



## PROJECT EVALUATION AND PERFORMANCE OF NGO PROJECTS IN NAIROBI CITY COUNTY, KENYA

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### ABSTRACT

Non-Governmental Organization (NGO) projects are initiatives or programs undertaken by non-profit organizations aimed at addressing specific social, environmental, economic, or humanitarian issues. Non-governmental organizations (NGOs) in Nairobi City County face a range of challenges that hinder their effectiveness and sustainability. The general objective of the study was to determine the effect of project evaluation on performance of NGO projects in Nairobi city county, Kenya. Specifically, the study sought to determine effect of formative evaluation on performance of NGO projects in Nairobi city county, Kenya, to establish effect of summative evaluation on performance of NGO projects in Nairobi city county, Kenya. This study was guided by Constructivist Learning Theory, The Logic Model Theory. This study used a descriptive research design. According to the Kenya Business Directory, there are 201 NGOs working in Nairobi City County which was the study population. All the 201 NGO's operating within Nairobi County comprised the target population of this study. According to Kothari (2019), a representative is one that is at least 10% of the population of interest. Therefore, from each stratum NGOs was selected to make a sample of 100 NGOs project managers which represented 50% of the population. Primary data was used in this study. The study's primary data was obtained using semi-structured questionnaires. The researcher carried out a pilot study to ensure the data collection tool was reliable and valid. Quantitative and qualitative data was generated from the closed-ended and open-ended questions, respectively. Qualitative data was analyzed on thematic basis and the findings provided in a narrative form. Before the data can be analyzed, the researcher ensured the data was checked for completeness, followed by data editing, data coding, data entry, and data cleaning. Inferential and descriptive statistics was employed for analysis of quantitative data with the assistance of Statistical Package for Social Sciences (SPSS version 25). Data analysis was done using descriptive statistics and inferential statistics. Inferential data analysis was conducted by use of Pearson correlation coefficient, and multiple regression analysis. The study results were presented in tables and figures. The study concludes that formative evaluation has a positive and significant influence on performance of NGO projects in Nairobi city county, Kenya. In addition, the study concludes that summative evaluation has a positive and significant influence on performance of NGO projects in Nairobi city county, Kenya. Based on the findings, the study recommends that the management of NGO projects should integrate formative evaluation as a core component of their project management processes. In addition, the study recommends that the management of NGO projects should incorporate summative evaluation as a key tool to assess the overall success and impact of their projects upon completion.

**Key Words:** Project Evaluation, Formative Evaluation, Summative Evaluation, Performance of NGO Projects

## Background of the Study

Non-Governmental Organization (NGO) projects are initiatives or programs undertaken by non-profit organizations aimed at addressing specific social, environmental, economic, or humanitarian issues (Buechele, *et al*, 2024). These projects are often designed to fill gaps where government or private sector involvement may be limited, and they typically focus on improving the well-being of vulnerable populations or tackling global challenges. NGO projects can span a wide range of areas, such as education, healthcare, human rights, environmental conservation, disaster relief, and economic development (Ahmad & Bin, 2021).

NGO projects play a crucial role in addressing global challenges and improving the lives of disadvantaged communities. One of the primary roles of NGO projects is to act as a catalyst for social change, often targeting issues that are overlooked or insufficiently addressed by governments or the private sector. These projects can help raise awareness about critical issues, advocate for policy changes, and provide direct services to those in need. Through their efforts, NGOs contribute significantly to fostering social justice, equality, and human rights, striving to create a more inclusive and equitable world (Borisch, Amer & Jahaf, 2023). Another important role of NGO projects is providing humanitarian assistance in times of crisis. During natural disasters, armed conflicts, or humanitarian emergencies, NGOs often mobilize quickly to provide relief, such as food, shelter, medical care, and clean water. These organizations are well-positioned to operate in areas where governments or other institutions may be unable to reach or provide immediate help due to logistical challenges or political barriers. NGO projects in these contexts are essential in alleviating suffering and helping communities recover from devastating events (Hall & Le, 2020).

NGO projects also contribute to sustainable development by addressing long-term issues such as poverty, education, environmental degradation, and healthcare. For example, NGOs often run educational programs to increase literacy rates or provide vocational training to help people build skills and gain employment. Environmental NGOs may implement projects to protect natural resources or promote sustainable farming practices (Masawe & Isanzu, 2020). Through such initiatives, NGOs help build resilience within communities, ensuring that they can continue to thrive even after the projects end. This focus on sustainability is central to many NGO projects, as they aim to create lasting positive impacts without creating dependency on external aid. Furthermore, NGO projects can serve as a bridge between different stakeholders, fostering collaboration between governments, international organizations, the private sector, and local communities (Habiyaambere & Gitahi, 2023). NGOs often advocate for marginalized groups and ensure that their voices are heard in decision-making processes. By involving local communities in project design and implementation, NGOs help ensure that interventions are culturally appropriate, relevant, and tailored to the specific needs of the population. In this way, NGO projects play a key role in promoting participatory development, where communities are empowered to take ownership of their own progress (Kissi, *et al*, 2019).

Project evaluation is a systematic process used to assess the design, implementation, and outcomes of a project to determine its effectiveness, efficiency, and impact. Different types of evaluation such as formative, summative, evaluation serve distinct purposes and are employed at various stages of a project (Ahumuza & Babirye, 2024). Formative evaluation is typically conducted during the development and early stages of a project. Its primary purpose is to provide feedback that can help improve the project before full-scale implementation. This type of evaluation focuses on refining the project's design, strategies, and interventions, making adjustments as needed to enhance its success. It often involves gathering input from stakeholders, pilot testing, and assessing the feasibility of different components of the project (Lawal, 2022).

