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Effects of Adaptive Management on Project Performance of Non-Governmental Organisations in Rwanda. A Case of Education Projects, Africa New Life Ministries

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ABSTRACT

Purpose: This study aimed to examine how adaptive management affects the performance of education projects by non-governmental organizations (NGOs) in Rwanda, specifically focusing on Africa New Life Ministries. The research explored the role of organizational flexibility, responsiveness, and culture in influencing project outcomes. **Methods:** A descriptive research design was used, involving a sample of 91 participants selected from a group of 118. Data were collected through questionnaires, interviews, and document analysis. The SPSS software (v23) was employed to analyse the quantitative data. **Findings:** The study found that 85.3% of respondents believed involving stakeholders in project planning significantly improved project outcomes. The correlation analysis revealed a strong relationship between organizational flexibility and project performance, with a Pearson correlation of 0.663** (p-value = 0.000). This suggests that project staff's ability to work collaboratively, adapt to challenges, and prepare for potential issues positively affects the success of education projects. **Conclusion:** The findings indicate that adaptive management practices, particularly organizational flexibility, contribute to improved resource utilization, timely project completion, and quality service delivery. The study recommends that education project managers continuously learn and adapt to improve project outcomes. Additionally, aligning the project with the organization's culture and values can help build a strong foundation for success.

1. Introduction

Globally, adaptive management is a systematic approach to project management that allows organizations to respond and adapt to changing circumstances and uncertainties. It involves continuously learning from the implementation of projects, monitoring progress, and making adjustments based on feedback and new infor-

mation. This approach is particularly relevant for non-governmental organizations (NGOs) in Europe, as they often work in complex and dynamic environments where conditions can change rapidly (Babatunde & Emem, 2018).

One of the key benefits of adaptive management is its ability to improve project performance. By regularly assessing and adjusting project strategies, NGOs can increase their effectiveness in achieving desired outcomes. Adaptive management allows organizations to identify and address challenges early on, reducing the likelihood of project failure or underperformance in Europe. Adaptive management enables NGOs to be flexible and responsive to changing circumstances. In dynamic environments, projects may face unexpected challenges or opportunities. By adopting an adaptive approach, NGOs can quickly adjust their strategies, activities, and resource allocation to address emerging issues or take advantage of new opportunities. This flexibility allows organizations to stay relevant and effective in their work (Emem, 2018).

According to Claydon (2020) states that NGOs in Asia operate in diverse social, cultural, economic, and political contexts, which can significantly impact project performance. These organizations work on a wide range of issues such as poverty alleviation, education, healthcare, environmental conservation, and human rights. Given the complexity of these issues and the diverse contexts in which NGOs operate, traditional project management approaches may not always be effective.

Adaptive management recognizes that projects in Asia are often implemented in uncertain and rapidly changing environments. It emphasizes the need for ongoing learning, flexibility, and adaptation to ensure project success. Rather than following a rigid plan, adaptive management encourages NGOs to continuously monitor and evaluate their projects, learn from their experiences, and make adjustments as necessary. In conclusion, adaptive management is a valuable approach for NGOs operating in Asia due to the complex and dynamic nature of the region's social, cultural, economic, and political contexts. By emphasizing flexibility, learning, and continuous improvement, adaptive management enables NGOs to navigate uncertainties, respond to changing circumstances, and increase project effectiveness. Through robust monitoring and evaluation systems, stakeholder engagement, and a culture of learning, NGOs can enhance their project performance and achieve greater impact (Beardwell, 2020).

In China, according to Bratton (2018) suggests that adaptive management is an approach that emphasizes learning and flexibility in the management of projects. It involves continuously monitoring and evaluating project performance, making adjustments based on new information and changing circumstances, and incorporating lessons learned into future decision-making processes. In the context of governmental organizations in China, assessing the impact of adaptive management on project performance is crucial for understanding its effectiveness and potential benefits. One key aspect to consider when assessing adaptive management in governmental organizations in China is the complex and dynamic nature of projects undertaken by these organizations. Governmental projects often involve multiple stakeholders, diverse objectives, and evolving socio-political contexts. As a result, traditional linear project management approaches may not be sufficient to address the uncertainties and complexities associated with these projects. Adaptive management offers a more flexible and responsive framework that can better accommodate these challenges (Brown, 2019).

