



## CRITICAL REVIEW OF PROJECT QUALITY MANAGEMENT AND IMPLEMENTATION OF EDUCATION PROJECTS IN RWANDA. CASE STUDY OF BUILDING LEARNING FOUNDATIONS PROJECT IN KICUKIRO DISTRICT

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### ABSTRACT

The main focus of this study is to review the influence of quality management practices and implementation of education project in Rwanda. The study was done by taking one of education project in Rwanda, Building Learning Foundation project as a case study. Effective and efficient management of critical success factors is the basic requirement of project implementation. While project success is popularly assessed in terms of the "iron triangle" of time, cost and quality performance, guidelines for project quality management that lead to successful project implementation are lacking from education project perspective as quality education needs quality management. It shows conformance to specification and fitness for purpose or use zero defects. Practitioners developing education project use many techniques to maintain quality, but project management literature merely emphasizes quality management processes and provides few guidelines regarding appropriate techniques. Quality methods, strategies of quality, Road map of quality management will be elaborated through this topic, Therefore, the current study aims also to review the influence of project quality management on the implementation of education project in Rwanda, with objectives to assess the influence of quality planning, quality insurance, and quality control on implementation of education projects in Rwanda, case study of Building Learning Foundation project in Rwanda. In order to achieve these objectives, the researcher will test the following hypothesizes  $H_{11}$ : There is a significant relationship between project quality planning and implementation of education project in Rwanda,  $H_{21}$ : There is a significant relationship between project quality assurance and implementation of education project in Rwanda,  $H_{31}$ : There is a significant relationship between project quality control and implementation of education project in Rwanda. To gather information for the purpose of this work, the sample from which data was collected was 145 respondents sampled randomly and through a structured questionnaire. The collected data was subject to test of reliability, descriptive analysis, correlation analysis and regression analysis by using the SPSS software. The findings of this study showed the extent to which significance relationship between the independent variables and dependent variable and the strong link between techniques for Project Quality Management and successful implementation of education project was highlighted as follows quality planning ( $B=.321$ ,  $t=16.05$ ,  $r=.549$ ,  $p=.000$ ), quality assurance ( $B=.197$ ,  $t=18.208$ ,  $r=.567$ ,  $p=.000$ ), quality control ( $B=.464$ ,  $t=19.333$ ,  $r=.799$ ,  $p=.000$ ) and concluding by rejecting all null hypotheses and accepting all alternative hypotheses.

**Keywords:** Project quality management, quality planning, quality assurance, quality control and implementation of education project

## INTRODUCTION

The process of putting a project plan into action in order to produce deliverables, also known as products or services, for clients or stakeholders is known as project implementation. It follows the planning phase, in which a team determines the project's key objectives, together with the budget and schedule. Coordination of resources and performance evaluation are necessary during implementation to guarantee that the project stays within its allocated scope and spending limit. It also requires handling any unforeseen problems in a way that maintains a project on track. Activities such as internal communication with partners throughout project implementation are crucial. Keep all partners informed of project progress by holding a virtual project meeting or video conference to discuss the status of each work item. Project staffs must regularly contact with field staff to establish priorities and modify them as necessary while keeping clients or other important stakeholders informed of the project's status (Salvi et al., 2020).

People want to do their best and it is the management's job to provide climate through consecutive modification of the system, is the hypothesis, on which Quality Management practice are based. Quality management is the art of organizing the whole to achieve excellence. It is an enrichment to the traditional way of organizing industry. It facilitates continued existence in worldwide animosity (Uidelines, 2015). Each educational institution needs quality education for its progress. It depends on quality management of institution (RISERURANDE, 2018). It is observed that there are thousand institutions running in our country, but a few are up to mark, some are running haphazardly, and some are meant for commercial purpose. If we want educational development of country for development of civilization, we have to know the skill of management. We have to learn the strategies of management, indexes of quality management, tools and techniques for successful implementation of education project in our country (Kihuna, 2018). To highlight the above concepts this topic is taken to review the influence of quality management on implementation of education project in Rwanda, a case study of Building Learning Foundation Project.

