



Title: Project Planning Practices And The Performance Of Education Projects In Rwanda. A Case of SOS Children's Villages.

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Abstract

This research is entitled project planning practices and the performance of education projects and SOS Children's Villages, Kigali-Rwanda was selected as the case study. This research is guided by three research questions namely; what effects does communication planning have on performance of education projects in Rwanda? to which extent risk planning is important for the performance of education projects in Rwanda? And what is the relationship between project scope planning on project performance for education projects in Rwanda? The population will consider 9 project staff members and 3 partners of dual vocational education and training project at SOS Children's Villages. This research is descriptive and correlation research design. It is descriptive because describes the perception of respondents on variables under study, by using descriptive statistics. It is correlation research because shows the relationship between the variables by using Pearson correlation. Not only the primary data was used in this research, but also the secondary data sources from literature review and the project documentation was explored. SPSS (Statistical Package for Social Scientists) was used in data analysis. The relationship between project planning and project performance was measured using the correlation analysis which has shown a strongly positive correlation of 0.982. From the findings of this research the researcher concluded that, there is a strong positive relationship between project planning and project performance of SOS Children's Villages Rwanda. After the results from the research were presented, SOS Children's Villages Rwanda was recommended to find improved ways through which Project milestones and outputs can all achieved as planned since a big percentage of respondents indicated that not all milestones were achieved as planned. SOS

Children's Villages Rwanda should communicate more with stakeholders on project progress since many respondents tended to disagree that the project stakeholders were regularly communicated about the project progress, changes and issues and participate in finding responses at SOS Children's Villages Rwanda. SOS Children's Villages Rwanda should constantly invite project partners to participate in its programs, since many partners indicate that they were not invited to participate the dual vocational education and training project risk analysis and response.

Keywords: Project, Planning, Performance

INTRODUCTION

Globally, between 50% and 70% of projects and programs fail. Studies by academics, professional bodies, consulting firms paint a depressing picture of consistent and continuing failure. The issue appears to apply globally and to all sectors. A fundamental cause of project failure is that too often we build on the unsafe foundations of unrealistic forecasts. This forecasting failure can be due to cognitive bias; what Professor Daniel Kahneman calls the "planning fallacy" – the belief that our project will succeed, despite an awareness that many similar projects have failed to do so in the past or "strategic misrepresentation" which Professor Bent Flyvbjerg defines as the, "the planned, systematic, deliberate misstatement of costs and benefits to get projects approved". The UK National Audit Office (NAO) reports that "the quality of project initiation is highly predictive of project performance" and yet, "very few projects do enough feasibility work to develop a robust understanding of what is needed, if this is deliverable and how much it will cost." (Jenner, 2015).

Many projects in the world are failing to be completed due to poor project planning and problems in the planning phase of the project. Findings have proven that higher levels of project planning effort can result in significant cost and schedule savings and poor planning causes for the failure and increase of the cost of a project. Many developing countries in the world are affected by poor planning in projects. Weakness in planning and implementation has been identified as one of the main reasons for the disappointing results of projects in Africa. If you have no plan, by definition, you have no control, because it is your plan that tells you where you are supposed to be in the first place. Like that of other developing countries, the planning practices and process of Ethiopian projects is very poor and even projects usually executed

without preparing a proper project plan. Ethiopia to make her economic growth sustainable, implemented projects to deliver more electric power, expand different infrastructures and other mega projects like Addis Ababa housing, however, most of them are failed to be completed as planned. Although the country is trying to make its projects successful most of them are still are either failing or delaying from their date of completion due to the problem of poor planning and increasing of cost. (Ali., 2019).

The education projects carried out in developing countries have been characterized by high failure rates and unsatisfying performance (Harvey, 2015). Researchers in project management discipline have considered adoption of novel project management practices as a possible recourse for poor performance (ibid). Studies assessing planning practices regionally reveals varied experiences and challenges in implementation of education projects. In Uganda, Nasambu (2016) found project teams under study were implementing relatively few projects and therefore able to meet the needs. Also, the committed funds for implementation of work plan.

