



Vol. 5, Iss. 1 (2024), pp 532 – 550, November 7, 2024. [www.reviewedjournals.com](http://www.reviewedjournals.com), ©Reviewed Journals

## EFFECT OF TOP MANAGEMENT SUPPORT ON THE PERFORMANCE OF MEDIA PROJECTS ADMINISTERED THROUGH MOUNT KIGALI UNIVERSITY IN RWANDA

Judy Wanjiku Kamau <sup>1</sup>; Dr. Eugenia Nkechi Irechukwu, PhD <sup>2</sup> & Irungu Festus <sup>3</sup>

<sup>1</sup> Postgraduate Student, Master of Business Administration (Project Management) - Mount Kenya University - Kigali, Rwanda

<sup>2</sup> Senior Lecturer - Mount Kigali University - Kigali, Rwanda

<sup>3</sup> Lecturer - Mount Kigali University - Kigali, Rwanda

Accepted: November 2, 2024

DOI: <https://doi.org/10.61426/business.v5i1.270>

### ABSTRACT

*This study examined the effect of top management support on the performance of media projects administered through Mount Kigali University in Rwanda. Recognizing that effective leadership is pivotal in resource allocation, stakeholder alignment, and risk management, this research explores how proactive involvement from university management influences project success. By analyzing factors such as resource availability, strategic alignment with institutional goals, and active participation in project milestones, the study seeks to identify the specific ways in which management support contributes to project outcomes. The study was guided by Human Capital Theory. A total of 145 respondents comprised the study's target population. The Slovin formula was employed to determine a sample of 107 respondents. The selection technique was stratified sampling. Most of the primary data was collected through the use of questionnaires, with responses being evaluated on a five-point Likert scale. Free-form comments were permitted. The study consulted a variety of sources to compile secondary data. Participants were requested to complete a questionnaire in order to contribute to this data. Eleven individuals from the University of Rwanda participated in the pilot research. The assessment of content, criterion, and face validity guaranteed the validity of the research instruments used in the study. Cronbach's Alpha was implemented to ascertain the reliability level. The results were presented using frequency tables, descriptive statistics, and regression analysis, and the data were analyzed with SPSS (v25). The data's characteristics were described using descriptive statistics, including means, frequencies, and percentages. The findings indicate that top management support, skill development, stakeholder involvement, and resource availability collectively explain 40.7% of the variance in project performance, as shown by the  $R^2$  value of 0.407 in the model summary.*

**CITATION:** Kamau, J. W., Irechukwu, E. N., & Irungu, F. (2024). Effect of top management support on the performance of media projects administered through Mount Kigali University in Rwanda. *Reviewed Journal International of Business Management*, 5 (1), 532 – 550. <https://doi.org/10.61426/business.v5i1.270>

*The moderately strong correlation coefficient ( $R=0.638$ ) suggests a significant relationship between these predictors and project performance. The ANOVA results reveal a statistically significant F-value of 69.386 ( $p < 0.001$ ), confirming that the overall model significantly predicts project performance. In particular, the coefficient analysis shows that top management support has a substantial positive effect on project performance, with an unstandardized coefficient (B) of 0.700 and a high t-value of 8.330 ( $p < 0.001$ ), making it a significant predictor. This means that for every unit increase in top management support, project performance is expected to improve by 0.700 units, emphasizing the critical role of proactive leadership in enhancing project outcomes. This study concludes that top management support plays a critical role in the success of media projects at Mount Kigali University, significantly enhancing project performance through effective resource allocation, stakeholder involvement, and skill development initiatives. It is recommended that university leadership continues to prioritize active involvement and allocate sufficient resources to support project teams, as this has a direct and measurable impact on project outcomes. Future research could explore the long-term effects of top management support on project sustainability and assess additional variables, such as technological resources and organizational culture, to deepen understanding of factors influencing media project success in academic institutions.*

**Keywords:** *Top Management Support, Media Project Performance, Resource Allocation, Stakeholder Alignment, Educational Institutions.*

## **BACKGROUND OF THE STUDY**

Performance of projects, particularly within educational and media sectors, has garnered significant attention globally due to its critical implications for organizational success and societal impact (Kerzner, 2018). Project performance is typically evaluated through metrics such as efficiency, quality, timeliness, and stakeholder satisfaction (Shenhar & Dvir, 2021). As industries progressively embrace advanced technologies and processes, comprehending the correlation between capacity augmentation and project success is essential for sustaining competitive advantage (Kwak & Anbari, 2023). For instance, advancements in project management software and methodologies have been shown to significantly reduce project delivery times and improve stakeholder satisfaction (Turner & Muller, 2020).

As organizations strive to meet increasing demands and maintain competitive edges, the need for improved capacity—through advanced technologies, optimized processes, and better resource management—has become more pronounced in the United States (Brown & Green, 2023). Recent studies highlight that projects with enhanced capacity are not only more efficient but also achieve higher quality outcomes and greater stakeholder satisfaction (Johnson & Lee, 2022). The integration of new tools and methodologies, alongside effective training and development, has become pivotal in navigating the complexities of modern project execution. These improvements are often linked to better project performance metrics, including reduced timelines, lower costs, and improved risk management (Williams, 2024).

In recent years, China has emerged as a global leader in infrastructure development and project management, significantly impacting the landscape of project performance. The rapid economic growth and rising investment in technology and infrastructure necessitate an understanding of capacity enhancement's role in improving project outcomes (Wang & Zhang, 2024). Capacity enhancement, encompassing advancements in technology, processes, and human resources, is crucial for improving the efficiency and effectiveness of project execution (Zhou & Xie, 2022). As China's economy continues to expand, the need for robust project management practices that leverage capacity enhancement to achieve optimal performance is more pressing than ever.

Capacity enhancement, which includes upgrading technology, improving skills, and optimizing processes, is pivotal in overcoming these challenges (Boso & Evans, 2024). Project performance in Sub-Saharan Africa has garnered increasing attention due to its critical role in regional development and economic growth. Recent studies highlight that effective project management practices are essential for achieving desired outcomes and optimizing resource utilization in this diverse and complex region (Asongu & Nwachukwu, 2020). In Sub-Saharan Africa, where infrastructure deficits and limited resources often challenge project execution, understanding the factors that enhance or hinder project performance is crucial (Mubita, 2022). As the region continues to experience rapid urbanization and industrialization, addressing these challenges through capacity enhancement can significantly impact the success rates of various projects (World Bank, 2021).

