
Relationship between Self-Motivation and Readiness of Village Organization Leaders to Manage Project Risk: Evidence from Gemidiriya Projects in Sri Lanka

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ABSTRACT

Despite a plethora of published research on risk management of development projects in developing countries, limited attention has been paid to risk management of grass-root level development projects. This study aims to investigate the relationship of self-motivation and readiness of village organization leaders on risk management in a community-driven development (CDD) projects (i.e., grass-root level) in Sri Lanka. Data were collected from 104 village organization leaders from two districts in Sri Lanka through a survey questionnaire. Empirical results indicate both self-motivation and the readiness of village organization leaders have a relationship with project risk management. These findings are of importance to policy makers, implementers, and recipients for enhancing the sustainability of future CDD projects in Sri Lanka and other developing countries.

Keywords: Project risk management, Community Driven Development model, Village Organization Leaders, Readiness, Self-motivation, Gemi Diriya Project

Introduction

Large-scale development projects contribute much to the national economies of developing countries including substantial funding for rural poverty alleviation programs (Asmorowati, 2011; Baro & Rabbani, 2011). Most of these programs have been implemented through community-based development programs and projects. The participation of the community in the processes of development planning, implementation, and even in sharing project benefits, is the key factor of Community Driven Development (CDD). Despite some debate surrounding minor differences between the terms Community Based Development (CBD) and CDD, they are largely used interchangeably (Asmorowati, 2011; Baroi & Rabbani, 2011).

CBD and CDD are very familiar development concepts in developing countries. In Sri Lanka several rural welfare focused development and poverty alleviation initiatives were implemented since independence. In the late 1980s the Janasaviya program was introduced as the main public participatory development program, driving rural development and poverty alleviation in Sri Lanka. Three subsequent poverty alleviation and rural development schemes were introduced:

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Samurdhi, Gama Neguma and Gemidiriya. Gemidiriya, also known as the Second Community Development and Livelihood Improvement Project, has received funding from the World Bank for a period of 12 years. (De Silva, Seneviratne, & Galappattige, 2010). While “Jansaviaya” advanced developmental programming beyond welfare activities into the participatory model, “Gemi Diriya” has further advanced the participatory approach by empowering rural communities with discretionary authority over developmental processes.

Risk management has become the key focus in project management in the recent past as effective risk management underpins a successful project. After World War II, new development interventions were required due to the damage done to most developing countries (Dionne, 2013; Bado, 2012) leading to the study of risk management. Lessons learnt from previous failed projects taught planners and implementers the importance of considering risk management. Weak risk management contributes to increased project delays, which can lead to time and cost related impediments to the program.

In achieving the effectiveness of a project in today’s dynamic and complex world, efficient and effective project risk management is required (Dionne, 2013; Bado, 2012). De Bakker, Boonstra, & Wortmann (2010) discuss the need for risk management by asking “Does risk management contribute to project success?” (p.493). Similarly, Wood and Ellis, (2003) highlighted the importance of project risk management claiming that it is essential and a vital tool in project management practices at present. Kutsch & Hall, (2010) and Hwang, Zhao, & Toh, (2014) emphasize consideration of risk management regardless of the project size, to ensure the achievement of project objectives.

A number of factors determine the success of the risk management processes in projects. It has been found that poor risk management of a project is due to a lack of experience in implementing project risk management processes and unpreparedness to deal with project risks (Hopkinson, 2010). Hence, the self-motivation of project staff (i.e. those who are involved in project implementation activities) towards risk assessment and the readiness to maintain the implementation of project risk management (Hopkinson, 2010) is very important in this regard. Studies show that project staff self-motivation and readiness towards risk assessment predicts the successful implementation of projects (Hopkinson, 2010). According to Gagne & Deci (2005) and Welbourne et al., (2005) more research is needed for understanding the self-motivation for undertaking project management in general. Furthermore, “Project self-motivation is a key aspect to a successful project, yet few studies exist that shed light on this important subject” (Schmid & Adams, 2008, p.61).

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In line with the experiences of other developing countries, Sri Lanka has already implemented a number of CDD projects for rural development since 2009, after 30 years of civil war (De Silva, Seneviratne, & Galappattige, 2010). Gemi Diriya was implemented in 2004 as one such CDD project in Sri Lanka. However, assessment of the level of uncertainty and planning are not being properly considered as its Mid Term Review 2007 states that “it is precisely because of what is new and different in Gemi Diriya project design and implementation process that more attention has to be paid to signs and tendencies of weakness or potential failure....However, the project has to develop skills and analytical capability to detect early warning signs” (Mid Term Review 2007: p8). Although the consideration of risks is an essential and vital element in project success, the readiness to address these risks is poor in Gemi Diriya Project (Mid Term Review 2007).