In African countries, where development challenges are often multifaceted and dynamic, adaptive management can play a crucial role in enhancing project outcomes, by embracing flexibility and learning, it allows project managers to respond effectively to changing circumstances, address unforeseen challenges, and maximize the impact of interventions. One key aspect of adaptive management is monitoring and evaluation (M&E). Monitoring and evaluation systems enable project teams to collect data on project activities, outputs, outcomes, and impacts. By analysing this information, project managers can identify patterns, trends, and potential areas for improvement. Regular monitoring allows for early detection of issues or deviations from the planned course, enabling timely corrective actions (Chew, 2019).

According to Chrita, (2017) states that an important component of adaptive management is feedback loops. These loops facilitate communication between different stakeholders involved in the project, including beneficiaries, implementing partners, government agencies, and donors. By actively seeking feedback from these stakeholders, project managers can gain valuable insights into the effectiveness of interventions and make necessary adjustments accordingly. This participatory approach ensures that projects are responsive to the needs and priorities of local communities. The benefits of adaptive management in African countries are numerous. Firstly, it enhances project effectiveness by allowing for timely adjustments based on emerging evidence and changing circumstances. This can lead to improved outcomes and increased impact on target populations. Secondly, adaptive management promotes accountability by ensuring that project teams are held responsible for achieving results and learning from their experiences. It fosters a culture of transparency and continuous improvement within organizations.

Lastly, adaptive management contributes to sustainability by enabling projects to adapt to evolving contexts and challenges. By learning from past experiences, organizations can design interventions that are more resilient and responsive to long-term development needs, (Lawler, 2018). According to Michielsen, (2019) states that adaptive management is a valuable approach for improving project performance in African countries. By embracing flexibility, learning, and feedback loops, it enables project teams to navigate complex development challenges effectively. Implementing adaptive management requires supportive organizational cultures, adequate resources for monitoring and evaluation, and strong leadership. The benefits include enhanced effectiveness, accountability, and sustainability of development projects.

In East Africa, the study on the effect of adaptive management on project performance of non-governmental organizations (NGOs) in Rwanda aims to investigate the relationship between adaptive management practices and the overall performance of projects implemented by NGOs in the country. Adaptive management refers to a systematic approach that allows organizations to learn from their experiences and adjust their strategies and actions based on new information and changing circumstances, (Chime, 2010). Rwanda, a landlocked country located in East Africa, has a significant presence of NGOs that play a crucial role in various sectors such as health, education, agriculture, and community development. These organizations often face complex challenges in implementing their projects due to the dynamic nature of the social, economic, and environmental contexts in which they operate. Therefore, adopting adaptive management practices can be beneficial for NGOs to effectively respond to these challenges and improve project outcomes (Fabricius, 2017).

According to Muindi, (2019) states that one approach that has gained popularity in recent years in Rwanda is adaptive management, which is a flexible and iterative approach to project management that emphasizes

learning, adaptation, and collaboration. Adaptive management has been used in a variety of contexts, including in the development of large-scale infrastructure projects, and has been shown to improve project outcomes by allowing for more effective response to changing conditions and stakeholder needs.

However, the country still faces numerous challenges, including limited resources, infrastructure, and institutional capacity. In this context, the Rwandan government has been working to improve the performance of its development projects, including those in the agriculture, infrastructure and education sectors.

1.1 Problem statement

The impact of adaptive management on project performance in Rwanda's non-governmental organizations (NGOs) in the education sector is crucial for improving the effectiveness of educational initiatives. Adaptive management, a systematic approach that allows organizations to continuously learn and adjust strategies based on feedback, plays a critical role in navigating the uncertainties and complexities that often arise in project implementation. While Rwanda has made significant progress in enhancing its education system, challenges persist, particularly in rural areas, where educational access and quality remain pressing concerns (Baruah, 2018). NGOs contribute significantly by complementing government efforts through educational projects aimed at marginalized communities. However, these projects often face obstacles such as limited resources, fluctuating conditions, and the need for continuous monitoring and evaluation, which adaptive management can address effectively (Baruah, 2018).

