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RESEARCH ARTICLE

RESOURCE MANAGEMENT AND IMPLEMENTATION OF EDUCATION PROGRAMS BY NON-GOVERNMENT ORGANIZATIONS IN RWANDA A CASE OF EDUCATE! RWANDA

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Abstract

This research aimed at ascertaining the relationship between resource management and programs in Rwandan NGO implementations, with a focus on education-related projects. Evaluating the effects of time resource on the effectiveness of non-governmental organizations' operations was a clear objective of the research. Determining the impact of time management during program implementation in NGOs was the study's primary goal. The literature review gives detailed assertion on the implementation of educational sector based programs run by NGOs in Rwanda and how they are linked to resource management which eventually have significant influence on operation of such programs. The study will be relied upon by education stakeholders to establish the role played by NGOs via different programs towards the achievement of educational goals in Rwanda. This study highlighted the contribution of proper management of resources on the implementation of education programs both by NGOs and other concerned stakeholders. The study is valuable through creating basis for other scholars and researchers to rely on it for further research as it adds on the existing knowledge. The target population comprised of NGO staff, school staff plus students totaling to two hundred and thirty-five (235) participants from whom simple random and purposive sampling techniques were used to come up with sample size of the study respondents. In order to accomplish the study's aim, a mixed method approach was utilized to collect both qualitative and quantitative data through structured questionnaires as well as interviews. In easy to reach locations, the questionnaires were handed by hand, and those who were found difficult to interact with received them via email. The study data was analyzed and interpreted using tools like SPSS (Version 25.0), ANOVA and Descriptive statistics to organize and summarize the data using Pearson's correlation (for correlation analysis). This helped to present the findings as well as coming up with valid conclusions and recommendations. The study revealed that from the perception of Students, School staff and Educate! Staff, the expression of $r = 0.354$, $r = 0.950$ and $r = 0.769$ respectively proves that management of resources have positive correlation and greatly influence implementation of education programs.

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Introduction:-

Rwanda's education system has undergone many transformations such as; medium of instruction in 2009, curriculum reforms, structure of education (9 Years Basic Education, 12 Years Basic Education, Technical vocational schools), school feeding among others.

The country has managed to achieve commendable progress in the education sector, with increased enrollment, improved infrastructure including ICT and eventual focus on quality of education due to various programs implemented by both the government and NGOs. The success of programs implemented by NGOs is believed to be influenced by different factors including resource management which is a key element to activity resource estimating (Gruneboom, 2012).

Program implementation success involves arrangement and coordination of the organization's resources and motivation of the staff to achieve the targeted goals. Successful implementation is about working together and sharing information with each other (Danture Wickramasinghe, 2015). Many factors have been proposed to influence successful implementation of programs in NGOs with little attention given to the influence of resource management. It is therefore imperative to establish how proper resource management can contribute to the successful implementation of programs in NGOs.

Problem Statement

After the 1994 genocide formal education has prominently emerged in the projects of transforming the country which increased the enrollment in 2000s. However, it was discovered that, according to reports by USAID (2014), Goldenberg (2014), and EDC (2016), the majority of the pupils did not fulfil reading and math criteria (arithmetic skills). The supposition in the researcher's mind is that failure of programs implemented by NGOs possibly could be attributed to the influence of resource management which may either be on the side of organization or schools as stakeholders in programs. Therefore, the current study aimed to reveal the truthiness basing on empirical facts after careful analysis and interpretation of data collected.

Review of Related Literature:-**Theoretical Review**

Oil firms' performance can be greatly impacted by inefficient time management, which can lead to a decline in profitability, productivity, and efficiency (Hussien, 2023). In a similar vein, poor time management may have a big impact on how well NGOs carry out their projects in Rwanda. As a result, making efficient use of time is crucial for maximizing performance and attaining desired outcomes.

Project time management, according to Omondi (2017), is the process of allocating time to complete project or program activities and generate the targeted distinct program deliverables.

Ashley (2013), People are not born with the ability to manage their time well. Rather, it is a set of skills that individuals apply to their everyday activities. Project or program managers typically don't look for more engagement elsewhere since they don't always know how to manage their time and requirements for all program activities. Project managers frequently struggle since they don't have structure in their schedules to do their responsibilities within longer time frames (Ashley, 2013). It is therefore, imperative for them to treat time management as sensitive matter in the daily endeavors.