According to Banteyirga (2018) indicated most projects implemented were not effectively planned. The study highlighted the challenges contributing to this situation as constrained funding, limiting policy framework, lack of expertise and limited understanding on how to use planning tools among the project staff. The study proposes education projects to employ a participatory approach in conducting planning activities, allocation of more funds for planning, staff capacity building and development of clear project plan as means to strengthening project systems. Locally, studies have explored how some components of planning systems have influenced project performance in the education sector. Karanja and Yusuf (2018) found that there was lack of clarity on project goals and objectives among staff and their roles did not match their experience and qualifications.

Planning is a very important part of a project regarding project performance and project performance. Numerous empirical studies of project management success factors suggested planning as one of the major contributor to project performance. All the project managers are required to prepare a solid project plan and follow this plan all the way to success. Previous studies suggested that organization should improve the performance by focusing the planning. Planning and determination of the ideal project lifecycle for the project being embraced can significantly affect the success of that project (Naeem, 2018).

Projects are executed under different ways and are different from each other in terms of size, scope, industry. All organizations anticipate that projects to be executed within a shorter period possible, within minimum cost but of better quality (Mkutano & Sang, 2018). Cost and schedule performance are the primary measures of a project's success. A project is said to be successful if it is completed within the planned cost and time (Gitau, 2015).

In Rwanda all project planning practices comprising human resource planning, financial resource planning, material and time resource planning were found to influence the project performance (Umulisa & Mbabazize, 2015). GPE and UNESCO, together with partner organizations in sub-Saharan Africa active in the education policy, planning, management, and financing, are working together on achieving SDG 4 "Ensure inclusive and equitable quality education and promote lifelong opportunities for all"; recognized as central to the achievement of all other SDGs by 2030 (Raphaëlle, M., 2018). In that regards, the Rwandan government welcomed several education projects funded by different development partners among which there is the DVET implemented by SOS CVs Rwanda. The DVET project came at the end of 2017 to support vulnerable youth in technical and vocational education and training.

Problem statement

The study by Alawamleh (2017), recommended the deployment of a culture of planning in educational institutions to achieve their mission, which reflect positively on the quality of educational programs. Planning is a continuous progressively process in all educational institutions to cope with the huge technological development, planning became the focal point to face all internal and external challenges that the educational institutions most adapt with. Educational programs in many agencies have traditionally been designed based on the intuition and experience of the agency educator in charge (Easton, 2019).

In East Africa countries, the idea of planning is diligently being awake in the education sector to fast track the performance of education projects. There is a need to have sound project plans which safeguard that key activities are reviewed within the planning stage which defines how a project was delivered and performed (Chege & Bowa, 2020). Many project managers spend most of their time realizing and reacting to unexpected changes and problems instead of anticipating and preparing for them. This is called crisis management. Projects caught off guard may spend a great deal of time and energy playing catch up. They use up their energy coping with immediate

problems with little energy left to anticipate and prepare for the next challenges. This vicious cycle locks many organizations into a reactive, posture (Umulisa, Mbabazize & Shukla, 2015).

The results of the study by Naeem (2018) concur that project planning is positively associated with the project performance.

This research study assessed the practices of project planning on project performance in the dual vocational education and training project implemented by SOS Children's Villages Rwanda. The project faced issues of overall delay, cost ineffectiveness, beneficiaries' drop-outs. The first project phase had a duration of three years; from November 2017 to November 2020, with a target of training at least 240 youth. The implementation started with a considerable delay of one year. Nevertheless, COVID-19 pandemic has interrupted the training completion for the target group. The project was given a transition phase of three months (December 2020-February 2021) without completion and the 2nd project phase kick-started with the month of March 2021, with the plan to conclude the training for the first cohorts from the first phase. The project delay gave rise to high costs and some beneficiaries dropped out from the programme, this affecting the completion rate of trainees. The key reason of the delay was lack of project planning.

