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**Factors Affecting Utilization of Evaluations in Selected Non-Profit Organizations in Kenya**

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## Factors Affecting Utilization of Evaluations in Selected Non-Profit Organizations in Kenya

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### Abstract

**Purpose:** The aim of this research was to establish what factors affect utilization of evaluation recommendations among Non-government organizations.

**Methodology:** The study adopted a descriptive, cross-sectional research design with a quantitative approach. A sample size of 48 CRS (63%) and partner organizations' (37%) staff was calculated based on Slovin's sampling formula at a confidence level of 95% from a sample frame of 60. Multi-stage sampling technique was used with probability proportional to size (PPS) for the first stage, that distributed the sample between CRS and partner, and systematic random sampling for the second stage that selected individual respondents. An online semi-structured questionnaire was used to collect data before the data was exported onto Statistical Package for Social Sciences software where both descriptive and inferential statistical analysis was done. Use of technology was informed by the limitation of physical availability of respondents due to them being stationed in remote areas as well as frequent work travel for those based in Nairobi. Descriptive analysis provided characteristics of respondents and responses while Inferential statistics was used to identify relationships among independent variables and between independent variables and dependent variables.

**Results:** Findings from the study showed that there was a negatively significant correlation between knowledge and use of evaluation. Evaluation policy and attitude were found to be significantly and positively correlated with use of evaluation while dissemination practice was not correlated with use of evaluations.

**Unique contribution to theory, practice, and policy:** This concluded that knowledge, attitude, and policy affected utilization of evaluations but dissemination practice did not. The study recommended strengthening and enforcement of evaluation policy, review of the content and facilitation of dissemination forums as well as continued sensitization on the importance and how to implement evaluation recommendations.

**Keywords:** *knowledge, attitude, dissemination practices, evaluation policy, affect utilization of evaluation recommendations, Non-Profit Organizations*

## 1.0 INTRODUCTION

Non-profit organizations are part of civil society that compliments what a government is responsible for delivering. Also known as non-government organizations (NGOs), these organizations have the mandate to support vulnerable community from suffering through the implementation of social, biomedical or structural programs, funded through private or public donors. Catholic Relief Services (CRS) which is the official agency of the United States Conference of Catholic Bishops (USCCB) for relief and development supports development programs and emergency responses in over 100 countries through local partners. CRS has been implemented development and emergency programs in Kenya for the past 40 years in various sectors through local NGOs. Despite its mission being rooted in the Catholic faith, its operations serve people based solely on need, regardless of their race, religion or ethnicity. In order to ensure sustained quality of its programs, CRS conducts evaluations both internally and by external consultants.

Evaluation is defined as an analytical inquiry based on collecting and analyzing evidence, and drawing conclusions and recommendations from this evidence to demonstrate achievement of results (Valovirta, 2002). Research, on the other hand, involves a critical analysis of existing conclusions or theories to discover new facts (Mugenda & Mugenda, 2006). Therefore, while research seeks to create new knowledge; evaluations focus on analyzing evidence, and drawing conclusions and recommendations from this evidence (Valovirta, 2002). However, they are both studies with same methodologies.

In recent years, organizations and governments globally have experienced an upward surge of demand for evaluations. Indeed, evaluations practices have become widespread in the last 30 years (Hojlund, 2014) with generalizations from evaluation percolating into the stock of knowledge that participants draw from. These include empirical research that confirmed that decisions by decision makers are influenced by ideas and arguments that have their origin in research and evaluation, a phenomenon is known as 'enlightenment' (Weiss, 1998). National and international organizations have institutionalized evaluation practices into their organizational and project management systems to contribute to adaptive learning approach by these organizations.

Despite some evaluation recommendations having informed key changes in organizations and project management, others have not been used. From his paper, while reviewing the European Union evaluation system, Hojlund (2014), gave five factors that affected utilization of evaluations. First, was the over-formalization of evaluations which resulted in using of recommendations but impeded the use of process information. Evaluations were therefore typically used after their completion and not during their implementation, due to an over-emphasis on research standards like the independence of the evaluator. Secondly, the significant decision on the use of recommendations was typically done at program management level who was not necessarily the primary users of the evaluation recommendations. Third, evaluations had little overall relevance for policy-makers and program management alike. In particular, evaluations were not relevant for policy-makers outside the organization due to competing information. Fourth, program evaluations were generally 'de-politicized' and were not something

policy-makers participated in nor had any use for while lastly, organization policies required evaluations to be conducted but did not provide the same for use.

