Factors Affecting Project Success in International Nongovernmental Organizations in Ethiopia: The Case of Save the Children International in Gambella Region

A Thesis Submitted to the School of Graduate Studies of Jimma University in Partial Fulfillment of the Requirements for the Award of Master of Arts Degree in Project Management and Finance

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COLLEGE OF BUSINESS AND ECONOMICS
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DECLARATION

I, the undersigned, hereby declare that this thesis entitled "Factors Affecting Project Success in International Nongovernmental Organizations in Ethiopia: The Case of Save the Children International in Gambella Region", had been carried out by me under the guidance and supervision of Mr. Million Gizaw and Mrs. Haymanot Alemayehu. The thesis is original and has not been submitted for the award of any degree or diploma to any other university or institutions, and all sources cited in the thesis have been duly acknowledged.

Researcher's Name: **Date:**   **Signature**

NHIAL BIEL THOT   SEPTEMBER 15TH, 2021

CERTIFICATE

This is to certify that the thesis entitled "Factors Affecting Project Success in International Nongovernmental Organizations in Ethiopia: The Case of Save the Children International in Gambella Region", submitted to Jimma University for the award of the Degree of Master of Arts in Project Management and Finance and is a record of bona fide research work carried out by MR. NHIAL BIEL THOT, under our guidance and supervision. Therefore, we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

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I trusted the process, and my time had come!

Abstract

A project is a transitory collection of activities having a specified start and finish in terms of time, scope, and resources, all with the goal of producing a unique product, service, or result. SCI is one of the international non-governmental organization, which works with a big ambition to achieve a world in which every child attains the right to survival, protection, development and participation. The purpose of this study was to determine the factors affecting project success in international NGO's in Ethiopia, the case of SCI in Gambella Region. The researcher used Descriptive and explanatory type of research. Data collection was done using questionnaire for primary data, and internal and progress from SCI was used for secondary data sources. The target population was all the staff working under both projects, which consist of 87 staff. The questionnaires were administered to 87 staff members who were all considered by employing census survey. The data analysis was completed using SPSS (version 26). Frequencies and percentages were used to describe quantitative data presented in the form of charts, tables, and cross-tab Pearson chi-square as well as binary logistics. The study was carried out in two projects of Save the Children International (Jewi and Tierkidi) in Gambella. The results indicated that, lack of proper planning, lack of clarity on internal and external regulations; communication and managers' roles have clear impacts on the success of projects in the study area. The researcher discovered that most aspects (project implementation, monitoring and evaluation, and project logistics require more attention.

Key Words: Managerial factors, Project success, effective planning, effective communication

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ACRONYMS/ABBREVATIONS

CO	Coordination Office
CSA	Central Statistics Authority
CSF	Critical Success Factors
CSR	Corporate Social Responsibility
DAC	Development Association Committee
EC	European Commission
ICNL	International Center for Not-for-profit Law
INGOs	International Nongovernmental Organizations
LFA	Log Frame Analysis
LF	Log Frame
ME	Monitoring and Evaluation
NGO	Non-Governmental Organizations
PIP	Project Implementation Profile
PMBOK	Project Management Body of Knowledge
PME	Project Monitoring and Evaluation
PM	Project Management
PMI	Project Management Institute
UNDP	United Nations Development Program
SCI	Save the Children International

CHAPTER ONE

1. INTRODUCTION

This section provides background information about the research topics, including background of the study, the statement of the problem, research aims/objectives, research hypothesis, and significance of the study, scope of the study and the organization of thesis report.

1.1. Background of the Study

The 1930s saw the emergence of civil associations, which were seen as a factor in urbanization and economic growth in Ethiopia. It took time for civil society to establish itself under the Emperor's reign, and it was further curtailed during the Derg era (1974–91). When neither the government nor the self-help groups present at all levels of Ethiopian society were able to fulfill the growing demands of the populace, non-governmental organizations (NGOs) began to form (Blen, 2019).

A majority of INGOs trace their Ethiopian beginnings back to the devastating hunger crises of 1973-74 and 1984-1985. During that time, the majority of NGOs were focused on emergency relief activities, and they were primarily international organizations (ICNL, 2015). NGOs have increasingly shifted their focus from relief to development programs (ICNL, 2015). In the development process, NGOs are becoming increasingly important.

Mkoba (2007) indicated that NGOs are considered as an alternative approach to development in pursuit of participatory grassroots development and self-reliance in the third world for two major reasons: First and foremost, they employ creative development techniques, such as cost-effective ways, supported self-reliance, or participatory development, to achieve their objectives. Another advantage is that they are more responsive to people's needs because of their small-scale focused activities and their ability to mobilize and organize people to address their own problems rather than governments (Lekorwe and Mpabanga, 2007).

These NGOs have invested billions in areas such as food security, disaster relief, water development, health and education, as well as women and child development, to name a few. Projects are essential to the existence and development of international non-governmental organizations, and this is obvious. Projects are the essential building element for executing

organizational strategies, according to Meskendahl (2010), who explains that the success of an organization depends on its projects.

This has resulted in a high level of interest in project success and its drivers. Among the international charities involved in Ethiopia's development since 1996 is Save the Children. In this study, Save the Children's project success criteria were assessed objectively in a composite index. A regression analysis of project success against a variety of explanatory variables is also used to explore aspects that contribute to successful project completion.

As defined by the Project Management Institute (PMI), a project is a temporary activity done by people who work collaboratively together to generate a unique product or service within an agreed time period and within an established budget to produce recognizable deliverables (PMI, 2000). As a result of time, budget, and deliverables, a project's success may be measured (Flaman and Gallagher, 2001). According to Anthill (1974), a project is only successful if it is completed on time, under budget, meets the original deliverables, and is accepted and used by the target audience. For a project to be successful, it typically requires a certain amount of resources. It is common for projects to be carried out according to comprehensive plans that take into account external factors and restrictions.

Project management is primarily concerned with the planning, implementation, and control of projects. Major projects may require the creation of a temporary organization consisting of a project team and one or more work groups (Flaman and Gallagher, 2001). A program is a grouping of linked projects. Major projects can be split into sub-projects. When all planned actions are put into effect, this is called implementation. A project's implementers should first assess their strengths and weaknesses, including internal factors as well as external dangers.

Problems might vary from technical issues resulting from inadequate project conception and design to economic issues resulting from their implementation. The list goes on and on. The reality is that competent project management can go a long way towards anticipating and reducing the obstacles to project success, regardless of how plausible and surprising these reasons may be. Furthermore, competent project management can guarantee that all essential factors required for effective project success are recognized, determined, and harnessed in order to assure successful delivery, (Halpin and Senior, 2010).

That's why it's so crucial to get the conception right, because if it's done poorly, there is more potential for desertion since new governments might criticize and deprive the project of money. As essential as the conceptualization of a project is, so too is its design. If the project is poorly designed, it is impossible to derive maximum benefit from it because functionality is lost. Early deterioration and limited useful life can be caused by poor design. It is possible for a building to collapse at any time (Halpin and Senior, 2010; Santos et al., 2002).

According to Blen (2019), any Ethiopians, many of whom were poor and lived in the periphery, have been reached by the group. Despite this, no comprehensive, objective, and systematic study was done to determine the success rate of projects and the elements that contribute to them, notably in Gambella Region projects. By filling the information vacuum on the correlates of project success, this study hopes to contribute to project management in general and to Ethiopia's development efforts in particular.

1.2. Statement of the Problem

Globally, a number of project performances continue to fall below their targets. A lot of invested funds in these projects have gone down the drain with no tangible outcomes or results. Non-Governmental Organizations at both international and local levels are working to fight poverty in developing countries. Some of the projects NGOs engage in include the provision of safe drinking water and adequate health services. These projects campaign for both national and international change on behalf of the voiceless and the poor in society by helping them stand up for their rights and demand local, national, and international change in their governments and multilateral organizations.

According to Kirubel (2018), projects NGOs set out to implement should be completed successfully to have a meaningful impact on the community's well-being. They are supposed to achieve objectives set by all the relevant stakeholders, including the community beneficiaries, the government, donors, the organization itself, and its workers (as employees).

According to ODI (1995, NGOs, and Official Donors, despite the success stories, we find NGOs still facing numerous problems in making an impact. A large majority of the time, the projects introduced is not sustainable, and once the NGO leaves the project area, the situation goes back

to the previous case. In other cases, the projects do not meet the clients' felt needs. Usually, NGOs tend to achieve their objectives without looking at the needs of the beneficiaries.

Thus, it is a waste of donor funding because after billions are pumped into projects, the designated areas remain grossly underdeveloped. According to R.C. Ridell et al. (1995), there are three main factors affecting project success in an area. These factors include the participation of beneficiaries, strong and effective NGO management skills, and the commitment of project staff.

In addition, government involvement and support are also considered factors that affect project success in an area, according to the Action Aid Case Report (2010). It is within this background that the researchers set out to explain the factors which lead to successful implementation of projects by NGOs. Successful implementation is based on keeping to the time schedule, ensuring the project is based on the budget and according to stakeholder specifications to ensure quality projects and stakeholder satisfaction.

The development project undertaken by NGOs in the 1990s was estimated to have cost 2.3 billion Birr and was believed to have benefited 26 million people in the country (Kassahun, 2002). Similarly, in the period 1997-2001, NGOs benefited a total of 23.2 million people in five regions of Ethiopia. A total of 360 projects were implemented by 83 INGOs in development programs. These NGOs spent a total of USD 392, 222,200 of which 90% was spent on development programs and the remaining 10% on relief and rehabilitation operations (Ayele, 2008).

In particular, very little has been written on international development project success, success criteria, critical success factors and factors affecting success of international NGOs projects in Sub-Saharan Africa (Khang and Moe, 2008; Ika et al., 2010 Ika, 2012; Daniel, 2013). International NGOs operating in Ethiopia, the significant majority of them are engaged in playing an intermediary role between international donors and local implementing agencies are not exceptional to this. International Nongovernmental Organizations had not often been the subject of such studies in many parts of the world in general and that of Ethiopia in particular.

However, one may ask what makes this study different from the aforementioned studies. The other reason that motivated the researchers to undertake this study is in terms of methodology; most previous studies have employed the OLS method of regression (Wogene, 2015), the Logit

Model with different variables (Girma, et al., 2013; Tsega and Yemane, 2014) and (Kirubel, 2018) used binary logistic Therefore, the researcher complemented the efforts to fill in the information gap on factors of affecting project success by Save the Children International in Gambella Region, and this study had employed the descriptive type of research.

This study was deemed by the researcher as the first study ever comprehensively examining diverse theories of project success using data from Save the Children International in Gambella Region. This is because in this study area, the dynamic nature of the project success' in its infant stage and continuous progress, but the determinants have not been researched for thoroughly investigation.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The main objective of the research was to determine the factors affecting the success implementation of projects by international non-governmental organizations (INGOs) in case of Save the Children International in Gambella Region.

1.3.2. Specific Objectives of the Study

The specific objectives of the study emanate from the main objectives. They guide the accomplishment of the main objective effectively. Specific aims of this research include:

- To determine how lack effective planning affects the project success in the study area
- To identify the impact of internal and external regulations on project success in the study area.
- To assess the effects of communication among stakeholders on project success in the study area.
- To analyze the effects of managers' roles on project success in the study area.

1.4. Hypotheses

The study has investigated the following hypotheses to answer the research objectives mentioned above:

Hypothesis 1: Lack of effective project planning can negatively affect the success of project.

Hypothesis 2: Project success' influenced by the clarity of complex internal and external regulations.

Hypothesis 3: Effective communication among project stakeholders has significant positive influence on project success by SCI in the study area.

Hypothesis 4: The manager's roles can positively affect project success by SCI in the study area.

1.5.   Significance of the Study

Save the Children International, other non-governmental organizations, donor agencies, project managers and project management students, as well as future researchers and academics, would all benefit from this study. It is vital for Save the Children International's management to understand the variables that affect the effective implementation of Save the Children International Projects in Gambella region, so that they may devise methods for mitigating the negative impacts of these issues. As far as the activities of the NGO are concerned, they will guide the organization's future planning and strategy development.

Determining the elements that impact projects' implementation would also aid the various funders. It will allow donors to know what areas to focus on when monitoring and evaluating projects. Researchers and academicians in the future will benefit from the study since it identifies areas that require more investigation in order to develop the issue of variables impacting non-governmental project implementation.

1.6.   Scope of the Study

There are a host of factors that can affect implementation of projects, but the current study is limited to focus on the effect of Effective Project planning, Clarity of internal & external regulations, Effective communication of stakeholders and Project Management factors. SCI in its field office in Gambella Region is handling three (Pugnido, Jewi and Tierkidi) active project which are being funded by donors. The three projects are actively working on the areas of nutrition, education and child protection.

The research scope is limited to two of the projects (Jewi and Tierkidi) implemented by Save the Children International in Gambella Region and does not include other projects implemented by Save the Children International in other regions of the country. This study also used descriptive type of research.

1.7. Limitations of the Study

Save the Children International in Gambella Region was the subject of this study, and as a result of the uniqueness of projects and the wide range of project success areas, the conclusions from this study may not be generalized and may not apply to other international INGOs in the region or in other parts of the country. In order to generalize the findings to the whole projects of the INGOs sector in the country, a bigger study with large observation (sample) is required.

1.8. Organization of the Study

The research has been divided into five sections which include introduction, discussion of the study's related literature review. The research methods and techniques utilized were discussed in the third chapter. The results and discussions of the analyzed primary and secondary data were all part of the fourth chapter. The final chapter covered the conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

The chapter's goal was to look at previous research studies on factors affecting project success. It provides an insight into the literature by other scholars and researchers on the topic of factors influencing the effective implementation of projects in non-governmental organizations. In order to assure relevance to the research topic, the review was arranged according to specified objectives. It also offers the theoretical foundations for the research. Project planning, clarification of project donor laws and regulations, project communication, and management aspects are all discussed in this section. The conceptual framework, which detailed the independent and dependent variables, was also given.

2.2. Basic Concepts and Definitions

2.2.1. Project

Wysocki, Beck, and Crane (2000) describe a project as "a succession of distinct, complicated, and interrelated actions with one objective or purpose that must be finished by a certain time, within budget, and according to specification." This is in contrast to a routine set of activities or daily operations, which are meant to be a continuous process with no predetermined end point. Projects are also distinguished by broad characteristics such as their goal, life cycle, distinctiveness, interdependence, and conflict (Meredith and Mantel Jr., 2000).

Merna and Al-Thani (2008) described a project as a one-of-a-kind expenditure of resources to achieve specified goals, such as the creation of goods or services for profit or offering a service to a community. A project is an irreversible change with a predetermined start and end date. A major feature of projects is the position of a significant player, properly termed the project manager. While the project manager is essential to the project management process, he or she is only as good as the project team that s/he leads. Thus, it may be an overestimation to assert that the success or failure of a project is completely dependent on the project manager.

2.2.2. Project Management

To ensure project success, the project manager must understand project management, which is defined as the planning, organization, monitoring, and control of all aspects of a project, as well as the motivation of all involved to achieve project objectives safely and within defined time, cost, and performance parameters (PMI, 1996). It is also the application of knowledge, skills, tools, and methods to project activities in order to accomplish project objectives (PMI, 2008).

Pinkerton (2003) defines project management as "harnessing the capabilities of diverse personnel, grouping them together, and allowing them to fulfill the project's objectives and assure the project's success." Project management, according to Kerzner, is the planning, organizing, directing, and managing of corporate resources for a very short-term goal that has been formed to fulfill particular goals and objectives (Kerzner H., 2003).

2.2.3. Project Implementation

Effective project success' evaluated in a number of ways, taking into account a wide range of factors. However, in its most basic form, project success effectiveness may be thought of as combining four essential characteristics. A project is typically regarded as successful if it is completed on time (time criterion), on budget (monetary criterion), fulfills almost all of the goals that were originally established for it (effectiveness criterion), and is accepted and used by the clients for whom the project was designed (client satisfaction criterion).

A project, in its most basic form, consists of a given time period for completion, a restricted budget, and a set of performance parameters. Furthermore, the project is often aimed at some client, either inside or external to the business and its project team.

2.2.4. Project Success

Because projects are transitory in nature, according to the PMBOK Guide, project success should be assessed in terms of finishing the project within the limitations of scope, time, money, quality, resources, and risk as agreed upon by the project managers and senior management (PMBOK Guide). To ensure the success of a project, it is critical to understand the project requirements from the outset and to engage in project planning, which offers the correct direction to project managers and their teams and allows them to execute the project accordingly (Nader, Abdollahi, 2011).

A successful project is one that is completed on schedule and within a budget. The conventional definition of project success is meeting all of the project's schedule, financial, and technical objectives on time (Harvey A. Lev, 2002). Ideally, a project will be regarded completely successful if it is completed on schedule, under budget, and operates precisely as specified by the designer (Harvey A. Lev, 2002). Because these three factors describe the overall aims of a project, any project that is completed on time, on budget, and with good quality is considered a success. The issue arises in their interaction with one another (Erik Versuh, 2003).

The phrase "equilibrium" encapsulates the challenge: the quality of the product we make is determined by the amount of time and money we are prepared to invest. After striking a balance between these variables, every modification to one will have an effect on the other two. Achieving the appropriate balance of cost, schedule, and quality is beyond the project manager's control. All stakeholders, especially those participating in project selection, have an impact on the choices and trade-offs that comprise the triple constraint (Erik Versuh, 2003). To effectively manage a project, tradeoffs between several performances metrics must be recognized (Harvey, 2002).

2.3. Theoretical Framework

2.3.1. Henri Fayol Principal of Management Theory

A principle is a fundamental reality (Lanz, 2007). It establishes a cause-and-effect relationship between two or more factors in a scenario. They provide guidance for both cognition and action. As a result, management principles are logic-based assertions of underlying truths that guide managerial decision-making and behavior. This has ramifications for corporate governance and decision-making. Fayol's six primary managerial duties, which go hand in hand with the principles, are forecasting, planning, organizing, commanding, coordinating, and controlling. The success or failure of a project is directly linked to the notion of Early Management Theory.

2.3.2. Henry Gantt Theory

Gantt theory, according to Jupta (2003), takes the shape of a chart. A Gantt chart is a bar chart that depicts the passage of time through a project's phases. Depending on the needs of the project manager and the team, the charts can be simple or complex. When evaluating projects, Henry Gantt's management theory requires the use of both resources and time (Kanz, 2005).

Henry Gantt scientific management is a philosophy that integrates benchmarks in a project to ensure that it is completed effectively. What are your project's milestones and deadlines? How much time is required to reach each milestone deadline? This idea thus has a direct impact on project performance in that if it is not employed, project completion is jeopardized.

2.3.3. Four Stages Theory

Stage theories are founded on the concept that constituents in systems progress through a series of different stages throughout time, and that these phases may be characterized using distinguishing features. Stages in cognitive growth, in particular, have a consistent order of succession, later stages incorporate the achievements of earlier stages, and each is distinguished by a distinct type of structure of mental processes. The moment of manifestation may vary depending on environmental variables to some extent.

Project management is a discipline that attempts to systematize the process of getting things done. The four stage model, which is widely used in project management, divides the process of completing a project into four stages: definition or start-up, planning, implementation or implementation, and closure. Although the traditional understanding of this model treats each stage as distinct and separate, some project managers allow for some overlap and even backtracking as needed (Loum, 2003).

The start-up phase, also known as the definition phase, is when the project team decides what it wants to do. This phase transforms the project from a hazy, blue-sky concept to a well-defined collection of specifications and criteria. This stage provides project team members with adequate information to figure out exactly how they will complete the task. Once the project's outlines have been established, the planning phase allows team members to determine what they will need to accomplish to finish it. This might entail producing precise engineering or specifications, as well as the process of selecting providers. Once this phase is completed, the project should be described on Gantt charts or other outlines to indicate who is in charge of what and when.