Objectives

This research paper aims at examining the Project planning practices and the performance of Education Projects at SOS Children's Villages, Kigali-Rwanda. Specifically, it sought:

1. To determine the effect of communication planning on performance of Education Projects in Rwanda.
2. To assess the effect of project risk planning on performance of Education Projects in Rwanda.
3. To indicate the effect of project scope planning and project performance in Education Projects in Rwanda.

Research Questions

The research was guided by the following questions:

1. What effects does communication planning have on performance of education projects in Rwanda?

2. To which extent risk planning is important for the performance of education projects in Rwanda?
3. What is the relationship between project scope planning on project performance for education projects in Rwanda?

LITERATURE REVIEW

Definition of key terms

Project: A project is a temporary endeavor undertaken to create a unique product, service, or result (PMI, 2017).

Project planning include those processes required to establish the scope of the project, refine the objectives, and define the course of action required to attain the objectives that the project was undertaken to achieve (PMI, 2017).

Project planning requires an attention to what might at times seem like minuscule detail, while always keeping the big picture in mind (Day-Miller, E. A., & Easton, J. O., 2019).

Project performance: Project performance management is the process of creating, implementing, and managing projects that contribute to the accomplishments of an organization and its strategy. Rather than focusing on task execution, project performance management is about the bigger picture. Project performance management is about maximizing the project returns (Jackson, T, 2020).

Project performance determines the achievement of a project. It can be measured in terms of how much has been spent, time taken, performance of project based on quality and whether it addresses user needs (Mkutano, S. M., & Sang, P., 2018).

Theoretical review

Diffusion Theory of Communication

The diffusion theory of communication introduced by Chatman in 1986, explains how new viewpoints and ideas spread through groups of people. Information and ideas pass through a path of communication in order to reach to the target group and the entire population. This theory is in

sync with the first research objective which is to indicate the effect of communication planning on performance of education projects. The theory further indicates that the spread of the idea is influenced by the nature of the idea that needs to be spread, the available communication channels, the social system and time of communication (Westland, 2007). However, the channel of communication plays the most crucial role in the diffusion theory. The theory emphasizes that; it is difficult to influence or change how individuals behave and how they adopt their thinking. Some people will adopt to changes immediately while others will take time to adopt.

The project manager should have the diffusion theory in mind during planning and execution. Some team members can be disoriented by minor changes in the plan while others will not be affected (Campbell, 2009). All the project plans should be concrete to avoid confusion and inability to adjust by some of the members. The individual member contribution needs to be considered to avoid making awkward decisions that may end up indirectly expelling some members from the group.

Once the project manager is mindful of the diffusion theory of communication, he/she can make plans and amend them to outfit the needs of all stakeholder members involved in the project. Effective communication finds its place, since the project manager passes the right message at the right time, to the right people, then the project performs.

Theory of constraint

The Theory of Constraint (TOC) is a multifaceted management philosophy, which emerged in the early 1980s. The development of TOC is credited in the main to Dr Eliyahu Goldratt, an Israeli physicist who has had a remarkable impact on the business world, especially in the United States. The TOC is more than a set of tools or techniques, though it certainly contains these. It is more fundamentally a paradigm shift which demands that we think about our problems, our goals and objectives, policies, procedures and measures in a different way.

TOC is also known by various other names, incl. Constraint (s) Management, Synchronous Flow Manufacturing (SFM), Synchronous Production (SP), more often used synonymously to describe the thinking process.

The TOC is looked into five steps. It starts with identifying the constraint or the bottleneck that is outside someone's control, then exploit it, communicate about it, determine how to increase its capacity and find the next constraint.

The TOC is in agreement with the second research objective which is to assess the effect of project risk planning on performance of Education Projects. With this theory, risk planning never comes to an end for a project to have a good performance. Risk planning in a project is a continuous process of improvement. Once one bottleneck has been identified and overcome, another constraint was overcome a bottleneck to the project system. Even if you the first bottleneck is not confronted, the project manager is required to go back and attack it again with a different strategy. Bottlenecks may be physical, labor, technology, regulatory, financial, process, decision-making.

