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**PROJECT MANAGER'S SOFT SKILLS AND SUCCESS OF EDUCATIONAL
PROJECT. A CASE OF WAREHOUSE AND SCHOOL FEEDING PROJECT
IMPLEMENTED BY ADRA-RWANDA, IN KARONGI DISTRICT.**

Author

BARAKA Confiance
UNIVERSITY OF KIGALI
RWANDA

biconfi@gmail.com

Co-Author

Dr. Jean De Dieu DUSHIMIMANA
UNIVERSITY OF KIGALI
RWANDA

jeandedieudushimimana516@gmail.com

ABSTRACT

This study entitled "Project manager's soft skills and success of educational project, a case of Warehouse and school feeding project implemented by ADRA-Rwanda, in Karongi District".

The aim of this study is to investigate the effect of project managers' soft skills on the success of WHSF project of education project, a case of warehouse and school feeding project implemented by ADRA Rwanda in refugee's camps in Karongi District. The study was guided by four specific objectives such as to find out effect of leadership skills on the success of WHSF project implemented by ADRA Rwanda in refugee camps of Karongi District; to investigate effect of conflict management skills on the success of WHSF project implemented by ADRA Rwanda in refugee camps of Karongi District; to determine the effect of motivation skills on success of WHSF project implemented by ADRA Rwanda in refugee camps of Karongi District and to assess effect of communications skills on the success of WHSF project implemented by ADRA Rwanda in refugee camps of Karongi District. The study used both descriptive research design and correlational research design. The study covers 111 employees of Warehouse and School Feeding Project as sample size. Questionnaire and interview guide was used to collect data and finally the study will use descriptive statistics and inferential statistics as method of data analysis. The results revealed that leadership skills have significance positive effect on success of WHSF project implemented by ADRA Rwanda as indicated by $\beta_1 = 0.318$, $p\text{-value} = 0.000 < 0.05$, $t = 4.866$ which implies that an increase of one unit in leadership skills would lead to an increase in success of WHSF project implemented by ADRA Rwanda by 0.186 units. The findings show that conflict management skills have significance positive effect on success of WHSF project implemented by ADRA Rwanda as indicated by $\beta_2 = 0.125$, $p\text{-value} = 0.031 < 0.05$, $t = 2.183$. The implication is that an increase of one unit in conflict management skills would lead to an increase in success of WHSF project implemented by ADRA Rwanda by 0.125 units. The results revealed that motivation skills have significance positive effect on success of WHSF project implemented by ADRA Rwanda as indicated by $\beta_3 = 0.308$, $p\text{-value} = 0.000 < 0.05$, $t = 4.672$ which means that an increase one unit in motivation skills would lead to an increase in success of WHSF project implemented by ADRA Rwanda by 0.308 units. The results revealed that communications skills have significance positive effect on success of WHSF project implemented by ADRA Rwanda as indicated by $\beta_4 = 0.363$, $p\text{-value} = 0.000 < 0.05$, $t = 4.940$. The implication is that an increase one unit in communications skills would lead to an increase in success of WHSF project implemented by ADRA Rwanda by 0.363 units. This implied that, communications skills were more likely to accomplish success of WHSF project. Based on the study findings, the study concluded that project managers' soft skills such as leadership skills; conflict skills; motivation skills and communications skills jointly contribute to 73% change in success of WHSF project implemented by ADRA Rwanda at 95% confidence of internal however conflict management skills had insignificant effect on success of WHSF project implemented by ADRA Rwanda. The study recommend that staff should be encouraged to work in teams through collaborative activities to achieve organizational goals and to assist them work in specific project teams.

Key words: Project manager, soft skills; success of educational project, Warehouse and school feeding project and ADRA-Rwanda.

INTRODUCTION

Background and Research Gap

According to Yang, Huang, and Wu (2015) projects manager plays important role in success of any project. Key pillars of any project management program include profession, planning, and execution. According to Siguroarson (2019), in past project management education mostly focused on hard or technical skills of project manager; but now there is more focus on the inclusion of soft skills in the project manager's education. Generally, the hard skills related to the project management include planning, evaluation, monitoring, scheduling, and risk management. on the other hand, now the soft skills are gaining popularity and include ability to work with different type of people, personality traits, handling stress, leadership, conflict management, and communication (Robles, 2018).

