

Effect of Human Resource Management Practices on the Success of Building Learning Foundation Project in Rulindo District, Rwanda

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ABSTRACT

The general objective of this research was to assess the effect of human resources management on project success with the case of Building learning foundation project implemented by Voluntary Service Overseas (VSO) in Rulindo District of Rwanda. The target population was involving project beneficiaries, project implementers, and stakeholders including local authorities. The primary and secondary data were collected and the following data collection methods were used: documentary analysis, questionnaire and interview guide. Secondary data were collected with documentary analysis while primary data were collected through the use of questionnaires and interview guide. Data were analyzed using qualitative and quantitative methods. Qualitative data were analyzed using narrative and thematic methods while Quantitative data were analyzed using descriptive statistics and inferential statistics with correlation and regression analysis methods. The statistical program for social sciences (SPSS) version 23.0 was used to examine quantitative data in order to facilitate mathematical computations because doing it manually would be time-consuming and error-prone. Human Resource Management: (β : 0.628, t: 9.721, Sig.: 0.000) human resource management has a positive effect with project success. For every one-unit increase in human resource management, Project success is estimated to increase by 0.628 units. The regression analysis indicates that human resource management significantly affects the success of the Building Learning Foundation (BLF) project. Providing ongoing training and development opportunities can ensure that personnel have the skills and knowledge to excel in their roles, ultimately contributing to the project's success.

Key terms: Building Learning Foundation, Human Resource Management, Project Implemented, Project Success, Resources Management

I. INTRODUCTION

Project failure is a prevalent issue globally, with success rates reported at a mere 25% in the United States. In Africa, particularly in Ghana, project failures are often attributed to various factors such as financial dependencies, funding refusals, changes in directives, design delays, misinformation, and mismanagement of contracts (Rugabira & Irechukwu, 2021). Similarly, Rwanda has faced its share of project challenges. Instances of projects on the brink of collapse or outright cancellation have been attributed to factors such as unconventional operational approaches within functional groups lacking adequate project management expertise, instances of corruption, opacity in resource management, and poor project management practices that hinder overall project performance and success (Office of the Auditor General, 2022).

There was a need to examine if project managers of Building Learning Foundation developed project resource plans and defined the project's success criteria and kept the team focused on achieving them, and project materials were used efficiently and effectively. The motives behind building learning foundation included that of the ambition in Rwanda for the performance of the education system from both Ministry of Education (MINEDUC) and Rwanda Education Board (REB) was strong. However technical capacity related to planning/policy making, data management and policy making tended to be a challenge. Financial allocations to the education sector were insufficient to fully implement the Education Sector Strategic plan (Ministry of Education, 2018). Furthermore, at the district and sector levels, as it was highlighted by the Updated Delivery Capacity Assessment by the BLF program in early 2018, education officials had gaps in skills, knowledge and attitudes necessary for better decision-making, planning, accountability, monitoring and evaluation.

This included essential planning for Continuous Professional Development (CPD) through newly established district and sector CPD committees. Further, the education system in Rwanda faced challenges related to inefficient resource allocation and effective Public Financial Management (PFM) leading to underspending in key areas (Education Quality, Teacher Development and Management) and delayed capitation grant payments. The Building Learning Foundation (BLF) program was designed to respond to the challenges outlined. This includes first and foremost, the need to build a strong foundation in both English and Mathematics for Rwandan learners as they make the transition to English as the Medium of Instruction. This was reinforced by leadership for learning and systems strengthening at the sector, district and national level (Department for International Development, 2019).

Despite the fact that, there was empirical evidence linking project success to adoption of best project resource management practices, studies to link project resource management practices with successful implementation of educational projects have not been exhaustive in Rwanda. Besides, none of studies of such kind were done on Building Learning Foundation in Rulindo District, hence existence of the gaps of data and information on the success of that project. The existence of failed project implementation is likely to lead to poor development in Rwanda because the growth of the Country is dependent on successful project implementation. There was therefore a need to conduct this study and establish the link between project resource management practices and successful implementation of Building Learning Foundation.

