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**PERCEPTION AND READINESS FOR EVALUATION IN
GOVERNMENTAL ORGANIZATIONS AND NON-GOVERNMENTAL
ORGANIZATIONS IN TURKEY**

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APPROVAL PAGE



DECLARATION

I hereby declare that this Master's Thesis titled as “**Perception and Readiness for Evaluation in Governmental Organizations and Non-governmental Organizations in Turkey**” has been written by myself in accordance with the academic rules and ethical conduct. I also declare that all materials benefited in this thesis consist of the mentioned resources in the reference list. I verify all these with my honour.

12/04/2021

Merve Nur BAYTOK



ÖZET

Yüksek Lisans Tezi

**Türkiye’de Sivil Toplum Kuruluşlarının ve Kamu Kurumlarının
Değerlendirme Konusunda Algıları ve Hazır Olma Durumları**

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Yunan filozof Herakleitos’a göre, ‘Değişmeyen tek şey değişimdir.’ Sürekli değişen koşullar ve toplum nedeniyle kuruluşlar değişikliklere uyum sağlamanın, pazarda hayatta kalmanın ve faaliyetlerine devam etmenin yollarını aramaktadırlar. Değerlendirme yapmak kuruluşlar için değişim ve gelişimi gözlemlemenin yollarından biridir. Değerlendirme kapasitesi geliştirme (ECB) programları, değerlendirme sonuçlarının doğru kullanımı, organizasyondaki aksaklıkların tespiti ve ortadan kaldırılması ve etkili karar verme için destekleyici bir özellik gösterir. Değerlendirme kapasitesi geliştirme programlarını tasarlarırken, ülkedeki mevcut durumu bilmek önemlidir. Mevcut durumu bilmek kuruluşun değerlendirmeye hazır olma düzeyini, mevcut değerlendirme algısı düzeyini ve değerlendirme uygulamalarını ortaya çıkarmak adına gerekli bir adımdır. Bu çalışmanın amacı, Türkiye’de kamu kurum ve sivil toplum kuruluşlarının (STK) kurum kültürü, liderlik, kaynaklar ve varsa mevcut değerlendirme uygulamaları gibi örgütsel özelliklere bağlı olarak değerlendirmeye hazır olup olmama durumlarını ve bu boyutlardaki farklılıklarını araştırmaktır. Anket yapılan örneklem Türkiye’deki devlet kurumlarının ve ulusal ve uluslararası STK’ların 71 temsilcisini içermektedir. Ankete katılan sivil toplum kuruluşlarından ve kamu kurumlarından temsilcilerin verdikleri cevaplar arasında önemli bir fark olmakla birlikte, araştırmanın bulguları, her iki kuruluş için de değerlendirme farkındalığının düşük olduğunu göstermektedir. Her ne kadar

değerlendirme örgütsel öğrenme ve iyileştirilmiş örgütsel performans için bir araç olarak görülse de, kurumların kültürü, liderliği ve yapısı, değerlendirme faaliyetlerinin uygulanması ve kullanımı için destekleyici özellikler göstermemektedir. Sonuçlar, sivil toplum kuruluşlarının kamu kurumlarına göre değerlendirme kavramına daha hazır olduklarını ve daha pozitif bir algıya sahip olduklarını ortaya koymaktadır. Fakat yine de değerlendirmenin Türkiye’de kamu ve sivil toplum kuruluşlarının kaynaklarının etkin kullanımı için önemli bir araç olarak konumlanmasının ve değerlendirme kapasitesinin geliştirilmesinin gereğinde ortaya koymaktadır.

Anahtar Kelimeler: Değerlendirmeye Hazır Olma, Değerlendirme Kapasitesi, Örgütsel Öğrenme, Türkiye’de Değerlendirme

ABSTRACT
Master's Thesis
Perception and Readiness for Evaluation
in Governmental Organizations and Non-governmental Organizations in Turkey
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According to the Greek philosopher Heraclitus, “ the only thing that is constant is change.” Continuously changing conditions and society makes the organizations struggle to find ways to adapt changes, survive in the marketplace and go on their activities. One of the ways to addressing change and development in the organizations has been to evaluate. Evaluation capacity building (ECB) programs show a supportive characteristic to accurate use of evaluation results, detection, and removal of disruptions in the organization and effective decision making. In designing evaluation capacity building (ECB) programs, it is significant to know the baseline situation in a country. A necessary step is to expose the status of current perception and practices of evaluation to understand the organization's readiness level for evaluation. The aim of this study is to reveal the evaluation readiness of governmental organizations and non-governmental organizations and the perception and differences about the evaluation concept of governmental organizations and non-governmental organizations in Turkey. In the literature on organizational culture on evaluative inquiry there is a structured questionnaire that focused on some dimensions these are culture, leadership, resources and existing evaluation practices, if any. The survey sample includes 71 representatives of governmental organizations and non-governmental organizations (NGOs) in Turkey. Although there is a significant difference between the answers of NGOs and governmental organizations, findings of the study revealed that, for both of the organizations the awareness of evaluation is low and evaluation is a perceived tool for organizational learning, help for development of organization performance, culture, leadership and structure of the organizations.

However, there is a mismatch between these and organizations' evaluation activities in practice. The results reveal, NGOs seem more optimistic and ready to absorb the dimensions of evaluation concept than governmental organizations, but unfortunately evaluation is not yet a major tool for efficient use of resources and organizational learning in Turkish organizations.

Keywords: Evaluation Readiness, Evaluation Capacity, Organizational Learning, Turkish case



**PERCEPTION AND READINESS FOR EVALUATION IN GOVERNMENTAL
ORGANIZATIONS AND NON-GOVERNMENTAL ORGANIZATIONS IN TURKEY**

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ABBREVIATIONS

ANOVA	Analysis of variance
CORE	Capacity and Organizational Readiness for Evaluation
CFCU	Central Finance and Contracts Unit
DRG	Democracy, Human Rights, Governance
ECB	Evaluation Capacity Building
ECD	Evaluation Capacity Development
EU	European Union
IOCE	International Organization for Cooperation in Evaluation
M&E	Monitoring and Evaluation
NESE	Network of Evaluation Societies in Europe
NGO	Non-governmental Organizations
OECD	Organization for Economic Cooperation
PREM	Poverty Reduction and Economic Management
RM&E	Results-based Monitoring and Evaluation
ROLE	Readiness for Organizational Learning and Evaluation
TEGV	Türkiye Eğitim Gönüllüleri Vakfı
TEMA	Türkiye Erozyonla Mücadele, Ağaçlandırma ve Doğal Varlıkları Koruma Vakfı
TMES	Turkish Monitoring and Evaluation Society
TOFD	Türkiye Omurilik Felçlileri Derneği
UN	United Nations
UNEG	United Nations Evaluation Group
VOPE	Voluntary Organization for Professional Evaluation

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INTRODUCTION

The origin of the NGOs comes from civil society, a political community. NGO is the source of political, economic, cultural, and moral foundations. Thus, NGOs are significant formation for a country. For example, In Europe the role of civil society organizations or non- governmental organizations (NGOs) is to influence the external policy of the European Union (EU) and member states. The NGOs represent the interests of civil society, national and international associations, and lobbies (Irrera, 2009). On the other hand, the governmental organizations are crucial for the overall well-being of a country (World Bank, 1999). Although the concept of civil society appears quite flexible when compared with government organizations in the European Union (EU) system, there are some restrictions on civil society (European Union, 2017). Because of the crucial role non-governmental organizations (NGOs) maintain in society, it becomes a concern that their evaluation is held to a stricter standard (Brown, 2009).

Nowadays the concept of evaluation for non-governmental organizations (NGOs) and government organizations is becoming popular for organizations all around the world but especially in Europe (Brown, 2009). Normally in economy, there are 4 industry growth stages such as infant (emerging) stage, growth stage, mature stage and declining stage (Halton, 2019). The concept of evaluation can be classified into 3 categories such as infant industry ', a' growth industry 'or an' industry in decline (Leeuw, 2000). Throughout a World Bank Symposium related with Evaluation Capacity Building (Picciotto, 1998) was mentioned to evaluation as an 'infant industry'. "An infant industry is any newly established type of activity for which the economy's existing endowment of skills and human capital does not provide immediate technological mastery" (Westphal, 1982). An infant industry means accomplished of several firms entering at the same time into a promising market in economics literature (Leeuw, 2000). At this stage the evaluation in organizations is considered as an infant industry in Europe (Halton, 2019).

On the other hand, in Asia, the state or governmental organizations and non-governmental organizations formed a corporatist relationship which advocates the organization of society by corporate groups (GU Xin, Wang Xu, 2005). The government closely controls the activities of non-governmental organizations through registration, funding, and personnel (Chan, 1993). In fact, a corporatist relationship some researchers have proposed the concept of "state-led civil society"

with an eclectic attitude. (Frolic, 1997) So, we can think that concept of evaluation is applying by governmental organizations against non-governmental organizations.

In Turkey, the evaluation concept is rather new for the governmental organizations and non-governmental organizations (NGOs). Turkey has lagged behind other European countries to follow and apply the developments related with evaluation concept in organizations. Although there has been a range of projects and activities intended to put evaluation into use in Turkey, there is a need for an improvement in evaluation capacity. The Turkish Monitoring and Evaluation Society (TMES), established in 2013, aims to bring together professionals to practice and foster monitoring and evaluation culture across all institutions. As a registered voluntary organization for professional evaluation (VOPE) in the International Organization for Cooperation in Evaluation (IOCE), TMES aspires to develop a network of evaluators in Turkey and share knowledge about evaluation with organizations that would potentially benefit from evaluation use. In recent workshops and consultations with stakeholders, TMES identified that a major problem is the low demand for evaluation that creates a weak capacity to do and use evaluation in the organizations. Moreover, weak capacity restricts the possibilities for evaluation to be considered as an important learning tool in creating resilient societies. (Akgüngör, S., Gülcan, Y., Kuştepe, Y., Erkan, V., Çelik, Ş., G., 2018).

This study reports on the depths of how ready the non-governmental organizations (NGOs) and governmental organizations for evaluation in Turkey. So, the objective of this study is to explore the perception about evaluation and evaluation readiness of non-governmental organizations (NGOs) and government organizations in Turkey. We are trying to see the perception and readiness for evaluation for both non-governmental organizations (NGOs) and government organizations. Also, we try to explain the differences between non-governmental organizations (NGOs) and government organizations.

The effectiveness of evaluation is linked with the infrastructure of the organization. A key point for establishing evaluation capacity building is to reveal and find the status of current perception and practices of evaluation to understand the organizational readiness level and perception for evaluation. The study will try to answer the question of how do the non-governmental organizations (NGOs) and government organizations perceive the benefits of evaluation in Turkey, what is the current perception about the evaluation concept for the non-governmental organizations (NGOs) and government organizations in Turkey? To what extent are

the governmental organizations and NGOs ready for evaluation in terms of organizational culture, leadership, and organizational structure?

Therefore, this research pursues to provide clarity on the study of the elements that make an organization ready for evaluation. It proposes to revise the perception, awareness, and readiness about evaluation in NGOs and governmental organizations, to observe how the methods for evaluation in the organizations if any are and how to capture value by applying the evaluation in the organizational learning. What are the differences in the implementation of evaluation between government organizations and NGOs? For this reason, this study is based on the survey to better observe the awareness, perception, readiness, organization's culture, leadership structure, and statistics about them aimed at using the real-life applications of the evaluation in organizations. The study is mainly aimed at highlighting the importance of the evaluation of the organizations as a major tool for efficient use of resources and organizational learning in Turkish organizations.

Preskill and Torres (1999) refer to the significance of readiness in organizations for evaluative inquiry. Organizational readiness for evaluation is important in effective and efficient implementation and use of evaluation in organizations. Before applying programs and policies for evaluation capacity building (ECB), the basic factor is to clearly understand the organization's readiness level for evaluation. Following Preskill and Torres (1999), ROLE (The readiness for organizational learning and evaluation instrument) is designed to help an organization establish its level of readiness for implementing organizational learning and evaluation practices and processes to support evaluation in its activities. Another instrument is CORE (Capacity and organizational readiness for evaluation) tool to determine the level of readiness for evaluation and organizational learning with an emphasis on culture leadership and resources, systems, structures, and processes of the organizations. It is designed by Morario (2012) to help organizations determine readiness for evaluation and learning. So, the ROLE and CORE tools were used to understand organizational readiness and organizational learning for evaluation.

Perception and organizational readiness for evaluation of NGOs and governmental organizations will be understood and interpreted within the framework of Turkey case with this study. So, the study also aims to demonstrate evaluation concept for each non-governmental organizations (NGOs) and governmental organizations and differences between the non-governmental organizations (NGOs)

and governmental organizations. The readiness for organizational learning and evaluation instrument (ROLE) tool and capacity and organizational readiness for evaluation (CORE) tool were the main tools for our studies experimental part. They have been created to help organizations evaluate and strengthen their readiness for incorporating evaluation and learning into their processes and activities (Bruner Foundation, 2007; Preskill & Torres, 2000; Volkov & King, 2007). Preskill and Torres (1999) developed ROLE instrument as a scale for organizational readiness. Organizations can use the ROLE tool to decide their level of readiness for applying organizational learning and evaluation practices that support them. The purpose of the ROLE tool is to specify areas of strength on which to construct evaluation efforts, and areas that the organizations need for evaluation.

CHAPTER 1

THE CONCEPT OF EVALUATION

Even though most people are unfamiliar with the term "evaluation", the activity that is meant by it is as old as mankind itself (Mathinson, 2004). A formal definition of evaluation is structured by UN as follows:

"An assessment, as systematic and impartial as possible, of an activity, project, program, strategy, policy, topic, theme, sector, operational area, or institutional performance. It analyses the level of achievement of both expected and unexpected results by examining the results chain, processes, contextual factors and causality using appropriate criteria such as relevance, effectiveness, efficiency, impact and sustainability (UNEG Norms and Standards for Evaluation, 2017)."

Evaluation can give information about planning, programming, budgeting, implementation and reporting and development effectiveness and organizational effectiveness (UNEG, 2016). Evaluations are an important tool for generating experiential knowledge. Organizations are conducted by gathering information and then evaluating it to ultimately make decisions. The evaluation criteria used can be very different but are very often based on the use of an object, facts or development process for certain people or groups. Depending on the selection of criteria, the benefit assessment by individual persons or groups can accordingly vary greatly. Evaluators are carried out by collecting information and then evaluating it to ultimately make decisions. So, it's very important who commissions an evaluation, who carries it out, what goals are pursued by whom, what procedures are chosen,

and which methods are used. The success of a project in an organization is related to the implementation of the organization's self-evaluation culture rather than the creation of measurement systems (Ebrahim & Rangan, 2014). This outlines some important questions that evaluations must deal with and that are dealt with in this volume.

Epstein & Yuthas point out three factors for social impact measurement: Evaluate to learn, evaluate to take action and evaluate for accountability (Epstein & Yuthas, 2014). The opinion behind the evaluation concept is that both governmental and non-governmental organizations (NGOs) have some gains such as having more reliable sources than business dynamics, getting higher efficiency and innovation, getting better responsiveness to the stakeholder served and increasing legitimacy and accountability which are also dominant in the field. (Yalçın, A., Güner, D., 2015). Evaluation increases the accountability. Many grant makers are interested in the results of the evaluation. Funders may continue to fund or terminate the fund depending on the success of performance that we can measure with evaluation. Evaluation helps to increase the grant maker engagement through increased trust in the organizations. (Epstein & Yuthas, 2014)

Evaluation activities usually focus on the performance of the multilateral agency in developing countries. (Kusek, J., Z., Rist, R., C., 2004). The number of non-governmental entities such as civil society organizations, academia, and private sector attended in Evaluation Capacity Development (ECD) programs has been particularly low (Leach et al., 2007; Mehta et al., 2010; Piper & Nadvi, 2010; Tembo, 2008). Technical skills and practices of evaluation professionals in developing countries have not developed. Because of that the number of local firms ensuring evaluation services to the organizations are low (Tarsilla, M., 2012).

Evaluation readiness is a concept used to define an organization or program's capability to successfully perform an evaluation project or framework (Morario, J., 2012). Evaluation Capacity Building (ECB) expresses that a process of improving the organization's capability about using evaluation, getting information, learning from its work, and improving results. Innovation Network concentrates on evaluation capacity building (ECB), supplying data and expertise to establish the capacity of both governmental and non-governmental organizations to learn from their activities to develop their outcomes (Welsh M., Morariu J., 2011). The important point for creating an evaluation capacity building program is knowing some sort of baseline data related with the current understanding and practices of

evaluation (Piñeiro, M., 2007). In establishing evaluation capacity program (ECB), it is crucial to know the baseline situation in the organization. An essential step is to show the status of current understanding and practices of evaluation in Turkey.

The evaluation provides evidence about for what reason the goals and outcomes are or are not being achieved. It seeks to address issues of causality (Kusek and Rist 2004). There are several reports related to the evaluation capacity not only in developed countries such as Canada and EU (Cousins, Goh, and Elliott, 2007; Estep, 2006) but also in developing countries such as Sub-Saharan African countries, Egypt, Romania, and East Asia (Kusek, 2011; Tarsilla, 2012).

CHAPTER 2

LITERATURE REVIEW

2.1. DIFFERENCES BETWEEN IN NGOS AND GOVERNMENT ORGANIZATIONS RELATED TO EVALUATION CONCEPT

Civil society refers to a space for social life that is interrelated to the public but excludes government activities. (Meidinger, 2001). The membership of the civil society is quite diverse, covering individuals, religious and academic institutions, issue-focused groups such as non-profit or non-governmental organizations.

According to The United Nations (U.N.) Department of Public Information (DPI) definition the NGO is;

“A not-for-profit, voluntary citizen’s group that is organized on a local, national or international level to address issues in support of the public good. Task-oriented and made up of people with a common interest, NGOs perform a variety of services and humanitarian functions, bring citizen’s concerns to Governments, monitor policy and program implementation, and encourage the participation of civil society stakeholders at the community level” (United Nations).

Non-governmental organizations are where the groups of individuals come together and organize for the various targets, reasons, and ideologies that stimulate human vision and dream. NGOs can be established with a membership ranging from local to global to advocate a specific cause on specific issues such as support girls' education or human rights (Charnovitz, 1997).

Non-governmental organizations are privately owned and that act independent from state. Non-governmental organizations count as the third sector

and are a sub-category of non-profit organizations. The aim is not to generate profits, but to achieve goals that benefit the common good. If profit is nevertheless made, it will not be distributed to members and employees. In the case, profit must flow back into the organization itself and is reinvested. (Bruhn, 2015)

The duties and responsibilities of non-governmental organizations in the society are increasing the awareness of democracy and the level of social welfare, contributing to globalization and public services, ensuring economic development (Akatay & Yelkikalan, 2007). Although NGOs fall apart from their targets, they can act and collaborate to achieve a common goal with the government. Also, they can work against governments when governments are promoting policies which are reverse to the NGO's goals (Carr & Outhwaite, 2011).

