RESPONSIBILITY ASSIGNMENT MATRIX AND PERFORMANCE OF RWANDA EDUCATION ASSISTANCE PROJECT IN RWANDA

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Abstract

The purpose of this study is to examine the influence of responsibility assignment matrix and performance of Rwanda education assistance project in Rwanda with the particular goals: to determine the effect of segregation of duties on performance of Rwanda Education Assistance Project; to identify the effect of accountability of employees on performance of Rwanda Education Assistance Project and to evaluate the effect of monitoring responsibility practices on performance of Rwanda Education Assistance Project. The study after defense will be kept in the library and it could be served as reference by scholars of Mount Kenya University and other universities in carrying out their research. As scientific interest, the result findings of this research will be used by other researchers who have to carry out the related research topics. A theory of change helps identify solutions to effectively address the root causes of problems that impede progress and guides decisions about which approach to take, taking into account the UN's relative strengths, effectiveness, feasibility and uncertainty as part of any change process gender. A theory of change also helps identify underlying assumptions and risks, which are critical to understanding and reviewing the entire process to ensure that the approach is helping to achieve the desired change. The analyst utilized surveys to gather information, as distant as this study is concerned; the population was comprised of people, staff management and partners of Rwanda Education Assistance Project on 171 people. In this way, sample sizes of 171 individuals were considered to answer formulated questions. Universal sampling, as all population was questioned. The sample was made by the people of Rwanda Education Assistance Project as respondents who involved in interaction with researcher. Research adopts the questionnaire for collecting primary data and documentation review to collect secondary data. Pilot study was performed to ensure the validity and reliability of data collection instrument. The data was analyzed trough Statistical Package for Social Sciences to percentage, mean and standard deviation. The findings indicated that for the first statement that stated that "Rwanda Education Assistance Project, shared goals in teamwork" "the respondents agreed with a mean of 5.33 and standard deviation of 6.703 with the statement and this indicated that the respondents strongly 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 the basis of the findings of the study and in line with the study objectives, the researcher made the following conclusions. Responsibility assignment matrix in the performance of education projects, objective setting and budgeting, project implementation and monitoring and evaluation is very crucial for success of educational projects. This is due to fact that it increases ownership and hence sustainability of such projects. Levels of involvement of stakeholders: The results from the study revealed that more than 90 % of the local stakeholders are involved in the Rwanda Education Assistance Project through needs assessment, objective setting and budgeting, project implementation and monitoring and evaluation. The researcher there recommends that Rwanda

Education Assistance Project and other entrenched projects should emphasize local stakeholder involvement at all levels of the project in order to increase ownership for project successful.

1. Introduction

Worldwide, responsibility assignment are carried out daily by project managers in order to achieve organizational goals and respondent to people's needs. It has been argued that the responsibility assignment matrix may vary from organization to organization (Barbara, *et al.*, 2017). The same author argues that since professional practice within the construction of strong basic education is required to follow set down guidelines and ethics, responsibility assignment in project management practices may necessarily vary for its performance; the purpose of responsibility assignment a particular practice may therefore be due to peculiar environmental and social demands of the project at hand. Highly performance of the project cannot be compromised on and so is the need for optimum practices of responsibility assignment. As asserted by (Ramabadron *et al.*, 2018), the high performance achieved by a project is what makes a practice adopted optimum of responsibility assignment matrix.

This team member oversees that the project is completed as planned and that tasks are divided equally between responsible parties (with leadership and management authority). Responsibility Allocation Matrix Responsible parties in project management may often need to consult with experts as consultants to carry out certain areas of responsibility. If someone is responsible for gathering marketing statistics for a newsletter, the consulting party needs professional analysis. They must also ensure that the data the responsible party is required to provide is accurate (to provide insight, analysis or expert judgment). The purpose of the Responsibility Assignment Matrix (RAM) is to clearly define the roles and responsibilities of each person on the project team.

This ensures that everyone understands their role and how it fits into the big picture (Ramabadron *et al.*, 2018). RAM can also quickly determine who to contact if a problem occurs. It can also be used in work groups to define authority levels, roles and responsibilities for tasks. The matrix format shows the activities associated with each person and the people associated with each person. To avoid confusion, this ensures that only one person is responsible for each task. It is also important to give dates and reminders to each participant so they know their results/plan to complete them. A responsibility matrix (RAM) is a table that shows the tasks to be performed on a project, who is responsible for each task, and when the tasks are due. Developing a responsibility distribution matrix is not as difficult as assigning everyone to their respective jobs and responsibilities (Ramabadron *et al.*, 2018).

In the Europian countries particular German, the profession of project management began to take shape in the early 1900s as the result of the work of Henri Fayol and Frederick Taylor two classic organizational theorists. Fayol was the first to describe a comprehensive theory of management, including planning, organizing, commanding, coordinating, and controlling (Fayol, 2005). The challenges experienced a nonprofit organization in German whose mission is to end domestic violence among year-olds, implemented an innovative prevention and early intervention program for ninth graders that focused on legal rights and responsibilities. This program, ending violence, differs from many prevention efforts in that it is taught by attorneys, who offer students attorney-client privilege.