1.1 Research Objective

To find out the effect of personnel resource management on the success of Building Learning Foundation project in Rulindo District.

1.2 Hypothesis of the Study

H_a: There is significant effect of personnel resource management on the success of Building Learning Foundation project in Rulindo District.

II. LITERATURE REVIEW

Resource management is the process of planning, scheduling, and allocating resources to finish a project is known as resource management. Typically, project managers are in charge of overseeing the resource management process, although other leaders may take on this role as well. To accomplish this, they must employ resource management tools and procedures such as project management software (Landau, 2023).

According to Rakesh and Muhammed (2022), human resource management practice is the process of bringing people and organizations together to achieve their respective goals. It is the part of the management process concerned with the management of an organization's human resources. It tries to get the best out of people by gaining their complete cooperation. In a nutshell, it is the art of acquiring, developing, and retaining a competent workforce in order to achieve an organization's goals in an effective and efficient manner.

2.1 Theory of change

This study was guided by the theory of change developed by Kusters in 2000. The theory of change is a framework for comprehending how to achieve a desired outcome through a series of activities or causal interactions. It also provides as a road map for how a particular intervention or program is projected to create the desired change over time. The theory of change is used to clarify the causal logic of how the planned activities or inputs would result in the intended outputs, as well as to serve as a foundation for monitoring and assessment.

The theory assists managers in understanding the outcome chain(s) and explains which strategies were chosen, why this set of tactics was chosen over others, and how the outcome chain(s) are expected to unfold. Change is depicted in life cycle and evolutionary theories as a preset process that unfolds through time in a predetermined direction. Change trajectories, on the other hand, are viewed as manufactured in the sense that goals, and the measures taken to attain them, can be changed at the will of people engaged in the process. However, in practice, this may not always be easy to achieve since persons engaged, particularly those leading the change, may fail to recognize some of the dynamics that influence results (Hayes, 2014).

According to Carol Weiss et al. (1995) who developed the concept of transformation, the emphasis of this concept is on how to effect change and who should be held accountable for it. A generic logic intervention employs logical models, which are widely used to demonstrate program theory. This theory is related to applied development

evaluation and change theory. According to Weiss et al. (1995), proponents of this approach spent many years focusing on how to tie program theories to evaluation.

The theory of change shows the relationship between output and outcome reasoning. For example, in a project aiming at improving literacy rates among lower primary school children, inputs included providing high-quality early childhood education, by providing high-quality early childhood education. Children develop a strong foundation in literacy and numeracy, preparing them for success in school. Any change theory must include monitoring, evaluation, accountability, and learning.

In this study, the theory of change used to explain how resource management practices including human resource management lead to change by enhancing success of building learning foundation (BLF) project through educational goals attainment, and beneficiaries' satisfaction in Rulindo district where the project was implemented.

2.2 Empirical Literature Review

Semigabo (2015) discovered that project management abilities had a significant impact on the outcomes of the investigations. The majority of respondents (24%) indicated that the NIMCP project's success was due to industrious and dedicated workers; 16% said it was due to management support; 14% said it was due to solid planning; and 11% said it was due to a clear vision and objectives. Staff members' competence, ownership of the project, reasonable expectations, and a clearly defined set of criteria were all mentioned as considerations. The devotion and commitment of staff members, as well as management's support, meticulous planning, clearly stated objectives, employee expertise, ownership, realistic expectations, and a detailed definition of what was anticipated, all contributed to the project's successful end. It is critical to invest in the appropriate professional and technical project management skills to create the basis for each project's success. Planning, risk management, monitoring, and control are only a few of the essential project management techniques designed to safeguard the project against possible hazards or failures.