The third stage is the proverbial "rubber hits the road." It all comes down to following through on the plan established in phase two and completing the project. This phase, however, does not

imply that the project is finished. Although some people believe that the closure phase is simply an examination and closure of a project, there is a little more to it. Indeed, the closing phase allows the project team to tie up any loose ends and complete any punch list tasks.

Once that portion of the phase is completed, the team prepares any final reports, cancels any accounts, and wraps up the project (Loum, 2003).

2.4. Empirical Review of Literature

2.4.1. Factors Influencing Affecting Success

According to a study conducted by (Sumner, 1999), project failure may result from poor communication among beneficiaries and project team members, insufficient financial resources, lack of motivation, poor project definition and project organization, environmental conditions, poor planning, quality of project management, and infrastructure.

This research offers literature on the variables influencing effective project success in the sections below.

2.4.1.1. Effective Planning

In general, planning may be defined as the role of defining company objectives and developing the policies, processes, and programs required to achieve them. In a project context, planning may be defined as defining a predefined path of action within a predicted environment. Project planning must be methodical, adaptable to unique activities, disciplined through reviews and controls, and capable of absorbing multifunctional inputs. Successful project managers understand that project planning is an iterative process that must be carried out throughout the project's life cycle (Kerzner, 2013).

Before beginning a project, organizations should develop an overarching project work plan. Before you begin work on the project, you must ensure that the project sponsor and key stakeholders understand and agree on the scope of the task. You must collaborate with the sponsor and stakeholders to ensure that everyone understands what the project will provide, when it will be completed, how much it will cost, who will execute the job, how it will be done, and what the benefits will be. The more complex the project, the more vital it is that this information be officially and explicitly documented.

One of the goals of project planning is to thoroughly describe all the needed work (perhaps through the creation of a written project plan) so that any project participant can easily identify it. This is necessary in a project environment because: if the task is well understood prior to being performed, much of the work can be preplanned; if the task is not understood, more knowledge is gained during the actual task implementation, which leads to changes in resource allocations, schedules, and priorities; and the more uncertain the task, the greater the amount of information that must be gathered.

Without appropriate preparation, programs and projects might get off to a shaky start. Lack of appropriate planning creates uncertainty, reduces project efficiency, and results in a lack of better knowledge of project objectives by all project teams (Kerzner, 2013). The first sign, good planning, necessitates meticulous planning of the process implementation stages, task timeliness, fall-back positions, and re-planning. It is important to note that preliminary planning is insufficient. Projects frequently go astray, or early solutions become baseless.

Projects sometimes entail a great deal of detail and need the coordination of many people's work. Work must be appropriately structured in such a circumstance if meaningful progress is to be accomplished. When there is insufficient structure, the project team might soon lose control. In contrast, if the controls put in place are excessive (or unsuitable for the sort of project being managed), the project may be hampered by needless inefficiencies. If you've ever been to an end-of-project meeting for a project that had big issues, one of the primary themes you heard was "we should have spent more time preparing."

Many project managers believe that they must begin the project by obtaining business requirements. They believe that if they do a good job on it, they will be ready to take on the project. That is just not the case. In reality, before you begin gathering business needs, you must first complete a definition and planning process.

How can inadequate project planning contribute to possible difficulties with project implementation?

1. **Cost, quality, and time constraints, as well as scope creep, are all problems**

It is impossible to determine the scale of a project without investing a significant amount of time in correctly preparing. Gathering requirements, creating thorough project management plans, and

selecting and scheduling tasks, among other things, require a great deal of thinking, coordination, and time. Because inadequate planning does not engender trust or credibility, these essential project aspects may result in a lack of stakeholder commitment and resources. As a result, stakeholders may be discouraged from continuing to work with the project manager or perhaps from working on the project at all.

Strong project leaders create trust by staying on top of project planning activities, eliminating the need for costly, time-consuming rework and increasing success percentages across the board. One of the most important elements of establishing a project is determining the high-level scope. We will have a tough time managing scope successfully throughout the project if we do not define and agree on scope.

1. Inefficient resource utilization

Estimating expenses and activity levels, allocating resources, and constantly monitoring and modifying them all require rigorous planning to guarantee a project is on track. Effective planning identifies the tools and procedures needed to complete these objectives while minimizing the risk of unclear roles and responsibilities. Resources, whether financial or human, are typically finite and of great importance to any organization, so wasting them excessively has the potential to be devastating. Given the implications, businesses should carefully plan how, when, and where to deploy limited resources in order to optimize effectiveness.

2. Communication inside an organization

The health of an NGO's internal information and communication systems is critical to the organization's ability to properly implement its projects. Internal communication systems are linked to an NGO's mission, culture, organization, personnel, policies, and administrative tactics, in addition to its technical capabilities. While this applies to all businesses, NGOs and other relief groups confront particularly complicated difficulties and obstacles in establishing and managing efficient communication networks.

As a result, not having an effective communication system will have a negative influence on project implementation.

3. **Increased Uncertainty (Risk)**

The key to a good project outcome is identifying risks, doing qualitative and quantitative risk assessments, and creating risk management methods. Because these tasks can range from simple to sophisticated and complicated depending on the project, scope, scale, and a variety of other criteria, they can take a long time and a lot of coordination to execute. The higher the number of danger points or the severity of the repercussions, the more preparation is necessary.

Project planning does not ensure that projects will go as planned. In reality, despite all of the preparation that goes into a project, uncertainty is constantly lurking in the background, ready to swoop in and sabotage those plans. The key to achieving outstanding project results is to understand why good project planning is so important for lowering risks and improving success from the start. It may seem more time-consuming at first, but it will save you a lot of worry, time, and money in the long run.

When compared to the hazards of bad planning, it's worth it to measure twice and cut once. Important to keep in mind: Planning reduces project risks, increasing the chance of a successful outcome.

2.4.1.2. Complexities of Internal and External Regulations

For the most part, implementing businesses must rigorously comply with extremely complicated or very simple restrictions set by funders. In projects that they give to or sponsor, certain requirements or terms must be met. This might result in a delay in the delivery of money, as well as an increase in project costs, or the project being postponed or abandoned by the backer. It can also cause a delay in the project's conclusion.

They may range from extremely simple to very complicated regulations regarding cost allow-ability and audit, with the former being the most common and the latter being the least. NGO project work is also subject to different local and national regulations, which impose extra constraints on the organization's activities. Every project manager must place a high focus on ensuring that these standards are met. However, even when they are not directly responsible for such activities, they are accountable for ensuring that employees conducting compliance-related

functions in their office are aware of the standards and are able to perform their job functions efficiently.

Respecting and adhering to these standards strengthens an NGO's connection and reputation with a donor and reinforces the NGO's general commitment to integrity and accountability, of course. A project's success has been proven to be impacted by imprecise project requirements (Stephen, 2018). When project needs aren't well defined, it's hard to finish projects. Various stakeholders' perspectives might be to blame for unclear project requirements.

Bureaucratic processes are necessary for donors and NGOs. To combine the requirement for centralized control with the need for decentralized decision-making, all NGOs must find a way to do so. Systematically sound practices are the foundation of any company. The problem is that inefficient processes eat up valuable resources, preventing NGO personnel from functioning efficiently. A lot of funders and non-profits rely on "project-based" methods, which assume that activities and results can be foreseen with confidence. Evidence suggests that these systems may be incompatible with the two golden standards of NGO fieldwork.

Most project teams have a propensity to misunderstand the final meaning of the requirements since most donor and NGO guidelines are complicated. It is important for the project staff to understand the situation and act accordingly. Various funders give different training and awareness programs. A similar session does not always occur, and the project teams may translate or define it according to their understanding, which might have a negative impact on the project's implementation, since there will be a breach of terms, and donors may stop payments. As a result, project activities will be delayed.

2.4.1.3. Communication among the Projects Stakeholders

All of existence revolves around communication, which are a vital part of our daily lives and the fabric of the universe. According to Lasswell's maxim, communication is defined as "who says what to whom, when, and how." To communicate effectively, information must be sent from one project point to another. In today's society, there are many different definitions and ideas of communication. When it comes to project management, we may say that communication is the Project—Life Blood, "since everything in a project depends on how well we do it.

In project management, communication is a vital tool. All management procedures will be centered on it as it continues to increase in prominence. An organization's ability to communicate effectively is crucial to its success. As soon as a project is launched, it begins to work, and it continues to function throughout the project's lifespan. It offers frequent information on the project's status as well as its ability to execute. However, it has been discovered that most projects suffer from a communication failure. Project managers spend 90% of their time explaining what they're going to do. Therefore, it's crucial that everyone gets the appropriate message at the correct moment.

There are three key components to communicating with employees: informing them, managing changes, and motivating them (Dolphin, 2005). This means that employees' productivity and dedication are heavily dependent on their knowledge and understanding of the company's key challenges. This means better knowledge of the strategy as well as greater commitment and less resistance to change will lead to better implementation of the project with effective communication. In addition, internal communication can have a significant strategic influence on outward communication. This refers to communicating with people who are not employees of your organization, such as a supplier, a client or the general public.

In fact, the opinions of these stakeholders are influenced in some manner by the perceptions that workers have of their own company's management. As a result of the internal communication, the "company reputation" is also on the table. To gain a competitive edge and create strategic solutions, it places internal communication at the forefront (Dortok, 2006). Communication facilitates the sharing of information between members of a team. The frequency, formalization, structure, and openness of the information flow may all be used to characterize the communication's quality. Formal communication, such as a status meeting or a scheduled meeting, takes a lot of time to prepare and organize, whereas spontaneous interactions, such as brief phone conversations or short emails, are considered informal.

Because ideas and contributions may be shared, debated, and assessed with other team members more rapidly, this informal, spontaneous communication has been demonstrated to be essential for project participants. Project team members should also be able to interact directly without the need for a middleman. As a result of the time-consuming process of exchanging information through intermediaries, incorrect transmission is conceivable. Additionally, members must be

willing to share their information with each other, regardless of the frequency, formalization, or structure of the meeting. team members are unable to share their knowledge and experience because of the lack of transparency in the project.

Internal communication may be split into two primary information channels, according to Dolphin (2005) and Dortok (2006). The literature on top-down flows is extensive. How to include workers or how to ensure that the plan is properly understood by employees are frequently discussed by authors. As the importance of the connection between employees and their employers grows in terms of benefits and competitive advantage, it is given special consideration.

As a result, employees increasingly demand early access to information about the company, so they can participate in the decision-making process (Dortok, 2006). This is an indication that they are willing to dedicate themselves to the firm and work hard to achieve their goals together. More interestingly, the objective of top-down communication is frequently to persuade individuals to participate. The importance and difficulty of top-down communication is due to this. For senior management, communicating the project's objectives in a way that makes them sound relevant is a major issue since they are based on the core of the organization (Dolphin, 2005).

Top management is usually the one who initiates the bottom-up flow. In order for workers to feel motivated to become involved in the firm and adopt a value-adding mindset, top-down communication must be conducted in such a way. In order for information to flow in both directions, senior management has a responsibility, (Dortok, 2006). Informing, implementing change, and inspiring are the three major goals of internal communication. If you're only looking for information, sharing it is the easiest way to receive a response.

There is also a chance to establish a business spirit in this area. When it comes to change, creating a bottom-up communication system can help decrease resistance. The firm can benefit greatly if customers are informed early and are able to provide feedback because they have the time to do so. The possibility of generating engagement and trade between individuals may be described as motivation. Thus, it allows for the creation or strengthening of a two-way communication flow (Dolphin, 2005).

Among the most important communication traits are trustworthiness, transparency, focus and stability; objectivity and fairness; confidence; leadership, for example, energy and motivation; consistency and flexibility; accessibility; clarity; and respect. Considerable thought and preparation must be done in order to ensure that communications strategies are tailored to meet the needs of stakeholders. Without this, there is a risk that communication obstacles may arise, which can lead to a loss of confidence among team members and stakeholders.

2.4.1.3.1. Transparency in Project Implementation

It is possible to consider a variety of communication methods, with characteristics ranging from oral to written; synchronous to asynchronous; Internet-enabled or not; one, few, or many individuals involved in the targeted communication as senders, receivers, or other participants; and synchronous to asynchronous. It is possible to use a wide range of communication techniques. In addition to email, phone and memos, there are also meetings and discussions as well as press releases and video conferencing as well as face-to-face meetings (Grosse, 2002).

Asynchronous email offers numerous advantages as a communication method, according to Goose (2002). It's also essential, since email is a free and convenient way to communicate. Individuals have a longer time to comprehend the information before responding, which is especially helpful when members of a team speak various languages. When it happens, there will be time to utilize a dictionary, for example, to improve understanding.

When talking via e-mail, people are less hesitant to seek explanations than when conversing over the phone or face-to-face, according to Van, 1992. Project managers can benefit from email when delivering complicated and essential information, especially if there are members of the team with poor language abilities. Although the phone may be utilized as a more direct means of contact (Grosse, (2002), Dolphin), email was favored owing to the advantages obtained from utilizing email. For big groups of individuals, videoconferences may be an effective way to communicate.

You can see who is saying what much more easily than when you're talking on the phone. However, if the quality is poor, it might make the medium less helpful and irritating (Grosse, 2002, and Dolphin, 2005). According to Grosse, 2002, as opposed to relying just on auditory communication for complicated tasks such as product development, a videoconference might be

crucial. Face-to-face communication can be the most effective since it adds personal chemistry and makes it simpler to pick up on all the subtleties of what is being said throughout the conversation. It may also be used as a means to build deeper relationships with others. Traveling may be expensive and time-consuming.

Oral communication and written communication are the two major types of communication. Face-to-face contact is, of course, one of the original and most important methods of communication. A formal or informal encounter between two or more interlocutors might facilitate this type of communication. The telephone is another means of conversing vocally. Recently, new media have emerged as a result of technological advancements in recent years. You may now hold a video conference, for example, where you can communicate verbally and see your interlocutor.

Regarding written correspondence, there is, of course, the option of sending letters or faxes. Email, on the other hand, has transformed corporate communication. Email has grown widespread and has now been generally accepted by the major portion of companies. The use of email in business has virtually become impossible (B. van den Hooff, J. Groot and S. de Jonge, 2005). To this list may be added the increasing use of intranets and databases, which provide information to a huge number of employees.

When it comes to communication, what do people want? In a study by Van den Hoof and co-workers (2005), they identified four key factors for choosing a communication medium: the ability to obtain rapid responses; the ability to communicate diverse elements of communication, such as body language, facial expressions, tone of voice, etc. The ability to communicate subtleties and nuances, the use of a specific medium can be influenced by the surroundings.

So if all your coworkers and colleagues use email, you're practically obligated to use email as well, because it's the norm. There are pros and disadvantages to every kind of communication.

2.4.1.4. Managerial Factors

Donor-funded projects are judged on their ability to manage their human resources. An argument was put out by Arndt, (2000) that officials involved in donor-funded programs may not have proper training in foreign assistance administration or budgeting or accounting. Due to a lack of

awareness of donor expenditure guidelines, ineligible expenses may be incurred, resulting in the donor rejecting future funds. Depending on the quality and timeliness of the liquidation papers, the transfer of donor funds may be delayed, affecting the efficacy of donor assistance.

In a project, the project manager is the one who establishes the expectations. Cost, quality, and time are set by the project manager. It is the job of a project manager to fulfill business objectives within the agreed upon timeframe and budget. The project manager is in charge of the day-to-day administration of the project's operations, including scheduling and budgeting. To exhibit their abilities, knowledge, and experience, project managers should have a technique that allows them to demonstrate their knowledge, skills, and experience from all sorts of industries.

In order to successfully complete diverse tasks, you will need a variety of talents and experience (Maylor, 2005). To properly manage project growth, a project manager's skills are required. Non-governmental organizations (NGO's) are not exempt from project managers' keen interest in organizations. There is a growing interest in what abilities are required to successfully lead and manage projects because of these essential responsibilities. In response to this growing interest, standards and certification programs have been developed, which outline the disciplines' practices, give definitions of major words and procedures, explain the main methodologies, and serve as a foundation for measuring project management competencies (Crawford, 2004).

The Project Management Institute, the International Project Management Association, the Australian Institute of Project Management, and the Association for Project Management are the primary providers of project management standards and certification programs. These standards are not industry specific and are generic in nature. According to numerous studies, project managers must possess a wide range of skills.

At the time, poor project management was the most prevalent cause of projects failing. As a result of inadequate formal training, many projects fail to achieve their goals and are completed late and over or under budget. Without proper project management training, this argument goes, project managers will not have the required skills to do their jobs. During the selection process, technical expertise is stressed, but they lack project management skills, which are essential for dealing with projects. To ensure project success, the project manager must possess a set of project management abilities. The issue is, what are the most critical competencies for project managers?

As a project manager, you need a mix of knowledge, skills, and experience that includes: knowledge/experience about the context, knowledge/experience about stakeholders and their concerns, skills/experience developing strategies, experience implementing strategies, experience in communications and fundraising, and experience budgeting/risk assessment, to name a few things.

Among the soft skills are interpersonal communication, a desire for achievement and the capacity to negotiate. Other soft talents include motivation, teamwork, adaptability, and awareness, as well as knowledge of human resource management and dispute resolution. Planning, estimating, scheduling, and directing a project are considered hard abilities since they are mechanical or technical in nature (Gardiner, 2005). These hard skills include project integration management, project scope, schedule, cost, risk, and quality management, and ultimately project procurement management, among others.

Crawford says that for years, the emphasis has been on hard technical talents, such as the ability to design work breakdown systems, project budgets, and Gantt charts, while disregarding soft interpersonal abilities (2004). Soft interpersonal skills are becoming increasingly important in project management, Pollack (2007).

Many of the project managers' time will be spent on coordinating, directing, and integrating the operations of certain departments, as well as depending on others for information or support services, according to Pollack in 2007. Because of this, the departmental managers should not be positioned below the project managers. Delegate well; listen to and accept solid advice; be enthusiastic and confident; demand respect as a result of their example and leadership characteristics, according to Crawford (2004).

INGO project success' influenced by a number of elements, including finance, quality of project management, working environment, and communication, as well as the provision of appropriate resources and the structure of the project team (Stephen and Daniel, 2016). There are additional major elements that influence projects, according to the study: project product delivery, budget delivery, and time delivery. Budget and timeliness are two of the most important markers of a well-executed project.

Another study (Muringo, 2012) found that project managers' capabilities had an impact on the successful implementation of donor-funded projects. It was found that the soft skills of the project manager have a greater impact on the project's performance than technical and academic credentials. It was concluded in Ashley's (2007) study that successful project repeatable and takes a significant amount of work in order for cost effectiveness and competitive position to be achieved. The project planning effort is cited as an essential element along with team motivation, project management goals and technical capabilities, control system, and scope-and-work-definition.

According to a study by Isensi (2006), bad design, poor methodology, inadequate experience, underestimate of project length and poor cost assessment are the most common causes of project failure in Kenya.

An analysis of time and cost overruns by Kagiri (2005) found that poor vendor performance as well as poor project preparation and resource allocation led to delays and cost overruns in Kenyan projects. The study also found that poor risk allocation and government bureaucracy contributed to delays and cost overruns. According to Karimi (2008), cost overruns are caused by five factors: project organization, project management, project specification, and infrastructure. Using a local case study, Mwangi (2006) examined the key elements that impact project management in the region. Poor communication, monitoring and control mechanisms that were inadequate and inexperienced project managers all contributed to the project management inefficiency.

During his research, Karani (2007) focused on elements that affect the reliability of project deliveries. Cash flow issues, late vendor payments, underestimation of project length, untrained employees on the project team, poor monitoring of work, and an increase in scope of work were among the elements he cited as important. A project's core stakeholder group is responsible for these inputs and transformational process elements, he concluded. Only one thing seems to be in agreement: what defines "project success."

As De Wit (1988) and other authors have noted, project success (measured against the overall goals of the project) and project management success are two different concepts (measured against the widespread and traditional measures of performance against cost, time, and quality). It is also crucial to distinguish between success criteria (the metrics by which a project's success

or failure will be assessed) and success factors (the things that make a project or business successful or unsuccessful) (those inputs to the management system that lead directly or indirectly to the success of the project or business).