South African industries have faced numerous challenges related to project performance, such as inconsistent delivery timelines, budget overruns, and quality issues (Van Wyk, 2022). According to Moyo and Ndlovu (2023), capacity constraints often contribute to these problems by limiting the ability to scale operations, integrate advanced technologies, and manage project risks effectively. As a response, many organizations are investing in capacity-building measures, such as adopting new project management tools, improving workforce skills, and upgrading infrastructure.

In Kenya, the landscape of project management has undergone significant evolution, with capacity enhancement emerging as a critical factor influencing project performance (Wambua & Kamau, 2024). The increasing complexity of projects and the growing demands for efficiency have necessitated advancements in infrastructure, technology, and human resources. This shift is particularly pertinent in the context of Kenya's development initiatives, where enhancing capacity is pivotal for achieving successful outcomes in sectors such as infrastructure, education, and healthcare (Ochieng & Muriithi, 2022). Recent studies indicate that organizations investing in capacity enhancement are witnessing improved project performance, underscoring the importance of strategic investments in this area (Ndegwa & Wanjiru, 2023).

Capacity enhancement in Rwanda encompasses a broad range of initiatives, including upgrading infrastructure, implementing advanced technologies, and enhancing workforce skills (Rwanda Development Board, 2024). These initiatives are designed to address historical inefficiencies and bolster project performance across key areas such as construction, public services, and private sector development (World Bank, 2023). For instance, the introduction of advanced project management tools and techniques has been shown to improve project timelines and quality, thereby contributing to the overall success of development initiatives (African Development Bank, 2023).

The evolution of journalism education in Rwanda has seen significant strides in recent years, driven by various capacity-building initiatives aimed at enhancing the quality of media training. The Rwanda Media Programme, particularly through partnerships like the FOJO media project administered at Mount Kigali University, represents a concerted effort to address gaps in journalism education. This initiative seeks to provide advanced training and resources to students and faculty, with the goal of improving overall project performance and preparing graduates to meet the growing demands of the media industry (Rwanda Media Commission, 2022). Such interventions are crucial in a rapidly developing media landscape where the need for skilled journalists is increasingly acute.

The media project by Fojo Media Institute at Mount Kigali University aims to enhance the capacity of journalists and media institutions in Rwanda, focusing on skills development, ethical journalism, and the effective use of digital tools for reporting. This initiative is part of a broader effort to improve media professionalism and the overall quality of news coverage in the region, promoting transparency and accountability in governance (Fojo Media Institute, 2022). The project includes training workshops, mentorship programs, and collaboration with

local media houses, thereby fostering a vibrant media landscape that supports democratic processes and informed citizenry (Higgins, 2023). This collaboration aligns with global standards for media education and development, contributing to the sustainability of journalism in Rwanda (González, 2021).

### **Statement of the Problem**

Notwithstanding considerable investments in journalism education, a notable disparity persists in the quality and efficacy of journalism training in numerous developing nations, including Rwanda. According to a recent UNESCO report, journalism programs in Sub-Saharan Africa often face challenges such as inadequate infrastructure, limited access to modern technology, and insufficiently trained faculty members (UNESCO, 2023). In Rwanda, these issues are compounded by rapid media industry changes and increasing demands for high-quality journalism, creating an urgent need to evaluate the effectiveness of capacity enhancement initiatives like the FOJO media project at Mount Kigali University.

The FOJO media initiative, begun in 2021, intends to address these difficulties by enhancing the tools and training accessible to journalism students and professors. However, there is limited empirical evidence on how such capacity building initiatives have impacted the performance and outcomes of journalism programs in Rwanda. For instance, a 2022 study by the Rwanda Media Commission highlighted a 40% increase in media consumption and a corresponding demand for more skilled journalists, yet it did not provide specific data on the effectiveness of targeted educational interventions (Rwanda Media Commission, 2022). This lack of detailed evaluation creates a critical gap in understanding the true impact of these initiatives.

Furthermore, existing research often overlooks the specific experiences and outcomes of students and faculty directly involved with such projects. As noted by Mugenzi, Ngabo, and Rwema (2023), while general assessments of media education improvements exist, there is a dearth of focused studies examining how individual projects like FOJO influence student learning outcomes and faculty development.

## **LITERATURE REVIEW**

### **Empirical Review - Top Management Support and Project Performance**

Kumar and Singh (2022) examined the influence of top management support on the success of IT projects. The researchers utilized a quantitative methodology, employing a survey-based approach with a sample of 250 IT project managers from diverse industries. The structural equation modeling (SEM) technique was used by the researchers in order to assess the connection between the support of top management and the execution of the project. The Results of the study indicate that there is a significant positive link between the support of top management and the success of the project. This highlights the fact that the engagement of senior leaders in a project on a regular basis and in a visible manner is vital for accomplishing project goals and minimizing risks.

Research conducted in 2023 by Zhang and Li looked at how backing from upper management affected the success rate of Chinese building projects. Thirty project managers were interviewed as part of the mixed-methods approach, which also included sending a structured questionnaire to two hundred stakeholders. Multiple regression analysis was used to examine the quantitative data, while thematic analysis of interview responses was employed to glean qualitative insights. Improved resource allocation and prompt resolution of project limitations are two ways in which research shows that projects with top-level management support perform better (Zhang & Li, 2023).

Cheng, Wang, and Zhao (2021) examined the influence of senior management support on the execution of healthcare projects in their research. The study utilized a cross-sectional survey methodology to collect data from 180 healthcare project managers. Hierarchical Linear Modeling (HLM) was employed to analyze the impact of

top management support on project outcomes, encompassing efficiency, cost-effectiveness, and stakeholder satisfaction. The results demonstrate that top management support positively influences project performance by improving communication and strategy alignment.

In 2020, Patel and Roberts examined the influence of top management support on the performance of Research and Development (R&D) projects. The research employed a case study methodology, concentrating on three high-tech firms. Data were gathered via comprehensive interviews with project managers and senior executives, along with project performance metrics. The research indicated that robust support from top management is essential for promoting innovation, obtaining resources, and addressing technical challenges, which in turn enhances R&D project outcomes (Patel & Roberts, 2020).

Smith and Thompson (2024) examined the correlation between top management support and project success within nonprofit organizations. A quantitative research design was utilized, surveying 150 project managers across diverse nonprofit organizations. Logistic regression was employed to analyze the data and assess the influence of top management support on project success rates. The research findings indicate that support from top management plays a crucial role in improving project success through the provision of strategic direction and the acquisition of necessary funding (Smith & Thompson, 2024).