Empirical review

Obadia and Patrick (2018), the recipients are happy with the timely and dependable delivery of their items. It has been shown that time resources have an impact on project implementation when they are used wisely throughout project operations. This means that the current approach must be maintained, and when necessary, time utilization must be improved. Because effective resource management is essential to attaining project objectives like improved beneficiary economy and achieving both efficiency and value for money.

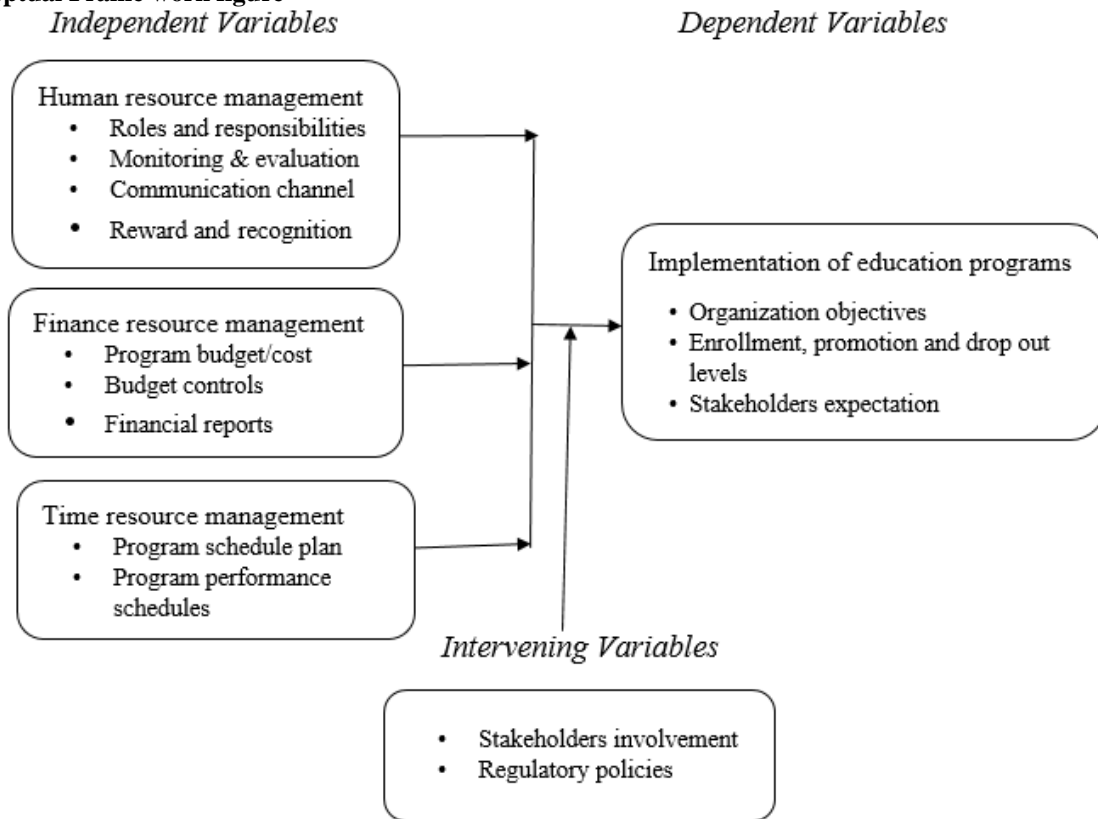
Mahad (2020), the survey found that most respondents 57% of them strongly agreed that a project's performance is influenced by its anticipated completion time.

Ochieng (2014), found that most respondents' organizations use project schedules and plans, with 52.2% and 39.1% of respondents using them extensively. Every project must have effective time management to be implemented successfully.

Conceptual framework

Three aspects; financial, human, and time resource management are taken into consideration as the independent variables in this study. The dependent variable that is influenced by the independent factors is Rwanda's implementation of education programs, which may further be influenced by intervening variables in this case which is stakeholder's involvement and regulatory policies.