A key characteristic of soft skills is that these skills are intangible and difficult to measure. They are more associated with organizational behavior aspect and dealing with people associated with a particular project (Kirsch, 2020).

Many projects in developing countries encounter considerable time and cost overruns, fail to realize their intended benefit or even totally terminated and abandoned before or after their completion due to poor management skills of project manager at top, middle and low level of management like in USA, community development projects' failure rates between 1994 and 2002 revealed a letdown rate of 40% in 1996 and 15% in 2002. In Saudi Arabia, only 30% of construction projects are completed within schedule, with a standard time overrun of between 10% and 30% (Ika, 2014). In the USA alone demand for project management professionals with the right skills should translate to 6.2 million jobs by the close of this decade (Flannes and Levin, 2015).

Every project in Rwanda, like in every other nation, exists to achieve one or more of the following:

Therefore, achieving more objectives and the success of the WHSF project constitute essential components. Developing countries NGOs whose primary objective is provide support to government in order to eradicating poverty among Rwandan population through project interventions, project management have been embraced as a way to control spending and improve project results (Nyaga, 2014).

LITERATURE REVIEW

Project management soft skill

Soft skills, also referred to as people skills, are necessary for all employment across all industries. Notably in positions of leadership. They consist of the capacity for effective dialogue and trust-building and handle disputes. Managers with knowledge who also possess soft skills may have an advantage properly utilize them. According to Carter *et al.* (2019) project management skills can enhance project sustainability through automation processes, efficiency improvements/increased efficiency and transition or change management processes. Strategically, it is much better if processes are handled proactively. If employees are involved in organization processes, then it becomes easier to lead them since they view it as part of their contribution to the organization. The steps taken by the grant managers determine whether the project is success of WHSF project full or not. It is therefore very important that every decision the leaders take brings some positive impact for the project in order for the project to be success of WHSF project fully productive and achieve its vision.

A good project leader should have the following skills; management skills, communication skills, the capability to work under pressure and in a complex environment, technical skills, decision making skills and interpersonal skills (Bakar *et al.*, 2011). Verma (2010) records the following skills that are vital for grant managers: self-assurance, reliability, emotional strength, positive attitude, flexibility, motivation and maturity.

Leadership skill

Leadership skill is operationalized as the ability and capacity acquired through deliberate, systematic and sustained effort arising through talent, training or practice to smoothly and adaptively carryout complex activities involving ideas (cognitive skills) things (technical skills) and people (human skills) (Awan *et al.*, 2015).

Skill is developed following a cluster approach, such that basic skills are learned first and then combined to form higher-order skills. As a leader, it is important to understand how teams work, and what the characteristics of a good team are. Teams are a constantly changing dynamic force in which objectives are discussed, ideas are assessed and decisions are made in an effort to reach previously set goals. Before working on a particular project, tasks and goals should be clearly defined and understood by everyone on the team. This, along with assigning tasks based on each team member's capabilities, is the responsibility of a leader (Lugusa& Moronge, 2016).

