service organization was not related to evaluation plan quality, (2) While the results of the relationship between funding allocation and evaluation plan quality varied, it did appear that on a few of the measures organizations that received less funding exhibited lower quality evaluation plans, (3) There were some significant differences between some types of human service organizations and evaluation plan quality and (4) There is a critical need for further research to understand evaluation systems utilized by nonprofit organizations.

13. **Jordan Education Initiative & UNICEF (2010)** entitled **"Mapping Monitoring and Evaluation practices in Jordan".**

With the support of UNICEF Jordan Country Office, the Jordan Education Initiative (JEI) has conducted this study which aims at understanding the monitoring and evaluation practices adopted by government organizations as well as local and international organizations operating in Jordan.

The JEI designed a questionnaire to collect data on the different practices including M&E planning, data management, reporting and accountability, learning and knowledge sharing and other related issues. In addition to that, the questionnaire included two open ended questions related to training on M&E.

The final list of the organizations who responded to the questionnaire included 12 governmental, 13 international and 16 local organizations.

One-day meeting was organized to present the below findings of the study.

- 43.6% of the organizations have M&E coordinator, 35.9% have separate department for M&E
- 12.5% stated that the project design and planning depend on the results of the needs assessment which is not applicable.
- International organizations are more likely to conduct needs assessment before designing the program.
- More than 85% stated that data and information are captured and recorded when and where an activity is implemented.
- More than 85% of the organizations stated that the information these organizations obtain from the monitoring system is shared with the program managers to assist in decision making and planning.
- 100% of local organizations are analyzing data to assess the achievements of their programs, 25% of international organizations do not and the government organizations do not share M&E reports with other stakeholders.

B. Studies in Arabic language conducted in Jordan

1. ابو حجلة، ماهر ربحي (2004) . تقييم أثر برامج الاقراض الصغيرة والميكروية الخاصة بالمنظمات الأهلية على رفع مستوى معيشة المستفيدين منها في الأردن ، الجامعة الاردنية، عمان.

The study aims at identifying national nongovernmental organizations (NNGOs) that carryout small and micro credit programs. In addition, it aims to assess their success in achieving their objectives and evaluating their effect on beneficiaries taking into consideration identifying their aspects. In addition, this study is conducted to know if women are targeted in such programs and their effect on the women living standard and to identify obstacles faced by the beneficiaries in order to conclude recommendation to help both the finance organization and beneficiaries.

The case study involved 2395 beneficiaries in the period between (1999-2003). A random sample was chosen. The questionnaire along with interviews were used as tools for collecting data in this regard.

The beneficiaries faced some difficulties including the application, providing grantees, the large amount of required documents, the long period to get the credit and the high amount of installments that reach 57.1%. The study classified the credit that is below 750 dinars as a micro loan, while that which exceeds 750-1500 dinars as a small loan.

The study revealed that there was mistrust with the organization which financed the credit and that the interest rate is unfair. However, there were positive effects on the social status of beneficiaries such as boosting confidence and independence, participating in family decisions, developing the personal abilities and enhancing relations and social status.

The study recommended to re-assess the needs and economic opportunities and stressed the need to introduce strategies, develop credit policies that meet changes and cover requirements of underprivileged groups.

The organizations should attract the targeted beneficiaries and provide them with services in a modern way so as to help them meet their needs at the lowest cost and far away from bureaucratic measures.

2. **السيوف، نبيلة فايز (2007) . منظمات المجتمع المدني و التغيير الاجتماعي- دراسة مدى فاعلية برامج تمكين المرأة الأردنية، الجامعة الأردنية، عمان.**

This thesis aims at introducing and evaluating the role of the civil society organizations in effecting changes in the lives of Jordanian women through empowerment programs they sponsored in various domains.

In this context, certain qualitative as well quantitative methods were used for collecting data. The social survey approach was used to collect data about all the organizations concerned with women empowerment and their programs and projects.

The survey covered seven organizations. Case studies were also used in order to give a detailed analysis of the selected organizations and their empowerment programs.

To select the individuals of the sample of this study, a purposive sample had been applied, resulting in 315 beneficiary women, 108 of whom were "leaders", representing seven governorates in the three regions.

A questionnaire along interviews were used as tools for collecting data in this regard. The study pointed out several significant results:

1. The organizations face several difficulties, most important among which are financial.
2. The organizations cover six empowerment domains, and women participation in economic projects exceeds their participation in any other domain.
4. The organizations enabled some participants to assume leadership roles in planning and executing their programs, and conducting follow-up and estimation of value.
5. Women leadership is one of the determining agents in effecting change of women's conditions, due to their mediating position between ordinary women and those with decision-making power.

What can the researcher benefit from the previous studies?

After reviewing the literature, research and previous studies on evaluation practice among nonprofit organizations, the researcher reveals the following points:

1. While there is a considerable rhetoric about the importance of doing evaluation, measuring outcomes and monitoring performance, there is little agreement about

the extent to which nonprofit organizations have actually embraced their ideals in practice.

2. There are no studies conducted on the impact of organizational factors on systematic evaluation.

3. The study of Marais focuses on the relationship between the organizational culture and program evaluation focusing on two dependent variables (formative and summative evaluations) which are included in this study.

4. The study of Harrison focuses on the relationship between the size of fund, organization size and type of organization and the evaluation plan quality as a dependent variable. This study will take into account the evaluation plan as dependent variable as well as the size of fund as independent variable.

5. The researcher will benefit from previous studies (Morais, Carman, Stoecker and Alaimo) in developing the instrumental tool (questionnaire).

6. All studies, that were conducted, ensured the critical need for further research to understand evaluation system utilized by nonprofit organizations.

7. Alaimo's study focused on the importance of involving all stakeholders in the evaluation process and results and this study will also focus on the importance of sharing the results and lessons learned from evaluations with other national and international stakeholders.

8. The Arabic studies conducted in Jordan focused on evaluating the impact of programs in certain field which are limited to certain organizations. This study will take into account the program and projects in general that are implemented by the nonprofit organizations.

9. Most of the studies focused on the importance of building the capacity of the staff to conduct more effective evaluation.

10. The results of most studies revealed that limited funding and limited staff were the greatest barrier to systematic evaluations for NPOs.

Chapter Three
Methodology and Procedures

(3.1): Introduction

This chapter is divided into the following six sections: methodology, population and study sample, study tools and data collection, procedures, statistical analysis, reliability and validity.

(3.2): Methodology

The study followed a quantitative approach (applied and descriptive study) through reviewing the most important literature related to the organizational factors and systematic evaluation (prospective, formative and summative) to build a theoretical framework. Sources included previous dissertations, books, manuals and booklets relevant to this study.
The researcher developed a questionnaire to collect the information and answer the study questions and its hypotheses.

(3.3): Population and Study Sample:

To achieve the purpose of the study, understanding the impact of organizational factors on the systematic evaluation in nonprofit organization in Amman governorate, the researcher studied top and middle management levels of nonprofit organizations (NPOs), including:

- Project Manager
- Project Coordinator
- M&E Manager
- Project Director
- Chief Executive Director

According to the Ministry of Social Development (MOSD), the population of NPOs in Amman is distributed as follows:

1. Community Based Organizations (CBOs) registered under MOSD. According to March 2011 statistics, there are 310 CBOs in Amman
2. Local organizations not registered under MOSD (since they are established by royal decree)
3. International organizations registered under MOSD. According to March 2011 statistics, there are 70 international organizations
4. International organizations not registered under MOSD. There are 10 such organizations, known as the United Nations organizations

Due to the time constraints and the large number of the population, the researcher studied the local organizations which implement evaluations of their own projects.
The researcher used local organizations which responded to the survey and questionnaire conducted by JEI and UNICEF in November 2010 for the study.

The mapping study, conducted by JEI and UNICEF on M&E practices in Jordan, collected data from local, international and governmental organizations on M&E after initial screenings of these organizations. In total, 24 local organizations were found that implement evaluations of their projects. Therefore, the researcher studied the systematic evaluations of projects in 24 organizations and targeted 4-5 individuals from each organization to be involved in the study.

The following table shows the local NPOs in the study sample:

No.	Name of NPO	Location
1	Institute for Family Health	Amman, Sweileh
2	King Hussein Foundation	Amman, Shemisani
3	Information and Research Center	Jabal Amman, 3rd circle
4	Legal Aid	Jabal Amman, 3rd circle
5	Jordan Education initiative	Amman, 6th circle
6	Arab Women's Organization	The Gardens
7	Jordanian Society for Family Planning	Jordan University Street
8	Al Thuria Center for Training	The Gardens
9	King Abdullah Center for Excellence	Madineh Tebyeh Street
10	National Center for Family Affairs	Jabal Amman, 4th circle
11	Royal Health Awareness Society	Jubaiha
12	Ruwwad	Hai Al Nahdif
13	Madrasati	Sweifieh
14	Islamic Center Society	Jabal Al Qusor
15	Injaz	Jabal Al Hussein
16	ZEINAD	Hashemi Al Shemali
17	Empretec Jordan	Sweifieh
18	Jordan River Foundation	Abdoun, Jabal Al Nasser
19	Jordan Health Aid Society	Abu Nusair, Down Town
20	Developmental Families Association	Hashemi Al Shemali
21	Sanabel Al Kair Association	Hashemi Al Shemali
22	Jordanian Women Society	Hashemi Al Shemali
23	Princess Basma Center	Hashemi Al Shemali
24	Jordan Civil Society Program	6th circle behind Crown Plaza Hotel

Table 1: Study sample (names of selected local NPOs)

In each organization, the researcher targeted 4-5 individuals who are knowledgeable about the organization's evaluation activities. This included:

1. Project Directors, who are involved in the strategic planning for projects as well as fundraising.
2. Project Managers, who are responsible for overseeing overall management of programs and liaising with all stakeholders.
3. Project Coordinators, who are responsible for overseeing the daily management of project activities and making sure that they are in accordance with the objectives.
4. M&E Managers, who are responsible for monitoring daily activities and evaluating performance and impact on beneficiaries.
5. Chief Executive Directors, who are responsible for leading and managing the organization.

The following criteria are used to choose these individuals:

a. They must have at least 4 years experience in project's funding and implementation
b. They must be involved in fundraising and writing proposals
c. They must be involved in writing reports
d. They must be involved in project planning

(3.4): Study tools and data collection

The current study is a two-fold one; theoretical and practical. In the theoretical side, the researcher relied on the scientific studies that are related to the current study whereas in the practical side, the researcher relied on the descriptive and analytical methods using the practical manner to collect, analyze and test hypotheses.

After reviewing relevant literature on organizational factors and systematic evaluation, the researcher developed a questionnaire that was then distributed to the study population.

The questionnaire consisted of 50 items directed toward measuring the evaluation process in local nonprofit organizations and three organizational factors (age, size of fund and number of services). The final questionnaire is attached as Annex 1.

The 50 items were distributed on three areas:

1- The first area includes the prospective evaluation and consists of (21) items

2- The second area includes the formative evaluation during implementation and consists of (15) items

3- The third area includes the summative evaluation after the end of the project and consists of (14) items

Items on systematic evaluation were scored using the following likart scale:
1- Strongly disagree- poor performance- lacking strengths
2- Disagree- fair performance- few strengths- major revisions
3- Neither agree Nor disagree
4- Agree- very good performance- only minor revisions
5- Strongly agree- excellent performance- performed in a perfect way

The overall grades for the systematic evaluation range from (50-250), and (21-105) for the prospective evaluation, and (15-75) for the formative evaluation while the grade for the summative evaluation is between (14-70).

It is important to note that for this instrument, lower scores are equated to lower application of systematic evaluation and higher scores are equated to higher application of systematic evaluation
The performance of the paragraphs has been distributed into three categories depending on the average of the paragraph as follows:
1- Low levels of application: grades of (1-2.33) represent the low-level category.
2- Moderate levels of application: grades of (2.34-3.67) represent the mid-level category.
3- High levels of application: grades of (3.68-5) represent the high level category.