Research has indicated that adaptive management practices can improve project outcomes in Rwanda. For example, studies show that NGOs employing adaptive management in the education sector have achieved a 20% increase in project effectiveness, including expanded student reach and greater program coverage. The African Development Bank also reported a 30% reduction in delays and a 25% decrease in costs in Rwandan early childhood education projects using adaptive management techniques (World Bank Report, 2021).

Given these findings, the need for NGOs in Rwanda's education sector to adopt adaptive management practices becomes apparent. This study aims to explore how adaptive management affects project performance at Africa New Life Ministries, offering insights into how these practices can enhance educational outcomes for vulnerable populations in Rwanda.

1.2 Research Objectives

This study was guided by the following specific objectives;

- i) To examine the influence of organizational flexibility on project performance of Africa New Life Ministries, Education project.
- ii) To determine the influence of organizational responsiveness on project performance of Africa New Life Ministries, Education project.

2. Literature Review

2.1 Theoretical Literature

Under this study, different concepts have been developed these include Adaptive Management, Project performance.

Adaptive management on project performance in non-governmental organizations

Adaptive management is a widely recognized theoretical framework used in fields like environmental and organizational management. It involves an iterative process where management actions are continuously adjusted based on feedback and outcomes, allowing for improved decision-making in complex and uncertain systems (Baruah, 2018). Originating in natural resource management, particularly for ecosystems, adaptive management was introduced by Asumeng (2017) as a solution to traditional management approaches that failed to account for environmental dynamics and uncertainty. The framework encourages flexibility and learning through experimentation, which is essential for addressing the unpredictable nature of ecosystems.

This approach emphasizes continuous learning through cycles of planning, monitoring, evaluation, and adjustment, helping organizations adapt to changing conditions (Michielsen & Moeyaert, 2019). It promotes collaboration among various stakeholders, including scientists, policymakers, and local communities, to enhance the effectiveness of management actions. Feedback loops between monitoring results and decision-making are key to refining strategies and improving outcomes (Koopmans, 2017). Adaptive management has been successfully applied in managing fisheries, forests, and protected areas, as well as addressing challenges like climate change, biodiversity conservation, and ecosystem restoration. Its emphasis on stakeholder involvement and responsive strategies has proven effective in improving sustainability and outcomes in diverse contexts.

Project Performance in non-governmental organizations

According to Kaye & Evans (2018) argued that project performance in the education sector refers to the degree to which educational projects achieve their expected goals and objectives within the specified period and allocated resources. These projects can range from infrastructure development, curriculum design, teacher training programs, technology integration initiatives, to policy reforms. The success of these projects is measured by various indicators such as student learning outcomes, increased access to education, improved infrastructure facilities, enhanced teacher effectiveness, and overall system efficiency. In conclusion, theoretical literature on project performance in the education sector provides valuable insights into the factors that influence project success. Organizational factors, contextual factors, and project-specific factors all play a significant role in determining project outcomes. Measurement methods encompass both quantitative and qualitative indicators to assess various dimensions of project effectiveness. By implementing best practices such as effective planning and design, stakeholder engagement, and robust monitoring and evaluation mechanisms, project performance in the education sector can be improved, (Evans, 2018).

Organizational flexibility on project performance in non-governmental organizations

According to Karatepe, (2019) states that organizational flexibility in the education sector is the ability of educational institutions to adapt and respond to changing environmental demands and student needs. Adaptive capacity is the ability of an organization to change and adapt in response to changing environmental demands. This concept was first introduced by biologist Hall (2017) and has since been applied to a variety of organizations, including educational institutions. According to Asumeng, (2017) adaptive capacity is determined by three factors: sensitivity to changes in the environment, the ability to respond to these changes, and the ability to learn from experience. The concept of learning organizations was popularized by management, Senge (2019) and refers to organizations that continuously learn and adapt to changing conditions. In the context of education, learning organizations are those that foster a culture of continuous improvement, experimentation, and

innovation. These organizations encourage teachers and students to take risks, share knowledge, and collaborate with one another to improve teaching and learning practices.

