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Effect of Project Team Competences on Performance of Development Projects in Rwanda: A Case of World Vision's Village Savings Loan Association Project in Gasabo District

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Abstract
Competence is an effective demonstration of a project team in performing certain activities that are related to job relevant behavior, motivation and technical knowledge/skills. The purpose of this research study was to assess the effect of project team competences on performance of development projects in Rwanda; case of World Vision's Village Saving Loan Association Project in Gasabo District. This study was guided by the following objectives; to assess the effect of project team professional competence on performance of World Vision's Village Savings Loan Association project in Gasabo District, to determine the effect of project team social competence on performance of World Vision's Village Savings Loan Association project in Gasabo District, and to determine the effect of project team leadership competence on performance of World Vision's Village Savings Loan Association project in Gasabo District. In spite of significant investments in project management training and other project team systems and processes, there still exists a high rate of project failure. Majority of these failures have been linked to problems within project teams, lack of skills, lack of expertise and insufficient communication. This study target 120 employees of World Visions' project team implementing the Village Savings Loan Association Project in Gasabo District. A descriptive research design was adopted in this study. Correlations were used to measure the associations between the dependent and independent variables appropriately. A final sample size of 92 respondents were chosen and structured questionnaires used to collect the data. Study findings revealed a strong positive correlation of 0.613 between professional competence and project performance; a weak positive correlation of 0.465 between social competence and project performance and lastly a rather insignificant positive correlation of 0.041 between leadership competence and project performance. This study therefore concluded that professional competence and social competence had an effect on performance of development projects. This study recommends for increased access to trainings and workshops for professional development; encourage and mentor one another using proved workable social relations to spur implementation of developmental projects and finally, to underline the significance of project leadership competence right from the top.
Keywords: Project Team competencies, Development projects, Project performance

1. Introduction

Project failures around the World are still high despite attempts by project management societies to equip project teams with framework, standards, techniques and methodologies to assist in daily activities (Smith et al., 2011). Many projects spend a huge amount of money in recruiting competent team members in their projects believing that this will automatically lead to project performance.

Developmental projects tend to be characterized by uncertain and suspense, which combine to test the ability and competence of manager and the project team. Project performance is therefore, dependent upon the competence of project team and the ability and leadership of the project manager to bring the best out in their team (Cheng et al., 2005). Ogunlana (2008) states, the performances of developmental projects depend on several factors, one of which is competence of team members, their personalities, Characteristics and Skills also impact on project outcomes with the latter being essential for developmental projects.

Across the African continent, Pate et.al (2003), distinguish individual competences from the epistemological standpoint as rationalist and objectivist. From rationalist perspective, competence is a specific set of attributes used in performing a job. In rationalist perspective there is a distinction between job and worker. Side of competence is associated with characteristics of high performing employee such as motives traits and social skills that can be learned through education, experience or vocational training. Task oriented aspect of competence, on the contrary, deals with the behavior of particular individuals and how they act in organizational environment.

The Rwanda government in collaboration with Non-Governmental Organization like the World Vision has recognized that poor people face different risks including economic issues and natural risks. World Vision program started operating in Rwanda in 1994 after genocide and its main goal was to provide aid to unsettled people, helping them to resettle, as well as employing different initiatives to provide care for thousands of orphans. In 2000, World Vision started model ADP to provide poverty solutions to Rwandan community. Area development program includes Education, Health and Nutrition, Peace Building, Water and Sanitation and

Hygiene, Livelihoods and Food security, Disaster Response and Child Protection. World Vision Rwanda could buy goods and distribute to people in the community and they use those things for a short period of time which for survival. Apart from this model WVR also used to connect the community to Vision Finance Company to get loans on guarantee, the community could not pay their loans thinking that it's a continuous world vision relief works. In 2012, World Vision Rwanda embraced an innovative programming model that builds on enhancing community empowerment through investing in Village Savings and Loan Association (VSLA) and Commercial Villages Model, a hybrid model through which typical social administrative villages are designed and systematically graduated into commercialized competitive market-led agricultural production units (World vision Report, 2015).

According to (World Vision report, 2012) the project model was setup to fix issues regarding lack of saving culture and lack of access to financial services in Rwandan community. VSLA is a mechanism for savings and accessing loans without any external capital or any financial support for any person or organization (Conner, 2012). The main purpose of VSLA is to provide a framework for savings and loan services in a community that cannot get any loan from formal financial institutions. Loans from this association can also provide self-insurance to VSLA members. There is always VSLA Field officers (FO), who are responsible to train, mobilize and guide the community about VSLA methodology and how beneficial it is to the development of the community. VSLA is made of groups and each group includes 15 to 30 members who regularly meet for trainings and perform savings where everyone has to give her or his saving of which VSLA members can after five weeks of saving borrow some money up to three times the value of their savings. The money borrowed is paid back in three months with an interest rate of 10% value of the loan.