Carbone & Tippett (2004) assert that in order for the projects to be successful there should be an effective risk management process in place. According to Datta & Mukerjee (2001) identification of immediate risks activities early in project process leads to successful project completion. Although research on risk management in small-scale CDD projects is scant, the study of risk management in broader small-scale projects has been attracting academic attention. Hwang, Zhao, & Toh, (2014) suggest by concluding the study that future risk management implementation studies should be carried out with regard to the small-scale projects in small and medium companies.

Therefore, this research examines the process of risk management in the implementation of Gemi Diriya CDD Project which is dispersed over nine districts in Sri Lanka. More specifically the study examines two aspects of risk assessment in Gemi Diriya projects: One is the self-motivation of the VOLs to be prepared to manage project risk, second is VOLs’ readiness for managing project risks. It aims to address the research problem of “What is the relationship of self-motivation and readiness of Village Organization Leaders to manage project risk in Gemi Diriya Projects in Sri Lanka?”

Three research questions have been identified for the study. These are;

1. Is there a relationship between self-observation and readiness for project risk management of village organization leaders of Gemi Diriya projects?
2. What is the relationship with self-reaction and readiness for project risk management of village organization leaders of Gemi Diriya projects?
3. What is the relationship with self-efficacy with readiness for project risk management of village organization leaders of Gemidiriya projects?

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This study will contribute to both theory and practice, enhancing understanding of researchers' key factors relating to risk management and fueling public policy development in terms of future CDD projects. Although the study focuses on the Gemi Diriya project as a CDD project at the grass-root-level, the findings can also be applied to similar projects in other sectors. Given the large number of studies on rural development projects, a study of risk management in CDD in Sri Lanka is rare and not widely discussed. Therefore, this research will be useful to central and provincial governments, the research field of CDD, and the broader field of risk management in other developing countries.

Literature Review

Projects are defined in different ways in different contexts. The Oxford Dictionary defines a project as "a proposed or planned undertaking". Regev, Shrub, & Ben-Haim (2006, p. 13) explain that "a project is a set of activities that has been implemented". Project Management Institute (2004, p. 5) says that it is an earnest and conscientious undertaking. Price Gittinger (1982, p. 4) defines a project "as an investment utilizing financial resources to produce benefits that are useful to the beneficiaries within the given timeframe." UNDP (1978) delineates a project as a series of interconnected activities that require integrated management and are focused on accomplishing desired core objectives in a specific timeframe for specific funds. In the context of community-driven development, these definitions may provide a broader understanding.

Importance of risk management in general was highlighted and research on the subject began after the huge damage caused by World War II (Dionne, 2013). Therefore, initially risk management considered individuals and the market aspect through insurance for protecting markets and the individuals (Dionne, 2013). Risk management is essential to recognize and develop inputs to meet the different needs of the project (Nielsen, 2006). Risk management in projects has developed in recent years into an accepted discipline with its own language, techniques and tools. In order to gain the expected benefits many organizations are seeking to use risk management process and the importance of managing uncertainty is widely accepted (Hilson, n.d.). The Project Management Institute (2004) explains that project risk is an uncertain event or condition that, if it occurs, effects on at least one project objective. A simple risk management tool was proposed by Carbone & Tippett (2004) that has been shown to be beneficial to managing project risks and improving project success.

Another study carried out by Gohar et al. (2012) found that construction project managers usually consider risk factors before the start of the project (such as project funding, organization familiarity level, definition of objectives, and selection of the project team) to be more important than other risk factors. This indicates the

importance of planning and clearly defining objectives and responsibilities prior to project commencement. Studies show that risks associated with project contracts and external risk factors are ranked well below those pertaining to project commencement. These risks can therefore be managed effectively through the employment of an effective project team that undertakes careful planning and in particular risk response planning (Gohar et al., 2012).

Community-driven development is an approach developed by the World Bank that explicitly seeks to empower poor people. Liberia is one of many countries in which CDD has been carried out (World Bank, 2001). Community-based forms of development have a long history. Mansuri & Rao (2004), highlighting cooperative movements, Gandhian notions of village self-reliance, small-scale development and Paulo Freire's Pedagogy of the Oppressed, say that these concepts led to a first wave of participatory development in the 1950s. They argue that one of the main difficulties in CDD programs lies in their vulnerability to capture by local elites (Platteau & Gaspard, 2003). CDD is a widely used term in development discussions in third world countries. Community participation in development planning, implementation and also in benefit sharing is like a foundation stone for CDD (Baroi & Rabbani, 2011).