Theory of Planning

The theory of planning was introduced by Johnston and Brennan in 1996, with the perspective of management-as-planning. They indicated that the human activity is inherently situated, i.e., a response to the situation in question. Here it is assumed that the organization consists of a management part and an effector part. The theory of planning indicates that, the structured nature of the environment may contribute to purposeful acting. Management at the operations level is seen to consist of the centralized creation, revision and implementation of plans. This approach to management views a strong causal connection between the actions of management and outcomes of the organization. By assuming that translating a plan into action is the simple process of issuing "orders", it takes plan production to be essentially synonymous with action.

In this planning approach, management involves design, coordination, and enabling of otherwise autonomous activities. Also, the model implies that the process and outputs of planning are not questioned. Especially, management is focused on structuring the physical, political, and cultural setting of action. It is noteworthy that the approach of management-as-organizing is not exclusive; rather representations and plans are accepted as one possible basis of purposeful action (Johnston and Brennan, 1996).

This theory is in accordance with the third objective which is to indicate the effect of project scope planning and project performance in education projects. During planning, the extent of the project area or the subject matter, otherwise the project scope is very crucial for a successful

performance. The physical, political, socio-cultural project setting is looked at, as it is considered as an effector to the project. By doing an adequate scope planning, the project manager knows in deep what he/she was dealing with and this will much influence the outputs. In addition, the scope planning gives a room to necessary amendments and accomplishment of plans during project implementation, hence performance.

Theory of Execution

The theory of execution was also introduced by Johnston and Brennan (1996), they indicated that there are two types of critique against the dispatching theory of project management. In this theory it is indicated that risks should be well managed before the execution stage. The first strand of criticism addresses the assumption that the inputs to a task and the resources to execute it are ready at the time of authorization. This criticism starts from the theory of management-as-planning. In that approach, the unproblematic realization of tasks pushed by the plan to the execution is assumed. However, it is very difficult to maintain an up-to-date plan, and thus the tasks pushed by the plan do not correspond to reality, i.e. their prerequisites in terms of predecessor tasks (or other inputs) do not necessarily exist. This leads to the situation that a major share of tasks to be commenced, when pushed by the plan, chronically lack one or more of their inputs.

The second strand of criticism addresses the way action is thought to flow from authorization of a task. It is assumed that the task is fully understood, started, and completed according to the plan once authorized. The dispatching model could be compared to starting an engine, which will run at a known rate utilizing planned resources; commitment of those responsible is implicitly presumed. This starting is achieved through communicating the authorization, that is giving orders to the responsible.

This theory is in agreement with the second objective which is to assess the effect of project risk planning on performance of Education Projects.

Stakeholder Theory

Stakeholder's theory argues that every legitimate person or group participating in the activities of a firm or organization, do so obtain benefits, and that the priority of the interest of all legitimate stakeholders is not self-evident (Donaldson, and Preston, 1995). Stakeholder theory pays equal

credence to both internal and external stakeholders; employees, managers and owners, customers, beneficiaries, suppliers, governments, community. Stakeholders participation enhances social cohesion as they recognize the value of working in partnership with each other and organization. Stakeholders benefit from their participation in decision making and their interests are considered. So, the communication with the organization becomes smooth, hence project activities success.

This theory is therefore related to the first research objective which looks at effect of communication planning on performance of Education Projects. We note that stakeholders play a core role in the project performance when the communication is effectively planned with them.

EMPIRICAL REVIEW

Karanja (2018) investigated the Influence of Managerial Planning on Sustainability of Education Projects in Kenya. The objective of the study was to assess the influence of managerial planning on sustainability of the projects in Kangema District, Murang'a County, Kenya. Descriptive survey design was adopted with 13 groups selected through stratified sampling where the chairperson and member of each group included in the sample. Two groups were involved in focused group discussion, the District officer was also interviewed. Data was analyzed using descriptive statistics. The results were presented in form of tables and percentages. The study revealed that, sound financial management, appropriate training, leadership and effective project planning influence the sustainability of the projects.