2. Statement of the Problem

Projects are becoming more challenging due to complex, integrated business processes, complex organizational structure, alliances and partnership, political and global considerations. Implementations of related project activities that lead to achieving organization's set goals and targets have continually been assigned to project teams. The importance of having a project team with the right competences, for instance, combination of skills, personalities and abilities cannot be underscored especially in terms of overall project performance. Thus understanding how to improve project team competence and capability becomes more important for many projects to remain viable and achieve their set objectives (Lindberg, 2009).

Despite significant investment in project management training and other project team systems and processes, organizations continue to experience projects that are less than successful (International Standish Group Inc., 2009). Rwanda itself is not oblivious of this fact; appropriately culminating in the formation of Single Project Implementing Unit (SPIU) with an aim of retaining staff expertise, better coordination and reduction of work duplication. However, there still exists failure of projects ranging from 18% to 50% on the high with part of it attributed to problem within team members, lack of skills, and insufficient communication among team members among others. Gelbard & Cameli (2009) assert that such high failure rates necessitate in-depth investigations to highlight project team weaknesses and also effective areas such as project team competence; a view that is supported by Nwagbogwu (2011). This research study therefore sets out to understand the different project team competences effect on the overall performance of development projects in Rwanda.

3. Research Objectives

3.1 General Objective

The general objective of this study is to assess the effect of project team competences on performance of development projects in Rwanda; case of World Vision's Village Saving Loan Association Project in Gasabo District.

3.2 Specific Objectives

i. To assess the effect of project team professional competence on performance of World Vision's Village Savings Loan Association project in Gasabo District.
ii. To determine the effect of project team social competence on performance of World Vision's Village Savings Loan Association project in Gasabo District.
iii. To determine the effect of project team leadership competence on performance of World Vision's Village Savings Loan Association project in Gasabo District.

4. Research Questions

i. To what extent does project team professional competence affect the performance of World Vision's Village Savings Loan Association project in Gasabo District?
ii. How does project team social competence affect the performance of World Vision's Village Savings Loan Association project in Gasabo District?

iii. What are the effects of project leadership competence on performance of World Vision's Village Savings Loan Association project in Gasabo District?