Mutua (2019) investigated the influence of human resource planning on organizational performance at the Ministry of Health Headquarters in Nairobi (2005–2015). Using questionnaires, data was gathered from top managers, middle-level managers, HR managers, and support personnel. The acquired data was analysed and interpreted using the Statistical Package for Social Sciences (SPSS) in light of the study's four particular goals. The findings show that the practice of the HR manager becoming a member of the ministry's senior management committee was strongly opposed by the majority of respondents (mean = 4.87, 97.4%). This is an indication that staff complaints are not being properly conveyed to senior management for resolution, which may result in low morale. It has been observed that when workers are dissatisfied, their performance suffers, which in turn has a detrimental impact on the overall performance of the firm. The study's major results indicated that there was no significant evidence of effective human resource planning at the Ministry of Health throughout the time under examination. The report indicates that the Ministry of Health strive for optimum staffing levels and conduct professional demand and supply projections for human resources, particularly physicians and nurses, who make up a large portion of their workforce.

The purpose of this study by Khan and Farooq (2014) was to examine the relationship between human resource management practices (e.g., hiring and training staff, evaluating their performance, and compensating them) and the success of a project with the presence of "Islamic work ethic" as a modified variable. Researcher employed multiple regression analysis to examine data obtained from a survey given to a subset of Pakistani project-based organizations in order to assess the study's assumptions. Project success is inversely related to work ethic, according to the results.

Yang et al. (2015) set out to assess the advantages of project-based businesses to organizations and the connection between human resource management and project support. Project success is dependent on human resource management factors such as engagement, training and development, human resource planning, job design, performance management, and teamwork, with the organizational setting, working conditions, and project attributes serving as moderators of this relationship. In order to test the study's assumptions, the researcher polled a selection of Taiwanese businesses involved in data processing through the implementation of new products. According to the findings, the working conditions (working hours, free time) are critical to the favorable association between HRM practices and project success.

Huma et al. (2016) conducted a study on 270 project workers in an effort to learn how HRM practices affected the project's outcome. Different initiatives are underway in southern Pakistan. A set of representative statistical methods, primarily focusing on stability, correlation, and multiple regression analysis, were used to process this data. The research found that staff selection and appointment in human resource management practices, employee performance evaluation, had a significant impact on project success, but training and employee development did not.

III. METHODOLOGY

3.1 Research Design

This study used descriptive research design and correlational study design. Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group. Correlational design is used in research studies that aim to provide static pictures of situations as well as establishing the relationship between different variables. As far as the research approach is concerned, the study used a mixed approach since it involved the collection of both quantitative and qualitative data.

3.2 Study population

The researcher considered the study population made of BLF implementers and beneficiaries which are schools that the project operated from. The project operated in 100 schools in the whole Rulindo District. The total study population of this research made of 215 people including project implementers (BLF project management team), stakeholders including Rulindo District educational officials and BLF project beneficiaries which are government and government aided schools in Rulindo District where BLF project operated. The table below indicates the categories of study population:

Table 1

Study Population

Categories of respondents	Number
Project Manager	1
Project Implementation Lead	1
District Engagement Manager	1
Field Operations Manager	1
Volunteers	8
Head teacher	100
School Subject Leader	100
District education officer	1
Vice Mayor in charge of Social Affairs at Rulindo District	1
Director of Education Unit at Rulindo District	1
Total	215

The table above shows that the total number of respondents is 215 including 12 BLF project managers, 100 Head teachers, 100 school subject leaders and 3 stakeholders (Vice Mayor in charge of social affairs and District education officers) As the total respondents is not big, the study targeted all the respondents using the census inquiry method.

3.3 Data collection Methods

Data collection is the process of acquiring and measuring information on variables of interest in a systematic manner that allows one to answer stated research questions, test hypotheses, and evaluate outcomes (Muhammad & Kabir, 2016). The study collected both primary and secondary data. The instruments for data collection are the following: documentary analysis, questionnaire and interview.

3.4 Reliability

The Cronbach's Alpha Model in SPSS is used to measure dependability, and this consistency results in repeatable outcomes or data.

Table 2

Reliability Statistics

Cronbach's Alpha	N of Items
.814	23

The questionnaire's reliability statistically measured by using Cronbach's alpha as a measure of internal consistency. Cronbach's Alpha coefficient was ≥ 0.7 , then the instrument considered reliable.