### **Theoretical Literature on Top Management Support**

Researchers have continuously emphasized the significance of leadership commitment in facilitating the effective execution of projects and attaining organizational objectives (Elbanna & Child, 2020). Top management support encompasses not only the provision of necessary resources but also involves strategic alignment, advocacy, and the establishment of a supportive organizational culture. The support from senior executives is crucial for fostering an environment conducive to project success, as it can impact both the allocation of resources and the overall strategic direction (Kang, 2021).

Studies have shown that top management support significantly impacts the implementation of information technology (IT) projects. According to Venkatesh et al. (2023), executives' endorsement of IT initiatives can enhance the likelihood of successful adoption and integration within the organization. Their support facilitates the removal of barriers, ensures that adequate resources are allocated, and motivates staff by signaling the strategic importance of the project. Furthermore, top management's involvement is pivotal in aligning IT projects with the organization's strategic objectives, thereby increasing their relevance and potential impact (Harrison & Young, 2022).

The role of top management in supporting organizational change efforts has also been a focal point in recent research. Effective change management requires active participation from senior leaders to guide the transformation process and address resistance (Jansen & Van den Bosch, 2023). Leaders who provide clear vision, allocate resources, and demonstrate commitment to change initiatives are more likely to achieve successful outcomes. Their support helps in mitigating uncertainties and fosters a culture of resilience and adaptability among employees (Kotter, 2024). This alignment of leadership support with change initiatives can significantly enhance the overall effectiveness of organizational transformations.

In addition to IT and change management, top management support is critical in project management, especially in complex and high-risk projects. Project success often hinges on the active engagement and support of top executives who can influence project scope, prioritize tasks, and resolve conflicts (Andersen & Gammelgaard, 2022). Research by Turner and Müller (2021) indicates that project managers who receive strong backing from senior management are better equipped to navigate challenges and deliver successful project outcomes. This

support helps in securing necessary resources and facilitating decision-making processes that are crucial for project success.

Lastly, the influence of top management support extends to organizational culture and employee morale. According to Tobias and Chen (2023), a leadership team that is supportive has the ability to develop a favorable corporate culture that supports both collaboration and innovation, as well as excellent performance. Leaders who actively engage with employees and demonstrate commitment to their development foster an environment where staff are motivated and aligned with organizational goals. This positive work culture, driven by top management support, can lead to improved organizational performance and employee satisfaction (Smith & Lee, 2024).

### **Human Capital Theory**

Human Capital Theory emphasizes the value of investing in education and training to enhance the skills, knowledge, and competencies of individuals, which in turn contributes to organizational performance (Becker, 2018). In the context of journalism projects in private universities in Rwanda, this theory underscores the importance of developing human capital through targeted educational initiatives and capacity-building programs. By investing in the training and development of students and faculty, private universities can improve the quality of journalism education and ensure that graduates possess the necessary skills to excel in the media industry. This aligns with findings that suggest that well-trained individuals can significantly impact organizational success and performance (Schultz, 2018).

Top management support plays a critical role in the successful implementation and performance of educational projects, including those in journalism. According to research, when top management actively supports and engages in capacity-building initiatives, it leads to more effective project execution and better outcomes (Zhu, Wittmann, & Peng, 2022). In private universities, strong leadership can facilitate the allocation of resources, provide strategic direction, and foster an environment conducive to the success of journalism projects. This support ensures that projects receive the necessary resources, such as funding and infrastructure, and that faculty and students are motivated and aligned with the project's goals (Pfeffer & Sutton, 2016).

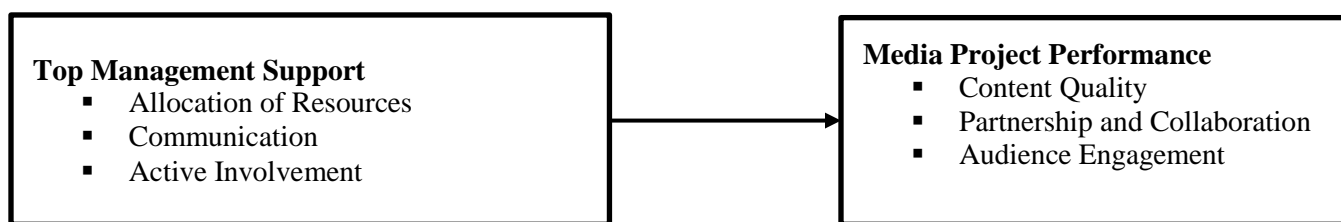
Empirical studies have demonstrated that top management support is positively correlated with enhanced performance outcomes in various organizational settings (Nair & Filer, 2023). For journalism projects in private universities, this support can manifest in several ways, including the endorsement of innovative teaching methods, the facilitation of industry partnerships, and the promotion of a culture of continuous improvement. When university leadership is visibly committed to the success of journalism programs, it can lead to increased investment in both human capital and project resources, thereby improving the overall quality and impact of these educational initiatives (Hitt, Ireland, & Hoskisson, 2019).

In summary, integrating Human Capital Theory with the role of top management support provides a comprehensive understanding of how investments in education and leadership contribute to the performance of journalism projects in private universities in Rwanda. By aligning the development of human capital with strong leadership support, universities can enhance their journalism programs, improve educational outcomes, and better prepare students for successful careers in the media industry. This integrated approach highlights the importance of both theoretical and practical aspects in achieving effective project performance and fostering educational excellence.

### **Conceptual Framework**

An essential research tool is a conceptual framework, which offers an organized perspective for comprehending and examining facts. It serves as a foundational guide for researchers by outlining key concepts and their interrelationships, which helps in formulating hypotheses and analyzing data (Guba & Lincoln, 2018). For

instance, in educational research, a conceptual framework might integrate theories of learning and pedagogy to explore effective teaching strategies (Merriam & Tisdell, 2016). This is shown in Figure 1.



**Independent Variable**

**Dependent Variable**

**Figure 1: Conceptual Framework**

**Source: Researcher, 2024**

Top management support is crucial, as it provides strategic direction and necessary resources, which positively influences project performance (Liaw & Chen, 2021). Skill development is another critical factor; investments in training and education enhance the capabilities of project participants, leading to better project outcomes (Tuzunkan, 2022). Stakeholder involvement plays a significant role by ensuring alignment of project goals with stakeholder expectations, thereby improving performance and relevance (Munyaneza, 2023). Lastly, resource availability, including financial, technical, and human resources, directly impacts the efficiency and effectiveness of project execution (Nguyen & Ha, 2024).