Non-governmental organizations (NGOs) may bear the feature of "no confidence" by themselves from their stakeholders, supporters, beneficiaries, and public goodwill (Brown, 2009). A non-governmental organization (NGOs) behaves like decision making mechanism to answer some of the demands that cut across the borders of states. For this reason, NGOs engagement in political participation, representation, and democratization has reached the top level of institutionalization of the dialogue with civil society. To this end, NGOs are delegating to Economic and Social Council (ECOSOC) the task of establishing a special procedure of NGOs recording, accreditation, and provision of consultative status by the United Nations (Irrera, 2009).

In the beginning, evaluation is defined as the program evaluation concept that means documentation of spent money. Later, investigation of customer satisfaction was the center of evaluation. Lastly, the focus was outputs of program evaluation (Plantz, Taylor, Greenway, and Hendricks (1997) and Blewden (2010)).

Several development agencies like German Development Cooperation, Norwegian Agency for Development Cooperation, Swedish International Development Cooperation Agency, and United States Agency for International Development around the world have presumptions about evaluation serves two primary functions (Tarsilla, 2012). First, evaluation serves to increase accountability of the organizations against its shareholders and Grantmakers (Wiesner, 1997). Second, it serves to increase organizational learning on what works fine and what needs to be developed in projects and programs among those who appoint, manage, conduct, and use evaluation (Argyris and Schön, 1996; Bamberger, 2009, Pasteur, 2006; Solomon & Chowdhury, 2002).

Because of the funding issues, NGOs cannot act independently from their shareholders, and they have concerns in terms of autonomous of NGO research and plans. The dependence is affecting the NGOs research and analysis they attended to management processes. Therefore, NGOs should be transparent and open to scrutiny against their stakeholders or Grantmakers. (Esty & Ivanova, 2002)

Stakeholders can monitor and evaluate an organization's performance with evaluation mechanisms to measure the existence of systems through. The necessary conditions are inclusiveness and transparency for having efficient evaluation mechanisms as stakeholders require to be both effectively aware and included in the process. There is a misunderstanding about evaluation concept in NGOs. According to NGOs first, evaluation is limited with a particular project rather than the non-governmental organizations. Secondly, evaluation is a one-shot or short-term activity for the NGOs. For example, the NGOs made an evaluation for a particular project in the past; most completed it several years ago and demonstrate no plan of carrying out a similar study soon. Thirdly, there is a debate about the objectivity of the evaluation outcomes. As a result, Turkish NGOs are far away from having comprehensive and inclusive evaluation procedures. NGOs should alter the perception that evaluation is part of a particular project that needs to be accountable to funders and begin to see it as an essential part of keeping their work up to date, maximizing their impact, and avoiding waste of organizations' resources. In this process, there are two difficulties faced by organizations: lack of resources and strategic planning. Most of the NGOs do not make any strategic planning regarding evaluation, making it difficult to create a basis to measure current activities. Still, the advantages of having evaluation mechanisms are understood better by many organizations. NGOs have been supported to build more efficient evaluation activities by providing extra funding and training opportunities. (Meydanoğlu & Zivali, 2011)

The NGOs and governmental organizations need to have a clear and well-focused and well-defined mission statement to decide and act about new programs and projects (Jonker & Meehan, 2014; Bryce, 1992; Bryson, 1995; Moore, 1995; Oster, 1995). The mission statement describes the value of the organizations to society and forms the organization's goal; it is a criterion that is used in evaluating past performance and future plans of actions (Bryce, 1992). The common aim of evaluation is accountability and quality assurance for the governmental

organizations and NGOs (Blewden, 2010; Bozzo, 2002; Chaytor, MacDonald, & Melvin, 2002; Juillet, Andrew, Aubry, & Mrenica, 2001).

Non-governmental organizations face several challenges with the rising expectations to conduct program evaluation. These challenges are needing support and help for evaluation from staff and volunteers, increasing learning-oriented approaches and having a limited capacity in many organizations to run efficient evaluations (Cousins, Goh, Elliott, Aubry & Gilbert, 2014). Because of this deficiency of both internal skills and resources there is lack of capacity for evaluation in NGOs (Adams & Dickinson, 2010; Bozzo, 2002). In the literature, there is a consensus that lack of data and talent causes the low-level evaluations in the organizations (Bozzo, 2002; Chaytor et al., 2002; Hall, Phillips, Meillat, Pickering, 2003; Juillet et al., 2001).

Governmental organizations provide public services, and, in this context, they provide service intended to serve all members of a community (McGregor & Campbell & Macy & Cleveland, 1982). The definition for public services is the activities carried out by the administration or by private persons under the close supervision and supervision of the administration to satisfy a public need, which are qualified as a public service by political organs, are called public service. To give a broader definition; The activity that is subjected to a regime of privileges and obligations (specific legal regime) that is not available for private activities by the legislature and whose responsibility and control is undertaken by a public authority in the final analysis since it contains public interest and cannot be properly presented as a private activity, it is a public service (İşten, 2007).

The concept of public service has changed over time late 20th century. There has been a transition from the public service understanding, which was objectivist in the beginning, to the understanding of the relatively subjective public service (Eser, Memişoğlu and Özdamar, 2011: 210).

With the new understanding, senior managers are provided with the opportunity to act more comfortably and foresee that the managers have professional management skills in accordance with the understanding of the private sector (Arslan, 2010: 27). The success and effectiveness of an organization depend on the effectiveness and success of its management. Fundamental management functions (planning, organizing, and controlling) have changed with new functions that are evaluation, determining the targets, communication within the organization, motivation of employees, training, vision statement, culture, leadership and structure. (Şahin, 2010: 28).

Governmental organizations applying evaluation for two main reasons; being accountable to public, decision makers, service users, taxpayers, and other stakeholders about the worth of government policies programs and interventions and improving management of government (Davies, Newcomer and Soydan, 2006).

Governments use evaluation methods for performance measurement tools. One of them is Impact evaluation is essentially a type of goals-based evaluation and that involves target setting and monitoring. Impact evaluation relies on an experimental and quasi-experimental evaluation and systematic reviews. Another evaluation application in governmental organizations is formative or process evaluation where the aim is to inform about program and policy development (Datta, 2003).

In some independent institutions such as universities within the body of government, evaluation is carried out within the government-by-government units, and it is carried out by third parties like auditing agencies or internally. So, governments are building particular units of evaluation and putting evaluation in center of government structure (Davies, Nuttley & Walter, 2005). Even if an organization has a good internal review unit, there is a risk that organizations will shut down unless there is more internal demand for effective evaluations.

According to some studies, In Canada, there is a lack of building evaluation capacity and conducting evaluation activities in the governmental organizations when compared with the other organizations. The problem is the deficiency of personnel, resources and abilities for evaluation and program evaluation, control and management functions have become indistinguishable as people who are defined as evaluators are positioned in common units with auditors. Also, top management perceives that evaluation is unrelated to the decision making and it will not affect top management's decisions (Beere, 2005; Cousins, 2007; Gusman, 2005; McDavid & Huse, 2007).

In literature, there is a Poverty Reduction and Economic Management (PREM) Note on "Assessing country readiness for results-based monitoring and evaluation systems," definition about the relation between the monitoring and evaluation systems and budgetary issues. The types of evaluation are varying like Results-based, traditional, etc. According to PREM Note; results-based monitoring and evaluation (RM&E) address the questions about social impact, hitting the target, spending the funds on schedule, definition, and exact understanding of achievement for the organizations (Kusek, 2011). There is a wrong perception about results-

informed budgeting system is thinking that government will be converted just by having information on how well it is doing. The government has never linked program outputs and evidence with better policies, more coherent budgets, and improved public management systems. And the government can also ignore performance data (Schick, 2003).

Nowadays in many countries, governments feel significant pressures about being accountable and open to evaluation about their budgetary resources and facilities that were used to reach satisfying outcomes. So, being transparent about the consumption and provide a clear information about that spent by government for public goodwill is a fundamental function of government. Current budget systems are not enough to measure policy and program performance of organizations. Although the government spends considerable amounts on both monitoring & evaluation and improving budget systems, there is still a technical challenge to measure, monitor and report. In that context, the role and function of government have been modified with new notions of transparency, being accountable, monetary issues, economy-efficiency-effectiveness models and public participation to this process have clearly transformed. This transformation aimed to obtain proper outputs from inputs from setting policy priorities, budgeting, and implementation. As a result, the required tool is readiness for evaluation and that gives a foresight about monitoring and evaluation in a country (Kusek, 2011).

2.2. EVALUATION READINESS, PERCEPTION AND CAPACITY BUILDING

2.2.1. Evaluation Readiness, Perception,

First of all, what is evaluation readiness? "Evaluation readiness is a term used to describe an organization or program's ability to successfully implement an evaluation project or framework. Evaluation readiness has multiple components, including leadership support for evaluation, organizational culture in support of learning and improvement, evaluation skills and expertise, and resources (Morariu, 2012)." Becoming ready to incorporate evaluation is a process and it will not happen overnight – or in the span of a two-hour workshop. Readiness is a continuum and it's not that you're ready or you're not. Rather, organizations have different strengths to develop and areas to improve when it comes to being ready for evaluation. (Manning & Goodman, 2016)

In the literature, there are some steps for Grantmakers to decide readiness for evaluation. The first step is determining Grantmaker readiness for evaluation and learning using tools such as the Capacity and Organizational Readiness for Evaluation (CORE) tool or The Readiness for Organizational Learning and Evaluation Instrument tool (ROLE). Preskill and Torres (1999) refer to the importance of readiness in organizations for evaluative inquiry. In here ROLE tool is designed to help an organization determine its level of readiness for implementing organizational learning and evaluation practices and processes that support it. The ROLE occurs of questions grouped into six major dimensions which are Culture, Leadership, Systems and Structures, Communication, Teams, and Evaluation. The results of that instrument can be used to; defining the being of learning organization characteristics, defining interest in conducting an evaluation that simplifies organizational learning, defining strength areas to utilize leverage evaluative inquiry processes and defining areas that organizations need for organizational change and development. In brief, the organization uses the outcomes of the tool to make some areas powerful in the organizations like leading to the greater individual, team, and organizational learning and focus organization's efforts on development (Preskill & Torres, 1999). Another tool for determining readiness for evaluation is CORE tool to assessing readiness for evaluation and learning with an emphasis on culture leadership and resources, systems, structures, and processes of the organizations. CORE tool is designed to help organizations assess readiness for evaluation and learning. Secondly, using the results of Grantmakers evaluation try to understand Grantmaker readiness for evaluation and learning, and plan for capacity and practice improvements as necessary with the help of that concepts; learning focused evaluation, skills of organizations workers about learning focused evaluation, need for a fund to conduct evaluation in the organizations. The next step is assessing grantee readiness for evaluation and learning using a tool such as the CORE tool or ROLE tool. Later, use the results of grantees evaluation; try to understand grantees readiness for evaluation and learning, and plan for capacity and practice improvements as necessary. Grantees readiness for evaluation can be understandable with the investigations about defining the areas needed to be strengthened in the organization, defining the ways for building evaluation capacity and with inferences as to whether the grant recipients provide the necessary support to be successful in their evaluation efforts. Lastly consider the resources and investigate the ways to support the evaluation and learning improvements for

Grantmaker and/or grantee. There are two ways; first to evaluate and strengthen their own grantmaking activities; and second, to be an evaluation resource and defender to grantees (Morario, 2012).

The Monitoring and Evaluation Readiness Assessment Tool is designed by Kusek and Rist focused on the current capacity of a government to design, build, and sustain a results-based monitoring and evaluation system. The tool is divided into three sections: Incentives; Roles and Responsibilities; and Capacity Building. The instrument includes 40 questions with eight areas.

- Leaders for results-based M&E (Monitoring and Evaluation) evident within the country.
- Proposed or existing government reforms linked with a results-based M&E initiative.
- Using the results-based M&E information to assess the government's performance.
- Management framework within the government to oversee the introduction and continuation of a results-based M&E system.
- Relationship between budget/resource allocation procedures and M&E information
- Collection and analyzing results-based M&E information to assess government's performance (inside or outside the government)
- Capacity building for M&E?
- Existing donor initiatives to which a results-based M&E initiative might be linked

Evaluation readiness provides the basis for an action plan for moving forward on multiple fronts (political and technical) necessary to establish an information system within the government. The purpose of evaluation readiness for governmental organizations is to assist individual governments, the donor community, and their multiple development partners for their participation in public sector reform (whether or not they exist) to systematically address preconditions. There are some challenges about establishing evaluation concept in a governmental organization such as lack of political support, lack of technical training about evaluation, establishing evaluation capacity building and establishing the necessary infrastructure to produce, collect, analyze, and report relevant information. The

government, the donors, and partners can work on the difficulties in building a new evaluation system when they gained information from the evaluation activities. Establishing an evaluation concept within the organization is a process which has been supported by technical considerations and components. With the gained information from evaluation, governmental organizations will be more transparent, accountable and they can change political power bases in organizations, challenge traditional logic on program and policy performance, have decisions and manage new resource allocation. (Kusek and Rist: 2000, 2001)

In the literature, there are 3 case studies about evaluation readiness within three developing countries: Bangladesh, Egypt, and Romania. Regarding the studies, when building an evaluation capacity program in a country it is significant to know the base-line situation. In a developing country, the complexity of designing and establishing an evaluation system is not to be considered as unimportant. Designing an evaluation concept requires huge efforts. The organizations must get an information system to monitor their own performance. Designing evaluation concept can be difficult and demanding but it worth the time and attention (The World Bank, 1999).

Organizations perceive accountability and control as an evaluation and think that they include the concept of evaluation in their activities (Blewden, 2010; Bozzo, 2002; Chaytor, MacDonald, & Melvin, 2002; Juillet, Andrew, Aubry, & Mrenica, 2001). Due to the NGOs do on their own rather than including their beneficiaries or stakeholders or don't have an independent third party assume the responsibility, there is a general perception about NGOs are compromising the objectivity of the outcomes. Another perception about evaluation is seeing evaluation only a project part to be accounted to the funders and begin seeing evaluation as a fundamental part of keeping their work relevant, maximizing their effect, and avoiding waste of the organizations' resources. (Meydanoğlu & Zivali, 2011)

Also, when we look at the literature, we see that there are wrong perceptions about evaluation. A survey has been conducted in Canada gives some detailed information about the perceptions about evaluation. Respondents were NGOs, governmental and public and private organizations. The purpose of the survey is to show the difficulties faced by non-governmental organizations about evaluation. Most of the respondents claimed that they are using evaluation in their daily activities. Most of the NGOs indicated that the funders or stakeholders are expecting to evaluate the outcomes or impacts of their programs. And they described

themselves as having successfully evaluated activities and outcomes. As a result of the study, the researchers found that the organizations have a wrong perception about the evaluation concept about the differentiation between outputs and outcomes with many of these organizations actually collecting data on outputs only, but they were thinking that they were making evaluation (Hall, Phillips, Meillat & Pickering, 2003).

2.2.2. Evaluation Capacity Building

Capacity building refers to organizations' efforts which organizations use to make stronger their activities. Evaluation can count as one of these activities but not only evaluation but also some concepts like management of accounting and human resources, leadership, structure and resources, budgeting, communications, administration, and recruitment are in activities. Capacity building often takes the shape of an organization or individual with particular expertise transferring knowledge and skills to the staff of an organization. That's why capacity building can take many forms, such as coaching, technical assistance, training, and workshops (Morariu, 2012).

"Evaluation capacity building (ECB) is the process of improving an organization's ability to use evaluation to learn from its work and improve results. Organizational learning is incredibly important. Organizations that are adept at learning from mistakes and adapting to new challenges are more likely to be successful, and in the nonprofit sector, more likely to make significant progress toward mission-related outcomes (Morariu, 2012)."

According to Taylor-Powell & Boyd, evaluation capacity building (ECB) gives special importance to developing organizational support for program evaluation as well as overall organizational learning. Being evaluable is a characteristic of a program and refers to the program's ability or readiness to be meaningfully evaluated, in a trustable and accountable manner, so as to contribute to developed program performance and management. The continuously growing demand for outcomes has produced an increased need for evaluation capacity building (ECB) (Taylor-Powell & Boyd, 2008). Firstly, evaluation capacity building focuses on strengthening the technical skills of the individuals for the organizations' workers and evaluation practitioners, designer of evaluation. Because individuals who are

working for an organization should have an understanding about evaluation and they have self-confidence to apply simple evaluation activities. Personnel of the organizations does not have to be an evaluation expert, but everyone does need to have a basic assistance for evaluation activities and having an understanding about the evaluation activities (Valadez & Bamberger, 1994). Secondly, evaluation capacity building focus on making strong organizational evaluation approaches. Inside of an organization, there must be effective mechanisms to support evaluation. Within the organizations well defined and well-established systems and processes help the staff to define, collect and use evaluative information. Organizations search and use data and feedback to continuously evaluate and develop their work. Supporting shareholders are behind the efforts of organizations and can play a key role in helping grantees to use knowledge effectively. These shareholders are aware that organizations need to understand what is working before they can scale what works. Shareholders have to understand first what is working for them in the area to understand what is working in their own charitable efforts is helping grantees (Brennan & Major, 2011).

Most of the governmental organizations are allocating their resources surplus for evaluation capacity building (ECB) (Cousins, Goh & Elliot, 2007). Evaluation investigators and practitioners are progressively aware of the importance of understanding the concepts of evaluation capacity and evaluation outcomes (Stockdill, Baizerman & Compton, 2002; Shulha & Cousins, 1997). But there is a deficiency of empirical research about the evaluation capacity building and the other evaluation activities. Answers to the questions as to how to build evaluation capacity and under what circumstances will evaluation results be used in decision-making is also not clear. However, in the literature, there is a conceptual framework that attempts to link organizational learning, evaluative inquiry, evaluation consequences and evaluation capacity. The study provides a frame about how to build an evaluation capacity in organizations and the drivers for evaluation use (Cousins, Goh, Clark and Lee, 2004).

NGOs have a lack of evaluation capacity to meet high Grantmaker expectations and to make a qualified evaluation of the non-governmental organizations' programs. There is a lack of evaluation capacity in the NGOs. So, organizations have a combination of instructive tools, training and getting technical support to develop evaluation capacity (Satterlund, Treiber, Kipke, Kwon, and Cassady, 2013).

Although the increased demand for evaluation activities, there is limited evaluation capacity in many countries (RAND, 2005). Over the last decade, funding for evaluation capacity activities increased (OECD, 2011). For establishing and implementing a strong evaluation capacity, it is important to know first to previous evaluation capacity in the organization and develop action plans accordingly. The lack of a real evaluative culture (e.g., the systematic conduct of evaluation and the use of findings for decision-making) often resulting from the limited ability of Evaluation Capacity Building (ECB) in the organizations (Trochim, 1991).

Tarsilla (2012) discusses several factors that hinder the effectiveness of activities that supporting evaluation capacity in developing countries. First, lack of a common and agreed-upon definition of ECD targets and implementation modalities among both national governments and development partners. The second factor is sided targeting of about evaluation capacity development programming between non-governmental organizations and governmental organizations. Governmental organizations have a privileged status within the scope of evaluation capacity development activities. (Lee, 1999; IOCE, 2006; Kusek & Rist, 2004; Rist & Stame, 2006; Unido, 1990; Wiesner, 1997). On the other hand, the number of non-governmental organizations is low which is involved in evaluation development capacity building in developing countries (Leach et al., 2007; Mehta et al., 2010; Piper & Nadvi, 2010; Tembo, 2008). As a result of this biased targeting, organizations have limited technical skills and practice of evaluation. Another result is that number of local firms that provide evaluation services to the Government of NGOs is low that result with lack of operational tools for evaluative activities.