5. Conceptual Framework

Independent Variables

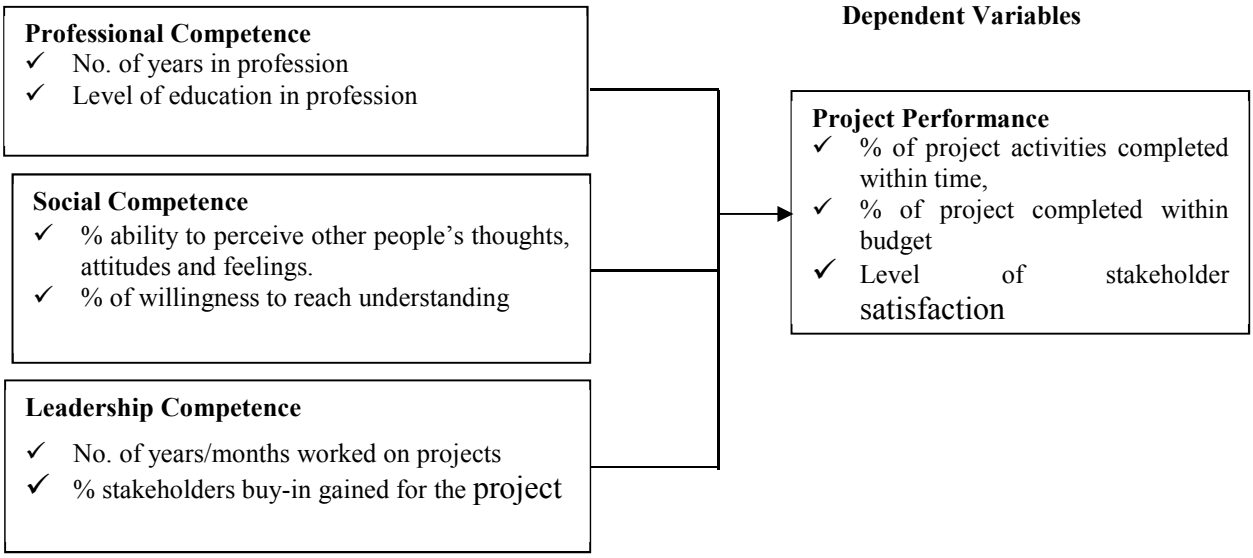

Figure 1: Conceptual Framework

6. Research Design

This study used a descriptive research design with a quantitative approach. A descriptive research design main purpose is to depict the state of current affairs as it exists at that particular moment (Kothari, 2004). Further, surveying technique was used to produce clear, specific and measurable descriptions of the phenomenon or condition in question (Grimes & Schultz, 2002);

7. Target Population

Kombo & Tromp (2006) define population as a group of individuals, objects or items from which samples are taken. The target population of this study consisted of all the employees of World Vision's VSLA project in Gasabo district. According to the VSLA project records there are a total of 40 VSLA groups trained and supported by 3 VSLA staff per group; forming a total of 120 employees who are our target population.

8. Sampling Technique and Sample Size

Sample is defined as a set of individuals selected from a population, usually intended to represent the population in a research study (Gravetter & Wallnau, 2007).The population being constituted of a homogenous group, random sampling was used, appropriately including both genders in the sample.

A sample size was then calculated using Sloven's formula (Yamane, 1967). Using the formula as shown below, the researcher calculated for the sample size;

$$n = \frac{N}{1+Ne^2} = \frac{(120)}{1 + 120(0.05)^2} = 92.3078$$

Where;
n:Sample size
N = the population size
e = the margin of error (for this research study was set at 95% confidence level corresponding to 0.05)

9. Data Collection Procedures

The researcher carried out visits to VSLA project office to seek approval from the relevant authorities. The meeting was held with an aim of gaining permission to administer the questionnaires. Moreover, appointments were scheduled with the project team members in the sampled population. Owing to the small population, the researcher personally administered the questionnaires explaining each measure and noting the responses.

10. Pilot Test

In order to familiarize with the data collection procedures, the researcher carried out a pilot study. This refers to the pre-testing or trying out of a particular research instrument (Baker, 1994). Conducting a pilot study is essential in any research study as it alerts the researcher on the main areas of potential fails, where research protocols might not be followed or whether the proposed instruments are inappropriate or too complicated. Identifying the exact number of participants in a pilot group is a challenging affair, but as a rule of thumb, it is advisable for researchers to pilot at least 10-20% of the final sample (Baker, 1994). 15% of the final sample (92) provided for 14 individuals. The researcher administered the pilot survey personally and individually to a small group of the final respondents. Resulting from the pilot study, the researcher incorporated improvements including re-sequencing and re-phrasing into the final questionnaire. The pilot study was also intended to test for reliability and validity of the data collection tools.

11. Reliability of the Instrument

Reliability of an instrument is the measure of degree to which a research yields consistent results or data after repeated trials (Mugenda & Mugenda, 1999). To test the reliability of the instrument, after designing the pilot study the researcher used the split half-technique. This procedure involved splitting the data collection instrument into two; one half of odd numbered items and the other half of even numbered items. The scores of all of the odd and even numbered items for every respondent sampled in the pilot study were computed separately and the results compared. A correlation coefficient test was then carried out ($r=0.67622$) the questionnaire; to obtain a better estimate of the reliability of the test, the researcher further applied Spearman-Brown correction ($p=0.80684$). Orodho (2005) asserts that for the test to be reliable score on two halves will have a high positive association co-efficient. The above results affirm reliability of the instruments.

12. Validity of the Instrument

The study adopted content validity. Validity refers to the ability to which a data instruments measures what it is supposed to measure (Orodho & Kombo, 2002). It is the extent to which results obtained from data analysis represent the phenomenon under study. In order to enhance the validity of the study, the researcher conducted a pilot study as indicated in previous sub-section. The respondents of this pilot study were not included in main study. Additionally, the researcher incorporated input and opinions of the supervisors and various project experts in the development sector to help improve validity of data collected.

