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Effect of Project Resource Management on Quality Education Project in Rwanda: A Case of Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District

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Abstract: *The general objective of this research was to evaluate the effect of project resource management on quality education project in Rwanda. The study was guided by Systems Theory, Human Capital Theory, and Resource-Based View (RBV). The study used descriptive and correlation research design. The regression analysis reveals unstandardized coefficient for Resource Planning is 0.433, indicating that a unit increase in resource planning results in a 0.433 improvement in educational quality (β_1=0.433, t=7.732, Sig.=0.000). Likewise, Resource Utilization has an unstandardized coefficient of 0.192, meaning that each unit increase in utilization of available resources contributes to a 0.192 improvement in quality education (β_2=0.192, t=3.254, Sig.= 0.001). Resource Monitoring and Evaluation exhibit an unstandardized coefficient of 0.242, demonstrating that enhanced monitoring and evaluation leads to a 0.242 improvement in educational quality (β_3 = 0.242, t = 4.321, Sig.=0.000). These findings underline the importance of strengthening resource planning frameworks, optimizing resource utilization, and establishing robust monitoring and evaluation mechanisms to improve educational outcomes in the district. Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District is recommended to develop a comprehensive resource planning framework to enhance budgeting, procurement processes, and resource alignment with project goals, ensuring improved quality education outcomes.*

Keywords: *Project Resource Management, Quality Education Project, Resource Planning, Resource Utilization, Resource Monitoring and Evaluation*

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1. Introduction

Quality education projects face obstacles such as the increasing costs of implementing new technologies and maintaining infrastructure, alongside funding delays in the allocation and distribution of necessary financial resources. To overcome obstacles such as inadequate facilities, increasing costs, and funding delays, it is crucial to ensure that funds are optimally allocated and provided in a timely manner. Effective resource management is essential because it ensures the efficient and timely distribution of financial resources, supporting the continuous provision of educational materials, infrastructure maintenance, and teacher development. When these areas are well-managed, education is improved and students perform better because they have access to the resources and support necessary for a high-quality learning environment. This optimized resource allocation ultimately enhances educational outcomes and contributes to the overall success of education initiatives (Nabibya *et al*., 2023).

Despite the implementation of the 9-Year Basic Education (9YBE) policy in Rwanda since 2008, challenges in primary and lower secondary education persist. Gross enrolment rates were 47.7%, net enrolment rates were 27.2%, and the dropout rate was 7.1% at the lower secondary education level in 2017/18 (Dufitumukiza *et al.*, 2020). These figures indicate that while there have been improvements, there are still significant issues in achieving educational efficiency and reducing dropout rates. Effective resource management is essential for addressing these challenges by optimizing resource allocation, improving program effectiveness, and ensuring the sustainability of educational initiatives.

Mbonimana (2018) states that the 9-Year Basic Education (9YBE) program in Kayonza District, Rwanda, faces significant challenges that undermine its effectiveness and negatively impact students' academic performance. Evidence shows that 29% of students lack necessary educational materials, while 62.1% find the distance to school detrimental to their learning. Despite the program being free, 42.1% of students are burdened by additional financial costs, and 80.9% of teachers express dissatisfaction with their salaries and incentives, which affects their motivation. Furthermore, 70.1% of teachers report a lack of student interest in academic improvement. These issues contribute to poor academic outcomes and high dropout rates, highlighting the need for targeted interventions to improve resources, reducing financial barriers, enhance teacher satisfaction, and enhance student engagement.

Food insecurity and malnutrition among school-aged children severely impact learning outcomes, indicating the critical role of effective resource management in quality education, as well-nourished students are more likely to excel academically and achieve their potential (Leshabana, 2022). In Rwanda, despite a significant increase in school feeding funds by 89% for the 2020-2021 fiscal year, challenges persist, with 97.4% of respondents reporting a continuous rise in grocery prices and 78.6% citing delays in fund transfers and insufficient facilities as major obstacles. These issues hinder the effective implementation of school feeding programs, undermining their ability to provide consistent, nutritious meals to all students (Habyarimana *et al.*, 2023).