Education projects are an extremely complex process involving a wide range of parameters that determine quality of education but there are different parameters to education project quality (UNICEF, 2000). There are plenty of factors affecting the quality of education project such as design, materials, technology, methods of operation, technical measures, management systems and so on. Quality is one of the critical factors in the implementation of education projects and quality of education projects as well as project performance can be regarded as the fulfilment of expectations from stakeholders and the satisfaction of the project participants (Aimable, 2015).

In Rwanda, different education project was successfully completed, and some were extended. However, the perception of the overall project by the users and stakeholders is very different in that the project is a being well implemented. According to (Byungura, Ames, Nogry, & Varly, 2016) The quality concept has developed over the last few decades to become a broad management tool as opposed to its initial role of control. Quality Management (QM) and productivity have become major concerns of project managers seeking to maintain or increase competitive advantage. At present dynamic environment, where quality is vital to success, project use quality management as a tool to substantially improve productivity and customer satisfaction. Based on an extensive study of previous research on quality management, six core values of quality management were identified as critical for successful project implementation. These values of quality management are functioning as litmus paper to test the current quality status of the firms. These values are top management commitment, everybody's commitment, continuous improvement, focus on customer, focus on process, and using a scientific approach for decision making (Stojcetovic & Misic, 2013).

Our study focused about other values of quality management that were not undertaken from the above study mainly including quality planning, quality assurance and quality control reviewing their influence on successful implementation of education project in Rwanda under Building Learning Foundation Project.

### **General Objective of the study**

The general objective of the study is to determine the relationship between project quality management and implementation of education projects in Rwanda.

### **Specific objectives of the study**

The study has the following objectives:

- i. To assess the relationship between quality planning and implementation of education project in Rwanda.
- ii. To determine the relationship between quality assurance and implementation of education project in Rwanda.
- iii. To evaluate the relationship between quality control and implementation of education project in Rwanda.

### **Research Hypotheses**

- i. H<sub>10</sub>: There is no significant relationship between project quality planning and implementation of education project in Rwanda.  
H<sub>11</sub>: There is a significant relationship between project quality planning and implementation of education project in Rwanda.
- ii. H<sub>20</sub>: There is no significant relationship between project quality assurance and implementation of education project in Rwanda.  
H<sub>21</sub>: There is a significant relationship between project quality assurance and implementation of education project in Rwanda
- iii. H<sub>30</sub>: There is no significant relationship between project quality control and implementation of education project in Rwanda.  
H<sub>31</sub>: There is a significant relationship between project quality control and implementation of education project in Rwanda

### **LITERATURE REVIEW**

According to theories and concept structure show the way of research and field in firmly in stage constructs. The general purpose of the conceptual frameworks is to make the result of research more meaningful, acceptable. They facilitate the stimulation of research, orientation, and impulsion to queries. In that context, the study "Project quality management and success of education project in Rwanda, Building Learning Foundations project shall lay on different theories. The application of many theories to this study depends on different reasons. The study examined BLF project through its three important components which bring program successful in different context, where in this study, we shall use the following theories: Deming theory and Crosby theory.

#### **Deming's Theory**

Deming's theory of total quality management was built on fourteen points of management. It was based on the philosophy plan-do-check-act. He argued that ratio-quality is equivalent to output of workforce over total costs. According to Deming, if an organization focuses on reduction of costs, then its quality of output goes down. In order for a company to remain at competitive edge, it has to offer quality products into the market. Poor quality is an expense to the company because it has to put more resources in marketing the poor-quality products (Way, 2016). In his theory Deming adopted four key concepts which are system appreciation, variation knowledge, knowledge theory, and psychology knowledge. In TQM it is important to understand company's processes, and how they work, the causes of variation, what can be known and human nature in that organization. This will help the organization to facilitate continual improvement process and trainings (Marchewka, 2019).

Therefore, this theory helped the research to investigate the extent to which quality control and quality planning activity have influenced the success of the project and the consortium organization have implemented the program taking into consideration the issues related to quality management.