To determine which variables contribute to the achievement of organizational goals, Rockart (1979) devised a three-step approach. Many business leaders, according to his research, prefer to think in terms of "what it takes to be successful" instead of focusing on the company's goals. Following a survey of over 650 project managers, Pinto and Slevin (1988) came to the conclusion that "project success" involves considerably more than merely fulfilling cost, time, and performance targets. In reality, the perceived success or failure of projects is heavily influenced by customer satisfaction with the end product.

What truly counts, according to Baker et al. (1988), is whether or not the people involved in and affected by a project are satisfied. Having a good schedule and cost performance means nothing if the final result is subpar." If we follow the advice of Baker et al. (1983), we should assess perceived project success by perceived success. Also, according to Clarke (1999), project management performance may be significantly improved by focusing on major challenges and issues and using key success criteria as a guide. Keeping project plans up-to-date is essential for success. He maintains that success may be judged more readily if the project's goals are clearly defined at the beginning. When it comes to scope and objectives, Ward (1995) says, "These are what will determine whether or not a project succeeds."

In the words of Radolph and Posner (1994), having a few core objectives concentrates the team on the aim and generates commitment and consensus over the project goals. None of the success criteria outlined in the literature, according to Richardson (1995) and King (1996), are responsible for assuring a project's success on its own; they are all interdependent and require a holistic strategy. A project's success or failure is determined by groups of success criteria and their interconnections.

A study conducted by Belassi and Tukel in 1996 examined the influence of several success criteria stated in the literature on project performance. A project-related factor, a management or team-related factor, a company-related factor, or a factor relating to the external environment-related factor—all were classified into four categories. Many project manager-related

characteristics were shown to be crucial in the second phase of the study, which included 57 replies.

Instead of rating organizational variables higher than those linked to project managers and team members, as they had in the past, a notable shift in ranking was seen, with project manager-related factors dominating organizational ones. As a result of their efforts, they were able to establish some crucial contacts. The abilities of the project manager and the communication between the team members, for example, become essential when time is employed to assess project success.

"When it came to earlier research, it was thought that projects that took longer than expected to complete or that went over budget or that did not meet a company's specified performance standards were failures. To determine a project's success or failure has become much more complicated." All conceivable key elements that might impact the success of a project are hard to identify due to their diversity. It would be necessary, however, to define the categories to which the important elements belong for a better evaluation of the projects.

Most of the problems of Chinese information systems project managers are addressed in Dong et al. (2004), for which they evaluated a large body of literature. Users' participation, Project Managers and Team Members, Project Definition, Project Planning, Project Control and Change Management, and Technology Support are the most often stated CSFs. As a result, project success is a key concern in the subject of project management, and a repeating theme in the literature. As a result, success variables are used to measure project success and success criteria are used to measure project failure.

On the other hand, Murphy and colleagues (1974) utilized a sample of 650 completed aerospace and construction projects to determine the elements contributing to project success. These are the most referenced and utilized studies in the field of project success factors, and they are the most authoritative in the field. However, twenty-three project management qualities that were defined as required but not sufficient requirements for perceived success were found to be highly linearly associated with perceived success and perceived failure of projects, Baker and co-authors (1988).

Pinto and Slevin (1987, 1988) and Morris and Hough (1986, 1987) conducted key research on the variables that contribute to a project's success. For example, Pinto and Slevin (1987, 1988)

used the opinions of 418 PMI members to assess the significance of 10 essential success criteria and four additional external factors to project success (Slevin and Pinto 1986). There are therefore a lot of variables that might affect a project's outcome.
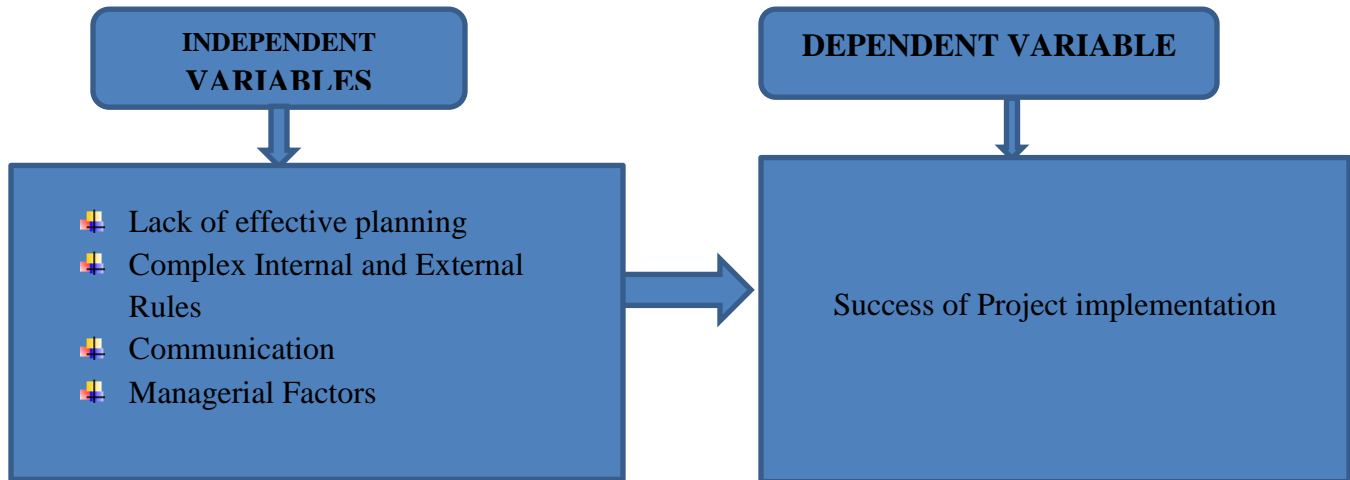
According to Pettigrew and Whittington (2003), achieving great degrees of flexibility while retaining structure seems to be the best way to describe one of the writers' experiences of delivering assistance projects in catastrophe circumstances. Observations of how assistance projects work and a growing body of literature critical of PM techniques being applied in what may be seen as unsuitable settings confirm the gap that these thought leaders have observed in PM practice as it now evolves in the commercial PM sector. According to this, some project planning and performance evaluation techniques are better suited to assistance or social service delivery projects that are unclear, poorly defined, or both (Sigsgaard, 2002; Earle, 2003; Ramage and Armstrong, 2005).

2.5. Conceptual Framework

The conceptual framework looked at how various factors under the study influence the project success by Save the Children International in Gambella Region. The conceptual framework of this study was based on four independent variables and one dependent variable as represented diagrammatically in the below figure. The study uses a conceptual framework in order to test the validity of the research hypothesis. According to the study, successful implementation of projects by SCI in Gambella Region had been conceptualized as being dependent on lack of effective planning, complex internal and external rules, effective communication and managerial factors.

According to the empirical study, lack of appropriate planning creates uncertainty, reduces project efficiency, and results in a lack of better knowledge of project objectives by all project teams. As noted in the literature, unclearness of the project requirement has been found to be a factor that affects the success of the project. It was also found that, when the project requirements are not properly spelled out, it is difficult to complete projects. Unclearness of project requirements could be as a result of different stakeholders' viewpoint. And finally, lack of formal training to managers' is considered as a key reason why projects fail to realize their expected results and continue to be completed late and over or under budget.

Figure 1: Conceptual Framework

INDEPENDENT VARIABLES	DEPENDENT VARIABLE
♦ Lack of effective planning ♦ Complex Internal and External Rules ♦ Communication ♦ Managerial Factors	Success of Project implementation

Source: Adopted from Blen, 2019

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. The Description of the Study Area

According to (Country Office, 2019) annual report, Save the Children is one of the world's leading independent organisations for children. They work in around 120 countries. SCI work to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives. SCI achieve change for children by building evidence from innovations, partnering with key stakeholders, and being the voice for change to implement their programs at scale to impact millions of children. SCI has worked in continuously in Ethiopia since the 1960s providing support to vulnerable Ethiopian children and their families.

In 2015, more than 6m Ethiopians benefitted from their programs. Their programmatic approach is to build evidence from their program innovations and then work to enhance Government of Ethiopia systems to scale-up successful programs. They typically enhance service delivery directly or through local NGO and other partners and use their successes to engage in policy dialogue at different levels. They work in seven main programmatic sectors in Ethiopia targeting vulnerable children and their families mostly in rural and remote, underserved areas.

Therefore, humanitarian aid and long-term development are the major goals of Save the Children International. Children's health, nutrition, livelihoods, and resilience, education and child protection, child-friendly systems and structures (WASH), and humanitarian aid are just a few of the areas in which Save the Children International has been successful.

According to the same report from the (Country Office, 2019), SCI's field office in Gambella Region is currently handling three (Pugnido, Jewi and Tierkidi) active project which are being funded by different international donors. The three projects are actively working on the areas of nutrition, education and child protection. Among the projects, Pugnido is considered as the oldest of all while Jewi and Tierkidi being the newest. Both Jewi and Tierkidi were started on the aftermath of the South Sudan Civil War of 2013. Both projects were inaugurated in the first quarter of 2014. Jewi and Tierkidi are expected to be completed by the last quarter of 2024.

The study areas (SCI projects, Jewi and Tierkidi) are located in the south-western part of Ethiopia, in Gambella Region, Gambella woreda and Itang Special woreda respectively. Jewi is

located 12 KM while Tierkidi's 33 KM away from Gambella town. Their distance is 754 KM and 799 KM away from Addis Ababa.

Figure 2: Map of the Study Area
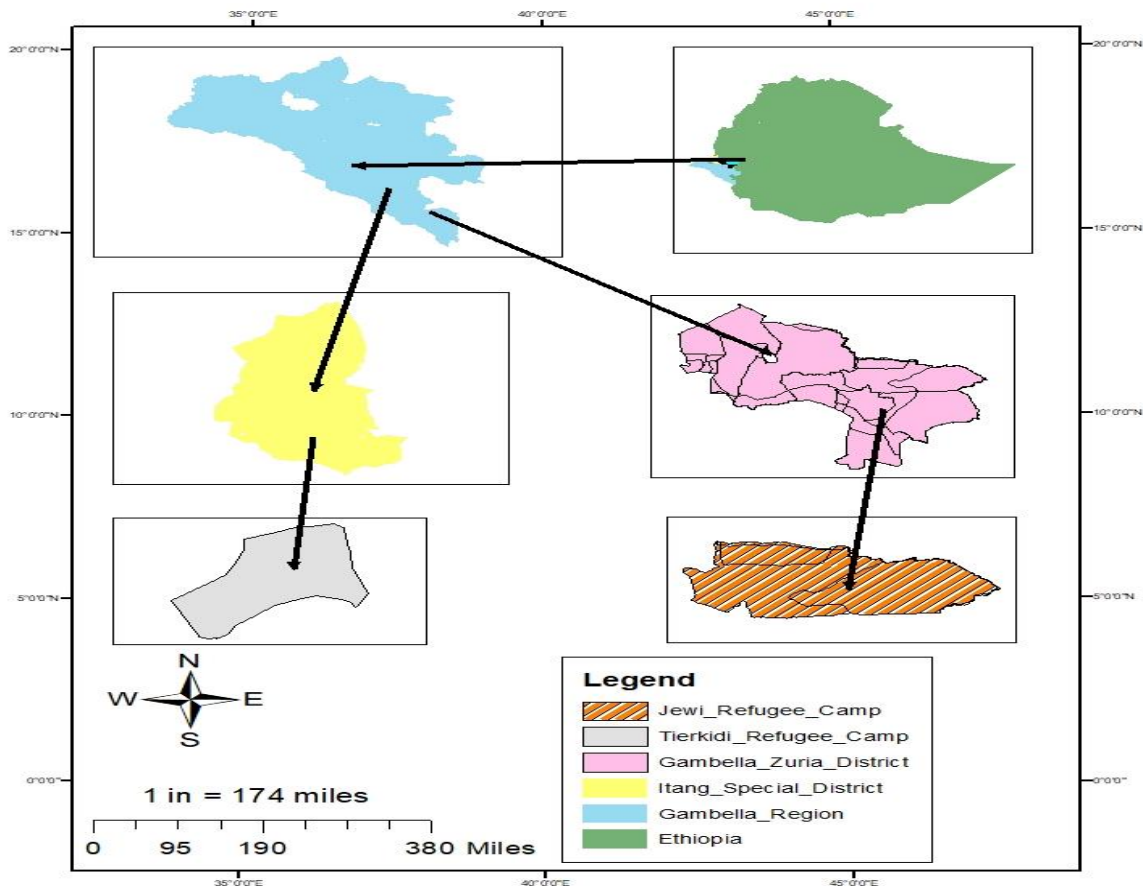
3.2. Research Design

MacMillan and Schumacher (2001) define research design as a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). They further indicate that the goal of a sound research design is to provide results that are judged to be credible. For Durrheim (2004), research design is a strategic framework for action that serves as a bridge between research questions and the implementation, or implementation of the research strategy.

This study adopted a descriptive and explanatory research design. According to Cooper and Schindler (2003), a descriptive study is concerned with finding out the what, where and how

instead of why of a phenomenon. According to Durrheim (2004), exploratory studies are characterized as investigations into an issue that is not precisely defined. However, explanatory research will not offer definitive findings, but will be used to gain a better knowledge of the current situation. Descriptive and explanatory research design had been chosen because this study seeks to identify factors affecting the success of the projects by SCI in Gambella Region.

3.3. Source of Data

This study employed both primary data and secondary data. Primary data were obtained directly from respondents using structured questionnaire, and secondary data, which was used to the needed quality to make the study more practical. The secondary data was obtained utilizing a checklist from documented data on project success and failure. Secondary data were also collected from project appraisal reports, follow-up reports, internal audit reports and other periodic reports by Save the Children International in Gambella Region.

3.4. Type of Data

Both qualitative and quantitative data were all used. Qualitative data describes qualities or characteristics; and quantitative are data that can either be counted or compared on a numeric scale.

3.5. Method Data Collection

A questionnaire is a form containing a set of questions, especially addressed to a statistically significant number of subjects, and is a way of gathering information for a survey. It is used to collect statistical information or opinions about people. The Oxford Advanced Learners' Dictionary (1997) defines a questionnaire as a written or printed list of questions to be answered by a number of people, especially as part of a survey.

For the purpose of this study, the questionnaire formed the first and only data collection method and its content was guided by the literature reviewed. The questionnaire was administered to the 87 staff working for Save the Children International, Gambella Region.

3.6. Study Population

According to (Burn and Grove, 1997), target population is "the entire aggregation of respondents that meet the designated set of criteria. The target population in this study constituted all staff under the following departments (Support Service, Program Development, Program Operations,

and HR/Finance and Administrative) regardless of their age at Save the Children International in Gambella Region. The target population of this study includes 87 staffs who are currently working on projects being implemented by Save the Children International in Gambella region. The student researcher used a census survey; therefore, sample was not necessary.

3.7. Data Analysis Techniques

The collected data had been coded (closed-end items) in order to run descriptive analyses to get reports on data status. Moreover, data collected from secondary sources which include baseline reports, mid-term and end line evaluations, monitoring visit reports and program progress and terminal reports, was used to complement the results of the quantitative analysis.

The data collected from the respondents were analyzed by employing descriptive statistics with both qualitative and quantitative involved. The Statistical Package for Social Science (SPSS, version 26) software was used to compute the frequency, percentages and cross tab (Chi-square) to precisely show the significance of each variable. The outputs of the descriptive analysis were presented in tables, graphs, bar charts, and pie-charts.

3.8. The Model Specifications and Description of Study Variables
3.8.1. The Model Specifications

Factors Affecting Project Success in International Nongovernmental Organizations in Ethiopia: The Case of Save the Children International in Gambella Region

Major factors that might have much impacts on the dependent variable

Ineffective planning can negatively affects project success of SCI projects in Gambella Region

      1.1. Lack of effective project planning can negatively affect the project success

      1.2. Existence organized work plan across organization's working environment can increase the success of the project

      1.3. Clarity on project work plan

Impact of clarity on complicated internal and external rules on project success of SCI projects in Gambella Region

      2.1. Mutual understanding of internal and external rules and regulations increase the success of project

      2.2. Project team clearly understand the expectations of their specific roles and responsibilities affects project success

      2.3. Complex internal and external rules have any impact of project success

      2.4. Induction on donor and internal rules and regulations for project staffs

Impact of communication on project success of SCI projects in Gambella Region
3.1. Communication influence effective project success
3.2. Emails and internet help in project Implementation
3.3. Well-defined way of communicating projects been implemented in your theme
3.4. Information with regard to project progress update is timely communicated
3.5. Does information and communication technology (ICT) help in communicating project
Managers' roles influence the project success of SCI projects in Gambella Region
4.1. Project manager competencies can increase the project success
4.2. Project managers' technical capabilities can positively affects the success of project
4.3. Educational qualifications of a project manager can positively contribute to project success
4.4. Interpersonal communication, commitment to success, negotiation
4.5. Decision making, problem solving, leadership, motivation and team working
4.6. Flexibility and alertness, human resource management, conflict management

3.8.2. Description of Study of Study Variables

Effective Planning: Without appropriate preparation, programs and projects might get off to a shaky start. Lack of appropriate planning creates uncertainty, reduces project efficiency, and results in a lack of better knowledge of project objectives by all project teams (Kerzner, 2013). The first sign, good planning, necessitates meticulous planning of the process implementation stages, task timeliness, fallback positions, and re-planning. It is important to note that preliminary planning is insufficient. Projects frequently go astray, or early solutions become baseless.

Clarity of Complexities of Internal and External Regulations: A project's success has been proven to be impacted by imprecise project requirements (Stephen, 2018). When project needs aren't well defined, it's hard to finish projects. Various stakeholders' perspectives might be to blame for unclear project requirements.

Communication among the project Stakeholders: As per (Dolphin, 2005), there are three key components to communicating with employees: informing them, managing changes, and motivating them. This means that employees' productivity and dedication are heavily dependent on their knowledge and understanding of the company's key challenges.

Managerial Factors: According to Arndt, 2014, officials involved in donor-funded programs may not have proper training in foreign assistance administration or budgeting or accounting.

Due to a lack of awareness of donor expenditure guidelines, ineligible expenses may be incurred, resulting in the donor rejecting future funds. Donor-funded projects are judged on their ability to manage their human resources.

3.9. Data Quality Assurance

3.9.1. Validity

Validity concerns the extent to which a measurement actually measures the features the investigator wishes to measure and provides information that is relevant to the question being asked. Validity was ensured by making sure the questionnaires were comprehensive to cover all the variables being measured. Comparison was done between the conceptual framework (adopted variables) and the theoretical framework (what has been said by others) for validation.

3.10. Ethical Considerations

The respondents have been approached after the purpose of the study has been explained in detail, so that they should be comfortable giving their response on time. All participants were asked to voluntarily participate in the data collection by collaborating in filling out the questionnaire. By doing so, the respondents are free of any harm and, more importantly, their views are very confidential and anonymous. Moreover, the questionnaires do not have any connection with the respondents since the research is done for academic purposes.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter contains a discussion of the final outcomes as well as the method through which they were achieved. As the primary data collecting instrument, questionnaires were used to gather information. After analyzing the data with SPSS (Version 26) and Excel spreadsheets, relevant findings were produced from the percentages obtained via this method.

The goal of the data analysis was to figure out the factors that affect project success of nongovernmental organization projects at Save the Children International in Gambella Region. The research hypotheses were: The manager's roles have an effect on project implementation; Project success' negatively influenced by the clarity of complex internal and external regulations; Communication's influence on project success' positive; and Lack of effective project planning can negatively affect the success of project implementation.

4.2. Descriptive Results

4.2.1. Background Information of Respondents

1. Gender of the Respondents

Men and women of whatever age or education level, departments within Save the Children International and years of service are all covered in this section. When it comes to gender, 55 (63.2 percent) of the respondents were males and 32 (36.6 percent) were females. Males outnumber girls by a little margin. It is important to note that the difference in numbers has no bearing on the reliability of the data and their results.