Previous mentioned research did not concentrate on the effect of project resource management on quality education project in Rwanda. A particular study was required to examine the effect of resource management on quality education through Rwanda Quality Basic Education for Human Capital Development Project. In this regard, the present research sought to bridge this gap of knowledge.

The general objective of this research was to evaluate the effect of project resource management on quality education project in Rwanda.
This study had the following specific objectives:

1. To investigate the effect of resource planning on quality education Project in Gasabo District.
2. To assess the effect of resource utilization on quality education Project in Gasabo District.
3. To evaluate the effect of resource monitoring and evaluation on quality education Project in Gasabo District.

The following null hypotheses were proposed by the researcher:
H_{01}: Resource planning has no significant effect on quality education Project in Gasabo District.
H_{02}: Resource utilization has no significant effect on quality education Project in Gasabo District.
H_{03}: Resource monitoring and evaluation have no significant effect on quality education Project in Gasabo District.

2. Literature Review

2.1 Resource-Based View (RBV)

Resource-Based View (RBV) philosophy highlights the significance of an organization's in-house assets in gaining and maintaining a competitive edge. The RBV, developed by Wernerfelt (1984) and Barney (1991), emphasises that a firm's strengths come from its internal talents and resources, not market situations (Lubis, 2022). Wienerfelt divided resources into tangible (physical and financial) and intangible (intellectual property, brand reputation, organizational culture). Barney introduced the VRIO framework, which states that sustained competitive advantage requires resources to have Value, Rarity, Inimitability, and Organization. Resources must help the firm improve efficiency and effectiveness (Value), be scarce relative to demand (Rarity), be hard to replicate (Inimitability), and be organized to exploit them effectively (Organization) (Ferreira *et al.*, 2022).

According to RBV, businesses are collections of resources and competencies, with unique combinations dictating strategic possibilities. Organizational use of uncommon, valuable, and unique resources may boost performance and competitiveness. Strategic planning and decision-making use this theory to examine a company's resource base to identify strengths and weaknesses and decide how to deploy resources to meet goals. Core competencies, defined as "activities or processes that the firm performs exceptionally well," are frequently the result of this process; they are what allow the firm to provide value for its customers and maintain its competitive edge (Leshabana, 2022). RBV also influences mergers and acquisitions and strategic alliances and partnerships, where corporations pool resources for mutual advantage. Critics say RBV neglects market dynamics and industry structure in favor of internal resources. However, strong internal resources

may help enterprises adapt to shifting marketplaces better than external factors (Chen *et al.*, 2021).

The study used the Resource-Based View (RBV) theory to analyze how the unique internal resources of the Rwanda Quality Basic Education for Human Capital Development Project contributed to improved educational performance. This theory helped evaluate the value, rarity, inimitability, and organization of resources.

2.2 Human Capital Theory

Human Capital Theory is an economic concept that emphasizes the need to invest in people via health, education, and training to increase their economic contributions and productivity (Zimmer, 2022). Created in the middle of the twentieth century by economists Gary Becker and Theodore Schultz, it proposes that human capital, which includes education, work experience, and other forms of formal education, is a crucial factor in economic success and social advancement. Becker believed that human capital investments like education and training enhance productivity and earnings like physical capital expenditures. Schultz included formal education, on-the-job training, and health as economic efficiency drivers.

The idea indicates that investing in education and training raises incomes, employment prospects, and economic production for people and nations. Educational attainment is linked to higher incomes and decreased unemployment. The same holds true for health; when people are in good health, they are less likely to miss work, which in turn boosts productivity and the economy (Deming, 2022).

Human Capital Theory advises governments and organizations to spend in education, vocational training, and healthcare to improve skills and well-being. Proponents of this strategy claim it will boost the economy, lessen poverty, and provide opportunities for social mobility. The hypothesis has been criticized for failing to take into account social and institutional elements such as social networks and labor market circumstances, and for perhaps oversimplifying the correlation between education and productivity. According to Human Capital Theory, which places a premium on health, education, and training as a means to increase economic growth and production, investing in people is the way to go. Despite criticism, it underpins economics and public policy by promoting strategic human resource investments for sustained development (Shelton, 2023).