African countries such as Nigeria, responsibility assignment have of recent become a topical issue in the construction industry disciplines. According to Barriere (2013) responsibility assignment has become a universal tool for optimal performance in educational sector for any professional industry. Ibbs (2014) Identified professional project management practices as the skills and science of planning, designing, and managing activities throughout the project lifecycle processes. Professional project management concept has been found to be in practice before the Second World War. Its emergence can be traced back to the early fifties, when it was implemented on a large scale project (Peters, 2015) According to (Smithers & Walker, 2016) and Oyedele (2017), its integration into the construction industry has been very gradual with the industry being the major benefactor. Abbasi *et al.,* (2016) asserted that the state of project management practices in developing African countries is still in its early phase of development. While Sukhoo (2014) was of the opinion that this is partially due to the fact that developing countries are faced with shortage of skilled staff, difficult

economic and social conditions, weak political institutions, deeply rooted cultural. All these identified factors have negative impacts on performance of education sector.

In Rwanda, the provision of teaching materials and other infrastructural facilities provided by the Ministry of Education (MINEDUC) is a duty of varied stakeholders such as the Government, the parents, the sponsor, non-Governmental organizations (NGOs), other Governments, foundation, corporate society, and well-wishers (Koech, 2014).

In March 2013, Rwanda's Ministry of Education formally launched the 26 projects supported by *Innovation Education project in Rwanda.* This was a strong partnership between the governments of Rwanda and the United Kingdom. The goal was to increase the quality of education in Rwanda through innovation. The project on this side, Rwanda is one of the laureates for a grant. They will carry out a project that wants to improve the learning outcomes of basic education by strengthening the school in general (MINEDUC Report, 2014).

The key purpose of school establishment is output of responsible workforce to drive the country's economy high, make it sustainable and for individual development. This translates to strive towards good performance. According to Cheruiyot, (2014) performance is a product of a good discipline, good management and availability of educational facilities. The most parts of Africa, the church, communities and parents met a higher percentage of the cost of education (Olembo, 2015) the churches and the local community bore the responsibility of financing education like constructions and paying the teachers. The beneficiaries of any project in a community need to have a say in the decisions concerning the project, and where possible to take part in its development and manage it on completion. This can be achieved through community participation, which according to Cernea (2014) is defined as "an active process by which beneficiary client groups influence the direction and execution of a development project with a view to enhancing their well-being in terms of income, personal growth, self-reliance or other values they cherish". The context of project should focus on the participation of students and other, and not that of government personnel; that the joint or collaborative involvement of beneficiaries in groups is a hallmark of community participation. Community participation can be said to occur only when people act in concert to advise, decide or act on issues which can best be solved through such joint action.

The Government of Rwanda has put in place education as the pillar of everything's and allows community participation in its development issues, education inclusive. The principle of Rwanda Education Assistance Project is a unique educational model that bridges the gap between school and community, Rwanda Education Assistance Project seeks to empower education to overcome post-genocide and post-colonialism conditions. The aims of the community development policy are to allow Rwandan population to analyse their environments, define collective problems, develop collective plans, implement the plans, contribute resources, monitor, and sustain the activities, (Ministry of Local Government, 2008). That is necessary to work on effect of responsibility assignment matrix and project performance in Rwanda with reference to Rwanda Education Assistance Project.

It is observed that there is some project which failed such as one laptop per child, reforms in the primary and tertiary education levels, etc. These projects failed due to the lack of responsibility assignment (Mulwa, 2018). The same author insists on the responsibility assignment matrix in the project has a part in successful completion of projects performance.

The educational performance has been challenged by many factors including the lack of proper responsibility assignment in educational project that affected negatively educational project performance in Rwanda. The failure to complete school projects has an impact in that the desired goal of education is never achieved. Among other challenges to education, there are the lack of responsibility assignment, lack of commitment for project implementers and lack of ownership of the projects. The World Bank also identified the lack of skills regarding project management and revealed that this impacted to the poor planning of projects and led to their failure, slow or improper implementation or even failure to complete the initiated school projects. It also highlighted accountability index which demonstrates that project implementers are still being very low and this hampering project performance (World Bank, 2010).

Since June 2008, Rwanda Education Assistance Project, Inc. (REAP), a registered (501) as an organization in the United States and a locally registered non-profit in Rwanda, has been working with rural public schools, the community, and the local government in Musha Sector of the Rwamagana District in Rwanda. Through a unique educational model that bridges the gap between school and community, REAP seeks to empower people to overcome post-genocide and post-colonialism conditions. Moreover, REAP strives to

address obstacles impeding Rwandan families' ability to overcome socio-economic burdens that not only limit children's educational opportunities, but also lead to a debilitating cycle of poverty that keeps generations of Rwandans disenfranchised. Despite that Rwanda Education Assistance Project, Inc. (REAP) faced with the problems shown above, so far, no specific study was done to find out the responsibility assignment matrix on educational projects performance and there are no available data to confirm if these practices have been effective or non-effective. That is why this study was conducted on responsibility assignment matrix and

Review of Literature

Responsibility Assignment Matrix

The task matrix identifies the responsibilities of each person on the team, which means not only what their responsibilities are, but also how they contribute to the project. Some will have clear tasks, others will help with the work, and some will be appointed as decision makers. These groups have their own identity and roles in the project to help drive the project towards success (Nash & Poland, 2017).