### **1.1 Statement of the Problem**

Globally, effective use of evaluations plays a crucial role in making policies more successful even as it draws a lot of resources and demand for skill from their respective organizations, according to Department for International Development (DfID) the United Kingdom based aid agency.

According to Research Africa, a global research organization, Africa is a large and rapidly growing market for research and evaluations, as seen in the numbers of funding opportunities that are open to researchers. However, this is not matched by how recommendations from research are then used. Indeed, the organization recommends that effective use of research-informed public policy is important to reduce poverty and inequality in Africa (including Kenya). There is, however, an absence of clear evidence as to how best to promote evidence-informed decision making, and how to build capacity amongst decision makers in the use of research (Stewart, 2015).

In Kenya, evaluations utilization has not been institutionalized in both public and private sectors. Research conducted in Kenya by African Institute for Development Policy (AFIDEP) in 2015 identified three categories of barriers that hinder the use of evaluation recommendations. These include access, institutional, and individual barriers. Access barriers are majorly due to constrained access to data and evaluation information. Institutional barriers are about lack or weak systems and support mechanisms like funding. Individual barriers on the hand had to do with lack of technical know how to use research recommendations.

These problems are not unique to any single organization, public or private, local or international, for-profit or non-profit. Indeed, from the researcher's preliminary observations and discussions with project managers and monitoring and evaluation staff of several humanitarian agencies; use of evaluation recommendations is not intentionally planned for within these organizations and projects, with most evaluations ending at dissemination and submission of the reports.

In acknowledging this challenge, CRS put in place a Monitoring, Evaluation, Learning and Accountability (MEAL) policy in 2015 that require all to be shared and reflected upon in order to facilitate utilization. Despite the policy utilization still remains a challenge. For instance, in the year 2015, CRS conducted and reported seven evaluations but only three developed an implementation plan with only one implementing parts of its recommendations. This contrasted with the fact the organization has worked towards reducing access, institutional and individual barriers through policy, the establishment of knowledge sharing forums as well as the availability of highly qualified and experienced technical support through its regional offices.

While there might have been many reasons for not utilizing the recommendations, it is not clear what factors predominantly affect utilization especially in NGOs hence necessitating studies like this one. This study, therefore, seeks to establish factors that affect utilization of evaluation among NGOs in Kenya with a case of CRS.

## 1.2 Objectives of the Study

- i. To establish the extent to which knowledge on evaluation use affects utilization of evaluation recommendations.
- ii. To assess the extent to which attitude towards evaluation use affects utilization of recommendations.
- iii. To assess the extent to which dissemination practices affect utilization of evaluation recommendations.
- iv. To determine the extent to which evaluation policy affect utilization of evaluation recommendations.

## 2.0 LITERATURE REVIEW

### 2.1 Theoretical Literature Review

#### 2.1.1 Schein's theory on Organizational Culture and Leadership

The theory on organizational culture and leadership was provided by Edgar Schein, a Harvard University-educated social psychologist. According to Schein, an organizational culture is a result of interactions between a set of subcultures and has a close relationship with the leadership of an organization (Schein, 2010). This theory applies to attitude and practices of CRS and implementing staff that either promotes or hamper utilization of evaluation recommendations. To fully understand what goes on in an organization it is important to understand both macro-context because what is observed is normally and interplay of subcultures. However, this subcultures that form over time could be subject to assumptions that may or may not hold. These assumptions could be for the total organization but also go beyond total organizations to individual's functional tasks, occupation or experiences of individual members of staff. However, even though these assumptions could go beyond total organizations, shared assumptions within a functional department could form a common subculture. These are normally based on similarities like shared education background, shared tasks or similarities of organizational experience, that is sometimes referred to as "stovepipes" or silos (Schein, 2010).

While many researchers have tried to measure organizational culture using surveys,(Schein, 2010), identifies that this approach present. First, does not know what to ask, a fact, that makes surveys to be too broad and not know what to measure and through which questions. This research has sought to address this by only focusing on only four independent variables of organizational culture on the use of evaluations. For instance, Knowledge has been defined as, implementation of evaluation recommendations only happens when departmental staff know how to plan and implement evaluation recommendations. The second problem of studying culture is that employees may not be motivated to be honest, especially because surveys require evaluations and judgments that make employees be careful. In this research, the author has sought to mitigate against this by making the responses anonymous and with an assurance of the confidentiality of the data collected. The third problem associated with using surveys to study culture is that employees may not understand or interpret them separately which through apilot study, the researcher shall improve validity and reliability of research instruments. The fourth problem is that the sample of employees surveyed may not be representative of the key culture barriers, a fact that this study has attempted to address by identifying key characteristics of



respondents including age, cadre, type of project as well as the length of service in the organization.

