

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

Research Design

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

Profile of Rwanda Education Assistance Project

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

Target Population

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

Sample Size and sampling technique

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

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

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

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

Table 1: Target population as representatives people

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

Source: RAEP, 2022

Data Collection Instruments

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

Data Analysis

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

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

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

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

Source: Primary Data (2022)

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

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

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

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

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

Source: Primary Data (2022)

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

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

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

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

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

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

Source: Primary Data (2022)

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

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

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

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

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

Source: Primary Data (2022)

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

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

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

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

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

Testing the Hypotheses

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

Table 6: ANOVA^b on project objectives development

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

a. Predictors: (Constant), Project objectives development

b. Dependent Variable: Project Sustainability

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

Testing Hypothesis Two

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

Table 7: ANOVA^a on project design system

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

a. Predictors: (Constant), Project design system

b. Dependent Variable: Project sustainability

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

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

Testing Hypothesis Three

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

Table 8: ANOVA^b on activities identification

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

a. Predictors: (Constant), Activities identification

b. Dependent Variable: Project sustainability

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

Testing Hypothesis four

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

Table 9: ANOVA^b on reporting system

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

a. Predictors: (Constant), Reporting system

b. Dependent Variable: Project Sustainability

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

Table 10: Regression coefficients

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

Dependent Variable: Sustainability of education projects

The equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4$) becomes:

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

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

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

CONCLUSION

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

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

RECOMMENDATIONS

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

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

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