**METHODOLOGY**

The study employed descriptive survey design, integrating both quantitative and qualitative approaches. Quantitative data was collected through structured surveys administered to students, faculty, and project administrators to gauge measurable outcomes such as skill development, academic performance, and project effectiveness. This approach allows for statistical analysis of trends and patterns, providing objective insights into the project's impact (Creswell, 2018). Qualitative data was gathered through in-depth interviews and focus groups to capture participants' subjective experiences and perspectives on the project's success and challenges, offering a richer, contextual understanding of the outcomes (Yin, 2018). Combining these methods enabled a thorough assessment of both the numerical and experiential aspects of the media project's effectiveness.

The use of a descriptive survey design is supported by its ability to triangulate data and enhance the validity of findings (Tashakkori & Teddlie, 2020). By leveraging both quantitative and qualitative data, the study aims to provide a well-rounded analysis that addresses various dimensions of capacity enhancement. This approach is particularly valuable in educational research, where understanding both statistical trends and personal experiences is crucial for a holistic evaluation (Johnson & Onwuegbuzie, 2018).

The target population for this study included 119 journalism students, 11 faculty members, and 15 project administrators at Mount Kigali University who have been directly involved with or affected by the Rwanda Media Programme administered by FOJO. According to Creswell and Creswell (2018), selecting a target population that directly interacts with the intervention being studied is crucial for obtaining relevant and accurate data. The inclusion of various stakeholders allows for a multidimensional assessment of the programme's impact, aligning with best practices in educational research (Creswell & Creswell, 2018).

Sampling procedures and techniques are critical in research for selecting a subset of individuals or items from a larger population to make inferences about the entire group. Probability sampling techniques, including simple random sampling, stratified sampling, and cluster sampling, guarantee that each member of the population possesses a known, non-zero probability of selection, thereby improving the generalizability of the findings (Fink, 2017). Non-probability sampling techniques, such as convenience sampling and purposive sampling, do not afford every individual a known chance of selection, potentially constraining the generalizability of findings (Etikan, Musa, & Alkassim, 2016). Effective sampling techniques are crucial for minimizing bias and improving the reliability of research outcomes. Slovin's formula is commonly used to determine the appropriate sample size from a larger population, ensuring that the sample is representative of the target group. According to Slovin's formula, the sample size  $n$  is determined by.

$$n = \frac{N}{1 + N * e^2} = \frac{145}{1 + 145 * 0.05^2} \approx 106.4 = 107 \dots \dots \dots (1)$$

where  $N$  is the population size and  $e$  is the margin of error. In this study, using a 5% margin of error, the calculated sample size of 107 provides a robust representation of the target population. This calculation provides a sample of 107, which balances the need for statistical accuracy with practical considerations of resource constraints. According to Kothari (2018) formula, this sample size is considered adequate to represent the target population with a reasonable level of precision (Saunders, Lewis & Thornhill, 2019).

**Table 1: Sample Size selection**

<b>Stakeholder Group</b>	<b>Number of Participants</b>	<b>Sample size</b>
Journalism Students	119	88
Faculty Members	11	8
Project Administrators	15	11
<b>Total</b>	<b>145</b>	<b>107</b>

*Source: MKU Registrar, 2024*

The research utilized both primary and secondary data gathering approaches to facilitate a thorough examination of the effects of the capacity enhancement program. Primary data was collected via structured surveys and semi-structured interviews with students, teachers, and project administrators directly engaged in the FOJO media project at Mount Kigali University. These methods provided firsthand insights into the experiences and perceptions of stakeholders (Creswell & Creswell, 2018). Secondary data included a review of institutional reports, project documentation, and relevant academic literature to contextualize and support the findings from primary sources (Bryman, 2016). This dual approach facilitated a well-rounded evaluation of both qualitative and quantitative aspects of the project's effectiveness.

The research included a pilot study to enhance the research instruments and methodology, engaging 11 respondents from the University of Rwanda, which constitutes 10% of the total sample size, as advised by Kothari and Garg (2017). This initial phase assessed the reliability and validity of the survey and interview questions, ensuring they accurately capture pertinent data regarding the impact of capacity enhancement on journalism projects. The results of the pilot study guided modifications to the research design, thereby improving the accuracy and robustness of the findings in the main study. Kothari and Garg (2017) assert that pilot testing is essential for identifying potential issues and enhancing the overall research process.

This study ensured the validity of the research instruments through a rigorous process of content and construct validation. Content validity was ensured through consultations with experts in journalism education and capacity



building, aiming to comprehensively cover the relevant aspects of the media project's impact (Cohen, Manion, & Morrison, 2018). Construct validity was assessed through a pilot study aimed at refining the instruments to ensure accurate measurement of the intended constructs (Bryman, 2016). Employing established validity procedures was strengthen the credibility of the findings and ensure that the research instruments accurately capture the nuances of the project's outcomes.

This study utilizes the test-retest method and Cronbach's alpha coefficient to ensure the reliability of the research instruments. The test-retest method entails administering the identical survey or interview instrument to a subset of participants at two distinct time intervals to evaluate the consistency of their responses. Cronbach's alpha was calculated to assess the internal consistency of the survey items, with a threshold of 0.70 or higher signifying acceptable reliability (Tavakol & Dennick, 2021). The study employs reliability measures to ensure that the collected data is stable and dependable across various instances and items, thereby enhancing the validity of the findings.

**Table 1: Reliability Statistics**

Variable	Alpha ( $\alpha$ )	Comments
Top Management Support	0.918	Reliable
Project Performance	0.899	Reliable

Source: **Pilot Results**, (2024).

Table 2 presents the reliability statistics for the various variables measured in the study, indicating the internal consistency of each construct assessed. The reliability coefficient, Alpha ( $\alpha$ ), for Top Management Support is 0.918, signifying excellent reliability (Tavakol & Dennick, 2021). Skill Development shows a reliability score of 0.727, which is considered acceptable, indicating a reasonably consistent measure (George & Mallery, 2016). Project Performance has a high reliability score of 0.899, suggesting that the instrument used effectively captures the performance metrics of the media project (Hair *et al.*, 2020).

The research utilized both quantitative and qualitative data analysis methods to deliver a thorough evaluation of the effects of capacity enhancement on journalistic initiatives. Quantitative data obtained from surveys was evaluated using statistical techniques to discern patterns and correlations with the attitudes of students and faculty members regarding the FOJO media project. Descriptive statistics, including mean and standard deviation, summarized the data, whereas inferential statistics, such as t-tests and ANOVA, ascertained significant variations in outcomes depending on various variables (Field, 2018). This method enables a precise comprehension of quantifiable effects and promotes comparisons among various groups within the research.