The study used Human Capital Theory to assess the impact of investments in education, training, and health on the quality education of basic education in Rwanda. This theory helped measure how these investments contributed to better educational outcomes and economic growth.

2.3 Empirical Literature

Mugorewase and Kwena (2024) looked at the Food and Education Project in Rwanda as an example of how resource planning practices affect the success of donor-funded education initiatives. Finding out how HRP helps the Food and Education Project succeed was the primary goal of the research. Descriptive study approaches and inferential statistics were utilized. Using universal sampling procedures, the study's sample size was 106 workers. Survey and interview data were examined via the use of multiple linear regressions, correlation, and descriptive statistics. The findings of the data analysis were presented using descriptive and inferential statistics, which were implemented using SPSS version 20. Research in Rwanda found that donor-funded education programs fared better when its planners took many factors into account (r=654, p-value=0.000). Only human resource planning out of all the parameters examined significantly improved project success. This research indicates that the Food and Education Project should invest in ongoing training programs to increase the effectiveness of its human resources in agricultural initiatives. Financial resource planning is crucial for optimum resource usage in project planning and execution. It is critical to monitor the overall and specific expenses of each project work package.

Agnetta *et al.* (2022) studied how secondary schools in Makueni County utilize teacher resource materials and how that relates to student performance in the classroom. This research examined Makueni County secondary school teachers' resource usage and academic performance. This study combines convergent parallel mixed techniques and the educational production function theory. Research tools include questionnaires and interview preparations. Expert judgment and test-retest methods provide validity and dependability. Tests were performed at three different educational institutions. The target audience is 1064 responders, 60 principals, 1004 instructors, and 60 schools. Study participants were screened using simple, stratified, and targeted random selection. A total of 316 people were surveyed, including 30 principals, 286 educators, and 30 educational institutions. Descriptive and inferential statistics and theme analysis were used. Results indicate a modest impact of teacher resources on student success ($r = 0.518$, p-value <0.05). The null hypothesis is rejected because $p < 0.005$. Teacher resource utilization influences student academic performance, according to qualitative evidence. Effective teacher resource usage increases student accomplishment. A major proposal is that the Ministry educate teachers in institutional resource usage. This research helps educational policymakers create resource-use policies.

Ogundu (2022) investigated educational leaders should consider the implications of efficient use of educational

resources. Globally, education investment is the best and biggest. It is the only means for societal growth, social mobilization, economic development, political survival, and successful national development. Investing in education is crucial for economic growth and national development. Schools are founded and maintained to fulfill certain aims and purposes. Successful educational institutions need significant human resource management to meet their goals and objectives. To achieve educational goals, schools must provide adequate resources, maximize utilization, and manage them effectively to prevent waste and enhance teaching-learning quality. This article covered a lot of ground, including how educational resource utilization is defined, how it is categorized, how it relates to leadership roles, how challenging it is to effectively use these resources, what qualities and responsibilities educational leaders in this field should have, and the outcomes that can be expected from their efforts.

3. Methodology

This section contains details on the research technique and the people who took part in it. It goes on to detail the data collection process and how they chose their samples. This section lays out the plan for gathering data and drawing conclusions.

3.1 Research Design

The research design was the blueprint that the researcher followed to accomplish the study's aims and address the research questions. It described the precise steps taken to gather and analyze data, together with the reasoning behind these decisions (Haydam & Steenkamp, 2020).

The researcher used descriptive and correlational research design. Descriptive statistics were used to find out how often each variable appeared, as well as the mean and standard deviation, using the quantitative data gathered from the closed-ended questionnaires utilized in this study. Associations between variables were investigated using correlational design.

3.2 Study population

The target population of this study was 375 individuals actively engaged in the Rwanda Quality Basic Education for Human Capital Development Project.

3.3 Sample size

The researcher determined the sample size using Slovin's formula, which gave 194 participants in the Rwanda Quality Basic Education for Human Capital Development Project; thus, the study used simple random sampling to choose a subset of each division's responders.