Figure 3: Gender of the Respondents
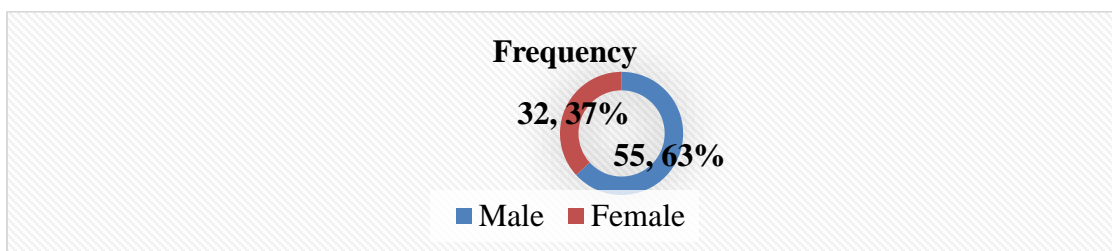
Source: Survey Result, 2021

2. Age of the Respondents

About 50.6 percent of responders were between the ages of 26 and 35. Eighteen (20.7%) were aged 36-45, while 16 (21%) were aged 18-25, and nine were above the age of 45. As long as there are a substantial number of employees in the age groups of 26-35 and 36-45, this might suggest that the firm has mature personnel, which could aid in achieving the goals set out.

Figure 4: Age groups of the Respondents
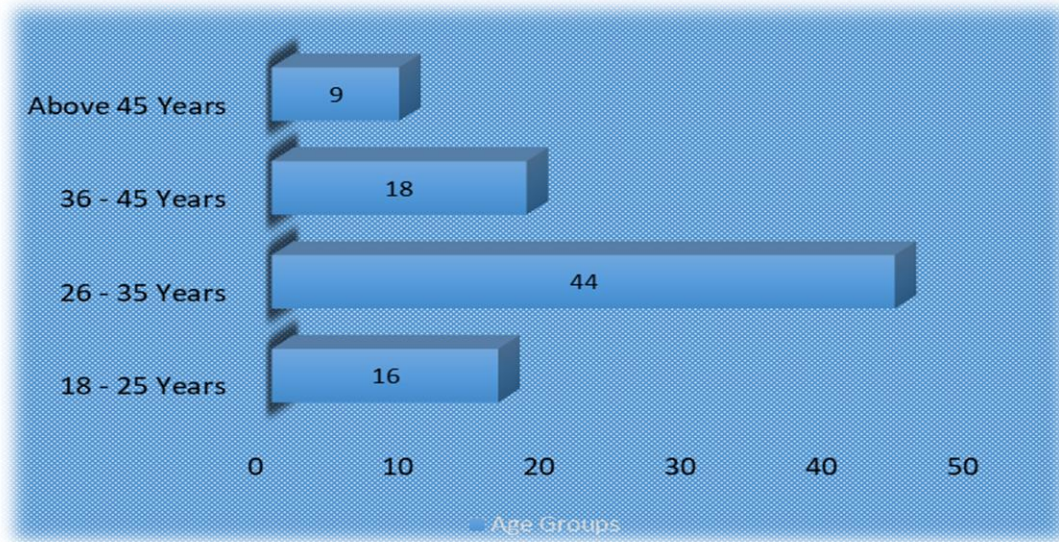
Source: Survey Result, 2021

3. Educational Level of the Respondents

About 17 (19.5%) of the respondents had a diploma, 60 (69.0%) had a bachelor's degree, and 10 (11.5%) had a master's degree or higher. As a result, the findings show that the respondents are qualified to answer questions about variables influencing project performance at Save the Children International in Gambella Region. In general, the findings on respondents' attributes show that they are competent. As a result, the researcher believes that the information they provide is credible and trustworthy, allowing the researcher to proceed with the investigation.

Figure 5**:** Level of Education for the Respondents
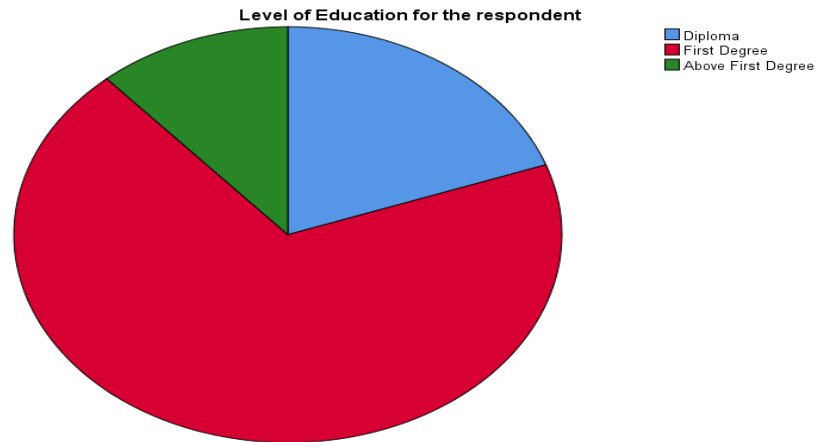
Source: Survey Result, 2021

4. Department of the Respondents

As shown in Figure 4.3, the majority of the respondents' departments fall under Program Operations (42.5%), and they are inevitably the focal staffs who deal with the day-to-day project success of projects directly, which is very useful for getting an in-depth understanding of the research title under the study.

Other departments with indirect/direct responsibility for project success include SSD (24.1%), PDQ (27.6%), and Finance, Human Resources, and Administration (5.7%).

Figure 6: Department of the Respondents
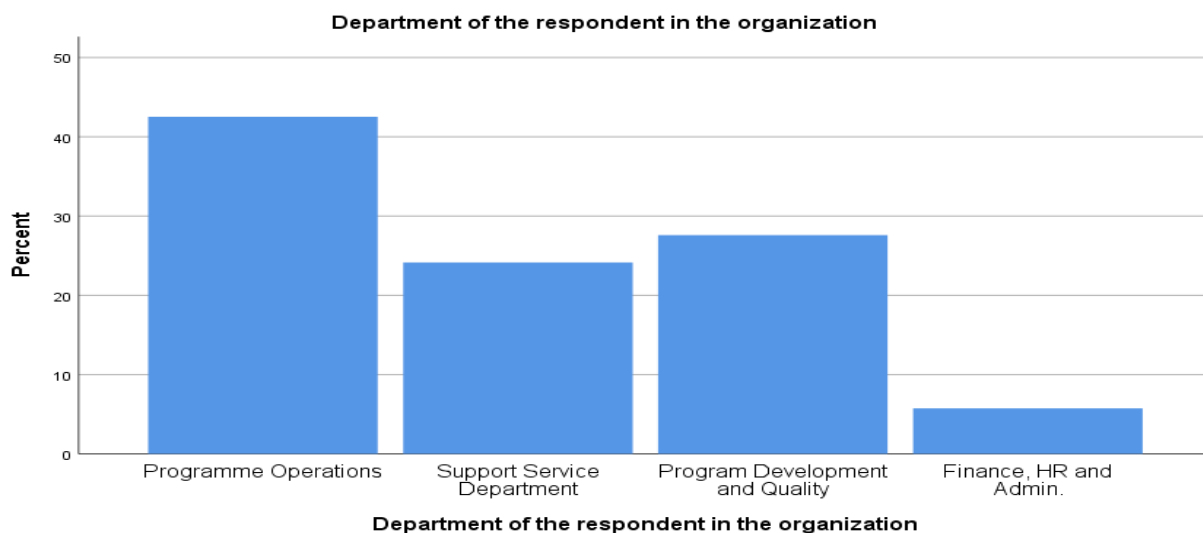
Source: Survey Result, 2021

5. Lengths of Service of the Respondents

Findings of this study indicated that 29.9% of the respondents had worked at Save the Children International in Gambella Region for had been working for less than three years, 44.8% between 3-7 years, and 25.3 % between 7-10 years and above.

Figure 7: Length of Service of the Respondents
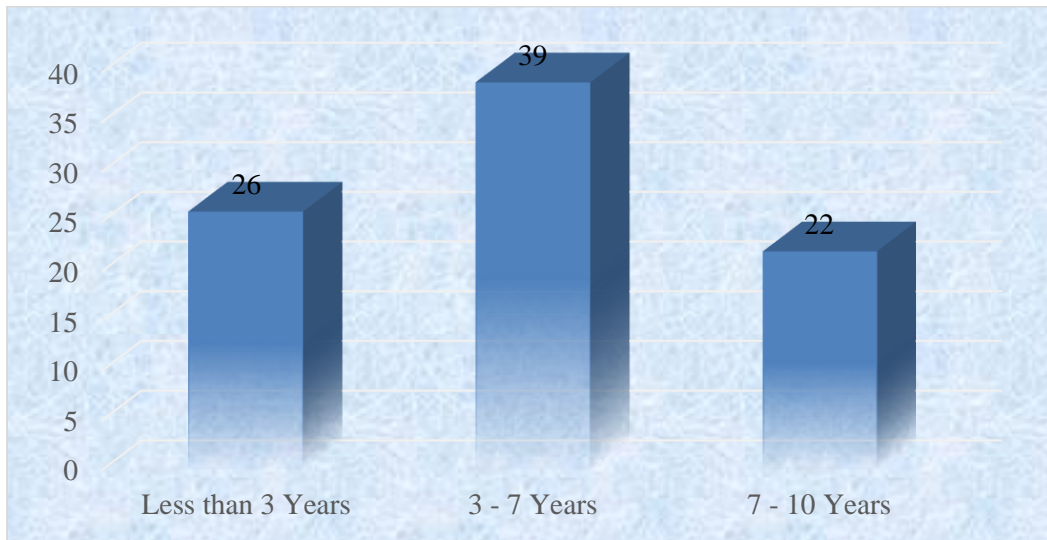
4.2.2. Response on the Impact of Effective Planning on Project Success

This table presented the variables under the first objective of the study, and these variables were illustrated in the below. Among the respondents, 59 (67.8%) of them agreed that there was no lack of effective planning during the implementation phase of the project being implemented, while the remaining percentages were 28 (32.2%). And, 72 (82.8%) of the respondents agreed that there is a well-organized project and a work plan that is mutually understood by all employees before project implementation starts, as shown by 71 (81.6%) to 16 (18.4%) and 73 (83.9%) to 14 (16.1%) respectively.

And finally, majority 58 (66.7%) of the respondents had agreed that Save the Children International projects always been completed on time, meanwhile some 29 (33.3%) had opposed the idea of success. To ensure that employees understand and implement the project work plan in accordance with donor agreements, respondents were also asked what would be done differently.

According to the survey respondents, the planning process should be thorough and inclusive of all project employees.

There was a general consensus among respondents regarding the need for pre-project kick-off meetings, which would include all project staff and all project stakeholders, so that everyone could understand and agree on the project's timeline as well as develop a realistic work plan, as well as proper orientation and induction of new employees on the project's purpose as well as its outcomes. Variables such as a lack of good planning, an unorganized project work plan, and a lack of clarity on project work are prominent in this aim. For example, these factors have a major impact on project success in a particular organization. They have a substantial impact on project implementation.

Table 1: Response on the Impact of Effective Planning on Project Implementation

Variable	Measure	Yes (Success)	No (Failure)	Total	P-Value
SCI lacks proper planning for project implementation	#	59	28	87	0.000***
	%	67.8	32.2	100	
The project work plan is discussed before the project implementation begins or is it left to chance	#	72	15	87	0.000***
	%	82.8	17.2	100	
Clarity of the project work plan for staff members has an impact on the project's success	#	71	16	87	0.000***
	%	81.6	18.4	100	
SCI projects always been completed on time	#	58	29	87	0.000***
	%	66.7	33.3	100	
SCI follow through with its project work plan	#	73	14	87	0.000***
	%	83.9	16.1	100	

Where, *** $p<0.01$, ** $p<0.05$, * $p<0.1$ implied probability level of significance at 1%, 5% and 10% respectively.

Source: Survey Result, 2021

4.2.3. Response on Impact of Internal and External Regulations on Project Success

The study's second goal was to examine how Save the Children International's ability to effectively implement programs is affected by the clarity of complicated internal and external laws. According to table 2 below, the majority of respondents, 70 (80.5 percent), believe that Save the Children International's ability to effectively implement projects is hampered by unclear internal and external norms, while just 17 (19.5 percent) disagree. The respondents had also responded to the questions under this objective in the following manner:

Most of the respondents 74 (85.1%) agreed with the fact that internal and external rules have been explained and addressed to the entire staff. 71 (81.6%) respondents agreed that there is common understanding between employees and management on both internal and external norms and regulations. 69 (79.3%) of the respondents agreed that the project team understands the expectations of their individual roles and duties with reference to both internal and external laws and regulations; 70 (80.5% believe that complicated internal and external rules have an influence on the implementation of projects.

And finally, 68 (78.2) of the respondents believe that Save the Children International offers adequate donor orientation for project personnel before project begins. We asked participants what they would do differently to guarantee that all personnel understood and implemented the project in accordance with donor criteria as well as those set by the company. According to the survey respondents, establishing clear communication and a shared understanding among the project staff about both donor and internal requirements at the start of the project is critical to its success. For a project's success, it's equally vital to provide workers with a refresher course on the laws and regulations.

All employees should get orientation and frequent updates on the regulations. According to some of the respondents, it would be beneficial if the frontline project team had access to a checklist that defines essential internal and external rules for usage during the day-to-day project implementation.

Table 2: Response on Impact of Complicated Internal and External Regulations

Variable	Measure	Yes (Success)	No (Failure)	Total	P-Value
Clarity of complicated internal and external regulations on the implementation of projects	#	70	17	87	
	%	80.5	19.5	100	0.000***
There is a common understanding between employees and management on both internal and external norms and regulations	#	71	16	87	
	%	81.6	18.4	100	0.000***
The project team understands the expectations of their individual roles and duties with reference to both internal and external laws and regulations	#	69	18	87	
	%	79.3	20.7	100	0.000***
Before a project is implemented, all internal and external rules have been explained and addressed with the entire staff	#	74	13	87	
	%	85.1	14.9	100	0.000***
The clarity of complicated internal and external rules have positive influence on project implementation	#	70	17	87	
	%	80.5	19.5	100	0.000***
SCI offers adequate donor orientation for project personnel before project implementations begins	#	68	19	87	
	%	78.2	21.8	100	0.000***

Where, *** $p<0.01$, ** $p<0.05$, * $p<0.1$ implied probability level of significance at 1%, 5% and 10% respectively.
Source: Survey Result, 2021

4.2.4. Response on the impact of effective communication on Project success

The third objective of the study was to determine how communication affects the success of project success by SCI in Gambella Region. Among them, 61 (70.1%) of the respondents indicated that emails and the internet are very helpful in project implementation; and 63 (72.4%) agreed that Save the Children International has well-defined communication channels for your theme's projects; and 73.1% believe that project progress information is shared in a timely manner; 65 (74.7%) of the respondents believe that Information and Communication Technology (ICT) assists in conveying project goals.

And about 72.7% believe that 56 (64.4%) Does your project's status meeting provide you with any useful information? And finally, 64 (73.6%) do believe that Save the Children International's efficient project success depends on communication. When questioned about the most common communication method, respondents responded that telephone, email, and face-to-face discussions were utilized on a daily basis. Different sorts of meetings were also utilized to keep the team up to date on the project's status. Written progress reports are also produced weekly and monthly.

Table 3: Response on the impact of communication on Project Implementation

Variable	Measure	Yes (Success)	No (Failure)	Total	P-Value
Email and the internet aid in the implementation of your project	#	61	26	87	
	%	70.1	29.9	100	0.000***
SCI have well-defined communication channels for your theme's projects	#	63	24	87	
	%	72.4	27.6	100	0.000***
Project progress information is shared in a timely manner	#	62	25	87	
	%	71.3	28.7	100	0.000***
ICT assist in conveying project goals	#	65	22	87	
	%	74.7	25.3	100	0.000***
Project's status meeting provide you with any useful information	#	56	31	87	
	%	64.4	35.6	100	0.000***
SCI's efficient project success depend on communication	#	64	23	87	
	%	73.6	26.4	100	0.000***

Where, *** p<0.01, ** p<0.05, * p<0.1 implied probability level of significance at 1%, 5% and 10% respectively.

Source: Survey Result, 2021

4.2.5. Response on the effects of managers' roles on Project Success

The last objective of the study was to determine how the manager's roles can affect project success in Save the Children International of Gambella Region. According to below table, 61 (70.1%) of the respondents believe that a project manager's skills have an impact on the successful implementation of a project; 61 (70.1%) had agreed that project managers play a role in enabling the implementation of a project's objectives; 60 (69%) of the respondents believe that a project manager's technical talents have a major role in the project implementation.

Among the respondents, 37 (42.5%) believe that a project manager's educational background is crucial to the success of a project. 60 (69%) believe that a project manager's effectiveness depends on interpersonal communication, dedication to success, negotiation, and the capacity to influence others; believe that decision-making, problem-solving, leadership, motivation, and teamwork impact a project manager's capacity to effectively implement the project; and 61 (70.1%)Is it true that a project manager's capacity to effectively implement a project is influenced by his or her flexibility and alertness, human resources management, conflict management, and optimism? Asked to select three traits that all project managers should possess, most respondents agreed that managers should be democratic, influential, and communicative, as well as decision makers, problem solvers, and well informed.

Table 4: Response on the effect of Managers' roles related factors on project implementation

Variable	Measure	Yes (Success)	No (Failure)	Total	P-Value
The project manager's skills have positive impact on project implementation	#	61	26	87	
	%	70.1	29.9	100	0.000***
Managers play positive roles in enabling the objectives of project	#	61	26	87	
	%	70.1	29.9	100	0.000***
Do you believe that a project manager's technical talents have a major role in the project implementation	#	60	27	87	
	%	69	31	100	0.000***
Project managers' educational background is crucial to the success of a project	#	37	50	87	
	%	42.5	57.5	100	0.000***
Project manager's effectiveness depends on interpersonal communication	#	60	27	87	
	%	69	31	100	0.000***
Decision-making, problem-solving, leadership, motivation, and teamwork impact a project manager's capacity to effectively implement the project	#	61	26	87	0.000***
	%	70.1	29.9	100	
Project manager's capacity to effectively implement a project is influenced by flexibility and alertness, HRM, conflict management	#	66	21	87	
	%	75.9	24.1	100	0.000***

Where, *** p<0.01, ** p<0.05, * p<0.1 implied probability level of significance at 1%, 5% and 10% respectively.

Source: Survey Result, 2021

4.3. Binary Logistic Regression model (Marginal Effect at mean) Model Validation, Correction and Model Fit

Quality and validity were rigorously and completely evaluated and adjusted prior to estimates. The existence of misinputted data, misspelled data, and incorrectly inserted data was examined throughout this procedure. While scanning for the missing variable was being completed, data repairs and validations were also being fulfilled. When it comes to model fit, the chi2 probability value and the Pseudo R2 play the most important roles.