Summative evaluation is conducted at the end of a project to assess its overall effectiveness and impact. This evaluation aims to determine whether the project achieved its intended goals

and objectives and is often used for reporting to stakeholders or securing future funding. It is more focused on the final outcomes and provides an overall judgment of the project's success or failure (Macharia & Bowa, 2023).

### **Statement of the Problem**

Non-Governmental Organizations (NGOs) play a crucial role in Kenya's socio-economic development, particularly in Nairobi City County, where they supplement government efforts in addressing pressing social issues (Koima & Mukulu, 2020). NGOs in Kenya work to bridge gaps in healthcare, education, poverty reduction, environmental conservation, and community development, with a significant impact on marginalized and vulnerable populations (Mutsune & Ngugi, 2023). According to the NGO Coordination Board, as of recent data, NGOs in Kenya contribute billions of shillings annually to various sectors, enhancing access to essential services and improving quality of life for many Kenyans (Macharia & Bowa, 2023). These organizations often operate in challenging environments, making their contributions even more valuable. However, the success of these NGOs is largely contingent on their project performance, as successful project delivery ensures that they meet their mandates, attract donor funding, and maintain public trust (Mutsune & Ngugi, 2023).

Despite the importance of NGO projects, there has been a growing concern regarding their performance. Many NGO projects in Nairobi County face challenges such as cost overruns, time overruns, and issues with quality, ultimately failing to meet set objectives (Waweru & Kimathi, 2022). A report by the Kenya Institute for Public Policy Research and Analysis (KIPPRA) indicates that over 40% of NGO projects in the country exceed their budget by an average of 20%, largely due to poor planning and resource mismanagement (Koima & Mukulu, 2022). Furthermore, close to 35% of NGO projects experience time delays, often spanning several months, leading to donor dissatisfaction and decreased project impact (Mutsune & Ngugi, 2023). A study by Development Initiatives (2023) showed that more than 25% of NGO projects in Nairobi fail to achieve their intended objectives due to inadequate quality assurance measures, lack of beneficiary engagement, and insufficient monitoring processes. Such performance issues not only undermine the effectiveness of these projects but also erode donor confidence, risking funding cuts that could jeopardize the welfare of the communities relying on these initiatives (Macharia & Bowa, 2023).

Project evaluation plays a crucial role in influencing the performance of development projects by providing systematic insights into what is working, what is not, and why. Regular evaluation helps organizations measure progress against goals, identify challenges, and make informed decisions on how to improve project outcomes (Mutsune & Ngugi, 2023). By assessing the effectiveness, efficiency, and relevance of interventions, project evaluation ensures that resources are being used optimally, contributing to improved decision-making and overall project success (Banzi & Tumuti, 2024). Various studies have been conducted in different parts of the world on project evaluation and project performance. For instance, Macharia and Bowa (2023) investigated on project evaluation and project performance. Mutsune and Ngugi (2023) examined on the influence of project evaluation on project implementation by national lands commission and Banzi and Tumuti (2024) conducted a study on project evaluation and performance of county funded health construction projects. However, none of these studies focused on formative evaluation, summative evaluation on performance of NGO projects in Nairobi city county, Kenya. To fill the highlighted gaps, the current sought to determine the effect of project evaluation (formative evaluation, summative evaluation) on performance of NGO projects in Nairobi city county, Kenya.

## Objectives of the Study

### General Objective of the Study

The general objective of the study was to determine the effect of project evaluation on performance of NGO projects in Nairobi city county, Kenya

### Specific Objectives of the study

- i To determine effect of formative evaluation on performance of NGO projects in Nairobi city county, Kenya.
- ii To establish effect of summative evaluation on performance of NGO projects in Nairobi city county, Kenya.

## LITERATURE REVIEW

### Theoretical Review

#### Constructivist Learning Theory

Constructivist Learning Theory is a prominent educational theory developed by Piaget (1973) that emphasizes the active role of learners in constructing their own understanding and knowledge through interaction with the environment. At its core, constructivism challenges the traditional view of learning as the passive absorption of information from teachers or textbooks. Instead, it posits that learners actively build their own mental models of the world based on their experiences, prior knowledge, and interactions with their surroundings (Nilesh & Ankur, 2020). Central to constructivist theory is the idea that learning is a process of sense-making and meaning construction. Learners actively engage with new information by relating it to their existing knowledge frameworks, beliefs, and experiences. This process of cognitive restructuring involves assimilating new information into existing mental structures (assimilation) and accommodating these structures to incorporate new information (accommodation), a concept pioneered by Jean Piaget, a foundational figure in constructivist thought (Kyaruzi, 2019).

Constructivist learning environments are designed to facilitate this active engagement and sense-making process. They emphasize hands-on, experiential learning activities where students are encouraged to explore, experiment, and discover. Such activities can include experiments, projects, simulations, and collaborative problem-solving tasks. For example, in teaching electrostatics, students might use computer simulations to explore the behavior of charges and electric fields, allowing them to observe phenomena and test hypotheses in a dynamic, interactive manner (Njiru, 2020). Furthermore, constructivism highlights the social aspect of learning. It recognizes the importance of interactions with peers, teachers, and experts in shaping understanding. Collaborative activities and discussions enable students to negotiate meaning, share perspectives, and build collective knowledge. These interactions not only deepen understanding but also promote critical thinking, communication skills, and teamwork—all essential components of academic and lifelong learning (Kirwa, Ogula & Chepsiror, 2023).