(3.5): Procedures for the development of a study tool

The study tool was developed after reviewing previous research by Harrison (2009), UNICEF & JEI (2010), Carman (2005), Thompson (2005) and Alaimo (2008) showing the development of survey instruments as well as study the reality of applying systematic evaluation for projects in NPOs.

The initial study tool consists of two parts; the first part is related to the organizational factors and the second part consists of the paragraphs. The number of items in the initial tool was (52) distributed on 3 areas according to the types of evaluations.

1-The first area: the prospective evaluation consisting of (23) items.
2- The second area: the formative evaluation during the implementation period consisting of (15) items.
3- The third area: the summative evaluation after the end of the project consisting of (14) items.
Annex 2 shows the initial study tool before conducting the validity and reliability measures.

The following steps have been followed to carry out this study:

1. The researcher depends on the mapping study conducted by JEI and UNICEF to determine the local organizations that implement the three types of evaluation
2. The sample of the study was determined by selecting 4-5 individuals from each organization based on the above mentioned criteria
3. The researcher collected the information from the participating organizations by distributing a questionnaire based on previous literature and studies related to the topic
4. The questionnaire was sent via email as initial step and follow up calls were done to track the status of the questionnaire with all organizations
5. The study instrument was also distributed through door to door visits during September 2011 and informational meetings took place with the directors to inform them about the study goal and give them a brief of the study and assure them that all the provided information will be confidential and only used for scientific purpose

6. Some of the organizations asked to receive a formal letter from Middle East University requesting that they complete the questionnaire. The process of sending the questionnaires, getting them approved by upper management (Executive Director/President etc.), and then filled in by the staff with a comprehensive view on planning and implementing projects took a long time
7. The questionnaires were collected after being filled in by the managers and coordinators in NPOs
8. The results were analyzed to show the findings and recommendations

(3.6): Statistical analysis

In this study, the researcher implemented SPSS program for statistical analysis. Standard deviation averages and percentages were used.

The researcher used multiple linear regressions to investigate the impact of organizational factors on applying systematic evaluation.

The researcher used one way ANOVA (F test) to identify the differences in implementing the systematic evaluation (prospective, formative and summative) based on the age and size of the fund. The T test was used to identify differences in implementing systematic evaluation according to the number of services provided.

The sources of differences were identified using Tucky test.

(3.7): Validity and reliability

To test the questionnaire for clarity, coherency and to establish content and construct validity of the instrument, a macro review that covers all the research constructs was accurately performed by academic reviewers from Jordanian universities specialized in Business Administration and Statistics.

The questionnaire was distributed to 13 academic reviewers. Annex 3 lists their names, academic levels and specialties. The letter directed towards the reviewers of the questionnaire is attached as Annex 4.

The purpose of the validity procedures is to ensure the validity of the item, linguistic issues, the need for amendments and the proposed amendments. 90% of the academic reviewers agreed on the validity of items and possibility of using questionnaires for the purposes of the current study.

Some items were added based on their valuable recommendations. Others were reformulated to become more accurate and it is therefore expected to enhance the research instrument.

Study Tool Reliability

The reliability analysis applied using two methods:

1. Test retest (14 days between the first and second application)

The study tool was applied to 12 administrative staff members (Program Managers, Program Coordinators, M&E Officers) working in selected organizations. The test retest analysis using Pearson equation demonstrated a reliability coefficient of 0.89 for the prospective evaluation, 0.90 for the formative evaluation, 0.84 for the summative evaluation and 0.867 for the overall evaluation.

2. Reliability according to Cronbach's Alpha

The reliability analysis applied to the level of Cronbach Alpha (α) is the criteria of internal consistency which was at a maximum acceptable level (Alpha ≥ 0.60). The overall Cronbach Alpha (α) = (94.2). Whereas the High level of Cronbach Alpha (α) is to formative evaluation= 89.3, the lowest level of Cronbach Alpha (α) is to prospective evaluation= 75.2. These results are the acceptable levels.

The results are shown in table 2

Number	Dimensions	No. of items	Cronbach Alpha
1	Prospective evaluation	21	75.2
2	Formative evaluation	15	89.3
3	Summative evaluation	14	87
4	Overall evaluations	50	94.2

Table 2: Results of Cronbach Alpha for study tool reliability

Chapter Four
Analysis Results & Hypotheses Test

(4.1): Introduction

According to the purpose of the research and the research framework presented in the previous chapter, this chapter describes the results of the statistical analysis of the data collection for the research questions and research hypotheses. The data analysis includes a description of the Means and Standard Deviations for the questions of the study, multiple linear regression was used to study the impact of organizational factors on systematic evaluation and finally ANOVA analysis was used to study the differences and Scheffee test to identify these differences.

(4.2): Description of the sample

Table 3 Sample description according to the first variable; age of the organization

Age	Frequency	Percentage
1-5 years	30	31.2%
6-10 years	15	15.6%
11–15 years	16	16.7%
16–20 years	11	11.5%
21 year and older	24	25.0%
Total	96	100.0%

The above table shows the description of organizations according to age. It is observed that there is a variety in the distribution of age; for example 30 organizations aged between (1-5 years) old which represents the highest frequency, 24 organizations ranged between (21 and older) and this represents the second order, 16 organizations ranged between (11-15) and this represents the third order, 15 organizations ranged between (6-10) and this represents the forth order and the lowest frequency was for the organizations between 16-20 years.

Figure 5: Sample description according to age

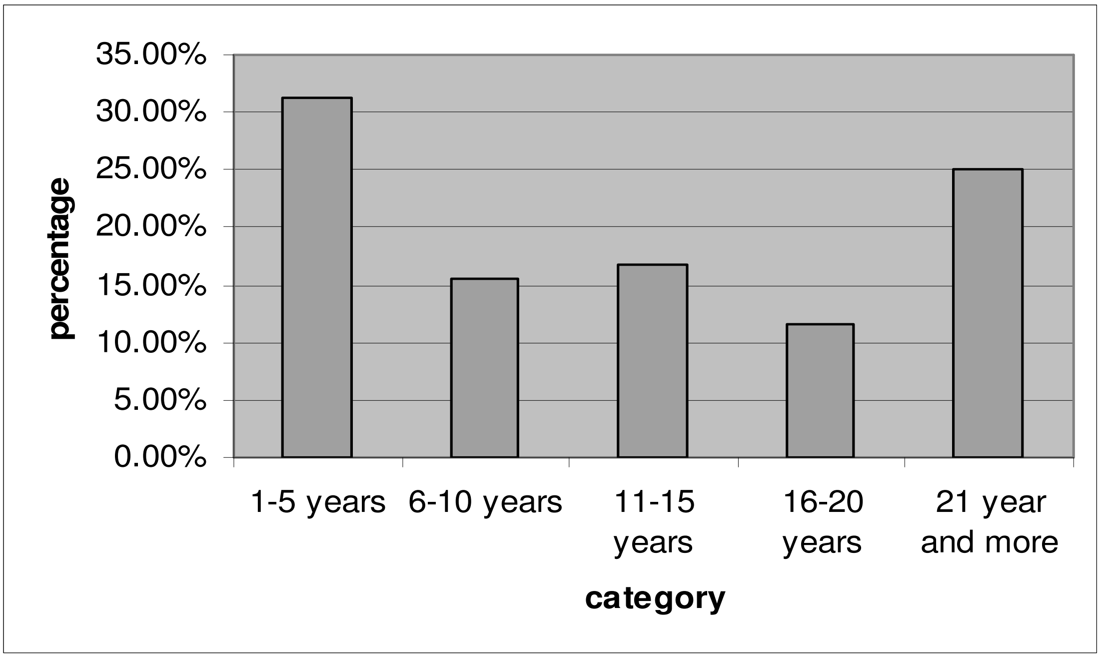


Table 4 Sample description according to the second variable; size of fund

Size of fund	Frequency	Percentage
100,000-200,000 JD	27	28.1%
201,000-300,000 JD	12	12.5%
301,000-400,000 JD	8	8.3%
401,000-500,000 JD	49	51.0%
Total	96	100.0%

Table 4 shows the description of organizations according to the size of fund, 49 organizations have a total fund of 401,000- 500,000 JD which represents the highest frequency while 27 organizations have a total fund of 100,000-200,000 JD, 12 organizations have a total fund of 201,000- 300,000 JD and the lowest frequency was for the organization with a total fund of 301,000-400,000 JD.

Figure 6 Sample description according to the size of fund

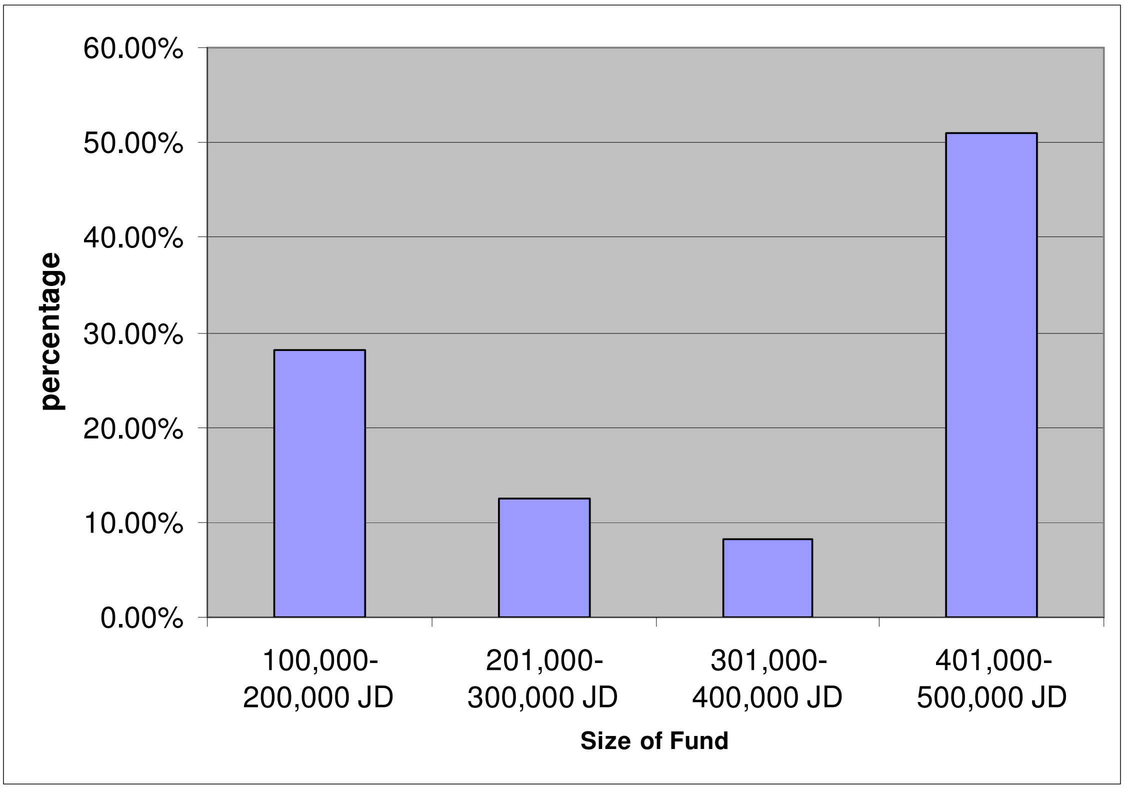
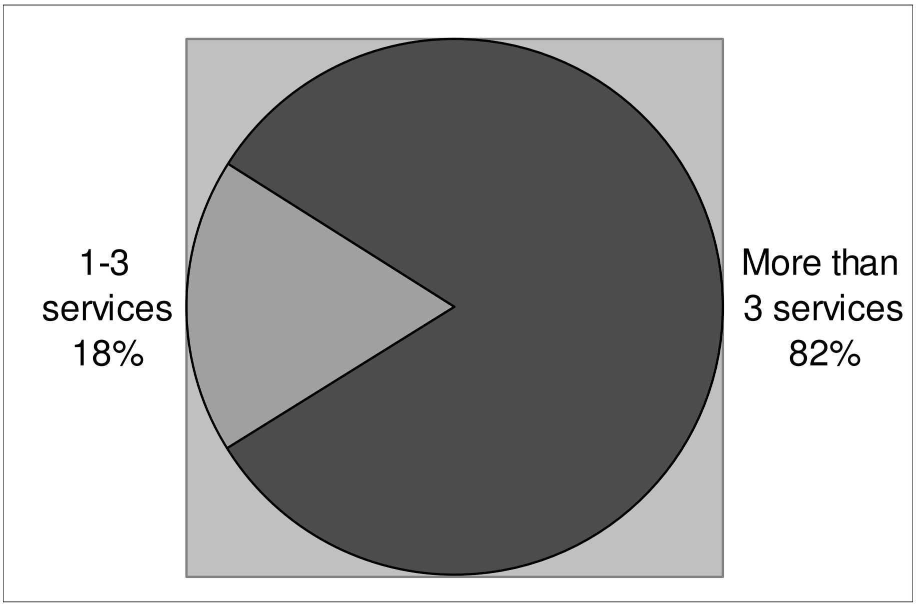


Table 5 Sample description according to the third variable; number of services

Number of services	Frequency	Percentage
1-3 services	17	17.7%
More than 3	79	82.3%
Total	96	100.0%

Table 5 represents the sample description according to the number of services; it is observed that the highest frequency is for the organizations which offer more than three services according to the purposive sample while 17 organizations offer one to three services.

