



ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS,

DEPARTMENT OF MANAGEMENT

**THE EFFECT OF PROJECT MANAGEMENT LEADERSHIP ON PROJECT SUCCESS
IN SELECTED PROJECT –BASED ORGANIZATIONS IN ETHIOPIA**

BY

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JANUARY, 2023

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**A THESIS SUBMITTED TO COLLEGE OF BUSINESS AND ECONOMICS IN
PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF THE DEGREE OF
MASTER OF SCIENCE IN MANAGEMENT**

JANUARY, 2023

ADDIS ABABA, ETHIOPIA

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DEPARTMENT OF MANAGEMENT

This is to certify that the thesis prepared by Gashaw Abate entitled: “**THE EFFECT OF PROJECT MANAGEMENT LEADERSHIP ON PROJECT SUCCESS IN SELECTED PROJECT –BASED ORGANIZATIONS IN ETHIOPIA**”, and submitted in partial fulfillment of the requirements for the degree of Master of Science in Management complies with the regulations of the University and meets the required standards with respect to originality and quality.

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STATEMENT OF DECLARATION

I, the undersigned, declare that this thesis entitled: **“THE EFFECT OF PROJECT MANAGEMENT LEADERSHIP ON PROJECT SUCCESS IN SELECTED PROJECT – BASED ORGANIZATIONS IN ETHIOPIA”**, is my original work and has not been presented for any academic purpose in any other university or institution prior to this time, and that all sources of materials used for the thesis have been duly acknowledged.

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CERTIFICATION

This is to certify that **Gashaw Abate** has carried out his research work entitled: **“THE EFFECT OF PROJECT MANAGEMENT LEADERSHIP ON PROJECT SUCCESS IN SELECTED PROJECT-BASED ORGANIZATIONS IN ETHIOPIA”** for the partial fulfillment of Master of Science in management in Addis Ababa University, College of Business and Economics Department of Management. This work is original and is suitable for the submission of the degree of Master of Science in Management.

_____ Date _____

DR. HABTAMU ENDRIS

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Abstract

The general objective of the study is to examine the effect of leadership style on project success in the case of selected governmental and non-governmental organizations. The study deployed descriptive and explanatory research designs. Sample respondents were selected from project management division of the selected organizations. A total of 160 respondents were selected as a respondent of this study. The data collection instrument employed was closed ended structured questionnaire containing 52 questions of five-point Likert scale. The data was analyzed using descriptive statistics and regression analysis techniques. The analysis of the structured items was done by using the Statistical Package for Social Sciences (SPSS) version-24. Out of the 160-questionnaire distributed to the sample respondents, 143 questionnaires were returned properly filed, making response rate was 80.3 percent, which is adequate enough to come up with valid study findings. The descriptive analysis indicates that Transformational, Participative and Supportive Leadership Styles are the three most dominantly practiced leadership styles in the case organizations, respectively. Whereas Laissez-faire, Transactional and Instrumental Leadership Styles are the three less practiced leadership styles, respectively. The correlation analysis result confirmed that Transformational, Supportive, Participative and Instrumental Leadership Styles have strong and positive association with project success at 1 percent significant level. On the other hand, Transactional leadership style has exhibited moderate and positive association with the dependent variable on the project success at 1 percent significant level. In contrast, the regression analysis result revealed that Transformational, Participative and Supportive Leadership styles have positive and statistically significant impact on Project success in the case Organization, while Laissez-faire Leadership Style has negative and statistically significant impact on Project success in the case Organizations. Therefore, in order to enhance project success, the management of Organization has to make various efforts to improve leadership styles by focusing on improving the practices of those with positive impacts and avoiding those with negative effect on the of success projects.

Key words: Leadership, Leadership style, Project, Project success

Chapter One

Introduction

1.1 Background of the study

Project management is a discipline that applies to many different kinds of facilities and is currently undergoing exponential growth. The process is typically led by a project manager, who is accountable for overseeing the full project's planning, monitoring, and execution, and leading the project team to the project's successful conclusion (Novo et al, 2017).