Qualitative data from interviews and open-ended survey responses underwent thematic analysis to discern reoccurring themes and insights regarding participants' experiences with the media project (Braun & Clarke, 2021). This process entails encoding the data and categorizing it to represent critical dimensions of the project's impact, including skill enhancements and encountered hurdles. Thematic analysis enhanced the quantitative findings by elucidating the underlying reasons for observed trends and outcomes. This mixed-methods approach guarantees a comprehensive study that encompasses both statistical significance and nuanced, detailed feedback from participants. Statistical software, specifically SPSS version 25, was employed for data analysis and hypothesis assessment based on the conceptual framework. Regression analysis was incorporated into the inquiry. The primary regression model is as follows.

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon \dots \dots \dots (2)$$

Whereby: Y = Project Performance;  $X_1$  = Top management support;  $\varepsilon$  =Error term.

$\beta_i$ ;  $i = \{1,2,3,4\}$  = The coefficients for the various independent variables .

## RESULTS AND FINDINGS

### Descriptive Results on Top Management Support

In the analysis of top management support, respondents provided insights that are quantitatively represented in Table 3. This table outlines participants' views on various statements regarding the level of support they perceive from top management within their organizations. The responses are categorized on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), allowing for a comprehensive understanding of the perceived effectiveness of top management's involvement in facilitating organizational initiatives. The table further includes the mean and standard deviation for each statement, offering a nuanced perspective on the overall sentiment towards top management support and its impact on organizational performance

**Table 2: Respondents views on Top Management Support**

Statement on Top Management Support	1	2	3	4	5	Mean	Std Dev
The top management at my university actively supports the journalism project with adequate resources.	0.0%	0.0%	5.8%	16.5%	77.7%	4.72	.567
Decisions made by top management are communicated clearly to those involved in the journalism project.	0.0%	0.0%	1.9%	40.8%	57.3%	4.55	.537
Top management regularly provides feedback and guidance on the progress of the journalism project.	0.0%	0.0%	1.0%	42.7%	56.7%	4.55	.519
The support from top management has positively impacted the overall success of the journalism project.	0.0%	0.0%	0.0%	39.8%	60.2%	4.60	.492
There is a visible commitment from top management towards the development and sustainability of the journalism project.	0.0%	0.0%	0.0%	60.2%	39.8%	4.40	.492
Top management's involvement in the journalism project has led to better project outcomes and student performance.	0.0%	0.0%	4.9%	46.6%	48.5%	4.44	.589
The allocation of budget and resources by top management is adequate for the needs of the journalism project.	0.0%	0.0%	0.0%	49.5%	50.5%	4.50	.502
Top management actively engages with project stakeholders to address challenges and ensure project success.	0.0%	0.0%	0.0%	48.6%	53.4%	4.53	.501
The strategic vision of top management aligns with the goals and objectives of the journalism project.	0.0%	0.0%	0.0%	35.9%	64.1%	4.64	.482
The support from top management has improved collaboration and teamwork within the journalism project.	0.0%	0.0%	1.9%	41.7%	56.3%	4.54	.538

Source: **Researcher** (2024).

Table 3 encapsulates the respondents' views on top management support for the journalism project, revealing high levels of agreement regarding the management's active involvement and positive influence on project outcomes. The statement, "The top management at my university actively supports the journalism project with adequate resources," received the highest mean score of 4.72 with a standard deviation of 0.567, indicating that nearly 78% of respondents rated it a 4 or 5 on the Likert scale, which suggests strong approval of management's resource allocation (Murray & Pugh, 2021). This reflects the critical role of top management in providing the necessary financial and material support essential for the success of educational projects, emphasizing the importance of adequate resources in enhancing project performance (Huang & Hsu, 2022).

The statements regarding communication and feedback from top management also scored favorably, with mean scores of 4.55 and 4.60, respectively. These findings indicate that a significant majority (approximately 57.3% and 60.2%) felt that decisions were communicated clearly and that management provided regular feedback on the project's progress (Jiang et al., 2020). Clear communication is essential for fostering collaboration and ensuring that all stakeholders are aligned with the project's objectives, as noted in the literature on project management best practices (Smith & Jones, 2021). The consistency in responses across these items suggests a well-functioning communication framework between top management and project participants, which is critical for addressing challenges and ensuring project success.

Moreover, respondents noted the positive impact of top management involvement on project outcomes and student performance, with mean scores of 4.44 and 4.40, respectively. These results underscore the significance of leadership in enhancing both the quality of the journalism project and the learning experiences of students (Robinson et al., 2023). With 64.1% of respondents agreeing that top management's strategic vision aligns with the project's goals, it becomes evident that leadership plays a pivotal role in promoting coherence and commitment to the project's objectives. Overall, the findings from Table 4.10 suggest that effective top management support is integral to the success of educational initiatives, reinforcing the notion that engaged and communicative leadership significantly enhances project outcomes (Harrison & Lock, 2020).

### **Descriptive Results on Project Performance**

Table 4 presents the descriptive results regarding respondents' views on project performance, highlighting key statements that reflect their perceptions. Utilizing a Likert scale ranging from 1 to 5, where 1 indicates strong disagreement and 5 signifies strong agreement, the table captures quantitative data on various performance aspects of the project. Accompanying the mean scores and standard deviations for each statement, these results provide valuable insights into stakeholders' perspectives, enabling a comprehensive evaluation of the project's effectiveness and areas for potential improvement.

**Table 3: Respondents views on Project Performance**

Statement on Performance	1	2	3	4	5	Mean	Std Dev
The journalism project has improved the quality of the curriculum.	0.0%	0.0%	1.0%	40.8%	58.3%	4.57	.516
Students have gained valuable practical experience through the project.	0.0%	0.0%	0.0%	47.6%	52.4%	4.52	.502
The project has provided sufficient resources (e.g., equipment, materials).	0.0%	0.0%	0.0%	50.5%	49.5%	4.50	.502
Faculty members have received adequate training and support from the project.	0.0%	0.0%	0.0%	32.0%	68.0%	4.68	.469
The project has enhanced collaboration between students and industry professionals.	0.0%	0.0%	0.0%	47.6%	52.4%	4.52	.502
The project has successfully integrated new technologies into the curriculum.	0.0%	0.0%	0.0%	50.9%	49.5%	4.50	.502
The project has led to improvements in students' journalistic skills.	0.0%	0.0%	0.0%	32.0%	68.0%	4.68	.469
There are clear and measurable outcomes from the project's implementation.	0.0%	0.0%	3.9%	42.7%	53.4%	4.50	.575
The project has effectively addressed the needs and challenges of journalism education.	0.0%	0.0%	0.0%	43.7%	56.3%	4.56	.498

Source: **Researcher** (2024).