### **Crosby's Theory**

Philip Crosby also credited the initiation of TQM movement. He argued similarly to Deming but pointed out that money spent on quality is money well spent. Management is commitment to quality. Crosby defines quality as adherence to requirements and prevention is the best way to ascertain quality. Also, he posed challenge that zero mistakes are the performance standards of quality. Furthermore, Crosby's theory stated that quality is the measured by the price of nonconformity. More precisely, consistency in producing conforming products and services at optimum price should be the ideal target. Continuous quality improvements can be achieved through total commitment from management (Conference, n.d.).

This is realistic where quality leadership in an organization is manifested. Significantly, an organization should form quality improvement teams to champion for quality improvements in the management, product, and service. Specifically, each department should nominate a person to the team for quality in the organization to create equal opportunity for participation. Also, each quality improvement activity should have metrics for measurement.

### **Empirical review**

Work plans are short-term planning tools that contain a lot of detail on the activities carried out in the project and can therefore only cover the immediate future of the project – but with reference to the overall project plan. As part of tracking and monitoring, work plans are revised periodically and adapted where necessary (Way, 2016). Project timetables often fail to take account of the time needed for certain administrative procedures that need to be completed before the project can proceed. The only thing to do is to include this type of problem in project risk assessments and try to develop project activities so all project progress does not depend on the completion of the activities that may be affected. Another common externality, in particular when it comes to implementation work, is if the project's work depends on the work of others. Here a typical example is when the project's material investment represents part of a large national scheme: If the large project is delayed it usually obstructs the project plan as well. In this case, leaving some leeway for unforeseen delays or regular updates on the progress of the other project might be necessary (Riaz, Tahir, & Noor, 2013).

The Quality management method includes quality designing, training, providing clear selections and directions, constant direction, immediate review of completed activities for accuracy and completeness, and documenting all selections, assumptions, and proposals. within the construction set up development method, it's the clear responsibility of the designer to make sure all project parts square measure economical, accurate, properly ready, coordinated, checked, and completed. so as for the project to systematically meet the wants and expectations of our voters, quality should be as necessary because the schedule and budget (Preethi & Manoharan, 2017).

Quality assurance may be maintained by the use of sound observe, skilled attitudes, sensible practices and quality. within the context of education project, it's going to be understood as a perform of constructing men, materials, machines and strategies operate at the standards calculated to confirm that the top results of the project conform to the prescribed specifications similarly as meets the owner/user's demand (Salvi et al., 2020). Quality assurance could be a management activity applied to the project processes to line functions. Purpose during this case being accomplishment of prescribed commonplace of performance and value. to attain optimum quality at minimum price, we've got to contemplate all the factors that facilitate to make quality into a product or service (Abdullah et al., 2010).

### **Research gaps**

In the study conducted to large Australian companies in area of quality management proved that project quality management failure is one of the major triggers of project failure crisis recently happened. The study had gap to clear how quality management can positively influence the company's performance. According to (Aimable, 2015) to his study in area of risk management and

project management on complex project proved a correlation between success and quality management approaches and possesses implemented and perceived project success on projects of high complexity. The gap behind was confusion between project quality planning, quality control and quality assurance by definition we knew that in project all failure events are risks that confusion causes obscure situation to other researcher; if you look into research result it seems that quality management is only applied to project with high complexity yet all projects can be hampered by risk so, researchers might conduct deep study to education project to clear the influence of project quality management on education project success and will support that academic researchers on quality management focusing on quality planning, quality assurance and quality control stages, and the model exist was only applied to quality management as single variable. This study unlearned to guide researchers in different domains besides quality, it is a gap that should be solved by conducting this research in other domain like education projects.

In the study conducted in Kenya on firm financial performance face of quality management wanted to assess the effect of quality management on performance of finance among pension projects. The result was that management of quality promoted the performance of financial projects in Kenya (Josphine, 2016). The study had the gap to work only on financial performance, yet the whole project might look into the triple constraint including scope, schedule, and cost and stakeholder satisfaction. That gap was covered by deep research which is our target, and this shows the gap in project quality management where managers do not give a priority and high consideration to that point which can make project failures. There is need of more researches in other project domains to show its role on project implementation.