Tache (2011), carried out a study on Developing an Integrated Planning for Sustainability of Education Projects in Romania. The objective of the study was to develop a general integrated flow, encompassing both a project planning for the education projects to assess its success, as well as cross-cutting social and environmental targets. The whole approach was being presented as a flowchart, which highlights the intimate relationship between the project planning and provides a formal framework for performing a logical monitoring and project performance, taking into account simultaneously the economic, social and environmental perspectives. The study used critical analysis and found that both the estimated advantages and the disadvantages of such a project planning tool, opening new perspectives for developing further improved models and systems.

Jiang (2014), Studied the Relationship between Project Risk Management and Project performance of Education Projects in China. The objective of his study was to analyse the role of risk management to the success of the education projects, the author used documentary review and found that although risk management is rarely included in the project planning factors, it influences the project performance through various patterns, like the risk assessment through teamwork skills, management knowledge and techniques with both followers and clients.

Fatima, Alyaa and Abdul (2013) investigated Change Communication Management and its Contribution to the Success of Education Projects Implementation in Malaysia. They used documentary analysis and found that the numbers of projects failure are currently high and this due to various factors but the main factor stated was poor project management. Additionally, time gets change from day to-day rapidly and creating a dynamic organization becomes very challenging. Therefore, proper management is required to ensure the effectiveness of the projects implementation advantage lucky change management is much demanded since it focuses on the enhancement of the projects planning to cope with the current massive change aspect to ensure the outcomes and sustainability of any organizations.

Ralf and Rodney (2007) assessed the Influence of Project Managers and Project performance by Type of Project. The objectives of their study were to analyse the importance attached to the success criteria by the education project manager varies by the traits of the project manager, to analyse the success of the project against the success criteria. 959 responses to a web-based survey showed that importance attached to project performance criteria and project performance rates differ by schools, project complexity and the age and nationality of the project manager. However, the underlying criteria are different and were explained. Modelling the relationship between importance assigned to success criteria and reported project performance against these criteria showed a link between importance and actual achievements.

Ofori (2013) carried out a study on Project Scope Planning Practices and Critical Success Factors in Ghana Secondary Schools. Their study sought to identify and assess the quality of project planning through management practices. The study adopted an exploratory approach and utilized a survey method to collect data on project management practices of Ghanaian schools with sample comprised 200 managers from different economic sectors. Results from the study indicated that the critical factors that contribute to the success of a project include top

management support shunning risk management, effective communication plan, clarity of project goals, and stakeholder involvement.

RESEARCH GAP

The topic of project planning has been undertaken in various research studies where for instance Karanja (2018) investigated the Influence of Managerial Planning on Sustainability of Education Projects in Kenya by using survey data, while Tache (2011) carried out a study on Developing an Integrated Planning for Sustainability of Education Projects in Romania he used an exploratory research design and empirical analysis. Additionally, Ofori (2013) carried out a study on Project Scope Planning Practices and Critical Success Factors in Ghana Secondary Schools. Their study sought to identify and assess the quality of project planning through management practices, with an exploratory approach utilized a survey method to collect data on project management practices of Ghanaian schools with sample comprised 200 managers from different economic sectors. All studies mentioned above did not illustrate how different project planning practices individually affect the performance of the education projects under the study which is why this particular research will investigate how communication planning, Risk planning and Scope planning affect the time of project delivery, the costs and deliverables of education projects Rwanda by taking a case study of SOS Children's Villages.

METHODOLOGY

Population

The study consisted of a population of 22 respondents, whom the researcher selected to participate in the study. The researcher considered the project staff members and partners of dual vocational education and training project at SOS Children's Villages Rwanda as per the table below:

Table 1: Population of the study

N ^o of staff members	N ^o of partners	Total
9	13	22

Source: Primary Data, 2021

Methods and techniques

The population of the study was 22 persons including 9 project staff and 13 partners. Primary data gathered from respondents' questionnaires was mostly relied on. Secondary data sources were obtained from the theories or the use of existing literature from previous research, project reports and other documentation. The data were analysed using SPSS (Statistical Package for Social Scientists).