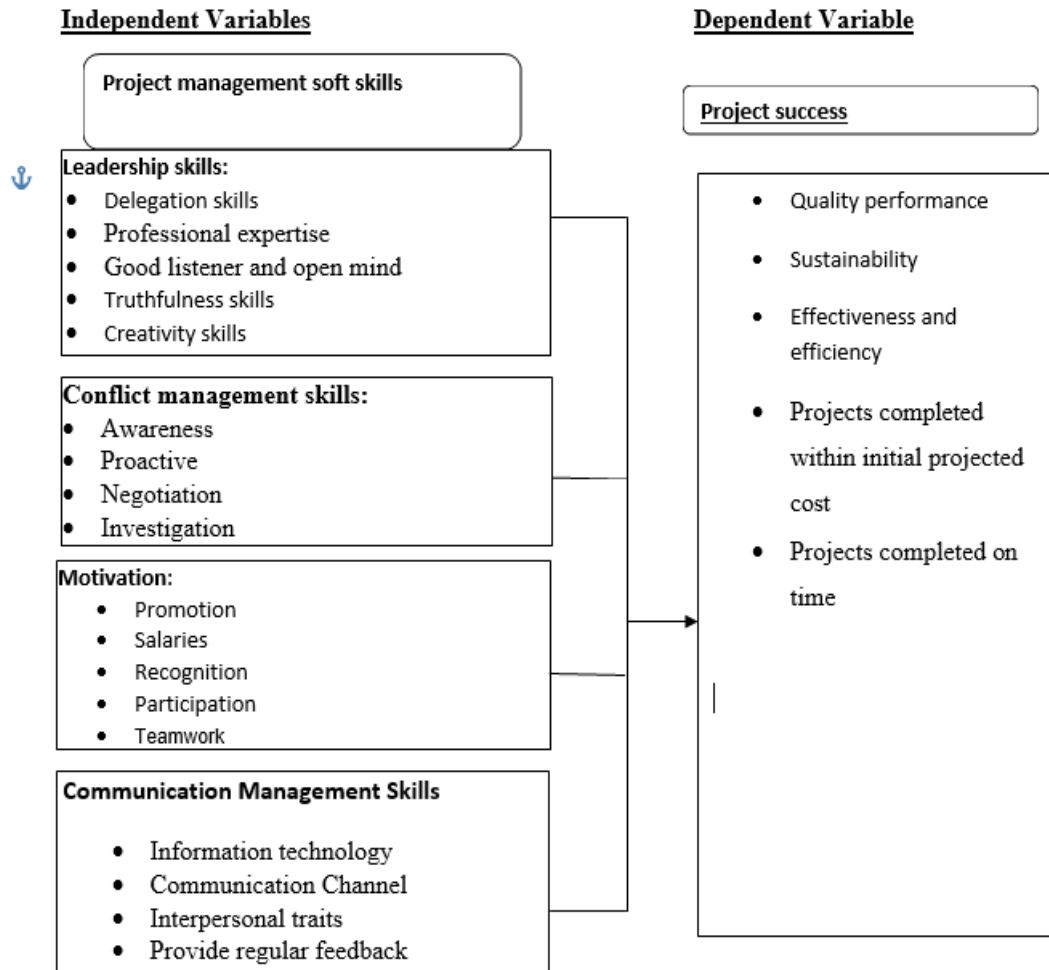
Review of Empirical Evidence

Hassan (2016), did the study on the impact of Managers' Leadership Skills on Construction Project success of WHSF project in Dubai. The aim of this research is to investigate the impact of project managers' leadership skills on the construction project's performance in Dubai. The results revealed that leadership skills are a major factor that differentiates between effective leaders and managers. Moreover, any deficiency in technical skills can be recovered by developing effective leadership skills. Cultural awareness of any member working within the Dubai construction industry proposed to be a key factor in facilitating success of WHSF project. Also, effective leadership is highly attached to peoples' life and the quality of relations developed by the leader. In summary, there are different opinions about effective leadership and the convergence point among these opinions is people oriented and accommodated with the surrounding environment as a key factor for success of WHSF project.

Ngiri (2012) examined the role of leadership skills on the Performance of Rural Development Community-Based Projects in Murang'a South District in Murang'a County. The study employed descriptive research. Stratified sampling of district development officer (DDO) and projects committee members was done. Data was collected using a semi- structured questionnaire, which was administered using drop and pick later method. Data was analyzed using descriptive statistics such as percentages and frequencies. The results indicated that project success of WHSF project is significantly related with leadership skills used by the project managers, monitoring and evaluation, with stakeholders' participation, with planning and with resources adequacy.

THEORETICAL CONCEPTUAL MODEL

The conceptual model here below is drawn to analyze the relationship between independent and dependent variable. The conceptual framework is a breakdown of the variables of the problem under study. From the model in figure 1, the independent variables are the project management soft skills which include leadership skills; conflict skills; motivation skills and communications skills while the dependent variable is project success of WHSF project indicators such as quality performance, sustainability, effectiveness and efficiency, projects completed within initial projected cost and projects completed on time. The conceptual framework shows the identified independent variables that affect the dependent variable are presented in the figure 2.1 below



Source: Researcher, 2022

MATERIALS AND METHODS

The target population for this study included employees of Warehouse and School Feeding Project implemented by ADRA Rwanda. Therefore, the total number of populations used in this study is 111 employees of Warehouse and School Feeding Project (Warehouse and School Feeding Project reports, 2022). This study used census inquiry method; because the whole population under study was used as it was not large and no need to determine sample size. The researcher interacted with all concerned respondents because they possess the information about the issue and its effects of project management skills on success of Warehouse and School Feeding Project

The data was collected by use of the questionnaires which were administered to 111 employees of Warehouse and School Feeding Project implemented by ADRA Rwanda that formed the sample size for the study. The results were collected; editing, coding and entering data into SPSS and tabulation were made in order to present results of our research in a form that is easy for the reader to understand. The study used descriptive statistics and inferential statistics such as correlation analysis and multiple linear regression analysis.