### **2.1.2 Theory of Constraints**

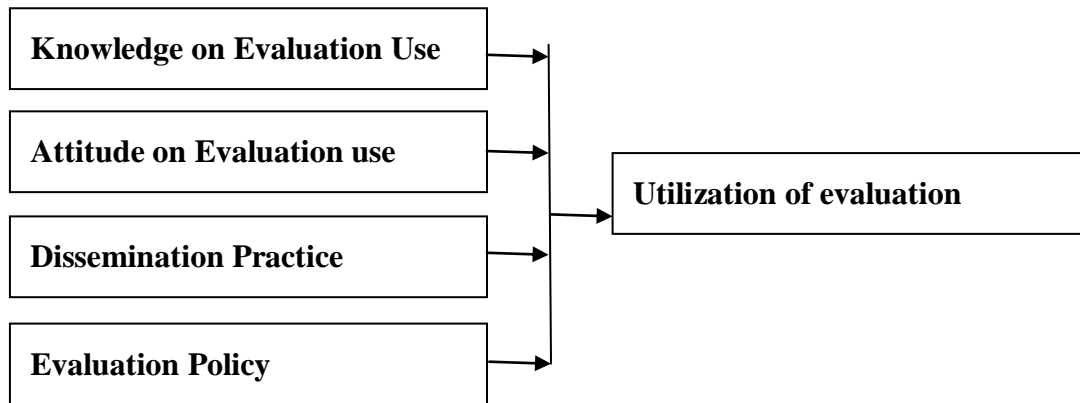
The theory of constraints (TOC) is a management philosophy developed by Dr. Eliyahu M. Goldratt, a physicist in the book “The Goal: ‘A Process of Ongoing Improvement’ in 1984. According to Goldratt, every organization has a purpose it seeks to achieve hence the title goal. However, to achieve the goal, some pre-set conditions ought to be present to enable this. For example, a non-profit organization whose goal is to improve livelihoods of the poor and suffering requires some conditions like correct targeting, quality programming and continuous learning to be present to enable it to achieve its goal. Indeed, previous a review on previous research has provided evidence that successful application of TOC results in improvement of both financial and operational performance (Victoria, 2003).

The theory of constraints states that an organization is like a chain or network of chains that with each component dependent on another with one part being the weak link. This means there is always at least one constraint in a system that limits the system’s output (Tulasi & Rao, March,2012). Constraints prevent an organization from achieving its set objectives and goals which in the case of this research will be policy, knowledge, attitudes and practices. While the organization might seek to address the constraint, there shall still be one constraint that will exist, even as the system will be stronger than earlier but not as strong as it could be. Using the ‘focus process’, Theory of Constraints identifies the constraint and re-align the rest of the organization around the constraint. Their theory outlines a five-step process for identifying and addressing the constraint.

Contrary to traditional belief TOC views constraint as positive as it continuously improves and organizations performance (Rahman, 1998).The working principle of TOC provides a focus for a continuous improvement process. The principle consists of five focusing steps (Rahman, 1998) which are summarized below: The first step is to identify the system’s constraint(s). In this step, constraints which may be physical and policy (managerial) are identified. Notably, most constraints in organizations are managerial which involve aspects of policy, procedure, rules and methods. Using the Goldratt’s Current Reality Tree, constraints are then identified and enlisted. Once the constraints have been identified they are then prioritized. With the constraint having been identified and prioritized, the next step is to decide how to exploit the system’s constraint(s).In case the constraint is found to be physical, then the key objective to ensure that the constraint is made to be as effective as possible. However, a managerial constraint should not be exploited but be eliminated and replaced with a policy which will support increased output.

From this research, Catholic Relief Services in its pursuit to continued improvement acknowledged the existence of possible weak links that if identified could then be strengthened as proposed in theory of change resulting in a continuous improvement on its performance. Therefore, this theory shall be relevant to the study as it will inform types of recommendations in case of a physical or managerial weak link.

## 2.2 Conceptual framework



**Figure 1: Conceptual Framework.**

## 2.3 Empirical Literature Review

While relevant and timely information allows managers to make accurate decisions, irrelevant information makes decision making difficult, adds to the confusion, and affects the performance of organizations (Shrianjani, Elle, & Alwis, 2002). These authors in their paper “Information as tool for management decision making”, emphasized that it was crucial that managers were aware of the information they required, how to acquire it and to maximally use it in order to survive and prosper in today's information-intensive environment a concept also underlined by Scott Christopher (Scott, 2005). These authors underline the importance of user having the knowledge on how to implement evaluation findings.