2.3. ORGANIZATIONAL LEARNING

Organizational learning is a continuous process of organizational growth and improvement. As Mathison (1994) clarifies, "One-shot program evaluations will not provide the information to address fundamental organizational traits and characteristics which influence all programs" Organizational learning is firstly combined with work activities and within the organization's infrastructure (e.g., its culture, systems and structures, leadership, and communication mechanisms). Secondly, organizational learning requires the agreement of values, attitudes, and perceptions among organizational members; and lastly, uses data or feedback about both processes and outcomes to make changes in the organization.

Evaluation conducted in support of organizational learning provides a means for (a) developing a community of research, (b) using the intellectual capital of organization's members, and (c) addressing challenges and/or changes that face the organization. Implementation of the organizational learning required that the organizations carefully evaluate how ready their structures, policies, procedures, and members are to support organizational learning and evaluation practices that's why implementation of the organizational learning and evaluation activities isn't simple for organizations. Many organizations target is becoming a learning organization to respond to internal and external demands for growth and success (Preskill & Torres, 1999; Torres, Preskill, & Piontek, 1996).

The goals of evaluation activities in an organization are to promote accountability and learning. Evaluation aims to understand why — and to what extent — intended and unintended results were achieved and to analyze the implications of the results (UNEG,2016) Evaluation and learning are fundamental capacities for the organizations. These two concepts should not be seen as extra workload for the organizations. (McKinsey & Company,2001). Organizational learning is linked with evaluation capacity building (ECB) which also emphasizes improving organizational support (Taylor-Powell & Boyd, 2007). Evaluation capacity is being integral to the cultural construct of organizational learning capacity (OLC). Goh's (1998) conceptualization of a learning organization represents OLC. There are five learning organization features; being clear and supportive for mission and vision, having leadership that supports organizational learning within the organization, having an experimental organizational culture, transferring data effectively within the organization, and teamwork and cooperation. The power of each of these attributes is measured using the Organizational Learning Survey developed by. If the evaluators can see these attributes in their organizations, they will see that they have the capacity for organizational learning (Goh and Richards, 1997).

In the organizations, organizational learning has been supported by evaluative inquiry. Evaluative inquiry is leading to think and investigate about organizational merit, value, and importance. The results of the investigation defined as an organizational learning system (Cousins, 2003; Cousins et al, 2004; Owen & Lambert, 1995, 1998; Preskill, 1994). When combined into the organizational culture, it becomes complementary to the obtaining of information external to the organization as well as the creation of new information and shared understanding

within the organization. Evaluators focused on understanding the role and practice of evaluation in the ongoing learning of the organization as a whole (see Forss, Cracknell, & Samset, 1994; Owen & Lambert, 1995; Owen & Rogers, 1999; Patton, 1997; Preskill & Torres, 1999, 2000; Russ-Eft & Preskill, 2001; Shulha, 2000; Sonnichsen, 1999; Torres, 1991; Torres, Preskill, & Piontek, 1996; Weiss, 1998).

In the literature, the studies about the NGOs and governmental organizations generally focus on defining the concepts and the importance, kinds of forms within the historical development process, inspecting the relationships with other concepts like democracy and negotiating the current problems of civil society organizations. There are other studies with emphasis on evaluation and its bodies like evaluation readiness, evaluation capacity building, evaluation capacity development and organizational learning. Organizations need these concepts to establish an evaluation concept in their formation. To be able to need something, we must first be aware of it. Awareness about the importance of the evaluation concept in organizations will be the first step to establish an evaluation capacity building and applying evaluation in an organization. After, readiness and perception are the second key point for an effective evaluation in the organizations.

This study aims to explore the differences between non-governmental organizations and governmental organizations with respect to evaluation readiness and perception in Turkey as a country where evaluation is in the early development stage. Also, we try to enlighten about the differences between Government and NGOs about perceived benefits of evaluation concept and differences about evaluation readiness in terms of culture, leadership, and structure.

CHAPTER 3

THEORITICAL MODEL AND HYPOTHESIS

Conducting evaluation capacity at the national level is important for the purpose of enriching accountability and quality assurance of the institutions as well as providing a learning tool for better governance. In majority of developing countries, evaluation is usually promoted by multilateral agencies with a purpose of evaluation of development projects. Most of the developing countries, evaluation is usually promoted by multilateral agencies with a purpose of evaluation of development projects. In the literature, there are several reports related with the

evaluation capacity not only for developed countries such as Canada and EU (Cousins, et. Al, 2007; Estep,2006) but also in developing countries such as Sub-Saharan African countries, Egypt, Romania, and East Asia (Kusek, 2011; Tarsilla, 2012). Tarsilla (2012) has an argument that the effectiveness of evaluation activities was hindered by several factors in developing countries. Because of the low involvement of non-governmental organizations (NGOs) for evaluation development capacity building causes a limitation in the technical skills and practices of evaluation professionals in developing countries. Another factor is that number of local firms that provide evaluation services to the Government of NGOs is low that result with lack of operational tools for evaluative activities. Organization for Economic Cooperation (OECD) assessment proves the lack of enough capacity need for evaluation (including in the area of evaluation) within the public sector in a number of countries (OECD, 2010).

Evaluation is a new concept for the organizations all around the World and also in Turkey and knowing the baseline situation in organization is important for evaluation. That means evaluation readiness is the first step for the overall evaluation concept. Organizational readiness for evaluation term refers to an organization's or program's ability to successfully implement an evaluation project or framework (Morario, 2012). So, initially, for an efficient and successful evaluation process, we should ask the question "how ready the organizations for evaluation? " One of the research questions is, to what extent are the governmental organizations and NGOs are ready for evaluation in terms of organizational culture, leadership, and organizational structure? One of the hypotheses is the organizations are ready for evaluation in terms of culture, leadership and organizational structure and there is a significant difference between governmental organizations and NGOs.

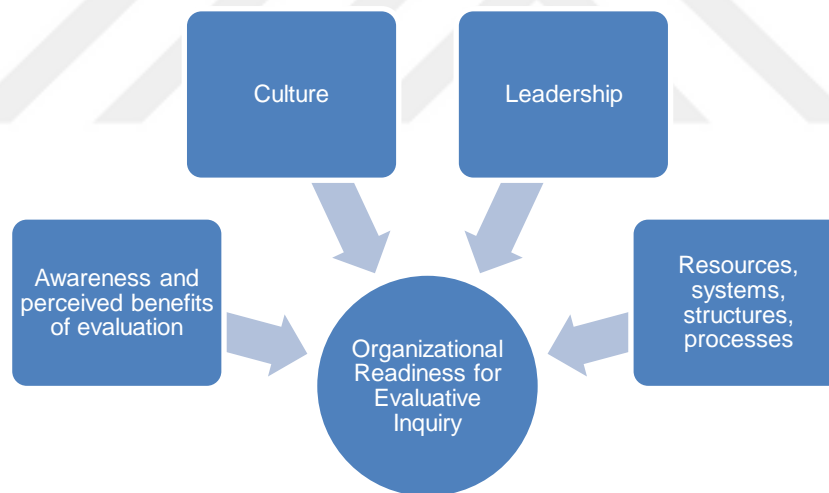
Preskill and Torres (1999) refer to the significance of readiness in organizations for evaluative inquiry. Organizational readiness is important in effective and efficient practices and use of evaluation. Before implementing policies and programs for evaluation capacity building (ECB), the primary factor is to understand the organization's readiness level for evaluation. Following Preskill and Torres (1999), ROLE is designed to help an organization determine its level of readiness for implementing organizational learning and evaluation practices and processes to support evaluation. Morario (2012) offers another instrument to assess readiness for evaluation and learning with an emphasis on some dimensions such as culture leadership and resources, systems, structures, and processes of the

organizations. CORE tool is designed to help organizations assess readiness for evaluation and learning.

In this study we combine CORE tool and ROLE tool and try to understand organization's readiness level for implementing organizational learning, evaluation practices and processes for evaluation, perception about evaluation and differences about evaluation concept (if any) in NGOs and governmental organizations with 4 dimensions. These dimensions are perceived benefits of evaluation, culture, leadership, systems, and structures.

Following the discussions above, this study is designed to assess the organizational readiness for evaluation under four components (Figure 1).

Figure 1: Readiness for Evaluation in Organizations



The Research Questions are;

1-How do the governmental organizations and NGOs perceive the benefits of evaluation?

2-To what extend are the governmental organizations and NGOs are ready for evaluation in terms of organizational culture, leadership, and organizational structure?

Hypotheses are.

1-The organizations perceive that evaluation is beneficial for their organizations.

- There is a significant difference between governmental organizations and NGOs

2- The organizations are ready for evaluation in terms of culture, leadership, and organizational structure.

- There is a significant difference between governmental organizations and NGOs

CHAPTER 4

DATA AND METHODOLOGY

4.1 SAMPLING

The population from which the sample of the study is selected are the NGOs and Government Organizations in Turkey. The sampling procedure for the Government organizations was convenient where the researchers approached the organizations that were likely to answer the questions related to evaluation. For the NGOs, the researchers obtained a list of NGOs from Ministry of Internal Affairs website Using the list, researchers selected the national and regional, well-established and well-known NGOs according to activity areas rather than local NGOs such as Türkiye Eğitim Gönüllüleri Vakfı (TEGV), Türkiye Erozyonla Mücadele, Ağaçlandırma ve Doğal Varlıkları Koruma Vakfı (TEMA), Türkiye Dış Ticaret Derneği, Türkiye Omurilik Felçlileri Derneği (TOFD) etc. Ease of Access was a key selection element for the researchers to conduct the survey face to face for NGOs in İzmir and to access easily by phone or e-mail to conduct the survey for the other NGOs in Turkey. Another selection factor is being active in terms of activities, plans & projects, and events for NGOs.

The study sample includes 23 NGOs operating in Istanbul (6), Ankara (2), Kahramanmaraş (1), Kutahya (1) and Izmir (12) and 48 government organizations operating in Ankara. We categorized the age of the organizations like; new, a little new and old. The sample consists of people aged between 18 and 62, and these people were selected without considering their previous experience, education (if any) and awareness about evaluation. Therefore, the sample contains the people who have never heard and don't have awareness the evaluation or who had knowledge and awareness about evaluation. Most of the respondents are women between the ages of 18-39. The education level of the sample varies; while % 2.8 of the sample has completed elementary school and associated degree, % 95.8 of the sample have completed undergraduate, graduate and doctorate. The selection criteria were on convenience sampling which is one of the non-probability sampling methods. The selection criteria for the organizations were ease of accessibility and convenience in approaching the organizations.

4.2 DATA COLLECTION

The population includes non-governmental organizations (NGOs) and Government organizations, and the number of NGOs is 23 from each of the three cities. Out of 23, 12 of the NGOs are located in Izmir and we conducted face to face interviews with that NGOs. For the other NGOs, we conducted surveys with e-mails and phone calls. The sample also included 48 respondents that work for different governmental organizations. For the governmental organizations, data collected collaboration with Monitoring and Evaluation Society. The selection criteria were ease of accessibility and convenience in approaching the organizations. The data type is Quantitative data which means "Data expressing a certain quantity, amount or range. Usually, there are measurement units associated with the data, e.g., meters, in the case of the height of a person. It makes sense to set boundary limits to such data, and it is also meaningful to apply arithmetic operations to the data...." (OECD) This type of data claims to be certain, scientific, and credible. There are some methods to collect the quantitative data like surveys, tests, existing databases...

Since we live in a kind of information society there is a continuously growing demand for statistical information about the social, political, economic, and cultural shape of countries. That kind of information will allow the people to make informed

decisions for a better future. A survey is a strong tool to gather new statistical data. A survey collects information about well-defined population and these populations don't have to consist of people. For example, the elements of the population can be farms, non-governmental organizations, schools, or government organizations. Generally, information is collected by asking questions to the representatives of the elements in population. (Bethlehem, 2009).

Scientific evaluations differ from everyday evaluations only in the use of empirical research methods. These encompass the entire range of social science research paradigms. They are systematic in that the basic rules for the collection of valid and relevant data apply. (Rossi and others, 1988, Wottawa & Thierau 1990, Will & Blickhan, 1987) Evaluation research can therefore be understood as a sub-area of applied research that differs from basic research in some respects. During basic research relatively pointless according to knowledge evaluation research has a client who is pursuing certain intentions. The evaluator must therefore be guided by the objectives of his client. Another key difference from basic research is that evaluations are always linked to a rating. While basic research can largely abstain from normative judgments, an evaluation is always required, it is part of the research mandate. The evaluator can adopt the assessment criteria of the client or target groups that are being evaluated (e.g., target achievement, expectations of the target groups) or define your own evaluation criteria (e.g., needs of the target groups, contribution to reducing social or social inequality). In here the purpose and function of the evaluation concept are different than the traditional evaluation concept (audit) so different methods such as questionnaires, interviews or group discussions are also used when evaluating, which are not used in traditional auditing (Yenice, E., 2006).

So, in this study, we applied the survey method to collect data from the NGOs and governmental organizations. The elements of our population are NGOs and governmental organizations. A pilot study was conducted by applying a questionnaire to 71 people who are the representatives of the elements in our population to understand whether the questions used in the survey have question integrity with each other, to identify the questions that are misunderstood and to minimize the errors in the survey.

For the questionnaire development, we used the Readiness for Organizational Learning and Evaluation (ROLE) instrument designed by Preskill and

Torres (Preskill, H. & Torres, R. T., 2000) and Capacity and Organizational Readiness for Evaluation (CORE) instrument designed by Johanna Morario (Morario, 2012). In the survey, the questions on perceived benefits of evaluation are drawn from Preskill and Torres (1999) (ROLE tool). Questions on organizational culture, leadership and organizational structure come from Morario (2012) (CORE tool).

At the beginning of the survey, the participants were asked to read the definition of evaluation as suggested by United Nations Evaluation Group (UNEG Norms and Standards for Evaluation, 2017).

"An assessment, as systematic and impartial as possible, of an activity, project, program, strategy, policy, topic, theme, sector, operational area, or institutional performance. It analyses the level of achievement of both expected and unexpected results by examining the results chain, processes, contextual factors and causality using appropriate criteria such as relevance, effectiveness, efficiency, impact and sustainability (UNEG Norms and Standards for Evaluation, 2017). "

As mentioned above, the aim of the survey is to investigate the organization's readiness for evaluation. The survey included 27 questions with some of these dimensions above.

a) Identification-5 items,

- Respondents Profile
- Respondent's years in organization
- Training about evaluation
- Age of the organization
- Type of the organization

b) Institution's awareness of evaluation - 5 items,

- Importance of evaluation culture for the organization
- Evaluation practices (if any)
- Types of practices
- Implementation type of evaluation in your organization
- Causes for evaluation in your organization

c) Perceived benefits of evaluation (6 items)

d) Culture-5 items,

e) Leadership- 4 items,

f) System and Structures- 4 items.

g) Information related to the person who responding the survey

Part 1 of the survey includes questions about the profile of the organization (Question 1-4). The questions are related to the training about the evaluation, age of the organization, type of the organization (governmental organization or non-governmental organization), the number of managers and workers in the organization.

Part 2 of the survey includes questions on awareness (Question 5-10). Awareness questions are listed below.

5. Do you think that evaluation culture is important for your organization?
6. Does your organization practice evaluation?
7. If your organization does not have any evaluation practice, what are the reasons (check all that applies)
8. With regards to evaluation, which types of practices are commonly implemented in your organization?
9. How does your organization implement evaluation?
10. Why does your organization implement evaluation?

Parts 3,4,5,6 of the survey include questions on ...perceived benefits of evaluation, culture, leadership, structure, and information about the respondents....

Perceive Benefits of Evaluation

11. Managers and supervisors like (or would like) us to evaluate our efforts.
12. It has been (or would be) worthwhile to integrate evaluation activities in our daily work practices.
13. Evaluation helps (or would help) us to provide better programs, processes, products, and services.
14. The integration of evaluation activities into our work has enhanced (or would enhance) the quality of decision-making
15. There would be support among employees if we tried to do more (or any) evaluation work
16. Doing (more) evaluation would make it easier to convince managers for needed changes.

Culture

17. Employees use data, information, and evidence in decision-making to both support and challenge the work of the organization.
18. The organization builds in time for individual and group reflection about services, products, and processes.

19. Employees' constructive mistakes are viewed as opportunities for learning, not punishment.
20. Employees regularly engage in knowledge sharing and transfer.
21. Employees continuously look for ways to experiment and innovate to improve services, products, and processes.

Leadership

22. Leaders demand appropriate and authentic evidence for decision-making from staff.
23. Leaders walk the talk and demonstrate commitment to evaluation, organizational learning, and evidence-based decision-making.
24. Leaders support capacity building for evaluation and learning, and devote necessary resources/time
25. Leaders create/support staff positions to be responsible for systematic and ongoing evaluation and learning

Structure

26. Organizational departments effectively share information
27. There are structures and systems in place to systematically gather, store, analyze, and use data.

For the questions (Questions 11-27) we use a 5-point Likert scale (ranging from 1= Strongly Disagree to 5 =Strongly Agree) to measure the extent to which the participants agree with each statement. Likert Scale was developed by psychologist Rensis Likert to measure internationalization and attitudes towards black people (Semiz and Altunışık, 2016). 5-point Likert Scale is one of the Multiple Scales that come from more than one item and are evaluated according to the same higher scale. It is used for multi-dimensional measurement that cannot be measured in one dimension (Altunışık, Coşkun, Bayraktaroğlu and Yıldırım, 2005). One of the most used types of Multiple Scale is Likert scale which is similar to the dimensional separation scale in terms of; the judgement is divided into 5 equal special divisions (İslamoğlu, 2003). The purpose of the scale is to rank the participants' attitudes and thoughts about an event in a certain order (Arıkan, 2000). In this scale, participants are asked various judgments and statements and asked to indicate their degree of agreement with these judgments (Foxall, Goldsmith and Brown, 1998 and Erdoğan, Nahcivan and Esin, 2015). Scoring in this scale is usually calculated as positive statements, high and as negative statements, low scores. Answer options can be 3, 5, 7, 9 and 11 (Semiz and Altunışık, 2016) the most used one is the 5 (Erdoğan,

Nahcivan and Esin, 2015). The scale aims to determine the attitudes of people by determining to what extent the respondent can agree or not to agree with various judgments about the subject. While making this determination, the judgments are used exactly without any change. (Gelen, Yılmaz, Kurtulmuş, 2010) The Likert Scale consists of a stimulus that people react to by showing how much they agree and while the answers are analyzed in the Likert Scale, a numerical value is given to each answer option (Tezbaşaran, 2008). In this study, we gave a numerical value for each answer option from 1 (Strongly disagree), 2 (Strongly agree), 3 (Neutral), 4 (Agree) to 5 (Strongly agree).