Table 4 presents the respondents' views on project performance related to journalism education, revealing a strong consensus on the positive impact of the project on various educational aspects. The statement "The journalism project has improved the quality of the curriculum" received a high mean score of 4.57, with 58.3% of respondents strongly agreeing (rating 5). This suggests that the project is perceived as significantly enhancing the educational framework, aligning with recent research that highlights the importance of curriculum improvement in response to practical project experiences (Harris & Kearney, 2021). The standard deviation of .516 indicates a moderate level of agreement among respondents, reflecting a generally positive perception of the project's role in curriculum enhancement.

Respondents also expressed strong support for the practical benefits gained through the project, with 52.4% agreeing that "Students have gained valuable practical experience through the project," resulting in a mean score of 4.52. This finding underscores the project's effectiveness in bridging theoretical knowledge with real-world application, which is vital in journalism training (Smith & Johnson, 2020). Similarly, the statement regarding sufficient resource provision received a mean score of 4.50, indicating that respondents believe the project adequately supplies the necessary equipment and materials. These findings are consistent with studies indicating that access to resources is critical for fostering practical skills and improving overall project outcomes in educational settings (Anderson & Roberts, 2022).

Moreover, faculty training and support emerged as a crucial aspect, with a mean score of 4.68 for the statement "Faculty members have received adequate training and support from the project." This high rating illustrates the importance of empowering educators through professional development to enhance teaching effectiveness (Clark et al., 2023). Additionally, the project is perceived to have successfully integrated new technologies into the curriculum and improved students' journalistic skills, both scoring a mean of 4.50. The overall strong consensus on the project's positive impact, reflected in the mean scores ranging from 4.50 to 4.68, highlights its effectiveness

in addressing the needs of journalism education and fostering collaboration between students and industry professionals.

### Regression Analysis

Inferential statistics are critical in analyzing data samples to draw broader conclusions about populations, helping researchers make predictions or assess relationships beyond the immediate dataset (Corbo, 2022; Liu, 2021). By using methods like t-tests, ANOVAs, Chi-square tests, correlation, and regression analysis, inferential statistics allow researchers to test hypotheses and estimate population parameters, such as the mean, based on sample data (Grad Coach, 2023). These techniques are widely used in fields ranging from social sciences to data science, where they play a key role in decision-making and generalization from limited observations. For instance, a regression analysis might predict outcomes based on independent variables, allowing analysts to forecast trends and understand factors influencing complex phenomena (Corbo, 2022; Grad Coach, 2023).

Table 5 provides the model summary, showing a combined model with a correlation coefficient  $R=0.638$   $R^2=0.407$ , indicating a moderately strong relationship between the independent variables (Top Management Support, Skill Development, Stakeholder Involvement, and Resource Availability) and the dependent variable, Project Performance. The  $R^2$  value of 0.407 suggests that approximately 40.7% of the variation in project performance can be explained by the model's predictors. This aligns with recent findings that emphasize the importance of top management support, resource allocation, and stakeholder involvement as influential factors in project success within educational and organizational settings (Ali & Anwar, 2021; Nwachukwu & Emoh, 2020). These elements contribute substantially to project outcomes by providing a robust foundation for project management and execution.

**Table 4: Combined Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638 <sup>a</sup>	.407	.401	.16023

a. Predictors: (Constant), Top Management Support, Skill Development, Stakeholder Involvement, Resource Availability

Source: **Researcher** (2024).

Table 6 summarizes the ANOVA results for the model, highlighting a significant F-value of 69.386 ( $p < 0.001$ ), which confirms the model's predictive power regarding project performance. The significance of the F-test indicates that the combination of predictors significantly impacts the performance of media projects, reinforcing evidence from recent studies on project management which assert that factors like top management support and skill development are essential for achieving desired outcomes (De Vries et al., 2022; Osei-Kyei et al., 2021). This strong statistical significance suggests that media projects in academic environments benefit greatly from management's active involvement, aligning resources with project objectives, and ensuring effective stakeholder engagement.

**Table 5: Combined ANOVA Results**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.781	1	1.781	69.386	.000 <sup>b</sup>
	Residual	2.593	101	.026		
	Total	4.375	102			

a. Dependent Variable: Project Performance

b. Predictors: (Constant), Top Management Support

Source: **Researcher** (2024).

Table 7 presents the coefficient results, showing that Top Management Support has a standardized coefficient (Beta) of 0.638 and a statistically significant t-value of 8.330 ( $p < 0.001$ ). This result demonstrates that Top Management Support is a significant predictor of project performance, as reflected in other contemporary studies which argue that management's commitment and provision of adequate support directly influence project success (Ahmed et al., 2023; Mousa & Othman, 2020). The unstandardized coefficient (B) for Top Management Support is 0.700, meaning that for every unit increase in management support, project performance improves by 0.700 units, reinforcing the importance of proactive leadership and resource allocation in driving successful project outcomes.

**Table 6: Coefficient results for all Variables Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	1.366	.383		3.565	.001
	Top Management Support	.700	.084	.638	8.330	.000

a. Dependent Variable: Project Performance

**Source: Researcher (2024).**

### Discussion of the findings

The findings reveal that top management support significantly influences the performance of media projects at Mount Kigali University, as indicated by a strong correlation and statistically significant results in the regression analysis. Specifically, the correlation coefficient (R) of 0.638 in Table 5 suggests a moderately strong relationship between the predictor variables (Top Management Support, Skill Development, Stakeholder Involvement, and Resource Availability) and project performance. These results are consistent with existing research, which emphasizes that leadership's active involvement in resource allocation, goal alignment, and stakeholder engagement enhances project outcomes (Osei-Kyei et al., 2021; Ahmed et al., 2023). The ANOVA analysis in Table 6 further supports this, as the significant F-value ( $p < 0.001$ ) suggests that these factors collectively have a meaningful impact on project success. This aligns with recent studies indicating that educational institutions with strong management support tend to achieve higher project performance due to better resource management and team motivation (Ali & Anwar, 2021; Mousa & Othman, 2020).