Figure 7: Sample description according to number of services



To answer the first question; what is the current situation of applying the systematic evaluation in NPOs in Jordan regarding the prospective, formative and summative evaluation? The researcher used the arithmetic mean, standard deviation and importance percentage for the prospective evaluation practices as shown in Table (6)

Table 6: Mean, standard deviation and importance percentage for the prospective evaluation practices

No.	Item	Mean	Standard Deviation	Importance%
1	Sufficient skilled staff resources are allocated for my planned activities	3.44	1.18	67.49%
2	Sufficient financial resources are allocated for my planned activities	3.27	1.14	62.74%
3	Sufficient technical resources are allocated for my planned activities.	3.34	1.02	63.93%
4	My organization states the indicators of project's activities in specific and measurable terms	3.83	1.08	76.40%
5	The indicators are linked to objectives of program	3.89	1.07	77.59%
6	The indicators are linked to the inputs of program.	3.83	1.05	75.41%
7	The indicators are linked to outcomes of program	3.53	1.09	69.66%
8	The indicators are linked to the impact of program	3.41	1.15	67.69%
9	Activities are linked to outputs.	3.76	1.13	76.00%
10	The number of participants is identified for each activity conducted by my organization	4.30	0.93	84.11%
11	Time frames are given for outputs.	4.32	0.92	84.51%
12	Outcomes of projects in my organization are logically linked to goals.	3.79	1.00	74.02%
13	The outcomes are written as change statements	3.50	1.08	67.49%

No.	Item	Mean	Standard Deviation	Importance%
14	There are clearly defined and documented roles and responsibilities for evaluation plan of my program staff.	3.54	0.98	67.89%
15	Evaluation plan in my organization includes the preparation of logical framework	3.85	1.03	74.41%
16	My organization has developed partnerships with national stakeholders for coordination of evaluation plan activities.	3.76	1.37	75.40%
17	Evaluation plan in my organization is designed to measure progress towards outcomes in an efficient manner	3.31	1.15	65.71%
18	When it plans for a new project, my organization allocates a specific budget for evaluation activities each year	3.23	1.29	64.52%
19	My organization conducts needs assessment before program design and planning	3.73	0.90	74.61%
20	The target beneficiaries participate in needs assessment conducted by my organization	3.59	1.11	70.85%
21	The project design and planning in my organization depend on the results of needs assessment	3.44	1.12	69.47%
General Arithmetic mean and standard deviation		3.66	0.71	71.90%

Table 6 clarifies the importance level of the prospective evaluation practices where the arithmetic mean range between (**3.23 -4.32**) compared with the general mean amount of (**3.66**). It was observed that the highest mean is for item **11** "**timeframes are given for**

outputs" with mean of (4.32) and SD (0.92) While the lowest mean was for item 18 "**When it plans for a new project, my organization allocates a specific budget for evaluation activities each year**", the results show that organizations focus more on identifying outputs, inputs and goals rather than the outcomes and impact of the project and the actual change of beneficiaries, this matches the result of the study of Thompson (2005).

The results show that the surveyed organizations give high importance to conducting needs assessment before they design programs, set clear objectives for programs that are time bound and measureable, set indicators that are linked to the objectives, inputs, outputs, outcomes and impact. While the surveyed organizations showed lower importance for allocating sufficient resources for prospective evaluation practices including skilled human resources, financial resources and technical equipments, this matches the results of mapping study conducted by UNICEF (2010).

Table 7: Mean, standard deviation and importance percentage for the formative evaluation practices

No.	Item	Mean	Standard Deviation	Importance
1	My organization depends mainly on qualitative data collection methods	3.44	1.18	70.46
2	My organization depends mainly on quantitative data collection methods.	3.66	0.99	73.23
3	Data and information are captured and recorded when and where an activity is implemented, particularly for process/output indicators.	3.84	0.90	76.99
4	Issues of confidentiality appropriately taken care of when capturing data on service users or clients	4.15	1.22	85.30
5	There is a documented data management process in my organization that helps reporting requirements to be met.	3.35	1.20	67.49
6	In my organization, there is a systematic process of ensuring data quality control at all levels of implementation	3.15	1.12	60.76
7	Field visits are conducted regularly for the site of activities' implementation.	3.79	1.24	77.39
8	Regular reports are submitted for the donors of my organization	4.07	1.26	84.31
9	Regular reports are submitted for stakeholders of my organization	3.96	1.12	79.56
10	Formative evaluation information is used to improve the programs/projects in my organization	3.80	1.04	76.20
11	Formative evaluation is done by the staff	3.64	1.02	72.84

No.	Item	Mean	Standard Deviation	Importance
	of programs			
12	Formative evaluation is viewed as a conscious process for improvement in my organization	3.99	1.02	79.16
13	Formative evaluation is done in a formal and written way in my organization.	3.47	1.10	66.30
14	Regular meetings are conducted with implemented staff in my organization to monitor the updated information of projects and possibility of development	3.86	1.18	75.01
15	Formative evaluation in my organization focus on projects during implementation.	3.90	0.90	76.20
General Arithmetic mean and standard deviation		3.74	0.82	74.75

Table 7 clarifies the importance level of the formative evaluation practices where the arithmetic mean range between (**3.15 -4.15**) compared with the general mean amount of (**3.74**) and SD (**0.82**). It was observed that the highest mean is for item **4** "**Issues of confidentiality appropriately taken care of when capturing data on clients**" while the lowest mean was for item **6** "**the availability of systematic process of ensuring data quality control at all levels of implementation**" the results show that most of the organizations surveyed lack a systematic process to gather data in a formal way. This matches the study of UNICEF which reveals the lack of M&E technology among organizations.

Table 8:Mean, deviation and importance percentage for the summative evaluation

No.	Item	Mean	Standard Deviation	Importance
1	My organization has a systematic way of sharing evaluation findings with all staff involved in program.	3.64	0.93	71.67%
2	Lessons learned and good practices are applied to future programs in my organization	3.70	0.95	73.09%
3	The evaluation findings are incorporated into the policy and next cycle of project.	3.58	0.91	70.64%
4	Findings and lessons learned from evaluations are shared with all stakeholders.	3.56	1.02	70.43%
5	Summative evaluation is important to show the accountability in my organization	3.97	1.06	83.71%
6	Received reports and collected data are analyzed in order to assess achievements in my organization	3.80	1.08	79.83%
7	Received reports and collected data are analyzed in order to assess constraints in my organization	3.49	1.12	71.26%
8	Received reports and collected data are analyzed in order to assess challenges in my organization	3.52	1.19	71.05%
9	Summative evaluation is done at the end of the program	3.96	1.01	83.30%
10	Summative evaluation is done by external evaluators.	3.44	1.05	71.66%
11	Summative evaluation is used to inform external audiences about the progress of projects	2.72	1.05	57.99%
12	My organization benefits from summative evaluation in making decision regarding continuing a program/project	3.85	0.94	76.76%
13	My organization benefits from summative evaluation in making decision regarding replicating a program/project	3.79	1.07	76.97%
14	My organization benefits from summative evaluation in making decision regarding ending a program/project	3.68	1.07	75.54%
General arithmetic mean and standard deviation		3.62	0.74	73.79%

Table 8 clarifies the importance level of the summative evaluation practices where the arithmetic mean range between (**2.72 -3.97**) compared with the general mean amount of (**3.62**) and SD (**0.74**). It was observed that the highest mean is for item **5** "**Summative evaluation is important to show the accountability in organizations**" while the lowest mean was for item **11** "**Summative evaluation is used to inform external audiences about the progress of projects**". Results show that most of the organizations analyzed the results in order to assess achievements, constraints and challenges and realize the accountability but they do not share information with external audience and stakeholders.

Table 9: statistical description; mean and standard deviation for each of the independent variables and their impact on the dependent variables

Dependent variable	**Prospective**		**Formative**		**Summative**	
	Mean	Std	Mean	Std	Mean	Std
Age						
1-5 years	3.63	0.82	3.86	0.77	3.77	0.77
6-10 years	3.50	0.68	3.75	0.72	3.62	0.74
11-15 years	3.71	0.77	3.95	0.78	3.67	0.60
16-20 years	3.66	0.74	3.71	0.73	3.53	0.63
21 years and older	3.75	0.56	3.44	0.96	3.44	0.83
Size of Fund						
100,000-200,000 JD	2.97	0.67	2.91	0.80	2.94	0.75
201,000-300,000 JD	3.75	0.75	3.82	0.71	3.78	0.68
301,000-400,000 JD	3.60	0.54	3.54	0.46	3.07	0.34
401,000-500,000 JD	4.02	0.43	4.21	0.45	4.05	0.38
Number of services						
1-3 services	3.36	0.44	3.18	0.73	3.05	0.68
More than three	3.72	0.75	3.86	0.79	3.74	0.69

The above table presents a general overview of the results which shows that there are no differences in the mean of systematic evaluation due to the organizational age in the five categories. While there are significant differences in the mean values of all systematic evaluation practices due to the size of fund. It is clearly observed that the mean value is the highest for the organizations which have a total fund of 401,000JD and 500, 000 JD. While there are only slight differences in the prospective evaluation due to the number of services and the higher mean is for the organizations which offer more than three services, there are no significant differences among the formative and summative evaluations due to the number of services.

(4.3): Study Hypotheses Test

The researcher in this part tested the main hypotheses in part one using multiple linear regression as follows:

H01: There is no significant impact of organizational factors (age, size of fund and number of services) on applying prospective evaluation at a level of (α =0.05)

In order to test the hypothesis, the researcher used multiple linear regression; the results are included in the below table:

Table (10) Results of multiple linear regression to investigate the impact of organizational factors (age, size of fund and number of services) on applying the prospective evaluation

independent	R	R^2	f	Sig(f)	t	Sig(t)	B	B_0
Age	0.278	0.028	2.56	0.059	1.66	0.100	0.096	2.344
Number of Services		0.030			1.48	0.141	0.356	
Size of Fund		0.020			1.40	0.162	0.098	

Total model R^2 = 7.8 %

From table 10, it is observed that the relationship value is (0.278) and it is considered to be weak and not significant as the probability value F (0.059) is higher than 0.05. The value R^2 reflects the variance in which the independent variables contribute towards applying prospective evaluation. The T value indicates that there is **no** linear relationship between the independent variables and the dependent variable (prospective).