3.5 Data analysis

After data collection, data were physically stored by use of papers then entered in the Statistical Package for Social Science (SPSS) program and stored in digital form in order to allow conversion into different types. In this study, content analysis used to analyse qualitative data (words and observations), while descriptive statistics (descriptive analysis) and inferential statistics (correlation and regression analysis) used to analyse quantitative data.

The data were processed by using descriptive statistics such as frequencies, percentages, means, and standard deviation. The study used SPSS (Statistical Package for the Social Sciences), conducting normality tests to assess if a dataset follows a normal distribution. Regression analysis was utilized to estimate associations between study variables. The model that used in the study took the form below:

$$Y = B_0 + \beta_1 X_1 + e$$

Where: Y= Project success (Dependent variable)

β =constant (co-efficient of intercept), β are regression coefficients to be estimated,

X_1 =human resource management

e = is the error term

IV. FINDINGS & DISCUSSIONS

This chapter focuses on presenting the research findings and on engaging in a thorough discussion of the same findings. These statistical metrics were used to acquire a better understanding of the findings and to demonstrate their relevance to the research aims. To carry out the analysis indicated in this chapter, SPSS was used.

Table 4

Descriptive Statistics for Human Resource Management for Building Learning Foundation Project in Rulindo District

	N	Mean	Std. Deviation
The recruiting team initially determined whether or not there was a need	215	3.84	.86
Human resource management has a procedure for posting job openings	215	3.74	.96
The recruitment and selection were based on required qualifications	215	3.87	1.02
Project members received trainings and their skills improved	215	4.54	.66
The leadership skills of project managers were satisfactory	215	4.28	.92
Project team incentives such bonus affected project performance and success	215	3.25	.84
Project team incentives enabled workers with opportunities to reflect their own work experiences and attitudes	215	3.24	.87
Different financial incentives were planned and provided to the BLF Team equitably	215	3.48	.96
Overall		3.78	.88

The table 4 above provides descriptive statistics on the human resource management aspects of Building Learning Foundation project implemented in Rulindo District, the data highlights the, mean, and standard deviation values for each dimension of human management.

In evaluating the effectiveness of the recruiting team's initial determination of personnel needs for the BLF project, respondents, on average, believe that the team effectively assessed the project's personnel requirements (Mean = 3.84 which is high). This indicate a positive perception, with the standard deviation (Std. Deviation = 0.86) indicating a degree of heterogeneity in response among respondents, which is advantageous for ensuring that the right personnel are in place for the project's success.

Regarding the establishment of procedures for posting job openings by human resource management, respondents, on average, perceived such procedures to have been in place (Mean = 3.74 which is high). However, the standard deviation (Std. Deviation = 0.96) indicates heterogeneous opinions among respondents regarding the effectiveness of this process. Regarding the establishment of procedures for posting job openings by human resource management, interviews revealed that different websites and job announcement adverts, were used.

In terms of recruitment and selection based on required qualifications, respondents, on average, believe that these practices were followed (Mean = 3.87 which is high). This positive perception of the recruitment process is with standard deviation (Std. Deviation = 1.02), indicating a heterogeneous opinion among respondents.

When assessing the effect of training on project member skills, respondents hold a very strong positive view that training significantly improved skills (Mean = 4.54 which is very high). The standard deviation (Std. Deviation = 0.66) indicates some heterogeneity in agreement among respondents regarding this positive effect on personnel development.

Concerning the leadership skills of project managers, respondents, on average, perceive these skills as very highly satisfying (Mean = 4.28 which is very high). However, the relatively standard deviation (Std. Deviation = 0.92) implies a heterogeneity in opinions regarding leadership quality.

Regarding project team incentives, such as bonuses, the mean value indicates that respondents, on average, perceive these incentives to have a moderate effect on project performance and success (Mean = 3.25 which is neutral). The standard deviation (Std. Deviation = 0.84) indicates heterogeneity in opinions among respondents.