Coleman (2018) stated that social capital is the networks and relationships that exist within and between organizations. In the context of education, social capital can refer to the relationships between teachers, students, parents, and other stakeholders that support the learning process. According to sociologist Coleman (2018), social capital is essential for the success of educational institutions because it enables the sharing of knowledge, resources, and expertise among stakeholders. Networked organizations that are connected to other organizations through formal or informal networks. In the context of education, networked organizations are those that collaborate with other schools, universities, and community organizations to provide students with a range of learning experiences and opportunities. According to management scholar Jeff Stamps (2016), networked organizations are better able to adapt to changing environmental demands because they can draw on the resources and expertise of their network partners.

Organizational responsiveness on project performance in non-governmental organizations

The concept of organizational responsiveness has gained considerable attention, particularly in the education sector, as a key factor for organizational success. Researchers highlight its importance in addressing the evolving needs of students, teachers, and the broader community. The dynamic capabilities approach (Eisenhardt & Martin, 2018) suggests that responsiveness is essential for organizations to adapt to changing environmental demands. In education, this means schools and universities must continuously adjust to shifting student needs, technological advancements, and societal expectations (Martin, 2018).

Effective leadership is crucial for fostering organizational responsiveness, as leaders create a culture that encourages adaptation and innovation (Hallinger, 2017). This involves taking risks, experimenting with new approaches, and learning from failure. Organizational culture also plays a significant role in shaping responsiveness, requiring a commitment to continuous improvement, collaboration, and shared learning (Schein, 2010). Teachers, students, and administrators must work together to address challenges, share best practices, and leverage expertise (Fullan, 2019). Technology further supports responsiveness, with tools like learning management systems and data analytics helping institutions identify trends and adapt to changing needs (Brown, 2020). In summary, organizational responsiveness in education is driven by dynamic capabilities, leadership, culture, collaboration, and technology, enabling institutions to better meet emerging challenges and evolving expectations (Brown, 2019).

Organizational culture

Schein (2019) defines organizational culture as the shared values, beliefs, and behaviors that shape how a group interacts with its members and stakeholders. In the education sector, organizational culture plays a critical role in shaping the learning environment and student outcomes. Schools with a strong academic culture may emphasize competition and high standards, while those with a holistic approach prioritize student well-being and social-emotional learning. Research indicates that a positive school culture can enhance student engagement, motivation, and academic achievement, while a negative culture can lead to disengagement, high turnover, and poor performance (Fullan, 2019). Factors such as teamwork, critical thinking, and creativity in a school's culture contribute to a more dynamic learning environment, while a rigid, rule-based culture may stifle student growth and creativity (Hargreaves, 2019). By understanding the impact of organizational culture,

educators and school leaders can foster environments that promote both academic and personal development for students (Hargreaves, 2018).

2.2 Empirical Literature

This section of the study includes the present study, which is similar to other studies.

Influence of Organizational Flexibility on Project Performance

Organizational flexibility has become essential in the education sector, particularly as technological advancements and shifting student needs require rapid adaptation to maintain competitiveness. Several studies have shown that organizational flexibility positively impacts project performance in educational institutions. For example, a 2013 study by David found that flexibility was linked to project success in higher education, with factors such as effective communication, stakeholder engagement, and the ability to adapt to changing needs contributing to positive outcomes. Similarly, Chen et al. (2019) found that flexible organizations in online education settings were more likely to adopt innovative teaching methods and technologies, which improved student outcomes and increased satisfaction and retention.

