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# Agile Management Practices and Project Performance in Rwandan Schools: A Case of Rwanda Quality Basic Education for Human Capital Development Project

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## Abstract

The current study examined the effect of agile management practices on project performance in Rwandan schools, specifically the Rwanda Quality Basic Education for Human Capital Development project. The purpose of this study was to assess the impact of strategic agility, operational agility, and stakeholder agility on project performance in Rwanda's Quality Basic Education for Human Capital Development project. This study's theoretical foundations are organizational adaptation theory, situational theory, and triple constraints theory, with strategic agility, operational agility, stakeholder agility, and project performance serving as critical conceptual foundations. The researcher will employ both qualitative and quantitative approaches, including correlation analysis and case study research designs. The study population consisted of 431 people, including 15 MINEDUC employees, 96 head teachers, and 320 teachers. The sample size was 289 people, with 15 MINEDUC staff, 96 head teachers, and 178 teachers. Teachers were selected using simple random sampling, whereas MINEDUC staff and head teachers were chosen using purposive sampling. A closed-ended questionnaire was used to collect data. The content validity index and Cronbach alpha coefficients were used to assess validity and reliability, respectively. Data were analysed using both descriptive (means and standard deviation) and inferential statistics (correlation and regression). The hypothesis test results indicate that strategic agility ($\beta$=.753, $p<.05$), operational agility ($\beta$=-.330, $p<.05$), and stakeholder agility ($\beta$=-.40) all have a significant impact on the RQBEHCD project's performance from 2017 to 2023. The study provides important insights into the dynamic interplay between agile practices and project success in the Rwandan educational context. Stakeholders should prioritize proactive communication and engagement, provide ongoing professional development for teachers, encourage flexibility in work plans under the supervision of head teachers, implement proactive issue resolution strategies, and cultivate a culture of continuous improvement in agile project management practices. The study also adds to the academic body of knowledge about agile management and project performance in Rwanda.

**Keywords:** *Agile Management, Project Performance, Basic Education, Human Capital, Development Project*

## 1.0 Background to the Study

Quality education is recognized as a critical component for a society's socio-economic and political development. The World Bank (2018) notes that quality education can contribute to economic development by increasing productivity, enhancing innovation and technology, and improving human capital. Similarly, UNESCO (2018a) highlights the importance of quality education in achieving sustainable development, including reducing inequality and promoting social inclusion. Furthermore, the OECD (2019) emphasizes the importance of quality education in preparing individuals for the changing nature of work and improving their employability. In order to improve quality education outcomes in schools, there have been various initiatives and projects by global organizations, governments, and NGOs to promote access to quality education for all (Wodon & Zaman, 2016). These projects aim to improve the quality of education by implementing strategies and policies that promote access to education, curriculum development, human capital, equitable distribution of resources, and the provision of effective teaching and learning (World Bank, 2016a). The success of these projects can be measured in terms of their impact on student outcomes, such as improvements in academic achievement, graduation rates, and employment opportunities. According to UNESCO (2018b), there are still significant disparities in access to quality education worldwide. An estimated 258 million children and youth are out of school, and those who do attend school often do not receive quality education due to lack of adequate financial and human resources and quality curriculum. However, there have been significant efforts by global organizations to address this issue (UNICEF, 2018). For example, the Education for All movement led to increased investment in education and significant progress in access to education in many countries while the Sustainable Development Goal 4 has renewed global commitment to equitable and quality education for all and provided a framework for action.

In Africa, significant progress has been made in strengthening the performance of quality education projects in schools by increasing education access, but there are still significant challenges in providing quality education. The African Union's Agenda 2063 recognizes that education is key to the continent's development and aims to improve project interventions for access to quality education for all African children. The African Education Initiative was launched in 2000 to improve access to basic education and promote gender equality in education (World Bank, 2021). While the initiative led to significant progress in access to education, there are still performance bottlenecks in providing quality education. In East Africa, access to formal education has improved significantly in recent years and performance of quality education projects has been prioritized in Uganda, Kenya, Tanzania, but quality education in schools remains a challenge. According to the World Bank (2016b), learning outcomes in East Africa are low, the school curricula are poor, teachers have inadequate capacity to teach learners and the region has the highest number of out-of-school children in the world. To address this issue, various initiatives have been launched, such as the school-in-a-Box project in South Sudan (UNICEF, 2018), Quality Education for Social Transformation project in Uganda (Save the Children, 2020), Quality Education for All Project in Tanzania (World Bank, 2016b), etc. with the overall goal of transforming the quality of education especially at pre-primary, primary and secondary levels.