The word 'motivation' is derived from the word 'motive', where the latter is defined as "something (as a need or desire) that causes a person to act" and the form is defined as "the act or process of giving someone a reason for doing something" (Webster, 1961). It can also be explained as the collective effect of a complex set of impressions, which can occur under many circumstances that people face in their employment, working environment, supervisors and colleagues, and the facilities available or used "These beliefs are essentially feelings that are neither very clear nor very rational" (Allison, 2006, p. 60). Given the multifaceted nature of self-motivation, three subsets of this phenomenon (i.e., self-observation, self-reaction and self-efficacy) need to be considered.

Self-observation is one's determining of being informed and motivated to do something. This can be used to appraise performance for the achievement of the end results. It is also looked for in changes of behavior. There are two important factors in regard to self-observation: *regularity* and *proximity*. Regularity means the behavior should be continually observed, whereas proximity means the behavior should be observed when it occurs or shortly after. Self-observation alone is insufficient, because self-motivation depends on one's expectations of outcomes and efficacy (Zimmerman & Schunk, 2001).

Self-reaction is reactions to one's performance, which can be motivating. Self-reaction also allows a person to re-evaluate goals in conjunction with attainments (Bandura, 1989). If a person has achieved a goal, they are likely to re-evaluate and

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raise the standard (goal), whereas, if a person has not achieved the goal, they are likely to re-evaluate and lower the standard (goal) to an achievable goal.

Self-efficacy refers to an individual's belief in their own abilities organize and execute series of action necessary to accomplish a goal (Bandura, 1977). Wood & Bandura (1989) further explain persons with strong efficacy beliefs are more confident in their capacity to execute a behavior. Beliefs about self-efficacy are impacted on goals accomplishments by influencing personal choice, self-motivation, and patterns and emotional reactions. (Wood and Bandura, 1989). In the achievements of personal goals Bandura (1977) has suggested another four sets of measurements i.e. performance outcomes/accomplishments, vicarious experiences, verbal persuasions and emotional arousal.

Readiness can be defined as preparedness for doing something. Miri-Nargesi et al., (2011) have discussed readiness of Iranian firms to implement customer relationship management (CRM) projects. Fourteen readiness assessment factors in customer relationship management projects have been developed. Then a new model of readiness assessment factors in CRM has been proposed. Change management experts have emphasized the importance of establishing organizational readiness for change and have recommended various strategies for creating it.

Pangerenand Pribadi, (2010) have carried out a study to assess the readiness level of organizational risk management of public authorities implementing public private partnerships (PPPs) in Infrastructure procurement in Indonesia by using a risk management capability maturity (RMCM) model.

This model defines risk management readiness level in four stages: ad-hoc, initial, competent, and excellent. It is comprised of five attributes as measuring instruments: culture, process, experience, application and partnership. These levels and attributes are very helpful in analyzing readiness for project risk management.

Community-based development (CBD) and its more recent variant, CDD, are among the fastest growing mechanisms for channeling development assistance. CBD is an umbrella term that refers to projects which actively include beneficiaries in their design and management. CDD is a term originally coined by the World Bank that refers to CBD projects where communities have direct control over key project decisions, as well as the management of investment funds (Mansuri & Rao, 2003).

Bowen (2009) says that the attention of social policy-makers and development administrators, with their emphasis on social relationships, civic participation,

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collaborative action and norms of reciprocity, was caught up by social capital. The same study also found that small-scale community-based development projects, aimed primarily at reducing poverty, were supported by social funds. The Philippines experience of CDD, Reid (2011, p. 70) has explained that ‘Local impact of CDD in poverty alleviation was very weak.

Baroi & Rabbani (2011, p. 80) concluded in a study in Bangladesh: Community actors play a vital role in encouraging community development. “Both formal and informal organizations have significant parts in bringing out people centric development initiatives through empowerment of marginalized community. In the discussion it is quite clear to us that some actors in Community Driven Development have very positive role to play and also their actors with relatively lesser involvement and sometimes do have adverse effects on the community”.

Padawangi (2010, p. 117) in a study on Pakistan, pointed out that ‘success, effectiveness, and sustainability of the CDD projects as the criticisms against CDD approach, is precisely the responsibility of the public sector to provide continuous monitoring and guidance to the community organizations’. The author also identified five main components of CDD, such as empowering communities, empowering local governments, re-aligning the center, improving accountability and building capacity.

CDD programs have been shown as successful program-based approaches for utilizing international development aid (Adusei-Asante & Hancock, 2012). Also, CDD gives opportunities to the community to enhance sustainability, improve efficiency and effectiveness, earmark poverty reduction efforts to be taken up, make development more inclusive, empower poor people, build social capital, strengthen governance, and complement market and public sector activities (Adusei-Asante & Hancock, 2012).

Criticisms that the World Bank has been ignoring the human and environmental impacts of its projects, as well as evidence that shows the top-down approach to development has been a financial disaster for the bank, have forced the organization to search for alternatives – that is, the inclusion of community participation through CDD (Wienecke, 2005).