Another key principle of constructivist learning is the idea of contextualized and situated learning. Knowledge is not seen as abstract and disconnected from real-world applications but rather as situated within specific contexts and meaningful situations. By presenting content in relevant contexts, educators help students understand the practical implications and relevance of what they are learning. In the context of electrostatics, this could mean relating theoretical concepts to everyday phenomena or technological applications, thereby enhancing students' motivation and engagement (Chemeli, 2019). Lastly, constructivist theory emphasizes the role of reflection and metacognition in learning. Reflective practices encourage students to think about their thinking (metacognition), evaluate their own understanding, and identify areas for further exploration or clarification. By engaging in reflection, students become more self-

directed learners, capable of monitoring their progress, setting goals, and adjusting their strategies to improve their understanding and academic performance (Nilesh & Ankur, 2020).

One assumption of Constructivist Learning Theory is that learners actively construct their own understanding of the world. This assumption posits that knowledge is not passively received from external sources (such as teachers or textbooks) but is actively built by individuals through their experiences, interactions, and reflections. This view aligns with cognitive developmental theories, such as those proposed by Jean Piaget, which emphasize the importance of learners' cognitive processes in shaping their learning outcomes (Kyaruzi, 2019). Another assumption is that learning is context-dependent and situated within meaningful activities and social interactions. Constructivist theorists argue that knowledge is best acquired when learners engage in authentic tasks that connect theoretical concepts to real-world applications. By embedding learning within relevant contexts, educators can enhance students' motivation and understanding, as they see the practical implications of what they are learning (Njiru, 2020).

However, Constructivist Learning Theory is not without its critiques. One critique challenges the theory's emphasis on individual construction of knowledge. Critics argue that while learners play an active role in making sense of information, they also rely on external guidance and structured learning experiences provided by educators (Kirwa, Ogula & Chepsiror, 2023). This critique highlights the potential limitation of purely constructivist approaches that may overlook the importance of explicit instruction and direct guidance in certain contexts. Another critique concerns the assumption that all learners will naturally construct accurate and meaningful understandings of concepts. Critics argue that learners' prior knowledge, cultural backgrounds, and individual differences can influence how they interpret and construct knowledge (Chemeli, 2019). This variability in interpretation can lead to misconceptions or incomplete understandings if not effectively addressed through scaffolding and support from educators. Furthermore, critics point out that constructivist approaches may not always align with the constraints and demands of standardized assessments and curriculum requirements. Educators often face pressures to cover specific content within limited timeframes, which can pose challenges for implementing inquiry-based or project-based learning approaches advocated by constructivist theory. This tension between theory and practical implementation underscores the importance of balancing constructivist principles with the realities of educational settings (Nilesh & Ankur, 2020). This theory was used in determining effect of formative evaluation on performance of NGO projects in Nairobi city county, Kenya.

### **The Logic Model Theory**

The Logic Model Theory developed by Joseph Wholey (1979) is a framework used primarily in program planning, evaluation, and management to help stakeholders understand how a program or intervention is intended to work. It is a systematic tool that maps out the relationships between resources, activities, outputs, outcomes, and goals, providing a visual representation of how inputs are transformed into results (Ishaq, Abdul & Nor, 2020). The theory is widely used in fields such as public health, education, social services, and nonprofit organizations to help structure and assess programs and projects. At its core, the Logic Model Theory is built on the assumption that if a program has the right inputs (resources), it will lead to specific activities, which, when implemented correctly, will produce certain outputs and, ultimately, contribute to achieving desired outcomes (Bulama & Umar, 2023). The model typically starts with inputs (or resources), such as funding, staff, and materials, which are used to carry out activities (program interventions or actions). These activities, in turn, generate outputs—the direct products or services delivered by the program. From there, the model traces the program's short-term, intermediate, and long-term outcomes—the changes or benefits that result from the program, such as improved skills, behaviors, or conditions (Aloo, Ajowi & Aloka, 2020).

A key strength of the Logic Model Theory is its ability to clarify how and why a program should work. It forces stakeholders to think through the assumptions, resources, and processes that lead to intended outcomes, making it easier to identify potential gaps or challenges. Moreover, it provides a foundation for program evaluation, allowing for the measurement of success by comparing planned outputs and outcomes with actual results (Kinuthia (2020)). In addition to its use in program development and evaluation, the Logic Model is also a tool for communication. It helps program planners and evaluators clearly convey the design, goals, and expected impacts of a program to various stakeholders, such as funders, partners, and the community. By providing a shared framework, it can foster a better understanding of program objectives and enhance collaboration among stakeholders. However, while the Logic Model is a powerful tool, it is not without limitations. Its linear, cause-and-effect structure may oversimplify complex social issues, and it can be challenging to account for external factors that might influence outcomes (Ogula *et al*, 2023).

The Logic Model Theory rests on several key assumptions that inform its use in program planning, implementation, and evaluation. One fundamental assumption is the linear, cause-and-effect relationship between inputs, activities, outputs, and outcomes (Ishaq, Abdul & Nor, 2020). The model assumes that by providing the right resources (inputs) and implementing a series of well-defined actions (activities), a program will lead to predictable and measurable outputs, which will subsequently produce the desired outcomes and impacts. This progression suggests that outcomes are a direct result of program activities and that with the right inputs and activities, success is almost guaranteed. This linear approach encourages clarity in planning and measurement but may oversimplify complex, real-world dynamics (Bulama & Umar, 2023).