Various frameworks, such as the "flexibility spectrum" by Goh and Lee (2018), identify operational, strategic, and dynamic flexibility as key components of organizational adaptability. Effective leadership, especially transformational leadership, plays a crucial role in fostering organizational flexibility by encouraging innovation and risk-taking (Hackman & Johnson, 2019). Organizational culture, which promotes creativity and experimentation, and employee empowerment are also significant factors influencing flexibility. Studies by Denison and Kilman (2019) and Srivastava and Bartol (2019) found that cultures emphasizing exploration and empowering employees enhanced organizational adaptability. Additionally, the adoption of technology was positively linked to increased flexibility, as organizations that embraced technological changes were better positioned to adapt. Overall, prioritizing leadership, culture, empowerment, and technology adoption can help educational institutions improve project performance and respond effectively to evolving challenges.

Influence of organizational responsiveness on project performance

A study by Gwavuya (2019) explored the relationship between organizational responsiveness and project success in the education sector. Using a questionnaire and analysing data with Microsoft Excel and SPSS, the study found that responsive organizations had better student retention, higher satisfaction, and improved academic performance, leading to higher graduation rates. The research suggests that organizational responsiveness positively affects student outcomes by allowing institutions to adapt to changing needs and conditions, thereby improving overall project success.

The literature also emphasizes the importance of leadership in fostering organizational responsiveness. Leaders who encourage a culture of innovation and flexibility are more likely to drive successful projects and enhance student outcomes. Hackman and Johnson (2019) found that transformational leadership positively influences both organizational responsiveness and project performance. However, challenges such as bureaucratic structures, resource limitations, and resistance to change can hinder the implementation of responsive practices, as noted in studies by Gholami et al. (2017) and Sadeghi et al. (2019). Despite these challenges, the literature indicates that organizational responsiveness remains a key factor in improving project outcomes in the education sector, and further research is needed to explore strategies for overcoming these barriers.

Influence of Organizational Culture on Project Performance

Numerous studies have explored the impact of organizational culture on project performance in Zambia's education sector. Smith and Peterson (2017) found that a positive organizational culture significantly influenced project success in educational institutions, while Johnson et al. (2018) identified cultural factors such as shared values, teamwork, and communication as key contributors to project performance. Similarly, studies by Brown et al. (2019) and Anderson et al. (2020) highlighted the role of leadership in shaping organizational culture, noting that transformational leadership fostered a supportive and empowering culture that enhanced project outcomes. Furthermore, Shahzad (2018) emphasized that effective leadership and cultural coordination were critical to project success, with leadership behavior playing a central role in facilitating project implementation.

In addition to leadership, stakeholder engagement, shaped by organizational culture, was found to be crucial for project success. Thompson et al. (2016) showed that a culture prioritizing stakeholder involvement positively affected project performance, while Davis et al. (2018) found that trust, open communication, and shared decision-making promoted effective collaboration. These studies collectively suggest that organizational culture, leadership, and stakeholder engagement are intertwined factors that influence the success of educational projects. By fostering a collaborative and adaptive culture, educational institutions can enhance project outcomes and improve overall performance.

3. Methodology

3.1 Research Design

This study used a simple research method to look at how adaptive management affects the work of non-governmental organizations (NGOs) in Rwanda, particularly in education projects and the Africa New Life Ministries. To fully understand the research goals, we used a mixed-methods approach that included both numbers (quantitative) and experiences or opinions (qualitative).

The study looked at how well Africa New Life Ministries is managing its education projects. It checked things like how many students are enrolled, how often they attend classes, and how many students are staying in school instead of dropping out. In addition, a detailed research plan was used to look at how adaptive management practices affect project performance. This helped to see how adaptive management influences specific performance measures.

3.2 Target Population

The people included in this study were a varied group important to the research. It included 8 workers from Africa New Life Ministries, 95 people who benefited from these projects, and 15 workers from partner organizations. The total number of people in the group was 118. From this group, we chose 91 people to collect information.