13. Data Analysis Technique

After receiving the filled questionnaires from the respective respondents, the questionnaires were reviewed for completeness and consistency. The questionnaires were also edited of errors in readiness for analysis. Responses were then categorized according to the objectives and coded appropriately and keyed in to a statistical analysis program. Descriptive statistics such as means, percentages and frequencies were used thereby transforming the raw data into figures and tables for interpretation (Mugenda & Mugenda, 1999) for clear understanding. Further, correlations were used to measure the associations between the dependent and independent variables appropriately. This was applied to the quantitative data collected through the questionnaires. The correlation model used was $Y= \beta0 + \beta1X1 + \beta2X2 + \beta3X3 + \beta4X4 + e$. Where: $\beta0$ = Constant, X1 = represented project team communication index, X2 = represented project team attitudes index, X3 = represented project team cohesiveness index, X4 = represented project team stability index, $\beta1$; $\beta2$; $\beta3$; $\beta4$ = regression coefficient and e = error term.

14. RESEARCH RESULTS AND DISCUSSION

14.1 Response Rate

Table 1 shows that a total of 92 respondents were sampled. However only a total of 84 questionnaires representing 91.30% were duly filled and readied for analysis. This percentage is considered adequate for analytical purposes (Mugenda & Mugenda, 2003).

Table 1: Response Rate

Description	Frequency	Percentage
Returned	84	91.30
Not Returned	8	8.70
Total	92	100.00

14.2 Respondent Profile

The first section of the questionnaires administered to the respondents consisted of general information questions to capture the demographic characteristics. The findings are presented in different categories consisting gender, highest level of education, duration respondent has served in VSLA project, and number of VSLA groups'

respondent is responsible for. The results are presented in Table2 and discussed.

According to the findings, the female respondents (52.38%) recorded a slightly highest number compared to their male respondents (47.62%). Among the sampled respondents, majority of them had at least attained bachelors and diploma level at 42.86% and 28.57% respectively.

VSLA project was launched in Gasabo district in 2012, the researcher therefore sought to understand for how long the respondents had been involved in this project. A question was therefore posed to them asking for total duration since they joined the project. Most of the respondents' 51 out of 84 or 60.71% had served the project for between one to three years. This implies that responses gathered in this study can be deemed as reliable.

As at the time of this study, only 3 were not responsible for any group citing various reasons such as, commitment to other project attributes, group undergoing transition among others. However, the rest of the 96.43% of the respondents were managing one or more groups, that is, 46.43% were managing two groups, 30.95% were managing one group and 19.05% were managing three groups each.

Table 2: Background Information

Variable	Category	Frequency	Percentage
Gender	Male	40	47.62
	Female	44	52.38
Highest Level of Education	Master	6	7.14
	Bachelors	36	42.86
	Diploma	24	28.57
	Certificate	18	21.43
Period since joining project	<1yr	9	10.71
	1yr – 2yrs	22	26.19
	2yrs – 3yrs	29	34.52
	3yrs – 4yrs	17	20.24
	> 4yrs	7	8.33
Number of VSLA groups responsible for	1 group	26	30.95
	2 groups	39	46.43
	3 groups	16	19.05
	None	3	3.57

14.3 Results

The general objective of this study is to assess the effect of project team competences on performance of development projects in Rwanda; case of World Vision's Village Saving Loan Association Project in Gasabo District. The responses the structured questionnaire were ranked on a likert scale and assigned scores of 1 to 5, such that, 5 represented Strongly Agree, 4 represented Agree, 3 represented Neutral, 2 represented Disagree, and 1 represented Strongly Disagree.

The data collected was analyzed and the findings are presented and discussed as per the specific objectives of this study, namely, to assess the effect of project team professional competence on performance of World Vision's Village Savings Loan Association project in Gasabo District, to determine the effect of project team social competence on performance of World Vision's Village Savings Loan Association project in Gasabo District, and to determine the effect of project team leadership competence on performance of World Vision's Village Savings Loan Association project in Gasabo District.

14.3.1 Professional Competence and Performance of Project

The first objective of this research study to assess the effect of project team professional competence on performance of World Vision's VSLA project in Gasabo District. This was achieved by posing a series of statements to the respondents. Table 3 shows the summarized responses to the different statements concerning professional competence and the performance of a project. In the first statement, a majority of the respondents (70.24%) felt that team professional competence influenced project performance in one way or another. Conversely, 19.05% of the respondents felt that team professional competence had no impact on performance of project whereas 10.71% of the respondents chose to remain neutral.

Responses regarding the second statement were spread among the options with 28.57% strongly agreeing that there existed professional expertise in VSLA project. However, 30.95% strongly disagreed with this statement. Only 9.52% of the respondents were neutral signifying a sharp division between those who thought there existed professional expertise and those who did not. Asked if VSLA project is completed within time, budget & scope due to existence of Professional expertise, responses were again divided with majority of the respondents opting to remain neutral (38.10%); perhaps owing to relative definition of professional expertise among the sampled respondents. Intuitively, 36.90% agreed with the statement while 25.00% disagreed.