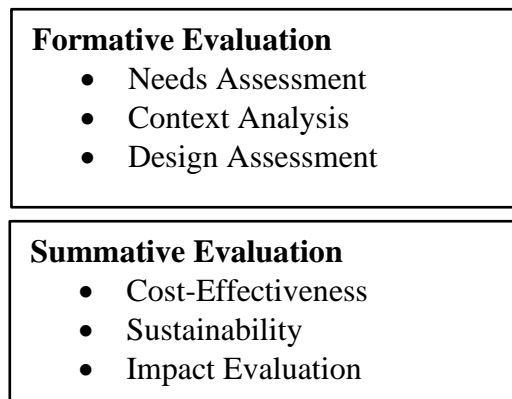
Another important assumption is that programs are relatively stable and predictable over time. The Logic Model assumes that the design of a program remains consistent and that the external environment (social, political, economic conditions) does not dramatically change during the program's implementation (Aloo, Ajowi & Aloka, 2020). The model also assumes that the resources provided are sufficient to achieve the expected results, implying that there is an optimal alignment between what is available and what is needed to meet program goals. Moreover, the model assumes that program planners and stakeholders share a common understanding of the program's goals, processes, and desired outcomes, which facilitates coherence in design and evaluation (Kinuthia (2020)).

Despite its widespread use, the Logic Model Theory has been subject to various critiques, primarily related to its limitations in dealing with complexity, adaptability, and external factors. One of the main criticisms is that it oversimplifies complex, dynamic processes. Social programs, especially those addressing broad social issues like poverty, education, or public health, often involve multiple factors that influence outcomes. These include unforeseen external factors, such as changes in policy, funding, or community dynamics, that the Logic Model's linear approach does not always account for (Ogula *et al*, 2023). Critics argue that by reducing complex systems to a straightforward cause-and-effect pathway, the model ignores the non-linear, evolving nature of real-world contexts. Another critique is the rigidity of the model in certain contexts. The Logic Model is often criticized for presenting a static view of program implementation, where inputs lead directly to outputs and outcomes without adequately accounting for feedback loops or the need for program adaptation (Ishaq, Abdul & Nor, 2020). Programs may need to adjust over time due to unforeseen challenges, shifting priorities, or emerging needs. The Logic Model's fixed structure can make it difficult to accommodate these necessary changes, which may undermine its utility in rapidly changing or complex environments (Bulama & Umar, 2023). This theory was used in establishing effect of summative evaluation on performance of NGO projects in Nairobi city county, Kenya.

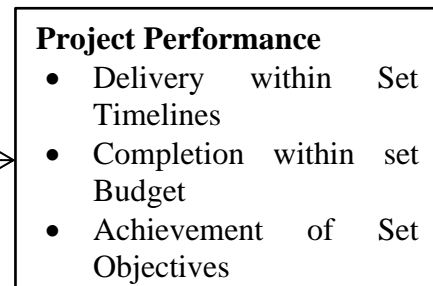
## Conceptual Framework

A conceptual framework is a system of concepts, assumptions, expectations, beliefs, and theories that supports and informs research. It provides a visual representation of the relationships between key variables or concepts in a study. This framework helps researchers outline what they plan to study and the expected relationships among the variables, thereby guiding the research design and methodology (Miles & Huberman, 2019). The Figure 2.1 shows the relationship between the dependent and independent variables.

### Independent variables



### Dependent variable



**Figure 2. 1: Conceptual Framework**

### Formative Evaluation

Formative evaluation is a type of evaluation conducted during the development or implementation of a program, product, or process. The primary goal of formative evaluation is to provide ongoing feedback and insights that can help improve and refine the object of evaluation while it is still in progress (Nilesh & Ankur, 2020). This feedback is typically used to make adjustments, enhance effectiveness, and ensure that goals are being met before the final version or outcome is achieved. A Needs Assessment is the first step in understanding the specific problems or gaps that a program or intervention aims to address. It involves gathering data to identify the existing challenges, unmet needs, and priorities of the target group. This can be done through surveys, interviews, focus groups, or analyzing existing data. The goal is to ensure that the intervention is based on real, documented needs rather than assumptions. A thorough needs assessment helps prioritize resources, set appropriate objectives, and design solutions that directly address the core issues (Kyaruzi, 2019)

Context Analysis follows the needs assessment and focuses on understanding the broader environment in which the program or intervention will be implemented. It examines factors such as the social, cultural, political, economic, and technological context in which the target audience operates. This includes identifying any external factors or constraints that might affect the success or feasibility of the proposed intervention. By considering the context, designers can anticipate challenges, leverage opportunities, and tailor the intervention to fit the unique circumstances, ensuring greater effectiveness and sustainability (Njiru, 2020).

Design Assessment comes into play once the initial planning is complete. It involves evaluating the design or blueprint of the program, product, or intervention to ensure it aligns with the needs and context identified earlier. A design assessment focuses on the structure, content, and delivery methods to determine whether the intervention is likely to achieve its intended outcomes. This phase often includes pilot testing, prototyping, or seeking feedback from stakeholders to refine the design before full implementation. The goal is to ensure that the intervention is not only conceptually sound but also practically viable and adaptable to real-world conditions (Kirwa, Ogula & Chepsiror, 2023).