In recent study by Likhi (2013), community participation has been identified as an effective mechanism to improve access voice and accountability when the public sector delivers services to the Poorest in the population in developing countries.

In this situation, CDD is one model amongst many development interventions that try to determine the benefits of various community actors in the achievement of results projects are the means to utilize small-scale grants devoted to communities for

economic and infrastructure development (Likhi, 2013). Although there are several theories in the literature with regard to self-motivation, such as goal setting theory, X and Y theory, hierarchy of needs theory, and equity theory, the research specially focus on the theories very much related to self-motivation in the context of readiness in project risk management.

The more relevant theory for the study is social cognitive theory, which was developed from the theory proposed by Miller & Dollard in 1941, the theory of social learning. One of the veteran researchers in the education field, Bandura (1989), along with Walters broadened the social learning theory with the principles of observational learning and vicarious reinforcement.

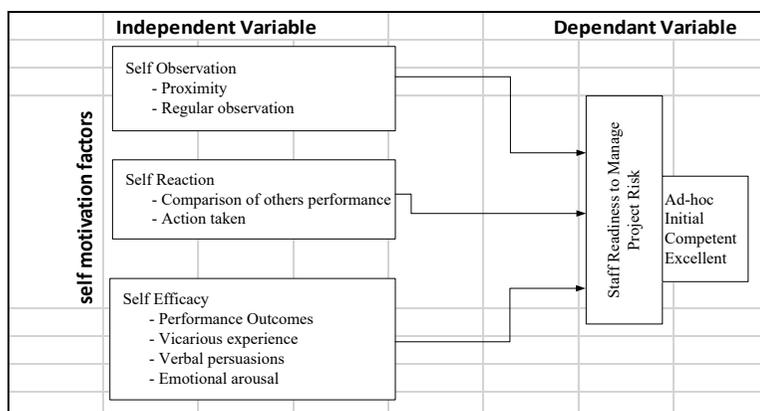
Conceptual Framework of the Research

The conceptual model for the study was developed based on the details reviewed from the literature. The concept of the research is ‘VLOs Readiness to Manage Project Risk’. It depends on different self-motivation factors. These factors are identified as independent variables in this research, i.e. self-observation, self-reaction, and self-efficacy (Figure 1).

Readiness level is assessed by the measurements of ad-hoc (plans to enhance readiness), initial (taking initiatives for risk management), competent (personal capabilities of managing risks) and excellent (highest performance of risk management) (Pribadi & Pageran, 2010; Pangeran et al., 2012).

Self-Observation is measured by regular observation and proximity (these are indicators). It is considered that, what are the things that the staff thinks on the ways of measuring the self-observation and the proximity. Self-Reaction is measured by measurements such as comparisons of someone else performance and actions taken as reaction. Self-Efficacy is measured by four indicators. These are performance outcomes, vicarious experience, verbal persuasions and emotional arousal (psychological feedback) (Bandura1977; Redmond, 2010).

Figure 1: Conceptual framework of the research



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First part of the model shows the relationship of each variable with the Village Organization Leaders (VOL) readiness for project risk management which is addressed in the research problem. Ad-hoc, Initial, competent and excellent explain the level of readiness for project risk management which is addressed the first research question. Based on the above model three hypotheses have been formulated. The first hypothesis explores the relationship of self-observation and the readiness of project staff to do the risk management activities of CDD projects.

1H₀. there is no relationship between self-observation and the VOLs readiness to manage project risks.

Second hypothesis examines the relationship of self-reaction and the readiness of project VOLs to manage risk activities of their projects.

2H₀. there is no relationship between self-reaction and VOLs readiness to management project risks.

The final hypothesis was developed to examine relationship of self-efficacy and the VOLs readiness to do the project risk management activities of the village level development projects.

3H₀. there is no relationship between self-efficacy and the VOLs readiness to manage project risks.

Gemi Diriya Project

The Gemi Diriya (village reinforcement) Project was commenced in 2004 to support the Poverty Alleviation Strategy of Sri Lankan government in 2003 (De Silva et al., 2010). The project has used the community-driven development (CDD) model focusing on the livelihood improvement of rural communities by forming of self-governed local institutions (Village Organizations -initially named as Peoples' Organizations), enhancement of community level decision-making, mobilization of resources, effective monitoring and evaluation of village level development activities (De Silva et al., 2010). Gemi Diriya has received funding from the World Bank for a period of 12 years, Gemi Diriya covers 11 districts in phase I and Phase II. Phase II includes seven districts i.e. Badulla, Ratnapura, Hambantota, Monaragala, Kegalle, Nuwara-Eliya and Polonnaruwa, implemented in 962 villages (De Silva et al., 2010).

Project Management Units (PMU) controlled the overall project activities. Under the PMU there are District Project Management Units (DPMU) and seven Project Implementation Units (PIU) under the DPMUs.