## RESEARCH METHODOLOGY

This chapter covers the methods for conducting the research. It covers research philosophy; research design; target population, sample size and sampling techniques, research instruments; data analysis.

### Research Design

Research design is the detailed blueprint used to guide a research study towards its objective, or conceptual framework within which research is conducted (Saunders et al.,2019). It constitutes the blueprint for the collection, measurement, and analysis of data. Therefore, this study employed a descriptive research design used to provide an accurate snapshot or characteristic of the variables, the study used descriptive design since it assesses opinions and trends in Kicukiro district primary schools working with building learning foundation project in Rwanda.

### Target Population

The study population comprised of 228 respondents including BLF team members, district officials, field team, teachers and head teachers.

### Sample Size and Sampling Technique

The study adopted purposive sampling and random sampling to select a sample size the sample size of this study was calculated from the Slovin's formula given as:

$$n = N / [1 + N (e)^2]$$

n = the sample size      N = Total population      e = Error tolerance equal to 0.05

Since the study population (N) is 228 and Error of tolerance was 0.05.

Thus, the sample size was determined as shown below:  $n = 228 / [1 + 228(0.05)^2] = 145$

The study adopted a sample size of 145 of the study respondents which were selected using purposive and random sampling technique. This constituted a 63 % sample proportion of study population. The methods assured the researcher that the sample was representative of the population.

Purposive and random samplings was adopted as there were the most suitable method to be applied if the population from which a sample was to be drawn did not constitute an identical group and hence required a comparison. Hence the respondents were classified according to their engagement level to the building learning foundation project activities.

### Research Instruments

The study used primary data as they were not accurate data available on the study variables and data will be collected by using Google form link as it is flexible and facilitates the capturing of large amount of data quickly and accurate from the original source. The questionnaire was used to collect primary data and had close-ended questions. Respondents were required to evaluate Likert scales operationalizing the study variables from a semi structured questionnaire containing direct measures and Likert type scales. and A 5-point Likert-scale will be used where 1-Strongly Agree 2-Agree 3-Fair 4-Disagree and 5- Strongly Disagree.

### Data Processing and Analysis

The quantitative data were obtained from the field and will be analyzed using descriptive statistics for basic profile of respondents and other responses to the questions was computed including frequencies and percentages, means and standard deviations. The Statistical Package for Social Science (SPSS) 25 was used to analyze the rating questions which were in the form of Likert scale frequencies and percentages were obtained and correlational analysis were used to test the research hypotheses.

The questionnaires were edited and coded to check that all responses were given and indicate the accuracy. Descriptive statistics used to analyze the data. Descriptive statistics allows for narration to be used to interpret the data on variables. The Statistical Package for Social Sciences (SPSS) computer program was used due to the enormous quantity of data. Regression model analysis was used to determine the relationship between variables.

The study used the following regression model:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e,$$

Where: Y = Project implementation

$\alpha$  =Constant term,

$\beta$ =Beta coefficients,

X1= Quality planning process,

X2= Quality assurance,

X3= Quality control,

e = Error term.

The study assessed the influence of quality planning process, quality assurance and quality control on project implementation. The co-efficient X1, X2, and X3 were used to inform the study on non-zero linear relationship with Y. The study findings were displayed using tables, bar charts, graphs, and pie charts.

### DATA ANALYSIS, INTERPRATATION AND DISCUSSION

This chapter presents analyzed data from questionnaire. In this chapter, data from questionnaire are presented in tables and the interpretation of what is shown in tables follows. The correlation analysis and regression model were established to explain the relationship between the study variables.