However, when it came to the actual estimation results, the chi2 probability value was less than 5%, indicating a level of significance of 1%. The overall fit of the lined-up explanatory factors to the dependent variable, which is the project success, are shown by the replication of this result. The Pseudo R2 was over 60%, which is 73 percent higher than the minimum criterion. This demonstrates that in the instance of SCI, over 73% of the fluctuations in project success status are attributable to reasoned out circumstances (variables). The remaining 27% was due to

unknown causes. With a probability value of less than 1% and an R2 of more than 60%, it's clear that the model is suitable for use as the parameters to describe the changes that occur throughout project execution in the projects. When the data validity and correction are combined with the model fit, the scenario allows for more accurate and informative estimations, as shown in

Logistic regression   Number of obs = 87
LR chi 2(34) = 1125.49
Prob > chi2 = 0.0000
Log likelihood = -209.68489   Pseudo R2 = 0.7285

Conditional marginal effects   Number of obs = 87
Model VCE: OIM

Table 5: Variables Identification and Codification

Objectives of Study		Variables	
		Variables Identification	Code
	Gender	Gender of Staff	Gender (0-Male & 1 Female)
		Age between 18 and 25	Yrs18_25 (0-No & 1-Yes)
		Age between 25 and 35	Yrs26_35 (0-No & 1-Yes)
		Age between 36 and 45	Yrs36_45 (0-No & 1-Yes)
	Ages	Age above 65	Above_45 (0-No & 1-Yes)
		Being Diploma Holder	Diploma (0-No & 1-Yes)
		Being Degree Holder	FirstDegree (0-No & 1-Yes)
	Educations	Having both or above	TotalEduc (0-No & 1-Yes)
		Programme Operations	PO (0-No & 1-Yes)
		Support Service Department	SSdP (0-No & 1-Yes)
	Department	Program Development and Quality	ProgDevQ (0-No & 1-Yes)
	Working	Finance, HR and Admin.	FinHRAdm (0-No & 1-Yes)
		Work Experiences Less than 3 Years	Less_3yrs (0-No & 1-Yes)
		Work Experiences b/n 3 - 7 Years	Ben3_7yrs (0-No & 1-Yes)
Demographic		Work Experiences b/n 7 - 10 Years	Ben7_10yrs (0-No & 1-Yes)
Factors	Experiences	Work Experiences Above_10	Above_10yrs (0-No & 1-Yes)
		Lack of effective planning	LackOfEffectivePlanning (0-No & 1-Yes)
To determine how ineffective planning impacts the implementation		Organized project work plan	OrganizedProjectWP (0-No & 1-Yes)
		Clarity on project work plan	ClarityOnPWP (0-No & 1-Yes)
		Mutual understanding of internal and external rules and regulations	MutualUnderstanding (0-No & 1-Yes)
To determine the impact of clarity on complicated internal and external rules on the efficient implementation		Project team clearly understand the expectations of their specific roles and responsibilities	Roles_Responsibilities (0-No & 1-Yes)
		Complex internal and external rules	Rules_Impacts (0-No & 1-Yes)

Variables		
Objectives of Study	**Variables Identification**	**Code**
	have impact of project implementation	
	Induction on donor and internal rules and regulations for project staffs	Donor_Induction (0-No & 1-Yes)
	Communication influence effective project success	Communication (0-No & 1-Yes)
	Emails and internet help in project Implementation	Email_Internet (0-No &Yes)
	Well-defined way of communicating projects been implemented in your theme	Well_defined_Communication (0-No & 1-Yes)
	Information with regard to project progress update is timely communicated	Information (0-No & 1-Yes)
To determine the impact of communication on the successful execution	Information and communication technology (ICT) help in communicating project	ICT (0-No & 1-Yes)
	Project manager competencies	ProjectManager (0-No & 1-Yes)
	Project managers' technical capabilities	Technical_Capabilities (0-No & 1-Yes)
	Educational qualifications of a project manager	Eduactional_Qualification (0-No & 1-Yes)
	Interpersonal communication, commitment to success, negotiation	Interpersonal_Communication (0-No & 1-Yes)
	Decision making, problem solving, leadership, motivation and team working	DecisionMaking (0-No & 1-Yes)
Manager's roles influence the project delivery	Flexibility and alertness, human resource management, conflict management	Flexibility (0-No & 1-Yes)

4.3.1. Variables Codifications

The driven marginal effect was taken from the Binary Logistic Regression result. The mean property of the marginal effect is that it may associate and restrict the coefficients' result in a probability range of 0 to 1. This is the result of a percentage change in one independent variable on the dependent variable, which is quantified in terms of deviation from the mean, either above or below the mean. The likelihood value has the potential to give improved roadmaps for estimating the coefficient outcome in terms of consistency and stable means. In this example, we'll look at the marginal effect of a percentage change in a project success variable on the project's status. A change in variable x results in a decreasing/increasing marginal probability from the mean by a certain percentage.

S/N	Variables Identification and Codification	Delta-method of Marginal Effect at Mean (DV: PS, i.e., 0 = F & 1 = S)					
		dy/dx	Std. Err.	z	P>|z|	[95% Conf. Interval]	
1.	**Demographic Factors**						
1.1.	Gender of Staff	-0.05	0.07	-0.77	0.441	-0.1826	0.07958
1.2.	Age between 18 and 25	0.06	0.07	0.97	0.331	-0.066	0.19569
1.3.	Age between 25 and 35	-0.28	0.07	-4.01	0.000	-0.4196	-0.1441
1.4.	Age between 36 and 45	0.38	0.07	5.20	0.000	0.23948	0.5295
1.5.	Age above 65	0.01	0.07	0.11	0.912	-0.1205	0.13491
1.6.	Being Diploma Holder	0.19	0.07	2.85	0.004	0.06045	0.32604
1.7.	Being Degree Holder	-0.28	0.07	-4.21	0.000	-0.4147	-0.1512
1.8.	Having Masters or above	-0.04	0.06	-0.56	0.576	-0.1627	0.09042
1.9.	Programme Operations	0.28	0.07	4.05	0.000	0.14579	0.41897
1.10.	Support Service Department	0.18	0.07	2.61	0.009	0.04386	0.30825
1.11.	Program Development and Quality	-0.09	0.07	-1.41	0.157	-0.2265	0.03663
1.12.	Finance, HR and Admin.	-0.07	0.07	-1.07	0.286	-0.2016	0.05951
1.13.	Work Experiences Less than 3 Years	0.02	0.07	0.30	0.762	-0.1083	0.14797
1.14.	Work Experiences b/n 3 - 7 Years	0.39	0.07	5.41	0.000	0.24707	0.52782
1.15.	Work Experiences b/n 7 - 10 Years	-0.05	0.07	-0.70	0.485	-0.1765	0.08378
1.16.	Work Experiences Above_10	-0.64	0.07	-8.98	0.000	-0.7755	-0.4977
2.	**To determine how lack effective planning affects the project success in the study area**						
2.1.	Lack of effective planning	-0.30	0.07	-4.50	0.000	-0.4341	-0.1707
2.2.	Organized project work plan	0.51	0.08	6.66	0.000	0.3568	0.65426
2.3.	Clarity on project work plan	0.19	0.07	2.81	0.005	0.05859	0.32892
3.	**To identify the impact of internal and external regulations on project success in the study area**						
3.1.	Mutual understanding of internal and external rules and regulations	-0.06	0.07	-0.98	0.328	-0.1918	0.06408
3.2.	Project team clearly understand their specific responsibilities	0.43	0.07	5.75	0.000	0.28016	0.56993
3.3.	Complex internal and external rules have any impact of project success	-0.13	0.07	-1.91	0.056	-0.2573	0.00326
3.4.	Induction on donor and internal regulations for project staff	0.21	0.07	3.02	0.003	0.07305	0.34278
4.	**To assess the effects of communication among stakeholders on project success in the study area**						
4.1.	Communication influence effective project success	-0.15	0.07	-2.23	0.026	-0.2804	-0.0178
4.3.	Well-defined way of communicating projects been implemented in your theme	0.25	0.07	-0.78	0.037	-0.1834	0.07918
5.	**To analyze the effects of managers' roles on project success in the study area**						
5.1.	Project manager competencies	0.43	0.08	5.65	0.000	0.28269	0.58292
5.2.	Project managers' technical capabilities	-0.06	0.07	-0.96	0.335	-0.1912	0.06518
5.3.	Educational qualifications of a project manager	-0.09	0.07	-1.36	0.174	-0.2195	0.03964
5.4.	Interpersonal communication, commitment to success, negotiation	0.24	0.07	3.50	0.000	0.10692	0.37952
5.5.	Decision making, problem solving, leadership, motivation and team working	0.44	0.07	5.84	0.000	0.29026	0.58336
5.6.	Flexibility and alertness, human resource management, conflict management	0.20	0.07	3.00	0.003	0.06962	0.33165

Where, *** p<0.01, ** p<0.05, * p<0.1 implied probability level of significance at 1%, 5% and 10% respectively (SPSS v.26, Binary Logistics), S= Success, F= Failure DV=Dependent Variable, PS=Project Success

Source: Survey Result, 2021

4.3.2. Interpretation of the Binary Logistic Regression Results
4.3.2.1.Demographic Factors

Under demographic factors, we have the gender, age groups, educational level, managerial position in organization, and working experiences. From the Binary Logistic estimations' outcome in Table 5, gender (either male or female), being in ages between 18 - 25, and being above 45 years old does not have any correlations with the success or failure of project. We have seen the age influence on the project success among those at between 25 to 25, and those at age 36 to 45 years old.

The same thing to having both diploma and degree or higher than two does shows any significant relationship with a project to either get fail or succeed. Only those with diploma and degree holder that shows a greater influence on the change in the status of project implementation. When in case of position in the organizational hierarchy; however, an individual working in the positions of program development and quality, and working in administrative structure does not have reliable relations with an organization's implementation being succeed or fail.

It was on the work and operation of the program operations and support services department that induce an organizations success or failures. Further to the work experience, the best working experiences that induce the change in the project success were associated to the 3 to 7 years' experiences range and to the above 45 years' experiences level. The other experience range like less than 3 years and between 7 to 10 years does not affect anything, concerning the change in the project implementations.

To start with, marginal increase in age of workers around 18 to 25 years old in the organization lead to a 0.28 declining probability from the mean of the successful implementation of the project. This shows that the age surrounding 18 to 25 years old are not mature enough to handle the tedious and routine project works. Nevertheless, a marginal increase of those in the age range between 36 to 45 in the organization resulting into 0.38 increasing probability from the mean of the success rate of the project implementation.

This rationale correlated with the invading experience with age and increasing responsibility of the working in this age that makes them more suitable for the successful implementation of the project activities. In case of educational level; however, a marginal rise in the educational level of staffs to the level of diploma tend to increase the probability of success on the project success by 0.19 value.

In controversial, a marginal effect of having more degree holders in the organization result into a falling success rate of project success by a probability of 0.28. It's unfortunate that increase in educational level to degree result into falling success of an organization. But, the real fact behind this is that many staffs working at the operational level in the respective organizations are mostly diploma holder; while degree holders are bounded with monitoring and office works which are less measurement in term of success rate than field operational works.

Furthermore, working in the department of Programme Operations raises the marginal effect of project success by 0.28 probability, but increasing performance in the department of Support Service raises the marginal effect of project success by 0.18 probability. Finally, a marginal increase in working experience between 3 and 7 years and above 45 years enhances the likelihood value of project success by 0.39; however, above 45 years reduces it by 0.64.

4.3.2.2. Determine the Impacts of Lack Effective Planning on Project Success

In case of effective planning, variables like the lack of effective planning, organized project work plan and the clarity on project work are predominant. In this case, the variables are significantly influencing the success/failure of projects. These variables to project success are significant at one percent level. To go with as other covariate being constant, a marginal increase in the lack of effective planning in the organization can result into a declining of 0.30 probability value from the mean for an organization's implementations level to succeed.

On the other hand, a marginal effect on the accelerations of organized and execution of more clarity in project work plan in the organization's working environment lead to an increase in a probability value of project implementation's success by 0.51 and 0.19 above the mean. These three variables showed that they are the reason for the success of the project as their existence contributed positively.

4.3.2.3. Identify the Impact of Internal and External Regulations on Project Success

In case of clarity in internal and external regulations, variables like the project team clearly understand their specific responsibilities and induction on donor and internal regulations for project staff. In this case, the variables are significantly influencing the success/failure of project implementation, in the respective projects. These variables to project success are significant at less than one percent level.

To go with as other covariate being constant, a marginal increase in the project team clearly understand their specific responsibilities and induction on donor and internal regulations for project staff in the organization can result into a declining of 0.43 probability value from the mean for an organization's implementations level to succeed. On the other hand, a marginal effect on the accelerations of project team clearly understand their specific responsibilities and induction on donor and internal regulations for project staff in the organization lead to an increase in a probability value of project implementation's success by -0.15 and 0.21 above the mean. These two variables showed that they are the reason for the success of the project as their existence contributed positively.

4.3.2.4. Assess the Effects of Communication among Stakeholders on Project Success

In case of communication among stakeholders, variables like the communication influence effective project success, emails and internet help in project success, information with regard to project progress update is timely communicated, information and communication technology (ICT) help in project success.

In this case, the variables are significantly influencing the success/failure of project, in the respective organization. These variables to project success are significant at one percent level. To go with as other covariate being constant, a marginal increase in the effective communication in the organization can result into a declining of 0.15 probability value from the mean for an organization's implementations level to succeed. On the other hand, a marginal effect on the accelerations of well-defined way of communicating projects in the organization's working environment lead to an increase in a probability value of project implementation's success by 0.25 and 0.037 above the mean. These two variables showed that they are the reason for the success of the project as their existence contributed positively.

4.3.2.5. Analyze the Effects of Managers' Roles on Project Success

In case of managers' roles, variables like the project manager competencies, interpersonal communication, commitment to success, negotiation, decision-making, problem solving, leadership, motivation and team working, flexibility and alertness, human resource management, and conflict management are predominant. In this case, the variables are significantly influencing the success/failure of project, in the respective organization.

These variables to project success are significant at one percent level. To go with as other covariate being constant, a marginal increase in the project manager competencies in the organization can result into a declining of 0.24 probability value from the mean for an organization's implementations level to succeed. On the other hand, a marginal effect on the accelerations of interpersonal communication, commitment to success, negotiation, decision making, problem solving, leadership, motivation and team working, flexibility and alertness in the organization's working environment lead to an increase in a probability value of project success by 0.43, human resource management 0.44 and 0.20 above the mean. These four variables showed that they are the reason for the success of the project as their existence contributed positively.

4.4. Discussion of the Findings

This part dealt with discussion of the results of the data analysis. The discussion was written in conjunction with the study's goals.

The first objective was to determine the effects of poor planning affects the project success in the study area'; and among the responders, 67.8% agreed that SCI project success' hampered by a lack of adequate planning. Among the respondents 82.8% had agreed to the fact that the project work plans are discussed before the project implementations begins and not left to chance; 81.6% of them agreed that Save The Children International follow through with its project work plan; 66.7% agreed that the organization (Save The Children International's) has its projects being completed on time; and 83.9% of the respondents agreed that the clarity of the project work plan for staff members have an impact on the project's success.

The findings imply that the lack of effective planning affects the implementation of donor-funded projects. These findings are in agreement with the views of (Kerzner 2013). Without proper planning, programs and projects cannot be completed as planned. Lack of proper planning

produces uncertainty, affects the efficiency of project operation and there will be a lack of better understanding of project objectives by all project teams.

The second objective of the study was to identify the impact of clarity on internal and external regulations on the success of projects in the study area. Most (80.5%) of the respondents indicated that clarity of complicated internal and external rules has any influence on the successful implementation of projects at SCI in Gambella Region; 81.6% agreed that there is a common understanding between employees and management of both internal and external norms and regulations. About 79.3% agreed that Save the Children International offers adequate donor orientation for project personnel before project implementation begins; 85.1% agreed that before a project is implemented, all internal and external rules have been explained and addressed with the entire staff; 80.5% of the respondents believe that complicated internal and external rules have an influence on the implementation of projects And finally, 78.2% of them believe that the project team understands the expectations of their individual roles and duties with reference to both internal and external laws and regulations.

This is in agreement with the findings of Stephen, (2018). The unclearness of the project requirements has been found to be a factor that affects the success of the project. It was found that, when the project requirements are not properly spelled out, it is difficult to complete projects.

The third objective of the study was to assess the impact of communication on the project success in the study area in Gambella Region. Among all the respondents, 70.1% believe that email and the internet aid in the implementation of your project; 72.4% agreed that SCI's project success depends on its communication; about 71.3% of the respondents do genuinely believe that project progress information is shared in a timely manner; 74.7% of the respondents do believe that Information and Communication Technology (ICT) assist in conveying project goals and objectives; 64.4% agreed that project's status meeting provide them with handful useful information; and lastly 73.6% think that Save the Children International have well-defined communication channels for their theme's projects.

These findings are in agreement with the study of Gemeunden and Lechler (2014), that communication and information flow is a direct prerequisite of project success. Respondents were also asked to state the frequently used channel of communication during projects

implementation; they indicated that telephone, email and face-to-face discussion were used on day to day running of the project. They also indicated that different types of status meetings were also used to update the team on project progress. Weekly and monthly written reports on project progress were also done.

The last objective of the study was to analyze how managers' roles affect project success in the study area. Among the respondents 70.1% agreed that the project manager's skills have an impact on the successful implementation of a project; 70.1% of the respondents do believe that project managers play a role in enabling the implementation of a project's objectives; 69% believe that a project manager's technical talents have a major role in the success of project implementation.

About 75.9% believe that project manager's capacity to effectively implement a project is influenced by his or her flexibility and alertness, Human Resources Management, conflict management, and optimistic attitude; 70.1% believe that a project manager's effectiveness depends on interpersonal communication, dedication to success, negotiation and the capacity to influence others; 70.1% believe that decision-making, problem-solving, leadership, motivation, and teamwork impact a project manager's capacity to effectively implement the project; 42.5% do believe that a project manager's educational background is crucial to the success of a project.

This is in agreement with the findings of Pollack, (2012), who indicated that soft interpersonal competencies necessary to manage projects. The soft skills include things like: interpersonal communication, commitment to success, negotiation, decision making, problem solving, leadership motivation, team working, flexibility and alertness, human resource management, negotiation and conflict management, positive attitude and ability to influence people.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The thesis work's final chapter has been categorized into three pieces. The first two sections being the conclusion and recommendations that were drawn from the results. Finally, the areas that might be considered for further study in listed out.

5.2. Conclusions

Based on the study's aims and research questions, it was able to draw the following conclusions.

- ❖ The projects' success' can be hampered by a lack of efficient planning. According to the findings, Save the Children International has a well-organized project work plan that is shared by all workers prior to the inception project. Furthermore, prior to project implementation, the project's comprehensive work plan is reviewed; ineffective project planning has an impact on the project's completion time, cost, and quality, staff members' understanding of the project work plan has an impact on project implementation, and it is well acknowledged that SCI does not always complete projects on time.

- ❖ The analysis indicates that SCI's ability to implement projects effectively is hampered by a lack of clarity on complicated internal and external norms. SCI project staffs have a shared awareness of internal and external norms and regulations, according to the research. Although all members of the project team are aware of their individual duties and responsibilities in terms of both internal and external laws and regulations, the study found that certain employees are unaware of their expectations in terms of both internal and external rules and regulations.

- ❖ The study also indicates that communication plays a role in the successful implementation of donor-funded projects. Save the Children International uses email to communicate throughout project implementation, according to the report. This guarantees that information is provided in a timely and informative manner. Meetings to discuss the status of the project are also held.

❖ It also indicates that management variables have an impact on the successful implementation of donor-funded projects. It was shown that project manager soft skills had a greater impact on project success than technical and academic credentials.

5.3. Recommendations

The researcher highly suggests the following recommendations based on the preceding sections' talks.

❖ For SCI's projects success, the project work plan shall be apparent to project workers, and processes must be in place to address the project's requirements prior to implementation.

❖ It is critical to establish clear communication and a robust induction program to ensure that all staff members have a shared knowledge of both donor and internal requirements at the start of the project. Beyond introduction, ongoing awareness-raising seminars, training, and conversations are essential for identifying and addressing practical issues in order to assure project success.

❖ The study results suggests that communication shall be allowed to flow both upward and downward. Emails, status meetings, and verbal contact shall be utilized on a regular basis.

❖ As per the results, project managers should be assign to all projects since their impacts on project are imminent. The findings also revealed that in addition to technical and educational qualifications, project managers should have soft skills to ensure the successfulness of the projects.

5.4. Insights for Further Study

The study looked at the factors that affect project success by Save the Children International and found that a lack of good planning, clarity on complicated internal and external norms, communication, and management issues all had an impact on project success. The researcher discovered that most aspects (project implementation, monitoring and evaluation, and project logistics require more attention and investigation.