## Summative Evaluation

Summative evaluation is a type of evaluation that occurs at the end of a program, project, or intervention to assess its overall effectiveness and impact. Summative evaluation aims to determine the success or failure of a program after it has been completed or fully implemented (Ishaq, Abdul & Nor, 2020). It provides an overall judgment of the program's outcomes and helps to assess whether the goals and objectives were achieved. Cost-effectiveness evaluation focuses on assessing the relationship between the costs incurred and the outcomes or benefits achieved by a program or intervention. The goal is to determine whether the program provides good value for the resources invested, comparing costs against measurable impacts or results (Bulama & Umar, 2023). This type of evaluation is especially important in resource-constrained environments, as it helps organizations and decision-makers make informed choices about where to allocate funds most efficiently. For instance, in public health programs, cost-effectiveness analysis might examine whether a particular health intervention delivers the best health outcomes relative to its cost, ensuring that limited resources are used to achieve maximum benefit (Aloo, Ajowi & Aloka, 2020).

Sustainability evaluation looks at the long-term viability of a program or intervention, assessing whether it can continue to deliver benefits over time without requiring continuous external support. Sustainability is a key consideration for interventions that aim to create lasting changes in communities, systems, or organizations. This evaluation focuses on factors such as financial sustainability, institutional capacity, stakeholder buy-in, and the ability to adapt to changing circumstances. A program may be considered sustainable if it can maintain its operations, achieve long-term goals, and continue to be relevant after initial funding or support has ended. Sustainability also encompasses environmental and social dimensions, ensuring that the program's benefits do not come at the expense of future generations (Kinuthia (2020).

Impact evaluation goes beyond assessing immediate or short-term outcomes; it seeks to measure the broader, long-term effects of a program or intervention on the target population, community, or environment. This type of evaluation aims to determine whether the program has achieved its intended impacts and how those impacts affect larger systems. Impact evaluations often involve rigorous methods such as experimental designs, control groups, or longitudinal studies to assess cause-and-effect relationships (Ogula *et al*, 2023). For example, in an educational intervention, impact evaluation might assess not only immediate learning gains but also long-term improvements in students' educational outcomes, career success, or social mobility. The goal is to understand the deeper and more lasting changes resulting from the program and to assess whether these changes align with the broader objectives or intended social changes (Ishaq, Abdul & Nor, 2020).

## Empirical Review

### Formative Evaluation and Project Performance

Nilesh and Ankur (2020) assessed the effect of online formative assessment on summative performance in integrated musculoskeletal system module. This quasi-randomized trial was conducted among two groups of undergraduate medical students who were selected by stratified random technique from a cohort undertaking the musculoskeletal module. The control group C was subjected to a paper-based formative MCQ test. The experimental group E was provided three online formative MCQ tests with automated feedback. The summative MCQ test scores for both these groups were collected after the completion of the module. In this study, no significant difference was observed between the mean summative scores of the two groups. However, Band 1 students from group E with higher entry qualification showed higher mean score in the summative assessment. A trivial, but significant and positive correlation was observed between the online formative test scores and summative assessment scores of group E. The proportionate increase of performance in group E was found to be almost double than group C. The study concluded that the use of computer based formative test with automated



feedback improved the performance of the students with better academic background in the summative assessment. Computer-based formative test can be explored as an optional addition to the curriculum of pre-clinical integrated medical program to improve the performance of the students with higher academic ability.

Kyaruzi (2019) conducted a case study on Students' formative assessment perceptions, feedback use and mathematics performance in secondary schools in Tanzania. The sample consisted of 2767 Form 3 (Grade 11) students from 48 secondary schools in Tanzania. Surveys and focus group discussions were used to measure students' perceptions of formative assessment, feedback delivery, and feedback use. Structural Equation Modelling (SEM) of survey data showed that students' perceptions of the quality of teacher feedback delivery and perceived scaffolding positively predicted students' feedback use whereas perceived monitoring negatively predicted feedback use. In turn, students' feedback use positively predicted their mathematics performance to a small extent. Content analysis of focus group discussions led to the conclusion that most students valued their mathematics teacher's assessment practices.

Njiru (2020) assessed the influence of formative evaluation on learner performance in mathematics in secondary schools in Embu County, Kenya. The study employed a descriptive survey research design. The target population for the study was 173 Secondary schools while simple random sampling technique was used to sample 130 respondents composing of 70 students and 60 teachers from five school one from each Sub-County. Questionnaires and tests were used to collect primary data. The study found that Mathematics teachers employ assignments test as a formative evaluation approach to way of measuring students' progress in mathematics performance which form an integral part of education system and that frequent assessment of students' performance has demonstrated to improve student outcomes. The study also found that assessment is a crucial tool for simultaneously improving classroom practice and students' performance, and that it can enhance teaching and learning by providing a more focused application for learners. The study concludes that formative evaluation enables teachers to adjust their teaching to meet individual student needs, and to better help all students to reach high standards.

Kirwa, Ogula and Chepsiror (2023) conducted a case study on formative evaluation on the implementation of English curriculum on the performance of learners in lower public primary grades in Nandi North Sub-County, Kenya. A combination of cluster, stratified random and purposive sampling techniques were employed to determine the sample. Data was collected using questionnaires, interview schedule, observation check-list, document analysis and standardized test. The findings showed that there was significant relationship between teachers of English language ability to implement the curriculum and the performance of learners in competency based English curriculum in lower public primary grades in Nandi North sub-county. The method and techniques of assessment used by the teacher were also found to have an impact on the performance in English. The study concluded that training is crucial for effective integration of various aspects of the curriculum.