### Model Summary

The results from the table 1, indicated that the value of R-squared was 0.888 (88.8%) an indication that there was variation of 88.8% of project implementation due to change in quality management at 95% confidence interval and the model is significantly fit as the p-value .000 is less than critical value .005. Additionally, this therefore means that factors not studied in this research contribute 11.2% of project implementation

**Table 1 Model Summary**

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.942 <sup>a</sup>	.888	.885	.20423	.888	371.905	3	141	.000	1.224

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a. Predictors: (Constant), QC, QP, QA  
b. Dependent Variable: PII

Source: Primary Data, (2022)

**ANOVA**

The results from the table 2, indicate the significance of the overall model. The results showed that F statistic of 371.905 was large than the critical F ( $V_1=3, V_2=141$ ) =371.905 and because p-value calculated =0.000 is less than Critical p-value =0.05 level of significant. Therefore, this means the influence of quality management was statistically significant in explaining the variations in implementation of education project in Rwanda. This is supported by a p value of 0.000 which is less than the acceptance critical value of 0.05. This implies that there was a goodness of fit of the model fitted for this study.

**Table 2 Analysis of Variance**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.538	3	15.620	371.905	.000 <sup>b</sup>
	Residual	5.881	141	.042		
	Total	52.420	144			

a. Dependent Variable: PII  
b. Predictors: (Constant), QC, QP, QA

Source: Primary Data, (2022)

**Multilinear Regression Coefficients**

The usefulness of regression models is to investigate if each explanatory variable contributes to the model and it is statistically significant, given that the others are already there. Given that, the  $\beta$  -value and corresponding p-value are in the Table 3 respectively. In this study, the tests revealed that quality planning ( $\beta=0.321, t=16.05, p=.000<.05$ ) means that the influence of quality planning on project implementation is significant, this tells us that 32.1% level of change in project implementation was due to change in quality planning, quality assurance ( $\beta=0.197, t=8.208, p=.000<.05$ ) means that the influence of quality assurance on project implementation is significant, this tell us 19.7% level of change in project implementation was due to change in quality assurance, quality control ( $\beta=0.464, t=19.333, p=.000<.05$ ) means that the influence of quality control on project implementation is significant, this tells us that 46.4% level of change in project implementation was due to change in quality control

The general form of the equation to predict implementation of education project from quality management, is:  $\text{Project implementation} = 0.128 + 0.321(QP) + 0.197(QA) + 0.464(QC)$

**Table 3 Regression Coefficients**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.128	.104		1.231	.218
	QP	.321	.020	.447	16.05	.000
	QA	.197	.024	.261	8.208	.000
	QC	.464	.024	.618	19.333	.000

a. Dependent Variable: PII

Source: Primary Data, (2022)

**Correlation Analysis**

Correlation matrix shows the correlation of the dependent and all the independent variables with one another. The variables exhibiting a correlation of more than 90% shows the existence of problematic multicollinearity. These shall not be included in the same regression to avoid the issue of possible extreme multicollinearity (Shah & Afridi, 2015). Therefore, the table below showed that there is no problem of multicollinearity from our research study variables.

**Table 4 Correlation Matrix**

		Correlations				
		QP	QA	QC	PII	
QP	Pearson Correlation	1	.057	.140	.549**	
	Sig. (2-tailed)		.499	.093	.000	
	N	145	145	145	145	
QA	Pearson Correlation	.057	1	.454**	.567**	
	Sig. (2-tailed)	.499		.000	.000	
	N	145	145	145	145	
QC	Pearson Correlation	.140	.454**	1	.799**	
	Sig. (2-tailed)	.093	.000		.000	
	N	145	145	145	145	
PII	Pearson Correlation	.549**	.567**	.799**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	145	145	145	145	

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

Source: Primary Data, (2022)

**Hypothesis Analysis**

**H<sub>1</sub>1: Quality Planning has significant influence on implementation of education project**

The hypothesis tested if quality planning carried a significant influence on implementation of education project in Rwanda, the dependent variable implementation of education project was regressed on predicting quality planning to test the hypothesis H<sub>1</sub>1: QP significantly influence PII, Quality planning ( $\beta = 0.321$ ) was found to be positively related to implementation of education project in Kicukiro District. From t-test analysis, the t -value was found to be 16.05, correlation coefficient  $r=0.549$  and the p -value 0.000. Statistically significant, this means the null hypothesis was rejected because  $p<0.05$ . Thus, the study accepts the alternative hypothesis, and it concluded that quality planning has a significant influence on implementation of education project in Kicukiro District.