A prediction equation could be established

Prospective = 2.344+ 0.96(age) +0.356(service) +0.098(fund)

The result leads to the acceptance of the null hypothesis H0

H0: There is no significant impact of organizational age, size of fund and number of services on applying prospective evaluation at a level of α = 0.05

H02: There is no significant impact of organizational factors (age, size of fund and number of services) on applying the formative evaluation at a level of (α =0.05)

In order to test the hypothesis, the researcher used multiple linear regression (using stepwise); the results are included in the below table:

Table (11) Results of multiple linear regression to investigate the impact of organizational factors (age, size of fund and number of services) on applying the formative evaluation

Independent	R	R^2	F	Sig(f)	T	Sig(t)	B	B_0
Size of Fund	0.672	0.408	38.20	0.000	8.49	0.000	0.583	2.228
Age		0.043			2.69	0.008	- 0.154	

Total model R^2 = 45.1 %

From table 11, it is observed that the relationship value is (0.672) and this positive relationship is considered to be moderate and significant as the probability value F (0.000) is less than 0.05, the value R^2 for fund is (40.8 %) and for age (4.3%) which reflects the variance in applying formative evaluation. Obviously size of fund has a greater impact on formative evaluation. The t value indicates a linear relationship between the independent variables and the dependent variable; (8.49) with p value of (0.000) for fund and (2.69) with p value of (0.008) for age.

A prediction equation could be established

Formative = 2.228 + 0.583(fund) - 0.154 (age)

The result leads to the rejection of the null hypothesis and the acceptance of H1

H1: There is significant impact of organizational age and size of fund on applying formative evaluation at a level of α = 0.05

Table (12) Result of T value for the number of services which is excluded from the model of the formative evaluation

independent	T	Sig(t)
Number of services	1.11	0.267

From table (12), it is observed that there is no linear relationship between the number of services and the formative evaluation as the T value for the independent variable (number of services) is (1.11) with a probability value (0.267) which is greater than 0.05.

H03: There is no significant impact of organizational factors (age, size of fund and number of services) on applying summative evaluation at a level of (α =0.05)

In order to test the hypothesis, the researcher used multiple linear regression (using stepwise criteria); the results are included in the below table:

Table (13) Results of multiple linear regression to investigate the impact of organizational age, size of fund and number of services on applying the summative evaluation

Independent	R	R^2	f	Sig(f)	T	Sig(t)	B	B_0
Number of services	0.432	0.142	10.69	0.000	3.66	0.000	0.840	1.680
Size of Fund		0.045			2.25	0.026	0.150	

Total model R^2 = 18.7 %

From table 13, it is observed that the relationship value is (0.432); this positive relationship is considered to be moderate and significant as the probability value F (0.000) is less than 0.05, the value of R^2 for number of services is (14.2 %) and for the size of fund is (4.5 %) and this reflects the variance in applying summative evaluation.

The t value indicates a linear relationship between the independent variables and the dependent variable (summative) which is (3.66) with p value of (0.000) for the number of services and (2.25) with p value of (0.026) for the size of fund.

A prediction equation could be established

Summative = 1.680 +0.840 (service) + 0.150 (fund)

The result leads to the rejection of H0 and acceptance of H1

H1: There is significant impact of the size of fund and number of services on applying summative evaluation at a level of α = 0.05

Table (14) Result of t value for the organizational age which is excluded from the model of the summative evaluation

independent	T	Sig(t)
age	0.68	0.495

From table (14), it is observed that there is no linear relationship between the organizational age and the summative evaluation as the t value for the independent variable (age) is (0.68) with a probability value (0.495) which is greater than 0.05 suggesting no linear relationship between the age and summative evaluation.

The researcher in part 2 tested the main hypotheses and studied sub hypotheses through (F) test using one way ANOVA table, as follows:

First main hypothesis:

H01: There are no significant differences in applying systematic evaluation by NPOs in Jordan due to the difference in NPO age at a level of (α =0.05); the following hypotheses are derived:

H01-1: There are no significant differences in applying prospective evaluation by NPOs in Jordan due to the difference in NPO age at a level of (α =0.05).

H01-2: There are no significant differences in applying formative evaluation by NPOs in Jordan due to the difference in NPO age at a level of (α = 0.05).

H01-3: There are no significant differences in applying summative evaluation by NPOs in Jordan due to the difference in NPO age at a level of ($\alpha = 0.05$).

In order to test the hypotheses, the researcher used F test (ANOVA) analysis to specify the differences between the dimensions of the study due to the age of the organization.

Table (15): Results of the one way ANOVA analysis to specify the differences in all dimensions due to the organizational age

Dimensions	Source of variance	Sum of Squares	Degree of Freedom	Square	F value	Significance

Prospective evaluation	Between groups	.657	4	.164	.313	.868
	Within groups	47.711	91	.524		
	Total	48.368	95			
Formative evaluation	Between groups	3.277	4	.819	1.241	.299
	Within groups	60.090	91	.660		
	Total	63.367	95			
Summative evaluation	Between groups	1.559	4	.390	.711	.587
	Within groups	49.902	91	.548		
	Total	51.460	95			

*Significance level (α =0.05)

From table 15, it is observed that there are no differences among all the evaluation practices so the null hypotheses will be accepted.

H0: There are no significant differences in applying systematic evaluation according to the organizational age at a level of α = 0.05

In the prospective evaluation, it is observed the calculated value (.868) is higher than 0.05 which leads to the acceptance of H0.
In the formative evaluation, it is observed that the calculated value (.299) is higher than 0.05 which leads to the acceptance of H0.

In the summative evaluation, it is observed that the calculated value (.587) is higher than 0.05 which leads to the acceptance of H0.

Second main hypothesis:

H02: There are no significant differences in applying systematic evaluation by NPOs in Jordan due to the difference in the size of fund of NPO at a level of (α =0.05) the following hypotheses will be derived:

H02-1: There are no significant differences in applying prospective evaluation by NPOs in Jordan due to the difference in the size of fund of NPO at a level of (α =0.05).

H02-2: There are no significant differences in applying formative evaluation by NPOs in Jordan due to the difference in the size of fund of NPO at a level of (α =0.05).

H02-3: There are no significant differences in applying summative evaluation by NPOs in Jordan due to the difference in the size of fund of NPO at a level of (α =0.05).

In order to test the second main hypothesis and the sub hypotheses, the researcher used ANOVA analysis to specify the differences between the dimensions of the study according to the size of fund

Table (16): Results of the one way ANOVA analysis to specify the differences in all dimensions according to size of fund of the organization

Dimensions	Source of variance	Sum of Squares	Degree of Freedom	Square	F value	Significance
Prospective evaluation	Between groups	19.517	3	6.506	20.746	.000*

	Within groups	28.851	92	.314		
	Total	48.368	95			
Formative evaluation	Between groups	29.723	3	9.908	27.093	.000*
	Within groups	33.644	92	.366		
	Total	63.367	95			
Summative evaluation	Between groups	24.052	3	8.017	26.911	.000*
	Within groups	27.409	92	.298		
	Total	51.460	95			

Significance level (α =0.05)

The above table shows that there are differences in all the dimensions due to the size of fund variable.

In the first dimension; prospective evaluation, it is observed that the calculated value (0.000) is less than 0.05 which leads to the rejection of H0 and the acceptance of H1 hypothesis:

H1: There are significant differences in applying prospective evaluation due to the fund's size of the organization at a level of α = 0.05

In the second dimension; formative evaluation, it is observed that the calculated value (0.000) is less 0.05 which leads to the rejection of H0 hypothesis and the acceptance of H1 hypothesis

H1: There are significant differences in applying formative evaluation due to the fund's size of the organization at a level of α = 0.05

In the third dimension; summative evaluation, it is observed that the calculated value (0.000) is less than (0.05) which leads to the rejection of H0 and the acceptance of H1 hypothesis.

H1: There are significant differences in applying summative evaluation due to the fund's size of the organization at a level of α = 0.05

In order to test these differences, the researcher used Scheffee test as mentioned in Table 17, 18 and 19

Table (17): Results of Scheffee test to specify the differences in the prospective evaluation practices

Size of fund JD	Mean	100.000,200.000	201.000-300.000	301.000-400.000	401.000-500.000
100.000,200.000	2.97		0.787	0.634	1.054(*)
201.000-300.000	3.75			0.152	0.267
301.000-400.000	3.60				0.420
401.000-500.000	4.02				

From table 17, it is observed that the differences in the prospective evaluation according to the size of fund are between the organization with a total fund of 100,000-200,000 JD and the organization with a total fund between 401,000-500,000 JD and the highest mean of a value (4.02) is for the organization with a total fund of 401,000-500,000 JD

Table (18): Results of Scheffee test to specify the differences in the formative evaluation practices

Size of fund JD	Mean	100.000,200.000	201.000-300.000	301.000-400.000	401.000-500.000
100.000,200.000	2.91		0.908*	0.633	1.298(*)
201.000-300.000	3.82			0.275	0.390
301.000-400.000	3.54				0.665(*)
401.000-500.000	4.21				

From table 18, it is observed that the differences in the formative evaluation according to the size of fund are between the organization with a total fund of 100,00-200,000 JD and the organization with a total fund of 401,000-500,000 JD and the highest mean is for the organization with a total fund of 401.000-500,000JD with a mean of (4.21).

Table (19): Results of Scheffee test to specify the differences in the summative evaluation practices

Size of fund JD	Mean	100.000,200.000	201.000-300.000	301.000-400.000	401.000-500.000
100.000,200.000	2.94		0.838	0.13	1.10(*)
201.000-300.000	3.78			0.71	0.267
301.000-400.000	3.07				0.97
401.000-500.000	4.05				

Table 19 shows that the differences in the summative evaluation practices according to the size of fund are also between the organization with a total fund of 100,000-200,000 JD and the organization with a total fund of 401,000-500,000 JD and the highest mean with a value of (4.05) is for the organization with a total fund of 401,000-500,000 JD.

Third main hypothesis:

H03: There are no significant differences in applying systematic evaluation by NPOs in Jordan due to the difference in the number of services provided by NPO at a level of (α =0.05); the following hypotheses will be derived:

H03-1: There are no significant differences in applying prospective evaluation by NPOs in Jordan due to the difference in the number of services provided by NPO at a level of (α = 0.05).

H03-2: There are no significant differences in applying formative evaluation by NPOs in Jordan due to the difference in the number of the services provided by NPO at a level of (α =0.05).

H03-3: There are no significant differences in applying summative evaluation by NPOs in Jordan due to the difference in the number of services provided by NPO at a level of (α = 0.05)

In order to test the third main hypothesis and the sub hypotheses, the researcher used T test to find out if there are any differences due to the number of services.

Table 20: T test results to specify the differences due to the number of services

Dimension	Group	Mean	SD	Degree of	T value	Significance

				Freedom		
Prospective evaluation	1-3 services	3.36	0.44	94	2.67	.045*
	More than 3	3.72	0.75			
Formative evaluation	1-3 services	3.18	0.73	94	3.25	.518*
	More than 3	3.86	0.79			
Summative evaluation	1-3 services	3.05	0.68	94	3.76	.945*
	More than 3	3.74	0.69			

*Significance level (α = 0.05)

In the first dimension; prospective evaluation, we notice that the calculated value (0.045) is less than 0.05 which leads to the rejection of H0 and the acceptance of H1

H1: There are significant differences in applying prospective evaluation due to the difference in the number of services at a level α =0.05

The differences were for the organizations which offer more than 3 services with the higher mean of 3.72

With reference to the formative evaluation, it is observed that the calculated value .518 is higher than 0.05 which leads to the acceptance of H0.

H0: There are no significant differences in applying formative evaluation due to the difference in the number of services at a level α =0.05

With reference of the summative evaluation, it is observed that the calculated .945 is higher than 0.05 which leads to the acceptance of H0.

H0: There are no significant differences in applying summative evaluation due to the difference in the number of services at a level α =0.05

Chapter Five

Discussion, Conclusions and Recommendations

This study focused on the organizational factors that have impact on applying systematic evaluation in NPOs such as age, size of fund and number of services.

This study utilized a questionnaire to assess the systematic evaluation in 24 selected local NPOs targeted the top management employees.