Conceptual Frame work figure



Source: Researcher, 2024

Research Methodology:-

Research Design

The researcher confidently used a mixed method approach that was both qualitative and quantitative research as appropriate designs to collect and analyze data. Validity and increased understanding are key components of mixed method research. The product's design must be of a high enough caliber to receive various validities of legitimacy (Johnson, 2015).

Target Population

The target population consisted of 40 staff members from a single NGO, and 195 members (staff and students) from schools, making up the target population of 235 members.

Sample Size

The sample size constituted of 157 respondents who represented different three (3) category groups inform of NGO staff, school staff and students from where Educate! Programs are operational. According to Yamane (2015), the

sample size was determined by the researcher following the formula ; $n = \frac{N}{1+N(e^2)}$, where N represents Target population, e is the anticipated level of precision and n is the sample size.

Research Findings and Discussion:-

Management of time resource and its influence in implementation of education programs from perception of students.

| Statement regarding Management of time Resource | SD | D | SA | A | SA | Mean | Std. Deviation |
|---|-----|-----|------|------|------|------|----------------|
| Time management of club activities have great influence on implementation of business club. | 1.7 | 6.7 | 12.5 | 20.0 | 59.2 | 4.28 | 1.030 |
| Club activities time table is designed before any activity is done | 0.8 | 5.0 | 8.3 | 21.7 | 64.2 | 4.43 | .905 |
| Club performance time table or deadlines must be put in place | 1.7 | 4.2 | 10.5 | 25.8 | 57.5 | 4.33 | .947 |
| The time table for activities does not change | 1.7 | 5.0 | 10.0 | 22.5 | 60.8 | 4.36 | .968 |
| The time allocated for a project depends on the activities in it | 0.0 | 0.8 | 11.7 | 17.5 | 70.0 | 4.57 | .730 |

Key: 5 strongly agree, 4 Agree, 3 Slightly agree, 2 Disagree, 1 Strongly disagree

Source: Field Data (2024)

The results in the above table reveals that 59.2% of the respondents among the students with a SD of 1.030 asserts that time management of club activities have great influence on implementation of business clubs. This signifies that students have to utilize the available time for club activities efficiently and effectively. The mean of 4.43 and SD of 0.905 represented by 64.2% of students strongly agree that Club activities time table is designed before any activity is done. This implies that making of time tables have to be given priority as a way of managing time resource.

The 57.5% of respondents strongly in agreement versus 1.7% who strongly disagree on Club establishment of performance time tables or deadlines for activities cannot be relied on to ignore the role of performance timetables during program implementation. The SD of 0.968 and 60.8% of students affirmed that the time table for activities does not change. This prevents disorganizations and enhance proper utilization of time resource. It is also ascertained that, 70.0% strongly agree that the time allocated for a project depends on the activities in it. This helps the concerned project individuals to plan accordingly while implementing certain programs.

Perception of school staff towards management of time resource in program implementation.

| Statement regarding Management of time Resource | SD | D | SA | A | SA | Mean | Std. Deviation |
|---|------|------|------|------|------|------|----------------|
| Time management influence the implementation of education programs | 0.0 | 11.1 | 0.0 | 0.0 | 88.9 | 4.67 | 1.000 |
| The time allocated to business club activities influence the operation of business club. | 0.0 | 0.0 | 0.0 | 22.5 | 77.8 | 4.78 | .441 |
| The completion and success of school exchange visits depends on the time allocated for such activities? | 0.0 | 0.0 | 11.1 | 11.1 | 77.8 | 4.67 | .707 |
| Schools need to allocate specific time for mentorship of students | 0.0 | 0.0 | 11.1 | 0.0 | 88.9 | 4.78 | .667 |
| Teachers must verify the time tables of activities designed by students before they start to use them | 11.1 | 0.0 | 11.1 | 11.1 | 66.7 | 4.22 | 1.394 |
| It is necessary to allocate time for students' projects in the school academic time table | 0.0 | 0.0 | 11.1 | 0.0 | 88.9 | 4.78 | .667 |

Key: 5 strongly agree, 4 Agree, 3 Slightly agree, 2 Disagree, 1 Strongly disagree

Source: Field Data (2024)

The findings in the table above disclose an exceptional percentage of 88.9% of the School staff with a SD of 1.00 which asserts that time management influence the implementation of education programs this makes management of time resource a standalone concept during implementation of education programs. The absence of any school staff respondent to disagree with the researchers' thinking compared to 77.8% who strongly agree, affirms that the time allocated to business club activities influence the operation of business club versus This signifies that students have to utilize the allocated time effectively.