The efficiency of project management determines a project's success (Radujkovi and Sjekavica, 2017). Project success is heavily dependent on effective leadership (Cleveland and Cleveland, 2020). The pervasive Project Success phenomenon will continue in most organizations that use project success (PS) as a survival tactic in the foreseeable future (Musawir et al., 2017). Due to the organizations' rapid proliferation and diversity, the PS has become a focus of study for all project management researchers (Albert et al., 2017). While there is a lack of knowledge about project-based organizations, leadership literature recognizes the impact of leadership on the success and management of the project (Albert et al., 2017). The psychological interaction between employees and their organizations has attracted the attention of researchers and practitioners during the past three decades (Barattucci et al., 2021). The underlying process by which leadership styles affect information system development (ISD) projects should be investigated,

As leadership is a soft skill and a dynamic phenomenon, traditional management is not used as a comparison. Since project management follows traditional approach, it has become insufficient in dealing with today's dynamic business requirements. The truth is that even if you do everything by precisely following all the formal guidelines of project management, the project still fails. Several reasons for the insufficiency of the classic approach are given. First, the conventional approach to project management (is based on a predictable, fixed, relatively simple, and certain model. Second, it is often decoupled from the dynamic changes in politics, markets,

technology, or environments. The reality is that most projects today are unpredictable, changing, and involve a great deal of uncertainty and complexity. For these reasons, the paper is focused on integration of project leadership competences. For this to happen, competent leadership soft skills are given as a high priority and critical skills or competencies that are key to project success are analyzed. The manager's leadership role is critical in motivating people and creating an effective work environment.

Full Range Leadership Theory (FRLT) (Antonakis et al., 2003) highlighted three leadership styles; transformational, transactional, and laissez-faire (Sohmen, 2013). Laissez-faire is considered destructive in project management compared to the former two leadership styles (Skogstad et al., 2007). Transformational and transactional styles have gained particular attention in project management, and some project leaders build up a meticulous leadership behavior to enhance and improve the project's performance (Yang et al., 2011). The leader aims to accomplish the goal by subordinates through communication and influence, as cited by Raziq et al. (2018). Project management literature (Yang et al., 2011) emphasizes some preconditions of project management and Project Success, such as team communication, cohesiveness, collaboration, and effective and efficient team-building (Aga et al., 2016), which are the results of good project leadership. The role of the project leader is essential in all the phases of the project, from initiation to completion and delivery of the product or service according to the expected specifications of the project's stakeholders (PMI, 2013). Modern management approaches to understand the attitude of the leader, in particular, toward others (Taşçi and Titrek, 2020). The rapid change in the environment brings challenges and opportunities to cope with the project successfully and is liable for sustainable development (Huemann and Silvius, 2017). The role of the project leader is greatly signified to establish and achieve the desired goal (Shao, 2018). Project success is the ultimate goal for any organization; hence, it is an indispensable subject to project management researchers (Fernando et al., 2018). Complex projects are likely to be successful when experienced with a high level of team communication, collaboration, and cohesiveness (Yang et al., 2011).

Effective and efficient team-building (Aga et al., 2016), are the results of good project leadership. The role of the project leader is essential in all the phases of the project, from initiation to completion and delivery of the product or service according to the expected specifications of the project stakeholder (PMI, 2013). The rapid change in the environment

brings challenges and opportunities to cope with the project successfully and is liable for sustainable development (Huemann and Silviu, 2017). Project success is the ultimate goal for any organization; hence, it is an indispensable subject to project management researchers (Fernando et al., 2018). Complex projects are likely to be successful when experienced with a high level of team communication, collaboration, and cohesiveness (Yang et al., 2011). Accordingly, this study seeks to examine the effect of leadership style on project success taking different governmental and nongovernmental organization with adequate experience in project management.

1.2 Statement of the problem

Leadership is considered to be good if it is designed to accomplish the goal or mission of an organization through project team leading and project time managing, within budget, to high quality and with customer's satisfaction (Jarad, 2012). For a project to be measured successfully, it must be completed within the parameters of its performance goals, within its stated budget and on stated schedule. In the rapid technological change and increasing project complexity, organizations are motivated for developing quality of human capital. Although almost all project launches are motivated by a business need or opportunity, the current project management approach is not designed to deal formally with business needs, focusing instead on operational efficiency and on meeting a project's time, budget, and requirement objectives (commonly called—the triple constraint). However, achieving the triple constraint is insufficient and is only one aspect in a project's success. To achieve the desired need, it is very important to consider the leadership aspects of project managers. The use of these aspects will largely define the success or failure of the project. (Hughes, R. L., & Katherine C. B., 2005).

There are different types of leadership styles and competences that can shape the performance of an organization to reach the desired level and to make it sustainable. Leadership should not be limited to one kind of leadership art. The ability of leaders varies according to the number of types and their behaviors. It is important to know all types of leadership arts and to lead according to them. Studies show that knowing the types of leadership needed to meet the customer's needs and increasing the motivation and efficiency of employees and practicing them

on a continuous basis is very important. As it has been proven so far, the leaders of organizations and other institutions have not been able to know or implement some of them, let alone all of them.