Clear communication leads to more effective projects. A task matrix promotes better communication between team members and provides transparency by creating a system that ensures everyone is informed and always on the same page. Difficult communication can cause projects to stall because there are too many pointless meetings and confusing interactions as people try to figure out what to do. Using an assignment matrix can help, but project management software with instant access to your team is ideal. Project Manager manages project information by allowing teams to attach files directly to tasks, and our unlimited file storage ensures that important project files are available anytime, anywhere. Commenting on tasks saves time and tagging other project team members creates a communication process that avoids redundant or unnecessary meetings (Nash & Poland, 2017).

Segregation of duties

Separation of duty is the security rule utilized in multi-person control approaches that appears two or more distinctive people dependable to total the assignment and set of related assignment. The reason of this rule is to contradict extortion by dispersal the duty of specialist for an activity or errand over numerous people. The issue of partition of obligation is critical for a few reasons since it saves for a few errands that are basic for the security. Moment is that the single individual making them interesting authorized issue. Third its specialized instrument and in final it is by and large

project performance in Rwanda with Rwanda Education Assistance Project as case study.

The objectives of the paper are:

i) To determine the effect of segregation of duties on performance of Rwanda Education Assistance Project;

ii) To identify the effect of accountability of employees on performance of Rwanda Education Assistance Project;

iii) To examine the effect of team collaboration on performance of Rwanda Education Assistance Project.

utilized in genuine world for illustration the case history domination huge arrangement exchange, military application to control the atomic weapon, and credit the therapeutic for non - appearance specialist. There are two sorts of Division of obligation, Inactive or solid avoidance and Energetic or powerless prohibition. Inactive Division of obligation characterizes the divided domination bunches of part and modified parts doled out to the modified client impact distinctive activity (Su et al, 2006).

This implies two parts have no shared rule. For illustration in the event that arrange endorsement and maker are select part than no one who may expect to be the approver part would be permitted within the maker part and no one who may accept to be maker part would be permitted in endorsement part. Energetic divisions of obligation appears that errand have diverse activities that are performed by distinctive person indeed in the event that both are administered by same part. This implies part of any two elite parts they ought to not be enacts both in same time. In this chapter we talk about almost the division of obligation with its sorts. Division of obligation has long history within the computer security inquire about. It is the foundational polices of the computer security. In 2005 Seltzer and Schroeder characterized the benefits of partition of obligation, which is one of the eight-designed standards of the data of computer security. The R. Needham is the making of taking after perception in 1973 characterizes assurance instrument to secure the framework additionally appears that two keys to open the framework, is way better than require the key with single one. No single mischance, dishonesty or break the believe of deficiently to help the framework (Schweitzer, 2016).

There are numbers of computer frameworks supporting the essential of this principle. But as often as possible this back is untrustworthy with the way of the rule that's utilized within the computing

environment. It is multi back people's approaches that cruel two or more people have performed the errand or set of related errand. Different instruments utilized by a framework director demand the approach of partition of obligations. It is profitable to anticipate extortion since extortion can happen on the off chance that circumstance or event exists in collaboration between different occupations related capabilities. Partition of obligation could be a crucial rule of computer security. The rule states that assignment to be performed by two distinctive clients, which acts in any organization. The thought of partition of obligation is long existed some time recently the information age and it extensively used like within the bank and within the military. The approach of partition of duty is like as distinctive clients can perform the errand. A few time needs along with the all authorization to perform that assignment. The most thought of the division of obligation is that client cannot begin the activity until a few activity allowed to that one (Anderson, 2015).

This implies that partition of obligation is number of obligation to different steps with diverse people. A few errands are to be decayed which should be allotted to the diverse clients. Each client are doled out a subtask which is been performing and it is to be confined that no one cannot perform more than one errand. When talking approximately the partition of obligation limitations. We require more activities and activities can perform by more than one individual. This decreases the extortion with at slightest two reasons. To begin with is, More than two persons can fall flat to act the part within the organization that's moo likelihood at that point the disappointment of a single individual can act the work. Moment, conniving requires that one party propose fraud to more. The moment party may report the primary party to specialists; then again, in case the moment party does not report the forerunner party he runs the hazard that the party was testing him at the order of specialists (and thus the anterior party's recommendation was not bona fide). Thus, genuine isn't protected for either party to participate or indeed talk about an offer of conspiracy Division of obligation (Denning, 2017).

Accountability of employees

In the world at large, many speakers use the words accountability and responsibility interchangeably or to mean the same which leads to confusing results. It is true that both terms blur into each other. For example, when a government adopts certain public service assessment tools (e.g., budget reports), it is attempting either to enhance accountability or improve performance. This study distinguishes these terms as different dimensions of public

management (Halachmi, 2018). Performance is about whether resources have been used in the intended way in order to achieve greater efficiency, effectiveness, and fairness (Brewer & Selden, 2015; Halachmi, 2016) Accountability, by contrast, is defined as managing and meeting public and other expectations for performance and responsiveness (Kearns, 2016; Romzek & Dubnick, 2017). Through these definitions, it is possible to see that even though performance is satisfactory, accountability expectations may not be met. Accountability and responsibility have alternative meanings which are themselves distinct; leading to imprecision in their uses.