Part 7 of the survey includes demographic questions, such as age, gender, education level; total number of years worked in the institution, mission of the institution, and task of the respondents within the institution regarding evaluation.

4.3 DATA ANALYSIS

In order to test the research hypotheses, the following statistical procedures were used:

For hypothesis 1 (The organizations perceive that evaluation is beneficial for their organizations) and 2 (The organizations are ready for evaluation in terms of culture, leadership and organizational structure), we use contingency tables and chi square statistics to explore the differences in frequencies across the answers to the questions; How do the governmental organizations and NGOs perceive the benefits of evaluation? and To what extend are the governmental organizations and NGOs are ready for evaluation in terms of organizational culture, leadership, and organizational structure?

For the sub hypotheses (Sub hypothesis 1: There are significant differences between governmental organizations and NGOs; Sub hypothesis 2: There are significant differences between governmental organizations and NGOs), we use cluster analysis and statistical tools to test for differences in averages across the clusters.

Firstly, Cronbach Alpha is used to explain or question the homogeneous structure of the items in the scale. For the reliability analysis of the scale Cronbach's alpha coefficients were calculated for the whole scale and sub-factors. The Cronbach's alpha coefficient for the whole scale was found to be 0.919, and this result shows that the scale is highly reliable.

4.3.1. Cross tabulation and the Pearson Chi Square Test

Tests that do not rely on any assumptions about population distribution or main mass parameters are called "nonparametric tests" and test statistics are called "nonparametric statistics". A clear advantage of a nonparametric test is that nothing about the main mass, it can be used safely when it is unknown. For example, the sample size is so small that the sampling distribution of the statistics does not approach the normal distribution. In this case, a nonparametric technique is needed. Nonparametric tests are easier and more practical than parametric tests. (Kartal, 2006)

Non-parametric statistical analyses can be used for cross tabulated data (contingency tables). The main assumption behind the cross-tabulation analysis is that the variables used in cases where the variables are not normally distributed, and the sample size is small (Uçar, 2006). Crosstabulations demonstrate the relationship between two categorical variables. Cross tables are mainly used to analyze the relationship between two variables. This allows the researcher to examine the relationship between variables and the intersections of categories for each relevant variable (Sweet, Grace-Martin, 2003).

The chi-square distribution is often used to test two independent qualitative criteria. The zero hypothesis (H_0) indicates that the two criteria are independent; the research hypothesis (H_a) states that there is a relationship between the two criteria. The Pearson chi-square test shows whether there is a dependency between quantitative or qualitative variables, whether the sample results are suitable for a certain theoretical probability distribution, whether two or more samples come from the same population, whether the ratios of more than two populations are equal, and the various population ratios are equal to a certain value (Weisstein, 1999).

A common statistical procedure to explore whether frequencies are randomly distributed or whether there is a tendency of the frequencies to gather in particular cells is chi square analysis. Chi-square test (χ^2 test) is used quite frequently in the

testing of conformity, independence, variance, homogeneity, and dependency of groups. Chi-square test determines whether observed frequencies fit a certain hypothesis or a random distribution (Serper 2003).

The χ^2 test statistic is calculated as below:

$$\chi^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i} = N \sum_{i=1}^n \frac{(O_i/N - p_i)^2}{p_i}$$

In that formula.

χ^2 : Pearson's cumulative test statistic, which asymptotically approaches a distribution.

O_i : the number of observations of type i

N : total number of observations

$E_i = Np_i$ = the expected (theoretical) count of type i , asserted by the null hypothesis that the fraction of type i in the population is p_i .

n : the number of cells in the table and degrees of freedom is $(df) = (r-1)(c-1)$ where r is the number of rows and c is the number of columns in the table.

For single variable samples, such as 1-sample t-test with sample size n , can be expressed as sample size minus one. In mathematically, it is represented as, $(n-1)$.

In this study, researchers used cross tabulation to understand the relation between the scores for NGOs and governmental organizations according to the frequency of each answer with the Pearson chi-square test in the table 7, table 10, table 13 and table 16.

4.3.2. T-tests and Analysis of Variance (ANOVA)

In testing differences between mean values across different groups, we use T-tests and analysis of variance (ANOVA). When comparing more than two groups, the most used method is the traditional ANOVA F-test (one-way ANalysis of VAriance: One Way: ANOVA) (Özdemir & Yıldıztepe, 2015). The term "one-way" means that it is the only feature that distinguishes groups from each other, or groups

are separated by the values of one variable. When k random samples of n volumes are taken from K populations, k populations are normal distribution with mean $\mu_1, \mu_2, \dots, \mu_k$ and σ^2 common variances show. Hypotheses based on community parameters are tested with one-way analysis of variance through k sample (group) data taken from each of the normally distributed societies with definite parameters (Özdamar, 1999). So, one-way analysis of variance is applied to test the equality of k independent group averages taken from k populations showing normal distribution.

One-way analysis of variance aims to test whether two or more groups are taken from populations with similar mean normally distributed using common variance. In the variance analysis technique, the F distribution is used, this distribution is a continuous distribution. It is based on the ratio of variances calculated from the sample. This distribution depends on two degrees of freedom and the results are interpreted by looking at the tables prepared for different degrees of freedom and Type I errors.

While investigating whether there is a difference between the Analysis of Variance and the effect on the attribute our hypotheses are established as follows:

- $\mu_1 = \mu_2 = \dots, \mu_k$
- $\mu_1 \neq \mu_2 \neq \dots, \mu_k$

μ is mean of the answers for each question.

When comparing the mean of the two groups, by looking at sample sizes and variable types, parametric t -tests or non-parametric counterparts Mann Whitney U or Wilcoxon tests are used. When comparing the means of two groups, the t -tests to be used are divided into two depending on whether the variables are dependent or independent (Kim, 2015) In this study, the independent samples t -test was used to compare the quantitative continuous data between two independent groups. The groups were governmental organizations and NGOs. One-way Anova (F - Statistics) test was used to compare the quantitative continuous data between more than two independent groups. In here we compared the mean values of answers for each question for perceived benefits of evaluation, culture, leadership, and structure separately for NGO and Government Organizations.

4.3.3. Cluster Analysis

In order to group the organizations with respect to their attitudes on evaluation, we use cluster analysis. The analysis is one of the classification methods

that is used to organize a set of observations as a group or a limited set of clusters. It is a multivariate statistical method that aims to divide into a number. The aim of Cluster analysis is to classify a set of clusters such that cases in each cluster are more similar to each other and to submit summary information of the data to researchers. Cluster analysis is a method for classifying the articles examined in a study by collecting them into certain groups according to their similarities, revealing the common class of units and general information about these (Kaufman and Rousseuw, 1990). The first step in clustering analysis is to use a similarity or distance measure (such as squared Euclidean distance or Pearson correlation). Then a decision is made about which clustering technique will be use (such as hierarchical or non-hierarchical). In the third step, the type of clustering method that will be used for the technique chosen in step 2 (such as the centroid method in hierarchical clustering technique) is selected. In the last stage, the number of clusters is determined, and the result of the clustering is interpreted (Sharma, 1996:187).

There are various approaches that can be used to include units into clusters based on their similarity. The most used clustering algorithms are grouped under two categories called hierarchical cluster analysis and non-hierarchical cluster analysis (Blashfield and Aldenferder, 1978). Hierarchical approach starts with assigning two of the most similar units to the same group and ends with assigning all units to the same group. (Özdamar, 1999 & SPSS, 1999)

4.4.3.1 Hierarchical Cluster Analysis

Hierarchical clustering techniques are the process of combining clusters one after another (Firat, 1997). According to Romesburg (2004), the first step is creating a data matrix with columns specifying the objects to be clustered and rows and attributes defining those objects. The second step is standardizing the data matrix. The third step is measuring the similarities between all object pairs and the last step is using a clustering method.

There are two hierarchical methods, namely agglomerative or bottom-up approach and divisive or top-down approach (Hubert, 1974). In this study, the agglomerative hierarchical method was applied. In the agglomerative hierarchical method, each unit or each observation is initially considered a cluster and pairs of clusters are merged as one move up the hierarchy. So, the two closest clusters (or

observations) are then combined into a new cluster. Thus, the number of clusters is reduced by one at each step. This process can be illustrated in what is called a dendrogram or tree chart.

There are some linkage functions to implement hierarchical clustering algorithm such as single linkage, average linkage, complete linkage, Ward linkage, etc., and that defines the distance between any two sub-sets (and rely on the base distance between elements). In this study, Ward's method was applied, to minimize the variances within the clusters. In the determination and in the classification of the units Pearson correlation coefficient method was taken as the proximity measure. In Ward's Method, the total deviation squares based on the distance of the observation falling in the middle of cluster from the observations in the same cluster are used (Antalyalı, 2006; Sharma and Wadhawan, 2009).

We limit the number of clusters to 2 groups using the sample as a whole including the government organizations and NGOs. The two clusters (CLU1 and CLU2) included both sets of organizations. For example, in CLU1 there were 25 governmental organizations and 11 non-governmental organizations. In CLU2 there were 22 governmental organizations and 13 non-governmental organizations. And we compare these two clusters in terms of mean values of answers with the dimensions the perceived benefits of evaluation, culture, leadership, and structure parts' questions.

Furthermore, we compared mean values of the two sets of organizations across two clusters. The organizations were therefore grouped across four dimensions: Group 1: NGOs in CLU1, Group 2: NGOs in CLU 2, Group 3: Governmental organizations in CLU 1; Group 4: Governmental organizations in CLU 2.

In "Group 1" there are 10 NGOs from CLU1 and in "Group 2" there are 13 NGOs from CLU 2. In "Group 3", there are 26 governmental organizations from CLU1 and in "Group 4", there are 22 governmental organizations from CLU2.

We compared mean values of answers across CLU1 and CLU2 as well as answers across Group 1 vs Group 2 and answers across Group 3 and Group 4 using independent sample t test for the mean values of the questions on "perceived benefits", "culture", "leadership" and "structure" as listed below:

Perceive Benefits of Evaluation

11. Managers and supervisors like (or would like) us to evaluate our efforts.

12. It has been (or would be) worthwhile to integrate evaluation activities in our daily work practices.
13. Evaluation helps (or would help) us to provide better programs, processes, products, and services.
14. The integration of evaluation activities into our work has enhanced (or would enhance) the quality of decision-making
15. There would be support among employees if we tried to do more (or any) evaluation work
16. Doing (more) evaluation would make it easier to convince managers for needed changes.

Culture

17. Employees use data, information, and evidence in decisionmaking to both support and challenge the work of the organization.
18. The organization builds in time for individual and group reflection about services, products, and processes.
19. Employees' constructive mistakes are viewed as opportunities for learning, not punishment.
20. Employees regularly engage in knowledge sharing and transfer.
21. Employees continuously look for ways to experiment and innovate to improve services, products, and processes.

Leadership

22. Leaders demand appropriate and authentic evidence for decision-making from staff.
23. Leaders walk the talk and demonstrate commitment to evaluation, organizational learning, and evidence-based decision-making.
24. Leaders support capacity building for evaluation and learning, and devote necessary resources/time
25. Leaders create/support staff positions to be responsible for systematic and ongoing evaluation and learning

Structure

26. Organizational departments effectively share information
27. There are structures and systems in place to systematically gather, store, analyze, and use data.

CHAPTER 5

EMPRICAL RESULTS

5.1. RESPONDENTS PROFILE

The total number of survey participants (from both NGOs and governmental organizations) number is 71. Out of that 71; 48 of the participants are working for governmental organizations and 23 of the participants are working for NGOs. Slightly more than half of the respondents are male (%58.6). Among the respondents, %37.1 are 18-39 age group male. The education level of the respondents is mostly University graduates (Table 1),

Table 1: Respondent's Profile

Respondents' Profile							
Age	Gender	N (%)	Elementary school	Associate degree	Undergraduate	Graduate	Doctorate
18-39	Male	26 (%37.1)	1 (%1.4)	0	17 (%24.3)	6 (%8.6)	2 (%2.9)
18-39	Female	13 (%18.6)	0	0	7 (%10)	6 (%8.6)	0
40-62	Male	15 (%21.4)	0	0	11 (%15.7)	4 (%5.7)	0
40-62	Female	16 (%22.9)	0	1 (%1.4)	9 (%12.9)	5 (%7.1)	0
	Male	41 (%58.6)	1 (%1.4)	0	28 (%40)	10 (%14.3)	2 (%2.9)
Total	Female	29 (%41.4)	0	1 (%1.4)	16 (%22.9)	11 (%15.7)	0
	Total	70 (%100)	1 (%1.4)	1 (%1.4)	44 (%62.9)	21 (%30)	2 (%2.9)

When asked whether the respondents received any evaluation training, the majority (66.7% for governmental organizations and 60.9% for NGOs) of the respondents replied negatively, indicating that they did not receive any training on evaluation (Table 2).

Table 2: Have you or the person responsible for evaluation in your organization received any training about evaluation?

Have you or the person responsible for evaluation in your organization received any training about evaluation?				
N (%)	Yes (1)	No (0)	Missing	Total
N (G)	12 (25%)	32 (66.7%)	4 (8.3%)	48 (100%)
N (NGO)	9 (39.1%)	14 (60.9%)		23 (100%)
Chi Square Value = 0.987 and p value = 0.320				

This answer may be explained with the age of organizations where adaption of modern new management methods such as evaluation might not be among existing procedures. Majority of the government organizations are more than 10 years old (93.8% of the governmental organizations and 69.57 % of the non-governmental organizations have been operating for more than 10 years). The non-governmental organization's structure is newer than governmental organizations. In the old organizations, because of the system that has been established and structured in years, rules and policies are stricter and may not be open for changes.

The type of organizations was categorized into three groups these are public sector, private sector and non-governmental organizations. 48 (67.6%) of responses belong to public organizations and 23 (32.4%) responses belong to NGO's. There is no private sector response. (Table 3).

Table 3: Age and Type of the Organization

Age and Type of the organization			
Age of the organization	N	Percent	Mean
New (less than or equal to 5 years)	6	%8.5	0,23
A little new (between 5 and 10 years)	4	%5.6	
Old (more than 10 years old)	61	%85.9	
Total	71	100%	
Type of the organization	N	Percent	Mean
Public Sector	48	%67.6	1,68
NGO	23	%32.4	
Private Sector	0	0%	
Total	71	100%	

5.2. AWARENESS AND PERCEIVED BENEFITS OF EVALUATION

When asked about whether their organizations practice evaluation, most of the respondents (69%) report that they practice evaluation (Table 5). Out of 71, 22 of the respondents report that they doesn't practice evaluation.

Table 4: Does your organization practice evaluation?

Does your organization practice evaluation?				
	Yes (1)	No (0)	Total	Mean
N (G)	36(75%)	12(25%)	48(100%)	0.69
N (NGO)	13(56.5%)	10(43.5%)	23(100%)	
Total	49 (%69)	22 (%31)	71(100%)	
Chi Square Value = 2.483 and p value = 0.115				

However, when we look at the practices, the current activities to do not quite match with the definition of evaluation. When we examine the answers, we can see that there is a wrong perception about evaluation and because of that there is lack of awareness about evaluation for both NGOs and governmental organizations.

When I made face to face interviews with some of the NGOs that are in İzmir. I saw the lack of awareness clearly. Almost all the respondents have been able to grasp the definition after reading the definition of evaluation at least twice and stated that they did not have awareness about such an evaluation concept.

One of the respondents claimed that the definition that are given at the beginning of the survey belongs to social impact measurement, it doesn't belong to evaluation.

Table 5 reports the answers with regards to importance of evaluation, reasons for lack of evaluation, evaluation tools that are used and organizational implementation of evaluation.

Table 5: Awareness of evaluation

Awareness about evaluation		
Do you think that evaluation culture is important for your organization?	N (G)	N (NGO)
Yes (1)	46(95.8%)	23(32.39%)
No (0)	2 (2.82%)	0
Total	48 (100%)	23 (100%)
If your organization does not have any evaluation practice, what are the reasons (check all that applies)	N (G)	N (NGO)
Cost	0	6 (26.1%)
Limited time	2 (4.2%)	7 (30.4%)
Lack of trust on the results of evaluation	2 (4.2%)	0
Lack of awareness in regard to evaluation	9(18.75%)	4 (17.4%)
Absence of demand for evaluation by top management	8(16.7%)	2 (8.7%)
Absence of Demand for evaluation by of external stakeholders	2 (4.2%)	4 (17.4%)
Other	0	1 (4.35%)
Total	48 (100%)	23 (100%)
With regards to evaluation, which types of practices are commonly implemented in your organization?	N (G)	N (NGO)
Strategic plans	33 (69%)	4 (17.4%)
Activity reports	36 (75%)	10 (43.5%)
Performance program	22(45.8%)	2 (8.70%)
Internal Controls	25 (52%)	6(26.1%)
Internal audits	23 (48%)	9 (39.1%)
Comprehensive monitoring systems	13 (27.1%)	2 (8.70%)
Other	5(10.42%)	0
Total	48 (100%)	23 (100%)
How does your organization implementation evaluation?	N (G)	N (NGO)
Through a department that is responsible for evaluation within the organization	32 (67%)	12 (52.2%)
There is an independent evaluation unit within the organization	5 (10.4%)	2 (8.70%)
Through outsourcing	6 (12.5%)	6 (26.1%)
Total	48 (100%)	23 (100%)
Why does your organization implement evaluation?	N (G)	N (NGO)
Obligations of the projects through foreign donors	13 (27.1%)	6 (26.1%)
Necessity arising from the strategic planning	26 (54.2%)	1 (4.35%)
Obligations related to financial control	18 (37.5%)	7 (30.4%)
Internal audit	15 (31%)	6 (26.1%)
Management policy to prove and increase effectiveness	14(29.2%)	9 (39.1%)
Other	0	1 (4.35%)
Total	48 (100%)	23 (100%)

The most common evaluation activities were ranked in the organizations. First, for both governmental organizations (75%) and NGOs (43.48%) activity reporting is the most common activity. Secondly, for governmental organizations strategic planning (68.8%) is the next one and internal audits (39.1%) is second for NGOs because NGOs should be accountable against their Grantmakers. Followed by internal controls for both governmental organizations (52.1%) and NGOs (26.1%). Followed by internal audits for governmental organizations (47.92%) and strategic planning (17.39%) for NGOs. Followed by performance programs for governmental organizations (11.58%) and performance programs for NGOs (45.8%) or comprehensive monitoring systems for NGOs (8.70%). For government organizations, Comprehensive monitoring systems (27.1%) and Other (8.70%) are the less common activities than others. For NGOs Other is the lowest common activity.

Interestingly, when we look at how the organizations implement evaluation. Evaluation is generally implemented in both governmental organizations (66.7%) and NGOs (52.2%) via units which are established within the organization. Followed by, outsourcing for not only governmental organizations (12.5%) but also for NGOs (26.1%). The last one is with an independent unit within the organization for both governmental organizations (10.42%) and NGOs (8.70%).

The reasons line up to implement evaluation in governmental organizations and NGOs. The responses are as diverse as strategic planning (54.2%), financial control (37.5%), internal audit (31.25%), management policy (29.2%), and projects (27.1%) and other (0%) for governmental organizations. For NGOs, the responses are as various as management policy (39.1%), financial control (30.4%), internal audit (26.1%) and projects (26.1%), strategic planning (4.35%) and other (4.35%).