Despite the significance and stress placed on projects, the bulk of them have not produced very exciting results, with the majority of them performing poorly across various nations, industries, and sectors. According to a study of the body of research on project performance, schedule and expense overruns are now more common than not (Sambasivan & Soon, 2007). Time and expense overruns frequently lead to lawsuits, resource waste, damaged customer and professional reputations, and failure to produce the desired good, service, or change (Jugdev & Muller, 2005). What must be done to enhance project performance is thus a crucial subject in academia and business.

Due to organizations' inability to implement proper leadership styles, project strategies, and processes, projects consistently fail on a local and global level. This is due to the fact that the majority of organizations and project managers place a strong emphasis on the project's technical and managerial aspects. Globally, the rate of project failure is reportedly between 66% and 99%. (Standish Group, 2009). These failures may be attributable to a number of things, including a lack of knowledge on the connection between leadership styles and project success, as well as when and how to use the right leadership style necessary for the project's successful completion.

Although, there are different studies conducted regarding the association between project success and leadership styles implemented by project managers, most of them were focused on a single project and in some leadership style. Therefore, in order to fill this gap, the current study sought to study the effect of leadership style on project success by taking government owned and NGO owned projects and through incorporating Transformational Leadership Style, Transactional Leadership Style, Laissez-Faire Leadership style, Supportive Leadership Style, Participative Leadership Style and Instrumental leadership style.

1.3 Research Questions

- What types of leadership styles are dominantly being practiced in the project management in Ethiopia?
- How is the association between the six leadership styles (transformational, transactional, laissez-faire, supportive, participatory and instrumental leadership style) and project success?
- What is the effect of leadership styles (transformational, transactional, laissez-faire leadership style, supportive, participatory and instrumental,) on project success.?

1.4 Objectives of the Study

1.4.1 General Objective

The main objective of the study was to examine the impact of leadership style on project success

1.4.2 Specific Objectives

- To assess the dominant leadership styles by leaders and followers perception in the case project management in Ethiopia.
- To examine the association between the leadership styles (transformational, transactional, laissez-faire leadership style, supportive, participatory and instrumental,) and project success.
- To examine the effect of the leadership styles (transformational, transactional, laissez-faire leadership style, supportive, participatory and instrumental,) on project success.

1.5 Research Hypothesis

To address the objectives of the study hypotheses have been developed for this research. The choice of hypotheses was made based on previous academic pieces of literature. The review of previous studies led to the selection of the following six leadership styles those are transformational, transactional, laissez-faire, participative, supportive and instrumental leadership styles as likely to be significant in terms of project success(outcomes) namely; extra effort statements, effective statement, satisfaction and leadership statements. Against this background, the following hypotheses are formed and then they are tested employing empirical analysis.

H1. There is a statistically significant positive relationship between transformational leadership styles and project success.

H2. There is a statistically significant positive relationship between transactional leadership styles and project success.

H3. There is a statistically significant positive relationship between, laissez-faire, participative, leadership styles and project success.

H4: There is a statistically significant positive relationship between participative leadership styles and project success.

H5: There is a statistically significant positive relationship between supportive leadership styles and project success.

H6: There is a statistically significant positive relationship between instrumental leadership styles and project success.

1.6 Significance of the Study

Project management leadership skills and its role for the performance of projects will yield various benefits for the involved stakeholders including clients, project managers, workers and other stakeholders as well. This study particularly assists in describing the prominence of project management leadership soft skills in project-based organizations to enhance and ensure the project success. Moreover, it will enable to find out the relationship between leadership skills and project success. Additionally, this study will help to:

- wake up the project managers in the business world that there is a skill called soft skill other than hard skill which can be learned informally by just reading different literatures helpful for their personal and professional work.
- prepare the coordinators of different activities of Project based organization to give required attention on the usage of soft skills in the similar projects that will be implemented in other parts of the country.
- enlighten the impact of leadership skills practiced in the success or failure of any project and methods that exploit the benefit and overcome the problem.
- identify areas that may need development in order to enhance the effectiveness of project management.

- facilitate managers to be aware of what is expected of them and provides the basis for applying leadership skills to supplement their knowledge.
- give a clue for other researchers who want to do further study in the area and to conduct detailed researches on the problem.