Further our understanding of accountability and performance as different dimensions of public management and of the effect of accountability on performance is a growing topic of scholarly study; it is emerging as a counterpart to studies of the effect of performance on accountability. Given the growing body of research on the determinants of performance (Rainey & Steinbauer, 2016), the focus of this study reminds us of the importance of accountability as an independent variable within the management performance nexus for better organization (Dubnick, 2005). It is important to note, however, that this study's focus is not the effect of "conflicting" accountability (Kim & Lee, 2016) but the effect of "each dimension" of accountability. The literature finds perverse effects of conflicting accountability requirements (Romzek & Dubnick, 2017). Given the paradox or web of accountability in practice (Jos & Tompkins, 2014) and the prescriptive argument of balancing competing accountability requirements (Kim, 2015), more precise understanding is needed of the effect of each dimension of accountability requirements on work performance. Accountability. Everyone talks about accountability, shareholders demand it, leaders want it, employees are often afraid of it and stakeholder insist on it. The Merriam Webster dictionary defines accountability as ''subject of having to report, explain or justify; answerable, responsible or liable to an act''.

Accountability can also be defined as the quality or state of being accountable that is an obligation or willingness to accept responsibility or to account for one's actions. It is the guiding principle that defines how employees make commitments to one another, how they measure and report their wrong and how much ownership they take to things done. A key definition of accountability is 'a social relationship in which an actor feels an obligation to explain and to justify his or her conducts to some significant other' (Bovens, 2015). Accountability can also be defined differently based upon social, political, cultural and institutional conditions (Dubnick & Frederickson,

2016). To explain and to justify their conduct, public organizations release information about their actions to the public. Thus, accountability is often seen as transparency' of information.

In addition to definitions of the concept, a variety of accountability frameworks for understanding accountability and its relationships has developed (Brandsma & Schillemans, 2013; Kearns, 2014; Koppell, 2015; Romzek & Dubnick, 2017). The majority talk about a conflicting nature of accountability to which managers have to respond (Schillemans & Bovens, 2016). The important implication is not solving the tension inherent in the need to address conflicting expectations but rather managing to "fulfill the public's expectations" (Cooper, 1996), which provides a more "realistic picture" of today's organizations and their environments (Acar, Guo, & Yang, 2008). Romzek & Dubnick's 2017 model is useful as a framework for understanding and to measuring accountability reflecting this implication. This more or less covers the comprehensive meaning of accountability mentioned by the scholars defining the concept. The five dimensions of accountability are made to accommodate Romzek & Dubnick's 2017 idea of managing the expectations and environment. The first two kinds of accountability (transparency and liability) can be thought of as foundations that underpin accountability in all of its manifestations. There is greater tension between the three substantive conceptions of accountability controllability, responsibility, and responsiveness (Koppell, 2018).

2.1.4 Team collaboration

Several models have been developed to present the necessary characteristics of effective teams. To discuss those characteristics, they have been grouped into six categories: team leadership, team direction, adequate resources including physical, financial, human and time; information; team processes and clear roles and responsibilities.

Team leadership

The leadership of a team is critical to its success whether the leader is appointed by a Project or selected by team members as discussed by MacMillian (2016) indicated that the leadership must be accepted by the team members. Research indicates that a leader's ability to serve as a facilitator is critical to the success of team according to (Holpp, 2015). A leader, whether designated by management or elected by the team members, that pulls out initiative, creativity and motivates exceptional levels of individual and collective performance from all team members leads to an effective team; Kelly, (2017). As teams develop many become self-directed and if those teams are to be successful it is recommended that all team members should have the same leadership skills and attributes as the team leaders as discussed by Campion, Medsker & Higgs, (2013); Hackmann & Walton, (2016); Holpp (2018); Mohrman, Cohen & Mohrman, (2015); &Yancey, (2016).

Team direction

It means that if there is a group of people who have the same thoughts and goals about the success of the company, then these people should work under one team, one plan and headed by a single supervisor to make sure that these goals and objectives that they have been met for the growth and success of the company (Hitesh B, 2019).

Team Information

According to Axley (2014) there are two approaches that define communication in a team setting: the information engineering approach and the social construction approach. The information engineering approach defines communication as the linear transmission of messages through a conduit. According to Feldman (2016), Effective communication is therefore the accurate and unbroken transmission of information that results in understanding, such that receivers decode sent messages. Physical noise and psychological noise in the system comprise the main barriers to effective communication.

This model treats communication as a defined process that occurs within an already established social context. It does however limit the ability to appreciate powerful social dynamics. The social construction approach emphasizes how team communication can create the dynamic context in which people work. This view maintains that communication, rather than just a neutral conduit, is the primary social process through which a meaningful common world is constructed, as discussed by Craig (2017). From this perspective, efforts to improve information transmission are limited as they do not address how patterns of communication create and sustain a team's definition of itself.