The increased focus on accountability within the nonprofit sector in Jordan has resulted in numerous evaluation approaches. Research focused on evaluation efforts, however little has been given to systematic evaluation.

Systematic evaluation is of critical importance as it provides a comprehensive approach to evaluation practices.

This study intended to further the limited research that exists in the area of evaluation and explored the three organizational factors that impact the systematic evaluation in local NPOs (organizational age, size of fund and number of services) in Jordan.

(5.1): Discussion of descriptive results

Descriptive results showed that the selected NPOs applied formative evaluation practices more than summative and prospective evaluations.

With reference to the three evaluation practices, we notice that formative evaluation has the highest mean and summative evaluation has the lowest mean and this result also matches the study of Thompson (2005).

This means that organizations implemented formative practices more than prospective and summative, based on the fact that summative evaluation practices need to be a formal process requiring written reports; it is understandable that summative evaluation practice would be the least done of the three evaluation activities. Most organizations place a high value on informal formative evaluation practices and therefore often do not see a need to do more formal, summative evaluation activities; such as end of the year or end of cycle written evaluations.

Most formative evaluation practices are done in an informal way through staff meetings and at the end of an event. Formative practices are integrated in everyday operations, employees talk about feedback or discussion, volunteers and participants in programs are involved in informal evaluations with staff.

(Cheng, 2003) mentioned in his study that formative evaluation would be the best type of evaluation to determine how well the program is running. The results of such an evaluation would identify the positive and negative aspects of program's services.

The weaknesses, threats and opportunities could then be identified and the corresponding strengths could be applied to the given situation. During formative evaluation, positive aspects could then be enhanced and negative aspects could be addressed and appropriate changes could be implemented.

The study of (Marais, 1998) also found that formative program evaluation practice is the evaluation practice that most organizations conduct, with development of general evaluation knowledge second and summative evaluation practices last. But all three practices were found to be moderately high across all organizations.

UNICEF Mapping study (2010) also mentioned that 85% of the organizations stated that the data and information are captured and recorded when and where the activity is implemented; particularly outputs and issues of confidentiality are taken into consideration when capturing data on service users or clients.

Prospective evaluation practices:

With reference to the results of prospective evaluation practices, we notice that the highest mean was for the practice of identifying time frames for outputs and lowest mean was for the practice of allocating specific budget for evaluation activities each year.

The results indicated that the organizations in general are focusing on identifying the indicators, objectives, overall goal of program, outputs and inputs in addition to designing a logical framework while few organizations are focusing on measuring outcomes and impact of program.

During planning phase of program, few resources are allocated for planning activities (staff, financial and technical); organizations do not allocate specific budget for evaluation activities each year.

We notice that few organizations design evaluation plan in order to measure progress towards outcomes in an efficient manner. The results also show that most of organizations are conducting needs assessment before program design and planning but few organizations are depending on the results of needs assessment during project design and planning.

With reference to what had been mentioned in chapter three, the low level category represents the grades between (1-2.33). None of the items in the prospective level is considered in the low level, while most of the items are considered as moderate levels of application as they are ranged between 2.34-3.67 such as: sufficient resources are allocated for planned activities, indicators are linked to outcomes and impact, there are clearly defined and documented roles for evaluation plan, target groups are involved in needs assessment, evaluation plan is designed to measure progress towards outcomes and the project design depends on the needs assessment.

10 items out of 21 are considered as high levels of application such as: organizations state the indicators in specific and measurable terms, indicators are linked to the objectives and inputs, activities are linked to outputs, the number of participants is identified for each organization, timeframes are given for outputs, preparation of logical framework and conducting needs assessment before program design. The general mean of prospective evaluation is considered in the moderate level of application.

UNICEF study (2010) found that there are insufficient resources including financial and human allocated for the M&E activities. Therefore, it is important that each organization support the M&E process by providing the needed resources and tools, this allocation mainly depends on the size of the organization.

Formative evaluation practices

The general mean for the formative evaluation is considered in the high level of application as the value 3.74 is between the range (3.68-5). We notice that 9 items out of 15 are considered in the high levels of application such as: data and information are captured and recorded when an activity is implemented taking into consideration the issues of confidentiality, field visits are conducted regularly, regular reports are submitted for donors and stakeholders, formative evaluation is used to improve the programs and viewed as a conscious process for improvement as well as regular meetings are conducted to monitor the updated information of projects.

While the results show that the other 6 items fall under the moderate level of application such as organizations depend on qualitative and quantitative data, the presence of data management process which ensure data quality control at all levels of implementation and formative evaluation is done in a formal and written way.

Low level of importance is given to the data management process that helps reporting requirements to be met and this also was mentioned in UNICEF mapping study (2010) which found that almost half of the surveyed organizations do not use the technology in M&E activities. Also the study found that 100% of the local organizations are analyzing data to assess the achievements of their programs, 25% of international organizations do not and the government organizations do not share M&E reports with other stakeholders,

Stoecker (2007) found that NPOs have collected data on a wide variety of topics but they do not use much of the data they have collected; in addition, they do not collect much data that could be useful for other groups and participatory neighborhood organizations.

Summative evaluation practices

Most organizations highly agree that summative evaluation is implemented to show accountability and the received reports are analyzed to assess achievements of the organization.
High level of importance is also given to the application of lessons learned and good practices into the future programs, while low level of importance is given to using summative evaluation results to inform external audiences about the progress of the project.
The results show that most of the summative evaluation practices are moderately applied among the surveyed organizations such as presence of systematic way of sharing evaluation findings with all the staff, findings are incorporated into policy and reports are analyzed to assess constraints and challenges in the organizations.
The organization must give high importance to sharing findings and lessons learned with all stakeholders internally and externally to better reflect a system of accountability.

The most important summative evaluation practices that are happening are found funder oriented reports provided annually to funders, consisting mainly of quantitative information. Organizations are involved in developing outcomes-based evaluation for their programs as an initiative by funder. It is a process that is still in the beginning phases, and many of the organizations are still learning what it is about and are trying to make it part of their organizational philosophy.

Thompson (2005) mentioned that NPOs conducted evaluations mostly because they were required to comply with the funder's requirements and she found that there was a lack of evaluation collaboration among NPOs.
UNICEF mapping study (2010) recommended that there is a need to share knowledge and lesson learned between the organizations especially those operating in similar fields.

Stoecker (2007) found that the data are not shared among organizations and 68 out of 80 organizations indicated that they evaluate their work only in a cursory fashion. Also the study found that the funder (donor) is dissatisfied with the research data that the organizations provided since they provide them to both justify grant proposals and to support evaluations.

Descriptive results showed that the range of organization age was from 1 year- 21 year and older so the organizations have different levels of experiences in implementing the activities and fundraising. Likewise, there was a wide range of funding allocation from 100,000 till 500,000 which revealed that the level of funding varied, based on the nature and intensity of the program and amount requested by the organization.

The third organizational factor is related to the number of the services which range between 1-3 services and more than 3 services, this indicates that the organizations offer a variety of services, the researcher would like to study the type of services (legal, psychological, social, economical, medical etc..) and its impact on systematic evaluation but due to the difficulty of measuring the nominal, this factor was changed to a number of services according to the recommendation of arbitrators.

Discussion of the impact of organizational factors on prospective evaluation

The first research question examined if the organizational factors (age, size of fund and number of services) have an impact on applying prospective evaluation. The researcher used multiple linear regression; the results revealed that there is no significant impact of age, size of fund and number of services on applying prospective evaluation.

The findings related to the research presented by Murphy (2007) which found that age is not significantly associated with the use of evaluation while this research mismatches the study of Murphy in the second independent variable (size of fund) as Murphy mentioned that budget and time are significantly related to evaluation use.

Murphy explained that NPOs which have resources or capability to implement evaluation activities will be more likely to have these resources to use evaluation activities to benefit their nonprofits.

The result matches the study of Harrison (2009) which examined the relationship of fund's size with the evaluation plan quality; the results did not reveal any significant relationships.

The researcher recommends conducting more research on other organizational factors that can have an impact on applying prospective evaluation; this can help the organizations to predict the organizational factors and benefit the other organizations through having the predication equation of prospective evaluation.

Discussion of the impact of organization factors on applying formative evaluation

The second research question examined if the organizational factors have an impact on applying formative evaluation. The researcher used multiple linear regression using stepwise criteria.

The results revealed that the size of fund and age have significant impact on applying formative evaluation as there is positive relationship while there is no linear relationship between the number of services and the formative evaluation.

The result matches the study of Thomposn (2005) which revealed that the organizations with more revenues preformed more evaluations than the organizations with fewer revenues. The data also revealed that limited funding and limited staff were the greatest barriers to evaluation.

With reference to many previous studies; the organizations must allocate more funds in order to conduct the formative evaluation effectively. This study also indicates that the organizations with more budgets are more likely to implement formative evaluation as the size of fund has greater impact than the organizational age.

The organizational age has an impact on applying formative evaluation mainly and this matches the study of Carman (2005) which revealed that the organization which had the highest age showed the most application of evaluation practice.

Discussion of the impact of organizational factors on summative evaluation

The third research question examined if the organizational factors have an impact on applying summative evaluation; the researcher used multiple linear regression using stepwise criteria. The results revealed that the size of fund and number of services have significant impact on applying summative evaluation.

The summative evaluation practices require more time and efforts to be conducted effectively and it is important to emphasize that outcome is a complex subscale and is considered as one of the more challenging aspects of program evaluation as it involves measuring the impact of the program on person's wellbeing and this needs high allocation of fund so the organization must consider the size of fund as an important factor while applying summative evaluation.

This result can also assist the organizations in obtaining more funds from donors to apply summative evaluation and justify the needs to allocate specific sector for evaluation expenses in the program's proposals.

The results also revealed that the number of services has an impact on applying summative evaluation. The organizations which have more services focus on applying summative evaluation to show their results and consider this issue as part of the social responsibility and accountability.

This result will assist the organizations in predicting the factors that impact summative evaluation which is clearly shown in the predication equation.

Discussion of organizational age and systematic evaluation practices

The first research question examined was if there are significant differences in applying systematic evaluation due to the age. This factor was examined by utilizing ANOVA analysis (F test). The results revealed no significant differences in applying prospective, formative and summative evaluation due to the difference in age.

For the purpose of this analysis; organization size was divided into 5 categories (1-5; 6-10; 11-15; 16-21; 21 and older).

This research question was of interest due to previous research that examined the organizational factors and evaluation use. Based on the results of this data analysis, there are no significant differences in applying systematic evaluation due to the differences in the age of NPO.

This finding relates to the research presented by Murphy (2007) which found that organizational characteristics; age is not significantly associated with the use of evaluation, while time doing evaluation and budget are significantly related to the evaluation use.

From the researcher’s point of view, evaluation is related mostly to an intensive process that requires resources such as qualified staff, time, expertise and sizeable budget. Based on that, the organizations that have the higher resources and capability are applying systematic evaluation in effective and efficient manner regardless of the age.

Imas and Rist (2009) stated that evaluation has taken place for centuries, only recently however has it looked at the effects of interventions on development. The international development evaluation was created to help build capacity in developing countries regardless of age.

The study of Carman (2005) found that there are significant and meaningful differences between the service fields in terms of geographic differences, organizational size, age and funders. The data analysis revealed that the social service organizations which had the highest age showed the most application of evaluation use and practice. This contradicts the results of this study but Carman study categorize organization age by service field (social service, developmental disabilities, community services) which differs from the current study; as well as difference in the dependent variables.

Few researches were conducted to study the effect of age factor on systematic evaluations so future research is highly recommended to explore the effect of organizational age on systematic evaluations.

Discussion of fund's size and systematic evaluation practices

The second research question examined was if there are significant differences in applying systematic evaluation due to the difference in the size of fund. This factor was examined by utilizing ANOVA analysis (F test). The results revealed significant differences in applying prospective, formative and summative due to the difference in the size of fund.

Scheffee test was also used to explore the differences either between or within the groups.