Findings on the fourth statement revealed an overall high level of agreement among the respondents with 28.57% strongly agreeing with the statement and 32.14% agreeing. Only, a small number of 14.28% combined disagreed with the statement.

Most of VSLA employees in the sampled population expressed agreement to the statement recording a combined 52.38%. In spite of this, those who remained neutral recorded 26.19%. According to the study findings, most of the respondents (28.57%) were not sure if at least 50% of VSLA project team members were able to implement professional expertise. Despite this, a significant number of respondents still agreed (19.05% strongly agreed and 23.81% agreed) that VSLA project team members were able to adopt professional expertise. On the contrary, 10.71% of the respondents disagreed and 17.86% of the respondents strongly disagreed.

The seventh statement, VSLA project is completed within time, budget & scope due to project team's ability to implement Professional expertise, elicited different views and opinions from the sampled population with most of them (40.48%) choosing to remain neutral. A significant number of respondents agreed to this statement recording a combined total of 42.86% for strongly agree and agree. Conversely, 14.29% disagreed to this statement and only 2.38% of the respondents strongly disagreed.

Majority of respondents agreed (83.34%) that ability to implement professional expertise resulted to stakeholder satisfaction recording the highest agreement among all the statements. Only 14.29% of the respondents remained neutral while 2.38% disagreed to the statement. Project team willingness to professional commitment makes VSLA project completed within time, budget and scope; the preceding statements recorded combined agreement of 59.52% and a combined disagreement of 22.62%. Though, 17.86% of the sampled employees serving World's Vision VSLA project were neutral as per regarding the statement.

According to the study findings, it is evident that a majority of sampled respondents agreed (61.91%) that project team willingness to professional commitment resulted to stakeholder commitment. However, 23.81% of the respondents felt that project team willingness to professional commitment did not necessarily result to stakeholder satisfaction.

Table 3: Professional Competence

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
Team professional competence influences Project performance	32.14	38.10	10.71	8.34	10.71
There exists professional expertise in VSLA project	28.57	16.67	9.52	14.29	30.95
VSLA project is completed within time, budget & scope due to existence of Professional expertise	7.14	29.76	38.10	21.43	3.57
The existence of professional expertise results to stakeholder satisfaction	28.57	32.14	25.00	8.33	5.95
50% of the Project team is able to implement professional expertise	19.05	23.81	28.57	10.71	17.86
VSLA project is completed within time, budget & scope due to project team's ability to implement Professional expertise	16.67	26.19	40.48	14.29	2.38
The ability to implement professional expertise results to stakeholder satisfaction	45.24	38.10	14.29	1.19	1.19
Project team willingness to professional commitment makes VSLA project completed within time, budget and scope	33.33	26.19	17.86	14.29	8.33
Project team willingness to professional commitment results to stakeholder satisfaction	39.29	22.62	14.29	14.29	9.52

14.3.2 Correlation Analysis for professional competence

Correlation analysis was carried out to identify and test the strength of the relationships among the independent and dependent variables under study. Results in Table 4 shows a strong positive correlation (rho = 0.613) between professional competence and project performance. It can thus be argued that project teams that practice professional competence are most likely to return better project performance. It is therefore paramount to assert that lack of professional competence will result in poor performance of development projects. Thus there is a relationship between professional competence and project performance with respect to World Vision's VSLA project in Gasabo District. These results are akin to Kolibacova (2014) study where his findings suggests that when the competency rate of one employee is a unit higher than the competency rate of another employee, it can be assumed that his performance rate is 7 to 12.5% higher. It can therefore be argued that indeed, professional competences influences the performance of developmental projects in Rwanda.

Table 1: Correlation for Professional Competence and Project performance

	Variables Under study		Professional Competence
Spearman's rho	Project Performance	Correlation Coefficient	.613
		Sig. (2-tailed)	.000
		N	84

Correlation is significant at the 0.05 level (2-tailed).

14.3.3 Social Competence and Performance of Projects

According to the findings shown in Table 5, a greater percentage (78.58%) felt that it was important for every team member to pay attention with respect to how they worked together. Thirteen percent of those interviewed chose to remain neutral while only 7.14% disagreed with the statement and 1.19% or 1 respondent strongly disagreed.