Chemeli (2019) conducted a case study on the impact of the five key formative assessment strategies on learner's achievement in mathematics instruction in secondary schools: a case of Nandi County, Kenya. The study utilized pre-posttest control quasi-experimental mixed method intervention design. A sample of 534 form three students male and female and 33 teachers male and female participated in the study with 227 students and 15 teachers in the experimental group and 307 students and 18 teachers in the control group. The findings from the study revealed that there was a positive impact on learners' achievement Reasons for positive impact were: formative assessment strategies (FAS) eased the teachers' workload, raised learners' attitudes & interest, improved learners' critical thinking and teachers and students enjoyed using FAS. Also it was revealed that the five FAS improved learners' acquisition of problem solving skills before and after the intervention respectively. It was

concluded that the five key FAS have a positive impact on learners' achievement in terms of performance improvement and acquisition of problem solving skills.

### **Summative Evaluation and Project Performance**

Ishaq, Abdul and Nor (2020) conducted a study on exploring summative assessment and effects: primary to higher education. It began with a quick history of the examination system, summative assessment, and explained the current education system and the evaluation process in education. The data obtained from the Punjab Examination Commission (PEC) of 5th and 8th grade, from the Board of Intermediate and Secondary Education (BISE) of 9th grade, and the Punjab University for the undergraduate level was used to evaluate the instructional and examination methods. Results showed poor performance, especially in English, as it was not taught by applying modern and effective teaching methods. The outdated evaluation process and inadequate curricula are factors for poor performance.

Bulama and Umar (2023) assessed summative evaluation of implementation of universal basic education programme in bade local Government Area of Yobe State Nigeria. The instrument used for data collection is a combination of questionnaires and interview. Separate questionnaires were constructed for the teachers, parents and students. The interview was with the secretary of the state universal basic education board (SUBEB), chairman of the parent – teachers association and the chairman of the National Union of Teachers. The results from the interview and questionnaire shows that the Universal Basic Education (UBE) programme had contributed a lot to the development of education in Bade Local Government Area; this can be seen, among others in the increased enrolment of children into schools. Notable in this aspect is the large number enrolment of the girl-child into schools. The study concluded that that the programme had also boosted enrolment of people today into NCE programme in colleges of education as job opportunities awaits graduates of such colleges and this situation had generally improved education in the local government.

Aloo, Ajowi and Aloka (2020) examined the influence of teacher performance appraisal on effectiveness in curriculum evaluation in Kenyan Public Secondary Schools. The study employed a Correlational research design. Additionally, the study used Stratified random sampling technique to select 179 Principals and 179 Deputy Principals. Consequently, the study used questionnaires to collect data from the Principals and Deputy Principals. The study established that teacher performance appraisal policy had a significant positive influence on curriculum evaluation by teachers. The study established TPA to be a significant predictor of curriculum evaluation. The study observed that data from teacher evaluations should be used to make adjustments with teaching methods and practices to increase student achievement. The results further revealed that using the new evaluation processes helped our students be better prepared for a very competitive global economy. Concerning contributions of TPA on effectiveness in curriculum evaluation by teachers, the study concluded that teachers had become more committed and focused on offering and invigilating tests to students on a regular basis. However, in a few schools, monetary rewards still played a crucial role as far as marking of such examinations within stipulated time is concerned. It was unanimous that more examinations were being done to gauge mastery of content than before. It was also observed that cases of examination irregularities in national exams had since declined in public secondary schools within the county since the introduction of TPA.

Kinuthia (2020) researched on strategy evaluation practices adopted by insurance firms in Nairobi, Kenya. The population of this study consisted of all the forty three (43) insurance firms in Nairobi, Kenya which are registered by the Insurance Regulatory Authority (IRA, 2012). A list of the insurance firms in Nairobi, Kenya was obtained from the Insurance Regulatory Authority (IRA). Primary data was collected from these companies by use of a questionnaire. The study found that the insurance companies have adopted both formative and summative evaluation. Formative evaluations strengthen or improve the strategy being

evaluated. They help form it by examining the delivery of the strategy, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on. The study concluded that Summative evaluations, in contrast, examine the effects or outcomes of strategy. The companies also evaluate strategy in light of both financial and operational performance of the organization.

Ogula et al (2023) conducted a case study on independent summative evaluation of competence-based curriculum (CBC) in Kenya's primary schools. A causal comparative evaluation design was used. Data were collected using questionnaires and analyzed using frequencies, percentages, mean scores and standard deviations. The following were the main findings of the study, CBC was introduced without following the systematic process of curriculum development, The CBC for primary schools that was developed for Kenya Institute of Curriculum Development (KICD) using a localized hybrid CBC approach is appropriate, achievable and realistic, subject areas of CBC are relevant, CBC was not effectively implemented. It was hurriedly developed and implemented without being pilot-tested in grades 4, 5 and 6. Teachers have not been sufficiently trained in CBC content, teaching methods and assessment techniques, and schools lack adequate equipment, tools and materials for practical skills subjects, CBC makes heavy demands on parents and teachers. However, due to implementation of CBC pupils have been equipped with practical skills. On the basis of the findings of this study, the following conclusions were made: Adoption of a contextualized CBC approach will improve the quality of education in Kenya; the inadequate training of teachers has hindered many of them from effectively implementing CBC.

## RESEARCH METHODOLOGY

This study was a descriptive research design. Mugenda and Mugenda (2018) explained the descriptive design is a process of collecting data to test a hypothesis or to answer the questions of the status of the subject under study. Its advantage is that it is used extensively to describe behavior, values, attitude, and character. The unit of analysis is what is being targeted in the research. According to the Kenya Business Directory, there are 201 NGOs working in Nairobi City County which was the study population. Thairu (2019) opined that "the major sectors in which NGOs operate include Education, Health, Environment, Relief, and Economic Empowerment". All the 201 NGO's operating within Nairobi County comprised the target population of this study. In each project, the study targeted the project manager.