In terms of project team incentives providing opportunities for workers to reflect on their work experiences and attitudes, the mean value indicates that respondents, on average, view these incentives as offering some reflective opportunities (Mean = 3.24 which is neutral). The standard deviation (Std. Deviation = 0.87) indicates heterogeneity in responses. Interviews with project managers revealed that project members received bonus like transport facilitation, hotel services where necessary and these incentives played a very big role in motivating beneficiaries.

Regarding the statement Different financial incentives were planned and provided to the BLF Team equitably, respondents, on average, perceived that these incentives were fairly planned and distributed among team members (Mean = 3.48 which is high). This indicates a moderate level of equity in the distribution of financial incentives. The standard deviation (Std. Deviation = 0.96) indicates some heterogeneity in responses. These incentives were fairly planned and distributed among team members where both received airtime per month as an incentive. This indicates a moderate level of equity in the distribution of financial incentives.

Additionally, the Overall mean value (Mean = 3.78 which is high) serves as a composite view of respondents' perceptions of various aspects of personnel management within the BLF project. This collective assessment, with a standard deviation (Std. Deviation = 0.88), implies a relatively heterogeneous, yet moderately positive, overall perception. Addressing specific areas of variability identified in individual statements can contribute to further enhancing the overall effectiveness of personnel recruitment and management practices within the project.

These findings support those of the study conducted by Awad (2014) emphasized that Human Resource Management techniques in a company contribute to increased performance, allowing it to expand and establish a sustained competitive advantage.

Table 5

Descriptive Statistics on the Success of Building Learning Foundation Project in Rulindo District

	N	Mean	Std. Deviation
The BLF project has achieved its purpose or goal/met set goals	215	4.11	.905
The project was completed according to the budget allocated.	215	3.88	.673
Project team members were satisfied with the process by which the project was implemented.	215	3.75	.775
The target beneficiaries were satisfied with the outcomes of the project	215	4.14	.716
Principal donors were satisfied with the outcomes of the project implementation.	215	3.33	.647
The BLF project achieved teacher development mission through trainings delivery in the disciplines of mathematics and English in lower primary schools	215	3.93	.889
The BLF project achieved leadership for learning through innovative head teacher coaching	215	4.47	.802
The BLF achieved systems strengthening through enhancing the capacity of the Rwandan education system	215	4.40	.880
The BLF project provided successfully support to inclusive education focal teachers	215	4.38	.606
The BLF applied a more gender-focused approach and enabled performance improvement of both girls and boys	215	4.15	.920
The BLF project output/delivered product met the specifications in the planning stage	215	3.78	1.021
Stakeholders and beneficiaries were involved in project maintenance or daily activities	215	4.20	.788
There is improvement of literacy and numeracy of lower primary pupils as a result of the project	215	4.01	1.030
The project has put in place procedures and conditions that allow trained teachers to continue training their colleagues in English and Mathematics in lower primary levels	215	4.17	.686
BLF Project was completed within the required/planned time schedule	215	3.98	.912
Overall		4.05	0.82

Table 5 presents descriptive statistics on the overall success of the Building Learning Foundation (BLF) project in Rulindo District, with mean and standard deviation values reflecting respondents' perspectives.

The findings indicate that respondents, on average, believe that the BLF project has successfully achieved its intended purpose or met set goals (Mean = 4.11, which is high). This reflects a strong consensus on the project's effectiveness. The standard deviation (Std. Deviation = 0.905) indicates heterogeneous view among respondents. Moreover, respondents, on average, perceive that the project was completed within the allocated budget (Mean = 3.88, which is high). This signifies efficient financial management. The standard deviation (Std. Deviation = 0.673) implies some heterogeneity in views. Furthermore, project team members' satisfaction with the implementation process is viewed positively by respondents, with an average rating of 3.75 (which is high). This indicates the importance of team morale. The standard deviation (Std. Deviation = 0.775) indicates heterogeneous opinion among respondents.