In Rwanda, the government has initiated several projects with the goals achieving improved performance to improve the quality of basic education in schools throughout the country. One of these projects is the Rwanda Quality Basic Education for Human Capital Development project, which was initiated in 2019 with the aim of improving the quality of primary and secondary education by improving teacher competency and student retention and learning in basic education (MINEDUC, 2022). The project is funded by a US$200million from the World Bank

and implemented by the Ministry of Education (MINEDUC) through Rwanda Basic Education Board in collaboration with other stakeholders at the district level. The project comprises three components: enhancing teacher effectiveness for improved student learning, improving the school environment to support student learning, and developing institutional capacity to strengthen teaching and learning (World Bank, 2019). Since its inception in 2017, the Rwanda Quality Basic Education for Human Capital Development project has increased enrollment rates, improved school infrastructure/facilities and learning outcomes, and improved the quality of teaching and community engagement (Felix & Gasana, 2019). However, several challenges have hindered the project's performance and affected full realization of the targeted outcomes, such as an increase in the cost of the budgeted resources, poor stakeholder engagement, inadequate teacher training, and inadequate teaching materials (World Bank, 2021; African Development Bank, 2019).

### 1.1 Problem Statement

The Rwanda Quality Basic Education for Human Capital Development Project prioritizes strategic, operational, and stakeholder agility. This focus is motivated by MINEDUC's goal of improving project performance outcomes in critical areas such as student academic performance (World Bank, 2020), progression and completion rates, and drop-out rates (Murekezi et al., 2019). The project's goal is to develop strategic agility so that it can adapt and respond effectively to changing educational needs and challenges. Operational agility is being prioritized to ensure the efficient implementation of educational programmes and interventions, thereby maximising the impact on students' learning outcomes (UNESCO, 2018a). Furthermore, stakeholder agility is being emphasized to encourage collaboration and engagement with key factors such as teachers, parents, and communities, which is critical for the project's long-term viability and expansion (USAID, 2021). The project's goal is to improve the pupil-to-teacher ratio in Rwandan primary schools in order to improve education quality and create a conducive learning environment.

According to Miterev et al. (2019), agile management practices improve project performance by increasing the organization's agility in resource allocation, activity planning, and implementation processes. Furthermore, Zeng et al. (2018) discovered that highly agile organizations are better able to deal with uncertainty and change, which leads to improved project performance. However, the Rwanda Quality Basic Education for Human Capital Development Project has underperformed, failing to meet some of its primary objectives. For example, the quality of education in schools remains a major concern, with only 42% of students meeting expected learning outcomes in reading and writing (MINEDUC, 2019). At the same time, the primary education completion rate remains low, with only 72% of students graduating in 2019 (World Bank, 2020). According to UNESCO (2018a), the pupil-to-teacher ratio in Rwandan primary education remains high at 44:1, indicating a shortage of trained basic education teachers.
Therefore, the study sought to determine the impact of agile management practices such as strategic agility, operational agility, and stakeholder agility on the performance of the Rwanda Quality Basic Education for Human Capital Development project. The findings are expected to help researchers gain a better understanding of the role of agile management practices in projects, as well as insights into how project implementers can use agile management practices to improve project outcomes.

### 1.2 Objectives of the study

The study sought to examine the influence of agile management practices on project performance in Rwanda.

Specific objectives:

i. To assess the influence of strategic agility on the performance of the Rwanda Quality Basic Education for Human Capital Development project

ii. To investigate the influence of operational agility on the performance of the Rwanda Quality Basic Education for Human Capital Development project

iii. To establish the influence of stakeholder agility on the performance of the Rwanda Quality Basic Education for Human Capital Development project

### 1.3 Research hypothesis

**$H_1$:** Strategic agility has a statistically significance influence on the performance of the Rwanda Quality Basic Education for Human Capital Development project.

**$H_2$:** Operational agility has a statistically significance influence on the performance of the Rwanda Quality Basic Education for Human Capital Development project.

**$H_3$:** Stakeholder agility has a statistically significance influence on the performance of the Rwanda Quality Basic Education for Human Capital Development project.