3.4 Data collection

In order to gauge the degree of agreement among project participants in Rwanda's Quality Basic Education for Human Capital Development Initiative, the study used a 5-point Likert scale: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. In order to answer a closed question, respondents had to choose one response from a predefined list of possibilities.

3.5 Data analysis

For data analysis, the researcher used Statistical Package for Social Sciences (SPSS) version 25 to generate descriptive statistics, including frequencies, percentages, means, and standard deviations, while inferential statistics included correlation, regression analysis, and hypothesis testing.

The adopted model was presented as follow:

$Y= \beta_0 +\beta_1X_1+\beta_2X_2+ \beta_3X_3+ę$

Where:

Y= Quality Education Project

β_0= Constant Term

X_1= Resource Planning

X_2= Resource Utilization

X_3= Resource Monitoring and Evaluation

$\beta_1, \beta_2, \beta_3$= Beta Coefficient

ę=error

3.6 Ethical consideration

The researcher respected the right to free expression by keeping responders' identities secret. For example, in order to achieve these study aims, the researcher interacted with individuals who would be impacted and sought their informed permission. The participants were requested to show respect by politely asking for their time and answering questions.

The data gathered from this survey was treated with the utmost secrecy and used only for the objectives indicated. The researcher refrained from asking for names on the questionnaire to ensure respondents' privacy

4. Results and Discussion

This section presents the findings of the study based on the data collected from the field. The analysis is centered on the overall objective of the study.

Inferential statistics were employed in the study to examine the relationship and effect of independent variables under resource management (resource planning, resource utilization, and resource monitoring and evaluation) on the dependent variable (quality education) with a case of the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District, using correlation and regression analysis.

4.1 Correlation analysis

The researcher aimed to determine the relationships between resource planning (human resource planning, material resource planning, and financial resource planning) and the quality education of the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District using Pearson correlation analysis.

Table 1: Correlations

		Resource Planning	Resource Utilization	Resource Monitoring and Evaluation	Quality Education Project
Resource Planning	Pearson Correlation	1	.631**	.513**	.728**
	Sig. (2-tailed)		.000	.000	.000
	N	183	183	183	183
Resource Utilization	Pearson Correlation	.631**	1	.575**	.647**
	Sig. (2-tailed)	.000		.000	.000
	N	183	183	183	183
Resource Monitoring and Evaluation	Pearson Correlation	.513**	.575**	1	.610**
	Sig. (2-tailed)	.000	.000		.000
	N	183	183	183	183
Quality Education Project	Pearson Correlation	.728**	.647**	.610**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	183	183	183	183

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

Source: Research Findings, 2024

Table 1 illustrates the correlation analysis between resource planning, resource utilization, resource monitoring and evaluation, and quality education in the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District.

Resource planning exhibits a strong positive relationship with quality education, evidenced by a Pearson correlation coefficient of 0.728, which is statistically significant ($p < 0.05$). This finding underscores the critical role of effective resource planning in enhancing the quality of education through the project.

The findings align with Makokha and Ngugi (2022), who demonstrated that resource allocation positively and significantly impacts project execution through effective issue identification and management. Similarly, in the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District, resource planning shows a strong positive relationship with quality education, with a Pearson correlation coefficient of 0.728. This highlights the importance of proper resource allocation in achieving project goals, minimizing resource overuse, and ensuring project success.

Resource utilization is also positively correlated with quality education, with a coefficient of 0.647, which is statistically significant ($p< 0.05$). This indicates that the optimal use of resources contributes significantly to improving educational outcomes within the project.

The findings align with Ugboko and Ehugbo (2021), who demonstrated that effective resource utilization enhances organizational outcomes by preventing idle resources and coordinating human and material assets across tasks. Similarly, the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District shows a positive correlation (0.647) between resource utilization and quality education, emphasizing that optimal resource allocation and management contribute significantly to improved educational outcomes and project performance.