Responding to the second statement, the respondents agreed that it was important for them to understand others' capabilities recording a combined total of 60.71%. However, 13.09% of respondents disagreed with this statement implying they didn't find it important to understand the capabilities of others. Twenty respondents (26.19%) chose to remain neutral when responding to this statement.

Asked whether the project team members took great pride in their work, VSLA employees' registered divergent views with 55.9% of sampled respondents agreeing to this statement while 29.76% disagreeing with this statement. Perhaps signifying the varying definitions of social competence as perceived by respondents in this study. Only 14.29% of the respondents remained neutral.

Majority of the respondents were of the view that VSLA team members social competence influences project performance recording 23.81% for strongly agree and 27.38% for agree. On the contrary, 15.48% of the respondents disagreed with this statement and another 17.86% strongly disagreed with this statement. This results shows a divergence in opinions as per influence of social competence on project performance.

Next, this research study sought to identify if the team members felt that there was a high project team social expertise in VSLA project; a greater number of those interviewed agreed to this statement at 27.38% with another 23.81% strongly agreeing. This was followed by a group of 25.00% who chose neutrality, 13.10% who disagreed and lastly, 10.71% who strongly disagreed or opposed the statement.

The fifth statement 'The ability of project team to perceive VSLA member's thoughts, attitudes and feelings Keeps VSLA project within time, budget & scope' also elicited divergent opinions from the respondents recording 28.57% for neutral, 23.81% for agree, 19.05% for strongly agree, 17.86% for strongly disagree and 10.71% for disagree.

According to the study findings, most of the respondents (28.57%) did not agree nor disagree that the ability of project team to perceive VSLA members' thoughts, attitudes and feelings keeps VSLA project within time, budget and scope. Despite this majority in neutrality, 23.81% chose to agree to the statement and 19.05% strongly agreed. On the contrary, 17.86% strongly disagreed while 10.71% disagreed.

As per the seventh statement, majority of the sampled respondents strongly disagreed that the ability of a project team to perceive VSLA members' thoughts, attitudes and feelings resulted to stakeholder satisfaction recording 26.19%. This was followed by closely by those who strongly agreed and those who chose neutrality registering 22.62% for each. Similarly, 14.29% of the respondents agreed and disagreed recording the same percentages. Asked if effective communication of project team can cause VSLA project to be completed within time, budget and scope, an overwhelming majority of the respondents agreed to this recording a combined total of 82.14%. Only a paltry 2.38% and 3.57% disagreed and strongly disagreed with this statement respectively.

Finally, a statement 'project team willingness to reach common understanding can result to stakeholder satisfaction' was posed to the respondents. Most of the respondents in the sampled population agreed to this statement recording 80.96%. Only 11.90% chose to remain neutral while 7.14% chose to disagree with the statement.

Table 5: Social Competence

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
It is important for my team to pay attention on how we are working together	40.48	38.10	13.10	7.14	1.19
It is important for us to understand each other's capabilities	26.19	34.52	26.19	10.71	2.38
We take great pride in our work	29.76	26.19	14.29	22.62	7.14
VSLA Team Social competence influences Project performance	23.81	27.38	15.48	15.48	17.86
There a high project team social expertise in VSLA project	23.81	27.38	25.00	13.10	10.71
The ability of project team to perceive VSLA member's thoughts, attitudes and feelings Keeps VSLA project within time, budget & scope	19.05	23.81	28.57	10.71	17.86
The ability of project team to perceive VSLA member's thoughts, attitudes and feelings results to stakeholder satisfaction	22.62	14.29	22.62	14.29	26.19
The effective communication of project team can cause VSLA project completed within time, budget and scope	45.24	36.90	11.90	2.38	3.57
Project team willingness to reach common understanding can result to stakeholder satisfaction	42.86	38.10	11.90	7.14	0.0

14.3.4 Correlation Analysis for social competence

According to Table 6, a weak positive correlation (rho = 0.465) was observed between social competence and project performance. This therefore implies that effective social competence practices will slightly impact on the project performance positively. Even though there is a slight relation, the effect of social competence on the performance of development projects cannot be overlooked. Similarly, in a study to understand the reciprocal relations between academic competence and social competence along two school years, a positive correlation 0.5 was established (Verissimo, Lemos, Lopes, & Rodrigues, 2008). Verissimo *et al.* reiterate that the social competence trajectories of average and high achievers seem to stable along time, however, low achievers social competence significantly increases along time. These findings justify our study findings.