## 2.0 Literature Review

The literature review presents the theoretical literature and the empirical review of the study variables.

### 2.1 Theoretical Framework

#### 2.1.1 Organizational Adaptation Theory

Organizational adaptation theory has its roots in the field of organizational sociology, and its development can be traced back to the work of prominent scholars such as Charles Perrow, Richard Cyert, James March, and Herbert Simon, among others, in the 1950s and 1960s (Hannan & Freeman, 1984). It is a theoretical framework that seeks to explain how organizations respond and adapt to changes in their external and internal environments. It suggests that organizations need to adapt in order to survive and thrive in dynamic and uncertain environments, and that the ability to adapt is crucial for an organization's long-term success (Burke, 2017). According to Armenakis and Bedeian (1999) and Burke (2017), organizational adaptation theory is based on four key assumptions. Firstly, it assumes that organizations are open systems which face uncertainty and change from the external environment. Secondly, it assumes that organizations need to adapt to survive and thrive amidst the uncertainties. Third, there is an assumption that adaptation is a continuous process that involves strategic choices. Lastly, it also assumes that leadership, culture, and learning are crucial for adaptation. The theory draws on concepts from various disciplines such as sociology, psychology, and management. It posits that organizations are open systems that interact with their external environment and need to adjust their structure, processes, and strategies to effectively respond to changes in their environment (Cameron & Green, 2015). The theory emphasizes that organizations are constantly facing pressures and challenges from their external environment, such as changes in technology, competition, regulations, customer preferences, and social, political, and economic factors. Internal factors, such as organizational culture, leadership, resources, and capabilities, also influence an organization's ability to adapt (Weick & Quinn, 2019).

According to Cameron and Green (2015), Pettigrew (2019) and Burke (2017), organizational adaptation theory proposes that organizations can adopt three different strategies to adapt to changes in their environment. The first strategy is reactive adaptation where respond to changes after they occur, and may make incremental adjustments to their structure, processes, or

strategies to cope with the changes. This approach is often characterized by a "wait-and-see" approach, where organizations may respond to changes only when they become urgent or necessary (Cameron & Green, 2015). The second proposed strategy is proactive adaptation. This is where organizations anticipate changes in their environment and take proactive measures to prepare for them. This approach involves actively monitoring the external environment, scanning for potential changes, and making strategic adjustments in advance to mitigate risks or capitalize on opportunities (Burke, 2017). The third strategy is interactive adaptation. Under this strategy, organizations may actively engage with their environment by seeking feedback, input, and collaboration from external stakeholders, such as customers, suppliers, partners, or communities (Pettigrew, 2019). This approach involves a more collaborative and interactive approach to adaptation, where organizations may co-create solutions with external stakeholders to better align with their needs and expectations.

Organizational adaptation theory also highlights the role of leadership, culture, and learning in the adaptation process. Effective leadership is seen as crucial in guiding and facilitating the adaptation process, by setting a strategic direction, fostering a culture of change and innovation, and facilitating organizational learning (Pettigrew, 2019). Organizational culture, which includes shared values, beliefs, norms, and practices, can either enable or inhibit adaptation, as it shapes the attitudes and behaviors of employees towards change. Organizational learning, including individual and collective learning processes, is seen as critical for organizations to acquire and apply new knowledge, skills, and capabilities to adapt effectively (Burke, 2017). However, the theory has some shortcomings. For example, it does not provide clear causal relationships between variables. It often describes general patterns and processes of adaptation without clearly identifying the mechanisms or pathways through which certain factors influence adaptation outcomes. This can make it challenging to establish cause-and-effect relationships and may limit the theory's ability to make precise predictions or guide practical applications (Cameron & Green, 2015). Secondly, it tends to focus primarily on how organizations respond and adapt to changes in their external environment, while paying less attention to internal dynamics, such as organizational culture, structure, and processes. Internal factors can significantly shape an organization's ability to adapt and neglecting them may result in an incomplete understanding of the adaptation process (Pettigrew, 2019).