FINDINGS AND DISCUSSION

Research results indicated the perception of respondents on project planning, in terms communication planning, risk planning and scope planning. For the communication planning it looks as follows: 22.7% of respondents strongly agreed that SOS Children's Villages Rwanda has a clear communication protocol for staff and external stakeholders, 18.2% agreed, 22.7% disagreed and 13.6% strongly disagreed. 13.6% strongly agreed that the project stakeholders were regularly communicated about the project progress, changes and issues and participate in finding responses, 27.3% agreed, 31.8% disagreed and 9.1% strongly disagreed. 9.1% strongly agreed that the project information was planned to be timely available and transparent, 36.4% agreed, 9.1% disagreed and 13.6% strongly disagreed.

From the questionnaires' results, we can observe a gap in terms of information needs to the SOS project, which shows also a gap in the communication planning. The communication to stakeholders was not effective and the room to provide ideas to the project implementation was limited. In addition, unclear communication protocol and channels are observed from the respondents' answers.

Results indicated the perception of respondents on risk response in project planning as follows: None of the respondents has strongly agreed that SOS identified potential project risks. 27.3% agreed, 50% were neutral and 18.2% disagreed. None of the respondents has strongly agreed that a document on potential project risks is available, 9.1% agreed, 59.1% were neutral and 22.7% disagreed. 9.1% of the respondents strongly agreed that project risks were examined, described and impacts estimated. 4.5% agreed, 68.2% were neutral, 13.6% strongly disagreed. 18.2% of respondents agreed that a project contingency plan in relation to risk analysis was made, 50.0% were neutral, 9.1% agreed and 18.2% strongly disagreed. 9.1% strongly disagreed that explicit risk response actions were taken, 22.7% disagreed, while 45.5% were neutral.

The interpretation of the results is that majority of respondents were not aware that SOS did planned for the project risks, which shows the omission of the risk planning in the project. The neutrality scale shown in questionnaires answers is understood as the project risk analysis was not taken care of during the planning phase. Additionally, an omission or a superficial execution of risk response during the planning phase was observed.

Results indicated the perception of respondents on scope planning as follows: 13.6% of respondents strongly agreed that activities were planned with consideration to the project environment. 68.2% agreed and 13.6% disagreed, 27.3% of respondents strongly agreed that activities were set within the project budgetary limits, 36.4% agreed. None has disagreed or strongly disagreed. 45.5% of respondents strongly agreed that important project milestones were defined during the planning phase. 31.8% agreed and 13.6% were neutral. 9.1% strongly agreed that project outputs were planned to meet stakeholders' requirements. 40.9% agreed, while 22.7% disagreed.

The respondents results indicate the consideration of scope planning for the project activities in the dual vocational education and training project of SOS Children's Villages Rwanda. In addition, results show that milestones and outputs were defined during the project planning phase.

Regarding the perception of respondents of respondents on project performance in terms of time, suitable costs and deliverables; none of the of respondents strongly disagreed that students have completed their training on time, 18.2% agreed, 27.3% were neutral, 36.4% disagreed, while 18.2% strongly disagreed. 9.1% of the respondents strongly agreed that SOS was able to respect the timeline defined in the dual vocational education and training project, 27.3% agreed, 31.8% were neutral, 2.7% disagreed and 9.1% strongly disagreed. 4.5% of respondents strongly agreed that the budget was fairly allocated to all project activities, 40.9% agreed, 3.6% of the respondents disagreed, 36.4% neutral. 9.1% strongly agreed that all expenses within the dual vocational education and training project under SOS Children's Villages Rwanda were incurred as planned, 36.4% agreed and 13.6% disagreed. 40.9% of respondents strongly agreed that the dual vocational education and training project under SOS Children's Villages Rwanda provided enough technical skills to students, 36.4% agreed, 4.5% disagreed. 22.7% strongly agreed that students were able to produce some materials to companies as planned, 54.5% agreed, 13.6% were neutral and none disagreed.

Results show that it was very unfortunate that SOS failed to respect the project timelines, which explains the project delays. Also, data show that project expenses were not all planned, which is a gap in the project financial planning. Furthermore, some project deliverables in terms of students acquired skills and produced materials to companies were observed and appreciated by the respondents, though the percentage is still not satisfactory.