Additionally, the satisfaction of target beneficiaries with the project outcomes is perceived positively, with a mean score of 4.14 (which is high). This highlights the project's effect on its intended recipients. The standard deviation (Std. Deviation = 0.716) indicates a heterogeneous response among respondents. However, the satisfaction of principal donors with the project outcomes is viewed less favorably, with an average rating of 3.33 (which is neutral). This indicates some positivity with room for improvement in donor relations. The standard deviation (Std. Deviation = 0.647) implies heterogeneous opinion among respondents. Furthermore, the BLF project's achievement of teacher development through training in mathematics and English in lower primary schools is perceived positively, with an average rating of 3.93 (which is high). This indicates the importance of professional development. The standard deviation (Std. Deviation = 0.889) indicates some heterogeneity in views.

Moreover, the achievement of leadership for learning through innovative head teacher coaching is viewed very positively by respondents, with an average rating of 4.47 (which is very high). This highlights the effect of leadership development. The standard deviation (Std. Deviation = 0.802) indicates a heterogeneous response among respondents. Additionally, the BLF project's achievement of systems strengthening through enhancing the capacity of the Rwandan education system is perceived very positively, with a mean score of 4.40 (which is very high). This emphasizes the project's contribution to systemic improvement. The standard deviation (Std. Deviation = 0.880) indicates a heterogeneous response among respondents. Furthermore, the BLF project's successful support to inclusive education focal teachers is viewed very positively, with an average rating of 4.38 (which is very high). This indicates the project's commitment to inclusivity. The standard deviation (Std. Deviation = 0.606) indicates a high heterogeneous agreement among respondents.

Moreover, the BLF project's application of a gender-focused approach and its enabling of performance improvement for both girls and boys is perceived positively, with an average rating of 4.15 (which is high). This highlights the project's efforts in promoting gender equality. The standard deviation (Std. Deviation = 0.920) indicates some heterogeneity in views. Additionally, the BLF project's output meeting the specifications in the planning stage is viewed positively by respondents, with an average rating of 3.78 (which is high). This signifies adherence to project design. The standard deviation (Std. Deviation = 1.021) implies heterogeneous opinion among respondents. Moreover, the involvement of stakeholders and beneficiaries in project maintenance or daily activities is perceived very positively, with an average score of 4.20 (which is high). This emphasizes the importance of community engagement. The standard deviation (Std. Deviation = 0.788) indicates a heterogeneous agreement among respondents.

Furthermore, there is perceived improvement in the literacy and numeracy of lower primary pupils as a result of the project, with an average rating of 4.01 (which is high). This reflects the project's positive educational effect. The standard deviation (Std. Deviation = 1.030) indicates some heterogeneity in views. Additionally, the BLF project's establishment of procedures and conditions allowing trained teachers to continue training their colleagues in English and Mathematics in lower primary levels is perceived positively, with an average rating of 4.17 (which is high). This highlights the sustainability of teacher training efforts. The standard deviation (Std. Deviation = 0.686) indicates a heterogeneous response among respondents. Moreover, the BLF project's completion within the required/planned time schedule is viewed positively, with an average rating of 3.98 (which is high). This indicates project management efficiency. The standard deviation (Std. Deviation = 0.912) implies some heterogeneity in views.

Finally, the overall mean value for the BLF project's success is 4.05 (which is high), serving as a composite assessment of respondents' perceptions. The standard deviation (Std. Deviation = 0.82) indicates a heterogeneous agreement response among respondents regarding the overall success of the project. These findings collectively reflect the positive effect and effectiveness of the BLF project in Rulindo District, with some variations in specific aspects of stakeholder satisfaction and project outcomes.

The findings supported by Capmbel and Park (2016) demonstrated the vital role of efficient resource management in projects. As evident in Table 5, the Building Learning Foundation (BLF) project in Rulindo District not only met its goals but also satisfied stakeholders, beneficiaries, and improved education outcomes. This aligns



with Baron's emphasis on careful planning and effective resource utilization. The BLF project's success is in line with Rwanda's vision for a strong education system.