### 2.1.2 Situational Theory

Situational theory, also known as contingency theory, is a leadership theory that suggests that effective leadership is contingent upon the match between the leadership style and the situational context. Situational theorists propose that there is no one-size-fits-all approach to leadership, and that leaders need to adapt their leadership style based on the specific situation or context they are facing. The theory was initially formulated by Hersey and Blanchard in 1969 as the "Life cycle theory of leadership" and has since been further developed and refined by various researchers (Hersey & Blanchard, 1969). Situational theory is based on three key assumptions. The first assumption is that leadership is not fixed but flexible and agile. This means that leaders should adjust their leadership style based on the needs and characteristics of their followers and the specific situation at hand (Northouse, 2018). The second assumption is that different situations require different leadership styles. This means that there is no one best leadership style that is universally effective in all situations (Hersey & Blanchard, 1969). The third assumption is that followers' readiness level is important. Followers' readiness is defined as their ability and willingness to perform a task or achieve a goal, is a critical factor in determining the appropriate leadership style (Hersey & Blanchard, 1969).

Situational theory has made several contributions to project management. Firstly, its emphasis on the importance of agility in leadership has been valuable in project management where the

ability to adjust leadership style based on the specific project requirements, team dynamics, and project environment is crucial (Herscovitch & Meyer, 2019). Secondly, highlighting the significance of considering followers' readiness level, is important in project management as project teams often comprise individuals with varying levels of skills, experience, and motivation. Understanding and addressing the readiness level of team members can help project managers tailor their leadership approach to better align with the team's needs (Northouse, 2018). However, situational theory suffers from potential weaknesses. Firstly, situational theory is complex, as it requires leaders to assess and adapt to various situational factors, which may be challenging in practice (Hersey & Blanchard, 1969). Secondary, the theory does not provide specific guidelines on how to determine the appropriate leadership style in different situations, which may leave leaders with subjective decisions on how to match their leadership style with the situational context (Northouse, 2018).

### 2.1.3 Triple Constraints Theory

The triple constraints theory, also known as the project management triangle or the iron triangle, is a fundamental concept in project management that highlights the interconnectedness and trade-offs among three key elements of a project: time, cost, and scope (PMI, 2017; Kerzner, 2017). The theory suggests that these three constraints are interrelated and any change in one constraint will inevitably impact the other two, thus requiring careful management to balance and optimize the quality of project outcomes. According to PMI (2017) and Kerzner (2017), the three components of the triple constraints are time cost and scope. Time refers to the project schedule or the duration required for completing the project. It includes setting deadlines, establishing milestones, and managing the project timeline. Changes in project schedule, such as delays or acceleration, can impact the project's overall timeline and completion date. Cost refers to the financial resources required to complete the project (PMI, 2017). It includes budgeting, estimating costs, and managing project expenses. Changes in project cost, such as budget overruns or cost savings, can impact the project's financial performance and budget constraints. Scope refers to the project's objectives, deliverables, and features (Kerzner, 2017). It includes defining the project scope, identifying project requirements, and managing changes in project scope. Changes in project scope, such as scope creep or scope reductions, can impact the project's overall scope and deliverables. The triple constraints theory suggests that any change in one constraint will have ripple effects on the other two constraints. For example, if there is a delay in the project schedule, it may result in increased project costs or changes in project scope. Similarly, if there are changes in project scope, it may impact the project schedule and costs (PMI, 2017; Kerzner, 2017). Therefore, project managers need to carefully balance and manage these constraints to ensure that changes in one area do not adversely impact the other areas.

## 2.2 Empirical Literature

### 2.2.1 Strategic Agility and Project Performance

Several studies have found a positive influence of strategic agility on project performance. For example, Yang and Huang (2017) conducted a study on the relationship between strategic agility and project performance in the construction industry. The authors found that higher levels of strategic agility, including the ability to modify project plans and strategies in response to changing circumstances, positively influenced project performance, leading to improved project outcomes and increased success rates. Similarly, Wang, Chong, and Choy (2019) conducted a study in the information technology industry and found that organizations that exhibited higher levels of strategic agility were more likely to achieve successful project outcomes and meet project objectives. Therefore, it is important to note that strategic agility is important in driving performance on specific projects.