In nutshell, the project communication planning was not properly done, risk planning was poor and scope planning was not fully exhausted.

While assessing the relationship between project planning and project performance, the correlation analysis has shown a strongly positive correlation of 0.982. From the findings of this research the researcher concludes that, there is a strong positive relationship between project planning and project performance of education projects at SOS Children's Villages Rwanda.

The SPSS has shown the above results as following:

Table 2. Relationship between project planning and project performance of SOS Children's Villages Rwanda

		Project planning	Project performance
Project planning	Pearson Correlation	1	.982**
	Sig. (2-tailed)		.000
	N	22	22
Project performance	Pearson Correlation	.982**	1
	Sig. (2-tailed)	.000	
	N	22	22

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

Pearson Correlation

Source: Primary Data, 2021

This means that there is a strong positive relationship between two variables; project planning and project performance of SOS Children's Villages Rwanda. Changes in one variable are strongly positive correlated with changes in the second variable. Thus, with a correlation of 0.982, there is a strong positive relationship between project planning and project performance of SOS Children's Villages Rwanda.

Regression Analysis

The analysis applied the statistical package for social sciences (SPSS) to compute the measurements of the multiple regressions for the study. The study evaluated the independent variable and dependent and the answers are provided below:

Table 3. Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.982 ^a	.964	.963	0.05

a. Predictors: (Constant), Project Planning

Source: Primary Data, 2021

The findings indicates that model summary results showed the adjusted R^2 of 0.963 implying that 96.3% indicating that project planning contribute to project performance while 3.7% of project planning comes from another variable which not include in model. Therefore, the study establishes that there is strong positive relationship between project planning.

Table 4. ANOVA^a

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	674.013	1	674.013	540.483	.000 ^b
	Residual	24.941	20	1.247		
	Total	698.955	21			

a. Dependent Variable: Performance of Education Projects

b. Predictors: (Constant), Project Planning

Source: Primary Data, 2021

The F-test is 540.482 and is significant at .000 which is less than predictable probability of 0.05 of significant level. Therefore, it means project planning have positive and significant contribution on Project performance.

Table 5. Coefficients
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.817	.05		2.218	.038
Planning	.356	.05	.982	23.248	.000

a. Dependent Variable: Performance of Education Projects

Source: Primary Data, 2021

The results of coefficients one ($\beta_1 = 0.982$; $t = 23.248$, $\text{sig} = 0.000$). These results indicate that 1 unit change in Project planning leads to 98,2% increase in Project performance.

CONCLUSIONS AND RECOMMENDATIONS

From the findings of this research, the researcher concludes that, in the dual vocational education and training project under SOS Children's Villages Rwanda, the communication planning was not properly done, the risk planning was poor and the scope planning was not fully made. So, that has negatively affected the overall project performance.

After presentation of the research results, the researcher is giving the following recommendations to the organization of research:

SOS Children's Villages Rwanda is recommended to find improved ways through which Project milestones and outputs can all achieved as planned since a big percentage of respondents indicated that not all milestones were achieved as planned.

SOS Children's Villages Rwanda should communicate more with stakeholders on project progress since many respondents tended to disagree that the project stakeholders were regularly communicated about the project progress, changes and issues and participate in finding responses at SOS Children's Villages Rwanda.

SOS Children's Villages Rwanda should constantly invite project partners to participate in their programs, since many partners indicate that they were not invited to participate the dual vocational education and training project risk analysis and response.

There is a need for a better expense control program in SOS Children's Villages Rwanda, as all respondents indicated that all expenses were not incurred as planned.

SOS Children's Villages Rwanda is recommended to hire a team of experts to ensure the project's costs are minimized.

Suggestion for further research

At the end, the researcher does not claim to have exhausted all in her research topic but just marks the run way and call for the future researchers to complete this research. Therefore, the researcher proposed the following topics:

1. The effect of monitoring and evaluation on funds accountability and
2. The impact of planning on project delivery.

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