From the list of 201 NGOs, the organizations range from one-man organizations to NGOs employing hundreds of employees. Since it is not possible to study all the NGOs operating in Nairobi City County, and since they have a vastly differing number of projects handled each year, the study adopted stratified random sampling to select the respondents. The stratified sampling technique implied that several organizations was picked from each of the strata namely, health, economic, relief, education, environment, and women. According to Kothari (2012), a representative is one that is at least 10% of the population of interest. Therefore, from each stratum NGOs was selected to make a sample of 100 NGOs project managers which represented 50% of the population.

**Table 1: Sample Size**

<b>Sector</b>	<b>Number of NGOs</b>	<b>Sample Size</b>
Education	36	18
Health	54	27
Environment	29	14
Relief	45	22
Economic Empowerment	37	19
<b>Total</b>	<b>201</b>	<b>100</b>

A questionnaire which is a form of quantitative data collection tool was used to collect primary data. The study's primary data was obtained using structured questionnaire. Before the data can be analyzed, the researcher ensured the data was checked for completeness, followed by data editing, data coding, data entry, and data cleaning. Inferential and descriptive statistics was employed for analysis of quantitative data with the assistance of Statistical Package for Social Sciences (SPSS version 25). Descriptive statistics such as frequency distribution, mean (measure of dispersion), standard deviation, and percentages was used. Inferential data analysis was conducted by use of Pearson correlation coefficient, and multiple regression analysis.

## RESEARCH FINDINGS AND DISCUSSIONS

The sample size of this study was 100 respondents. The researcher distributed 100 questionnaires to the respondents during data collection process and 94 were fully filled and returned to the researcher thus making a response rate of 94%. Kothari (2019) argues that a response rate which is more than 50% is considered adequate while excellent response rate is usually above 70%. This implies that the response rate in this research is good for making conclusions as well as recommendations.

### Descriptive statistics

#### Formative Evaluation and Project Performance

The first specific objective of the study was to determine effect of formative evaluation on performance of NGO projects in Nairobi city county, Kenya. The respondents were requested to indicate their level of agreement on various statements related to formative evaluation and performance of NGO projects in Nairobi city county, Kenya. The results were as shown Table 2. From the results, the respondents agreed that the project identifies the most critical needs of the target group before implementation (Mean= 3.981, SD= 0.826). The respondents agreed that the needs assessment helps shape the project's scope and objectives effectively (Mean=3.940, SD=0.805). Further, the respondents agreed that the project plan effectively accounts for potential environmental constraints or challenges (Mean=3.898, SD=0.755). The respondents agreed that available resources are considered in the context analysis to ensure project feasibility (Mean=3.854, SD= 0.958). The respondents also agreed that the project design is closely aligned with the identified needs and challenges of the target group (Mean=3.808, SD=0.741). The respondents agreed that the project design is appropriate for the context in which it is implemented (Mean=3.747, SD=0.582).

**Table 2: Formative Evaluation and Project Performance**

	Mean	Std. Deviation
The project identifies the most critical needs of the target group before implementation.	3.981	0.826
The needs assessment helps shape the project's scope and objectives effectively.	3.940	0.805
The project plan effectively accounts for potential environmental constraints or challenges.	3.898	0.755
Available resources are considered in the context analysis to ensure project feasibility.	3.854	0.958
The project design is closely aligned with the identified needs and challenges of the target group.	3.808	0.741
The project design is appropriate for the context in which it is implemented	3.747	0.582
<b>Aggregate</b>	<b>3.871</b>	<b>0.778</b>

## Summative Evaluation and Project Performance

The second specific objective of the study was to establish effect of summative evaluation on performance of NGO projects in Nairobi city county, Kenya. The respondents were requested to indicate their level of agreement on various statements related to summative evaluation and performance of NGO projects in Nairobi city county, Kenya. The results were as shown Table 3.

From the results, the respondents agreed that the project delivers value relative to the financial resources invested. (Mean=3.942, SD=0.769). Further, the respondents agreed that the outcomes of the project justify the costs incurred during implementation (Mean=3.875, SD=0.888). In addition, the respondents agreed that the project outcomes are sustained over time after completion (Mean=3.788, SD=0.567). The respondents agreed that the project built the capacity or establishes resources to ensure long-term success (Mean M=3.633, SD=0.798). Further, the respondents agreed that the outcomes of the project are consistent with its original goals and objectives (Mean=3.545, SD=0.689). The respondents also agreed that the project leads to lasting changes or improvements in the area it targets (Mean=3.529, SD=0.793).