1.7 Scope of the study

Geographically, due to budget, time and security issues, this study is delimited to project-based governmental and charity organizations located in Addis Ababa, Ethiopia. moreover, even though there are numerous skills pointed out by various scholars and practitioners, this study is delimited on examining the effect of leadership style in terms of transformational, transactional, laissez-faire leadership style, supportive, participatory and instrumental on project success in the case of some selected governmental and charity organizations.

1.8 Organization of the paper

The research paper will be organized according to the following chapters. Chapter one discusses Introduction of the study that gives a brief overview; it also discusses research questions, objectives, scope and significance of the study. The second chapter briefly presents literature review, the third chapter contains Research methodology, and the fourth chapter contained data presentation, analysis and finding of the study. And finally, the fifth chapter presented incorporate conclusions and recommendations of the findings.

Chapter Two

Literature Review

The chapter discusses the problem under study through theoretical, empirical and conceptual aspects. It highlights the concept of leadership, Types of leadership styles, impact of leadership style on project success.

2.1 Theoretical review

2.1.1 Concept of Leadership Styles

Leadership style refers to a leader's behavior and attitude of governance and supervision. It is the result of personality traits, experience, attitude and philosophy of the leaders (Iqbal et al., 2015). A leadership style can be described as the specific way in which a manager chooses to influence others. This gives us a clue that styles might be altered depending on the specific situation and culture the leader is operating in. It is understood that power is an ability to control people or something to achieve a desired purpose.

Bernard Burns discusses how Kurt Lewin conducted a study in 1939 and found out that the most common leadership styles fell into three categories: authoritarian, participative or democratic and delegative Kurt Lewin as cited by Burns, (2004). According to Burns, Lewin maintained that effective leaders tend to use all the three while emphasizing one particular style; on the other hand, ineffective leaders rely on one style exclusively, ultimately denying themselves and their followers the opportunity to exploit the benefits in the other styles.

It is, however, important for leaders to match different situations with the right leadership approach. A particular style may be found to be the most comfortable but it is appropriate to switch styles as required. The level of trust between employees and the leader, stress levels and levels of employee training and mutual trust and respect between the leader and employees often dictate which style to follow (Lynch, 2016).

2.1.2 Leadership Theories

Organizational theories are often prescriptive by nature and they are often developed and used to solve actual problems. The following section highlights excerpts from Journal of Resources

Development and Management where he describes the various leadership theories with corresponding features so that the leadership styles to be explored in the study shall be reviewed with a relative clarity.

Great-man Theory

The effort toward explorations for common traits of leadership is protracted over centuries as most cultures need heroes to define their successes and to justify their failures. In 1847, Thomas Carlyle stated in the best interests of the heroes that “universal history, the history of what man has accomplished in this world, is at the bottom of the history of the great men who have worked here”. Carlyle claimed in his “great man theory” that leaders are born and that only those men who are endowed with heroic potentials could ever become the leaders. He opined that great men were born, not made. An American philosopher, Sidney Hook, further expanded Carlyle perspective highlighting the impact which could be made by the eventful man vs. the event-making man Dobbins and Platz, (1986).

He proposed that the eventful man remained complex in a historic situation, but did not really determine its course. On the other hand, he maintained that the actions of the event-making man influenced the course of events, which could have been much different, had he not been involved in the process. The event making man’s role based on “the consequences of outstanding capacities of intelligence, will and character rather than the actions of distinction”. However, subsequent events unfolded that this concept of leadership was morally flawed, as was the case with Hitler, Napoleon, and the like, thereby challenging the credibility of the Great Man theory.

These great men became irrelevant and consequently growth of the organizations, stifled MacGregor, (2003). “The passing years have given the coup de grace to another force the great man who with brilliance and farsightedness could preside with dictatorial powers as the head of a growing organization but in the process retarded democratization”.

Leadership theory then progressed from dogma that leaders are born or are destined by nature to be in their role at a particular time to a reflection of certain traits that envisage a potential for leadership.

Trait Theory

The early theorists opined that born leaders were endowed with certain physical traits and personality characteristics which distinguished them from non-leaders. Trait theories ignored the

assumptions about whether leadership traits were genetic or acquired. Jenkins identified two traits; emergent traits (those which are heavily dependent upon heredity) as height, intelligence, attractiveness, and self-confidence and effectiveness traits (based on experience or learning), including charisma, as fundamental component of leadership Ekvalland Arvonen(1991).