Table 6: Correlation for Social Competence and Project performance

	Variables Under study		Social Competence
Spearman's rho	Project Performance	Correlation Coefficient	.465
		Sig. (2-tailed)	.004
		N	84

Correlation is significant at the 0.05 level (2-tailed).

14.3.5 Leadership Competence and Performance of Projects

The third objective of this study was to determine the effect of project team leadership competence on performance of World Vision's Village Savings Loan Association project in Gasabo District.

Table7 depicts the findings on effects of leadership competence on performance of development projects with regards to World Vision's VSLA project in Gasabo District. In the first statement, majority of the respondents understood the relevance of the job of each member in their group registering 27.38% for agree and 22.62% for strongly agree. A section of the respondents (21.43%) also chose to disagree with this statement.

Secondly, World Vision's VSLA employees were asked if they were motivated to work hard always in order to achieve successful outcomes, the results are displayed in Table5. That is, 28.57% agreed, 25.00% strongly agreed, 22.62% disagreed, 14.29% strongly disagreed and only 9.52% were neutral.

On the third statement, 26.19% agreed that they had a plan that guided their project activities. This was followed closely by 23.81% of the respondents who strongly disagreed that they had a plan to guide their project activities.

Majority of the respondents agreed that VSLA project leadership was a key factor in project performance recording a combined total of 79.76% for both strongly agree and agree options. Conversely, only 9.52% of the respondents disagreed with a further 10.71% opting for neutrality.

The above statement was followed by a query 'VSLA has the best leadership', as expected in subjective definition of leadership competences; the respondents recorded different sentiments and opinions with the highest percentage (26.19%) strongly agreeing while another (26.19%) disagreed to this statement. This depict the indifference in opinions as per to whether VSLA programme is led by the best leadership, 17.86% chose to not agree or disagree with the statement.

From the findings in Table 5, the ability to coordinate management and technical decisions keeps VSLA project within time, budget and scope was welcome by most respondents. A high percentage of 27.38% agreed to the statement and 23.81% strongly agreed to this statement.

Asked if the ability to coordinate management and technical decisions resulted to VSLA stakeholder satisfaction, the responses were split among three options with none of the respondents agreeing to the statement.

However, 47.62% the highest majority chose to remain neutral followed by 28.57% who strongly disagreed and lastly, 23.81% of them disagreed.

According to the findings, respondents gave split opinions regarding the ability of stakeholders informed of project progress kept VSLA project within time, budget and scope. The highest recorded percentage was 25.00% for strongly agree. This was followed by a tie of 23.81% for agree and neutral opinions. Strongly disagree recorded 16.67% and disagree recorded 10.71%.

Table 7: Leadership Competence

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
We understand the relevance of the job of each member in our group	22.62	27.38	17.86	21.43	10.71
We are motivated to work hard always to achieve successful outcomes	25.00	28.57	9.52	22.62	14.29
We have a plan that guides our project activities	17.86	26.19	16.67	15.48	23.81
VSLA project leadership is a key factor to Project performance	44.05	35.71	10.71	7.14	2.38
VSLA project has the best leadership	26.19	19.05	17.86	26.19	10.71
The ability to coordinate management and technical decisions Keeps VSLA project within time, budget & scope	23.81	27.38	15.48	15.48	17.86
The ability to coordinate management and technical decisions results to VSLA stakeholder satisfaction	0.00	0.00	47.62	23.81	28.57
The ability to keep stakeholders informed of project progress Keeps VSLA project within time, budget & scope	25.00	23.81	23.81	10.71	16.67

14.3.6 Correlation Analysis for leadership competence

Finally, a correlation analysis leadership competence and project performance. Results indicate an insignificant positive correlation (rho = 0.041) with a p-value of 0.05. Compared with Liphadzi, Aigbavboa, & Thwala (2015) study findings in South Africa Construction Industry where their study revealed a positive Pearson Product-moment Correlation Coefficient relationship between transactional leadership and project success; this study however establishes that leadership competence does not necessarily lead to better project performance. This differences can be attributed to the different sectorial areas under study as one deals with construction industry and the other with developmental projects; it should be noted that these results are however only applicable in World Vision's VSLA project in Gasabo District.