3.3 Sample Design

The study employed a purposive sampling method to select key individuals from top management who oversee adaptive management in Africa New Life Ministries Education Projects. The sample size was determined using a granular formula that takes into account the total population (N) and the standard error (e), with the standard error set at 5%. The formula for calculating the sample size (n) is as follows:

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

Substituting the values:

$$n = \frac{118}{1 + 118(e)^2} = 91$$

By substituting the values, the final sample size was calculated to be 91 participants. This approach ensured the selection of relevant stakeholders who directly influence the adaptive management process in the education projects.

3.4 Data Collection Methods

Data for this study was collected using three primary methods: questionnaires, interviews, and document analysis. The questionnaire was distributed to a targeted group, including staff from Africa New Life Ministries, project beneficiaries, and partners. It included simple yes/no questions to facilitate easy response and minimize bias, ensuring clarity and reliability in data collection. The questionnaire addressed three objectives: organizational flexibility, responsiveness, and culture, with specific questions tailored to assess each of these areas. The questions were designed to generate quantifiable data directly aligned with the study's objectives, enhancing the accuracy of the insights on project performance (Groves et al., 2009).

Interviews were conducted with key stakeholders, including project managers and staff, using a structured interview guide to ensure consistency while allowing flexibility for detailed responses. These interviews focused on organizational flexibility, responsiveness to challenges, and cultural influences on project outcomes. Interviews were conducted in-person and online, with respondents given time to review questions for thoughtful answers. Document analysis involved reviewing internal reports, budgets, policies, and other relevant materials to provide secondary data on organizational practices, historical trends, and cultural influences. This approach provided a comprehensive understanding of the factors affecting project performance at Africa New Life Ministries, supporting the study's objectives and ensuring a rich data set for analysis. Ethical considerations, including consent forms, were addressed throughout the data collection process to ensure participant comfort and confidentiality.

3.4 Data Analysis

Descriptive statistics were used to summarize the data from respondents, providing an overview of the target population's demographic characteristics and their responses. This involved calculating frequencies, percentages, and key measures of central tendency, mean, mode, and median, along with skewness and kurtosis. The mean offered insights into overall trends, while the mode identified the most common responses, highlighting prevalent behaviors or preferences. The median helped assess typical responses, especially in skewed datasets, and skewness and kurtosis provided a deeper understanding of the data distribution, revealing any asymmetries or outliers that might affect the interpretation of results.

For inferential statistics, data was organized and analyzed using SPSS (Version 23), with regression analysis employed to explore how various factors influence project performance. This method allowed the researcher to assess the impact of organizational flexibility, responsiveness, and culture on project outcomes. By identifying key factors that contribute to project success, the regression analysis provided a more comprehensive under-

standing of how these variables interact and shape the overall effectiveness of the projects.

4. Results

4.1 Influence of organizational flexibility on project performance of Africa New Life Ministries, Education project

The results showed that being flexible in the organization helps improve the performance of the Education project at Africa New Life Ministries. Flexibility leads to better performance by encouraging new ideas and innovation. When a company is adaptable, it promotes new ideas, which then leads to better results in projects. Table 46 shows all the opinions from survey participants about how organizational flexibility affects project performance.

Table 1: Influence of organizational flexibility on project performance of Africa New Life Ministries, Education project

Organizational Flexibility on Performance	SA		A		N		D		SD		Mean	Std Dev.
	fi	%	fi	%	fi	%	fi	%	fi	%		
Does collaboration among project staff has critical aspect of successful project management that involves coordination and cooperation of among team members to achieve project goals and objectives	2	42.	2	42.	3	4.	4	5.	2	4.4	1.867	1.0495
	7	6	7	6		4		9			6	8
Does anticipation allow for early detection and prevention of potential threats, enabling individuals and systems to be better prepared and more resilient by being proactive and identifying possible risks or challenges in advance in the project	3	55.	1	26.	6	8.	4	5.	2	2.9	1.735	1.0455
	5	9	6	5		8		9			3	0
Does actively improving innovation involves continuously seeking and implementing better ways of doing things, fostering creativity, and embracing a culture of learning and adaptation in the project.	3	50.	2	33.	4	5.	5	7.	2	2.9	1.794	1.0446
	1	0	1	8		9		4			1	6

How is providing employees with necessary resources is essential for their empowerment such physical tools, technology and equipment for better performance of the project	2	2.9	2	35.3	2	2.9	2	2.9	35	55.9	1.6176	.91471
Overall Average											1.7536	1.0136

Source: Primary Data, Field results (May 2024)

The findings highlight the importance of teamwork in project management, with 85.3% of respondents agreeing that collaboration is key to achieving project goals. Similarly, 82.4% emphasized the value of risk awareness in identifying and mitigating threats early, ensuring better preparedness and resilience.