Table 6
Correlations

		Human resource management	Project success
Human resource management	Pearson Correlation	1	.554**
	Sig. (2-tailed)		.000
	N	215	215
Project success	Pearson Correlation	.554**	1
	Sig. (2-tailed)	.000	
	N	215	215

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

Table 6 displays that human resource management exhibits highly significant positive correlation with the success of BLF project in Rulindo District (0.554, Sig. = 0.000). These findings imply that a well-established human resource management significantly contributes to the success of the BLF project as a whole. In line with Landau (2023) highlighted the pivotal role of resource management in project success. Human resource management shows a strong positive correlation with BLF project success. The correlation indicates the critical importance of human resource management for optimizing project performance.

Table 7
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.554 ^a	.307	.304	.5475

a. Predictors: (Constant), Human resource management

Table 7 presents the model summary for a linear regression analysis that includes the predictors, human resource management in relation to the dependent variable Project success. The value of R (0.554) indicates a strong positive effect of the predictors (human resource management) on the dependent variable (Project success). The coefficient of determination (R Square) is 0.307, which means that approximately 30.7% of the variability in the dependent variable (Project success) can be explained by the combined influence of the predictor.

The findings align with Carlos *et al.* (2014) defined resource management practices by emphasizing the importance of efficient resource allocation and utilization in project implementation. The regression analysis shows a strong positive correlation human resource management, and Project success, indicating their significant effect on project outcomes. This alignment indicates the crucial role of resource management in achieving project success.

Table 8
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.322	1	28.322	94.498	.000 ^b
	Residual	63.838	213	.300		
	Total	92.159	214			

a. Dependent Variable: Project success

b. Predictors: (Constant), Human resource management

The findings in Table 8 in demonstrate that the regression model the F-value of 94.498 and the corresponding significance level (Sig.) of .000, which encompasses predictors such as human resource management, exerts a statistically significant effect of the dependent variable, which is the success of project. This indicates that the observed effect of these resource management practices on the success of BLF project is unlikely to be a result of random chance alone.

The findings supported by Baraka and Shukla (2019) studied the importance of diverse skills, knowledge, and efficient resource scheduling, all of which correlate with the pivotal role of resource management in achieving successful project outcomes. This aligns with findings in the regression model indicating the significant effect of human resource management on project success.



Table 9
Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.545	.206		7.485	.000
	Human resource management	.628	.065	.554	9.721	.000

a. Dependent Variable: Project success

The table 9 provided appears to display the coefficients from a regression analysis with Project success as the dependent variable and several independent variables (human Resource Management). Human Resource Management: ($\beta = 0.628$, $t = 9.721$, $Sig. = 0.000$) human resource management has a positive effect with Project success. For every one-unit increase in human resource management, Project success is estimated to increase by 0.628 units. Based on this regression analysis, it appears that human resource management has statistically significant effect on success of BLF project.

Table 10
Hypotheses Summary Results

Hypotheses	p value	Conclusion
H _a There is significant effect of human resource management on the success of Building Learning Foundation project in Rulindo District	p<0.05	Accepted

The table 10 indicates the hypotheses guided this study: Ha1 There is significant effect of human resource management on the success of Building Learning Foundation project in Rulindo District, the p-value is less than 0.05 confirming a significant effect. The findings confirm that human resource management has significant effect on the success of Building Learning Foundation project in Rulindo District.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

The study aimed to examine effect of human resource management on the success of Building Learning Foundation project in Rulindo District. The significance values from the model summary ($Sig. < 0.05$) provide compelling evidence to support the formulated hypothesis. Resource management exhibit significant effects on project success. These findings confirm that effective human resource management practices are crucial contributor to project success, aligning with the formulated hypotheses.

5.2 Recommendations

To invest in more comprehensive training and development programs for its personnel. By providing ongoing training and development opportunities, the organization can ensure that its personnel possess the necessary skills and knowledge to excel in their roles, ultimately contributing to the project's success.

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