DISCUSSION OF RESULTS

Level of success Warehouse and School Feeding Project

The respondents were asked to rate the statements on the influence of project management skills on performance. From the responses mean and standard deviation were used for ease of interpretation and generalization of findings. The finding is shown on Table 6.5

Table 6.5: Level of success Warehouse and School Feeding Project

| | SD | | D | | N | | A | | SA | | Mean | St. dev |
|--|----|------|----|------|----|-----|----|------|----|------|------|---------|
| | fi | % | Fi | % | fi | % | Fi | % | fi | % | | |
| Warehouse and School Feeding Project always complete within the initial allocated budget | 14 | 12.6 | 17 | 15.3 | 1 | 0.9 | 8 | 7.2 | 71 | 64.0 | 3.95 | 1.55 |
| Warehouse and School Feeding Project final output is of the desired quality | 5 | 4.5 | 5 | 4.5 | 2 | 1.8 | 23 | 20.7 | 76 | 68.5 | 4.44 | 1.05 |
| Warehouse and School Feeding Project complete within the given time frame. | 5 | 4.5 | 5 | 4.5 | 8 | 7.2 | 27 | 24.3 | 66 | 59.5 | 4.30 | 1.08 |
| Warehouse and School Feeding Project are implemented according to the stipulated budget | 6 | 5.4 | 5 | 4.5 | 8 | 7.2 | 31 | 27.9 | 61 | 55.0 | 4.23 | 1.12 |
| The equipment used in performance of project are availed in a timely manner by this organization | 2 | 1.8 | 15 | 13.5 | 4 | 3.6 | 13 | 11.7 | 77 | 69.4 | 4.33 | 1.15 |
| Warehouse and School Feeding Project goals are often met | 19 | 17.1 | 15 | 13.5 | 1 | 0.9 | 17 | 15.3 | 59 | 53.2 | 3.74 | 1.61 |
| Warehouse and School Feeding Project meeting expectation of stakeholders | 3 | 2.7 | 22 | 19.8 | 10 | 9.0 | 32 | 28.8 | 44 | 39.6 | 3.83 | 1.23 |

| | | | | | | | | | | | | |
|--|---|-----|----|------|---|-----|----|------|----|------|-------------|-------------|
| Customer satisfaction was evidenced by direct feedback. | 0 | 0.0 | 12 | 10.8 | 3 | 2.7 | 39 | 35.1 | 57 | 51.4 | 4.27 | .95 |
| The quality of education in refugees camp supported by ADRA Rwanda has been improved from school feeding program | 0 | 0.0 | 9 | 8.1 | 1 | 0.9 | 38 | 34.2 | 63 | 56.8 | 4.40 | .87 |
| Overall Mean | | | | | | | | | | | 4.22 | 1.12 |

Source: Primary data, 2022

The findings from the table 6.5, indicate that 12.6% of respondents strongly disagreed, 15.3% of respondent disagreed and 0.9% of respondents were neutral whereas 7.2% of respondents agreed and the majority 64% of respondents strongly agreed that Warehouse and School Feeding Project always complete within the initial allocated budget as shown with high mean score of 3.95 and standard deviation of 1.55 which implies that there is strong evidence of existing fact and large deviation from the mean (heterogeneity) responses.

The findings from the table 6.5, indicate that 4.5% of respondents strongly disagreed, 4.5% of respondent disagreed and 1.8% of respondents were neutral whereas 20.7% of respondents agreed and the majority 68.5% of respondents strongly agreed that Warehouse and School Feeding Project final output is of the desired quality as shown with high mean score of 4.44 and standard deviation of 1.05 which implies that there is strong evidence of existing fact and large deviation from the mean (heterogeneity) responses.