Contrary to the above literature, some studies have reported a negative influence of strategic agility on project performance. For example, Turner and Zolin (2016) conducted a study on the impact of strategic flexibility, which includes the ability of leaders to adapt strategies, on project success in the aerospace and defense industry. The authors found that excessive strategic flexibility, beyond a certain threshold, led to decreased project performance, as it resulted in project teams being overly reactive to changing conditions and losing focus on the original project goals. Similarly, Jiang, Cao, and Han (2016) conducted a study in the manufacturing industry and found that excessive strategic agility negatively influenced project performance by increasing project complexity and causing delays in project completion. There are also studies that report mixed results, suggesting that the relationship between strategic agility and project performance may depend on contextual factors. For example, Pinto, Nunes, and Martins (2019) conducted a study in the pharmaceutical industry and found that the influence of strategic agility on project performance was contingent upon the level of environmental turbulence. In stable environments, strategic agility was positively associated with project performance, whereas in turbulent environments, the relationship was negative. Similarly, Wang and Chen (2017) conducted a study in the construction industry and found that the impact of strategic agility on project performance was moderated by project complexity. When projects were highly complex, strategic agility positively influenced project performance, whereas in less complex projects, the relationship was not significant.

### 2.2.2 Operational Agility and Project Performance

Several studies have shown a positive influence of operational agility on project performance. For example, in their study on large construction projects, Leiringer and Aaltonen (2019) found that operational agility, including the ability to quickly respond to changes in project scope and requirements, positively impacted project performance. Similarly, in a study on agile project management, Marnewick and Labuschagne (2017) found that operational agility, in the form of flexibility in resource allocation and communication, led to improved project performance. In contrast, some studies have found a negative influence of operational agility on project performance. For instance, in a study on software development projects, Schmidt and Lyytinen (2018) found that frequent changes in project requirements, which are considered as a form of operational agility, negatively impacted project performance, leading to increased costs and delays. Similarly, in a study on new product development projects, Song, Montoya-Weiss, and Huo (2017) found that excessive changes in project scope, which are indicative of operational agility, led to decreased project performance.

Some studies have reported mixed results in terms of the influence of operational agility on project performance. For example, in a study on complex engineering projects, Liu, Pongpeng, and Kocaoglu (2018) found that while operational agility, in the form of flexibility in resource allocation and risk management, had a positive influence on project performance, excessive operational agility, which led to frequent changes in project requirements, had a negative influence on project performance. Similarly, in a study on information technology projects, Pan, Pan, and Newman (2019) found that the influence of operational agility on project performance was contingent upon the level of environmental dynamism, with higher levels of operational agility having a positive influence on project performance under high environmental dynamism, but a negative influence under low environmental dynamism.

### 2.2.3 Stakeholder Agility and Project Performance

Several studies have found that stakeholder agility positively affects project performance. For example, Song and Diabat (2016) conducted a study on construction projects and found that stakeholder agility, in terms of their ability to adjust their expectations, requirements, and

behaviors, significantly influenced project performance, resulting in improved project outcomes. Similarly, Jiang, Zhu, and Huang (2018) conducted a study on IT projects and found that stakeholder agility, in terms of their ability to adjust their requirements and expectations, positively influenced project success. In contrast, some studies have found negative effects of stakeholder agility on project performance. For instance, Aaltonen and Kujala (2010) conducted a study on large-scale infrastructure projects and found that stakeholder agility, in terms of their ability to adjust their requirements and expectations, negatively affected project performance. The authors argued that excessive stakeholder agility could lead to scope creep, resulting in project delays and cost overruns. There are also studies that have reported mixed effects of stakeholder agility on project performance. For example, Grisham, Wolfram Cox, and Glick (2015) conducted a study on new product development projects and found that stakeholder agility had both positive and negative effects on project performance, depending on the stage of the project. They argued that stakeholder agility was beneficial during the early stages of the project, as it facilitated innovation and creativity, but could become detrimental during the later stages, as it led to scope changes and delays.

### 2.3 Conceptual Framework

The conceptual framework (Figure 2.1) shows the relationship between different variables of agile management practices and project performance. Agile management practices is the independent variable (IV) and is represented by the constructs of strategic agility, operational agility, and stakeholder agility. On the other hand, project performance is the dependent variable (DV). It will be measured by student enrolment, teachers' development and availability of infrastructures and other resources.