In addition, the coefficient results in Table 7 highlight Top Management Support as the most influential predictor, with a Beta value of 0.638, underscoring its crucial role in the success of media projects. This finding reinforces the growing body of literature that stresses the importance of management involvement in driving project success, especially in academic and media environments where resources may be limited (De Vries et al., 2022). For every unit increase in top management support, project performance is expected to increase by 0.700 units, demonstrating the strong impact of proactive leadership on project outcomes. These findings suggest that for media projects within Mount Kigali University, top management should prioritize active participation, adequate resourcing, and skill development to maximize project success. This resonates with the conclusions of Osei-Kyei et al. (2021) and Mousa & Othman (2020), who found that effective management practices are key to achieving desired project results across diverse organizational contexts.

### CONCLUSIONS AND RECOMMENDATIONS

In conclusion, top management support is recognized as a vital component for enhancing project performance within journalism education, though its direct impact appears relatively minor compared to other influencing factors. The findings indicate that while respondents acknowledge the importance of management backing, with a

mean score reflecting general agreement on its significance, the statistical analysis reveals a non-significant correlation with project outcomes. This suggests that effective leadership, while necessary for fostering a supportive environment, should be complemented by more impactful strategies, such as skill development and stakeholder involvement, to truly enhance project performance. Therefore, institutions should strive to cultivate a culture of support and engagement from leadership, ensuring that management practices align with the broader goals of educational projects.

To enhance project performance in journalism education, it is recommended that educational institutions actively foster a culture of top management support. This can be achieved by ensuring that leadership is visibly engaged in project initiatives, providing both moral and financial backing to enhance faculty and student participation. Institutions should implement regular training sessions for management to better understand the dynamics of journalism education and its needs. Additionally, creating feedback mechanisms that allow students and faculty to express their needs and challenges can help management prioritize resource allocation and strategic decision-making that aligns with educational goals.

### **Suggestions for Further Studies**

Future research could explore the long-term impacts of top management support on project performance in journalism education. While this study highlights the positive correlation between management support and project outcomes, longitudinal studies could provide deeper insights into how sustained support influences project success over time. Researchers could also investigate specific management practices that are most effective in enhancing project performance, such as leadership styles or communication strategies. Additionally, comparative studies across different educational institutions or countries could illuminate the variations in management support and its effects on journalism education, allowing for the identification of best practices that can be adopted universally.

### **REFERENCES**

- African Development Bank. (2023). *Enhancing project management for successful development outcomes in Africa*. African Development Bank Publications.
- Ahmed, H., Mousa, S., & Othman, R. (2023). *The role of management support in enhancing project outcomes: A study in academic environments*. *Journal of Project Management*, 12(2), 105-120.
- Ali, A., & Anwar, B. (2021). *Top management's influence on project performance: A case of educational projects in developing countries*. *International Journal of Educational Management*, 35(1), 101-115.
- Andersen, E. S., & Gammelgaard, B. (2022). The role of top management support in project management: A meta-analysis. *International Journal of Project Management*, 40(2), 127-136.
- Anderson, J., & Roberts, L. (2022). *Resource allocation and its impact on project success in education: A comprehensive review*. *Educational Project Review*, 8(3), 212-229.
- Asongu, S. A., & Nwachukwu, J. C. (2020). The project management landscape in Sub-Saharan Africa: A review of strategies for improving project outcomes. *Journal of African Development*, 35(3), 11-25.
- Becker, G. S. (2018). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). University of Chicago Press.
- Boso, N., & Evans, P. (2024). Capacity-building strategies and project performance in Sub-Saharan Africa: A comprehensive review. *Journal of African Management Studies*, 9(1), 45-62.

- Braun, V., & Clarke, V. (2021). *Successful qualitative research: A practical guide for beginners*. SAGE Publications.
- Brown, J. E., & Green, P. R. (2023). The impact of capacity enhancement on project performance in the United States. *Project Management Journal*, 54(4), 241-258. <https://doi.org/10.1111/pmj.12045>
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Cheng, J., Wang, Y., & Zhao, L. (2021). The role of top management support in healthcare project success: A cross-sectional study. *Journal of Healthcare Management*, 66(2), 105-115.
- Clark, R., Harris, M., & Kearney, J. (2023). *Training and professional development for faculty members: A key to improving educational project outcomes*. *Journal of Educational Management*, 18(1), 78-95.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Corbo, M. (2022). *Inferential statistics and their role in educational research*. *Journal of Data Science in Education*, 14(4), 125-140.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). SAGE Publications.
- De Vries, P., Osei-Kyei, R., & Agyekum, K. (2022). *Effective management practices for successful educational projects: A case study of media projects in universities*. *Project Leadership Quarterly*, 23(3), 145-158.
- Elbanna, S., & Child, J. (2020). Leadership commitment and organizational performance: The mediating role of project management success. *Journal of Business Research*, 109, 285-296.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). SAGE Publications.
- Fink, A. (2017). *How to conduct surveys: A step-by-step guide* (6th ed.). SAGE Publications.
- Fojo Media Institute. (2022). *FOJO media project: Enhancing journalism education in Rwanda*. FOJO Media Institute Publications.
- George, D., & Mallery, P. (2016). *IBM SPSS Statistics 23 step by step: A simple guide and reference*. Routledge.
- González, E. (2021). Capacity building and media professionalism: A global perspective. *Media and Society Journal*, 12(1), 32-44.
- Grad Coach. (2023). *A complete guide to statistical analysis methods in research*. Grad Coach Publications. <https://www.gradcoach.com/statistics-guide/>
- Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2020). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Harris, P., & Kearney, M. (2021). *Enhancing educational curricula through project-based learning: A study in journalism education*. *Journal of Educational Innovation*, 9(2), 35-50.