The findings from the table 6.5, indicate that 4.5% of respondents strongly disagreed, 4.5% of respondent disagreed and 7.2% of respondents were neutral whereas 24.3% of respondents agreed and the majority 59.5% of respondents strongly agreed that Warehouse and School Feeding Project complete within the given time frame as shown with high mean score of 4.30 and standard deviation of 1.08 which implies that there is strong evidence of existing fact and large deviation from the mean (heterogeneity) responses.

The findings from the table 6.5, indicate that 5.4% of respondents strongly disagreed, 4.5% of respondent disagreed and 7.2% of respondents were neutral whereas 27.9% of respondents agreed and the majority 55% of respondents strongly agreed that Warehouse and School Feeding Project are implemented according to the stipulated budget as shown with high mean score of 4.23 and standard deviation of 1.12 which implies that there is strong evidence of existing fact and large deviation from the mean (heterogeneity) responses.

The findings from the table 6.5, indicate that 1.8% of respondents strongly disagreed, 13.5% of respondent disagreed and 3.6% of respondents were neutral whereas 11.7% of respondents agreed and the majority 69.4% of respondents strongly agreed that the equipment used in

performance of project are availed in a timely manner by this organization as shown with high mean score of 4.33 and standard deviation of 1.15 which implies that there is strong evidence of existing fact and large deviation from the mean (heterogeneity) responses.

The findings from the table 6.5, indicate that 17.1% of respondents strongly disagreed, 13.5% of respondent disagreed and 0.9% of respondents were neutral whereas 15.3% of respondents agreed and the majority 53.2% of respondents strongly agreed that Warehouse and School Feeding Project goals are often met as shown with high mean score of 3.74 and standard deviation of 1.61 which implies that the fact appear more and large deviation from the mean (heterogeneity) responses.

The findings from the table 6.5, indicate that 2.7% of respondents strongly disagreed, 19.8% of respondent disagreed and 9% of respondents were neutral whereas 28.8% of respondents agreed and the majority 39.6% of respondents strongly agreed that Warehouse and School Feeding project meeting expectation of stakeholders as shown with high mean score of 3.83 and standard deviation of 1.23 which implies that the fact appear more and large deviation from the mean (heterogeneity) responses.

The findings from the table 6.5, indicate that 10.8% of respondents disagreed and 2.7% of respondents were neutral whereas 35.1% of respondents agreed and the majority 51.4% of respondents strongly agreed that customer satisfaction was evidenced by direct feedback as shown with high mean score of 4.27 and standard deviation of 0.95 which implies that there is strong evidence of existing fact and large deviation from the mean (heterogeneity) responses.

The findings from the table 6.5, indicate that 8.1% of respondents disagreed and 0.9% of respondents were neutral whereas 34.2% of respondents agreed and the majority 56.8% of respondents strongly agreed that the quality of education in refugees camp supported by ADRA Rwanda has been improved from school feeding program as shown with high mean score of 4.40 and standard deviation of 0.87 which implies that there is strong evidence of existing fact and large deviation from the mean (heterogeneity) responses.

Briefly, the overall views of respondents on the statements regarding to the level of project success of WHSF project implemented by ADRA Rwanda was at very high mean = 4.22 and standard deviation of 1.12 which implies that there is strong evidence of existing fact that the level of success of WHSF project implemented by ADRA Rwanda has been improved at very high extent over the last 4 years. Some of the management team expressed the factors that affecting the Performances of WHSF project as follow. The satisfactory performance of the organization is mainly attributed to such factors as good leaders aimed to accomplish their duties, had skilled professionals and consistency of financial sources. Similarly, since each member's involvement is unavoidable with responsibility clearly obvious, personal initiative and ownership of the project is manifested. Teamwork in construction has been widely researched by

a number of researchers (Baiden, 2006), and the findings have clearly illustrated that best construction project performance is achieved when the whole project team is fully integrated and aligned with project objectives.