Thus, team communication is both about transmission and social construction of reality, encompassing the explicit and implicit frameworks the team develops regarding appropriate goals, roles and behavior. Within a team, effective communication can create a centripetal force to draw team members as stressed by Eisenberg, (2018).

Resources

Resources represented by the people within the organization are visible and tangible resources and the characteristics of the people (qualities, knowledge, skills, manners, aspirations, expectations, values, behavior, etc.) and their

relationships are perceived only as manifestations in the processes of work within the organization without taking physical, tangible shapes. Formal and informal resources are an awareness and consideration of the duality of formal and informal manifestations are important to any organization. By strategy, policies, regulations, methods, procedures, etc. people are given a certain way of deciding, acting and behaving (formal elements). In fact, all people in the organization have individual and informal group manifestations (objectives, roles, behavior norms, relationships, etc.) that strongly influence the functionality and results of the individual as well as of the others and of the organization (Erasmus, 2016).

Team processes

Groups of people working together for a common purpose have been a fundamental building block of human social organization. However, the modern concept of work in large organizations, developed in the late nineteenth and early twentieth centuries, involves work activity being conducted as a collection of individual jobs (Engels 2014).

A variety of global forces have unfolded over the last two decades which have resulted in a changing landscape in which organizations operate. For example, the need for organizations to respond to increasing national and international competition (Von Treuer & McMurray 2012) has highlighted the need for skill diversity, high levels of expertise and adaptability (Kozlowski & Ilgen 2006). Organizations worldwide have been pressured to restructure work around teams to enable more rapid, flexible, and adaptive responses to the unexpected. This shift in the structure of work has made team effectiveness a salient organizational concern (Kozlowski & Ilgen 2016).

Project performance

Over the past few decades, open administration writing has centered exceptionally intensely on project execution. (Ingraham, 2015) famous in a discourse at the national conference for the American Society for Open project that "performance, at its heart is around governance and accountability". Measuring execution makes a difference open supervisors oversee more efficiently and give open administrations more effectively. Performance measures are "periodic estimation in arrange to allow following of problems, progress, and trends" (Hatry et al. 2017). An open organization, these measures ought to be derived from the expressed missions, objectives, and destinations of the organization (Poister, 2013). Performance estimation is characterized by Poister as the method of characterizing watching, and using such measures" (2013). The framework that combines gathering information for execution measures and monitoring advance is called execution administration (VanDooren et al., 2010).

The subject of execution in open organizations is a continuous investigate theme for numerous public sector researchers. This proceeded intrigued within the subject of execution is to a great extent due to recent efforts within the open segment to redo public sector organizations more within the picture of private sector firms. Reexamination endeavors just like the Unused Open Administration have created a strongly center upon measuring execution. Bouckaert wrote a point by point history of execution measure utilization in the open division in 1990 (Williams, 2013). This article focuses to an awfully long history of using measures within the open sector, beginning within the early 1900s since of the want for a more efficient government. From the 1940s until the 1970s, open organizations were particularly interested in execution measures as a way to assist keep costs down. Within the 1970s, fetched control efforts were supplanted with the call to be proficient with citizen dollars. In the1980s and 1990s, the developments were toward reevaluating government to guarantee most extreme productivity and effectiveness.

The literature reviewed indicates responsibility assignment in a project is very important to the success of projects. It will be observed that responsibility assignment should be involved at all levels of a project and these levels have been identified as planning, implementation stage and monitoring and evaluation stages. It was seen that each level of involvement has its own impact on the overall success of project. Much as involvement leads to good performance of projects, it also has negative effects like the time and financial costs involved. However, the costs of responsibility assignment matrix should be weighed with the benefits.

Issue of responsibility assignment is gaining considerable interest in projects (Lui, 2017). Many researchers have looked at responsibility assignment matrix and performance of projects but not much literature is found on basic education. Barbara, carol & Ken (2015) examined responsibility assignment and success of education projects, Shamas & Stephen (2009) concentrated on stakeholders and success of large construction projects, Hemanta (2012) looked at stakeholders influence on infrastructure projects while Kirsi (2013) emphasized international projects. This therefore, makes it pertinent for an investigation of responsibility assignment matrix and success of education projects.

The research gap also identified is that though several studies have occurred before on the subject of responsibility assignment, most of them have occurred outside Rwanda for instance that by Harry (2009) in the UK and in France, Norway and China by Erling, David, Svein & Arthur (2014). This justifies the area of case study located in Rwamagana district in particular as well as Rwanda in general since little or no attention has been give to it. Previous studies have also been concentrating Education in general like Harry (2009) who concentrated on entrepreneurship education.

When success of Rwanda Education Assistance Project will be set up, it was emphasized that responsibility assignment has to be involved at all levels of implementation. What is not yet clear is whether clear the strides being made in the field of education projects in Rwanda Education Assistance Project are due to the involvement, engagement and great partnership with the key stakeholders in the area or whether it is because of other factors. This also creates a research gap which has prompted the researcher to examine the contribution of responsibility assignment on performance of education projects in Rwanda Education Assistance Project.