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All the Village Organizations (VOS) selected for the implementation of village level project activities come under the DPMUs. Sub committees are formed under the VOs to implement village level project functions i.e. infrastructure development, capacity development, livelihood Improvement and operating revolving fund. Small groups (consisted of 5 members) are formed for the easy operation of sub committees. Each village organization headed by a leader (called chairperson), with 4-5 members for the other subjects. For this study the researcher has selected the village leaders to get the responses for the questionnaire.

Methodology

The quantitative research approach has been used for this research. It consists of primary and secondary data. Primary data were collected through the questionnaire survey. Secondary data were gathered by reviewing official documents of the relevant authorities and the statistical reports. First identified a problem faced by the VOLs involved in Gemi Diriya projects). Based on the practical problem the main research problem has been formulated. To achieve the main objective two specific objectives have been set. The researcher has broken down the main research problem into three research questions. Based on the conceptual model, the operationalization of the research has been discussed in two major domains. These domains are self-motivation to readiness and readiness to manage risk.

Each domain is discussed further under the variables, indicators, measures and methods of data collection. Self-motivation to risk management consists of three (3) independent variables. These are Self-Observation, Self-Reaction and Self-Efficacy. These variables are assessed by different indicators and measurements supported with opinion typed Likert scale questions.

Assessment of Variables

Self-Observation is measured by regular observation and proximity (these are indicators). It is considered that, what are the things that the staff thinks on the ways of measuring the self-observation and the proximity. *Self-Reaction* is measured by indicators such as comparisons of someone else performance and actions taken as reaction. *Self-Efficacy* is measured by four indicators. These are performance outcomes, vicarious experience, verbal persuasions and emotional arousal (psychological feedback). These indicators are decomposition into different measurements. *Performance Outcomes* is measured by the positive and the negative experiences of staff on risk management. *Vicarious Experience* is also measured by measurement of positive and the negative experiences of staff on risk management

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Verbal Persuasions is measured by encouragement and discouragement and more credibility and low credibility (Bandura, 1977). *Emotional Arousal/psychological feedback* is measured by agitation and anxiety. Redmond (2010) has considered four factors. In addition to agitation and anxiety he has considered sweaty palms and racing heart. But in this study researcher has selected only agitation and anxiety.

Readiness to risk management domain consists of six variables that are measured by various types of indicators and measures. Readiness level is assessed by the indicators of ad-hoc (plans to enhance readiness), initial (taking initiatives for risk management), competent (personal capabilities of managing risks) and excellent (highest performance of risk management).

Leaders of the village organizations selected as the population of the study. Total population of the study is 949. Randomly selected sample was used for this study. The sample was selected from village organizations based on the performance¹ (well-functioning, moderate functioning and weak). Finally suitable VOs were selected. Although, there are two phases only one phase was selected considering the time of completion the projects. Considering the performance of the VOs Badulla and Kegalle districts were selected. Following the above classification code numbers of all the VOs were arranged by district wise and simple random method was followed for final selection of the sample. Sample size has been calculated in the case of stratified sampling proportional allocation (Miah, 1993). Primary data were gathered using structured questionnaire. The questionnaire was formulated based on the objectives of the study.

Collected data using primary and secondary data collection methods were coded and tabulated in order to analyze them quantitatively. Data on self-motivation, readiness and risk management were analysed quantitatively by using the *Statistical Package of the Social Sciences (SPSS)* and the *Excel* computer software packages. Factor analysis was used to analyze the relationship of variables of the research. Priority index (Miah, 1993) was used to identify the most prioritized event or type among several. All data were transformed into tabular form by using the SPSS. Data were presented by using charts - Excel package-, tables and computer graphics.

Results and Discussion

Majority of the respondents from both districts are female. When Badulla district has 70% of females, Kegalle district gets 75%. It says that the female contribution for the

¹Performance of the VOs has been done by the SCDLIP using a grading system. The all VOs have been grouped into three separate levels – Well Functioning organizations, Moderate Functioning organizations and Weak organizations

Gemi Diriya project in the village level is high. When considered the age of the respondents, two districts indicate the different range of age groups. While Badulla district has 36% in between 36 – 45years age category, Kegalle district Obtains 32% in between 26 – 35years age category. If both categories are taken together it can be seen as has being involved in the implementation of community-driven development activities in the field level (Table 1).