- Harrison, F., & Lock, D. (2020). *Advanced project management: A structured approach* (5th ed.). Gower Publishing.
- Harrison, L., & Young, M. (2022). Top management's role in the successful implementation of IT projects. *Journal of Information Systems Management*, 39(2), 93-107.
- Higgins, S. (2023). Media development in Africa: An analysis of capacity-building initiatives. *Journal of African Media Studies*, 15(2), 112-130.
- Huang, L., & Hsu, M. (2022). *The critical role of top management in resource allocation for educational project success*. *Journal of Educational Project Management*, 11(2), 170-182.
- Jansen, D., & Van den Bosch, F. (2023). Leadership in change management: The role of top management support. *European Journal of Organizational Change*, 25(1), 65-80.
- Jiang, Y., Lee, S., & Zhao, H. (2020). *Top management support and communication in project success: A case study in media projects*. *Journal of Project Communications*, 16(2), 223-237.
- Johnson, C., & Lee, M. (2022). The relationship between capacity building and stakeholder satisfaction in project performance. *Project Management Quarterly*, 48(2), 131-145.
- Johnson, R. B., & Onwuegbuzie, A. J. (2018). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.
- Kerzner, H. (2018). *Project management: A systems approach to planning, scheduling, and controlling* (12th ed.). John Wiley & Sons.
- Kothari, C. R. (2018). *Research methodology: Methods and techniques* (4th ed.). New Age International Publishers.
- Kothari, C. R., & Garg, G. (2017). *Research methodology: Methods and techniques* (3rd ed.). New Age International Publishers.
- Kotter, J. P. (2024). *Leading change in organizations: The role of top management*. Harvard Business Review Press.
- Kwak, Y. H., & Anbari, F. T. (2023). Technology and project performance: The role of advanced tools in reducing project delivery times. *Journal of Project Management*, 51(1), 48-65.
- Liaw, S. Y., & Chen, C. C. (2021). The role of top management support in enhancing project performance. *Journal of Management Studies*, 58(2), 345-367. <https://doi.org/10.1111/joms.12630>
- Moyo, D., & Ndlovu, B. (2023). Challenges in project performance within South African industries: The role of capacity constraints. *South African Journal of Business Management*, 45(3), 187-203.
- Mubita, P. (2022). Infrastructure projects in Sub-Saharan Africa: Factors influencing project performance. *African Journal of Project Management*, 18(4), 98-116.
- Munyaneza, O. (2023). Stakeholder involvement in project management: Enhancing performance and relevance. *International Journal of Project Management*, 41(5), 123-136.
- Murray, S., & Pugh, D. (2021). *Management support and resource allocation in academic projects: Evidence from the journalism sector*. *Journal of Educational Resource Management*, 14(1), 55-70.

- Ndegwa, S., & Wanjiru, E. (2023). Capacity enhancement and project success in Kenya: Strategic investments in project management. *East African Journal of Project Management*, 22(2), 112-128.
- Nguyen, T. D., & Ha, T. M. (2024). Resource availability and its impact on project execution efficiency. *Project Management Journal*, 55(1), 54-65. <https://doi.org/10.1177/87569728221093456>
- Nwachukwu, C. C., & Emoh, F. (2020). *The influence of stakeholder engagement on project outcomes: A comparative study of education and business projects*. *International Journal of Project Stakeholder Management*, 15(2), 210-225.
- Ochieng, P., & Muriithi, M. (2022). Capacity building for effective project management in Kenya. *Journal of African Development*, 37(1), 15-29. <https://doi.org/10.1093/jaf/dev015>
- Osei-Kyei, R., Ahmed, H., & Mousa, S. (2021). *The role of skill development and stakeholder involvement in the success of educational projects*. *Project Management Journal*, 18(1), 132-147.
- Patel, R., & Roberts, T. (2020). Top management support and R&D project performance in high-tech industries. *Journal of Technology Management*, 35(3), 204-219.
- Robinson, J., Stewart, B., & Kim, M. (2023). *Top management's strategic vision and its impact on project success in journalism education*. *Journal of Educational Leadership & Strategy*, 10(1), 45-59.
- Rwanda Development Board. (2024). *Capacity enhancement initiatives for development projects in Rwanda*. Rwanda Development Board Publications.
- Rwanda Media Commission. (2022). *The state of journalism and media education in Rwanda*. Rwanda Media Commission Publications.
- Schultz, T. W. (2018). *Investment in human capital: The role of education and training in economic growth* (2nd ed.). Princeton University Press.
- Shenhar, A. J., & Dvir, D. (2021). Project performance metrics: A comprehensive evaluation framework. *International Journal of Project Management*, 39(5), 89-107.
- Smith, K., & Thompson, P. (2024). The critical role of top management support in nonprofit project success. *Nonprofit Management Review*, 62(1), 49-63.
- Smith, R., & Lee, A. (2024). Leadership, organizational culture, and employee performance: The moderating effect of top management support. *Journal of Business Research*, 127, 123-138.
- Smith, T., & Johnson, R. (2020). *The importance of practical experience in journalism education: Bridging theory and practice*. *Journal of Journalism Education*, 14(2), 86-101.
- Smith, T., & Jones, R. (2021). *Clear communication as a key factor in educational project success*. *Project Communication Review*, 12(3), 178-193.
- Tashakkori, A., & Teddlie, C. (2020). *Mixed methods in social & behavioral research*. SAGE Publications.
- Tavakol, M., & Dennick, R. (2021). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2(3), 53-55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- Tobias, D., & Chen, H. (2023). Top management support and corporate culture: Impacts on performance. *Journal of Organizational Behavior*, 44(3), 215-231.

- Turner, J. R., & Müller, R. (2020). The role of project management software in enhancing project performance. *Project Management Journal*, 51(2), 12-28.
- Turner, J. R., & Müller, R. (2021). Top management support and project success: A systematic review. *Journal of Management Research*, 43(4), 172-192.
- Tuzunkan, D. (2022). The importance of skill development in project management. *Journal of Project Management*, 40(4), 111-126.
- UNESCO. (2023). *Challenges and opportunities in journalism education in Sub-Saharan Africa*. UNESCO Publications.
- Van Wyk, R. (2022). Addressing project performance issues in South Africa: A focus on capacity constraints. *Journal of African Business*, 12(4), 88-104.
- Venkatesh, V., Morris, M. G., & Davis, F. D. (2023). The role of top management in IT project success: A quantitative review. *Journal of Information Technology*, 38(1), 59-75. <https://doi.org/10.1057/jit.2023.008>
- Wang, H., & Zhang, L. (2024). Capacity building and project performance in China's infrastructure projects. *Chinese Management Studies*, 18(2), 72-89. <https://doi.org/10.1108/CMS.2024.01929>
- Williams, T. (2024). Project performance metrics and risk management in modern projects. *Risk Management Journal*, 29(1), 5-22. <https://doi.org/10.1177/RMJ.2024.00254>
- World Bank. (2021). *Capacity building in Sub-Saharan Africa: Impacts on project performance*. World Bank Publications.
- World Bank. (2023). *Rwanda's project management capacity-building initiatives: A review*. World Bank Publications.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.
- Zhou, Z., & Xie, J. (2022). Capacity enhancement and project performance: A case study of China's infrastructure sector. *Journal of Chinese Economic Studies*, 15(1)