The size of fund was divided into 4 categories (100,000-200,000 JD, 201,000-300,000 JD, 301,000-400,000 JD and 401,000- 500,000 JD)

This study contradicts Harisson study (2009) which examined the relationship between fund's size and the evaluation plan quality; the statistical analysis did not reveal any significant relationships. However, an analysis of variance was also completed to explore any group differences of funding in evaluation plan quality which revealed a significant relationship between funding allocation groups and the activities subscale The groups of organizations with small fund allocations have lower quality activities when compared to the group of organizations that have the largest funding allocations.

There was also a significant relationship between funding allocation groups and outputs subscale (direct products of program activities).

This study focused on the evaluation plan (prospective evaluation) only as dependent variable without taking formative and summative evaluations. Harrison divided the evaluation plan into 6 categories (resources, activities, outputs, outcomes, goals and indicators) and measure the relationship of funding with each subscale separately.

In this study, the researcher found that the organizations with higher size of fund applied evaluation more than organizations with small funds, this is due to the high requirements needed to be applied in prospective evaluation such as conducting needs assessment before program design, involving stakeholders, preparing logical framework and indicator sheet which are conducted by skilled and qualified staff and this definitely requires high allocation of fund.

As for the formative evaluation, organizations need to conduct regular field visits, collect qualitative and quantitative data, writing reports to donors and stakeholders and ensure quality control at all levels of implementation. This also requires high amount of fund allocation to apply these practices in an effective and productive way. This goes also for the summative evaluation practices as the organization needs to analyze the findings, share them with other stakeholders to show the accountability and measure the impact and outcomes of project's activities.

The results of this part also match the study conducted by Murphy (2007) which examined the factors (size, budget, age, type of organization and time doing evaluation) that affected the use of evaluation. The results revealed that larger nonprofits organizations with more resources and budget are more likely to implement and use evaluation more than smaller nonprofits and human service nonprofit organizations have more accountability requirements than environmental and advocacy nonprofits.

The results of this study also match with the findings of Rodriguez study (1992) that examined the program evaluation capacity in NPOs which revealed several needs in order to improve their evaluation capacity including a need for financial assistance, training and technical assistance.

This study also matches the study of Cheng (2003) on the importance of program evaluation in capacity building which noticed that one of the major limitation is funding source. Funding is always an issue for many organizations and they have to continuously fundraising to keep their programs afloat. Cheng noted that it would be a luxury for any organization to be able to focus on the delivery of services and learning to work together as partners rather than having to concentrate on getting the funding to pay for those services. Short programming periods and funding time scales often act as a barrier to the development of trust amongst partners.

Carman study (2005) revealed that there are significant differences between service fields in NPOs in terms of funding sources and the relative proportion of funding provided by each source. The development disabilities organizations rely on government funding while the community developmental organization receive more funds from private sector. The data gathered in this study also illustrated meaningful differences between service fields in terms of evaluation activities, types of evaluation data and funding for evaluation.

The study of Alaimo (2008) indicated that effective evaluation requires more than funds, personnel and expertise, some of the important factors that impacted this process included leadership; value orientations, resource dependency, stakeholder involvement, organizational culture and organizational learning. The study indicated that some funders see evaluations as high expense but providing information that can educate and enhance the awareness of funders on evaluation capacity can help to increase the level of funder's understanding and support the evaluation capacity.

Discussion of the number of services and systematic evaluation practices

The third research question examined was if there are significant differences in applying systematic evaluation due to the number of services provided. This factor was examined by utilizing T test to measure the differences in the results of the respondents on study dimensions.

The results revealed that there are significant differences in applying prospective evaluations due to the number of services provided while there are no significant differences in applying formative and summative evaluations due to the difference in the number of services provided by the selected organizations.

During the prospective evaluation practices, NPOs need to allocate sufficient resources for the planned activities. For example, they must recruit more staff to do need assessment for each service provided, to set the indicator sheet and logical framework and to organize regular coordination meetings with the stakeholders. Also NPOs must allocate higher budget for the organizations which provide more services in addition to allocating technical resources such as equipments and vehicles and all of these issues are affected by the number of services provided as the results showed that the organizations which offer more than three services have highest mean which indicate that they impact the prospective evaluation practices.

During the prospective evaluation, the NPO project managers and coordinators focus on the number of services, number of employees and different kinds of quantitative measures and once they set up the system and determine the number of planned activities, they focus on qualitative issues.

The NPOs during implementation focus on gathering the data about beneficiaries, submitting the reports to the donors and stakeholders and ensuring that data quality control at all levels of implementation regardless of the number of services provided.

As for the summative evaluations, the NPOs focus on analyzing the data gathered by the staff to assess the achievements, constraints and challenges and share them with all stakeholders to show the accountability and lessons learned from the projects.

There are no studies conducted on systematic evaluation taking the number of services as independent variables but with reference to the previous research conducted, we notice that the type of services has an impact on the systematic evaluations. A research was conducted by Carman (2005) on program evaluation use and practice of NPOs which used data gathered from interviews in 3 services fields (social, mental and community services).

The findings show significant and meaningful differences in the way these 3 service fields conceptualize and practice program evaluation, but there are no significant differences when it comes to implementation challenges and resources needs. The problem identified is the lack of fund to undertake evaluation and the fact that organizations do not have trained staff that spends the time and uses expertise to design, conduct and maintain an evaluation system that meets their needs.

Harrison (2009) found that there were some significant differences between some types of human services organizations and evaluation plan quality.

The study revealed significant differences on outputs subscale among three types of organizations (program that served young children, program served children and teens and program that empower vulnerable groups). The group of organizations that served children and teens scored lower on the outputs subscale when compared to the group of organizations that empower vulnerable groups; also the ANOVA results revealed that there were significant differences on the outcomes subscale among the three types and the group which served young children scored higher when compared to the group of organizations that empower vulnerable groups.

The researcher highly recommends conducting a research on the impact of service types on applying systematic evaluation as from her point of view, the type of services affecting the application of systematic evaluation practices as some type of services require long time of implementation while other types need short and limited time.

(5.2): Conclusions

The following conclusions can be drawn from this study that examined the impact of organizational factors on applying systematic evaluation in local NPOs in Jordan.

1. The organizational age and size of fund had significant impact on applying formative evaluation.
2. The number of services and size of fund had significant impact on applying summative evaluation.
3. There were no significant differences in applying systematic evaluation due to the differences in organizational age.
4. There were significant differences in applying systematic evaluation due to the differences in the size of fund.
5. There were significant differences in applying prospective evaluation due to the number of services but there were no significant differences in applying formative and summative evaluations due to the number of services.
6. There is a critical need for further research to understand evaluation systems utilized by NPOs in Jordan.
7. Formative evaluation practices are applied more than prospective and summative evaluation in the selected local NPOs in Jordan.

Although evaluation in the nonprofit sector is considered to be in its infancy and has not always been well received by nonprofit leaders, the existing literature base documents the growing importance and usage of evaluation within the sector. While one of the primary driving forces behind the evaluation and accountability movement in the nonprofit sector has been for funders to utilize the evaluation results to determine future funding for programs or projects, this goal cannot be achieved until quality evaluation have been established. Therefore, future research efforts to deepen the understanding of evaluation will be critical in funding decisions.

Furthermore, although some of the nonprofit organizations have considered their uniqueness to be a barrier in front of implementing effective evaluation systems; this sentiment was shared by the business sector decades ago. When total quality management and other quality control were first introduced, businesses resisted implementation of the practices stating that the business sector was too diverse to implement such practices. Just as the businesses sector successfully adopted new management approaches, the growing base of research literature and the commitment among nonprofit leaders will propel the nonprofit sector to advance the quality and utilization of evaluation.

(5.3): Recommendations

On the basis of study results and researcher conclusions, the researcher suggests the following recommendations to meet the study objectives:

1. Nonprofit organizations should allocate more budgets to implement the formative and summative evaluation practices effectively.

2. NPOs should consider organizational age during applying the formative evaluation practices and the number of services during the summative evaluation practices.

3. Nonprofit organizations need to conduct systematic evaluations that assess the process, outcomes and the cost of the programs they administer. These organizations need information to replicate good programs, determine outcomes, measure the cost and address areas that can be improved.

4. Providing NPOs project managers and directors with advanced training on systematic evaluation is crucial. The training should include:

a. Basic overview of evaluation, importance of evaluation and evaluation utilization.
b. How to design evaluation plan.
c. Design and implementation of process evaluation
d. Design and implementation of outcome evaluation
e. Data collection methods.
f. Analyzing and interpreting evaluation information.
g. Sharing results with stakeholders

5. NPOs should negotiate with funders to add an evaluation component in program delivery cost, when writing program proposal, the grants manager should try to incorporate the cost of evaluations into the program.

6. NPOs should consider evaluation as an essential component in their program and should allocate a percentage of their operating budget for research and evaluation that fits within the strategic plan.

7. M&E departments in NPOs should develop evaluation tools and evaluation templates to share them with all the staff to be aware of the importance of evaluation and this could be done through the continuous education program in each organization.

8. Providing better stock databases for nonprofits to easily use and analyze the data.

Recommendations for future research

- Future studies on other organizational factors that can have an impact on applying prospective evaluation.
- There is a need in the evaluation community to conduct more research on systematic nonprofit evaluations.

- Conducting a research on the impact of organizational factors on applying systematic evaluation in NPOs but considering other factors such as type of services and staff capacity.
- Future research is needed on how to train NPO effectively in conducting systematic evaluations and how to make training materials more accessible for NPOs.
- Research is needed on the type of evaluation tools that are most effective for NPOs and which tools can be applied in the nonprofit sector.
- Conducting similar research on systematic evaluation for local NPOs located in other governorates.

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جـامـعـة الـشـرق الأوسـط
MIDDLE EAST UNIVERSITY

ملحق (1) اداة الدراسة بصورتها النهائية

الاخ المستجيب/ الاخت المستجيبة

استبانة بحث ميداني

تحية طيبة

تعاني المنظمات غير الربحية هذه الأيام من ضغوط متزايدة لتطوير وتحسين ممارساتها الإدارية وقياس نتائج نشاطاتها المختلفة ، وثمة اهتمام بقضايا المساءلة وقياس النتائج وإدارتها، وعلى الرغم من ذلك لا تتوفر معلومات كافية حول كيفية قيام هذه المنظمات بإدارة وتقييم نشاطاتها ولا حتى حول أنماط التقييم ونوع الدعم الذي تحتاجه.

لقد تم اختيار منظمتك لتكون جزءاً من عينة منظمات يُطلب منها أن تقوم بإكمال الاستبانة المرفقة، إن إبداء رأيك حول هذا الموضوع يعد مساهمة قيمة لتحقيق هدف هذه الدراسة والمتمثل في دراسة أثر العوامل التنظيمية على تطبيق التقييم المنتظم للمشاريع في المنظمات غير الربحية في الأردن.

أرجو التلطف بقراءة فقرات الاستبانة المرفقة واختيار الإجابة التي تراها مناسبة من وجهة نظرك، و سوف تكون هذه المعلومات سرية ولن يتم توثيق اسم أية منظمة أو اسم أي موظف و سيتم استخدام هذا المسح لغايات البحث العلمي وسوف يتم توفير نسخة من الدارسة اذا رغبت المنظمات بالإطلاع على النتائج.

أتقدم لكم بجزيل الشكر لقيامكم بتعبئة الاستبانة

الطالبة: روان دبابنة

بإشراف الاستاذ الدكتور عبد الباري درة

1- الخصائص الديمغرافية :

1.عمر المنظمة

□ 1- 5 □ من 6-10 أعوام □ 11-15 عام

□ 16-20 عام □ 21 عام فاكثر

2. حجم التمويل

□100.000-200.000 دينار □ 201,000-300,000 دينار □ 301,000- 400.000 دينار

401.000-500.000 دينار

3. أنواع الخدمات المقدمة

□ 1-3 خدمة □ أكثر من 3 خدمات

الرجاء الاجابة على جميع فقرات المقياس من خلال وضع اشارة (√) في المكان الذي يعكس درجة موافقتك او عدمه فيما يتعلق بممارسة منظمتك لمهام التقييم علما بان الاستبانة تتكون من 3 ابعاد مختلفة تبعا للوقت الذي يتم به التقييم وأن المقياس يتدرج من 1-5 حيث ان درجة 5 تمثل الممارسة للتقييم بأعلى المستويات.