Theoretical Framework

Theoretical review involves the review of theories underlying the study topic. Theories covered in this study include: Theory of Constraints, Prospect Theory and Stakeholders' theory.

Theory of Constraints

The theory of constraints is a set of management tools created by Eliyahu Goldratt in 1984. The theory is applicable in many areas including project management and performance measurement among many others (Blackstone, 2017). The theory helps organizations to identify the most important constraints or bottlenecks in their processes and systems and dealing with them to improve performance. According to Goldratt (2014), organizational performance is dictated by constraints present in processes and systems. Constraints are restrictions that hinder an organization from maximizing its performance and achieving its goals and objectives (Goldratt, 2014). He states that constraints can involve policies, equipment, information, supplies or even people, and can be either internal or external to an organization.

Theory of constraints can be applied in conjunction with other management techniques such as total quality management and risk management to ensure a comprehensive set of techniques that ensure continuous improvement in all areas of operation in an organization (IMA, 2013). The theory is based on five steps which include: identifying the system's constraints that limit progress toward the goal, exploiting the most important constraint, subordinating everything else to the decision made by managing the system's policies, processes and resources to support the decision, elevating the constraint by adding capacity or changing the status of the original resources to increase the overall output of the constraining task or activity, and finally going back to step one and identify the next most important constraint (Steyn, 2016). The five steps in applying the theory of constraints enable an organization's management to remain focused on the most important constraints in their systems.

Theory of constraints is applicable in many aspects of project management. Monitoring and evaluation are done throughout the steps on the theory of constraints to record information regarding the progress of managing the constraints. Step five of the theory of constraints provides for feedback which is important in evaluation of results to determine whether there is progress in achieving project goals and objectives (Steyn, 2016).

Any project risk might be a constraint or could become a constraint (Steyn, 2016). In most cases, risk events that are initially not considered as posing the highest risk are neglected. Often, this may result in a risk event that was initially considered as not being critical becoming the most important constraint. Once a risk event has been identified as important or critical, the focus is to eliminate the risk or reduce either the probability of its occurrence or its impact to a level where it would not be critical anymore (Steyn, 2016). Project leadership is critical in executing the theory of constraints. It involves managing project schedules to ensure projects are completed on time and within the scope and budget (IMA, 2019). Managing constraints requires project leaders to coordinate their project teams in order to minimize the effects of constraints effectively. Stakeholder participation is important in any project or organization as they contribute to decision-making to enhance the quality of products and services. While executing a project, stakeholder needs could be expected to change, which leads to changes in scope of the project, (Steyn, 2016). It helps management focus on what's important by identifying individual constraints that inhibit the organization from achieving its goals. The process allows organizations to identify the root cause for poor performance

Theory of Change

A theory of change is an approach that explains how a particular intervention or set of interventions is

expected to produce particular developmental changes based on available causal evidence. UNDAF's theory of change should be based on sound analysis, consultation with key stakeholders and learning from the experiences of the UN and its partners on what works and what does not work in different contexts. A theory of change helps identify solutions to effectively address the root causes of problems that impede progress and guides decisions about which approach to take, taking into account the UN's relative strengths, effectiveness, feasibility and uncertainty as part of any change process gender. A theory of change also helps identify underlying assumptions and risks, which are critical to understanding and reviewing the entire process to ensure that the approach is helping to achieve the desired change (Patricia Rogers, 2014).

First, development challenges are complex and often stem from many factors and layers rooted in societal functioning. For example, the opening of legal aid clinics may not lead to more women accessing the justice system unless issues such as cultural sensitivities, necessary legal reforms and childcare constraints are also addressed. Theories of change can help UN Country Teams (UNCTs) think systematically about the multiple root causes of development challenges and their interactions, identifying issues that UNDAF should prioritize in order to maximize the UN's contribution to development challenges. Achieve development and change. Second, the theory of change provides a framework for learning within and across programming cycles. By identifying the causes of development challenges, making clear assumptions about how proposed strategies are expected to perform, and testing these assumptions against evidence, including what has and has not worked in the past, a theory of change helps provide a sound rationale for achieving change. A theory of change can also help correct course when a chosen approach does not work or anticipated risks materialize.

New knowledge and experiences from monitoring and evaluation help refine assumptions and inform decisions about how to adjust approaches to achieve intended outcomes. Adapting the theory of change also needs to be adapted to changing circumstances, especially in response to crises and upheavals, and as part of regular monitoring. Third, theories of change are increasingly being used as a tool for building and managing partnerships and partnership strategies (Patricia Rogers, 2014). The process of agreeing on a theory of change creates different perspectives and assumptions among program planners, grantees, donors, program staff, and others. It can build consensus and motivate stakeholders by involving them early in the planning process and showing how their work can have a long-term impact.