In his book, “Building the Bridge from Human Resources Data to Effective Decisions: Ten Pillars of Successful Data-Driven Decision-Making” (Adano, 2008), explained that one of the major misconceptions about the effective use of data in decision-making was assuming that once data was gathered it would be used. However, sufficient experience showed that it was not enough to make data available, organizational leaders needed a process in place for analyzing the information, getting it to the right decision-maker at the right time, and ensuring the power and resources to act on the data. This required the decision maker to have requisite knowledge on how to use the evaluations as well have an attitude that considered implementation important.

In their report to the American Evaluation Association (AEA) members, (Preskill & Caracellin, 1997) presented survey recommendations that revealed the most important strategies for facilitating the use of evaluation recommendations. In their report they identified, planning for use at the beginning of an evaluation; identifying and prioritizing intended users and intended uses of the evaluation; designing the evaluation within resource limitations; involving stakeholders in the evaluation process, communicating recommendations to stakeholders as the evaluation progresses, and developing a communication and reporting plan. While these factors did not explicitly mention role of dissemination forums, they strongly allude to the importance of communication between evaluators and intended users as an important factor in those evaluations getting used. The use of dissemination forums though not explicitly studied could then be considered as implied.

Policies in an organization provide hierarchical and span of control that ensure organizations achieve their strategic objectives or goal. From previous studies by (Shrianjani , Elle, & Alwis, 2002), managers in Singapore did not exploit all types of information sources available to them, mainly due to lack of knowledge, skills and even lack of accessibility to media channels. However, (Shrianjani , Elle, & Alwis, 2002) stated that most researchers considered the following as the main factors of evaluation use. These included; perceived the relevance of evaluation to the needs of potential users; the extent of communication between potential users and producers of evaluations; translation of evaluations into their implications for policy and programs; credibility or trust placed in evaluations and commitment or advocacy by individual users (Hughes, Leviton, & Edward, 2014). Even with great insights on factors that promoted the use of evaluation recommendations, the researcher did not find a study that directly reviewed whether the policy on evaluations and their timelines affected utilization of evaluation and stakeholder involvement (Johnson, *et al.*, 2009).

### **3.0 RESEARCH METHODOLOGY**

The study adopted a descriptive, cross-sectional research design. The target population for this study was project staff who had worked for Catholic Relief Services and its implementing partners. A total of sixty staff were identified and included in the sample frame. In order to ensure a representative sample, the researcher used multi-stage sampling. A sample size of 48 was selected. The study used semi-structured questionnaires to capture quantitative data and limited qualitative data (mostly probing questions). A pilot test was carried on a third of the sample where both validity and reliability of the tools was assured. The internal reliability of questionnaires was tested using Cronbach's alpha coefficients. Data analysis was carried using SPSS. Descriptive statistics and inferential statistics were produced. Qualitative data was also analyzed using Microsoft excel.

### **4.0 RESULTS AND DISCUSSIONS**

#### **4.1 Response Rate**

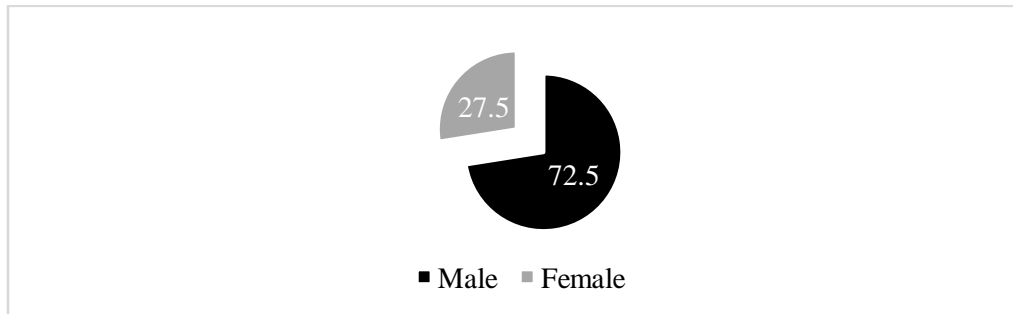
Out of 48 respondents that were targeted, 40 respondents completed the questionnaire translating to a response rate of 83%. From the eight that did not complete the survey, two respondents completed partially while six did not attempt the study. The response rate was considered sufficient for analysis.

#### **4.2 General Information on the Respondents**

##### **4.2.1 Distribution by Sex**

The figure below shows how the respondents were distributed according to sex.