However, when we look at the practices, the current activities do not quite match with the definitions of evaluation. When we examine the answers, we can see that there is a wrong perception about evaluation and because of that wrong perception there is lack of awareness about evaluation. When I made face to face interviews with some of the organizations and for the survey, the lack of awareness was obvious from the answers of the respondents. Almost all of the respondents have been able to grasp the definition after reading the definition of evaluation at least twice and stated that they didn't have awareness about such an evaluation concept. One of the respondents claimed that the evaluation definition at the beginning of the survey was incorrect; the above definition belonged to the social

impact measurement. Even if the organizations think that they are conducting evaluation activities in their organizations with their perception of evaluation, when we look the definition of evaluation, we can see a mismatch between activities and definition.

Questions 11-16 are related to the perceived benefits of evaluation. When asked how respondents perceive evaluation, respondents show tendency to accept the awareness and the importance of evaluation as the mean of the answers is 3.73 for governmental organizations and 4.25 for NGOs in Table 6.

5.3 PERCEIVED BENEFITS OF EVALUATION

The organizations perceived that evaluation is beneficial for their organizations. The organizations are ready for evaluation in terms of culture, leadership, and organizational structure. The questions of the perceived benefit section are as follows.

11. Managers and supervisors like (or would like) us to evaluate our efforts.
12. It has been (or would be) worthwhile to integrate evaluation activities in our daily work practices.
13. Evaluation helps (or would help) us to provide better programs, processes, products, and services.
14. The integration of evaluation activities into our work has enhanced (or would enhance) the quality of decision-making
15. There would be support among employees if we tried to do more (or any) evaluation work
16. Doing (more) evaluation would make it easier to convince managers for needed changes

In table 6, the questions (Q₁₁, Q₁₂, Q₁₃, Q₁₄, Q₁₅ and Q₁₆); aim to show whether the NGOss and governmental organizations perceived that evaluation is beneficial for their organizations. For this respect, we test whether there are significant differences across the frequencies of answers that are related to each question with regards to perceived benefits of evaluation (Q₁₁, Q₁₂, Q₁₃, Q₁₄, Q₁₅ and Q₁₆).

Table 6: Perceived Benefits of Evaluation

Perceived benefits of evaluation (overall results)									
Government									
	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Chi Square	Mean	Total	Reject/Do not reject
Question 11	4 (8.3%)	6 (12.5%)	3 (6.3%)	25 (52.1%)	10(20.8%)	33,88	3,65	48 (100%)	Reject Ho
Question 12	1 (2.1%)	2 (4.2%)	0 (0%)	31 (65%)	14(29.2%)	73,04	4,15	48 (100%)	Reject Ho
Question 13	2 (4.2%)	6 (12.5%)	8 (16.7%)	28 (58.3%)	4 (8.3%)	43,18	3,54	48 (100%)	Reject Ho
Question 14	0	1 (2.1%)	0	31 (65%)	16(33.3%)	78,87	4,29	48 (100%)	Reject Ho
Question 15	1 (2.1%)	10 (20.8%)	15 (31.3%)	19 (40%)	3 (6.3%)	25,4	3,27	48 (100%)	Reject Ho
Question 16	5 (10.42%)	6 (12.5%)	3 (6.3%)	29 (60.42%)	5(10.42%)	49,49	3,48	48 (100%)	Reject Ho
ANOVA (f-statistic)							8.154		
Total	13 (4.5%)	31(10.8%)	29(10.1%)	163 (56.60%)	52 (18.1%)		3,73	288 (100%)	
NGO	Strongly disagree	Disagree	No Idea	Agree	Strongly Agree	Chi square	Mean	Total	
Question 11	0	0	2 (8.7%)	11 (47.8%)	10(43.5%)	25,91	4,35	23 (100%)	Reject Ho
Question 12	0	0	3 (13.04%)	12 (52.2%)	8 (34.8%)	24,18	4,22	23 (100%)	Reject Ho
Question 13	0	0	2 (8.7%)	15 (62.22%)	6 (26.1%)	36,61	4,17	23 (100%)	Reject Ho
Question14	0	0	0	14 (60.9%)	9 (39.1%)	37,22	4,39	23 (100%)	Reject Ho
Question 15	0	0	3 (13.04%)	13 (56.5%)	7 (30.4%)	26,36	4,17	23 (100%)	Reject Ho
Question16	0	0	2 (8.7%)	14 (60.9%)	7 (30.4%)	31,13	4,22	23 (100%)	Reject Ho
ANOVA (f-statistic)							0.509		
Total	0	0	12 (8.7%)	79 (57.25%)	47 (34.1%)		4,25	138 (100%)	

Table 6 shows that both NGOs (%57.25) and governmental organizations (%56.60) responses are mostly "agree". Moreover, while the NGOs did not answer as "disagree" and "strongly disagree", some of the governmental organizations used replies that stated as "disagree" and "strongly disagree".

This result shows that while majority of organizations perceive benefits, this perception is stronger for the NGOs. Considering the scores of the answers given, we can infer that NGOs have a more positive approach to the perceived benefits of evaluation than governmental organizations.

One way ANOVA was performed to determine the differences between the perceived benefits of evaluation according to each question (Q₁₁, Q₁₂, Q₁₃, Q₁₄, Q₁₅ and Q₁₆) and is given in table 6.

As seen in table 6, answers' scores of governmental organizations according to the perceived benefits of evaluation is meaningful ($F_{5-278} = 8.154$, $p = .001$). According to this, the mean value of question 14 ($\bar{x}_{14} = 4.29$) has the highest score and the mean value of question 15 ($\bar{x}_{15} = 3.27$) has the lowest score for the

governmental organizations. While the most important benefit of evaluation is integration of evaluation activities into the work has enhanced the quality of decision-making, the least important benefit of evaluation is employee support against evaluation activities.

On the other hand, non-governmental organizations answer scores according to the perceived benefits of evaluation is not meaningful ($F_{5-137} = 0.509$, $p = 0.769$) There isn't a statistically significant difference between the mean values of the answers for each question in 95% confidence interval for the non-governmental organizations. The mean values are equivalent for each question in table 6 for the non-governmental organizations.

Table 6 shows that both NGOs (%57.25) and governmental organizations (%56.60) responses are mostly "agree". Moreover, while the NGOs did not answer as "disagree" and "strongly disagree", some of the governmental organizations used replies that stated as "disagree" and "strongly disagree".

This result shows that while majority of organizations perceive benefits, this perception is stronger for the NGOs. Considering the scores of the answers given, we can infer that NGOs have a more positive approach to the perceived benefits of evaluation than governmental organizations.

One way ANOVA was performed to determine the differences between the perceived benefits of evaluation according to each question (Q_{11} , Q_{12} , Q_{13} , Q_{14} , Q_{15} and Q_{16}) and is given in table 6.

As seen in table 6, answers' scores of governmental organizations according to the perceived benefits of evaluation is meaningful ($F_{5-278} = 8.154$, $p = .001$). According to this, the mean value of question 14 ($\bar{x}_{14} = 4.29$) has the highest score and the mean value of question 15 ($\bar{x}_{15} = 3.27$) has the lowest score for the governmental organizations. While the most important benefit of evaluation is integration of evaluation activities into the work has enhanced the quality of decision-making, the least important benefit of evaluation is employee support against evaluation activities.

On the other hand, non-governmental organizations answer scores according to the perceived benefits of evaluation is not meaningful ($F_{5-137} = 0.509$, $p = 0.769$) There isn't a statistically significant difference between the mean values of the answers for each question in 95% confidence interval for the non-governmental organizations. The mean values are equivalent for each question in table 6 for the non-governmental organizations.

Table 7: The results about the perceived benefits of evaluation scores for NGOs and governmental organizations according to the frequency of each answer

The results about the perceived benefits of evaluation scores for NGOs and governmental organizations according to the frequency of each answer with the Pearson chi-square test.								
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Total	Reject/Do not Reject Ho
Question 11	G	4 (8.3%)	6 (12.5%)	3 (6.3%)	25 (52.1%)	10(21%)	48 (100%)	Reject Ho
	NGO	0	0	2 (8.7%)	11(48%)	10(44%)	23(100%)	
	Chi Square Value 7,810 (p value = 0,099)							
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Total	Reject/Do not Reject Ho
Question 12	G	1 (2.1%)	2 (4.2%)	0 (0%)	31 (65%)	14(29.2%)	48 (100%)	Reject Ho
	NGO	0	0	3(13%)	12 (52.2%)	8 (34.8%)	23 (100%)	
	Chi Square Value 9,338 (p value = 0,053)							
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Total	Reject/Do not Reject Ho
Question 13	G	2 (4.2%)	6 (12.5%)	8 (17%)	28 (58.3%)	4 (8.3%)	48 (100%)	Reject Ho
	NGO	0	0	2 (8.7%)	15(62.2%)	6 (26.1%)	23 (100%)	
	Chi Square Value 8,136 (p value = 0,087)							
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Total	Reject/Do not Reject Ho
Question 14	G	0	1 (%2.1)	0	31 (%65)	16 (%33.3)	48 (100%)	Reject Ho
	NGO	0	0	0	14 (60.9%)	9 (39.1%)	23 (100%)	
	Chi Square Value 0,661 (p value = 0,718)							
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Total	Reject/Do not Reject Ho
Question 15	G	1 (2.1%)	10 (21%)	15(31.3%)	19 (40%)	3 (6.3%)	48 (100%)	Do not reject Ho
	NGO	0	0	3(13%)	13 (56.5%)	7 (30.4%)	23 (100%)	
	Chi Square Value 14,751 (p value = 0,005)							
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Total	Reject/Do not Reject Ho
Question 16	G	5 (10.42%)	6 (12.5%)	3 (6.3%)	29(60%)	5(10%)	48 (100%)	Reject Ho
	NGO	0	0	2 (8.7%)	14 (60.9%)	7 (30.4%)	23 (100%)	
	Chi Square Value 9,090 (p value = 0,059)							

*For the questions (Q₁₁, Q₁₂, Q₁₃, Q₁₄, Q₁₅ and Q₁₆) please refer to explanations under table 6.

Although both of the NGOs and governmental organizations perceive that evaluation is beneficial for their organizations, there are significant differences between the NGOs and governmental organizations in terms of the perceived benefits of evaluation.

In table 7, the questions (Q₁₁, Q₁₂, Q₁₃, Q₁₄, Q₁₅ and Q₁₆); aim to show whether the NGOs and governmental organizations perceived that evaluation is beneficial for their organizations. For this respect, we test whether there are significant differences across the frequencies of answers that are related to each

question for both of the organizations with regards to perceived benefits of evaluation (Q₁₁, Q₁₂, Q₁₃, Q₁₄, Q₁₅ and Q₁₆).

Table 7 shows that regarding the questions (Q₁₁, Q₁₂, Q₁₃, Q₁₄ and Q₁₆) there is a significant difference between the frequencies of the answers with respect to governmental organizations and NGO. In other words, there is a significant difference in frequency of responses by to questions (Q₁₁, Q₁₂, Q₁₃, Q₁₄ and Q₁₆) asked to governmental organizations and NGOs.

Table 7 shows that both NGOs and governmental organizations responses are mostly "agree" for each question (Q₁₁, Q₁₂, Q₁₃, Q₁₄, Q₁₅ and Q₁₆). Moreover, while the NGOs did not answer as "disagree" and "strongly disagree", some of the governmental organizations used replies that stated as "disagree" and "strongly disagree".

This result shows that while majority of organizations perceive benefits, this perception is stronger for the NGOs. NGOs' responses for each question (Q₁₁, Q₁₂, Q₁₃, Q₁₄ and Q₁₆) show more positive tendency about top management willingness about evaluation, integration of evaluation in organizations" daily work practices, helping the organizations to provide better programs, processes, products, and services and make it easier to convince managers for needed changes. NGOs consider about transparency and being accountable, because NGOs target to produce better programs, processes, products, and services and with this they will prove themselves against the Grantmakers and shareholders, to get fund, get support, etc. from them. That's why evaluation would make it easier to convince Grantmakers and shareholders for the NGOs.

Table 8: The results of the differences about perceived benefits of evaluation scores for NGOs and governmental organizations according to the mean value of each answer

The results of the differences about perceived benefits of evaluation scores for NGOs and governmental organizations according to the mean value of each answer with Independent Sample t-test					
	Mean Value of the answers of the Government sector	Mean values of the answers of the NGO	t-statistic	p-value	Reject/No not Reject Ho
Question 11	3.65	4.35	-2.634	0.10	Do not reject
Question 12	4.13	4.26	-0.70	0.48	Do not reject
Question 13	3.54	4.17	-3.434	0.01	Reject
Question 14	4.29	4.39	-0.706	0.483	Do not reject
Question 15	3.27	4.17	-4.151	0.000	Reject
Question 16	3.48	4.22	-3.519	0.001	Reject

*For the questions (Q₁₁, Q₁₂, Q₁₃, Q₁₄, Q₁₅ and Q₁₆) please refer to explanations under table 6.

Comparison of the mean values of answers for governmental organizations and non-governmental organizations have been made by t test. As can be seen from Table 8, Answers of the questions Q13, Q15 and Q16 did not distribute homogeneously ($p < 0.005$), and there are statistically significant differences between the mean values of answers. The results of t-test analysis revealed that this difference reached significance. Accordingly, the mean value of answers for governmental organizations ($\bar{x}_{13} = 3.54$; $\bar{x}_{15} = 3.27$; $\bar{x}_{16} = 3.48$) are not equivalent to the mean value of answers ($\bar{x}_{13} = 4.17$; $\bar{x}_{15} = 4.17$; $\bar{x}_{16} = 4.22$) for non-governmental organizations.

Mean values of NGOs' answer about benefits or help from evaluation to provide better programs, processes, products and services, supporting evaluation activities between employees and convincing top management with evaluation is stronger when we compare with mean value of answers for governmental organizations.

Answers of the questions Q11, Q12 and Q14 were distributed homogeneously, and there are no statistically significant differences between mean values of answers. So, the mean value of answers for governmental organizations ($\bar{x}_{11} = 3.65$; $\bar{x}_{12} = 4.13$; $\bar{x}_{14} = 4.29$) are equivalent to the mean value of answers ($\bar{x}_{11} = 4.35$; $\bar{x}_{12} = 4.26$; $\bar{x}_{14} = 4.39$) for non-governmental organizations.

5.4. CULTURE

Table 9: Culture

Culture (overall results)										
	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Chi Square	Mean	Missing	Total	Reject/ Do not reject Ho
Q17	1 (2%)	4 (8%)	14 (29.2%)	25 (52.1%)	4 (8%)	40,96	3,56		48 (100%)	Reject Ho
Q18	2 (4.2%)	12 (25%)	12 (25%)	19 (40%)	3 (6%)	20,96	3,19		48 (100%)	Reject Ho
Q19	6 (12.5%)	12 (25%)	16 (33.3%)	14 (29%)	0	8,24	2,79		48 (100%)	Do not reject Ho
Q20	6 (12.5%)	14 (29%)	6 (13%)	20 (42%)	2 (4.2%)	11,87	2,96		48 (100%)	Reject Ho
Q 21	4 (8.3%)	14 (29%)	5 (10%)	22 (46%)	2 (4.2%)	29,53	3,09	1(2%)	48 (100%)	Reject Ho
ANOVA (f-statistic) 3.671 (p=0.006)										
Total	19 (8%)	56 (24%)	53 (22%)	100 (42%)	11 (5%)		3,12	240 100%		
NGO	Strongly disagree	Disagree	No Idea	Agree	Strongly Agree	Chi square	Mean		Total	
Q17	0	0	1 (4%)	16 (70%)	6 (26.1%)	31,5	4,22		23 (100%)	Reject Ho
Q18	0	0	1 (4%)	16 (70%)	6 (26.1%)	31,5	4,22		23 (100%)	Reject Ho
Q19	0	0	2 (9%)	14 (61%)	7 (30.4%)	21,92	4,22		23 (100%)	Reject Ho
Q20	0	0	1 (4%)	16 (70%)	6 (26.1%)	31,5	4,22		23 (100%)	Reject Ho
Q 21	0	0	1 (4%)	12 (52%)	10 (43.5%)	21,06	4,39		23 (100%)	Reject Ho
ANOVA (f-statistic) 0.462 (p=0.764)										
Total	0	0	6 (5%)	74 (59%)	35 (28%)	Mean 4,25			125 (100%)	

Evaluation culture is one of the most important factors that influence the extent to which organizations engage in evaluation. It plays a crucial role to conduct effective and reliable evaluations which makes solid organizational development, and it supports organizational learning.

Evaluation capacity building increase the capacity and increase the usage of evaluation are linked with evaluation culture. To establish, increase and develop evaluation culture of organizations, information sharing between workers and managers, opinions of individuals and groups, being open to learning, supporting data and taking lessons from mistakes are very significant.

The questions of the culture part are listed below;

- 17) Employees use data, information, and evidence in decisionmaking to both support and challenge the work of the organization.
- 18) The organization builds in time for individual and group reflection about services, products, and processes.
- 19) Employees' constructive mistakes are viewed as opportunities for learning, not punishment.
- 20) Employees regularly engage in knowledge sharing and transfer.
- 21) Employees continuously look for ways to experiment and innovate to improve services, products, and processes.

In table 9, the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁); aim to show whether the NGOs and governmental organizations think that their organizations have evaluation culture in their organizations. For this respect, we test whether there are significant differences across the frequencies of answers that are related to each question with regards to evaluation culture (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁).

Table 9 shows that both NGOs (%59.2) and governmental organizations (%41.8) responses are mostly "agree". Moreover, while the NGOs did not answer as "disagree" and "strongly disagree", some of the governmental organizations used replies that stated as "disagree" and "strongly disagree". The disagree and strongly disagree responses are more when we compare with the table 8. So, we can say that governmental organizations' optimism seems to be decreasing for the evaluation culture part as comparison with perceived benefits of evaluation part.

This result shows that while majority of organizations agree on having evaluation culture in their organizations, this score is stronger for the NGOs. Considering the scores of the answers given, we can infer that NGOs have a more positive approach to the having evaluation culture in their organizations than governmental organizations.

One way ANOVA was performed to determine the differences between the evaluation culture according to each question (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) and is given in table 9.

As seen in table 9 answers' scores of governmental organizations according to the having evaluation culture in their organizations is meaningful. ($F_{4-238} = 3.671$, $p = .006$). According to this, the mean value of question 17 ($\bar{x}_{17} = 4.29$) has the highest score and the mean value of question 19 ($\bar{x}_{19} = 2.79$) has the lowest score

for the governmental organizations. While the governmental organizations mostly use supporting data for decision making, they have least awareness of the importance of taking lessons from mistakes as an evaluation culture.

On the other hand, non-governmental organizations' answers scores according to the evaluation culture are not meaningful ($F_{4-114} = 0.462$, $p = 0.764$) There isn't a statistically significant difference between the mean values of the answers for each question in 95% confidence interval for the non-governmental organizations. The mean values are equivalent for each question in table 9 for the non-governmental organizations.