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APPENDICES

Appendix I: Questionnaires

JIMMA UNIVERSITY

DEPARTMENT OF ACCOUNTING AND FINANCE

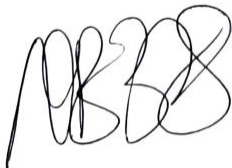### MA IN PROJECT MANAGEMENT AND FINANCE

<u>QUESTIONNAIRE</u>

Dear RESPONDENT,

First and foremost, I'd want to thank you in advance for taking the time to reply to our research questionnaire. I'm working on a study about – Factors Affecting Project success in International Nongovernmental Organizations in Ethiopia: The Case of Save the Children International in Gambella Region.

All of the information you submit will be used solely for academic reasons and will be kept in strict confidence. The research's final results will be utilized for academic purposes, and the final suggestion and findings will be submitted to Save the Children's Gambella Region's relevant coordination offices for prevention measures and activities.

Each of your thoughtful responses to the study questions is critical in determining the key variables influencing the effective implementation of Save the Children International projects in Gambella Region, and I appreciate your willingness to assist. You are welcome to contact me with any questions or concerns you may have about participating in this study. Please accept my sincere thanks for your kind assistance and important time!

Sincerely,

INSTRUCTIONS

❖ Your name doesn't have to be written out

❖ When in doubt, you can reach me on my mobile phone or by email.

✓ Mobile: +251913661984

✓ Email via nhial378@gmail.com

WHEN APPLICABLE, PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY CHECKING THE RELEVANT BOX OR BY WRITING YOUR RESPONSE OR RECOMMENDATION IN THE AREA PROVIDED.

PART 1 (ONE): BACKGROUND INFORMATION

1. Describe yourself in terms of your gender?

Male ☐   Female ☐

2. What is your age range?

18 – 25 ☐   26 – 35 ☐   36 – 45 ☐   Above 46 ☐

3. What is your highest level of education?

Diploma ☐   First Degree ☐   Above first degree and PhD ☐

Others, please specify ……………………………………………………………………

4. Would you mind letting us know what department you work in?

Programme Operations   ☐   Support Service Department   ☐

Programme Development and Quality ☐   Finance/HR/Admin   ☐

5. Approximately how long have you worked with Save the Children International?

Less than 3 years ☐   3-7 Years ☐   7-10 Years ☐   Above 10 years ☐

Part 2 (TWO): STUDY QUESTIONS

1. **How lack effective planning impacts the project success by SCI projects in the study area**

1.1. Save the Children International, in your opinion, lacks proper planning for project implementation?

Yes ☐   No ☐

1.2.Is the project work plan discussed before the project implementation begins or is it left to chance?

Yes ☐   No ☐

1.3.Does Save the Children International follow through with its project work plan?

Yes ☐   No ☐

1.4.Have Save the Children International's projects always been completed on time?

Yes ☐   No ☐

1.5.Does the clarity of the project work plan for staff members have an impact on the project's success?

Yes ☐   No ☐

1.6.Is there anything that might be done differently to guarantee that employees understand and implement the project plan in accordance with the donor's agreement?

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1.7.Name a few of the obstacles that were faced throughout the project's inception and implementation?

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2. **The impact of clarity on complicated internal and external rules on the efficient implementation of Save the Children International projects in the study area.**

2.1.Does the clarity of complicated internal and external rules have any influence on the successful implementation of projects at SCI in Gambella Region?

Yes ☐   No ☐

2.2.Is there a common understanding between employees and management on both internal and external norms and regulations?

Yes ☐　　　No ☐

2.3. Do you believe that the project team understands the expectations of their individual roles and duties with reference to both internal and external laws and regulations?

Yes ☐　　　No ☐

2.4. You feel Save the Children International offers adequate donor orientation for project personnel before project implementation begins?

Yes ☐　　　No ☐

2.5. Do you believe that complicated internal and external rules have an influence on the implementation of projects?

Yes ☐　　　No ☐

2.6. Before a project is implemented, do you feel that all internal and external rules have been explained and addressed with the entire staff?

Yes ☐　　　No ☐

2.7. To guarantee that all personnel fully understand and implement the project in accordance with both donor and internal standards, what would be done differently?

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3. **Communication's influence on project implementation's positive**

3.1. Do email and the internet aid in the implementation of your project?

Yes ☐　　　No ☐

3.2. Do you think Save the Children International have well-defined communication channels for your theme's projects?

Yes ☐　　　No ☐

3.3. Does Save the Children International's project success depend on communication?

Yes ☐　　　No ☐

3.4. Does Information and Communication Technology (ICT) assist in conveying project goals?

Yes ☐　　　No ☐

3.5. Does your project's status meeting provide you with any useful information?

Yes ☐   No ☐

3.6. Do you genuinely believe that project progress information is shared in a timely manner?

Yes ☐   No ☐

3.7. What is the most common method of communication in your organization throughout the implementation of a project?

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4. Manager's roles have effects on project implementation

4.1. In Save Children International, do the project manager's skills have an impact on the successful implementation of a project?

Yes ☐   No ☐

4.2. Is it true that a project manager's capacity to effectively implement a project is influenced by his or her flexibility and alertness, Human Resources Management, conflict management, and optimistic attitude?

Yes ☐   No ☐

4.3. Do you believe that a project manager's technical talents have a major role in the project implementation?

Yes ☐   No ☐

4.4. Do you believe that a project manager's educational background is crucial to the success of a project?

Yes ☐   No ☐

4.5. Is it true that a project manager's effectiveness depends on interpersonal communication, dedication to success, negotiation and the capacity to influence others?

Yes ☐   No ☐

4.6. You believe that decision-making, problem-solving, leadership, motivation, and teamwork impact a project manager's capacity to effectively implement the project?

Yes ☐   No ☐

4.7. Do project managers play a role in enabling the implementation of a project's objectives?

Yes ☐   No ☐

4.8.List three traits that you believe every project manager should possess.

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APPENDIX II: MISCELLANEOUS

SCI lacks proper planning for project implementation * PROJECT SUCCESS
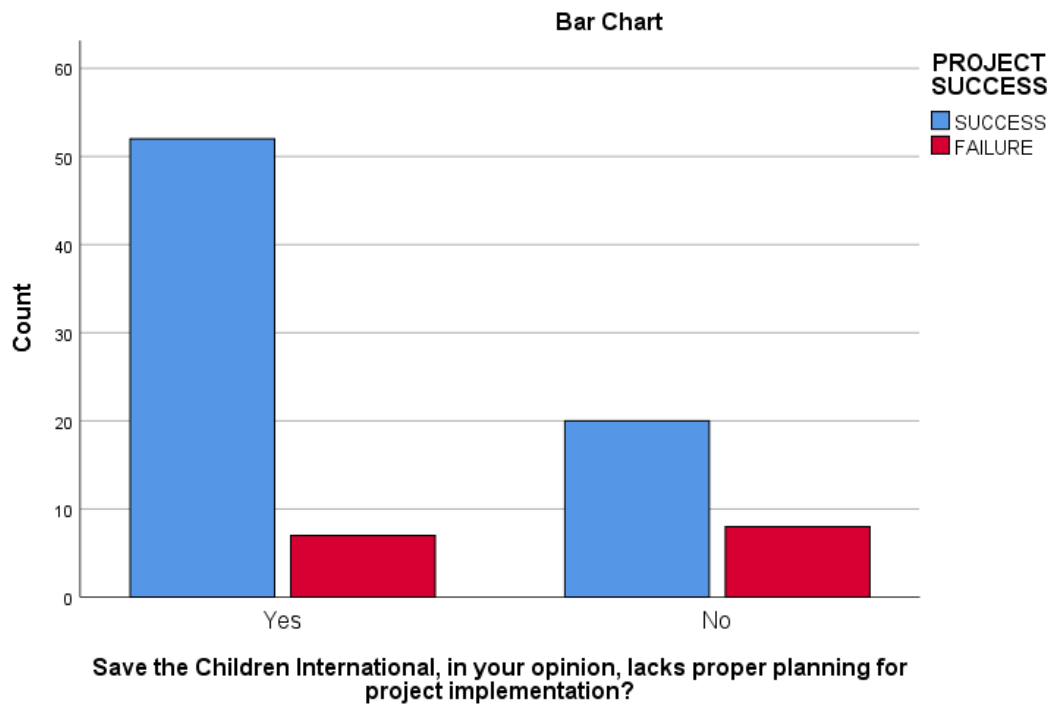
Project work plan discussed before the project implementation begins or is it left to chance * PROJECT SUCCESS
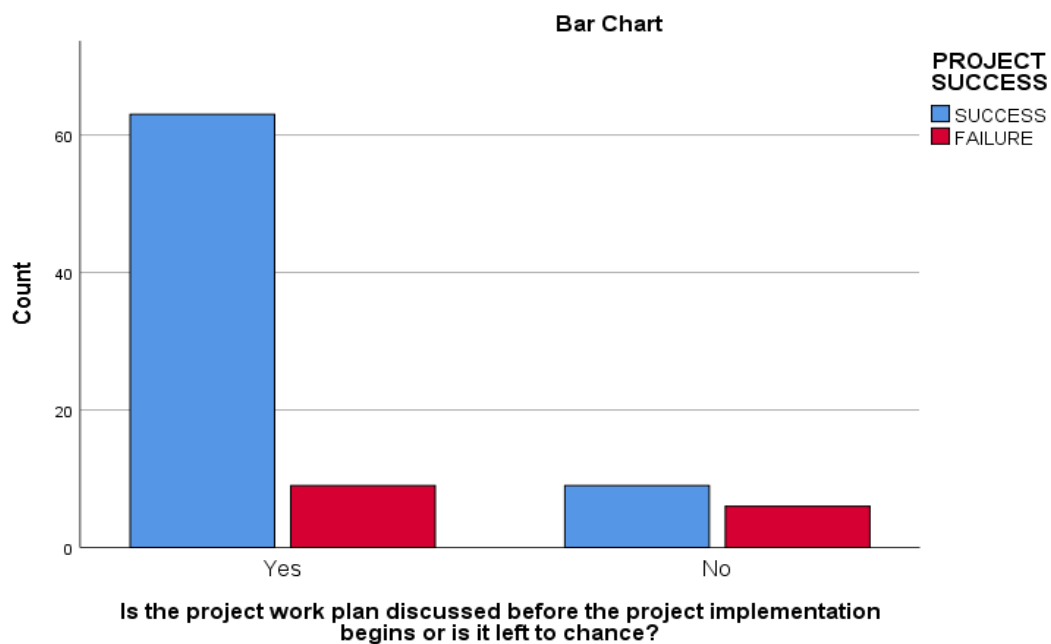
Clarity of the project work plan for staff members have an impact on the project's success * PROJECT SUCCESS

Bar Chart

Count (y-axis), Does the clarity of the project work plan for staff members have an impact on the project's success? (x-axis)

PROJECT SUCCESS: SUCCESS (blue), FAILURE (red)
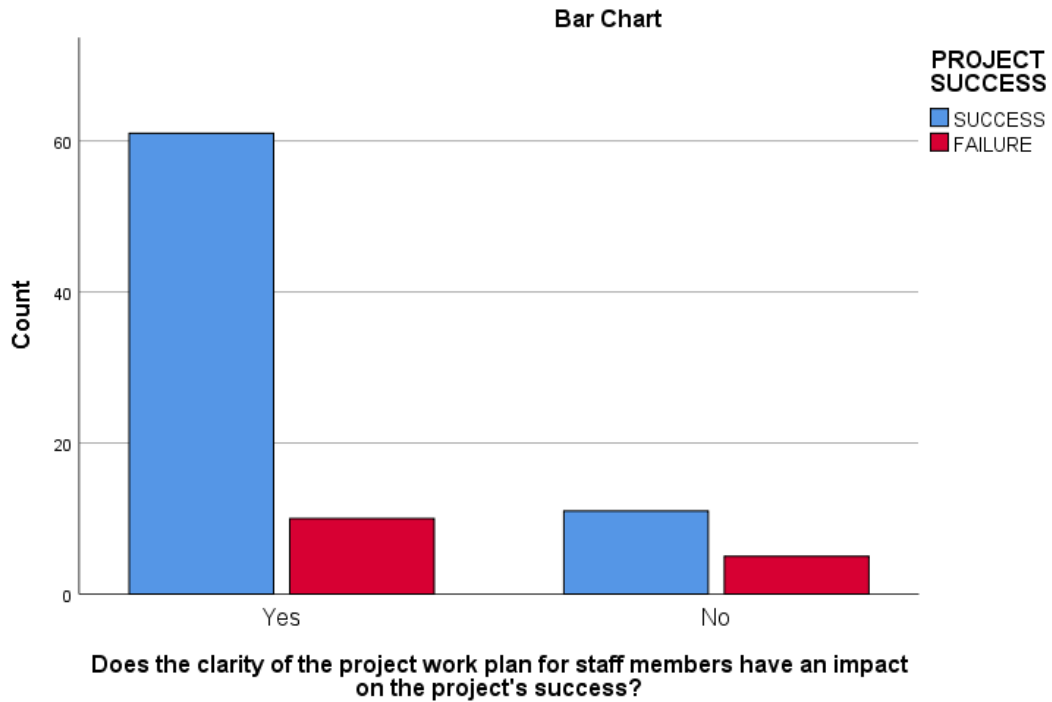
SCI projects always been completed on time * PROJECT SUCCESS

Bar Chart

Count (y-axis), Have Save The Children International's initiatives always been completed on time? (x-axis)