The mean of. 4.67 and SD of 0.707 represented by 77.8% of school staff strongly agree that the completion and success of school exchange visits depends on the time allocated for such activities. This implies that every activity planned during the exchange visits has to be done in its allocated time. The 88.9% of respondents strongly in agreement versus 0.0% who strongly disagree on need to allocate specific time for mentorship of students cannot be relied on to ignore the value of allocating time for student mentorship.

The SD of 1.394 and 66.7% of staff affirm that teachers must verify the time tables of activities designed by students before they start to use them. It is also ascertained that, 88.9% strongly agree that it is necessary to allocate time for students' projects in the school academic time table. This helps teachers and learners to plan both curricular and non-curricular task appropriately for effective management of time resource.

The qualitative data revealed the number of 2 staff interviewed all agreed that management of time resource influence implementation of their business club activities basing on their decision on the allocation of time to club activities.

Perception of Educate! staff towards management of time resource in program implementation.

| Statement regarding Management of time Resource | SD | D | SA | A | SA | Mean | Std. Deviation |
|--|-----|-----|------|------|------|------|----------------|
| Schedule of activities have great influence on the implementation of organization programs | 3.6 | 0.0 | 17.9 | 32.1 | 46.4 | 4.18 | .983 |
| Time management influence implementation of education program | 3.6 | 0.0 | 21.4 | 32.1 | 42.9 | 4.11 | .994 |
| Every department design performance schedules/time table | 0.0 | 7.1 | 7.1 | 32.1 | 53.6 | 4.32 | .905 |
| Activity duration estimation promotes schedule performance | 3.6 | 3.6 | 10.7 | 35.7 | 46.4 | 4.18 | 1.020 |
| Defining program output schedule promotes program performance | 3.6 | 3.6 | 25 | 32.1 | 35.7 | 3.93 | 1.052 |
| Defining time of program activities implementation promote timely performance | 3.6 | 7.1 | 21.4 | 28.6 | 39.3 | 3.93 | 1.120 |
| Programs are normally delivered within the desired time frame | 0.0 | 7.1 | 10.7 | 25 | 57.1 | 4.32 | .945 |

Key: 5 strongly agree, 4 Agree, 3 Slightly agree, 2 Disagree, 1 Strongly disagree

Source: Field Data (2024)

The results in the aforementioned table disclose that, 46.4% of Educate! staff with a SD of 0.983 prove that schedule of activities have great influence on the implementation of organization programs. 42.9% of the staff with SD of 0.99 affirm that time management influence implementation of education program. This can be achieved by designing of performance timetables by every department which was also strongly agreed upon by 53.6% of the respondents. The mean of 4.18 representing SD of 1.020 of staff strongly agree that activity duration estimation promotes schedule performance during implementation of program activities.

32.1% and 35.7% of respondents agree and strongly agree respectively with the assertion that defining program output schedule promotes program performance. This implies that successful implementation depends on activity duration.

The 9.7% which accrued from the combination of disagreed and strongly disagreed respondents' decision is minor compared to 39.3% who strongly agreed that defining time of program activities implementation promote timely performance.

The SD of 0.945 represented by 57.1% of staff from Educate! affirm that programs are normally delivered within the desired time frame. This indicates that setting of time frame for different activities under a given program must be treated with diligence.

The results generated from qualitative data in an interview conducted with Educate! staff members revealed that management of time resource through doing schedule of activities, designing performance schedules by departments among others influence implementation of education programs by NGOs.

Correlation analysis in perception of students.