The further analysis shows that resource monitoring and evaluation have a positive correlation with quality education, with a Pearson coefficient of 0.610, and this relationship is statistically significant ($p < 0.05$). This highlights the importance of ongoing oversight and assessment in maintaining and enhancing the quality of education.

Overall, the results demonstrate that all three components resource planning, resource utilization, and resource monitoring and evaluation have significant and positive relationships with quality education within the

Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District. These findings emphasize the interconnectedness of resource management practices and the achievement of educational goals.

The findings align with Natif and Irechukwu (2022), who emphasized the critical role of monitoring and evaluation (M&E) in enhancing project success, particularly within the Strengthening School Readiness (SSR) project. Their research showed that effective M&E led to improvements in project performance, which supports the findings from the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District. Here, resource monitoring and evaluation are positively correlated with quality education, reinforcing the importance of continuous oversight in maintaining and improving educational outcomes.

4.2 Regression analysis

Following an explanation of the relationship, the researcher set out to determine the linear effects of resource planning, resource utilization, and resource monitoring and evaluation on the quality education of the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District. This was accomplished by multiple regression, employing resource planning, resource utilization, and resource monitoring and evaluation as predictor factors, with quality education as the outcome variable. The regression analysis was computed in model summary, ANOVA, and coefficients. The model summary revealed the overall fit of the regression model, while ANOVA assessed the significance of the predictors collectively, and the coefficients showed how much each predictor factor affected the quality of education.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792[a]	.627	.621	.37909

a. Predictors: (Constant), Resource Monitoring and Evaluation, Resource Planning, Resource Utilization

Source: Research Findings, 2024

The model summary in Table 2 reveals an R^2 value of 0.627, indicating that approximately 62.7% of the variance in quality education within the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District is explained by the predictors: resource planning, resource utilization, and resource monitoring and evaluation. This high R^2 value demonstrates a strong fit of the regression model, signifying that these predictor factors collectively have a substantial influence on quality education.

The findings align with Odell *et al.* (2020), who argue that effective resource planning is integral to the development of quality education systems. Their research highlights that strategic planning of resources directly influences educational outcomes and national development. In the case of the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District, resource planning plays a significant role in ensuring the efficient allocation and management of resources, thus improving the overall quality of education.

Similarly, the findings align with Rosenkrantz (2022), who demonstrated that resource utilization has a direct impact on educational performance. In his study, the effective use of available resources in the Race to the Top initiative contributed to improved student achievement and graduation rates. Similarly, the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District shows that optimal resource utilization, including the careful coordination of human and material resources, significantly enhances the educational experience and outcomes.

Moreover, the findings align with Donkoh *et al.* (2023), who highlight the importance of monitoring and evaluation (M&E) in ensuring the success of educational initiatives. Their study emphasizes how M&E practices contribute to continuous improvement and the achievement of educational goals. In Gasabo District, the ongoing monitoring and evaluation of resource allocation and educational progress ensure that quality education standards are met, supporting the project's overall success and sustainability.

Table 3: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.311	3	14.437	100.257	.000[b]
	Residual	25.724	179	.144		
	Total	69.035	182			

a. Dependent Variable: Quality Education Project

b. Predictors: (Constant), Resource Monitoring and Evaluation, Resource Planning, Resource Utilization

The Analysis of Variance (ANOVA) results presented in Table 3 demonstrate that the regression model is statistically significant, with an F-value of 100.257 and a p-value of 0.000 ($p < 0.05$). This result signifies that the combined predictors, including resource planning, resource utilization, and resource monitoring and evaluation, have a significant effect on the quality education of the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District.

The findings align with Kinyondo (2024), who illustrates that strategic resource planning can significantly enhance educational outcomes. The Big Results Now (BRN) initiative in Tanzania demonstrated how optimizing resource allocation, including financial resources and learning materials, improved student passes rates and overall school performance. Similarly, in the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District, resource planning ensures that the necessary resources are effectively allocated to achieve the desired educational goals, thus contributing to improved educational quality.