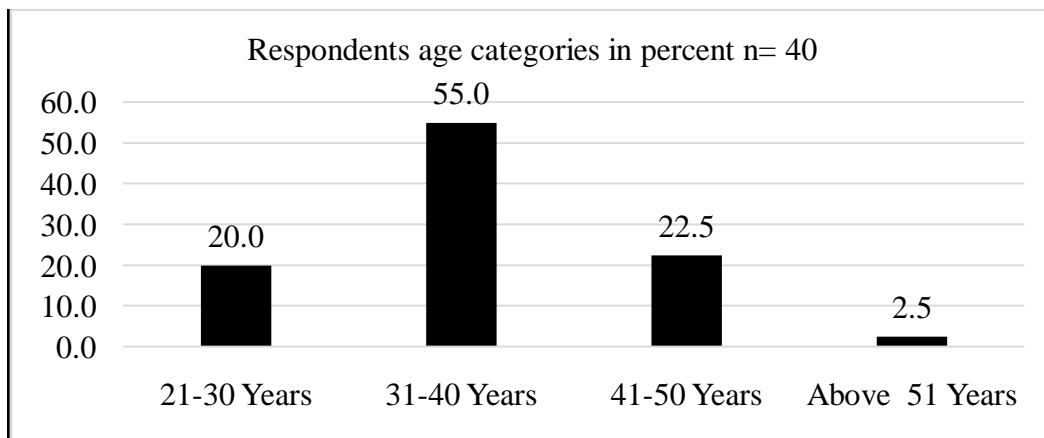


**Figure 2: Gender of Respondents in Percent.**

From figure 2 above, the majority of the respondents were female making up 73% (n=40). Despite the fact that interviewed organizations did not employ staff based on gender, this finding describes the population that participated in the survey and offers an insight of how the identified factors vary across the gender divide.

#### 4.2.2 Distribution by age

With the majority of the respondents under 40 years, this indicated that most of the respondents were still in their reproductive age and therefore still active physically and mentally (Miller , Strath, Swartz, & Cashin, 2010). For the 25% who were above 41 years, these were mostly staff who had extensive work experience and were in management and advisory roles.



**Figure 3: Respondents age categories in percent.**

### 4.3 Descriptive Statistics

#### 4.3.1 Knowledge on Evaluation Use

The study sought to establish how influential was knowledge in implementing evaluation recommendations which was also specific objective one. Knowledge is understood as the theoretical or practical understanding of a subject and largely depicts the capacity of a staff to plan and implement evaluation recommendations.

**Table 1: Influence of Knowledge on utilization of evaluations**

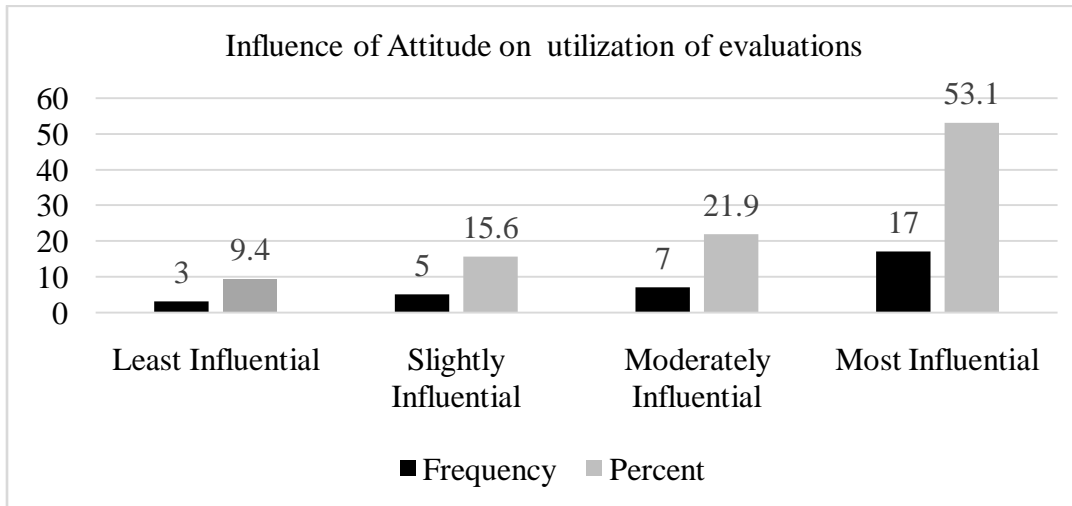
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Least Influential	13	38%
Slightly Influential	13	38%
Moderately Influential	6	18%
Most Influential	2	6%
<b>Total</b>	<b>34</b>	<b>100%</b>

Table 1 above shows how the respondents regarded knowledge to have influenced them in either utilizing or not utilizing the evaluation. From the 34 respondents who implemented evaluation recommendation, 24% of the respondents attributed their decision to knowledge as the most or moderately influential factor. However, the majority stated knowledge as least or slightly influential with 76%. This meant while staff had knowledge on how to plan and implement recommendations from evaluations, this was not strongly informing their decision. They might have known how to plan and implement but simply went ahead and implemented.