### **H<sub>2</sub>1: Quality Assurance has significant influence on implementation of education project**

The hypothesis tested if quality assurance carried a significant influence on implementation of education project in Rwanda, the dependent variable implementation of education project was regressed on predicting quality assurance to test the hypothesis H<sub>1</sub>1: QA significantly influence PII, Quality assurance ( $\beta = 0.197$ ) was found to be positively related to implementation of education project in Kicukiro District. From t-test analysis, the t -value was found to be 8.208, the correlation coefficient  $r=0.567$  and the  $p$ -value 0.000. Statistically, this tell us that the null hypothesis was rejected because  $p<0.05$ . Thus, the study accepts the alternative hypothesis, and it concluded that quality assurance has a significant influence on implementation of education project in Kicukiro District.

### **H<sub>3</sub>1: Quality Control has significant influence on implementation of education project**

The hypothesis tested if quality control carried a significant influence on implementation of education project in Rwanda, the dependent variable implementation of education project was regressed on predicting quality control to test the hypothesis H<sub>1</sub>1: QC significantly influence PII, Quality control ( $\beta = 0.464$ ) was found to be positively related to implementation of education project in Kicukiro District. From t-test analysis, the t -value was found to be 19.333, correlation coefficient  $r=0.799$  and the  $p$ -value 0.000. Statistically, this tells us that the null hypothesis was rejected because  $p<0.05$ . Thus, the study accepts the alternative hypothesis, and it concluded that quality control has a significant influence on implementation of education project in Kicukiro District.

### **CONCLUSION**

Organization should identify their stakeholder needs and strive to provide quality services. Integral quality management practices based on quality planning compel employees to deliver quality service intending to meet stakeholder' satisfaction. An effective project management in an organization should be stakeholder centric hence continuously improve its products and service delivery. Success of an organization is determined by how well stakeholders' needs are understood. Valuing stakeholders more increases value of the organization through profitability, cost reduction and increased market share. Effectiveness of implementation of project increases when quality assurance practices is conducted.

Quality assurance offered, enhances stakeholder loyalty through satisfaction, hence good reputation of organization leading attraction of more funders. Stakeholders' satisfaction and good reputation turns to be cost effective means of marketing the business, therefore profitability and market share of the organization most likely increases.

Management focuses on integrating all individual efforts towards improving performance of an organization. Tangible improvements are measured by reduced costs, human resource developments, new product developments, schedules, and quality. Trust among employees affects the effectiveness of project management.

Commitment by top management and leaders in an organization determine the leadership culture. Effective quality control is influenced by deep involvement of leaders to the organizational strategy, open communication, and cooperation. Quality management implementation improves the organizational performance. Issues related to quality are related to effectiveness of management. The more the issues arise from stakeholders and customers depicts poor management and leadership of an organization. Successful quality control management is highly linked to top management commitment. Lack of continuous improvement in quality management of an organization leads to market share loss to competitors. Therefore, training among staffs is critical to ensure effective implementation of education project and continual improvements.

### **Recommendations**

The following were the recommendations of the study.

1. Organization should concentrate on needs of the stakeholder in order to implement project effectively.
2. For effective continual improvement in project quality management there should be data analysis, audit results and training of staffs. This will reduce errors and mistakes in service delivery.

3. Organizations striving to have effective project quality management should ensure effective communication among departments.
4. Every organization should adopt quality management policy to keep in track of offering best quality services.

#### **Suggestions of Further Studies**

On the basis of what has been found out from this study, the researcher recommends that related studies should be conducted in other related projects and other areas of project management. Also, more studies need to be conducted on other factors that influence effective project implementation in general not focusing on education projects.

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