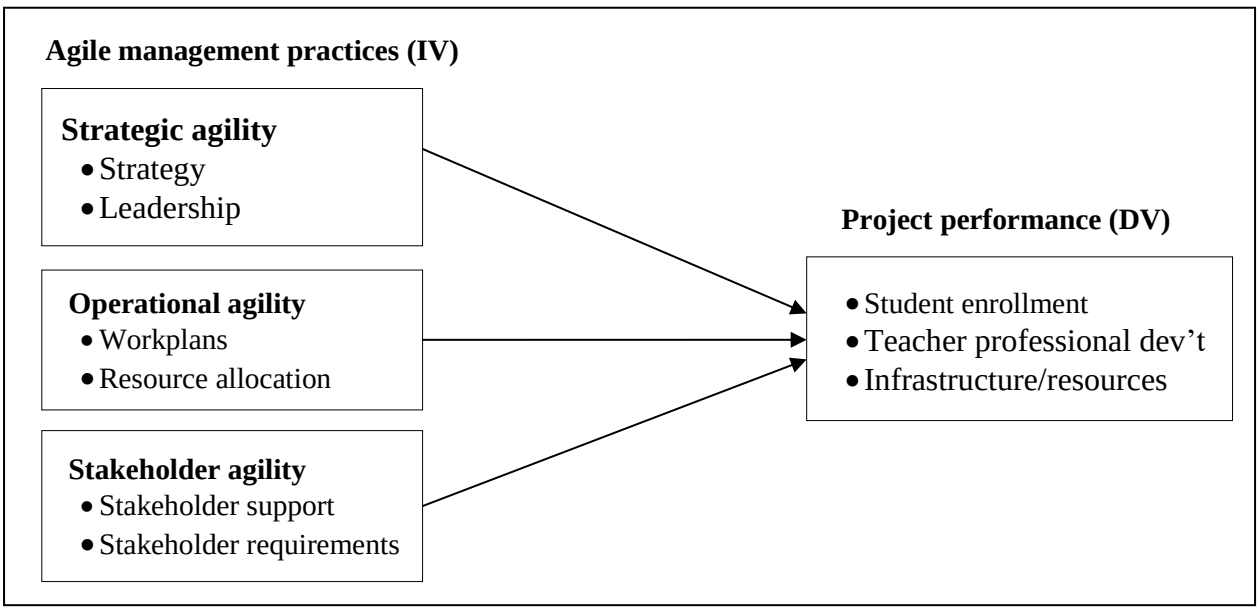


**Figure 1: Conceptual Framework**

### 3.0 Research Methodology

The research design for this study was correlation and case study methods with quantitative approach. The study focused on Project Management (Ministry of Education staff at the head office), school head teachers and teachers in government primary schools in Gasabo district. The sample size for 320 teachers was calculated using Yamane's 1967 simplified sampling formula (Israel, 2003). Therefore, the overall sample size was 289 including 178 teachers, 96 head teachers and 15 Ministry of Education staff. Simple random sampling through the lottery and number method was applied in selecting 178 teachers. Data was collected using a questionnaire

survey which was constructed on a five-point Likert scale. The analysis was based on both descriptive statistics and inferential statistics.

## 4.0 Research Findings and Discussions

The study presents important information about the response rate and respondents' background characteristics. The response rate is considered acceptable for academic research. The respondents included teachers, head teachers, and Ministry of Education staff, providing a diverse range of perspectives from key stakeholders involved in the educational process. The gender distribution shows a higher representation of male participants compared to female, highlighting the need to promote gender diversity in the teaching profession. The majority of respondents hold teaching certificates, followed by diplomas, indicating a predominance of primary-level educators. Importantly, a significant proportion of respondents have been involved with the project for 2 years or more, which enhances the reliability and validity of the findings by capturing a comprehensive understanding of the project's dynamics. Overall, the respondents' background information suggests a well-rounded and representative sample, contributing to the credibility and applicability of the study's outcomes.

## 4.1 Correlation Analysis

The Pearson correlation was done to establish the strength of the relationship between agile management practices and performance of the RQBEHCD project in Rwanda. Agile management practices were broken down into three predictor variables of strategic agility ($X_1$), operational agility ($X_2$) and stakeholder agility ($X_3$). Table 1 shows the matrix for the correlation coefficients generated from the SPSS output.