Table 10: The results of the evaluation culture scores for NGOs and governmental organizations according to the frequency of the each answer

The results of the evaluation culture scores for NGOs and governmental organizations according to the frequency of the each answer with the Pearson chi-square test.									
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Ho
17	G	1 (2.1%)	4 (8.3%)	14 (29.2%)	25 (52.1%)	4 (8.3%)		48 (100%)	Do not reject Ho
	NGO	0	0	1 (2.1%)	16 (69.57%)	6 (26.1%)		23 (100%)	
	Chi Square Value 11.232 (p value=0.024)								
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Ho
18	G	2 (4.2%)	12 (25%)	12 (25%)	19 (40%)	3 (6.3%)		48 (100%)	Do not reject Ho
	NGO	0	0	1 (2.1%)	16 (69.57%)	6 (26.1%)		23 (100%)	
	Chi Square Value 17.933 (p value=0.001)								
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Ho
19	G	6 (12.5%)	12 (25%)	16 (33.3%)	14 (29.2%)	0		48 (100%)	Do not reject Ho
	NGO	0	0	2 (8.7%)	14 (60.9%)	7 (30.4%)		23 (100%)	
	Chi Square Value 30.920 (p value=0.000)								
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Ho
20	G	6 (12.5%)	14 (29.2%)	6 (12.5%)	20 (47.7%)	2 (4.2%)		48 (100%)	Do not reject Ho
	NGO	0	0	1 (2.1%)	16 (69.57%)	6 (26.1%)		23 (100%)	
	Chi Square Value 19.649 (p value=0.001)								
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Ho
21	G	4 (8.3%)	14 (29.2%)	5 (2.43%)	22 (45.8%)	2 (4.2%)	1 (%2.)	48 (100%)	Do not reject Ho
	NGO	0	0	3 (13.04%)	13 (56.5%)	7 (30.4%)		23 (100%)	
	Chi Square Value 30.920 (p value=0.000)								

*For the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) please refer to explanations under table 9.

In table 10, the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁); aim to show whether the NGOs and governmental organizations are ready for evaluation in terms of

culture. For this respect, we test whether there are significant differences across the frequencies of answers that are related to each question for both organizations with regards to leadership in the organizations (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁).

Table 10 shows that regarding the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) there are not significant differences between the frequencies of the answers with respect to governmental organizations and NGO. In other words, there is not a significant difference in frequency of responses by to questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) asked to governmental organizations and NGOs.

Table 10 shows that both NGOs and governmental organizations responses are mostly "agree" for each question (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁). Moreover, while the NGOs did not answer as "disagree" and "strongly disagree", some of the governmental organizations used replies that stated as "disagree" and "strongly disagree".

This result shows that while majority of organizations are ready for evaluation in terms of culture this readiness is stronger for the NGOs.

Table 11: The results of the about evaluation culture scores for NGOs and governmental organizations according to the mean value of each answer with Independent Sample t-test

The results of the about evaluation culture scores for NGOs and governmental organizations according to the mean value of each answer with Independent Sample t-test					
	Mean Value of the answers of the Government sector	Mean values of answers of the NGO	t-statistic	p-values	Reject/Do not Reject
Question 17	3.56	4.22	-4.010	0.000	reject
Question 18	3.19	4.22	-5.623	0.000	reject
Question 19	2.79	4.22	-7.424	0.000	reject
Question 20	2.96	4.22	-6.225	0.000	reject
Question 21	3.09	4.39	-6.345	0.000	reject

*For the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) please refer to explanations under table 9.

Table 11 shows that, answers of the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) did not distribute homogeneously ($p < 0.005$), and there are statistically significant differences between the mean values of answers. The results of t-test analysis revealed that this difference reached significance. Accordingly, the mean values of answers for governmental organizations are not equivalent to the mean value of answers for non-governmental organizations.

Mean values of NGOs' answers about using supporting data for decision making, building time for group reflection, awareness of the importance of taking lessons from mistakes, knowledge sharing and transfer and

looking for ways to experiment and innovate are stronger when we compare with mean value of answers for governmental organizations.

5.5. LEADERSHIP

Leadership plays a key role in evaluation activities. It is inevitable that if the managers and decision-makers have the leadership properties in terms of evaluation, it will be easier to develop and implement evaluation processes in the organizations.

The questions about the leadership part are listed as below;

22. Leaders demand appropriate and authentic evidence for decision-making from staff.

23. Leaders walk the talk and demonstrate commitment to evaluation, organizational learning, and evidence-based decision-making.

24. Leaders support capacity building for evaluation and learning, and devote necessary resources/time

25. Leaders create/support staff positions to be responsible for systematic & ongoing evaluation and learning.

Table 12: Leadership

Leadership (overall results)										
Government	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Chi Square	Mean	Missing	Total	Reject/Do not reject
Question 22	5 (10.42%)	11 (23%)	3 (6.3%)	26 (54%)	3 (6.3%)	39.5	3.23		48 100%	Reject Ho
Question 23	2 (4.2%)	12 (25%)	14 (29%)	19 (40%)	1 (2.1%)	25.54	3.10		48 100%	Reject Ho
Question 24	1 (2.1%)	11 (23%)	11 (23%)	21 (44%)	3 (6.3%)	26.18	3.30	1 (%2.1)	48 100%	Reject Ho
Question 25	1 (2.1%)	14 (29%)	10 (21%)	17 (35%)	5 (10%)	17.64	3.23	1 (%2.1)	48 100%	Reject Ho
ANOVA (f-statistic)	0.284 (p=0.837)									
Total	9 (4,74%)	48 25,3%	38 (20%)	83 43,7%	12 (6,32%)		3.22	190 %100		
NGO	Strongly disagree	Disagree	No Idea	Agree	Strongly Agree	Chi square	Mean		Total	
Question 22		0	1 (4%)	16 (70%)	5 (22%)	31.11	4.18	1 (%4)	23 100%	Reject Ho
Question 23		0	1 (4%)	13 (57%)	7 (30%)	19,41	4.29	2 (%8.7)	23 100%	Reject Ho
Question 24		0	1 (4%)	13 (57%)	7 (30%)	19,41	4.29	2 (%8.7)	23 100%	Reject Ho
Question 25		1 (4%)	0	14 (61%)	6 (26%)	22,45	4.19	2 (%8.7)	23 100%	Reject Ho
ANOVA (f-statistic)	0.211 (p=0.888)									
Total	0	1 (1%)	3 (4%)	56 (66%)	25 (29%)		4.24	85 %100		

In table 12, the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅); aim to reveal whether the NGOs and governmental organizations think that their managers show leadership about evaluation processes in their organizations. For this respect, we test whether there are significant differences across the frequencies of answers that are related to each question with regards to leadership (Q₂₂, Q₂₃, Q₂₄ and Q₂₅).

Table 12 shows that both NGOs (%60.9) and governmental organizations (%43.68) responses are mostly "agree". In table 12, first time we see the NGOs replies as "disagree", the governmental organizations used replies that stated as "disagree" and "strongly disagree"

This result shows that while majority of organizations' managers show leadership about evaluation process, this perception is stronger for the NGOs. Considering the scores of the answers given, we can infer that NGOs have a more positive approach to the leadership of evaluation than governmental organizations. NGOs' approach on evaluation still is more positive than governmental organizations about leadership in evaluation activities but not as strong as in previous tables. NGOs approach started to be pessimistic about leadership as a dimension of evaluation. The lack of leadership have revealed.

One way ANOVA was performed to determine the differences between the leadership activities of evaluation according to each question (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) and is given in table 12. The answers have homogenous distribution ($p > 0.05$) for both governmental organizations and NGOs.

As seen in table 12, answers' scores of governmental organizations according to the leadership of managers about evaluation process are not meaningful ($F_{3-289} = .4$, $p = 0.837$). According to this, the mean values of questions are equivalent for each question for governmental organizations

On the other hand, non-governmental organizations' answers scores of governmental organizations according to the leadership is not meaningful ($F_{3-84} = 0.211$, $p = 0.888$) There isn't a statistically significant difference between the mean values of the answers for each question in 95% confidence interval for the non-governmental organizations. The mean values are equivalent for each question in table 12 for the non-governmental organizations.

In table 13, the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅); aim to show whether the NGOs and governmental organizations are ready for evaluation in terms of leadership. For this respect, we test whether there are significant differences across the frequencies of answers that are related to each question for both organizations with regards to managers' leadership about evaluation process in the organizations (Q₂₂, Q₂₃, Q₂₄ and Q₂₅).

Table 13: The results of the leadership scores for NGOs and governmental organizations according to the frequency of each answer with the Pearson chi-square test

The results of the leadership scores for NGOs and governmental organizations according to the frequency of the each answer with the Pearson chi-square test.									
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Reject/ Do not Reject Ho
Question 22	G	5 (10.42%)	11 (22.92%)	3 (6.3%)	26(54.2%)	3 (6.3%)		48 (100%)	Don't reject Ho
	NGO	0	0	1 (4.34%)	16 (69.57%)	5 (21.74%)	1 (%4.34)	23 (100%)	
Chi Square Value 11,860 (p value=0,018)									
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Reject/ Do not Reject Ho
Question 23	G	2 (4.2%)	12 (25%)	14(29.2%)	19 (40%)	1 (2.1%)		48 (100%)	Do not reject Ho
	NGO	0	0	1 (4.34%)	13 (56.5%)	7 (30.4%)	2 (8.7%)	23 (100%)	
Chi Square Value 24,002 (p value=0,000)									
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Reject/ Do not Reject Ho
Question 24	G	1 (2.1%)	11 (22.92%)	11 (22.92%)	21 (43,8%)	3 (6.3%)	1 (2.1%)	48 (100%)	Do not reject Ho
	NGO	0	0	1 (4.34%)	13 (56.5%)	7 (30.4%)		23 (100%)	
Chi Square Value 16,250 (p value=0,003)									
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Reject/ Do not Reject Ho
Question 25	G	1 (2.1%)	14(29.2%)	10 (20.8%)	17 (35,42%)	5 (10.42%)	1 (4.3%)	48 (%100)	Do not reject Ho
	NGO	0	1 (4.34%)	0	14 (60.9%)	6 (26.1%)	2 (8.7%)	23 (100%)	
Chi Square Value 14,882 (p value=0,005)									

*For the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) please refer to explanations under table 12.

Table 13 shows that regarding the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) there are no significant differences between the frequencies of the answers with respect to governmental organizations and NGO. In other words, there is no significant difference in frequency of responses to questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) asked to governmental organizations and NGOs.

Table 13 shows that both NGOs and governmental organizations' responses are mostly "agree" for each question (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁). In here, NGOs answered as "disagree" first time, some of the governmental organizations used replies that stated as "disagree" and "strongly disagree".

This result shows that while majority of organizations are ready for evaluation in terms of leadership this readiness is stronger for the NGOs but not as like previous tables.

Table 14: The results of the about leadership scores for NGOs and governmental organizations according to the mean value of each answer with Independent Sample t-test

The results of the about leadership scores for NGOs and governmental organizations according to the mean value of each answer with Independent Sample t-test					
	Mean Value of the answers G.O	Mean values of the answers of the NGO	t-statistic	P values	Reject/No not Reject
Question 22	3,23	4,18	-4,712	0.000	reject
Question 23	3,10	4,29	-6,427	0.000	reject
Question 24	3,30	4,29	-5,262	0.000	reject
Question 25	3,23	4,19	-4,448	0.000	reject

*For the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) please refer to explanations under table 12. (G.O means governmental organizations.)

Table 14 shows the answers to the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) did not distribute homogeneously ($p < 0.05$), and there are statistically significant differences between the mean values of answers. The results of t-test analysis revealed that this difference reached significance. Accordingly, the mean values of answers for governmental organizations are not equivalent to the mean value of answers for non-governmental organizations. Mean values of NGOs' answers about leader's demanding for decision making, commitment to evaluation and support capacity building for evaluation and learning, create/support staff positions for evaluation and learning are stronger when we compare with mean value of answers for governmental organizations.

5.6. STRUCTURE

Table 15: Structure

Structure (overall results)										
G.O	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Chi Square	Mean	Missing	Total	Reject/Do not reject
Q 26	4 (8.3%)	16 (33.3%)	9 (18.8%)	18 (37.5%)	1 (2.1%)	22.63	2.92		48 (%100)	Reject Ho
Q 27	1 (2.1%)	11 (22.92%)	5 (10.4%)	28 (58.3%)	3 (6.3%)	46.91	3.44		48 (%100)	Reject Ho
ANOVA (F Statistics) 6.152 (p=0.015)										
Total	5 (5,21%)	27 (28,13%)	14 (14,6%)	46 (47,92%)	4 (4,2%)		4.07		96 (100%)	
NGO	Strongly disagree	Disagree	No Idea	Agree	Strongly Agree	Chi square	Mean		Total	Reject/Do not reject
Q 26	0	1 (4.34%)	1 (4.34%)	12 (52.2%)	7 (30.4%)	18.70	4.19	2 (8.7%)	23 (100%)	Reject Ho
Q 27	0	2 (8.7%)	1 (4.34%)	13 (56.5%)	4 (17.4%)	19.71	3.95	3 (13%)	23 (100%)	Reject Ho
ANOVA (F Statistics) 0.955 (p=0.334)										
Total	0	3 (7.32%)	2 (4.9%)	25 (60.98%)	11 (26.83%)		3.20		46 (100%)	

First, we will examine are the organizations' structures ready for the evaluation. Because the structure is also important for readiness to implement and to use evaluation activities in organizations in Table 15.

The questions related to the structure part are listed below;

26. Organizational departments effectively share information

27. There are structures and systems in place to systematically gather, store, analyze, and use data.

In table 15, the questions (Q₂₆ and Q₂₇); aim to reveal whether the NGOs and governmental organizations think that organization structure is ready for evaluation processes in their organizations. For this respect, we test whether there are significant differences across the frequencies of answers that are related to each question with regards to structure (Q₂₆ and Q₂₇).

Table 15 shows that both NGOs (%60.98) and governmental organizations (%47.92) responses are mostly "agree". In the table 12, we see the NGOs replies as "disagree", the governmental organizations also used replies that stated as "disagree" and "strongly disagree"

Majority of organizations are ready for evaluation in terms of structure, this perception is stronger for the NGOs. Considering the scores of the answers given, we can infer that NGOs have a more positive approach to the organizations' structure for evaluation than governmental organizations. NGOs' approach to evaluation still is more positive than governmental organizations about structure for evaluation activities but not as strong as in previous tables. NGOs approach started to be pessimistic about structure as a dimension of evaluation. There is lack of structures and systems in place to systematically gather, store, analyze, and use data. Overall, for NGOs this section has the lowest mean which is 3.20 (Table 15) compared with the other sections. Their answers are also dramatically lower when they evaluate their organization in terms of effective information sharing among the units of organization and (%60.98 agree, %26.83 strongly agree).

One way ANOVA was performed to determine the differences between the structure according to each question (Q₂₆ and Q₂₇) and is given in table 15. The answers don't have homogenous distribution ($p < 0.05$) for governmental organizations and have homogenous distribution ($p > 0.05$) for NGOs.

As seen in table 15, answers' scores of governmental organizations according to the leadership of managers about evaluation process are not

meaningful ($F_{1-95} = 6.152$, $p = 0.015$). According to this, the mean values of questions are not equivalent for each question for governmental organizations.

On the other hand, non-governmental organizations' answers scores of governmental organizations according to the structure is not meaningful ($F_{3-84} = 0.955$, $p = 0.334$) There are no statistically significant differences between the mean values of the answers for each question in 95% confidence interval for the non-governmental organizations. The mean values are equivalent for each question in table 15 for the non-governmental organizations.

Table 16: The results of the organization structure scores for NGOs and governmental organizations according to the frequency of the each answer

The results of the organization structure score for NGOs and governmental organizations according to the frequency of the each answer with the Pearson chi-square test.									
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Reject/ Do not Reject Ho
Q 26	G	4(8.3%)	16 (33.3%)	9 (18.8%)	18 (37.5%)	1 (2.1%)		48 (100%)	Do not reject Ho
	NGO	0	1 (4.34%)	1 (4.34%)	12 (52.2%)	7 (30.4%)	2 (8.7%)	23 (100%)	
Chi Square Value 22.164 (p value=0,000)									
Question Number	Type of Organization	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree	Missing	Total	Reject/ Do not Reject Ho
Q 27	G	1 (2.1%)	11 (22.92%)	5 (10.4%)	28 (58.3%)	3 (6.3%)		48 (100%)	Reject Ho
	NGO	0	2 (8.7%)	1 (4.34%)	13 (56.5%)	4 (17.4%)	3 (13%)	23 (100%)	
Chi Square Value 4.815 (p value=0.307)									

*For the questions (Q₂₆ and Q₂₇) please refer to explanations under table 15.

In table 16, the questions (Q₂₆ and Q₂₇); aim to show whether the NGOs and governmental organizations are ready for evaluation in terms of organizational structure. For this respect, we test whether there are significant differences across the frequencies of answers that are related to each question for both organizations.

Table 16 shows that regarding the question 26 there is no significant differences between the frequencies of the answers with respect to governmental organizations and NGO. In other words, there is not a significant difference in frequency of responses to question 26 asked to governmental organizations and NGOs. For the question 27, there are significant differences between the frequencies of the answers with respect to governmental organizations and NGO.

Table 16 shows that both NGOs and governmental organizations' responses are mostly "agree" for each question (Q₂₆ and Q₂₇). In here, NGOs answered as "disagree" mostly in this section when we compare the other sections (perceived

benefits of evaluation, culture and leadership) some of the governmental organizations used replies that stated as “disagree” and “strongly disagree”.

This result shows that while majority of organizations are ready for evaluation in terms of structure this readiness is stronger for the NGOs but more minimal compared with other sections.

Table 17: The results of the about structure scores for NGOs and governmental organizations according to the mean value of each answer

The results of the about structure scores for NGOs and governmental organizations according to the mean value of each answer with Independent Sample t-test					
	Mean Value of the answers of the Government sector	Mean values of the answers of the NGO	t-statistic	P values	Reject/No not Reject
Question 26	2,92	4,19	-5,666	0.000	Reject
Question 27	3,44	3,95	-2,198	0.03	Reject

*For the questions (Q₂₆ and Q₂₇) please refer to explanations under table 15.

Table 17 shows the answers to the questions (Q₂₆ and Q₂₇) did not distribute homogeneously ($p < 0.05$), and there are statistically significant differences between the mean values of answers. The results of t-test analysis revealed that this difference reached significance. Accordingly, the mean values of answers for governmental organizations are not equivalent to the mean value of answers for non-governmental organizations.

Mean values of NGOs' answers about sharing information with organizational departments and gathering, storing, analyzing, and using data are stronger when we compare with mean value of answers for governmental organizations.

5.7. CLUSTER ANALYSIS

The clustered hierarchical clustering (Ward's Method) method was used to group organizations. This method placed objects in such a way that the variance between organizations' responses is minimum in clusters. In summary, it is based on the average distance of observations falling in the middle of a cluster from

observations within the same cluster. Clusters formed according to their similarities in terms of the answers given about the 4 dimensions (perceived benefits of evaluation, culture, leadership, and structure) of the evaluation with cluster analysis.