Max Weber termed charisma as “the greatest revolutionary force, capable of producing a completely new orientation through followers and complete personal devotion to leaders they perceived as endowed with almost magical supernatural, superhuman qualities and powers”. This initial focus on intellectual, physical and personality traits that distinguished non-leaders from leaders portended research that maintained that only minor variances exist between followers and leaders Burns, (2003). The failure in detecting the traits which every single effective leader had in common, resulted in development of trait theory, as an inaccessible component, falling into disfavor. In the late 1940s, scholars studied the traits of military and non-military leaders respectively and exposed the significance of certain traits developing at certain times.

Contingency (situational) Theories

The theories of contingency recommends that no leadership style is precise as a stand-alone as the leadership style used is reliant upon the factors such as the quality, situation of the followers or a number of other variables. “According to this theory, there is no single right way to lead because the internal and external dimensions of the environment require the leader to adapt to that particular situation”.

In most cases, leaders do not change only the dynamics and environment, employees within the organization change. In a common sense, the theories of contingency are a category of behavioral theory that challenges that there is no one finest way of leading/organizing and that the style of leadership that is operative in some circumstances may not be effective in others Greenleaf, (1977).

Contingency theorists assumed that the leader was the focus of leader-subordinate relationship; situational theorists opined that the subordinates played a pivotal role in defining the relationship. Though, the situational leadership stays to emphasis mostly upon the leader, it creates the significance of the focus into group dynamic.

The theory of situational leadership proposes that style of leadership should be accorded with the maturity of the subordinates Bass, (1997). “The situational leadership model, first introduced in 1969, theorized that there was no unsurpassed way to lead and those leaders, to be effective, must be able to adapt to the situation and transform their leadership style between task-oriented and relationship oriented”.

Style and Behavior Theory

The style theory acknowledges the significance of certain necessary leadership skills that serve as enabler for a leader who performs an act while drawing its parallel with previous capacity of the leader, prior to that particular act while suggesting that each individual has a distinct style of leadership with which he/she feels most contented. Like one that does not fit all heads, similarly one style cannot be effective in all situations. Yukl (1989) introduced three different leadership styles.

The employees serving with democratic leaders displayed high degree of satisfaction, creativity, and motivation; working with great enthusiasm and energy irrespective of the presence or absence of the leader; maintaining better connections with the leader, in terms of productivity whereas, autocratic leaders mainly focused on greater quantity of output. Laissez faire leadership was only considered relevant while leading a team of highly skilled and motivated people who excellent track-record, in the past.

Feidler and House (1994) identified two additional leadership styles focusing effectiveness of the leadership. These researchers opined that consideration (concern for people and relationship behaviors) and commencing structure (concern for production and task behaviors) were very vital variables. The consideration is referred to the amount of confidence and rapport, a leader engenders in his subordinates. Whereas, initiating structure, on the other hand, reflects the extent, to which the leader structures, directs and defines his/her own and the subordinates’ roles as they have the participatory role toward project success, profit and accomplishment of the mission.

Different researchers proposed that three types of leaders, they were; autocratic, democratic and laissez-faire. Without involving subordinates, the autocratic leader makes decisions, laissez-faire leader lets subordinates make the decision and hence takes no real leadership role other than assuming the position and the democratic leader accesses his subordinates then take his decision.

“He further assumed that all leaders could fit into one of these three categories”.

Process Leadership Theory

Additional leadership theories with a process focus include servant leadership, leaning organizations, principal centered leadership and charismatic leadership, with others emerging every year. Greenleaf introduced servant leadership in the early 1970s.

Resurgence of the discussion of servant leadership was noted in the early 1990s. Servant leaders were encouraged to be focused to the anxieties of the followers and the leader should sympathize with them take-care of and nurture them. The leadership was imparted on a person who was by nature a servant. “The servant leader focuses on the needs of the follower and helps them to become more autonomous freer and knowledgeable”. The servant leader is also more concerned with the “have-nots” and recognizes them as equal Greenleaf, (1996).

The leaders in leading organizations are to be the steward (servant) of the vision of the organization and not a servant of the people within the organization. Leaders in learning organizations clarify and nurture the vision and consider it to be greater than one-self. The leader aligns themselves or their vision with others in the organization or community at large. These process leadership theories and others that have emerged often suggest that the work of leaders is to contribute to the well-being of others with a focus on some form of social responsibility. There appears to be a clear evolution in the study of leadership.