Only 8% reported knowledge as the most influential and were all from partner organizations and had worked in their organization for an average of 12 years. This was related to the fact that partner organizations had less technical capacity as compared to CRS and that by working for over 12 years, these respondents were mostly in management and did not have direct involvement on evaluations. Conversely, those who reported that knowledge was least influential, 69% were from CRS (n=9) while the rest were from partner organizations with an average length of service of 5 years.

#### **4.3.2: Attitude on Evaluation Use.**

The attitude was operationalized by asking respondents whether they considered the implementation of evaluation recommendations to be important in their project's performance. This was asked to both those who implemented and those who did not and the results were as depicted in Figure 4.



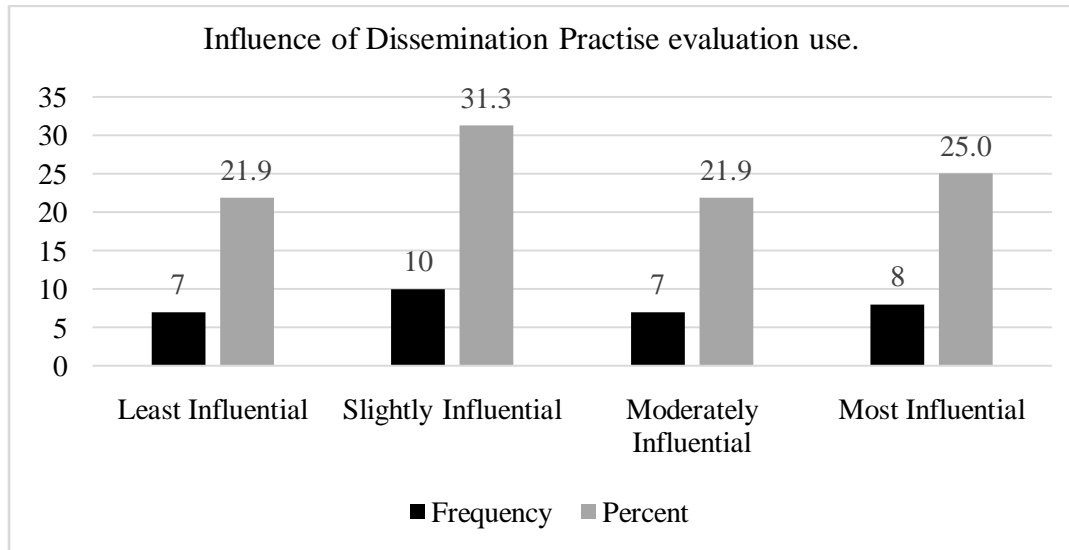
**Figure 4: Influence of Attitude on utilization of evaluations**

Over half of the respondents (53%) considered attitude as the most influential factor that made them implement evaluation recommendations. This was the opposite for knowledge with less than 10% reporting it as most influential. Generally, over 90% of the respondents attributed their use of evaluation recommendations to their attitude towards evaluations which agrees with Schein’s theory on leadership and organizational culture that attributes an organization’s culture to individual sub-cultures. However, gender, duration of employment and respondents’ age were not in any way correlated with the attitude towards evaluations with p-values of more than 0.05 for the bi-variate tests. This finding was also seen across organizations CRS and partners with 59% and 47% respectively marking a difference of 12% and concluding that attitude was the most influential factor.

#### 4.3.3 Dissemination Practice on Evaluation Use.

Another variable that was reviewed was the practice by the organizations in the dissemination of its evaluations. Respondents were asked about their experience of attending a dissemination forum, did the forums facilitate and influence their decision to implement or not implement evaluation findings. The organizations which largely follow these forums were largely similar across all selected organizations as they were all CRS implementing partners. In these forums, evaluations were presented and then participants reflected on the findings and recommendations and then input and validated them. Once validated, they would then identify and prioritize key recommendations and draw up an action plan to implement the recommendations.

From this research, there was almost same level of responses across all levels of influence with the majority of 31% stating it was slightly influential and 22% being the minority stating it was least influential, see figure 5.