Correlation Analysis

This section of the study sought to establish the significance, direction and strength of the linear relationship between project managers 'soft skills such as leadership skills; conflict skills; motivation skills and communications skills as independent variables and success of WHSF project implemented by ADRA Rwanda as dependent variable. The structuring of the questionnaire in a five-point Likert scale enabled the responses to be computed into composite scores of their means for all the study variables. The composite mean scores for the independent variables were correlated with the composite mean scores for the dependent variable. Pearson correlation coefficient was utilized in examining the relationships.

| | | X ₁ | X ₂ | X ₃ | X ₄ | Y |
|---|---------------------|----------------|----------------|----------------|----------------|---|
| X1=Leadership skills | Pearson Correlation | 1 | | | | |
| X2= Conflict management skills | Pearson Correlation | .396** | 1 | | | |
| X3= Motivation skills | Pearson Correlation | .538** | .358** | 1 | | |
| X4= Communications skills | Pearson Correlation | .446** | .265** | .658** | 1 | |
| Success of WHSF project implemented by ADRA | Pearson Correlation | .673** | .445** | .754** | .713** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed). **Source:** Primary data, 2022.

The results from the table 6.6, revealed that there is moderate positive significant linear relationship between leadership skills and success of WHSF project implemented by ADRA Rwanda at $r = 0.673^{**}$; $p\text{-value} = 0.000 < 0.01$. This means that leadership skills had a positive impact on success of WHSF project implemented by ADRA Rwanda. This confirms the results of Wideman and Shenhar (2016) study who observed that flexibility in adapting styles to the situation is important since no particular leadership style can accommodate all circumstances. They concluded that inflexibility by project managers demoralizes the team and lead to project failure (Kliem, 2016).

Multiple Linear Regression Model

With this test, it was assumed that the kind of relationship that exists between independent and dependent variables is linear. To ascertain this, and to know the extent to which the predictors affect success of WHSF project implemented by ADRA Rwanda, regression test was carried out; the predictors in this case include; leadership skills; conflict skills; motivation skills and communications skills while dependent variable is success of WHSF project implemented by ADRA Rwanda. The findings are presented in table 4.11 below.

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .860 ^a | .740 | .730 | .26509 |

a. Predictors: (Constant), X4= Communications skills, X2= Conflict management skills, X1=Leadership skills , X3= Motivation skills

Findings established an R-squared value of 0.740. This meant that when all the independent variables were taken together, they gave an R-squared value of 0.740 (74.0%). Thus, the independent variables (communications skills, conflict management skills, leadership skills and motivation skills) taken together could account for up to 74.0% of the total variation in success of WHSF project implemented by ADRA Rwanda at 95% of confidence interval. Additionally, this therefore means that factors not studied in this research contribute 26% of success of WHSF project implemented by ADRA Rwanda.

Regression coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .438 | .297 | | 1.476 | .143 |
| | X1=Leadership skills | .318 | .065 | .299 | 4.866 | .000 |
| | X2= Conflict management skills | .125 | .057 | .120 | 2.183 | .031 |
| | X3= Motivation skills | .308 | .066 | .334 | 4.672 | .000 |
| | X4= Communications skills | .363 | .073 | .328 | 4.940 | .000 |

a. Dependent Variable: Success of WHSF project implemented by ADRA

Source: Primary data, 2022

The equation ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$) The established regression equation becomes;

$Y = 0.438 + 0.318X_1 + 0.125X_2 + 0.308X_3 + 0.363X_4 + \varepsilon$ Where: Y= Project Performance, X1= Leadership skills, X2= Conflict management skills, X3= Motivation skills, X4= Communications skills and ε = Error Term

From the findings of the regression analysis if all factors (communications skills, conflict management skills, leadership skills and motivation skills) were held constant, project performance would be at 0.438

The regression results revealed that leadership skills have significance positive effect on success of WHSF project implemented by ADRA Rwanda as indicated by $\beta_1 = 0.318$, p-value=0.000<0.05, t=4.866. The implication is that an increase of one unit in leadership skills would lead to an increase in success of WHSF project implemented by ADRA Rwanda by 0.186 units. The findings confirm recommendation from the study by International Centre for complex project management specifying that the project leaders must recognize nowadays that transformational shift from non-informative to interlinked information age. There is need for skills from project teams' that is needed in order to improve the performance in an increasing complex and competitive environment (Remington, 2011). Another study by Prakash between (2016) specified that leadership behaviors are flexible and leadership styles should be altered in different circumstances/situations. It was clear that successful project managers employ a great deal of flexibility in their use of leadership approaches. The results also showed that relationship-oriented project managers are abler to leverage the transformational leadership approach.