البعد الاول :

ممارسات تخطيط التقييم (التقييم القبلي)

رقم	الفقرة	1 لا أوافق بشدة	2 لا أوافق	3 محايد	4 أوافق	5 اوافق بشدة
1	تخصص موارد بشرية مؤهلة كافية لتنفيذ النشاطات					
2	تخصص موارد مالية كافية للنشاطات					
3	تخصص موارد فنية لتنفيذ النشاطات					
4	تقوم منظمتي بتوضيح مؤشرات أنشطة المشروع مستخدمة مصطلحات محددة وقابلة للقياس					
5	تربط المؤشرات بأهداف المشروع \ البرنامج					
6	تربط المؤشرات بمدخلات المشروع \ البرنامج					
7	تربط المؤشرات بنتائج المشروع \ البرنامج					
8	تربط المؤشرات بأثر المشروع \ البرنامج					
9	تربط الأنشطة بالمخرجات					
10	يتم التعرف على عدد المشاركين لكل نشاط تقوم به المنظمة					
11	يحدد إطار زمني لمخرجات المشروع					
12	تربط نتائج مشاريع المنظمة بشكل منطقي مع الأهداف					
13	يعبر عن النتائج بعبارات تمثل التغيير الحاصل للفئة المستهدفة					
14	هنالك أدوار ومسؤوليات محددة وموثقة في					

	خطة التقييم للكادرالمشرف على أنشطة البرنامج					
15	تحتوي خطة التقويم في منظمتي على إعداد إطار عمل منطقي(Log frame)					
16	قامت منظمتي بإنشاء شراكات مع شركاء محليين لتنسيق أنشطة خطط التقييم					
17	تم تصميم خطة التقييم في منظمتي لغايات قياس التقدم الذي أنجز					

18	تقوم منظمتي بتخصيص موازنة محددة لأنشطة التقييم كل سنة عندما تقوم بالتخطيط لمشروع جديد					
19	تقوم المنظمة التي أعمل فيها بإجراء تقييم للاحتياجات قبل تخطيط وتصميم البرنامج او المشروع					
20	تقوم الفئة المستهدفة بالمشاركة في تقييم الاحتياجات الذي تجريه المنظمة التي أعمل فيها					
21	تعتمد عملية تصميم وتخطيط المشروع في منظمتي على نتائج تقييم الاحتياجات					

البعد الثاني

ممارسات التقييم التكويني (خلال عملية التنفيذ)

رقم	الفقرة	1	2	3	4	5
1	تعتمد منظمتي على جمع بيانات نوعية خلال التقييم					
2	تعتمد منظمتي على جمع بيانات كمية خلال التقييم					
3	تجمع وتسجل البيانات عند تنفيذ النشاط لتوثيق مؤشرات النشاطات					
4	تتم مراعاة السرية عند تسجيل البيانات حول المستفيدين					
5	الاعتماد على إدارة بيانات موثقة تساعد على تحقيق متطلبات تقديم التقارير الدورية للإداريين					
6	تتوفر في منظمتي عملية منظمة لضمان ضبط جودة على كافة مستويات التنفيذ.					
7	يتم إجراء زيارات ميدانية بشكل دوري لموقع تنفيذ الأنشطة					
8	يتم تسليم تقارير دورية لمانحي المشاريع في منظمتي					
9	يتم تسليم تقارير دورية لشركاء منظمتي					
10	يتم استخدام معلومات التقييم التكويني لتحسين وتطوير المشاريع أو البرامج في منظمتي					
11	يقوم كادر البرنامج بإجراء عملية التقييم التكويني					
12	يُنظر للتقييم التكويني على أنه عملية هامة لتطوير المنظمة					
13	يجرى التقييم التكويني بطريقة رسمية وموثقة في منظمتي					
14	تعقد لقاءات واجتماعات دورية مع الكادر التنفيذي في منظمتي لمتابعة مستجدات المشاريع و امكانية التطوير					
15	يركز التقييم التكويني في منظمتي على المشاريع عند مرحلة التنفيذ					

البعد الثالث:

ممارسات التقييم النهائي

ت	الفقرة	1	2	3	4	5
1.	تتبع منظمتي طريقة منظمة لمشاركة كادر البرنامج في نتائج التقييم					
2.	يتم تطبيق الدروس المستقاة و الممارسات الجيدة على البرامج المستقبلية في منظمتي					
3.	تدمج نتائج التقييم ضمن السياسات والاجراءات المستقبلية للمشروع					
4.	تتم مشاركة جميع الشركاء بالنتائج والدروس المستقاة من عملية التقييم					
5.	يعد التقييم النهائي مهما لتحقيق المساءلة في منظمتي					
6.	تحلل التقارير والبيانات التي يتم تسليمها لتقييم الانجازات في منظمتي					
7.	تحلل التقارير والبيانات التي يتم تسليمها لتقييم المعوقات في منظمتي					
8.	تحلل التقارير والبيانات التي يتم تسليمها لتقييم التحديات في منظمتي					
9.	يجرى التقييم النهائي عند الانتهاء من المشروع					
10.	يقوم فريق خارجي من الخبراء باجراء التقييم النهائي					
11.	يستخدم التقييم النهائي لاطلاع عامة الناس على التقدم الذي أنجز في مشاريع منظمتي					
12.	تستفيد منظمتي من التقييم النهائي في عملية اتخاذ القرارات حول الاستمرار في مشروع ما					
13.	تستفيد منظمتي من التقييم النهائي في عملية اتخاذ القرارات حول تكرار مشروع ما بالمستقبل..					
14.	يتم استخدام نتائج التقييم النهائي في عملية اتخاذ القرارات حول إنهاء مشروع ما					

الملحق رقم (2) الى اداة الدراسة بصورتها الاولية قبل القيام باجراءات الصدق والثبات

الاخ المستجيب/ الاخت المستجيبة

استبانة بحث ميداني

تحية طيبة

تعاني المنظمات غيرالربحية هذه الأيام من ضغوط متزايدة لتطوير وتحسين ممارساتها الإدارية وقياس نتائج نشاطاتها، وثمة اهتمام بقضايا المساءلة وقياس النتائج وإدارتها، وعلى الرغم من ذلك لا تتوفر معلومات كافية حول كيفية قيام هذه المنظمات بإدارة وتقييم نشاطاتها ولا حتى حول أنماط التقييم ونوع الدعم الذي تحتاجه.

لقد تم اختيار منظمتك لتكون جزءاً من عينة منظمات يُطلب منها أن تقوم بإكمال الاستبانة المرفقة، إن إبداء رأيك حول هذا الموضوع يعد مساهمة قيمة لتحقيق هدف هذه الدراسة والمتمثل في دراسة أثر العوامل التنظيمية على تطبيق التقييم المنتظم للمشاريع في المنظمات غير الربحية في الأردن.

تحوي هذه الاستبانة على ثلاثة أبعاد رئيسية:

1. التقييم القبلي: و تقيسها الفقرات من 1-23 و تتكون من خمسة عناصر فرعية:

مدخلات المشروع (الموارد) (Inputs (resources: تقيسها الفقرات من 1-4 من الاستبانة

مؤشرات المشروع (Indicators): تقيسها الفقرات من 5-9 من الاستبانة

أنشطة المشروع (Activities): تقيسها الفقرات من 10-11 من الاستبانة

مخرجات المشروع (Outputs): تقيسها الفقرات 12-13 من الاستبانة

النتائج (Outcomes) : و تقيسها الفقرات من 14-15 من الاستبانة.

خطة التقييم (Evaluation plan): و تقيسها الفقرات من 16-23

2. التقييم التكويني: و تقيسها الفقرات من 24-38 من الاستبانة
3. التقييم النهائي: و تقيسها الفقرات من 39-52 من الاستبانة

أرجو التلطف بقراءة فقرات الاستبانة المرفقة واختيار الإجابة التي تراها مناسبة من وجهة نظرك، و سوف تكون هذه المعلومات سرية ولن يتم توثيق اسم أية منظمة أو اسم أي موظف و سيتم استخدام هذا المسح لغايات البحث العلمي وسوف يتم توفير نسخة من الدارسة اذا رغبت المنظمات بالإطلاع على النتائج.

أتقدم لكم بجزيل الشكر لقيامكم بإكمال الاستبانة

الطالبة: روان دبابنة

باشراف الاستاذ الدكتور عبد الباري درة

1- الخصائص الديمغرافية :

1. عمر المنظمة

□ 1- 5 □ من 6-10 أعوام □ 11-15 عام

□ 16-20 عام □ 21 عام فاكثر

2. حجم التمويل

□100.000-200.000 دينار □201,000-300,000 دينار □ 301,000- 400.000 دينار

401.000-500.000 دينار

3. أنواع الخدمات المقدمة

□ طبية □ اجتماعية □ قانونية □ نفسية □ اقتصادية □أخرى

تم وضع الأسئلة على سلم مقياس يحتوي على خمس نقاط من 1-5 حيث الدرجة 5 تمثل الممارسة للتقييم بأعلى المستويات

* بعد التقييم القبلي

الرقم	الفقرة	الانتماء للبعد		صلاحية الفقرة لغويا		بحاجة الى تعديل	التعديل المقترح
		منتمية	غير منتمية	صالحة	غيرصالحة		
1	يتم تخصيص موارد كافية للنشاطات من حيث الكادر المؤهل						
2	يتم تخصيص موارد كافية للنشاطات من حيث المبالغ النقدية						
3	يتم تخصيص موارد كافية للنشاطات من حيث المعدات الفنية						
4	تلاءم الموارد المخصصة نوع البرنامج في منظمتي						
5	تقوم منظمتي بتوضيح مؤشرات أنشطة المشروع مستخدمة مصطلحات محددة وقابلة للقياس						
6	يتم ربط المؤشرات بأهداف المشروع \ البرنامج						
7	يتم ربط المؤشرات بمدخلات المشروع \ البرنامج						
8	يتم ربط المؤشرات بنتائج المشروع \ البرنامج						
9	يتم ربط المؤشرات بأثر المشروع \ البرنامج						
10	يتم ربط الأنشطة بالمخرجات						
11	هنالك أنشطة كافية تقوم بها المنظمة لتحقيق النتائج						
12	يتم التعرف على عدد المشاركين لكل نشاط تقوم به المنظمة						
13	يتم تحديد إطار زمني لمخرجات المشروع						
14	يتم ربط نتائج مشاريع المنظمة بشكل منطقي مع الأهداف						
15	تتم كتابة النتائج بشكل جمل تمثل التغيير الحاصل للفئة المستهدفة						
16	هنالك أدوار ومسؤوليات محددة						

	ومو ثقة في خطة التقييم للكادر المشرف على أنشطة البرنامج						
17	تحتوي خطة التقييم في منظمتي على إعداد إطار عمل منطقي						
18	قامت منظمتي بإنشاء شراكات مع شركاء محليين لتنسيق أنشطة خطط التقييم						
19	تم تصميم خطة التقييم في منظمتي لغايات قياس التقدم الذي أنجز في تحقيق النتائج بطريقة فعّالة						
20	تقوم منظمتي بتخصيص موازنة محددة لأنشطة التقييم كل سنة عندما تقوم بالتخطيط لمشروع جديد						
21	تقوم المنظمة التي أعمل فيها بإجراء تقييم للاحتياجات قبل تصميم البرنامج						
22	تقوم الفئة المستهدفة بالمشاركة في تقييم الاحتياجات الذي تجريه منظمتي						
23	تعتمد عملية تصميم وتخطيط المشروع في منظمتي على نتائج تقييم الاحتياجات						