The results align with Aradukunda and Sikubwabo (2024), who emphasize the importance of resource utilization in educational projects. Their work highlights how effective financial management and performance measurement are crucial to the success of educational initiatives. In Gasabo District, efficient use of resources, including financial and human resources, ensures that the educational objectives of the Rwanda Quality Basic Education for Human Capital Development Project are achieved and that funds are properly managed for maximum impact.

Also, findings supported by Mutuzo (2022), who demonstrate that resource monitoring and evaluation (M&E) are essential for assessing the success of educational initiatives. The One Laptop Per Child initiative highlighted the role of monitoring in tracking progress and ensuring that resources are utilized effectively. Similarly, in the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District, M&E plays a key role in tracking the impact of resource allocation and identifying areas for improvement, ensuring continuous enhancement of educational quality.

Table 4: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.581	.176		3.301	.001
	Resource Planning	.433	.056	.468	7.732	.000
	Resource Utilization	.192	.059	.207	3.254	.001
	Resource Monitoring and Evaluation	.242	.056	.250	4.321	.000

a. Dependent Variable: Quality Education Project

Source: Research Findings, 2024

Table 4 provides the coefficients for the predictors in the regression model. The unstandardized coefficients reveal that a unit increase in resource planning results in a 0.433 increase in quality education ($p = 0.000$). The findings align with Andina (2023), who illustrates the positive impact of resource planning on project success. In the Kigali International Airport upgrade project, human resource planning, financial management, and material/resource planning were all positively correlated with improved project outcomes. Similarly, in the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District, effective resource planning, including human, financial, and material resources, significantly contributes to enhanced educational outcomes, ensuring that all necessary resources are optimally allocated.

Resource utilization contributes a 0.192 increase ($p = 0.001$), results align with Ogundu (2022), who emphasizes the importance of efficient resource utilization in achieving educational goals. The study highlights those successful educational institutions that

require adequate resources and effective management to enhance teaching and learning quality. Similarly, in Gasabo District, resource utilization, including the optimal use of financial, human, and material resources, directly impacts the quality of education, ensuring that resources are not wasted and are used to their full potential to achieve desired educational outcomes.

while resource monitoring and evaluation indicate a 0.242 increase ($p = 0.000$). The findings align with Mahyoub (2024), who demonstrates the role of monitoring and evaluation in improving project performance. The study indicates that M&E team capacity and approach positively influence project outcomes. In the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District, resource monitoring and evaluation play a critical role in assessing the effectiveness of resource allocation, identifying areas for improvement, and ensuring that the project meets its educational objectives through continuous oversight.

All predictors are statistically significant, with p-values below 0.05. The regression equation is represented as:

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$, by substituting the coefficients, it becomes:

$Y = 0.581 + 0.433X_1 + 0.192X_2 + 0.242X_3 + \varepsilon$.

This indicates that improvements in resource planning, utilization, and monitoring and evaluation positively enhance quality education in the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District.

5. Conclusion and Recommendations

5.1 Conclusion

The research emphasizes that resource planning has a significant influence on the quality of education in the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District. Participants generally viewed aspects related to budgeting and procurement favorably.

The findings indicate that resource utilization plays a key role in enhancing the quality of education in the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District. Participants reported positive perspectives regarding the current approaches to resource utilization.

The analysis reveals that monitoring and evaluation are essential components contributing to the quality of education in the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District. Participants held favorable opinions about the approaches to monitoring and evaluation.

The study findings demonstrate that resource planning, resource utilization, and monitoring and evaluation each have a meaningful positive effect on the quality of education in the Rwanda Quality Basic Education for Human Capital Development Project in Gasabo District.

5.2. Recommendations

1. Rwanda Quality Basic Education for Human Capital Development Project is recommended to conduct regular training programs for stakeholders to promote efficient resource utilization and address gaps in resource management practices.
2. Gasabo District is recommended to strengthen collaboration with stakeholders involved in the project to ensure timely allocation of resources and adherence to educational objectives.

5.3. Suggestion for Future Research

Future studies must examine the effect of human resource management on quality education in Rwanda. Researchers will have to explore the role of capacity-building initiatives and the integration of innovative tools in resource management for educational projects in Gasabo District.

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