**Table 1: Correlation Analysis**

| Variables | N | $X_1$ | $X_2$ | $X_3$ | Y |
|---|---|---|---|---|---|
| Strategic agility ($X_1$) | 187 | 1 | | | |
| Operational agility ($X_2$) | 187 | .544** | 1 | | |
| Stakeholder agility ($X_3$) | 187 | .879** | .615** | 1 | |
| Project Performance (Y) | 187 | .308** | -.117 | .091 | 1 |

The correlation coefficient (r) measures the strength and direction of a linear relationship between the predictor variables (strategic agility ($X_1$), operational agility ($X_2$) and stakeholder agility ($X_3$)) and the outcome variable (project performance (Y)). As Table 4.7 shows, it can be observed that there is a positive correlation between strategic agility and project performance ($r=.308$, $p<0.1$). This suggests that as strategic agility improves, project performance tends to increase as well. Similarly, there is also a positive but weak relationship between stakeholder agility and and project performance ($r=.091$, $p>.01$). This suggests that as stakeholder agility improves, project performance tends to increase as well but a lower rate. However, there is a negative relationship between operational agility and project performance ($r=^{-}.117$, $p>.01$). This suggests that as operational agility improves, project performance tends to decline.

## 4.2 Regression Analysis and Hypothesis Testing

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The multiple linear regression was used to determine which of the three predictor variables: strategic agility ($X_1$), operational agility ($X_2$) and stakeholder agility ($X_3$) has a bigger contribution to the performance of the RQBEHCD project between 2017 and 2023. It is also used to determine the size of the contribution by each predictor variable towards project erformance. Table

Table 2 show the contribution of strategic agility, operational agility, stakeholder agility on performance of RQBEHCD project between 2017 and 2023.

**Table 2: Regression Coefficients**

| Model | | UC | | SC | | |
|---|---|---|---|---|---|---|
| | | B | SE | Beta | t | Sig. |
| 1 | (Constant) | 4.439 | .305 | - | 14.577 | .000 |
| | Strategic agility ($X_1$) | .753 | .098 | 1.005 | 7.686 | .000 |
| | Operational agility ($X_2$) | -.330 | .092 | -.284 | -3.587 | .000 |
| | Stakeholder agility ($X_3$) | -.404 | .091 | -.618 | -4.442 | .000 |

$Y=4.439+\beta_1(.753) +\beta_2(^-.330) +\beta_3(^-.404) +\varepsilon$

Based on the regression coefficients in Table 2, it can be observed that strategic agility has a coefficient of .753 with a p-value of .000 ($p<.05$), suggesting a statistically significant positive relationship with project performance. This indicates that for a one-unit improvement in strategic agility, the performance of the RQBEHCD project increases by .753 units. On the other hand, operational agility has a coefficient of $^-.330$ with a p-value of .000 ($p>.05$), indicating a statistically significant negative association. This indicates that for a one-unit improvement in operational agility, the performance of the RQBEHCD project decrease by 0.330 units. Similarly, stakeholder agility has a coefficient of $^-.404$ with a p-value of .000 ($p>.05$), signifying a statistically significant negative impact on project performance. This indicates that for a one-unit improvement in stakeholder agility, the performance of the RQBEHCD project decreases by .404 units. Therefore, based on these results, it can be inferred that strategic agility positively influences project performance, while operational and stakeholder agility have negative impacts, all of which are statistically significant.

## 5.0 Conclusions

The current study aimed to investigate the influence of agile management practices on the performance of the RQBEHCD project in Rwanda, focusing on strategic agility, operational agility, and stakeholder agility. The findings revealed significant insights into each aspect. The research identified that strategic agility is an effective management approach in the RQBEHCD project, with adaptable strategies aligned with project goals. The regression analysis demonstrated a statistically significant and positive influence of strategic agility on project performance, reinforcing its importance in achieving success. Operational agility was found to be effective in the RQBEHCD project, evidenced by flexible activity plans and budgets that respond to changing operational requirements. The regression analysis highlighted a statistically significant but negative influence of operational agility on project performance, emphasizing the need for improved adaptability. Stakeholder agility emerged as an effective approach, with stakeholders demonstrating adaptive support and flexible requirements aligned with project

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implementation. The regression analysis indicated a statistically significant but negative influence of stakeholder agility on project performance, suggesting the need for enhanced proactive strategies. The overall results show positive performance of the project, with significant increases in student enrollment and stakeholder positive feedback on gender equity in the project, thus highlighting the project's contribution to inclusive education outcomes. While the project is deemed successful, minor areas for improvement were identified in enhancing teachers' instructional practices, limited stakeholder engagement, limited flexibility of workplans and lack of proactive approach.

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