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 6.206 | .632 | | 9.826 | .000 |
| Roles and responsibilities of club leaders and members are clearly defined before implementation of club activities | -.011 | .079 | -.012 | -.139 | .890 |
| Time management of club activities have great influence on implementation of business club. | -.301 | .082 | -.324 | -3.690 | .000 |
| Budget controls are put in place to use club funds well | -.128 | .098 | -.115 | -1.309 | .193 |

a. Dependent Variable: Management of resources have influence on the success of business club

Source: Primary data (2024)

The findings confirm that time management shows a significant negative impact on the success of the business club's implementation. The negative Beta value (-.324) indicates that poor time management greatly decreases the effectiveness of resource management, leading to lower success rates in the club's activities. The significance value (.000) confirms that this relationship is highly statistically significant, making time management a critical factor in the implementation of the education program.

Model summary

| Mode | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|-------------------|----------|-------------------|----------------------------|
| 1 | .354 ^a | .125 | .103 | .909 |

a. Predictors: (Constant), Budget controls are put in place, Time management of club activities, definition of Roles and responsibilities of club leaders.

Source: Primary data (2024)

The findings disclose R value of 0.354 indicating a weak positive correlation between resource management factors (budget controls, time management, and roles and responsibilities) and the implementation of education programs. This means that there is a slight positive relationship between resource management factors and the implementation of education programs by NGOs in Rwanda.

The standard error of the estimate value of 0.909 suggests that there is a moderate level of deviation between the predicted and actual values, indicating some variability in the model's predictions. Therefore, to improve the effectiveness of education program implementation, NGOs may need to consider additional variables beyond these aspects of resource management.

Analysis of Variance (ANOVA).

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|-------|-------------------|
| Regression | 13.752 | 3 | 4.584 | 5.548 | .001 ^b |
| Residual | 95.840 | 116 | .826 | | |
| Total | 109.592 | 119 | | | |

a. Dependent Variable: Management of resources have influence on the success of business club.

b. Predictors: (Constant), Budget controls are put in place, Time management of club activities, definition of Roles and responsibilities of club leaders.

Source: Primary data (2024)

The study results reveal that the regression model, which includes predictors such as budget controls, time management, and roles and responsibilities, is statistically significant at 1% level (p-value = 0.001) hence demonstrating a strong relationship between the resource management factors and the implementation of education

programs. This indicates that these factors collectively have a significant influence on the implementation of education programs, as perceived by students

Correlation analysis in perception of school staff

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | -.641 | 1.609 | | -.398 | .707 |
| Management of human resources influence the implementation of the education programs | .808 | .439 | .563 | 1.840 | .125 |
| Management of finance resources influence the implementation of education programs | -.115 | .209 | -.080 | -.553 | .604 |
| Time management influence the implementation of education programs | .397 | .305 | .392 | 1.302 | .250 |

a. Dependent Variable: The facilitation in terms of finance influence the success of school exchange visits

Source: Primary data (2024)

The coefficient of 0.397 and a Beta value of 0.392 proves that time management has a positive influence on the implementation of education programs, though its significance value is not statistically significant. This means that while good time management may contribute to the success of education programs, there could be other factors. Therefore, this study established that management of human resources has the highest positive influence among the three factors, since its significance level is favorable compared to other factors.

Model summary

| Mode | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|-------------------|----------|-------------------|----------------------------|
| 1 | .950 ^a | .902 | .843 | .402 |

a. Predictors: (Constant), Time management, Management of human resources and Management of finance resources influence implementation of education programs

Source: Primary data (2024)

The study reveals R value of 0.950 demonstrating a very strong positive correlation between resource management factors (time management) and the implementation of education programs from the perspective of school staff. This high correlation suggests that the resource management factors considered in the model are strongly associated with the success of these programs as perceived by school staff.

The R Square value of 0.902 indicates that 90.2% of the variance in the implementation of education programs can be explained by the resource management factor included in the model which proves that these predictors play a significant role in determining the success of education program implementation, highlighting their importance in the process.