It helps others to understand and support the UN's contribution to change and strengthens cooperation with other organizations aiming to achieve the same results, creating stronger or new partnerships and better complementarity and coordination. Finally, UNDAF's Common Theory of Change is the basis for more effective and consistent communication between UN country teams in formulating their shared vision and strategy for how change will happen. A theory of change diagram or brief is a short way of summarizing the purpose of the UN's work and communicating it to beneficiaries, stakeholders, donors, governments and other partners. It emphasizes real change to counterbalance discussions that focus solely on the resources, activities, and outcomes of UNCT's various actors (Craig Walters, 2014).

Stakeholders' theory

The theory that guided this study was stakeholders' theory. Stakeholder theory first developed in 1950's and during 1960's (Kippenberger, 2016). This was during post-war period as economic growth raised living standards that both employees with strong unions and consumer groups started to challenge the power and might of modern organizations. Management of these organizations had to accept that there were other interested parties beyond themselves and their shareholders of whom they would have to take some account.

Freeman in 2014 was the first scholar to present a theory assessing the role of actors in the firm's environment. He states that organizations operations are affected by both internal and external actor's behaviour besides stockholders (Susan, 2017). The theory says that all stakeholders must be identified and listed and that they are supposed to shape the organizational structure and behaviour. Mellisa, (2012) quotes freeman's book, Strategic Management: A stakeholder approach that the firm exists for the purpose of serving stakeholder interests. A stakeholder has been defined as any group or individual who can affect or is affected by achievement of an organizations purpose (Mellissa, 2012). There is a consensus that stakeholders often include customers, employees, management, stockholders, creditors, suppliers, community and even competitors (Stark, 2014). Evan and Freeman (2015) say that stakeholder theory does not give primacy to one stakeholder group over the other. He further emphasizes participation and that all members have the right to participate in the decisions which affect the accomplishment of their projects in an important

way. This is further supported by Follet works of 2010 (Mellisa, 2012). Follet says for all stakeholders to have direct effect in the projects; there should be reduction in information gaps and increase participation by giving stakeholders more direct involvement with the project. That participation is each taking part to his /her capacity.

However, the theory is without faults. Susan (2009) criticizes the Stakeholder theory by saying that it provides an inadequate explanation of the firm's behaviour within its environment. Key to theory development is providing an explanatory logic for the relationships under observation. Beyond the concept of ``affect/affected by'', that Freeman's work does not sufficiently address the dynamics which link the firm to the stakeholders which are identified. Whereas it may be correct to suggest

Materials and Methods

The research was descriptive and analytical research design; it is key role in statistics and data analysis. Descriptive research classifies, describes, compares, and measures data; it is also identified characteristics, frequencies, trends, and categories for the influence of responsibility assignment matrix and performance of Rwanda education assistance project in Rwanda. The study was based on a single case study to enable a broad cross section of researchers to facilitate the great understanding of the phenomenon and apply a series of statistical tests to help in the presentation of the data via mean, standard deviation, correlation and regression analysis.

Target Population

Population was the staff management, members and Rwanda Education Assistance Project and was comprised by 171 people. This was the study population though a convenient sample which was taken based on sampling design represented.

Sample Size

There are many ways of calculating sample size, but the researcher may need to calculate the necessary sample size for a different combination of levels of precision, confidence, and variability. Due to the information needed, the researcher decided to use all population as simple size thus simple was 171 respondents.

Sampling technique

Universal sampling

As all population was a sample size. The sample was, therefore, be made of number the staff management, stakeholders and employees of Rwanda Education Assistance Project

that the firm's survival be linked to external, the motivating description of this linkage needs to be more clearly addressed. Further Hill and Jones (2016) beg to differ from Evan and Freeman above by saying that some stakeholders have more primacy than others and may vary with respect to the degree of importance management places on their stakes and with respect to the amount of power the stakeholder has with management. Caroll also conquers with Hill and Jones by saying that stakeholders with more power and legitimacy require more attention as quoted by (Starik, 2014). Shareholder theory was used it to challenge corporate leaders and project owners to rethink their usual approaches to management. It advocates managers shifting the primary focus of the education projects away from short-term performance and toward long-term success.

Data Collection Methods

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.

Here it follows a rationale that once questionnaires and other data collection tools have been administered the mass of collected raw data must be systematically organized in a manner that facilitates analysis. Thus, data from completed questionnaire was edited, categorized and entered into the computer SPSS and summarized using simple frequency counts and percentage distribution for analysis, mean and standard deviation was used during data analysis. In relation to qualitative analysis the researcher used the collected information from the respondents to establish patterns and relationships with the area being studied. Quantitatively the researcher summarized data using descriptive statistics like graphs, percentages and frequencies which enabled the researcher to meaningfully describe the distribution of scores and measurements. Using these techniques, the presentation, analysis and interpretation of the findings made it easy to comprehend and draw conclusions were based on the findings. A regression model was provided a function that was describe the relationship between one or more independent variables and a response, dependent, or target variable.