Table 1. Respondents Profile

Variable		District				Total Count
		Badulla		Kegalle		
		Count	%	Count	%	
Gender	Male	19	30	10	25	29
	Female	45	70	30	75	75
	Total	64	100	40	100	104
Age	Below 25yrs	14	22	7	18	21
	26-35	12	19	13	32	25
	36 - 45yrs	23	36	9	22	32
	46 - 55yrs	11	17	3	20	14
	56 and above	4	6	8	8	12
	Total	64	100	40	100	104
Education	GCE – OL*	27	42	11	28	38
	GCE – AL**	33	52	24	60	57
	Diploma	4	6	3	7	7
	Degree and above	0	0	2	5	2
	Total	64	100	40	100	104
Experience	less than 2yrs	30	47	21	53	51
	3yrs	12	19	8	20	20
	4yrs	13	20	9	23	22
	More than 5yrs	9	14	2	6	11
	Total	64	100	40	100	104

GCE – OL* – General Certificate of Examination Ordinary Level, GCE – AL** - General Certificate of Examination Advanced Level

This project has provided good opportunity for village level educated unemployed groups. They can use that for gathering experience for future opportunities. Majority (55%) of the respondents are GCE Advanced Level qualified where 52% from Badulla district and 60% from Kegalle district. Experience of working in Gemi Diriya project activities is very low. Though the project was started in 2004, majority (49%) has less than two years of working experience in the project. It is indicated that 47% of respondents are in Badulla district and 53% of respondents in Kegalle are in this category.

Level of readiness for project risk management is measured by using different parameters. The Figure 2 exhibits four parameters that have used to show the readiness of village organization of Gemi Diriya project.

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Organization's pre-preparatory work for acceptance of projects provides necessary training for the risk management, qualified people for implementing risk management in project work and Concerns the risks factors of any event when it is implemented have used to see the readiness. Pre preparedness for project risk management is very important. While majority (38, 42, 39 and 49) of the respondents have said that the village organizations are 'competent' enough for risk management of their project activities; such as preparation, training, qualified people and concerns of risk, respectively 29%, 21%, 36% and 37% have given the mark for 'excellent'. That shows us the village organizations are ready to manage their projects' risks.



Figure 2. Level of Readiness of Village Organization Leaders for Project Risk Management

VOLs' Self-observation and readiness to Manage project risk

Five different types of opinions were given to the respondents (VOLs) to cross check and confirm the self-observation for project risk management (Table 2). The opinion given to the VOLs on "I always think of my duty and the organization first when I do my work". Was obtained the 4.1 rate of APV where 53% of VOLs have agreed and 32% have ranked as extremely agreed. Except the last opinion all the others are developed thinking on the positive aspect. Sixty-eight percent (41% Agree and 27% extremely agree) have agreed on the opinion "I observe my own work regularly and do some changes to the future activities to accomplish my objectives". Average point 3.7 confirmed that responses for the opinion are closer to 'agree'. Seventy-seven percent (54% Agree and 23% extremely agree) have agreed on the opinion "I support my colleagues after doing self-observation". Seventy-seven percent (55% Agree and 22% extremely agree) have agreed on the opinion "I try to innovate by doing self-observation". Leaders of village organizations have identified the last opinion and had expressed their views on it. More than half (29% Disagree and 22% extremely Disagree) of the respondents have expressed the disagreement though 27% have expressed their agreement. However, the picture is clearly drawn that majority of the respondent have had the understanding on self-observation and take their actions accordingly. Except the last opinion all the other opinions obtain the average point

value above 3.7 (3.7, 4.1, 3.9 and 3.9 respectively). All these opinions can be categorized as regular observations which affect the readiness for project risk management activities. These opinions are categorized into two i.e. regular observation and proximity. Opinions 1 and 4 are in the regular observation category, which take 3.7 and 3.9 average point value (APV) respectively. Opinions 2 and 3 are in the proximity category, which counts 4.1 and 3.9 APV respectively. That means leaders are positive to take actions for project risk management (Table 2).

Table 2. VOLs' Opinion on Self Observation and Readiness (Number of responses, Percentage and Average Point Value)

Opinion	EA*		A**		N***		DA****		ED*****		APV
	Count	Point									
1. I observe my own work regularly and do some changes to the future activities to accomplish my objectives	28 27%	140	43 41%	172	11 11%	33	14 13%	28	8 8%	8	3.7
2. I always think of my duty and the organization first when I do my work	33 32%	165	55 53%	220	13 13%	39	1 1%	2	2 2%	2	4.1
3. I support my colleagues after doing self-observation	24 23%	120	56 54%	224	18 17%	54	3 3%	6	3 3%	3	3.9
4. I try to innovate by doing self-observation	23 22%	115	57 55%	228	16 16%	48	5 5%	10	3 3%	3	3.9
5. It is difficult to correct my faults even by doing self-observation	8 8%	40	20 19%	80	23 22%	69	30 29%	60	23 22%	23	2.6

EA* – Extremely Agree, A** - Agree, N***- Neutral, DA****- Disagree, ED*****- Extremely Disagree

APV – Average Point Value

VOLs' Self-reaction and readiness for Project Risk Management

The second factor of the research question number 2 is the relationship of self-reaction and the readiness of project risk management (Table 3). The respondents were asked to express their agreement/disagreement on each opinion. Except the last opinion all the others are directly focusing on the self-reaction. The last one is not directly related to the self-reaction but it helps to verify the understanding of the respondent on their expression on opinion. Majority (45% - 33% Agree and 12% extremely Agree) have expressed their views on “I always look for others performance and change my works

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according to that”. Forty-six percent (46%) (33% Agree and 13% Extremely Agree) have expressed their views on “I always take action after happening something” Sixty-eight percent (68%) (49% Agree and 19% Extremely Agree) have expressed their views on “If I got negative results for my work, it will help me to work harder”.