PROJECT SUCCESS: SUCCESS (blue), FAILURE (red)
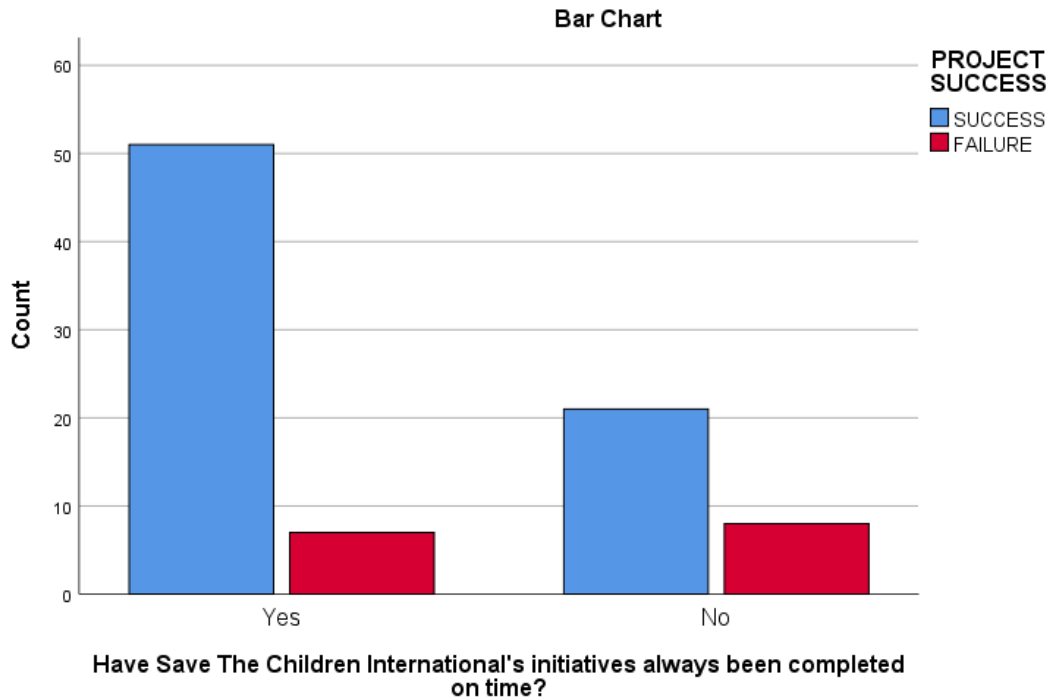
Save The Children International follow through with its project work plan * PROJECT SUCCESS
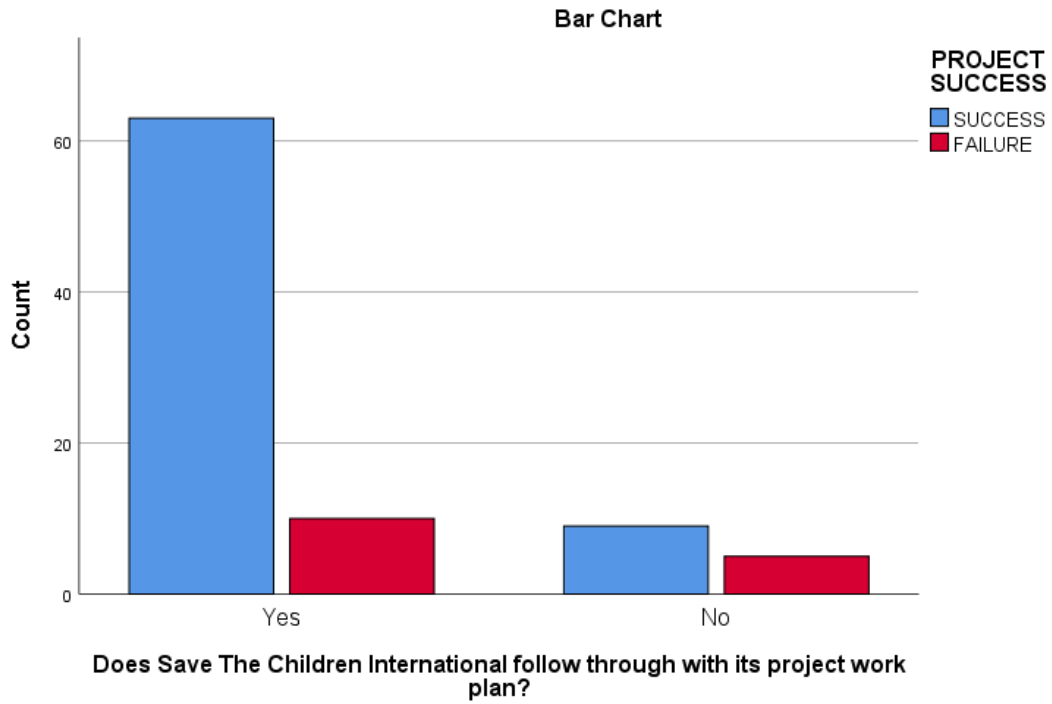
Clarity of complicated internal and external rules have any influence on the successful implementation of projects at SCI in Gambella Region * PROJECT SUCCESS
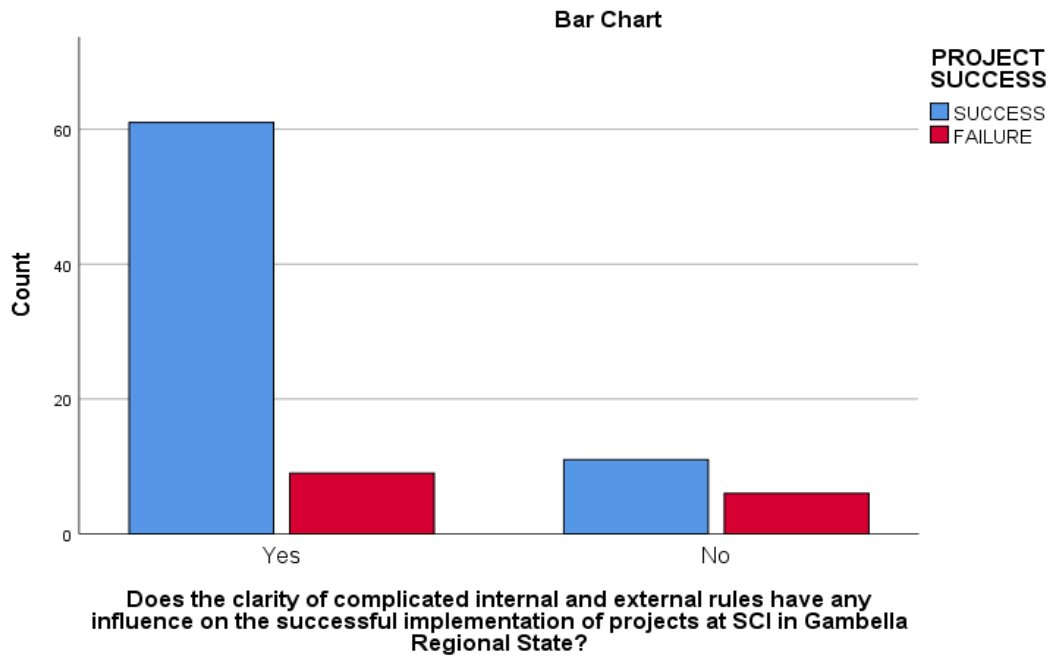
Common understanding between employees and management on both internal and external norms and regulations * PROJECT SUCCESS
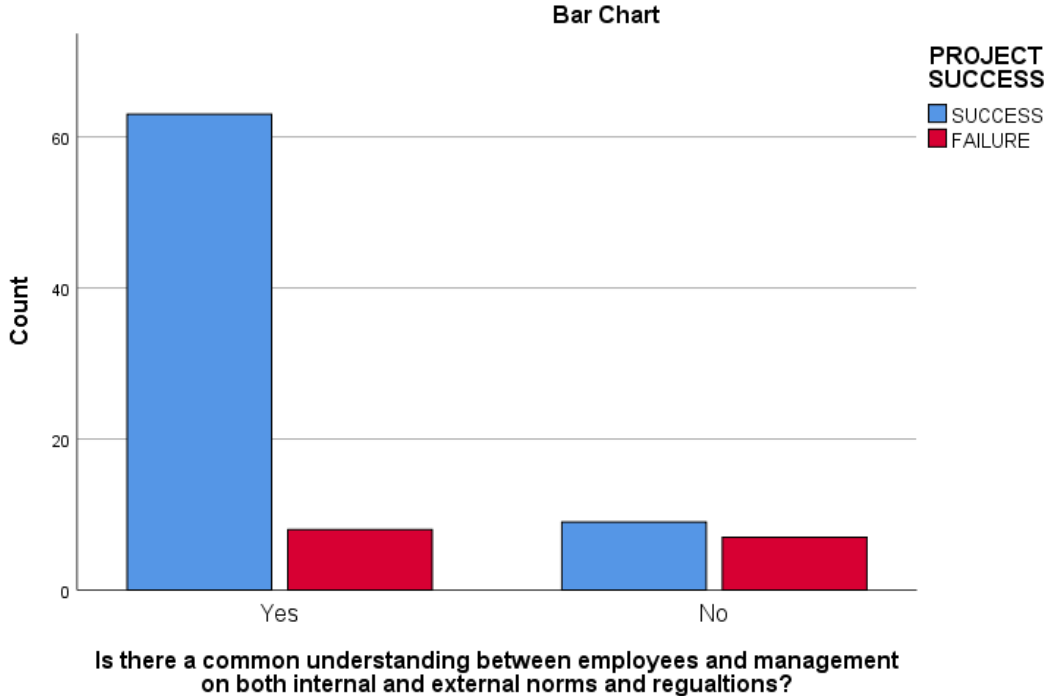
Project team understands the expectations of their individual roles and duties with reference to both internal and external laws and regulations * PROJECT SUCCESS
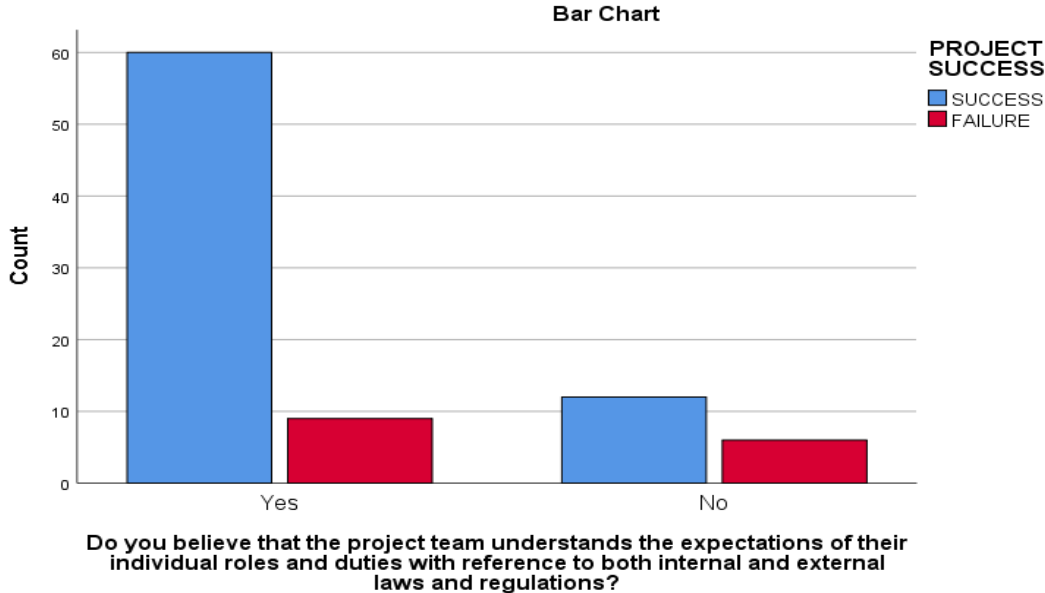
Internal and external rules have been explained and addressed with the entire staff pre-implementation * PROJECT SUCCESS
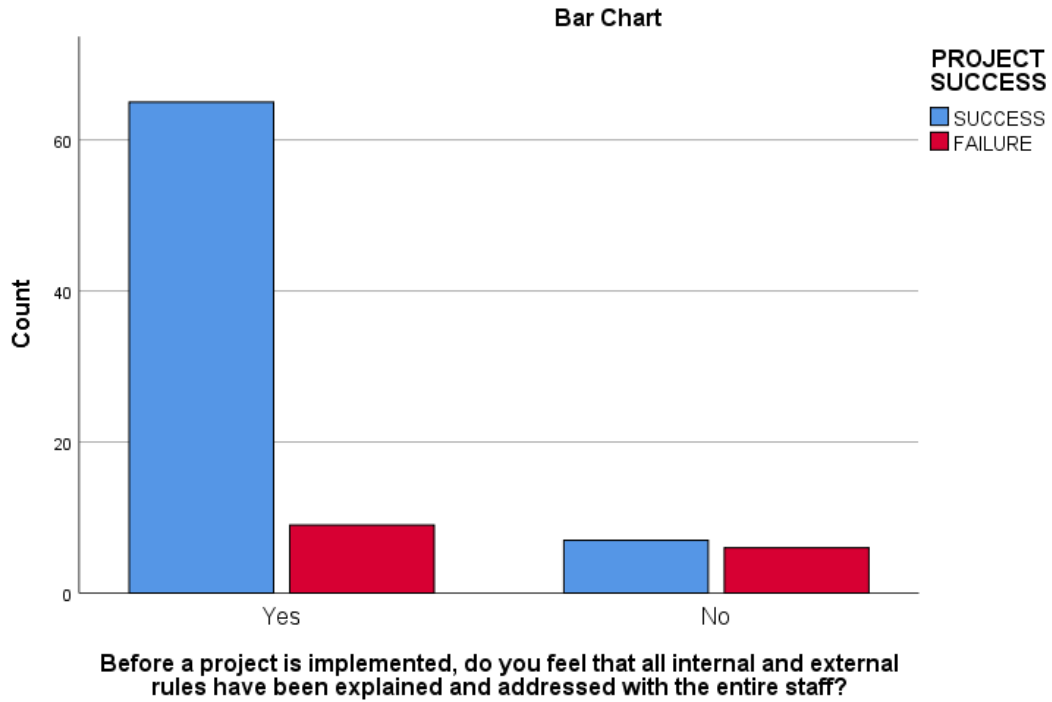
Complicated internal and external rules have an influence on the implementation of projects * PROJECT SUCCESS
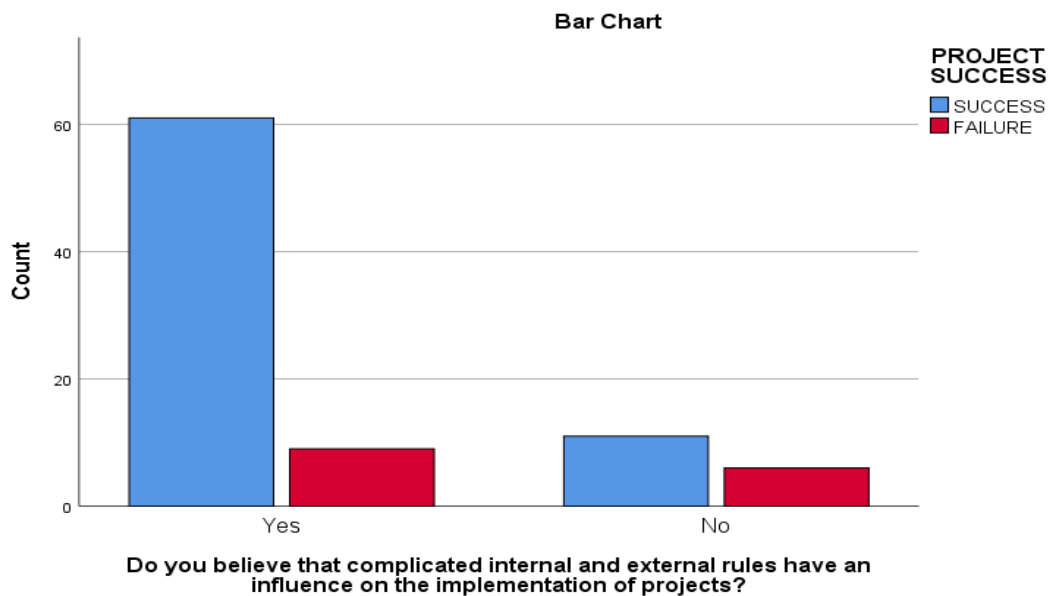
**SCI offers adequate donor orientation for project personnel before project implementation begins * PROJECT SUCCESS**

Bar Chart

You feel Save the Children International offers adequate donor orientation for project personnel before project implementation begins?
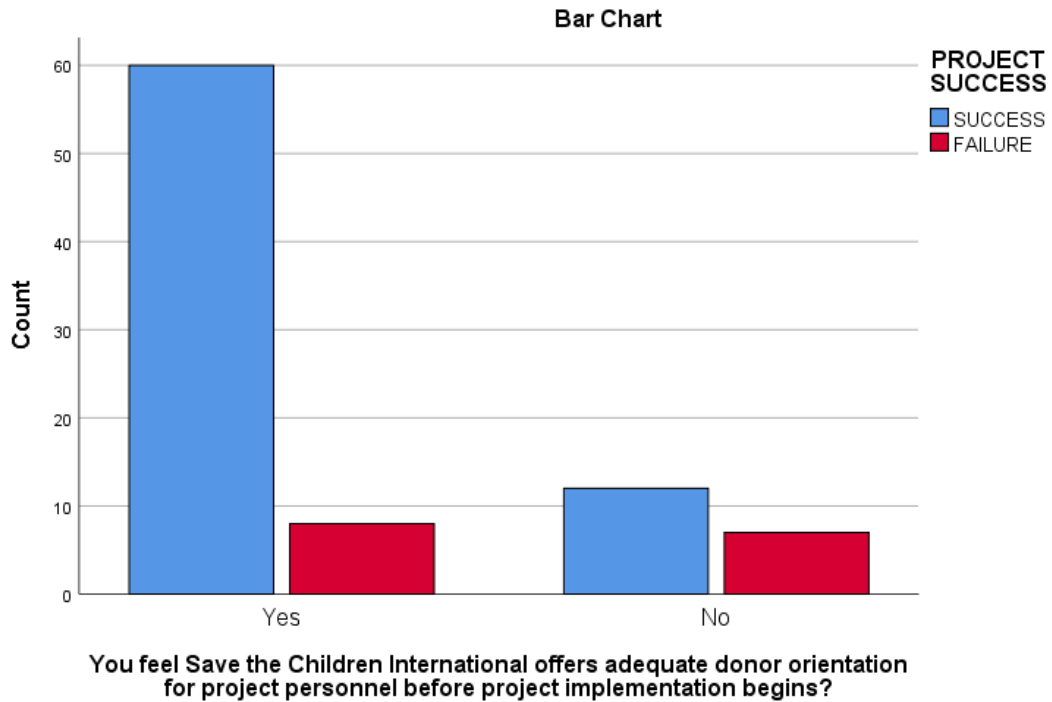
SCI's efficient project execution depend on communication * PROJECT SUCCESS

Bar Chart

Does Save the Children International's efficient project execution depend on communication?
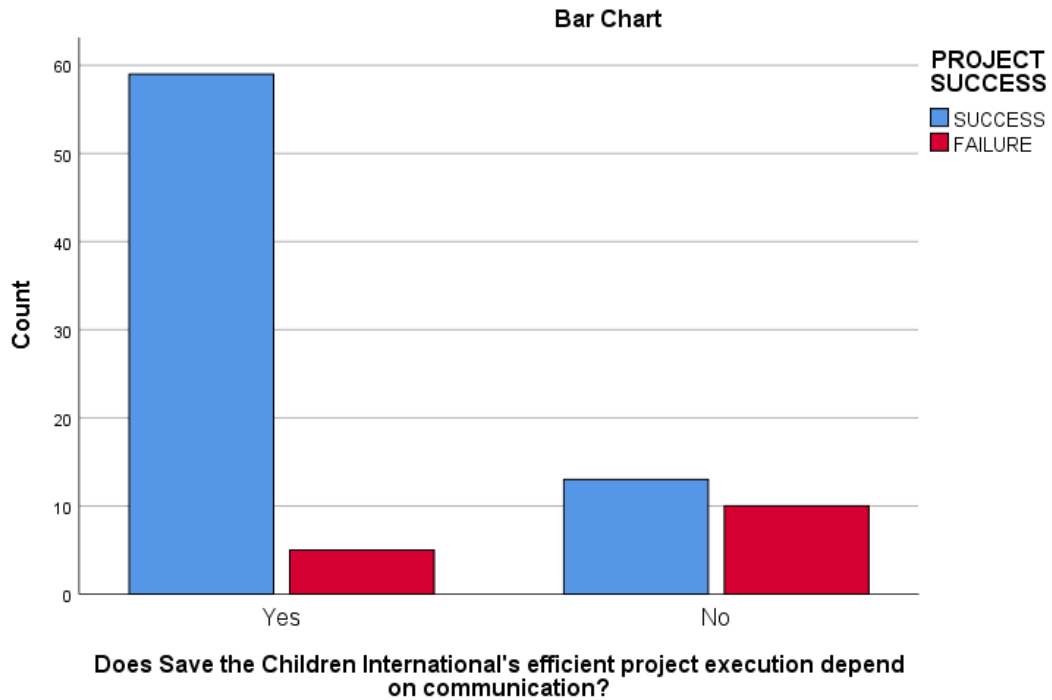
Email and the internet aid in the implementation of your project * PROJECT SUCCESS
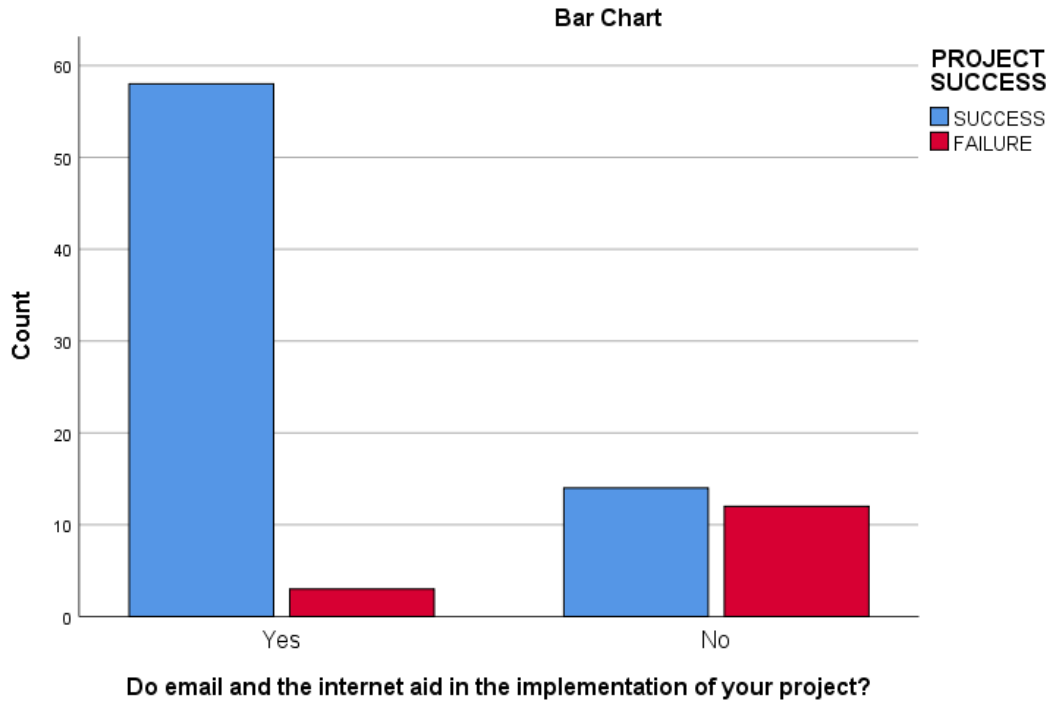
Bar Chart

Do email and the internet aid in the implementation of your project?