* بعد التقييم التكويني

24	تعتمد منظمتي بشكل رئيسي على جمع البيانات بشكل نوعي						
25	تعتمد منظمتي بشكل رئيسي على جمع البيانات بشكل كمي						
26	يتم جمع وتسجيل البيانات عند تنفيذ النشاط لتوثيق مؤشرات النشاطات						
27	تتم مراعاة السرية عند تسجيل البيانات حول مستخدمي الخدمة أو العملاء						
28	هنالك عملية إدارة بيانات موثقة في منظمتي تساعد على الإيفاء بمتطلبات تقديم التقارير الدورية للإداريين						
29	تتوفر في منظمتي عملية منظمة لضمان ضبط جودة على كافة مستويات التنفيذ						
30	يتم إجراء زيارات ميدانية بشكل دوري لموقع تنفيذ الأنشطة						
31	يتم تسليم تقارير دورية لمانحي المشاريع في منظمتي						
32	يتم تسليم تقارير دورية لشركاء منظمتي						
33	يتم استخدام معلومات التقييم التكويني لتحسين وتطوير المشاريع أو البرامج في منظمتي						
34	يقوم كادر البرنامج بإجراء التقييم التكويني						
35	يُنظر للتقييم التكويني على أنه عملية واعية تهدف إلى تطوير منظمتي						
36	يتم إجراء التقييم التكويني بطريقة رسمية ومكتوبة في منظمتي						
37	يتم عقد لقاءات واجتماعات دورية مع الكادر التنفيذي في منظمتي لمتابعة مستجدات المشاريع و امكانية التطوير						
38	يركز التقييم التكويني في منظمتي على المشاريع عند مرحلة التنفيذ						

* بعد التقييم النهائي

39	تتبع منظمتي طريقة منظمة لمشاركة كادر البرنامج في نتائج التقييم						
40	يتم تطبيق الدروس المستقاة والممارسات الجيدة على البرامج المستقبلية في منظمتي						
41	يتم دمج نتائج التقييم ضمن السياسات والدورة المستقبلية للمشروع						
42	تتم مشاركة جميع الشركاء بالنتائج والدروس المستقاة من التقييم						
43	يعد التقييم النهائي أو الكلي مهماً لتحقيق المساءلة في منظمتي						
44	يتم تحليل التقارير والبيانات التي يتم تسليمها وذلك لتقييم الانجازات في منظمتي						
45	تحلل التقارير والبيانات التي يتم تسليمها وذلك لتقييم المعوقات في منظمتي						
46	تحلل التقارير والبيانات التي يتم تسليمها وذلك لتقييم التحديات في منظمتي						
47	يتم إجراء التقييم النهائي عند الانتهاء من المشروع						
48	يقوم مقيمون من خارج المنظمة بإجراء التقييم النهائي						
49	يستخدم التقييم النهائي لإطلاع عامة الناس على التقدم الذي أنجز في مشاريع منظمتي						
50	تستفيد منظمتي من التقييم النهائي في عملية اتخاذ القرارات حول الاستمرار في مشروع ما						
51	تستفيد منظمتي من التقييم النهائي في عملية اتخاذ القرارات حول تكرار مشروع ما						
52	تستفيد منظمتي من التقييم النهائي في عملية اتخاذ القرارات حول إنهاء مشروع ما						

الملحق رقم (3)

اسماء لجنة التحكيم واماكن عملهم ورتبهم العلمية وتخصصاتهم الاكاديمية

الرقم	الأسم	الدرجة العلمية	الرتبة الاكاديمية	مكان العمل	التخصص الدقيق
.1	أ.د. محمد النعيمي	PHD	أستاذ	جامعة الشرق الاوسط	ادارة الاعمال الكترونية
.2	أ.د نجم العزاوي	PHD	أستاذ	جامعة الشرق الاوسط	ادارة أعمال/ موارد بشرية
.3	د.سامي العدوان	PHD	أستاذ مساعد	جامعة الشرق الاوسط	ادارة/ اتخاذ القرارات
.4	د.عبدالله أبو سلمى	PHD	أستاذ مساعد	جامعة الشرق الاوسط	ادارة أعمال
.5	د. غازي جمال خليفة	PHD	أستاذ مشارك	جامعة الشرق الاوسط	مناهج و طرق تدريس الدراسات الاجتماعية
.6	أ.د عدنان الجادري	PHD	أستاذ	جامعة عمان العربية	ادارة تربوية
.7	أ.د محمد أبو صالح	PHD	أستاذ	جامعة عمان العربية	ادارة أعمال
.8	أ.د شوقي ناجي جواد	PHD	أستاذ	جامعة عمان العربية	ادارة أعمال
.9	د.أحمد صالح السكر	PHD	أستاذ مشارك	جامعة عمان العربية	نظم معلومات ادارية
.10	د. خالد أبو الغنم	PHD	أستاذ مشارك	جامعة عمان العربية	نظم معلومات ادارية
.11	أ.د بشير البنا	PHD	أستاذ	جامعة عمان العربية	ادارة أعمال
.12	د. نواف الناطور	PHD	أستاذ مساعد	جامعة عمان العربية	ادارة أعمال
.13	د. غازي فرحان	PHD	أستاذ مساعد	جامعة البترا	ادارة أعمال

الملحق رقم (4)

رسالة التحكيم الموجه من قبل الباحثة الى اعضاء لجنة التقييم

جامعة الشرق الاوسط

كلية ادارة الاعمال

الاستاذ الدكتور .... المحترم

تحية طيبة وبعد,

تجري الباحثة روان دبابنة دراسة ميدانية بعنوان " أثر العوامل التنظيمية على تطبيق التقييم المنتظم للمشاريع في المنظمات غير الربحية وتكونت الاستبانه من (52) فقرة موزعة على (3) ابعاد يعكس واقع تطبيق التقييم المنتظم في المنظمات غير الربحية.

ولكونكم من ذوي الاختصاص في المجال الاداري , أرجو التكرم بقراءة كل فقرة والتلطف بالحكم على درجة انتمائها للبعد الذي اندرجت تحته ودرجة سلامة الفقرة وصياغتها اللغوية وأية اقتراحات ترونها مناسبة , علماً بأن بدائل الاجابة هي أوافق بشدة وتعطي خمس درجات ولا أوافق وتعطي اربع درجات، غير متأكد وتعطي ثلاث درجات، ولا أوافق وتعطي درجتان، ولا أوافق بشدة وتعطي درجة واحدة.

وستوجه هذه الاستبانة الى مديري المشاريع والمنسقين ومسؤولي المتابعة والتقييم في المؤسسات غير الربحية في منطقة عمان، شاكرة ومقدرة حسن تعاونكم وتوصياتكم.

أرفق طيا قائمة بالتعريفات الاجرائية للمصطلحات المستخدمة في الدراسة

وتفضلوا بقبول فائق الاحترام

الباحثة روان ابراهيم دبابنة

MEU جامعة الشرق الأوسط MIDDLE EAST UNIVERSITY

Dear Director/ Staff member,

These days, nonprofit organizations are under increasing pressure to improve their management practices and measure the results of what they do. It seems that everywhere you go; someone is talking about accountability, outcome measurement or managing results.

Not much, however, is known about how nonprofit organizations manage and evaluate what they do. Even less is known about the types of evaluation conducted and support they need.

Your organization has been chosen to be part of an important sample of organizations being asked to complete the enclosed questionnaire. Sharing your thoughts is a valuable contribution that you can make to achieve the goal of the study which is the impact of organizational factors on applying the systematic evaluation of projects in nonprofit organizations in Jordan. You are kindly requested to read the items and choose the suitable answer from your point of view.

All the information will be confidential and the name of the organization/staff member will not be disclosed in any documentation. This survey is used for the scientific search and a final copy of the study will be available if organizations are interested in the results.

Thank you for considering this request.

Professor name: Abdel Bari Durra Student name: Rawan I. Dababneh

Demographic characteristics:

1. **Age of organization**

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21 year and older

2. **Size of fund**

☐ Less than 100,000JD ☐ 100,000-200,000 JD ☐ 201,000-300,000

☐ 300,000-400,000 JD ☐ 401,000-500,000 JD

3. **Types of services**

☐ 1-3 services ☐ more than 3 services

Questions are on a 5-point scale: from 1-5 (5 indicates the high performance of evaluation).

For each item below, please select one response to indicate how descriptive you believe it to be for your organization regarding the evaluation planning practices.

***Prospective Evaluation Dimension**

No.	Item	1	2	3	4	5
1	Sufficient resources are allocated for my planned activities including skilled staff					
2	Sufficient resources are allocated for my planned activities including financial resources					
3	Sufficient resources are allocated for my planned activities including technical equipment					
4	My organization states the indicators of project's activities in specific and measurable terms					
5	The indicators are linked to the objectives of program					
6	The indicators are linked to the inputs of program					
7	The indicators are linked to the outcomes of program					
8	The indicators are linked to the impact of program					
9	Activities are linked to outputs					
10	The number of participants is identified for each activity conducted by my organization					
11	Time frames are given for outputs					
12	Outcomes of projects in my organization are logically linked to goals					
13	The outcomes are written as change statements					
14	There are clearly defined and documented roles and responsibilities for evaluation plan of program staff					
15	Evaluation plan in my organization includes the preparation of logical framework					
16	My organization has developed partnerships with national stakeholders for coordination of evaluation					
17	Evaluation plan in my organization is designed to measure progress towards outcomes in an efficient manner					
18	When it plans for a new project, my organization allocates a specific budget for evaluation activities each year					

19	My organization conducts needs assessment before program design and planning					
20	The target beneficiaries participate in needs assessment conducted by my organization					
21	The project design and planning in my organization depend on the results of needs assessment					

For each item below, please select one response to indicate how descriptive you believe it to be for your organization regarding the formative evaluation practices.

***Formative Evaluation Practices**

No.	Item	1	2	3	4	5
1	My organization depends mainly on qualitative data collection methods					
2	My organization depends mainly on quantitative data collection methods					

3	Data and information are captured and recorded when and where an activity is implemented particularly for process/output indicators.					
4	Issues of confidentiality appropriately taken care of when capturing data on service users or clients.					
5	There is a documented data management process in my organization that helps reporting requirements to be met.					
6	In my organization, there is a systematic process of ensuring data quality control at all levels of implementation.					
7	Field visits are conducted regularly for the site of activities' implementation.					
8	Regular reports are submitted for the donors of my organization					
9	Regular reports are submitted for the stakeholders of my organization					
10	Formative evaluation information is used to improve the programs in my organizations.					
11	Formative evaluation is done by the staff of program					
12	Formative evaluation is viewed as a conscious process for improvement in m organization					
13	Formative evaluation is done in a formal and written way in my organization					
14	Regular meetings are conducted with implemented staff in my organization to monitor the updated information of projects and possibility of development					
15	Formative evaluation in my organization focus on projects during implementation					

For each item below, please select one response to indicate how descriptive you believe it to be for your organization regarding the summative evaluation practices.

***Summative Evaluation Practices**

No.	Item	1	2	3	4	5
1	My organization has a systematic way of sharing evaluation findings with all staff involved in the program.					
2	Lessons learned and good practices are applied to future programs in m y organization					
3	The evaluation findings are incorporated into the policy and next cycle of project.					
4	Findings and lessons learned from evaluations are shared with all stakeholders.					
5	Summative evaluation is important to show the accountability in my organization.					
6	Received reports and collected data are analyzed in order to assess achievements in my organization					
7	Received reports and collected data are analyzed in order to assess constraints in my organization					
8	Received reports and collected data are analyzed in order to assess challenges in my organization					
9	Summative evaluation is done at the end of program					
10	Summative evaluation is done by external evaluators					
11	Summative evaluation is used to inform external audiences about the progress of projects.					
12	My organization benefits from summative evaluation in making decisions regarding continuing a program					
13	My organization benefits from summative evaluation in making decisions regarding replicating a program					
14	My organization benefits from summative evaluation in making decisions regarding ending a program					