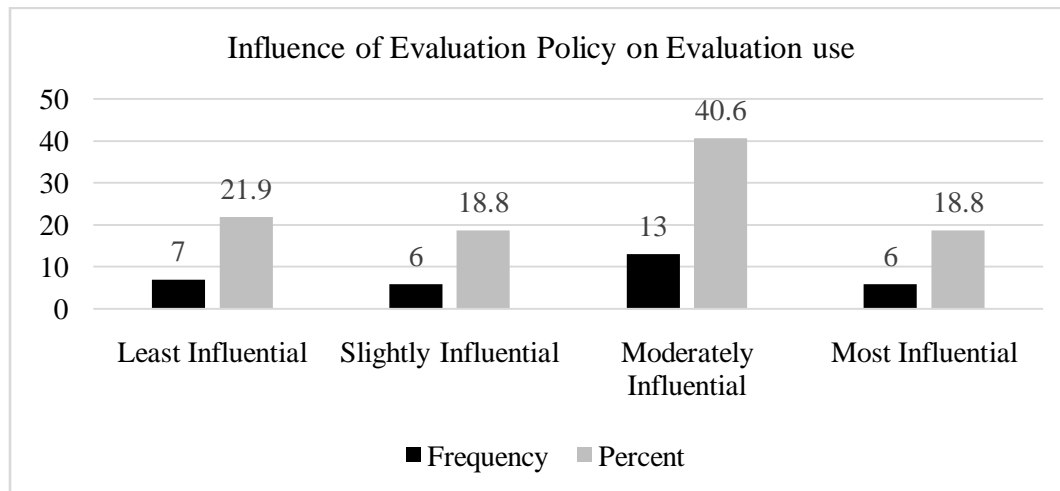


**Figure 5: Influence of Dissemination Practice evaluation use.**

From figure 5, only 29% of CRS and 20% of partner staff considered of dissemination forums as most influential, while 24% (CRS) and 20% (partner) opined it was least influential. This could be an indication that the practices could have varied based on experiences and delivery by the facilitator. From the qualitative data, respondents also indicated that staff did not see the dissemination practice as an agent of evaluation use but rather as a validation exercise. The distribution was also similarly distributed across gender with 29% of female staff stating dissemination forums were most influential to them while 25% said it was least influential. Thirteen percent of male staff also agreed it was most influential with the same percentage indicating it was least influential to them.

#### 4.3.4 Evaluation Policy on Evaluation Use.

Evaluation policy was categorized as either donor requirements or CRSMEAL policy that required projects to implement their evaluations' recommendations. While most projects implemented by partners were funded by CRS, the funds were drawn from various donors that included both public and private institutions and individuals. Most public funds had clear requirements on conducting and dissemination of evaluations while CRS as an agency applied the MEAL policy and procedures that outlined how and when evaluation recommendations were to be implemented. Figure 6 depicts how respondents considered evaluation policy to be influential in their decision of implementing or not implementing evaluation recommendations.



**Figure 6: Influence of Evaluation Policy on Evaluation use.**

Figure 6 shows that a 41% majority reported that policy was moderately influential, that is, it was not between most and slightly influential. However, in an interesting coincidence, 19% of respondents felt that policy was both slightly and most influential and 22% stated it was least influential. The response was similar for both CRS and the partner organizations with the broader category of moderate and most influential accounting for 60%. Policy was regarded as influential due to the audit component that it attracts and subsequent decisions that are made as a result of compliance or non-compliance.

#### 4.4: Inferential Statistics

##### 4.4.1: correlation of research variables

**Table 2: Bi-variate correlation among independent variables**

		Knowledge	Attitude	Dissemination Practice	Evaluation Policy
<b>Knowledge</b>	Correlation Coefficient	1	-.181	-.149	-.435*
	Sig. (2-tailed)		.305	.399	.010
	N	34	34	34	32
<b>Attitude</b>	Correlation Coefficient	-.181	1	-.551**	-.195
	Sig. (2-tailed)	.305		.001	.265
	N	34	34	34	34
<b>Dissemination Practice</b>	Correlation Coefficient	-.149	-.551**	1	-.280
	Sig. (2-tailed)	.399	.001		.109
	N	34	34	34	34
<b>Evaluation Policy</b>	Correlation Coefficient	-.435*	-.195	-.280	1

Sig. (2-tailed)	.010	.265	.109	
N	34	34	34	34

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

From the table 2 only knowledge and evaluation policy and ,attitude and dissemination practice had negatively and moderately correlation where ( $r_s$ )>0.50 but < 0.70.This means that these variables are moderately correlated but do not have a perfect linear relationship and hence independent from each other There was no significant linear relationship between any other independent variables, therefore concluding the independent variables were all independent of each other and could hence were all retained for analysis on their effect on utilization of evaluations.