4. Results
4.1 Descriptive Statistics on segregation of duties

	Mean	Std. Deviation
Segregation of duties reduces the risk of a malicious or inadvertent in the project for the performance of Rwanda Education Assistance Project	4.20	.931
Segregation of duties reduces the risk of conflict of interest or the appearance of conflict of interest for better performance of Rwanda Education Assistance Project	4.11	.897
Segregation of duties reduces the risk of errors, fraud, abuse, theft, or other wrongful actions and Comply with regulatory mandates for the performance of Rwanda Education Assistance Project	4.68	.992
Valid N (listwise)		

Source: Primary data, (2023)

From the findings show that 'It reduces the risk of a malicious or inadvertent in the project for the performance of Rwanda Education Assistance Project with mean of 4.20 and .931 standard deviation. This implies that that the respondents strongly 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 shows that "It reduces the risk of conflict of interest or the appearance of conflict of interest for better performance of Rwanda Education Assistance Project" where the respondents agreed with a mean of 4.11 and standard deviation of .897 and this indicated that the respondents strongly 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 shows that "It reduces the risk of errors, fraud, abuse, theft, or other wrongful actions and Comply with regulatory mandates for the performance of Rwanda Education Assistance Project" with mean of 4.68 and .992 standard deviation. This implies that that the respondents strongly 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.

4.2 Descriptive Statistics on accountability of employees

	Mean	Std. Deviation
Accountability helps employees to be responsible for their actions, behaviors for performance of Rwanda Education Assistance Project	3.77	.671

	Mean	Std. Deviation
Accountability also linked to an increase in commitment to work and employee morale, which leads to higher performance	4.20	.931
Accountability helps individuals who feel responsible for their actions may be more likely to perform their tasks well and efficiently	4.88	1.123
Valid N (listwise)		

Source: Primary data (2023)

From the findings show that "It helps employees to be responsible for their actions, behaviors for performance of Rwanda Education Assistance Project" with mean of 3.77 and .671 standard deviation. This implies that 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 shows that "It's also linked to an increase in commitment to work and employee morale, which leads to higher performance" where the respondents agreed with a mean of 4.20 and standard deviation of .931 and this indicated that the respondents strongly 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 shows that "It helps individuals who feel responsible for their actions may be more likely to perform their tasks well and efficiently" with mean of 4.88 and 1.123 standard deviation. This implies that that the respondents strongly 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.

Table 4.1 Descriptive Statistics on team collaboration

	Mean	Std. Deviation
Rwanda Education Assistance Project, shared goals in teamwork	5.33	6.703
Rwanda Education Assistance Project, understanding of individual roles	3.94	1.197
Rwanda Education Assistance Project, recognize team-building opportunities	3.89	1.178
Valid N (listwise)		

Source: Primary data (2023)

The findings in table shows indicated that for the first statement that stated that "Rwanda Education Assistance Project, shared goals in teamwork" "the respondents agreed with a mean of 5.33 and standard deviation of 6.703 with the statement and this indicated that the respondents strongly 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 that "Rwanda Education Assistance Project, understanding of individual roles" where the respondents strongly agreed with a mean of 3.94 and standard deviation of 1.197. "This indicated that the respondents strongly 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 "Rwanda Education Assistance Project, recognize team-building opportunities" this was measured by a mean of 3.89 and standard deviation of 1.178. This indicated that the respondents are strongly 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".

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5. Conclusions

On the basis of the findings of the study and in line with the study objectives, the researcher made the following conclusions. Responsibility assignment matrix in the performance of education projects, objective setting and budgeting, project implementation and monitoring and evaluation is very crucial for success of educational projects. This is due to fact that it increases ownership and hence sustainability of such projects.

There is a big relationship between the levels of involvement of local stakeholders and the performance of education projects in Rwanda Education Assistance Project and other places in general. This is because it was revealed that involving these stakeholders at planning, implementation and monitoring and evaluation has helped identify their needs, achieve set objectives, increase in school enrollment, completion rates and improved performance in different examinations. Finally, the researcher on basis of the findings concludes that the level of responsibility assignment matrix will contributes more to the performance of education projects. This is on the basis of 86.4% of the respondents agreed that involving them in different activities which help the education to be successful.

6. Recommendations

On the basis of the findings of the study and in line with the study objectives, the researcher made the following recommendations.

Levels of involvement of stakeholders: The results from the study revealed that more than 90 % of the local stakeholders are involved in the Rwanda Education Assistance Project through needs assessment, objective setting and budgeting, project implementation and monitoring and evaluation. The researcher there recommends that Rwanda Education Assistance Project and other entrenched projects should emphasize local stakeholder involvement at all levels of the project in order to increase ownership for project successful.

How levels of involvement lead to the success of education projects: The results from the study revealed that more than 85% of the local stakeholders agreed that there is levels of involvement do lead to the success of performance of education projects. I recommend that project managers should be keen at linking the stages of planning, implementation and monitoring and evaluation to the project since they are so much related and interconnected.

The level of involvement of local stakeholders that contributes most to the success of education projects: With regard to the level of involvement of local stakeholders that contributes more to the success of performance of education projects. On the basis of this, the researcher recommends that Rwanda Education Assistance Project and other projects should involve more their stakeholders in planning stage of projects through meetings, needs assessments, consultations, budgeting since it has more impact on the success of a project than others. However, this should not be in isolation from other stages of project as implementation and monitoring and evaluation.

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