Table 3. VOLs’ Opinion on Self-Reaction and Readiness (Number of responses, percentage and Average Point Value)

Opinion	EA*		A**		N***		DA****		ED*****		APV
	Count	point									
1. I always look for others performance and change my works according to that.	13 12%	65	34 33%	136	19 18%	57	27 26%	54	11 11%	11	3.1
2. I always take action after happening something.	14 13%	70	34 33%	136	11 11%	33	31 30%	62	14 13%	14	3.0
3. If I got negative results for my work, it will help me work harder.	20 19%	100	51 49%	204	14 14%	42	16 15%	32	3 3%	3	3.7
4. Only if I have positive results of my work done, then I work harder.	16 15%	80	18 17%	72	17 16%	51	42 41%	84	11 11%	11	2.9
5. If something happen only I take action on it.	1 1%	5	19 18%	76	15 15%	45	47 45%	94	22 21%	22	2.3
6. I concern and get ready, before something happen	32 31%	160	53 50%	212	10 10%	30	1 1%	2	8 8%	8	4.0

EA – Extremely Agree, A** - Agree, N***- Neutral, DA****- Disagree, ED*****- Extremely Disagree*

APV – Average Point Value

Fifty-two percent (52%) (41% Disagree and 11% Extremely Disagree) have expressed their views on “Only if I have positive results of my work done, then I work harder” (Table 3). Sixty-six percent (66%) (45% Disagree and 21% Extremely Disagree) have expressed their views on “If something happen only I take action on it”. Eighty-one percent (81%) (50% Agree and 31% Extremely Agree) have expressed their views on “I concern and get ready, before something happen”. The results of last three opinions do not give the real meaning of self-reaction. These results show that the leaders of village organizations have the understanding on self-reactions when they manage their project risk activities. All the six opinions are separated into two categories. Opinion 1, 3 and 4 has put into the ‘comparison of someone else performance’; takes 3.1, 3.7 and 2.9 APV respectively. That indicates the leaders of the VOs work on PRM activities not only in the good performance condition, they would like to work and learn from the negative performance. The second category is action taken against the risk. That category includes opinion 2, 5 and 6 of the table 5; it takes to 3.0, 2.3 and 4.0 APV. It gives us the leaders are quiet unclear about the self-reaction (Table 3).

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VOLs' Self-efficacy and readiness for Project Risk Management

Opinions of the self-efficacy has separated into four components i.e. performance outcomes, vicarious experience, verbal persuasions and emotional arousal/psychological feedback. Opinions 1 and 2 have been used to get the views on performance outcomes. Leaders' opinions on that are 4.4 and 3.9 APV respectively. (Table 4). That means they more like to work on their performance for managing risks. They also consider the others experience for the improvement of the work performance they get someone else negative performance, it indicates variable vicarious experience (opinion 3, 4, 7 and 8 – 1.8, 3.6, 3.4 and 2.4 APV respectively). Opinions 4 and 7 are more than 3 APV confirmed that they consider the vicarious experience when they are working on the PRM activities. Though the verbal persuasion (opinion 5 and 6, and 2.9 and 3.6 APV) is accepted the emotional arousal/psychological feedback is not much (opinion 9 and 10 and 1.8 and 2.6 APV) considered by the VO leaders when implementing PRM activities in the village level (Table 4).

Table 4. VOLs' Opinion on Self Efficacy and Readiness (Number of responses, percentage and Average Point Value)