Table 8: Correlation for Leadership Competence and Project Performance

	Variables Under study		Leadership Competence
Spearman's rho	Project Performance	Correlation Coefficient	.041
		Sig. (2-tailed)	.260
		N	84

**. Correlation is significant at the 0.05 level (2-tailed).

14.3.7 Performance of Projects

Finally the last section of the questionnaire also sought the opinion of the respondents regarding the dependent variable of this research study. Findings in Table 9 revealed that most World Vision's VSLA project employees felt the project is doing as expected with 71.43% giving it a Yes vote. In spite of the challenges and drawbacks experienced and noted in the respondents' answers in preceding sections, VSLA project still commands strong support among the employees. Similarly, in their study findings, Flora, Ndabaga & Oduor (2015) found that VSLA project has affected positively the project performance in Nyamata Area Development Programme in terms of economic status of the community by increasing their income and helping them to become self-sufficient in many things, it has also affected positively the environment and resulted to family cohesion which was not seen before the VSLA project model was introduced.

Table 9: Performance of Project

VSLA Performance is as required	Frequency	Percentage
Yes	60	71.43
No	24	28.67
Total	84	100.00

1.5 Conclusion and Recommendations

15.1 Conclusion

The combination of a changing organizational environment and changing project characteristics make the role of the project team such a difficult one. Within this environment, a competent project team is frequently regarded as having a significant impact on overall project success (Ammeter & Dukerich, 2002). This research study draws its conclusion on discussion and summary of findings. The conclusion are categorized into the three research study objectives.

a. Professional Competence and Performance of Project

Across employees of World Vision's VSLA project, there is a rather greater percentage of sampled respondents who agree that professional competence indeed has an effect on the performance of their projects specifically the VSLA project. Perhaps this can also be attributed to the fact that VSLA project is composed of employees with higher levels of education thereby effectively implementing professional conduct in their execution of project activities. Such underlying characteristics of these employees can hence be a motive, trait, skill, or even self-image in turn motivating them to perform their defined project roles in their respective working environments. As evidenced by the correlation data (rho = 0.613), these results therefore conclude that there is indeed a positive correlation between professional competence and performance of development projects with regards to World Vision's VSLA project.

b. Social Competence and Performance of Project

The second conclusion reviews the effects of social competence on the performance of World Vision's VSLA project in Gasabo District. The ability to manage project team processes, cooperation and acting in socially acceptable way points to the need for project implementers to incorporate social aspects into their projects delivery. Understanding other's capabilities and attitudes was regarded highly by the study sampled population. As much as 70% of job/work performance in this case project performance variance is determined by total average of emotional and social competences (Araujo& Taylor, 2012). Akin to our study findings, a moderate degree of positive correlation (rho = 0.465) was observed between social competence and project performance implying that effective social competence practices slightly impact on the project performance positively. Even though there is a slight relation, the effect of social competence on the performance of development projects cannot be overlooked.

c. Leadership Competence and Performance of Project

The final conclusion of this research study assess the effect of leadership competence on the performance of World Vision's VSLA project in Gasabo District. Cheng et al. (2005) in his writings note that a project leader must be action-oriented and result-oriented, and personal competencies and personal effectiveness. Further, the leader or project manager has the role of coordinating the teamwork in search of a better result, which requires not only technical knowledge of the leader on the project subject but also behavioral competencies that will facilitate the project execution. More widely, traditional project management will continue to revolve around use of right tools and techniques in order to meet project budget, time and scope.

15.2 Recommendations

The recommendations of this research study are made in line with the study objectives;

First, this study recommends for World Vision's VSLA project to continue improving access to training and workshops for its team members in line with their specific needs whenever they are to run a specific project. Linking the required skills and appropriate professional trainings in order to maximize on professional competencies could also enhance the performance of development projects.

To sustain the current effects of social competence on project performance, it is for team leaders to encourage and mentor one another in proved workable social relations that spur implementation of World Vision's VSLA project in Gasabo District. Effectively highlighting and mainstreaming the benefits of working together and understanding each will help create better understanding and improved systematic linkages between various project components.

Finally, this study also recommends for the significance of project leadership to be underlined right from the top management so as to support better performance of projects and more importantly ensure the drive towards implementation of project activities is maintained. A participatory approach including leaders working in synergy with project team members will facilitate improved performance of project performance; thus improving the livelihoods of VSLA project beneficiaries.

16. Areas for Further Studies

Continuous research is important in further assessing the effects of project team competences on performance of development projects as this research study only focused on the effect of three variables namely professional competence, social competence and leadership competence. It would therefore interest other researchers to study and analyze the relationship between project team competencies and project characteristics to deliver projects

within time, budget and scope. Additionally, scholars can also study and identify the specific project team skills and competencies influencing timely, scope & budget in delivery of projects. Both these areas could help develop and build on relevant literature that will lead to successful developmental projects implementation in Rwanda.

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