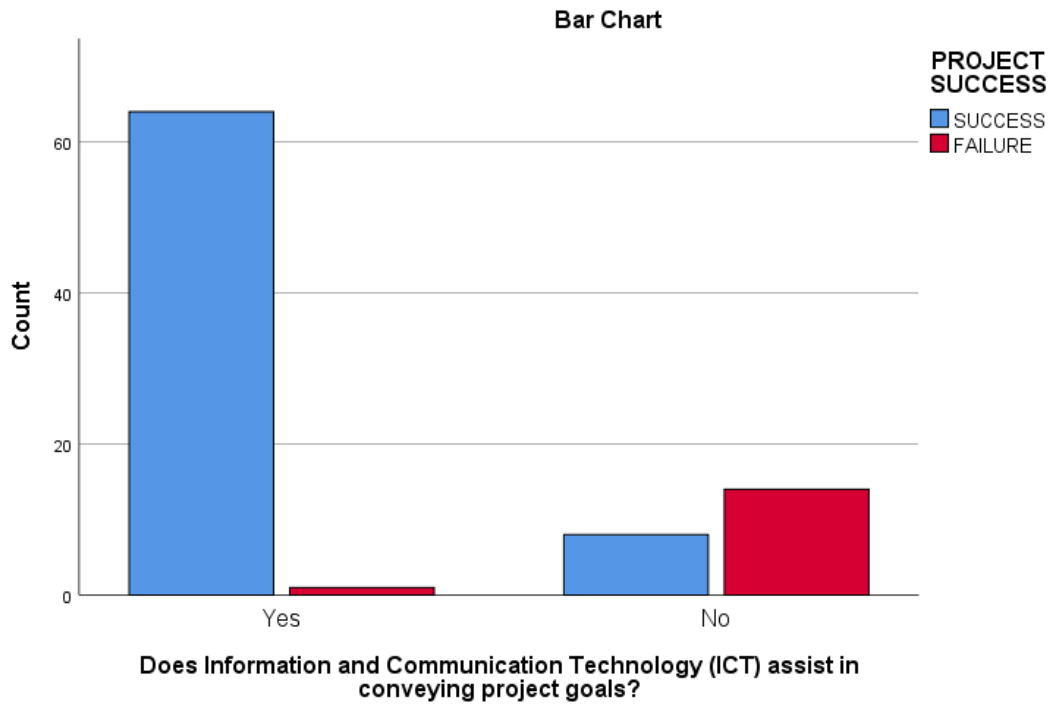**Well-defined communication channels for your theme's projects * PROJECT SUCCESS**

Bar Chart

Do you have well-defined communication channels for your theme's projects?
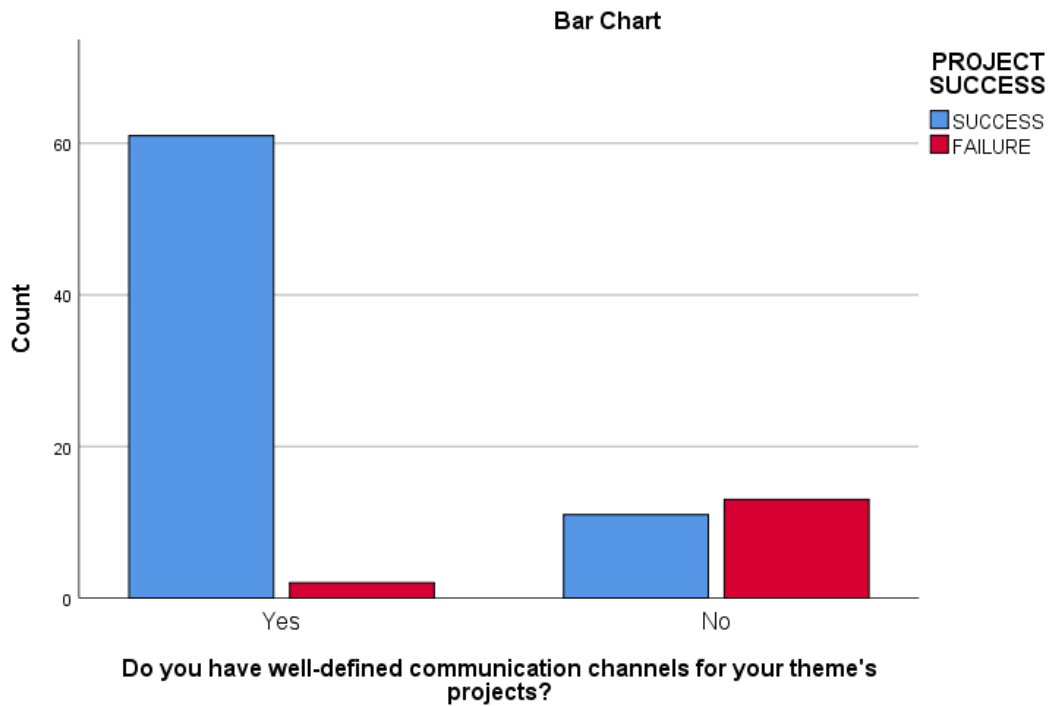
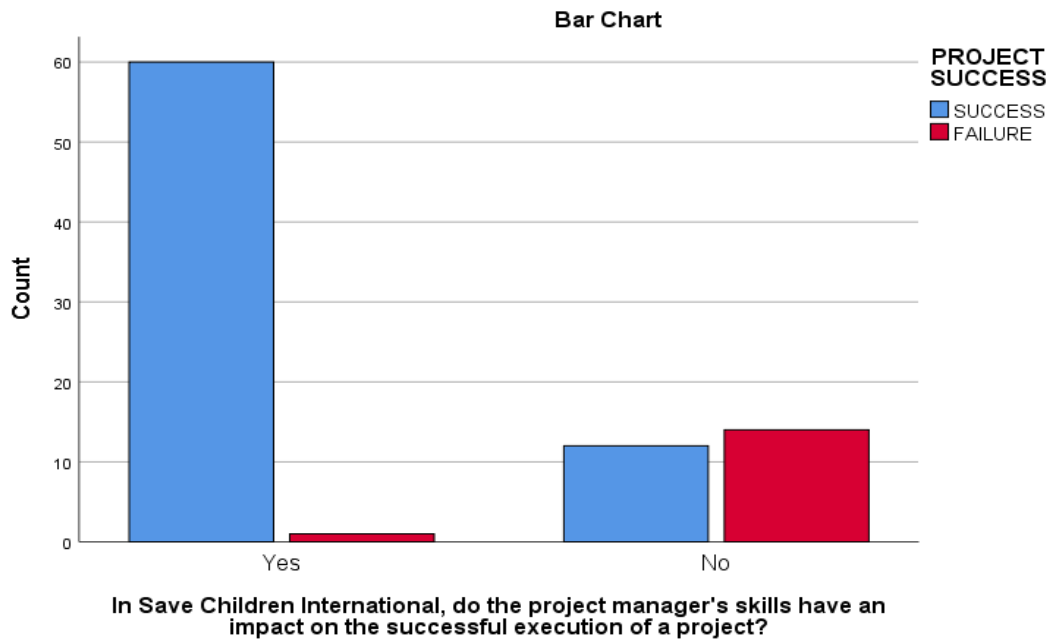**Project progress information is shared in a timely manner * PROJECT SUCCESS**
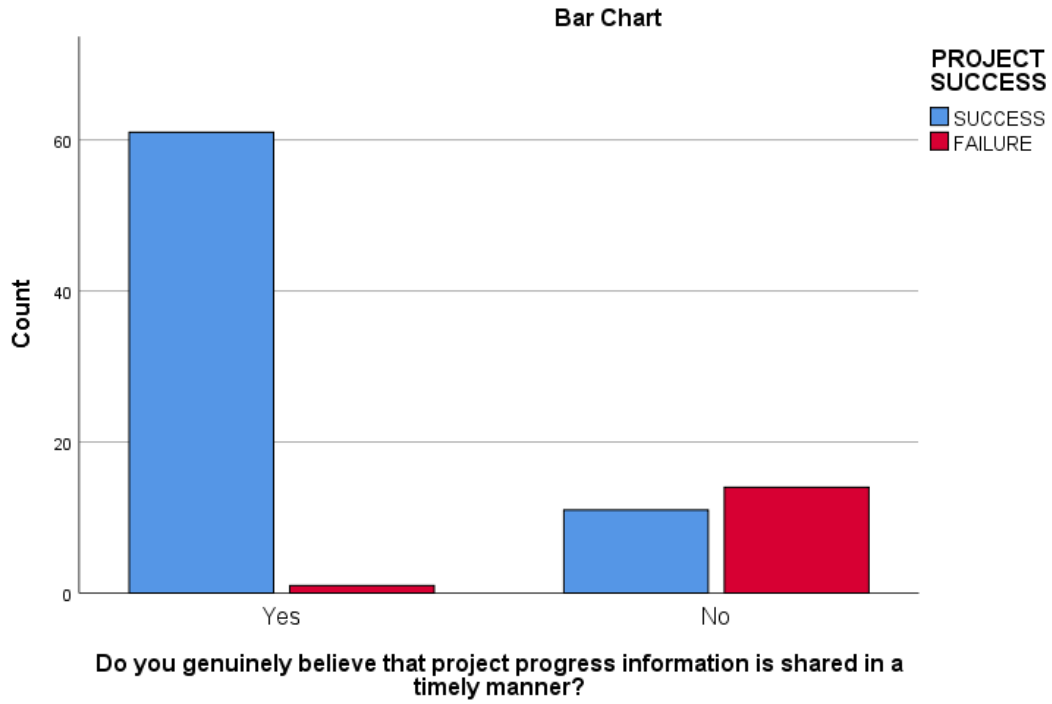
ICT assist in conveying project goals * PROJECT SUCCESS

**Project's status meeting provides you with any useful information * PROJECT SUCCESS**

Bar Chart
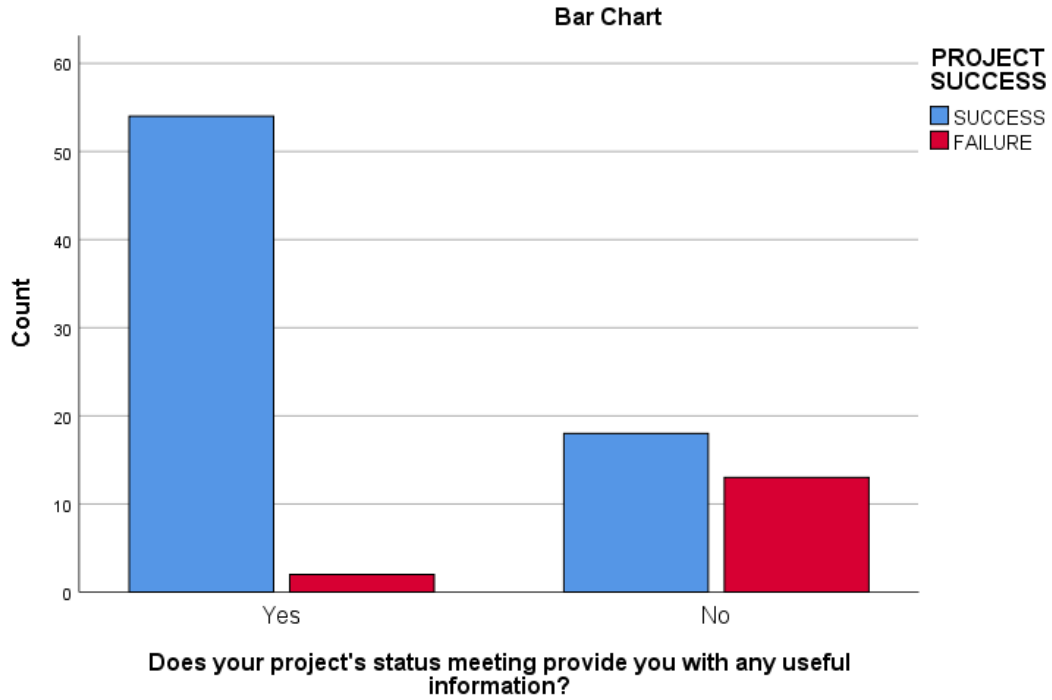
Project manager's skills have an impact on the successful execution of a project * PROJECT SUCCESS
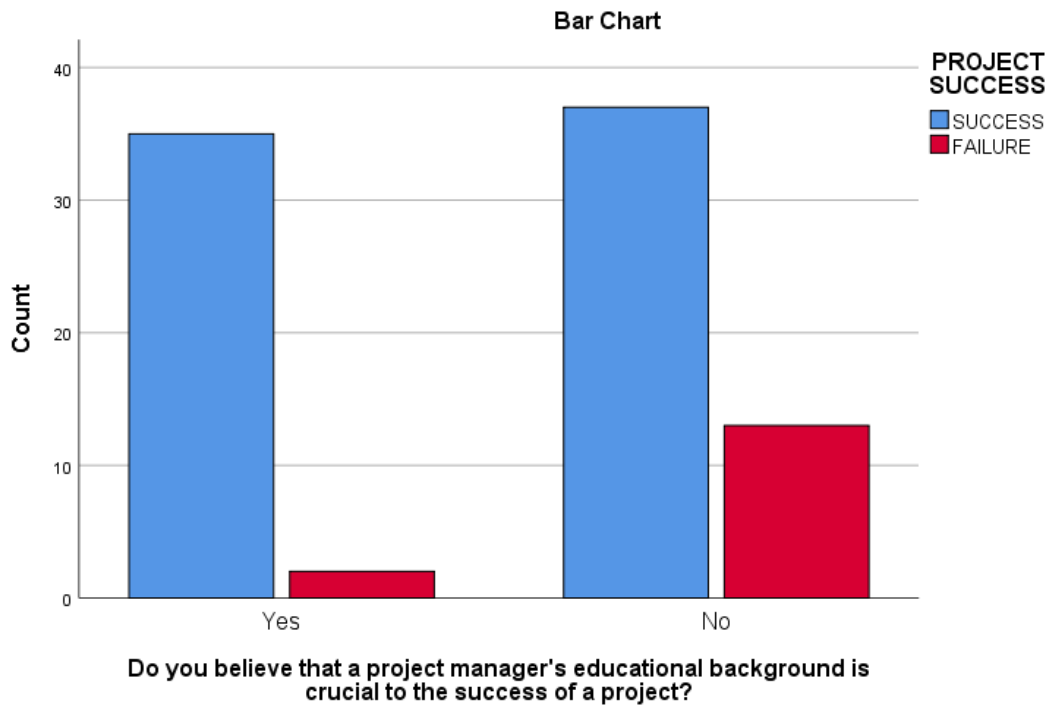

Bar Chart

**Project managers play a role in enabling the implementation of a project's objectives * PROJECT SUCCESS**

Project manager's technical talents have a major role in the project implementation * PROJECT SUCCESS
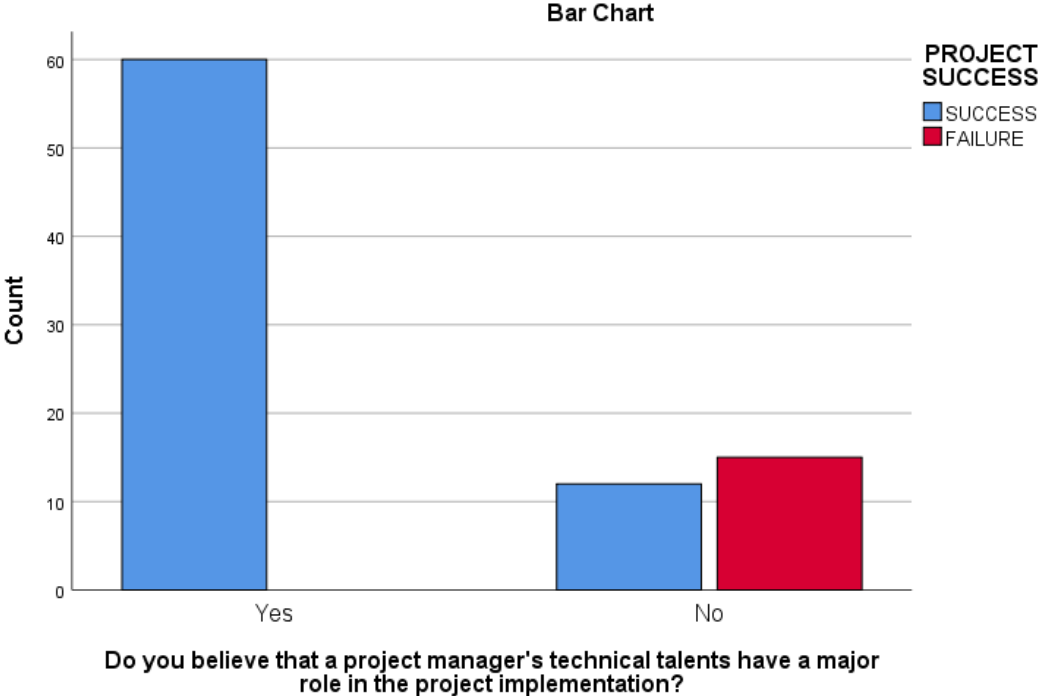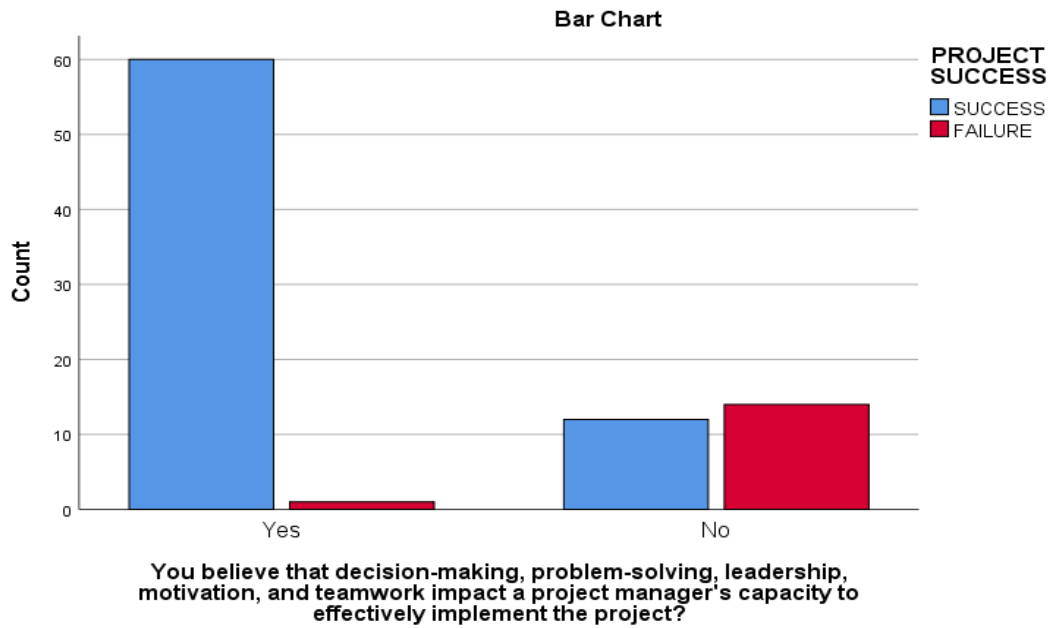
Project manager's educational background is crucial to the success of a project *
PROJECT SUCCESS

Bar Chart

Project manager's effectiveness depends on interpersonal communication, dedication to success, negotiation and the capacity to influence others * PROJECT SUCCESS
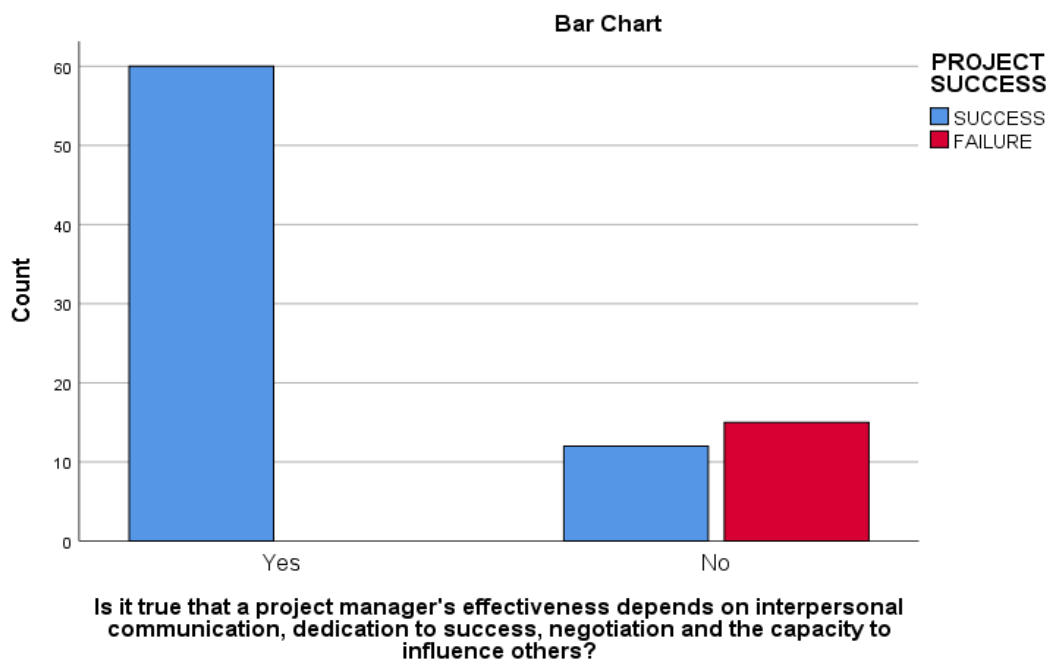
Bar Chart

Decision-making, problem-solving, leadership, motivation, and teamwork impact a project manager's capacity to effectively implement the project * PROJECT SUCCESS

Bar Chart

PROJECT SUCCESS
■ SUCCESS
■ FAILURE

You believe that decision-making, problem-solving, leadership, motivation, and teamwork impact a project manager's capacity to effectively implement the project?

Project manager's capacity to effectively implement a project is influenced by his or her flexibility and alertness, Human Resources Management, conflict management, and optimistic attitude * PROJECT SUCCESS

Bar Chart

PROJECT SUCCESS
■ SUCCESS
■ FAILURE

Is it true that a project manager's capacity to effectively implement a project is influenced by his or her flexibility and alertness, Human Resources Management, conflict management, and optimistic attitude?