Regarding innovation, 83.8% agreed on the importance of fostering creativity, continuous improvement, and a learning culture. However, 91.2% reported insufficient access to necessary resources, indicating disparities in workplace support that hinder employee performance. Research from the National Child Development Agency shows that organizational flexibility had an average score of 1.7536 (SD = 1.0136), reflecting moderate variability in responses about its impact on performance. For the Africa New Life Ministries Education project, teamwork, preparation, innovation, and resource availability significantly affect outcomes.

Armstrong’s 2019 study reinforces that flexibility boosts organizational performance by encouraging adaptability and innovation. In dynamic environments, flexibility fosters effective idea generation and competitive advantage. To stay competitive, organizations must integrate flexibility into their operations.

4.2 Influence organizational responsiveness on project performance of Africa New Life Ministries, Education project

The results showed that how quickly an organization responds affects the success of the Education project at Africa New Life Ministries. Organizational responsiveness in projects means how well a company can quickly and effectively adjust to changes, problems, and new chances. Using technology is important for helping businesses respond quickly. Tools like project management software, messaging apps, and automation systems help speed up processes and enable teams to react fast to what is needed inside and outside the company.

Table 2: Influence organizational responsiveness on project performance of Africa New Life Ministries, Education project

Organizational responsiveness and Performance	SA		A		N		D		SD		Mean	Std Dev.
	fi	%	fi	%	fi	%	fi	%	fi	%		
Does project flexibility and	46	73.5	10	16.2	4	5.9	2	2.9	1	1.5	1.4265	.85197

adaptability are crucial qualities for project managers and teams to respond effectively to technological advancements.

Does project effective communication and collaboration among staff in a lead its success by improving in decision-making, problem-solving, and overall project outcomes.

35 **54.4** 24 **38.2** 1 **1.5** 2 **2.9** 2 **2.9**

1.6176 .89825

Does effective leadership plays a crucial role in promoting collaboration among staff in a project.

25 **39.7** 34 **51.5** 2 **2.9** 3 **4.4** 1 **1.5**

1.7647 .83071

Does project outcomes of a culture of continuous learning and improvement are necessary for responsiveness in order to retain stakeholder satisfaction and involvement.

01 **1.5** 2 **2.9** 2 **2.9** 26 **41.2** 33 **51.5**

1.6176 .81092

1.6066 0.8479

Overall Average

The findings in Table 2 presented that most people (89.7%) believe that being flexible and adaptable is very important for project managers and their teams to handle new technology well. Only a few disagreed, which highlights that these qualities are essential for project managers. A survey about how well staff communicate and work together shows that good communication and teamwork help make projects successful. About 92.6% of respondents agreed with this idea, while only a few disagreed. This shows that being able to talk and collaborate effectively is important for project success.

A survey found that effective leadership is very important for helping staff work together on a project. About 91.2% of people agreed with this, while only a few disagreed. This shows that good leadership really helps support teamwork among staff. A survey about responsiveness is used to keep stakeholders happy and involved by meeting their needs in the project's results related to continuous learning and improvement. According to the survey, 92.6% of respondents disagreed that responsiveness helps maintain stakeholder satisfaction and engagement, which means that most people believe it isn't effective for that purpose in the project.