Analysis of Variance (ANOVA)

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|--------|-------------------|
| Regression | 7.415 | 3 | 2.472 | 15.300 | .006 ^b |
| Residual | .808 | 5 | .162 | | |
| Total | 8.222 | 8 | | | |

a. Dependent Variable: The facilitation in terms of finance influence the success of school exchange visits

b. Predictors: (Constant), Time management, Management of human resources and Management of finance resources influence implementation of education programs

Source: Primary data (2024)

The findings reveal that the regression model, which includes time management is statistically significant (p-value = 0.006). This indicates that this resource management factor has a strong significant effect on the implementation of education programs, as perceived by school staff. The mean square of the residuals is 0.162, suggesting that the model has a good fit, as a smaller residual indicates less unexplained variability.

Correlation analysis in perception of Educate! staff

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 7.979 | 1.073 | | 7.438 | .000 |
| Management of human resources influence implementation of education programs | -.320 | .152 | -.315 | -2.106 | .046 |
| Management of finance resource influence implementation of education programs | -.699 | .192 | -.565 | -3.638 | .001 |
| Time management influence implementation of education programs | .028 | .155 | .025 | .182 | .857 |

a. Dependent Variable: Defining time of program activities implementation promote timely performance

Source: Primary data (2024)

The findings show the constant value with Significance 0 .000, which indicates a strong baseline influence on the implementation of education programs when the effects of resource management factors are not considered meaning that there are other factors that contribute significantly to the success of implementing education programs.

The high significance value (Sig. = 0.857) confirms that time management has a very minimal and statistically insignificant impact on the implementation of education programs.

Model summary

| Mode | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|-------------------|----------|-------------------|----------------------------|
| 1 | .769 ^a | .591 | .540 | .759 |

a. Predictors: (Constant), Time management, Management of human resources and Management of finance resources influence implementation of education programs

Source: Primary data (2024)

The study results highlights R value of 0.769 which indicates a strong positive correlation between resource management factors (time management) and the implementation of education programs from the perspective of Educate! staff. The R Square value of 0.591 indicates that approximately 59.1% of the variance in the implementation of education programs can be explained by the resource management factors included in the model.

Analysis of Variance (ANOVA)

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|--------|-------------------|
| Regression | 20.023 | 3 | 6.674 | 11.579 | .000 ^b |
| Residual | 13.834 | 24 | .576 | | |
| Total | 33.857 | 27 | | | |

a. Dependent Variable: Defining time of program activities implementation promote timely performance

b. Predictors: (Constant), Time management, Management of human resources and Management of finance resources influence implementation of education programs

Source: Primary data (2024)

The findings of ANOVA disclose the F-value of 11.579 which indicates that the regression model is statistically significant, with a p-value (Sig.) of 0.000, which is highly significant ($p < 0.01$). Hence, resource management factors such as time have a strong and statistically significant impact on the implementation of education programs from the perspective of Educate! staff.

Summary of Conclusions and Recommendations:-

The study found out a big number of respondents (59.2% of students, 88.9% of school staff and 42.9% Educate! staff) who strongly agreed that management of time resource influence implementation of education programs. The study results are supported by the correlation results which proved a strong positive and significant relationship between management of resources and implementation of education programs ($r=0.354$, $r=0.950$ and $r=0.769$) in response to perception of students, school and Educate! staff respectively). Hence, affirming that management of time resource play significant and positive relationship in implementation of education programs in Rwanda.

It was found that project plans and schedules were crucial. Results additionally demonstrated that estimates of activity duration were being prepared. Based on the results, a program of events was created for both Educate! organization and the schools.

The survey discovered that schools set aside time for business club activities that are a component of their adopted educational curricula.

Conclusion:-

The descriptive analysis supported by the correlation results proves that time resource management has significant relationship with effective implementation of education programs by NGOs in Rwanda as reflected in $r = 0.354$, $r = 0.950$ and $r = 0.769$ in perception of students, school and Educate! staff respectively as disclosed from regression analysis.

Recommendations:-

Basing on the study findings, the researcher recommends that;

1. Schedule of activities need to be respected and observed as a way of managing time resource effectively
2. Estimation of activity durations should be prepared before any project or program activity commences
3. Schools should set aside time for business club activities that are a component of their adopted educational curricula. This is aimed at availing enough time for some program activities in schools.
4. Educational institutions (schools) need to allocate specific time in the academic timetables to cater for education program activities which are implemented in schools. This is intended to prevent collision of academic and non-academic activities which are equally important for the students.

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