#### 4.4.2 Relationship between Knowledge on Evaluation Use

The study sought to establish whether there was a linear relationship between knowledge on the use of evaluations and actually use of evaluations. Table 3 below summarizes the relationship between the independent and dependent variable.

**Table 3: Relationship between knowledge and use of evaluations**

Correlations (Spearman's rho)		Utilization of Evaluations
Knowledge on Evaluation Use	Correlation Coefficient	-.048
	Sig. (2-tailed)	.788
	N	34

Knowledge on evaluation use had a negatively and weak linear relationship with the utilization of evaluations. This means that, as knowledge on how to implement the recommendations increases the less likely people were to implement evaluation recommendations. This disagrees with that indicates that knowledge contributes to managers being able to use information for decision making. It was however noted that this relationship was not significant ( $p>0.05$ ) and therefore it cannot be concluded that knowledge makes organizations not to implement evaluation recommendations.

#### 4.4.3 Relationship between Attitude and Evaluation Use

Attitude which was assessed by how important the respondents considered use of evaluations was. Table 4 below presents the linear relationship between attitude and use of evaluations.

**Table 4: Relationship between Attitude and Evaluation Use**

Correlations (Spearman's rho)		Attitude on evaluation use
Utilization of Evaluation Findings	Correlation Coefficient	.880
	Sig. (2-tailed)	.002*
	N	34



From the study, attitude towards use evaluation was positively strong and significant ( $p < 0.05$ ). This indicated that as attitude improved, evaluation findings were more likely to be implemented.

#### 4.4.4 Relationship between Dissemination Practice and Evaluation Use

Dissemination practice was measured by finding out whether evaluation dissemination forums affected the use of evaluations in the selected organizations.

**Table 5: Relationship between dissemination practice and utilization of evaluations**

		Dissemination Practice
Utilization of Evaluation	Correlation Coefficient	-.050
	Sig. (2-tailed)	.778
	N	34

Dissemination practice had a positively weak correlation with use of evaluations. These meant that dissemination to a very small extent informed the decision to use evaluation findings.

#### 4.4.5 Relationship between Evaluation Policy and Evaluation Use

Evaluation policy included policy on evaluation use by CRS or external donor.

**Table 6: Relationship between Evaluation Policy and Evaluation Use**

		Correlations (Spearman's rho)
Utilization of Evaluation		
		Evaluation Policy
	Correlation Coefficient	.941
	Sig. (2-tailed)	.001**
	N	34

From the table 6 above, donor requirement or organization policy (independent variables) had a strongly positive and significant ( $p < 0.05$ ) correlation with the utilization of evaluations. That is, as, with a policy requiring organizations to implement evaluations findings, there were higher chances of a project using its evaluation.

## 5.0 DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Discussion

The study sought to establish whether there was a relationship between four factors and utilization of evaluation recommendations. Independent variables included knowledge on how to implement recommendations, whether they considered it important (attitude), whether dissemination practice and finally evaluation policy affected selected organization to use evaluations.

From the study, it was found that 83% of the respondents had conducted an evaluation in the last 12 months and thus participated in the study. CRS accounted for 60% of all respondents with 73% being female and 55% aged between 31 to 40 years having worked for an average of 5 years for their respective organizations.

From the study, knowledge and evaluation policy, and, attitude and dissemination practices had negatively and moderately correlation with no other correlation among the independent variables which pointed to independence of the specific objectives

Further, knowledge had a negative and weak correlation with the utilization of evaluation recommendations. Attitude and evaluation policy had a positive (weak and strong respectively) correlation. Dissemination practices, on the other hand, did not have a significant correlation with the utilization of evaluation recommendations. Dissemination forums were found to have a weak positive correlation with evaluation use.

## **5.2 Conclusions**

From the summary above it can be concluded that when organizations' staff have knowledge on how to implement evaluation recommendations it is not likely that this will make them use the evaluations. However, if their attitude towards the use of evaluations was improved and evaluation policy provided, evaluations was most likely implement their recommendations. This was not however guaranteed with the use of dissemination forums practice which did not affect utilization of evaluations.

## **5.3 Recommendations**

The study recommended strengthening and enforcement of evaluation policy, review of the content and facilitation of dissemination forums as well continued sensitization on the importance and how to implement evaluation recommendations.

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