Firstly, we obtain CLU 1 consisting of 26 governmental organizations and 10 NGOs are operated in Ankara, İstanbul and İzmir. Among the survey respondents in CLU1, 58.3% are male and 41.6% are female. 50% of the respondents are between the 40-62 age group and 50% of them were between the 18-39 age group. All of the respondents are University graduates among which 36% have graduate degrees in CLU1. The average working year in the organizations is approximately 9 years. Out of 36, 24 respondents report that they did not receive training about evaluation practice.

Later, we obtain CLU2, consisting of 22 governmental organizations and 13 NGOs are operated in Ankara, İstanbul, İzmir, Kahramanmaraş and Kütahya. 57.14% of the respondents are male and 42.86 %of the respondents are female. %60 of the respondents are between the 18-39 age group and %40 of the respondents are between the 40-62 age group. Majority of the respondents (88.57%) are University graduates among which 22.85% have graduate degrees. The average working year in the organizations is approximately 9 years. Out of 35, 25 respondents report that they did not receive training about evaluation practice

Table 18: The results about perceived benefits of evaluation, culture, leadership and structure scores for Cluster 1 and Cluster 2

The results about perceived benefits of evaluation, culture, leadership and structure scores for Cluster 1 and Cluster 2 according to the mean value of each answer with Independent Sample t-test								
PERCEIVED BENEFITS OF EVALUATION								
Q	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 11	Cluster 1	36	4,39	0,494	4,512	42,656	0	Reject Ho
	Cluster 2	35	3,34	1,282				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 12	Cluster 1	36	4,39	0,549	2,586	69	0,012	Reject Ho
	Cluster 2	35	3,94	0,873				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 13	Cluster 1	36	3,86	0,762	1,083	69	0,283	Do not reject Ho
	Cluster 2	35	3,63	1,031				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 14	Cluster 1	36	4,31	0,467	-0,281	69	0,779	Do not reject Ho
	Cluster 2	35	4,34	0,639				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 15	Cluster 1	36	4,14	0,899	-4,248	69	0	Reject Ho
	Cluster 2	35	4,00	0,804				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 16	Cluster 1	36	3,58	1,052	-1,078	69	0,285	Do not reject Ho
	Cluster 2	35	3,86	1,089				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
CULTURE								
Q 17	Cluster 1	36	3,69	0,92	00,843	64,944	,402	Do not reject Ho
	Cluster 2	35	3,86	0,692				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 18	Cluster 1	36	3,56	0,969	0,289	69	0,774	Do not reject Ho
	Cluster 2	35	3,49	1,067				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 19	Cluster 1	36	3,08	1,079	-1,308	69	0,195	Do not reject Ho
	Cluster 2	35	3,43	1,145				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 20	Cluster 1	36	3,17	1,207	-1,464	69	0,148	Do not reject Ho
	Cluster 2	35	3,57	1,119				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 21	Cluster 1	35	3,31	1,231	-1,449	68	0,152	Do not reject Ho
	Cluster 2	35	3,71	1,073				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
LEADERSHIP								
Q 22	Cluster 1	35	3,43	1,119	0,749	68	0,456	Do not reject Ho
	Cluster 2	35	3,63	1,114				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 23	Cluster 1	34	3,32	1,036	-1,141	67	0,258	Do not reject Ho
	Cluster 2	35	3,6	0,976				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 24	Cluster 1	33	3,55	0,938	-0,467	66	0,642	Do not reject Ho
	Cluster 2	35	3,66	1,027				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 25	Cluster 1	33	3,55	0,938	-0,916	66	0,363	Do not reject Ho
	Cluster 2	35	3,66	1,027				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
STRUCTURE								
Q 26	Cluster 1	34	3,03	1,087	-2,016	67	0,048	Reject Ho
	Cluster 2	35	3,57	1,145				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
Q 27	Cluster 1	33	3,27	1,039	-2,719	59,94	0,009	Reject Ho
	Cluster 2	35	3,89	0,796				
	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho

The questions that we asked to the respondents to understand the perceived benefits of evaluation between the clusters are listed below;

11. Managers and supervisors like (or would like) us to evaluate our efforts.

12. It has been (or would be) worthwhile to integrate evaluation activities in our daily work practices.
13. Evaluation helps (or would help) us to provide better programs, processes, products, and services.
14. The integration of evaluation activities into our work has enhanced (or would enhance) the quality of decision-making
15. There would be support among employees if we tried to do more (or any) evaluation work
16. Doing (more) evaluation would make it easier to convince managers for needed changes.

In table 18, the questions (Q11, Q12, Q13, Q14, Q15 and Q16); aim to show whether the CLU1 and CLU2 perceived that evaluation is beneficial for their organizations. For this respect, we test whether there are significant differences across the mean values of answers that are related to each question with regards to perceived benefits of evaluation (Q11, Q12, Q13, Q14, Q15 and Q16) between the CLU1 and CLU2.

For this respect, we found that there are significant differences across the mean values of answers that are related to questions Q11, Q12 and Q15 for CLU1 and CLU2.

In CLU1, the mean value of answers for questions 11 and 12 are stronger about manager's willingness to evaluate workers' efforts, integration of evaluation activities in organizations' daily work practices than CLU2. On the other hand, in CLU2 the mean value of answers for question 15 is stronger about employee support for evaluation than CLU1.

The questions that we asked to the respondents to understand the readiness level for evaluation of organizations in terms of evaluation culture between the clusters are listed below;

17. Employees use data, information, and evidence in decision-making to both support and challenge the work of the organization.
18. The organization builds in time for individual and group reflection about services, products, and processes.
19. Employees' constructive mistakes are viewed as opportunities for learning, not punishment.
20. Employees regularly engage in knowledge sharing and transfer.

21. Employees continuously look for ways to experiment and innovate to improve services, products, and processes.

In table 18, the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁); aim to show whether the CLU1 and CLU2 are ready for evaluation in terms of culture. For this respect, we test whether there are significant differences across the mean values of answers that are related to each question for both of the organizations with regards to having evaluation culture in the organizations (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁).

Table 18 shows that regarding the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) there are not significant differences between the mean values of the answers with respect to CLU1 and CLU2. In other words, there are no significant differences in mean value of responses by to questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) asked to CLU1 and CLU2.

The mean value of answers for the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) in CLU1 are equivalent to the mean value of answers for the questions in CLU2 (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁).

The questions that we asked to the respondents to understand the readiness for evaluation in terms of leadership of organizations between the clusters are listed below;

22. Leaders demand appropriate and authentic evidence for decision-making from staff.

23. Leaders walk the talk and demonstrate commitment to evaluation, organizational learning, and evidence-based decision-making.

24. Leaders support capacity building for evaluation and learning and devote necessary resources/time.

25. Leaders create/support staff positions to be responsible for systematic and ongoing evaluation and learning.

In table 18, the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅); aim to show whether the CLU1 and CLU2 are ready for evaluation in terms of leadership. For this respect, we test whether there are significant differences across the mean values of answers that are related to each question for both organizations with regards to managers' leadership about evaluation process in the organizations (Q₂₂, Q₂₃, Q₂₄ and Q₂₅).

Table 18 shows that regarding the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) there are not significant differences between the mean values of the answers with respect to CLU1 and CLU2. In other words, there is not a significant difference in the mean

values of responses by to questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) asked to CLU1 and CLU2.

The mean value of answers for the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) in CLU1 are equivalent to the mean value of answers for the questions in CLU2 (Q₂₂, Q₂₃, Q₂₄ and Q₂₅).

The questions that we asked to the respondents to understand the readiness for evaluation in terms of structure of organizations between the clusters are listed below;

26. Organizational departments effectively share information

27. There are structures and systems in place to systematically gather, store, analyze, and use data.

In table 18, the questions (Q₂₆ and Q₂₇); aim to reveal whether the CLU1 and CLU2 think that organization structure is ready for evaluation processes in their organizations. For this respect, we test whether there are significant differences across the mean values of answers that are related to each question with regards to structure (Q₂₆ and Q₂₇).

Table 18 shows that regarding the questions (Q₂₆ and Q₂₇) there are significant differences between the mean values of the answers with respect to CLU1 and CLU2. In other words, there is a significant difference in the mean values of responses to questions (Q₂₆ and Q₂₇) asked to CLU1 and CLU2.

Answers to the questions (Q₂₆ and Q₂₇) did not distribute homogeneously ($p < 0.05$), and there are statistically significant differences between the mean values of answers. The results of t-test analysis revealed that this difference reached significance. Accordingly, the mean values of answers for CLU1 are not equivalent to the mean value of answers for CLU2.

Mean values of CLU2 answers about sharing information with organizational departments and gathering, storing, analyzing, and using data are stronger when we compare with mean value of answers for CLU1.

As a result, when we look at the CLU1 and CLU2, there is a difference between these clusters in terms of perceived benefits of evaluation and structure. In terms of culture and leadership, there is not much of an obvious difference between the CLU1 and CLU2.

Then we created the clusters by combining NGOs and governmental organizations from the CLU1 and CLU2. We created a pool from the organizations, and we created 4 new clusters these are Group 1: NGOs in CLU1, Group 2: NGOs

in CLU 2, Group 3: Governmental organizations in CLU 1; Group 4: Governmental organizations in CLU 2.

Table 19: The results about perceived benefits of evaluation, culture, leadership and structure scores for Group 1 and Group 2

The results about perceived benefits of evaluation, culture, leadership and structure scores for Group 1 and Group 2 according to the mean value of each answer with Independent Sample t-test								
PERCEIVED BENEFITS OF EVALUATION								
Q 11	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,56	0,527	1,473	20	0,156	Do not reject Ho
	Group 2	13	4,15	0,689				
Q 12	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,44	0,726	1,253	20	0,225	Do not reject Ho
	Group 2	13	4,08	0,641				
Q 13	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,00	0,707	-0,948	20	,355	Do not reject Ho
	Group 2	13	4,23	0,439				
Q 14	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,44	0,527	0,631	20	0,535	Do not reject Ho
	Group 2	13	4,31	0,48				
Q 15	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	3,78	0,667	-2,707	20	0,014	Reject Ho
	Group 2	13	4,46	0,519				
Q 16	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,00	0,5	-1,22	20	0,237	Do not reject Ho
	Group 2	13	4,31	0,63				
CULTURE								
Q 17	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,33	0,500	1,192	20	0,247	Do not reject Ho
	Group 2	13	4,08	0,494				
Q 18	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,11	0,333	-0,541	20	0,594	Do not reject Ho
	Group 2	13	4,23	0,599				
Q 19	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,00	0,500	-1,22	20	0,237	Do not reject Ho
	Group 2	13	4,31	0,63				
Q 20	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,00	0,500	-1,453	20	0,162	Do not reject Ho
	Group 2	13	4,31	0,480				
Q 21	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,22	0,667	-0,947	20	0,355	Do not reject Ho
	Group 2	13	4,46	0,519				
LEADERSHIP								
Q 22	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,00	,000	-1,389	12	0,19	Do not reject Ho
	Group 2	13	4,23	0,599				
Q 23	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,14	0,690	-0,629	18	0,537	Do not reject Ho
	Group 2	13	4,31	0,480				
Q 24	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,00	0,577	-1,541	18	0,14	Do not reject Ho
	Group 2	13	3,66	0,506				
Q 25	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,00	1,000	-0,725	18	0,478	Do not reject Ho
	Group 2	13	4,23	0,439				
STRUCTURE								
Q 26	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	4,00	0,577	-0,65	18	0,524	Do not reject Ho
	Group 2	13	4,23	0,832				
Q 27	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 1	10	3,50	0,837	-1,493	17	0,154	Do not reject Ho
	Group 2	13	4,08	0,76				

*For the questions, please refer to explanations under table 18.

There are 10 NGOs that are operated in Ankara, İstanbul and İzmir in Group 1. Out of 10, 8 of the respondents are female and 2 of the respondents are male. 80% of the respondents are between the 40-62 age group and %20 of the respondents are between the 18 -39 age group. All of the respondents are

University graduates in Group 1. Out of 10, 4 respondents report that they did not receive training about evaluation practice.

On the other hand, there are 13 NGOs that are operated in Ankara, İstanbul, İzmir, Kahramanmaraş and Kütahya in group 2. Out of 13, 6 of the respondents are female and 7 of the respondents are male. 36.5% of the respondents are between the 18 -39 age group and 61.54% of the respondents are between the 40-62 age group. Majority of the respondents (84.6%) are University graduates. Out of 13, 10 respondents report that they did not receive training about evaluation practice.

In table 19, the questions (Q₁₁, Q₁₂, Q₁₃, Q₁₄, Q₁₅ and Q₁₆); aim to show whether the Group 1 and Group 2 perceived that evaluation is beneficial for their organizations. For this respect, we test whether there are significant differences across the mean values of answers that are related to each question with regards to perceived benefits of evaluation (Q₁₁, Q₁₂, Q₁₃, Q₁₄, Q₁₅ and Q₁₆) between the Group 1 and Group 2.

For this respect, we found that there are significant differences across the mean values of answers that are related to question Q15 for Group 1 and Group 2.

In Group 2, the mean value of answers for question 15 is stronger about employee support for evaluation than Group 1.

In table 19, the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) for culture and the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) for leadership aim to show whether the Group 1 and Group 2 are ready for evaluation in terms of culture and leadership. For this respect, we test whether there are significant differences across the mean values of answers that are related to each question for both of the organizations with regards to having evaluation culture and leadership about evaluation process in the organizations.

Table 19 shows that regarding the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) for culture and the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) for leadership, there are not significant differences between the mean values of the answers with respect to Group 1 and Group 2. In other words, there is not a significant difference in mean value of responses by to questions asked to Group 1 and Group 2.

In Group 1, the mean value of answers for the culture questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) and the leadership questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) are equivalent with the mean value of answers for the culture questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) and for the leadership questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) Group 2.

In table 19, the questions (Q₂₆ and Q₂₇); aim to reveal whether the Group 1 and Group 2 think that organization structure is ready for evaluation processes in their organizations. For this respect, we test whether there are significant differences across the mean values of answers that are related to each question with regards to structure (Q₂₆ and Q₂₇).

Table 19 shows that regarding the questions (Q₂₆ and Q₂₇) there are not significant differences between the mean values of the answers with respect to Group 1 and Group 2.

Answers to the questions (Q₂₆ and Q₂₇) were distributed homogeneously ($p>0.05$), and there are no statistically significant differences between the mean values of answers. Accordingly, the mean value of answers for questions 26 and 27 in Group 1 are equivalent to the mean value of answers for the questions 26 and 27 in Group 2.

As a result, when we look at the Group 1 and Group 2, there is a difference between these clusters only for question 15 in perceived benefits of evaluation part. So, we can say that there are not a significant difference between the Group 1 and Group 2.

Lastly, we will handle Group 3 and Group 4 to compare the mean values of answers regarding the answers of questions about perceived benefits of, culture, leadership, and structure.

Table 20: The results about perceived benefits of evaluation, culture, leadership and structure scores for Group 3 and Group 4

The results about perceived benefits of evaluation, culture, leadership and structure scores for Group 3 and Group 4 according to the mean value of each answer with Independent Sample t-test								
PERCEIVED BENEFITS OF EVALUATION								
Q 11	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	4,33	0,48	5	25,537	,000	Reject Ho
	Group 4	22	2,86	1,32				
Q 12	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	4,37	0,492	2,333	47	0,024	Reject Ho
	Group 4	22	3,86	0,990				
Q 13	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	3,81	0,786	1,986	47	0,053	Do not reject Ho
	Group 4	22	3,27	1,12				
Q 14	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	4,26	0,447	-0,589	33,36	0,56	Do not reject Ho
	Group 4	22	4,36	0,727				
Q 15	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	2,93	0,874	-3,27	47	0,002	Reject Ho
	Group 4	22	3,73	0,827				
Q 16	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	3,44	1,155	-0,43	47	0,669	Do not reject Ho
	Group 4	22	3,59	1,221				
CULTURE								
Q 17	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	3,52	0,975	-0,654	47	0,516	Do not reject Ho
	Group 4	22	3,68	0,716				
Q 18	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	3,41	1,083	1,368	47	0,178	Do not reject Ho
	Group 4	22	3,00	0,976				
Q 19	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	2,81	1,111	-0,161	47	0,873	Do not reject Ho
	Group 4	22	2,86	0,990				
Q 20	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	2,93	1,299	-0,472	47	0,639	Do not reject Ho
	Group 4	22	3,09	1,109				
Q 21	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	3,04	1,28	-0,558	46	0,580	Do not reject Ho
	Group 4	22	3,23	1,02				
LEADERSHIP								
Q 22	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	3,30	1,265	0,198	47	0,844	Do not reject Ho
	Group 4	22	3,23	1,152				
Q 23	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	3,15	1,064	0,041	47	0,967	Do not reject Ho
	Group 4	22	3,14	0,889				
Q 24	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	3,46	1,029	0,968	46	0,338	Do not reject Ho
	Group 4	22	3,18	0,958				
Q 25	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	3,30	1,203	0,182	46	0,856	Do not reject Ho
	Group 4	22	3,24	0,944				
STRUCTURE								
Q 26	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	2,81	1,111	-1,02	47	0,313	Do not reject Ho
	Group 4	22	3,14	1,082				
Q 27	Clusters	N	Mean	Std. Deviation	t	df	P value	Reject/ Do not reject Ho
	Group 3	26	3,26	1,130	-1,72	45,655	0,092	Do not reject Ho
	Group 4	22	3,73	0,767				

*For the questions, please refer to explanations under table 18.

There are 26 governmental organizations that are operated in Ankara Group 3. Out of 26, 7 of the respondents are female and 19 of the respondents are male. 38.46 % of the respondents are between the 40-62 age groups and %61.54 of the respondents are between the 18 -39 age group. All of the respondents are University graduates in Group 3. Out of 26, 20 respondents report that they did not receive training about evaluation practice.

On the other hand, there are 22 governmental organizations that are operated in Ankara in Group 4. Out of 22, 7 of the respondents are female and 15 of the respondents are male. 72.7% of the respondents are between the 18 -39 age group and 22.7% of the respondents are between the 40-62 age group. Out of 22, 13 respondents report that they did not receive training about evaluation practice.

In table 20, the questions (Q11, Q12, Q13, Q14, Q15 and Q16); aim to show whether the Group 3 and Group 4 perceived that evaluation is beneficial for their organizations. For this respect, we test whether there are significant differences across the mean values of answers that are related to each question with regards to perceived benefits of evaluation (Q11, Q12, Q13, Q14, Q15 and Q16) between the Group 3 and Group 4.

For this respect, we found that there are significant differences across the mean values of answers that are related to questions Q11, Q12 and Q15 for Group 3 and Group 4.

In Group 3, the mean value of answers for questions 11 and 12 are stronger about managers' willingness to evaluate workers' efforts, integration of evaluation activities in organizations' daily work practices than Group 4. On the other hand, in Group 4 the mean value of answers for question 15 is stronger about employee support for evaluation than Group 3.

In table 20, the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) for culture and the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) for leadership and the questions (Q₂₆ and Q₂₇) aim to show whether the Group 3 and Group 4 are ready for evaluation in terms of culture, leadership, and structure. For this respect, we test whether there are significant differences across the mean values of answers that are related to each question for both organizations with regards to having evaluation culture, leadership and structure about evaluation process in the organizations.