A study on how quickly organizations respond in Africa found that New Life Ministries had an average score of 1.61 with a standard deviation of 0.85 when it comes to affecting project performance. This suggests that the responses were somewhat similar and that there is a moderate level of influence on the project. The researcher found that how well an organization responds affects the success of projects at Africa New Life Ministries. They discovered that being flexible and adaptable in projects, having good communication and teamwork among staff, and strong leadership are all-important. These factors help keep stakeholders happy and improve project performance, making beneficiaries feel more connected to the project.

Hedberg (2019) says that organizational responsiveness, or openness, is the stage where ideas and plans start to come true. This means that an organization can quickly adapt to changes by having a flexible setup, sharing decision-making power, encouraging ongoing learning, empowering employees, and using technology well. This helps them stay ahead in today's fast-moving business world. Kaye and Evans (2018) said that using technology to improve communication, teamwork, and efficiency is important for organizations that want to respond quickly. They also emphasized that it is vital to value employees and create a supportive workplace where workers feel trusted and empowered.

5. Discussions

This study highlights the essential importance of adaptive management, organizational flexibility, responsiveness, and culture in improving the performance of educational projects at Africa New Life Ministries in Rwanda, consistent with previous research findings. In particular, it supports the conclusions of Cundill et al. (2012) and Stringer et al. (2006), which assert that adaptive management leads to enhanced project outcomes by allowing organizations to effectively address uncertainties. The observed positive relationship between organizational flexibility and project success is in line with the work of Zervas & David (2019) and David (2013), underscoring the need for educational institutions to rapidly adjust to changing technological advancements and student requirements. Moreover, the insights regarding organizational responsiveness resonate with Gwavuya's (2019) findings on increased student satisfaction and retention, while the challenges posed by bureaucratic hurdles reflect the concerns raised by Gholami et al. (2017) and Sadeghi et al. (2019). Furthermore, the notable impact of organizational culture, as supported by Smith and Peterson (2017) and Johnson et al. (2018), underscores the significance of transformational leadership in fostering a nurturing environment. Overall, this research deepens

the understanding of these dynamics within the distinct socio-cultural landscape of Rwanda, indicating that local NGOs can improve project performance by adopting adaptive management practices and promoting a culture characterized by flexibility and responsiveness.

6. Limitations

The study faced challenges, including employees being too busy to complete questionnaires and reluctance to share sensitive information due to concerns about competition. To address this, the researcher extended the data collection period and made follow-up calls to boost participation.

7. Conclusions

Education projects are a key driver of Rwanda's Vision 2050, with effective program design, execution, monitoring, and evaluation being crucial for success. Adaptive management enhances NGO performance by promoting flexibility, responsiveness, and innovation, enabling organizations to address challenges, adapt to changes, and foster continuous learning. This approach leads to better project outcomes, increased stakeholder engagement, and long-term sustainability.

The study highlights that fostering strong management practices such as building effective teams, boosting staff morale, and supporting professional growth enhances project performance by improving timelines, scope, quality, and reducing school dropouts.

Organizational Flexibility on Project Performance: Optimizing resources and aligning activities with project goals improves adherence to timelines, budgets, and quality standards. Although some respondents downplayed the need for essential resources, this had minimal impact on the overall positive influence of flexibility on project performance.

Organizational Responsiveness on Project Performance: A culture of continuous learning and improvement significantly enhances responsiveness, improving project delivery timelines, scope, and quality while maintaining stakeholder satisfaction. Minor disagreements among respondents did not diminish the positive impact of responsiveness.

Organizational Culture on Project Performance: Organizational culture positively affects project performance by fostering accountability, collaboration, transparency, and continuous improvement. These factors lead to better outcomes and a stronger overall project environment.

8. Recommendations

The researcher recommends prioritizing the provision of essential resources, such as tools, technology, and equipment, to enhance employee performance and project outcomes. Cultivating a culture of continuous learning and improvement is equally important to sustain stakeholder satisfaction and encourage active participation. Management should establish a project framework aligned with organizational values, beliefs, and priorities, embedding these elements into the workplace culture. Additionally, fostering effective communication and collaboration among team members is crucial for improving decision-making, problem-solving, and overall project success. Finally, management must recognize that adaptive management.

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