Opinion	EA*		A**		N***		DA		ED		APV
	Count	Point									
1. I would always like to see positive experience of the work.	60 57%	300	31 30%	124	9 9%	27	1 1%	2	3 3%	3	4.4
2. I would also like to see negative experience of the work.	8 8%	40	12 11%	48	25 24%	75	22 21%	44	37 36%	37	3.9
3. I would like to see someone else positive experience of	33 32%	165	39 37%	156	22 21%	66	7 7%	14	3 3%	3	1.8
5. I would like to see someone else negative experience of the work.	8 8%	40	6 6%	24	14 13%	42	43 41%	46	33 32%	33	3.6
6. I always expect from someone's verbal encouragement	22 21%	110	43 41%	172	25 24%	75	5 5%	10	9 9%	9	2.9
7. I do not like to get verbal discouragement	12 12%	60	29 28%	116	13 12%	39	17 16%	34	33 32%	33	3.6
8. I believe more trust of the others when I do my work	20 19%	100	32 31%	128	24 23%	72	21 20%	42	7 7%	7	3.4
9. I do not expect someone else trust for my work	7 7%	35	11 10%	44	26 25%	78	34 33%	68	26 25%	26	2.4
10. If someone disturbs me while I work, quickly I stop the work and blame the person	1 1%	5	1 1%	4	15 14%	45	50 48%	100	37 36%	37	1.8
11. I am always an anxiety on one's performance.	14 13%	70	11 11%	44	19 18%	57	43 41%	86	17 16%	17	2.6

EA* – Extremely Agree, A** - Agree, N***- Neutral, DA****- Disagree, ED*****- Extremely Disagree

APV – Average Point Value

Relationship of Self-Motivation and Readiness with Project Risk Management

Relationship between Self-motivation and Readiness of Village Organization Leaders to manage Project Risk (Pearson Correlation Coefficients)

The relationship between readiness and self-observation of VOLs for project risk management positively correlated. There is a significant relationship of these two variables. Therefore, the first hypothesis (1H₀) is rejected with 0.007 (99 percent) significant level of Pearson correlation (Table 5). The readiness of VOLs has negatively correlated with the self-reactions. Therefore, the second hypothesis (2H₀) is rejected with 0.048 (95 percent) significant level of Pearson correlation. The relationship of self-efficacy and the readiness of VOLs for project risk management is low level of significant. Therefore, the hypothesis of these two variables is rejected with 0.378 (95 percent) significant level of Pearson correlation.

Table 5. Pearson Correlation Coefficients

Category		Readiness	Self-observation	Self-reaction	Self-efficacy
Readiness	Pearson Correlation	1	0	-.194*	.087
	Sig. (2-tailed)		.007	.048	.378
	N	104	104	104	104
Self-observation	Pearson Correlation	.262**	1	.248*	.037
	Sig. (2-tailed)	.007		.011	.707
	N	104	104	104	104
Self-reaction	Pearson Correlation	-.194*	.248*	1	.184
	Sig. (2-tailed)	.048	.011		.062
	N	104	104	104	104
Self-efficacy	Pearson Correlation	.087	.037	.184	1
	Sig. (2-tailed)	.378	.707	.062	
	N	104	104	104	104

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

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

Table 6: The Results of hypotheses testing

Null Hypothesis	Sig.	Pearson Correlation	Results	Relationship
1H ₀ There is no relationship between self-observation and the VOLs readiness to manage project risks.	0.007	0.262**	Rejected	Positive
2H ₀ . There is no relationship between self-reaction and VOLs readiness to management project risks.	0.048	-0.194*	Rejected	Negative
3H ₀ There is no relationship between self-efficacy and the VOLs readiness to manage project risks.	0.378	0.087	Not Rejected	No

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

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

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Table shows the results of hypotheses testing of the study. It clearly indicates that in between self-observation and readiness of VOLs to manage project risk has positive relationship and between self-reaction and the readiness of VOLs to manage project risk has negative relationship. However, the third hypothesis is not rejected therefore, it indicates that there is no relationship between self-efficacy and the readiness of VOLs to manage project risks.

Conclusion

Village Organization Leaders' opinion on self-observation (regular observation and proximity) is the higher rating in their agreement. That means majority of the leaders' average point value is higher than 3.7 and significance level of Pearson correlation analysis is 0.007. Considering the above facts, a conclusion can be made, there is a positive relationship with self-observation and readiness for project risk management. Therefore, in future when preparing community driven development activities, it is very important to consider the self-observation of those who work in the process. Actions should be taken to maintain self-observation when the process in taking place.

According to the analysis significance of self-reaction and the readiness for project risk management is 0.048. A positive relationship can be observed between these variables. That indicates when preparing community focused development activities implementers should consider the self-reaction of those who involve the activities to manage risk effectively.

VOLs consider the 'comparison of someone else performance'. When considering the self-efficacy factor, it shows that highest rating is taken for the performance outcomes. That means leaders always consider the outcomes than the emotional factors, verbal persuasions and vicarious experience. However, correlation analysis of self-efficacy elements in general do not indicate a clear relationship.

Finally, it can be concluded that self-motivational elements in the study has positive relationship with the readiness for the risk management. Therefore, in the implementation of Community Driven Development interventions more attention should be given to self-motivation factors to prepare implement risk management effectively to get the maximum outcome of the projects. Actions should be taken to maintain self-observation, practice self-reactions and to develop skills to maintain create outcome focused development interventions.

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