Table 20 shows that regarding the questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁) for culture, the questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) for leadership and the questions (Q₂₆ and Q₂₇) for the structure, there are not a significant difference between the mean values of the answers with respect to Group 3 and Group 4. In other words, there are no significant differences in mean value of responses to questions asked to Group 3 and Group 4.

In Group 3, the mean value of answers for the culture questions (Q₁₇, Q₁₈, Q₁₉, Q₂₀ and Q₂₁), the leadership questions (Q₂₂, Q₂₃, Q₂₄ and Q₂₅) and the structure questions (Q₂₆ and Q₂₇) are equivalent with the mean value of answers for

the culture questions (Q17,Q18, Q19, Q20 and Q21), for the leadership questions (Q22,Q23, Q24 and Q25) and the structure questions (Q₂₆ and Q₂₇) in Group 4.

As a result, when we look at the Group 3 and Group 4, there is a difference between these clusters only for questions 11, 12 and 15 in perceived benefits of evaluation part. So, we can say that there is not a significant difference for culture, leadership and structure between the Group 3 and Group 4.

In the beginning, there are stronger differences between the mean values of answers for the questions about perceived benefits of evaluation and structure for CLU1 and CLU2 because of the mixed clusters of organizations as governmental organizations and NGOs. Later, because of the homogenous clusters were created like Group 1 and Group 2 and the differences between the mean values of answers were getting weaker. Even for Group 1 and Group 2, we can say that there is almost no difference between the mean values of the answers for the questions. The difference between the mean values of answers detected only question 15 in perceived benefits of evaluation. On the other hand, Group 3 and Group 4 are also homogenous, but there are only governmental organizations' respondents of the questions and because of the less optimistic approach of the governmental organizations against evaluation rather than NGOs (we detected also in previous tables) in here also the difference between the mean values of answers are stronger than Group 1 and Group 2 for the questions 11,12 and 15 in perceived benefits of evaluation part.

CONCLUSION

Nowadays the concept of evaluation started to be popular all over the world organizations. In Europe, evaluation counts still an infant industry and that's why it opens to change and development in time. Not only in developed countries but also developing countries the efforts to implement evaluation activities rise by day to day. Turkey has lagged behind the European countries to follow the innovations regarding the evaluation as an essential component of corporate decision-making. Lack of awareness about evaluation concept and misunderstood evaluation concept could be a cause of this lagging. Although there has been a series of plans and activities intended to put evaluation into use in Turkey, there is a need for an improvement in evaluation capacity.

Designing evaluation capacity building in an organization is the first stage of evaluation process and it requires; knowledge and skill, planning, data collection and analysis, interpretation, and reporting. Increase in evaluation capacity leads to accurate use of evaluation results, detection, and removal of disruptions in the organization, effective decision making and provide a learning tool for better governance. In creating evaluation capacity program, it is important to know the baseline situation of the organizations. We try to understand the organizations' ability to successfully implement an evaluation project in other words evaluation readiness for the governmental organizations and NGOs in Turkey (Morariu, 2012). Evaluation capacity building is also drawing attention cultivating organizational support for program evaluation as well as overall organizational learning (Taylor-Powell & Body, 2007) Evaluation capacity is not enough to conduct evaluation in the NGOs and governmental organizations and because of that the quality of evaluation activities are low in the organizations, low influence of evaluation in decision making processes of organizations and inefficient use of resources.

Promotion of accountability is government organizations' basic interest for evaluation (Davies, Newcomer and Soydan, 2006). On the other hand, for the NGOs there are 2 reasons for making evaluation; First, to improve the accountability (Wiesner, 1997). Second, to encourage learning (Argyris and Schön, 1996; Bamberger, 2009, Pasteur, 2006; Solomon & Chowdhury, 2002). Although accountability seems the aim of evaluation practice for most of the organizations, evaluation has more dimensions such as organizational learning, culture, leadership, resources, and structure.

As mentioned in the literature review, evaluation has a misunderstood by the organizations and evaluation has come to be mainly understood as something that is attached to particular projects and not necessarily concerned the organizations as a whole (Meydanoğlu & Zivali, 2011). On the other hand, evaluation is a perceived tool for organizational learning and improved organizational performance, the culture, leadership and structure of the organizations. With this study, we can increase the awareness of organizations about these misunderstood evaluation activities and help them to match the evaluation perception with the existing evaluation activities in the organizations correctly. Evaluation is usually confused with activity reports and strategic planning in the organizations. We can help clear up the confusion regards to practice and use with the results of this study.

The main aim of this study was to investigate evaluation readiness of the NGOs and governmental organizations and the perception and differences about the evaluation concept of governmental organizations and non-governmental organizations in Turkey.

The findings showed that both organizations' awareness is low about practicing and using evaluation concept. Although they claimed that they are using the evaluation in their organizations, there was a misunderstood about evaluation concept and there was a confusion with regards to practice and use. Evaluation is mostly confused with strategic planning and activity reporting for the governmental organizations and with activity reporting and internal auditing in NGOs. The main reason for lack of evaluation application in the organizations was limited time for NGOs and lack of awareness regarding evaluation for governmental organizations. Other reasons were lack of top management request for evaluation, lack of stakeholder demand for evaluation, limited time, and cost. When asked how your organization implementation evaluation is, both organizations responded through a department that is responsible for evaluation within the organization and when asked "Why does your organization implementation evaluation?", governmental organizations gave necessity from strategic planning as main reason, NGOs gave management policy to prove and increase effectiveness as main reason.

Descriptive statistics have been used to investigate evaluation readiness of the organizations and to what extent are the organizations ready for evaluation. As a result of that, there is a significant difference between the organizations' answers frequencies. Although all answers show generally a positive tendency for perceived benefits of evaluation, culture, leadership and structure, the NGOs answers were

more positive than governmental organizations. Because of those positive answers we can say that NGOs are more ready for evaluation when we compare the governmental organizations.

We revealed with the results of cluster analysis that when we compare the clusters that we have mixed respondents from both of the governmental organizations and non-governmental organizations, there were significant differences between the mean values of answers. On the other hand, when we examine the clusters that we have created by only picking people from only NGOs or only governmental organizations, there were no significant differences between the mean values of answers for the culture, leadership and structure. The mean values of the answers were equivalent.

There are some problems and needs for evaluation. Firstly, low demand for evaluation by organizations due to lack of awareness is another problem for the evaluation. The reasons of low demand are; need for evaluation practices is seen as insufficient in organization, restricts organizations' ability to learn from evidence based project results, the ultimate result is inefficient use of resources. Organizations need to improve in capacity to use evaluation. Current situation show that the NGO managers and government officials have lack of knowledge and training on how to use and interpret evaluation results.

Evaluation is not considered as a profession in Turkey. Because of absence of professional standards, absence of common terminology for evaluation, lack of academic research on evaluation, reluctance for being an evaluator, low capacity to do evaluation. This situation can handle with widening networks across evaluators and organizations that are potential users of evaluation. Current situation of Turkey Monitoring and Evaluation Society (TMES) members is even though TMES is member of International Organization for Cooperation in Evaluation (IOCE) and Network of Evaluation Societies in Europe (NESE), there is still need to develop national and international networks with other evaluators both domestic and international.

Lastly, Capacity to do evaluation is weak because of the low quality in evaluations and low influence of evaluation in decision making processes of organizations and inefficient use of resources. Organizations have to improve in capacity to do evaluation. Current situation of TMES members is although there are some capacity in evaluation, there is need for further development of knowledge and training on capacity to do evaluation.

Although there is a significant difference between the answers of NGOs and governmental organizations, findings of the study revealed that, for both organizations the awareness of evaluation is low and evaluation is a perceived tool for organizational learning, help for development of organization performance, culture, leadership, and structure of the organizations. However, there is a mismatch between these and organizations' evaluation activities in practice. The results reveal, NGOs seem more optimistic and ready to absorb the dimensions of evaluation concept than governmental organizations, but unfortunately, evaluation is not yet a major tool for efficient use of resources and organizational learning in Turkish organizations.

As a suggestion, various training or seminars can be given to explain in detail what is the evaluation, what is evaluation capacity building and how is the applications of evaluation in the organizations, etc., and the activities that the institutions and organizations in our country have already done as evaluation are not actually evaluation. In this way, both awareness of evaluation is increased and wrong perceptions about the application of assessment are eliminated. Collaboration with European Evaluation Society (EES), there are some evaluation capacity building projects like CFCU project: Supporting Civil Society Dialogue Between EU and Turkey Grant Scheme (CSD-V) (Collaboration with EES) Project title is Evaluation Capacity Development in Turkey. Current situation of project is it passed the first stage and project submitted for second stage. Collaboration with University of Ottawa, there are some seminars, panels, focus groups... Ongoing... Collaboration with IOCE Eval Partners. The Project title is DRG (Democracy, Human Rights, Governance) Evaluation "Merging DRG evaluation tools with existing evaluation practices"

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APPENDICES

APPENDIX 1: The List of Organizations

Governmental Organizations

Bilim Sanayi ve Teknoloji Bakanlığı, Verimlilik Genel Müdürlüğü

Kalkınma Bakanlığı

Başbakanlık

Gelir İdaresi Başkanlığı

Sayıştay Başkanlığı

Hazine ve Maliye Bakanlığı

Non-governmental Organizations

Sivil Toplum Geliştirme Merkezi Derneği (STGM)

Kültürler Arası Araştırma ve Dostluk Vakfı (KARVAK)

Sağlık ve Sosyal Hizmet Emekçileri Sendikası (SES)

İstanbul Koruyucu Aile Derneği

Türkiye Dış Ticaret Derneği

Asperger Sendromu ve Otizmle Hayat Derneği (AsperDer)

Türkiye Omurilik Felçlileri Derneği (TOFD)

Türkiye Bilişim Derneği

Ege Genç İşadamları Derneği (EGİAD)

Türkiye Eğitim Gönüllüleri Vakfı (TEGV)

Ege Orman Vakfı

Türkiye Erozyonla Mücadele Ağaçlandırma ve Doğal Varlıkları Koruma Vakfı (TEMA)

Karşıyaka Engelliler Spor Kulübü Derneği

Ege Çağdaş Eğitim Vakfı

İzmir Sanayici ve İş İnsanları Derneği

Ege İş Kadınları Derneği

Yaya Derneği

Sokak Çocukları Derneği

Milli Kütüphane Vakfı

Kahramanmaraş Koruyucu Aile Derneği

Kütahya Koruyucu Aile Derneği

Sürdürülebilir Enerji areketi Derneği

Türkiye Avrupa Vakfı

APPENDIX 2: Survey

TÜRKİYE’DE ORGANİZASYONLARDA DEĞERLENDİRME KÜLTÜRÜ

Sayın katılımcı,

Dokuz Eylül Üniversitesi ve İzleme ve Değerlendirme Derneği (İVED) işbirliği ile yürütülen bu araştırma, Türkiye’deki kamu kuruluşları ile sivil toplum kuruluşlarının değerlendirme konusundaki farkındalıklarının ve değerlendirmeye yönelik uygulamalarının belirlenmesi amacı ile hazırlanmıştır.

Vereceğiniz bilgiler ve cevaplar 3. Kişilerle kesinlikle paylaşılmayacaktır.

Anket formunu doldurarak çalışmaya katkı verdiğiniz ve zaman ayırdığınız için teşekkür ederiz.

Prof. Dr. Sedef Akgüngör
Dokuz Eylül Üniversitesi İşletme
Fakültesi

Dr. Volkan Erkan
İzleme ve Değerlendirme Derneği

Soruları cevaplarken lütfen aşağıda tanımlanmış olan **değerlendirme kavramını** göz önüne alınız:

“Değerlendirme, bir faaliyetin, projenin, programın, stratejinin, politikanın, konunun, sektörün, operasyonel alanın veya kurumsal performansın sistemli ve tarafsız bir şekilde incelenmesidir. Sonuç zinciri, süreçler, bağlamsal faktörler ve nedensellik incelenerek uygunluk, etkililik, verimlilik, etki ve sürdürülebilirlik gibi kriterler bazında hem amaçlanan hem de beklenmeyen sonuçlara ulaşma düzeyini analiz eder. Bir değerlendirme, bulgularının, tavsiyelerinin ve derslerinin kuruluş ve paydaşların karar verme süreçlerine zamanında, güvenilir, yararlı ve kanıt temelli bilgiler sağlamalıdır. Değerlendirmenin amacı hesap verebilirliği ve öğrenmeyi teşvik etmektir. (The United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation 2017)”

KURUMUNUZUN ADI:

BÖLÜM 1: KURUMA İLİŞKİN GENEL BİLGİLER

1. Değerlendirme sonuçlarının yorumlanması ve analizi konusunda, değerlendirmelerden sorumlu kişi daha önce herhangi bir eğitim aldı mı?(Cevap evet ise aldığınız eğitimleri belirtiniz)

☐Evet

☐Hayır

.....

.....

2. Kurumunuzu nasıl tanımlarsınız ?

☐Yeni (5 yıl veya 5 yıldan az süredir var olan)

☐Biraz Yeni (5 veya 10 yıldır var olan)

☒Eski (10 yılı aşkın süredir var olan)

3. Kurumunuzun tipi nedir ?

☐Kamu

☐STK

☐Özel Sektör

4. Kurumunuzda kaç kişi çalışmaktadır?

Yönetici:

Personel:

5. Faaliyet gösterdiğiniz sektör veya sektörlerde değerlendirme kültürü oluşturmanın önemli olduğunu düşünüyor musunuz ?

☐Evet

☐Hayır

BÖLÜM 2: DEĞERLENDİRME KONUSUNDA FARKINDALIK:

6. Kurumunuzda yukarıdaki tanım ile ilişkili uygulamalar var mıdır?

☐Evet

☐Hayır

CEVABINIZ HAYIR İSE AŞAĞIDAKİ SORUYU CEVAPLAYINIZ !!

CEVABINIZ EVET İSE SORU 3'den DEVAM EDEBİLİRSİNİZ !!

7. Kurumunuzda değerlendirme yapılmaması konusundaki nedenlerden size göre en önemli olan üç tanesini işaretleyiniz.

☐ Maliyetli olması

☐ Zamanın kısıtlı olması

☐ Güven duyulmaması

☐Hali hazırda alternatif yöntemler kullanılıyor olması(Lütfen yöntemlerinizi 'diğer' seçeneğinde belirtiniz)

☐ Kurumun değerlendirme konusunda farkındalığının olmaması

☐Üst yönetimin talebinin olmaması

- ☐ Dış paydaşları talebinin olmaması
- ☐ Diğer (Lütfen belirtiniz) _____

8. Kurumunuzda değerlendirmeye baz oluşturacak hangi çalışmalar yapılmaktadır ?

- ☐ Stratejik Planlama
- ☐ Faaliyet Raporu
- ☐ Performans Programı
- ☐ İç Kontrol Sistemi
- ☐ İç Denetim Sistemi
- ☐ Kapsamlı İzleme Sistemi
- ☐ Diğer

9. Değerlendirme fonksiyonunu nasıl gerçekleştirmeniz?

☐ Değerlendirme kurum içinde oluşturulmuş olan bir birim tarafından yapılmaktadır

- ☐ Değerlendirme için kurumun bağımsız bir değerlendirme birimi vardır
- ☐ Kurum dışından değerlendirme hizmeti alınmaktadır

10. Kurumunuzda değerlendirme yapılmasının nedenleri nelerdir?

- ☐ Kurum içinde Avrupa Birliği, Birleşmiş Milletler gibi uluslararası fon kaynaklarının desteği ile yürütülen projelerden kaynaklanan zorunluluk
- ☐ Kurumun stratejik planlama uygulamasının getirdiği bir zorunluluk
- ☐ Mali kontrol ile ilgili zorunluluklar
- ☐ İç Denetim
- ☐ Kurumun projelerinin etkisinin kanıtlanması ve etkinliğinin artırılmasına yönelik uygulanan yönetim politikası

11. Değerlendirme faaliyetleri yöneticilerin karar vermeleri konusunda önemli ölçüde etkilidir (ya da uygulanırsa etkili olacaktır).

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

12. Değerlendirme faaliyetlerinin günlük çalışma uygulamalarının bir parçası olması organizasyonun başarısı için önemlidir.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

13. Yöneticiler, faaliyetlerimizi değerlendirmemizi isterler (ya da isteyebilirler).

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

14. Bana göre değerlendirme daha iyi program, süreç, ürün ve hizmet yaratmamıza olanak sağlamakta olan (ya da sağlayabilecek) bir faaliyettir.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

15. Değerlendirme faaliyetlerini artırırsak (ya da değerlendirme yapmaya başlarsak) kurum çalışanları buna destek vereceklerdir.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

16. Değerlendirme sonuçlarını kullanarak yönetimi değişim konusunda ikna etmek daha kolaydır (ya da daha kolaylaşacaktır).

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

BÖLÜM 3: DEĞERLENDİRMeye YÖNELİK KURUM KÜLTÜRÜ

17.Çalışanlar, kurumun kararlarını desteklemek amacıyla veri, bilgi ve kanıt kullanmaktadır.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

18. Kurumsal süreç, ürün ve hizmetler konusunda kişi ve grup görüşleri alınmaktadır.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

19. Kurumumuzda hatalardan çıkartılan derslerin öğrenme için iyi bir fırsat olduğu yönünde bir görüş hakimdir.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

20.Çalışanlar ve yöneticiler arasında düzenli bir bilgi paylaşımı vardır.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

21.Kurumumuzda çalışanlar öğrenme ve yeni deneyimler kazanmaları konusunda teşvik edilmektedir.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

BÖLÜM 4: DEĞERLENDİRMEYE YÖNELİK LİDERLİK

22. Yöneticiler karar alırken çalışanlarından uygun ve özgün geri bildirimler almak isterler.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

23. Yöneticiler, kurumsal öğrenme, değerlendirme ve kanıtlara bağlı karar verme konusunda istekli olduklarını çalışanlarına göstermektedir.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

24. Yöneticiler, değerlendirme konusunda kapasitesinin oluşturulması konusunda isteklidir (ya da istekli olacaklardır).

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

25. Kurumumuzda sistematik ve süreklilik sağlayacak değerlendirme faaliyetleri için bir iş tanımı vardır ya da yöneticiler böyle bir iş tanımının oluşturulması fikrini desteklemektedir.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

BÖLÜM 5: DEĞERLENDİRMEYE YÖNELİK KURUMSAL YAPI

26. Kurumun birimleri arasında etkin bir bilgi paylaşımı vardır.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Tamamen katılıyorum

27. Kurumda sistematik olarak veri derleme, saklama, analiz etme ve kullanma konusunda oluşturulmuş olan yapı ve sistemler vardır.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Hiç katılmıyorum	Katıl mıyorum	Fikri m yok	Katılı yorum	Tama men katılıyorum

BÖLÜM 6: ANKETİ YANITLAYAN KİŞİYE AİT BİLGİLER

Yaş:

Cinsiyet:

Eğitim düzeyi:

Kurumda çalıştığı toplam yıl sayısı:

Kurum içindeki görevi:

Değerlendirme ile ilgili kurum içindeki görev:

