



PROJECT PLANNING AND SUSTAINABILITY OF RWANDA EDUCATION ASSISTANCE PROJECT IN RWAMAGANA DISTRICT

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ABSTRACT

This research is investigating the effect of project planning on sustainability of education projects in Rwanda, a case of Rwanda Education Assistance Project. This research was achieved the following objectives: to evaluate the effect of project objective on project sustainability of Rwanda Education Assistance Project, to examine the effect of project design system to the project sustainability in Rwanda Education Assistance Project, to investigate the effect of activities identification to the project sustainability in Rwanda Education Assistance Project and to evaluate the effect of reporting system on project sustainability in Rwanda Education Assistance Project. The theory of constraints is a set of management tools. "The theory is applicable in many areas including project management and performance measurement among many others. To future scholars the study was widen up the range of knowledge on the field of education hence contributing additional literature based on the findings obtained from the field by the researcher during the data collection activity. Thus a sample size was 151 respondents". "The study was adopt primary and secondary data to get all information needed in this study, the quantitative data was analyzed using descriptive and inferential statistics after running the data collected through the Statistical Package for Social Sciences". The results indicate that project planning have positive and significant effect on sustainability of education projects at Rwanda Education Assistance Project it shows that 1 unit increase in project objective will lead to 0.376 increase on sustainability of education projects, it shows that 1 unit increase in project design system will lead to 0.243 increase on sustainability of education projects, it shows that 1 unit increase in activities identification will lead to 0.267 increase on sustainability of education projects, it shows that unit increase in reporting system will lead to 0.197 increase on sustainability of education projects. From the analysis and discussion of the result, it is undoubted that research question and objective of this research was clearly addressed. The strengths found in this research study were a strong positive relationship between the project planning factors which allows the project sustainability. The strong significant correlation exists again between the project scope, budget plan and communication plan which allows for the project sustainability especially Rwanda Education Assistance Project in project short, medium and long term goals and the evaluation and comparison based only on the project sustainability. The researcher further recommends that the government of the republic of Rwanda should help in motivation based organizations to know the benefits of planning through different organized planning among other Joint action forum. Leaders in various projects should ensure that they manage project in the best ways that are able to lead and sustainability. The researcher recommended that all projects should concentrate on planning in order to evaluate their short, medium and long-term impact on sustainability; this is so because planning helps projects to know the environment in which they are operating and how to go about it.

Key words: project planning, sustainability, education projects, project objective, project design system, reporting system.

INTRODUCTION

In Rwanda many of government and private projects are established and run well, but some of them have continuously not sustained as expected, Rwanda is among the Countries where the government puts a lot of money and efforts to develop all aspect of project planning yet their failure persists in some and government projects. The government of Rwanda has created a lot of development projects for different areas and she put a lot of energy in those projects to succeed. The pressure from different donors at times forces the project managers to act beyond the normal management principles (Belagis, 2018). It is time to work towards a sustainable development ; where everything possible should be done to ensure that all education projects can contribute to excellent performance of students as well as its sustainability. It is seemed that 25% of the project failed due to the poor planning that affect negatively its sustainability looking for examples like feeding project for some schools and also strategic planning has taken a central point which affects its sustainability. According to (ADRA Report, 2016) One laptop per child project has failed to achieve its objectives due too poor planning and 45% project planning has taken a central role to facilitate the promotion of sustainability. Rwanda Education Assistance Project capacity has embraced this so as to boost its sustainability. The researcher investigated if the projects follow, Project objective, Project design, Activities identification and reporting system for their sustainability (King, 2013). This research was evaluate project planning systems in public and private institutions, concluded the strong project planning team was needed for achievement of the project sustainability. This research was set therefore to assess the effects of project planning on project sustainability in Rwanda with reference of Rwanda Education Assistance Project.

Objectives of the Study

The objective of the study was categorized as general and specific objectives as shown below:

General Objectives

The general objective of this study is to assess the contribution of project planning and project sustainability in Rwanda.

Specific Objectives

- i. To evaluate the effect of project objective development on project sustainability of Rwanda Education Assistance Project.
- ii. To examine the contribution of project design system to ensure project sustainability in Rwanda Education Assistance Project.
- iii. To investigate the contribution of activities identification to ensure project sustainability in Rwanda Education Assistance Project.
- iv. To evaluate the effect of reporting system on project sustainability in Rwanda Education Assistance Project.

Research hypotheses

H₀1: There is no significant effect of project objective on project sustainability of Rwanda Education Assistance Project.

H₀2: There is no significant contribution of project design system to ensure project sustainability in Rwanda Education Assistance Project.

H₀3: There is no significant contribution of activities identification to ensure project sustainability in Rwanda Education Assistance Project.

H₀4: There is no significant contribution of reporting system on small project sustainability in Rwanda Education Assistance Project.

LITERATURE REVIEW

During the review of relevant literature, the researcher has encountered various published critical studies related to the contribution of project planning on project sustainability in Rwanda, Rwanda Education Assistance Project in Rwamagana District was used as case study. Therefore, the researcher reviewed related theoretical and empirical literature to project planning as independent variable and project sustainability as dependent variable.

The effect of project objective development on project sustainability

When the opening key-note presentation of the 2008 World Congress of the Widespread Wander Organization Association (IPMA), called upon the expand organization calling to take obligation for sustainability (McKinlay, 2018), the thought of the guidelines of practicality in expand organization was still in its most punctual stages. A number of makers, for case Brent and Labuschagne (2016), Labuschagne and Brent (2018) and Pade, Mallinson and Sewry (2018), were performing considers on the subject, and the Alliance for Amplify Organization seen that the planet soil is in a perilous position with a run of vital viability threats and Project and Program Supervisors are through and through put to form commitments to Viable Organization practices (Association for Wander Organization, 2016). Be that because it may, Gareis, Huemann and Martinuzzi, observed in 2009, that Sustainable change in brief organizations such as wanders and programs is rarely considered (Gareis et al, 2015). And Eid concluded that the benchmarks for expand organization fail to really address the practicality agenda (Eid, 2017).

More as of late, Silvius and Tharp (2013) concluded that the relationship between supportability and wander organization is picking up momentum which the lion's share of studies was dispersed inside the ultimate four a long time (Silvius & Tharp, 2013). This creating thought for the thought of maintainability in expand organization is engaging, be that because it may, it in addition bears a number of challenges as the concept of supportability is caught on by instinctive, but troublesome to express in concrete, operational terms (Briassoulis, 2001). The substance and understanding of corporate practicality as well changes concurring to the setting (van Marrewijk, 2016). With bits of information and data making, Silvius (2016) concludes that an graph is required. This article focuses to contribute to this graph by giving a organized review of the available composing on supportability and amplify organization.

The effect of project design system to the project sustainability

A really maintainable foundation extend must incorporate not only social contemplations for the ultimate clients but too contemplations such as the project's affect on the encompassing community and the security, wellbeing, and instruction of the workforce. Venture plan hones include venture distinguishing proof, extend detailing, extend usage arranging as well as extend observing & assessment arranging (PMI, 2008). Venture Distinguishing proof involves earmarking the venture to be embraced based on wants to be satisfied (PMI, 2008). The potential for distinguishing proof of adjust venture plan would take a driving edge approach to coordinated venture maintainability into critical in instruction ventures. Extend detailing includes could be a brief, correct explanation of a venture to set the boundaries or limits of work to be performed by the extend. It could be a formal report that gives a particular personality of the extend and exact meaning of venture work to avoid strife, perplexity, or cover. Planning a extend requires an forthright venture. All things considered, the fewer individuals are willing to contribute in planning their venture, the higher the hazard of compromising its quality when the time for execution comes.

In spite of the fact that the subject of supportability is still on a rising incline, given the scope of this paper existing literary works will be accumulated, inspected and utilized as a foundation understanding for afterward discourses (Trust, 2012). After these, the significance of economic improvement inside the ventures administrations setting would be clarified. It'll also consider many technics and strategies that are ordinarily utilized when actualizing sustainable development within the venture administration setting. This exposition looks for to set up a relationship between venture plan and supportability hone, centering more on regions such as; the environment, the society and the economy. Hence, at distinctive segments inside this paper, tests would be located from these three different focuses of see. In expansion to these the paper would see into the existing schools of contemplations that are opposite to hone of economic improvement.

The effect of activities identification to the project sustainability

It took until the second half of the 20th century before the concerns about activities identification on sustainability and sustainable development became broadly recognized as a political, societal and managerial challenge (Dyllick and Hockerts, 2012). The 1972 book "The Limits to Growth" (Meadows et al., 2012) predicts that the exponential growth of world population and world economy will result in overshooting our planet's capacity of natural resources. Today, it is estimated that per year, our current society uses between 1.5 to 1.6 times earth's annual bio capacities (Toderoiu, 2014). Development towards a sustainable society therefore requires change (Silvius et al., 2012) and projects are important 'instruments of change' in realizing a more sustainable society (Marcelino-Sádaba et al., 2015).

This relationship between sustainability and activities identification is being addressed in a growing number of studies and publications (Silvius and Schipper, 2014; Aarseth et al., 2016), and sustainability can be considered one of the emerging schools of thought in project management (Pasian and Silvius, 2016). In fact, 'Green' or 'sustainable' project management' is identified as one of the most important global project management trends today (Alvarez-Dionisi et al., 2016). This growing attention for 'Sustainable project management', bears some challenges, for example how the concepts of sustainability can be practically operationalized in the context of projects. For this specific purpose, several instruments have been developed in recent years, for example the Sustainability Management Plan (GPM Global, 2014; Silvius, 2015), the Sustainable Footprint Methodology (Oehlmann, 2014), and the SPM3 maturity model (Silvius and Schipper, 2015). However, experiences with the application of these instruments in real-life projects are still undocumented.

The earlier mentioned "Limits to Growth" report, fueled a public debate, leading to installation of the UN 'World Commission on Development and Environment named the Brundtland Commission after its chair. In their report, the Brundtland commission defines sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development, 1987). By stating that "In its broadest sense, sustainable development strategy aims at promoting harmony among human beings and between humanity and nature", the report implies that sustainability requires also a social and an environmental perspective, next to the economic perspective, on development and performance. In his book "Cannibals with Forks: the Triple Bottom Line of 21st Century Business", John Elkington identifies, this as the 'Triple Bottom Line' (TBL) or 'Triple-P (People, Planet, Profit)' concept: Sustainability is about the balance or harmony between economic sustainability, social sustainability and environmental sustainability (Elkington, 2017).

The effect of reporting system on project sustainability

This highlights early tries of presenting the spatial and worldly component of announcing framework in extend administration hones. In spite of the truth that the creators title as it were two out of the eight standards display in extend administration writing, their work briefly touches upon other maintainability related contemplations to be made. Labuschagne & Brent (2014) contend that extend assessment criteria centers on monetary markers with exceptionally restricted questions on natural components and no say of social components. Hence their commitment to the field is made

through the advancement of a show to survey ventures based on the triple foot line definition of supportability.

Besides, detailing framework as portion of social maintainability, the creators (2004) highlight partner interest as critical criteria to evaluate, whereas contending that organizations ought to be responsible for the affect they apply over the triple P. In an endeavor to relate feasible improvement to extend administration whereas indicating out challenges and possibilities to its usage, (Gareis et al, 2009) separate content-related definitions of economical advancement from process-related one. The creators contend that the previous show less significance to the think about of supportability integration in venture administration as they are centered on substance of ventures and their comes about instead of the administration of them. By differentiate the last mentioned give for the directing standards of economical improvement, which coincide with the basics proposed by (Labuschagne & Brent, 2014) with an extra accentuation on values and morals as well as hazard lessening rather than responsibility.

Theoretical Framework

Theoretical framework involves the review of theories underlying the study topic. Theories covered in this study include: Theory of constraints, theory of change and allocation of resource theory.

Theory of Constraints

The hypothesis of imperatives may be a set of administration instruments made by Eliyahu Goldratt in 1984. The hypothesis is appropriate in numerous ranges counting venture administration and execution estimation among numerous others (Blackstone, 2010). The hypothesis makes different organizations to recognize the foremost critical imperatives or bottlenecks in their forms and frameworks, and managing with them in arrange to move forward execution. Concurring to Goldratt (2004), organizational execution is directed by imperatives show in forms and frameworks. Limitations are limitations that prevent an organization from maximizing its execution and accomplishing its objectives and goals (Goldratt, 2004). He states that limitations can include arrangements, gear, data, supplies or indeed individuals, and can be either inner or outside to an organization.

Theories of change

This study was guide by theory of change developed by Kusters in 2000. The theory of change assist managers to have clarity outcome chain(s) and explains which strategies have been selected, why this set of strategies and no other strategies, and how they are expected to unfold. Theory of change help to design and focus the planning framework in an early stage of the design process and not in the early implementation phase as is often the case. The main actors, critical assumptions, intended outcomes and some key indicators are available as a basis for the planning framework. As the theory of change process enhances the understanding of stakes and stakeholders, this will assist in thinking through the utilisation of planning activities and lessons and increase the consequence awareness. Planning is usually understood as tracking progress against plans, milestones and what we expect to happen. With theory of change managers take a broader perspective, also looking at the problem the programme is addressing, the wider context and changes in the relationships between the main actors and unintended outcomes. Revisiting the assumptions that have been made at the start during programme implementation is of great importance to know if they prove to be valid. If not, it may be necessary to adapt the strategy, or review the theory of change. Theory of change is helpful to not only measure outcomes but also to understand the role of project and other factors in contributing to outcomes. Evaluation usually takes place either as a mid-term review, towards the end of a project or some time afterwards. A main objective of a mid-term review is checking if the project is contributing to the intended change in line with the underlying theory of change. Formative evaluations would typically also have an open eye to revise the theory of change, whereas summative evaluations would study if lessons learned can be up-scaled or transferred to other domains of practice.

Allocation of Resource Theory

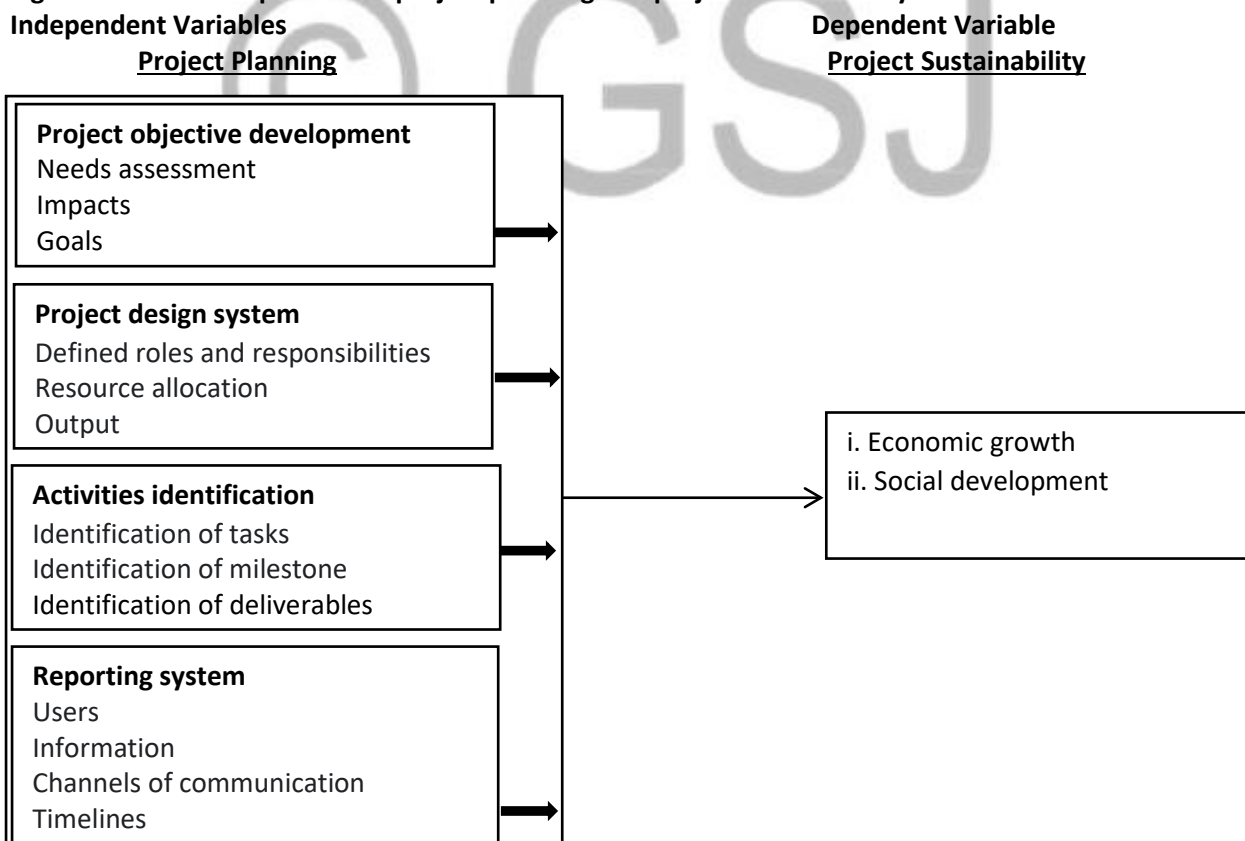
Allocation of resource theory was developed by Peteraf and Barney (2015). It is concerned with the discovery of how nations, corporate, entrepreneurs or individuals distribute financial resources through budget management process to attain financial goals. For corporate economic resource to attain sustained competitive advantage, it should have the following qualities: priceless, rare, imperfectly imitable and non-substitutable. This calls for use of budget management systems to allocate those scarce economic resources in government institutions (Anantadjaya, 2018).

The economic concept of resource allocation is an important area of study in an organization using the invisible hand theory. Under invisible hand theory, the allocation of resources is done through competition, supply and demand by individuals and corporate (Peteraf, 2014). “Corporates distribute financial resources through budgeting in their attempts to meet predetermined financial targets”. Therefore, the allocation of resource theory, help organizations in allocating financial resources at their disposal through budget management system and financial resources help a project to sustain for long as well to achieve their goals.

Conceptual Framework

A conceptual framework is a diagrammatical research tool intended to assist the researcher to develop awareness and understanding of the situation under project planning on project sustainability with the case of Rwanda Education Assistance Project in Rwamagana District from the study. It can be defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation”. “The interconnection of these blocks completes the framework for certain expected outcomes”. “An independent variable is one that is presumed to affect or determine a dependent variable”. The fundamental aim of project planning is to generate a perspective on the way in which critical issues relating to people can be addressed and other point which can help project sustainability.

Figure 1: Relationship between project planning and project sustainability



Source: Researcher, 2022

RESEARCH METHODOLOGY

This section tries to explain how the study was conducted. It is made up of methods, techniques of data collection, source of information and approaches both qualitative and quantitative that was

used in the study. For any research carried out, the choice of methods and techniques to be used should depend on the objectives and purpose it has.

Research Design

An investigation plan alludes to the arrangement of activity the analyst extraordinary to utilize to reply the investigation questions defined out of particular destinations of the ponder in arrangement to get it how the extend arranging on extend maintainability in Rwanda at Rwanda Instruction Help Venture. Clear inquire about plan was utilized to depict characteristics of a marvel to be examined Duttolph (2011). The analyst was depict the circumstance or handling detail. A expressive explanatory approach was utilized in arrangement to decipher information. Subsequently, both quantitative survey and subjective meet inquire about methods were utilized by researcher in arrangement to gather information data related to the targets of the consider.

Profile of Rwanda Education Assistance Project

Since June 2008, Rwanda Education Assistance Project (Harvest) a enlisted 501 organization within the Joined together States and a locally enrolled non-profit in Rwanda has been working with rustic open schools, the community, and the nearby government in Musha Segment of the Rwamagana Area in Rwanda.

Target Population

Sarah 2012 in Julius (1990) said that population is a group of people of organization, objects or events, about which the researcher wants to, draw a conclusion. Population was the employees, students and teachers of Rwanda Education Assistance Project in Rwamagana District and staff of Rwamagana that are responsible of education which was comprised by 244 population (Harvest).

Sample Size and sampling technique

There are numerous ways of calculating test measure, but the analyst may have to be calculate the vital test measure for a distinctive combination of levels of exactness, certainty, and changeability. The analyst was utilized by Glenn Lowry (2002) equation, that equation is the taking after:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the test estimate, N is the populace measure, and e is the level of accuracy. Here we got to note that the level of exactness or level of edge blunders is at a most extreme satisfactory level of 0.05. So, the over equation was gotten to be as the taking after:

$$n = \frac{N}{1 + N(e)^2} = \frac{244}{1 + 244(0.05)^2} = 151 \text{ Respondents}$$

Table 1: Target population as representatives people

Participants	Target Population	Sample design	Sample selection method
Students from Rwanda Education Assistance Project	188	121	Simple random
Management of Rwanda Education Assistance Project	46	22	Purposive
Staff from Rwamagana District	10	8	Purposive
Total	244	151	

Source: RAEP, 2022

Data Collection Instruments

Data collection is the systematic gathering of data using a specified scientific process (Cooper, Schindler, 2014). Poor selection of data collection methods affects the collected data. Research was adopted the questionnaire for collecting primary data and documentation review to collect secondary data.

Data Analysis

The data was collected from the returned copies of the questionnaire was processed by using the statistical Product for Service Solution (SPSS) version 20. It was enable used of frequency, percentage, mean scores and standard deviation for the analysis of descriptive statistics and multiple regression analysis for the inferential statistics of the data was obtained. The inferential statistics were also employed to help in doing analysis of the project planning on project sustainability, and they also **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the detailed findings of the objectives which the researcher sought to achieve. This section showed the perceptions of the respondents based on the following objectives and research questions: The general objective of this study is to assess the effect of project planning on sustainability of education projects in Rwanda. Specifically, this research achieved the following objectives: to evaluate the effect of project objectives development on project sustainability of Rwanda Education Assistance Project, to examine the effect of project design system to the project sustainability in Rwanda Education Assistance Project, to investigate the effect of activities identification to the project sustainability in Rwanda Education Assistance Project and to evaluate the effect of reporting system on project sustainability in Rwanda Education Assistance Project

Table 2: Perceptions of respondents on project objectives development to project sustainability of Rwanda Education Assistance Project

Statements	N	Mean	Std. Deviation
Setting goals and objectives for projects leads sustainability of Rwanda Education Assistance Project and It's help to identify the destination and also provide a road map for getting positive results of Rwanda Education Assistance Project.	151	4.5500	.944
Project objective brings sustainable innovation at Rwanda Education Assistance Project and Project objective brings competitive advantage and environmental policies and resources saving at Rwanda Education Assistance Project	151	4.6500	.933
Average		4.39	1.105

Source: Primary Data (2022)

The findings in table 2 indicated that for the first statement that stated that "Setting goals and objectives for projects leads sustainability of Rwanda Education Assistance Project and It's help to identify the destination and also provide a road map for getting positive results of Rwanda Education Assistance Project" the respondents agreed with a mean of 4.55 and standard deviation of .94451 with the statement. This indicated that the respondents agreed with the statement as indicated by the mean and heterogeneity of answers as indicated by the standard deviation where the respondents had same opinions of the statement.

The second statement evaluated was "Project objective brings sustainable innovation at Rwanda Education Assistance Project and Project objective brings competitive advantage and environmental policies and resources saving at Rwanda Education Assistance Project" where the respondents agreed with a mean of 4.65 and standard deviation of .9333. This indicated that the respondents agreed with the statement as indicated by the strong mean and heterogeneity of answers as indicated by the standard deviation where the respondents had different opinions of the statement.

On average the respondents agreed with a mean of 4.39 and standard deviation of 1.1051 with project objective development on project sustainability of Rwanda Education Assistance Project.

Table 3: Perceptions of respondents on project design system to the project sustainability in Rwanda Education Assistance Project

Statements	N	Mean	Std. Deviation
Understanding the designing of system helps to prevent ambiguity, maintain consistency and branding at Rwanda Education Assistance Project and It's help to know mission and vision of project at Rwanda Education Assistance Project	151	2.0500	1.276
Project design system seeks to reduce negative impacts on the environment, and the health and comfort of building occupants at Rwanda Education Assistance Project and Project design system seeking for improvement to build performance of Rwanda Education Assistance Project	151	3.6000	1.759
Average		3.825	1.517

Source: Primary Data (2022)

The findings in table 3 indicated that for the statement that “Understanding the designing of system helps to prevent ambiguity, maintain consistency and branding at Rwanda Education Assistance Project and It's help to know mission and vision of project at Rwanda Education Assistance Project” the respondents strong agreed with a mean of 2.05 and standard deviation of 1.276 with the statement. This indicated that the respondents strong agreed with the statement as indicated by the strong mean and heterogeneity of answers as indicated by the standard deviation where the respondents had different opinions of the statement.

The second statement was “Project design system seeks to reduce negative impacts on the environment, and the health and comfort of building occupants at Rwanda Education Assistance Project and Project design system seeking for improvement to build performance of Rwanda Education Assistance Project” where the respondents agreed with a mean of 3.6 and standard deviation of 1.75. This indicated that the respondents agreed with the statement as indicated by the strong mean and heterogeneity of answers as indicated by the standard deviation where the respondents had different opinions of the statement.

On average the respondents agreed with a mean of 3.825 and standard deviation of 1.517 with the project design system has used a lot as far as respondents are concerned to increase project sustainability. This indicates that the respondents have enough understanding on project design system to the project sustainability in Rwanda Education Assistance Project.

Table 4: Perceptions of respondents on activities identification to the project sustainability

Statements	N	Mean	Std. Deviation
It gives beneficiaries information on the performance of the personnel involved	151	4.35	1.039

It's helps to organize and emphasize the importance or relevance of the task at hand and Activities identification affects a project's success	151	2.30	1.454
are knowledge, preparation, organization, leadership, teamwork and timeliness			
Its one of the factors is equally critical to the successful outcome of any worthy undertaking, and all should be taken seriously	151	4.15	1.136
Average		3.6	1.207

Source: Primary Data (2022)

The findings in table 4 indicated that for the first statement that stated that “ It gives beneficiaries information on the performance of the personnel involved" the respondents agreed with a mean of 4.35 and standard deviation of 1.039 with the statement. This indicated that the respondents agreed with the statement as indicated by the strong mean and heterogeneity of answers as indicated by the standard deviation where the respondents had different opinions of the statement.

The second statement evaluated was “It’s helps to organize and emphasize the importance or relevance of the task at hand and Activities identification affects a project's success are knowledge, preparation, organization, leadership, teamwork and timeliness" where the respondents strong agreed with a mean of 2.30 and standard deviation of 1.454. This indicated that the respondents disagreed with the statement as indicated by the weak mean and heterogeneity of answers as indicated by the standard deviation where the respondents had different opinions of the statement.

The third statement evaluated was “Its one of the factors is equally critical to the successful outcome of any worthy undertaking, and all should be taken seriously" this was measured by a mean of 4.15 and standard deviation of 1.136. This indicated that the respondents disagreed with the statement as indicated by the strong mean and heterogeneity of answers as indicated by the standard deviation where the respondents had different opinions of the statement. On the average the respondents agreed with a mean of 3.6 and standard deviation of 1.207 with the budget control. This indicates that most respondents confirm that activities identification to the project sustainability.

Table 5: Perceptions of Respondents on reporting system on project sustainability

Statements	N	Mean	Std. Deviation
Develop the information to be communicated at Rwanda Education Assistance Project and Communicate the results and evaluate the results of communication at Rwanda Education Assistance Project.	151	3.85	.988
Develop a strategy for expanding the successful features of the project in Rwanda Education Assistance Project.		3.80	1.196
Assist the beneficiaries to organize themselves into self-run groups and organizations at Rwanda Education Assistance Project	151	3.95	1.190
Average		3.86	

Source: Primary Data (2022)

The findings in table 5 indicated that for the first statement that stated that "Develop the information to be communicated at Rwanda Education Assistance Project and Communicate the results and evaluate the results of communication at Rwanda Education Assistance Project" On

average the respondents agreed with a mean of 3.85 and standard deviation of .988 with the statement. This indicated that the respondents agreed with the statement as indicated by the strong mean and heterogeneity of answers as indicated by the standard deviation where the respondents had different opinions of the statement.

The second statement evaluated was “Develop a strategy for expanding the successful features of the project in Rwanda Education Assistance Project ” where the respondents agreed with a mean of 3.8 and standard deviation of 1.196. This indicated that the respondents agreed with the statement as indicated by the strong mean and heterogeneity of answers as indicated by the standard deviation where the respondents had different opinions of the statement.

The third statement evaluated was “Assist the beneficiaries to organize themselves into self-run groups and organizations at Rwanda Education Assistance Project” with a mean of 3.95 and standard deviation of 1.190. This indicated that the respondents agreed with the statement as indicated by the strong mean and heterogeneity of answers as indicated by the standard deviation where the respondents had different opinions of the statement.

On average the respondents agreed with a mean of 3.86 with reporting system. This indicates that the respondents have enough information on reporting system on project sustainability in Rwanda Education Assistance Project.

Testing the Hypotheses

H₀1: There is no significant effect of project objective on project sustainability of Rwanda Education Assistance Project.

Table 6: ANOVA^b on project objectives development

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	607.137	1	607.137	44.622	.000 ^a
	Residual	2027.310	149	13.606		
	Total	2634.447	150			

a. Predictors: (Constant), Project objectives development

b. Dependent Variable: Project Sustainability

The results in Table above show that the F-test is positive 44.622 and that it is significant at 5% because its significance level is 0.000^a. Therefore, based on the results on this test, we cannot accept the first hypothesis stating that there is no significant effect of project objective on project sustainability of Rwanda Education Assistance Project .This is due to the fact that the ANOVA results indicated that there is positive and significant effect of project objective on project sustainability in this study.

Testing Hypothesis Two

H₀2: There is no significant contribution of project design system to ensure project sustainability in Rwanda Education Assistance Project.

Table 7: ANOVA^a on project design system

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	606.989	1	606.989	44.608	.000 ^a
	Residual	2027.458	149	13.607		
	Total	2634.447	150			

a. Predictors: (Constant), Project design system

b. Dependent Variable: Project sustainability

The results in Table above show that the F-test is positive 44.608 and that it is significant at 5% because its significance level is 0.000a. Therefore, based on the results on this test, we cannot

accept the second null hypothesis stating that there is no significant contribution of project design system to ensure project sustainability in Rwanda Education Assistance Project. This is due to the fact that the ANOVA results indicated that there is positive and significant effect of project design system on project sustainability at Rwanda Education Assistance Project in this study.

Testing Hypothesis Three

H₀3: There is no significant contribution of activities identification to ensure project sustainability in Rwanda Education Assistance Project.

Table 8: ANOVA^b on activities identification

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	284.843	1	284.843	18.063	.000 ^a
	Residual	2349.604	149	15.769		
	Total	2634.447	150			

a. Predictors: (Constant), Activities identification

b. Dependent Variable: Project sustainability

The results in Table above showing that the F-test is positive 18.063 and it is significant at 5% because its significance level is 0.000^a. Therefore, based on the results on this test, we cannot accept the third null hypothesis stating that there is no significant contribution of activities identification to ensure project sustainability in Rwanda Education Assistance Project. This is due to the fact that the ANOVA results indicated that there is positive and significant effect of an activities identification on project sustainability at Rwanda Education Assistance Project in this study.

Testing Hypothesis four

H₀4: There is no significant contribution of reporting system on small project sustainability in Rwanda Education Assistance Project.

Table 9: ANOVA^b on reporting system

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	607.137	1	607.137	44.622	.000 ^a
	Residual	2027.310	149	13.606		
	Total	2634.447	150			

a. Predictors: (Constant), Reporting system

b. Dependent Variable: Project Sustainability

The results in Table above show that the F-test is positive 44.622 and that it is significant at 5% because its significance level is 0.000^a. Therefore, based on the results on this test, we cannot accept the fourth null hypothesis stating that there is no significant contribution of reporting system on small project sustainability in Rwanda Education Assistance Project. This is due to the fact that the ANOVA results indicated that there is positive and significant effect on project sustainability in this study.

Table 10: Regression coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1(Constant)	1.771	.775	.05	2.286	.029
Project objective development (X1)	.376	.107	.103	3.710	.002
Project design system (X2)	.243	.102	.142	2.383	.023
Activities identification (X3)	.267	.084	.161	3.169	.003
Reporting system (X4)	.197	.562	.132	2.234	.011

Dependent Variable: Sustainability of education projects

The equation ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$) becomes:

Sustainability of education projects = $1.771 + .376X_1 + .243X_2 + 0.267X_3 + 0.197X_4$

The regression equation above has established that taking all factors into account (project planning) constant at zero on sustainability of education projects will be 1.771.

The table 10 provides the summary of results of regression analysis for the effect of project planning on sustainability of education projects in Rwanda. The results indicate that project planning have positive and significant effect on sustainability of education projects at Rwanda Education Assistance Project ($\beta_1 = 0.376$, $t = 3.710$, $p = 0.002 < 0.05$; $\beta_2 = 0.243$, $t = 2.383$, $p = 0.023 < 0.05$; $\beta_3 = 0.267$, $t = 3.169$, $p = 0.003 < 0.05$; $\beta_4 = 0.197$, $t = 5.95$, $p = 0.29 < 0.05$), respectively. This shows that 1 unit increase in project planning will lead to 0.376, 0.243, 0.267, 0.197 and 0.29 percent increase on sustainability of education projects. Based on the findings above the model one (1) is represented as follows: Sustainability of education projects = $1.771 + .376X_1 + .243X_2 + 0.267X_3 + 0.197X_4$

CONCLUSION

From the analysis and discussion of the result, it is undoubted that research question and objective of this research was clearly addressed. The strengths found in this research study were a strong positive relationship between the project planning factors which allows the project sustainability. The strong significant correlation exists again between the project scope, budget plan and communication plan which allows for the project sustainability especially Rwanda Education Assistance Project in project short, medium and long term goals and the evaluation and comparison based only on the project sustainability. This implies that the budget plan and communication can help the project sustainability. Hence, when goals are not clearly identified, the whole project and team can suffer. When upper management cannot agree to or support undefined goals, the project in question typically has little chance of succeeding. The project manager must ask the right questions to establish and communicate clear goals from the outset.

Scope Changes also known as scope creep should occur when project management allows the project's scope to extend beyond its original objectives. However, the weaknesses found in this research study were as follow: the risk management plan is not related to explain project success because is no longer significant to any of project sustainability model success factors. Through research objective and questions which wanted to address the anxiety on the relationship between project planning and project sustainability, this research concluded that, there is a positive and relationship between project planning and project sustainability. Out of this, there are still improvements necessarily toward project sustainability though the following recommendations are envisaged.

RECOMMENDATIONS

The competencies managers in educational projects should be thought of as an endogenous outcome of decisions that reflect the influence of project sustainability. The competencies managers that emerge, whether concentrated or diffuse, ought to be influenced by the project objectives, so that, as a result, there should be relation between variations in competencies managers and variations in success of the project.

The researcher further recommends that the government of the republic of Rwanda should help in motivation based organizations to know the benefits of planning through different organized planning among other Joint action forum.

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