**Table 3: Summative Evaluation and Project Performance**

	Mean	Std. Deviation
The project delivers value relative to the financial resources invested.	3.942	0.764
The outcomes of the project justify the costs incurred during implementation.	3.875	0.658
The project outcomes are sustained over time after completion	3.788	0.572
The project built the capacity or establishes resources to ensure long-term success	3.633	0.700
The outcomes of the project are consistent with its original goals and objectives.	3.545	0.875
The project leads to lasting changes or improvements in the area it targets	3.529	0.793
<b>Aggregate</b>	<b>3.719</b>	<b>0.727</b>

## Project Performance

The respondents were requested to indicate their level of agreement on various statements related to performance of NGO projects in Nairobi city county, Kenya. The results were as shown Table 4. From the results, the respondents agreed that the project is completed before the planned deadlines (Mean=3.932, SD=0.782). In addition, the respondents agreed that the project meet all major milestones within the designated timeframes (Mean=3.893, SD=0.578). Further, the respondents agreed that the project is completed within the allocated budget (Mean=3.862, SD=0.686). The respondents also agreed that there is no significant budget overruns during the project (Mean=3.795, SD=0.8650.665). In addition, the respondent agreed that the project successfully meets all of its stated objectives (Mean=3.756, SD=0.882). The respondent agreed that the project delivers the expected outcomes as outlined in the objectives (Mean=3.698, SD=0.712).

**Table 4: Project Performance**

	Mean	Std. Deviation
The project is completed before the planned deadlines.	3.932	0.782
The project meet all major milestones within the designated timeframes	3.893	0.578
The project is completed within the allocated budget.	3.862	0.686
There is no significant budget overruns during the project.	3.795	0.665
The project successfully meets all of its stated objectives.	3.756	0.882
The project delivers the expected outcomes as outlined in the objectives.	3.698	0.712
<b>Aggregate</b>	<b>3.823</b>	<b>0.718</b>

### Inferential Statistics

Inferential statistics such as correlation analysis and regression analysis were used to assess the relationships between the independent variables (formative evaluation, summative evaluation) and the dependent variable (performance of NGO projects in Nairobi city county, Kenya).

### Correlation Analysis

This research adopted Pearson correlation analysis determine how the dependent variable (performance of NGO projects in Nairobi city county, Kenya) relates with the independent variables (formative evaluation, summative evaluation). The findings were as depicted in Table 5.

**Table 5: Correlation Coefficients**

		Project Performance	Formative Evaluation	Summative Evaluation
<b>Project Performance</b>	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	94		
<b>Formative Evaluation</b>	Pearson Correlation	.793**	1	
	Sig. (2-tailed)	.001		
	N	94	94	
<b>Summative Evaluation</b>	Pearson Correlation	.803**	.437	1
	Sig. (2-tailed)	.000	.020	
	N	94	94	94

From the results, there was a very strong relationship between formative evaluation and performance of NGO projects in Nairobi city county, Kenya ( $r = 0.793$ ,  $p$  value = 0.001). The relationship was significant since the  $p$  value 0.001 was less than 0.05 (significant level). The findings are in line with the findings of Nilesh and Ankur (2020) who indicated that there is a very strong relationship between formative evaluation and project performance.

Moreover, there was a very strong relationship between summative evaluation and performance of NGO projects in Nairobi city county, Kenya ( $r = 0.803$ ,  $p$  value = 0.000). The relationship was significant since the  $p$  value 0.000 was less than 0.05 (significant level). The findings are in line with the findings of Bulama and Umar (2023) who indicated that there is a very strong relationship between summative evaluation and project performance.

## Regression Analysis

Multivariate regression analysis was used to assess the relationship between independent variables (formative evaluation, summative evaluation) and the dependent variable (performance of NGO projects in Nairobi city county, Kenya).

**Table 6: Regression Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.364	0.096		3.792	0.003
Formative Evaluation	0.388	0.099	0.389	3.919	0.002
Summative Evaluation	0.395	0.099	0.394	3.990	0.000

The regression model was as follows:

$$Y = 0.364 + 0.388 X_1 + 0.395 X_2 + \varepsilon$$

According to the results, formative evaluation has a significant effect on performance of NGO projects in Nairobi city county, Kenya ( $\beta_1=0.388$ , p value= 0.002). The relationship was considered significant since the p value 0.002 was less than the significant level of 0.05. The findings are in line with the findings of Kyaruzi (2019) who indicated that there is a very strong relationship between formative evaluation and project performance.

The results also revealed that summative evaluation has a significant effect on performance of NGO projects in Nairobi city county, Kenya ( $\beta_1=0.395$ , p value= 0.000). The relationship was considered significant since the p value 0.001 was less than the significant level of 0.05. The findings are in line with the findings of Kinuthia (2020) who indicated that there is a very strong relationship between summative evaluation and project performance.

## Conclusion

The study concludes that formative evaluation has a positive and significant influence on performance of NGO projects in Nairobi city county, Kenya. Findings revealed that needs assessment, context analysis and design assessment influences performance of NGO projects in Nairobi city county, Kenya.

In addition, the study concludes that summative evaluation has a positive and significant influence on performance of NGO projects in Nairobi city county, Kenya. Findings revealed that cost-effectiveness, sustainability and impact evaluation influences performance of NGO projects in Nairobi city county, Kenya.

## Recommendations

The study recommends that the management of NGO projects should integrate formative evaluation as a core component of their project management processes. This approach allows for continuous feedback during the implementation phase, enabling project teams to identify challenges early, make necessary adjustments, and improve the overall quality and impact of their interventions.

In addition, the study recommends that the management of NGO projects should incorporate summative evaluation as a key tool to assess the overall success and impact of their projects upon completion. Summative evaluation provides a comprehensive assessment of project

outcomes, allowing NGOs to determine whether their objectives have been achieved and to measure the long-term effectiveness of their interventions.

### Suggestions for Further Studies

This study was limited to the effect of project evaluation on performance of NGO projects in Nairobi City County hence the study findings cannot be generalized to service delivery in other counties in Kenya. The study therefore suggests further studies on the effect of project evaluation on performance of NGO projects in Nairobi City County in other counties in Kenya.

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