CONCLUSION & RECOMMENDATIONS

Based on the study findings, the study concluded that project managers' soft skills such as leadership skills; conflict skills; motivation skills and communications skills jointly contribute to 74% change in success of WHSF project implemented by ADRA Rwanda at 95% confidence of internal however conflict management skills had insignificant effect on success of WHSF project implemented by ADRA Rwanda. The study concluded that project organization that practice effective communication skills have got higher chances of realizing their objectives success of WHSF project. The results indicate that communication channels, communication practices and communication planning have statistically significant effect for effective project team.

Based on the results of the survey and the testing of the hypotheses, the authors recommend the following:

The recommendations of this study were derived from the conclusions that all the independent variables significantly influence project performance which was measured by the constraint of time, scope and cost. Poor or lack of application of soft leadership skills by the project manager

in all aspects of running a project influence project performance. The following were the recommendations of this study.

The study recommends that staff should be encouraged to work in teams through collaborative activities to achieve organizational goals and to assist them work in specific project teams. This should entail teambuilding activities and exercises among staff in the different departments. It is one thing to have a team but it is yet another to get intended yield from the team and the difference lies in team composition. Disputes are inevitable in any social organization. However, disputes are detrimental to project health and hence they should be quickly settled before advancing into conflicts. This is more important to community-based project whose values are based on the sound principles of community and cooperation spirit.

For the success of WHSF project the team should handle all its conflicts constructively and respectfully. Team members should treat and support each other honestly, sincerely and with respect. There is need for project managers to diversity and integrate both intrinsic and extrinsic motivation approaches for holistic satisfaction of the team members. Such a reform would build morale to individual team members and creating a favorable team environment for optimum production. In addition, project team leaders should focus on positive reinforcement rather than punishing the constraints which sometimes may be beyond individual's effort.

There is also need for a formalised structure of rewarding the employees as such employees will not again have to struggle with the idea of being rewarded less than others with whom they are at the same organisational level. Furthermore, outstanding performance of the employees should be fairly and justly rewarded so that the employees can perform better in seasons to come.

Based on the results from communication skills, It was therefore recommended that project managers should be trained on communication skills every quarter of a year. Additionally, it was recommended that written communication should be adopted as the formal mode of communication when implementing projects. It was also recommended that project managers should use formal language and practice precision when communicating project information to ensure clarity and concision of information received.

SUGGESTION FOR FURTHER RESEARCHER

This study investigated on project manager's soft skills and success of educational project with reference to warehouse and school feeding project implemented by ADRA-Rwanda, in Karongi District, Rwanda. The study suggests that further research to be done on inter-organizational factors facing success of educational project. Since, there are others factors contribute 27% in success of WHSF project implemented by ADRA Rwanda.

- 1) Effect of trust-building on success of educational project in Rwanda
- 2) Effect of decision-making on success of educational project in Rwanda
- 3) Effect of time management on success of educational project in Rwanda.

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APPENDICES

Table 4.12: ANOVA

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 21.206 | 4 | 5.302 | 75.441 | .000 ^b |
| | Residual | 7.449 | 106 | .070 | | |
| | Total | 28.655 | 110 | | | |

a. Dependent Variable: Success of WHSF project implemented by ADRA

b. Predictors: (Constant), X4= Communications skills, X2= Conflict management skills, X1=Leadership skills, X3= Motivation skills

Source: Primary data, 2022

Table 4.11: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .860 ^a | .740 | .730 | .26509 |

a. Predictors: (Constant), X4= Communications skills, X2= Conflict management skills, X1=Leadership skills, X3= Motivation skills

Source: Primary data, 2022

Table 4.13: Regression coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .438 | .297 | | 1.476 | .143 |
| | X1=Leadership skills | .318 | .065 | .299 | 4.866 | .000 |
| | X2= Conflict management skills | .125 | .057 | .120 | 2.183 | .031 |
| | X3= Motivation skills | .308 | .066 | .334 | 4.672 | .000 |
| | X4= Communications skills | .363 | .073 | .328 | 4.940 | .000 |

a. Dependent Variable: Success of WHSF project implemented by ADRA

Source: Primary data, 2022

The equation ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$) The established regression equation