Leadership theory has moved from birth traits and rights, to acquired traits and styles, to situational and relationship types of leadership, to the function of groups and group processes and, currently, to the interaction of the group members with an emphasis on personal and organizational function of groups and group processes and, currently, to the interaction of the group members with an emphasis on personal and organizational moral improvements Yammarino, (1999).

Transactional Theory

The leadership theories, by the late 1970s and early 1980s, activated to diverge from the specific perspectives of the leader, leadership context and the follower and toward practices that concentrated further on the exchanges between the followers and leaders. The transactional leadership was described as that in which leader-follower associations were grounded upon a series of agreements between followers and leaders House and Shamir, (1993). The transactional

theory was “based on reciprocity where leaders not only influence followers but are under their influence as well”. Some studies revealed that transactional leadership show a discrepancy with regard to the level of leaders’ action and the nature of the relations with the followers.

Bass and Avolio (1994) observed transactional leadership “as a type of contingent-reward leadership that had active and positive exchange between leaders and followers whereby followers were rewarded or recognized for accomplishing agreed upon objectives”. From the leader, these rewards might implicate gratitude for merit increases, bonuses and work achievement. For good work, positive support could be exchanged, merit pay for promotions, increased performance and cooperation for collegiality. The leaders could instead focus on errors, avoid responses and delay decisions. This attitude is stated as the “management-by-exception” and could be categorized as passive or active transactions. The difference between these two types of transactions is predicated on the timing of the leader’s involvement. In the active form, the leader continuously monitors performance and attempts to intervene proactively Avolio and Bass, (1997).

Transformational Theory

Transformational leadership distinguishes itself from the rest of the previous and contemporary theories, on the basis of its alignment to a greater good as it entails involvement of the followers in processes or activities related to personal factor towards the organization and a course that will yield certain superior social dividend. The transformational leaders raise the motivation and morality of both the follower and the leader House and Shamir, (1993). It is considered that the transformational leaders “engage in interactions with followers based on common values, beliefs and goals”. This impacts the performance leading to the attainment of goal.

As per Bass, transformational leader, “attempts to induce followers to reorder their needs by transcending self-interests and strive for higher order needs”. This theory conforms the Maslow (1954) higher order needs theory. Transformational leadership is a course that changes and approach targets on beliefs, values and attitudes that enlighten leaders’ practices and the capacity to lead change.

The literature suggests that followers and leaders set aside personal interests for the benefit of the group. The leader is then asked to focus on followers’ needs and input in order to transform everyone into a leader by empowering and motivating them House and Aditya, (1997). Emphasis

from the previously defined leadership theories, the ethical extents of leadership further differentiate the transformational leadership.

The transformational leaders are considered by their capability to identify the need for change, gain the agreement and commitment of others, create a vision that guides change and embed the change MacGregor (2003). These types of leaders treat subordinates individually and pursue to develop their consciousness, morals and skills by providing significance to their work and challenge. These leaders produce an appearance of convincing and encouraged vision of the future. They are “visionary leaders who seek to appeal to their followers’ better nature and move them toward higher and more universal needs and purposes” MacGregor, (2003).

2.1.3 Types of Leadership Styles

Research has identified a variety of leadership styles based on the number of followers. The most appropriate leadership style depends on the function of the leader, the followers and the situation. Some leaders cannot work comfortably with a high degree of followers’ participation in decision making. Some employers lack the ability or the desire to assume responsibility. Furthermore, the specific situation helps determine the most effective style of interactions. Sometimes leaders must handle problems that require immediate solutions without consulting followers. To be an effective leader, it is necessary to possess a management approach that aligns with our own personality, team, and organizational objectives. Whether hiring for a top position or gunning for one oneself, it’s important to understand common leadership styles, how they affect day-to-day management of the organization, and what they can do to make the most of humans’ attributes today to develop into a stronger leader tomorrow. By reviewing different literature, the researcher identified six types of leadership styles.

Transformational Leadership

The difference between transformational and transactional leadership lies in the way of motivating others. A transformational leader’s behavior originates in the personal values and beliefs of the leader and motivates subordinates to do more than expected (Bass, 1985). Burns (1978), identified transformational leadership as a process where, “one or more persons engage

with others in such a way that leaders and followers raise one another to higher levels of motivation and morality”.

For transformational leadership style, the follower feels trust, admiration, loyalty and respect towards the leader, and is motivated to do more than what was originally expected to do Bass, 1985; Katz & Kahn, (1978) as cited in (Timothy C.et.al, 2011). The transformational leader motivates by making follower more aware of the importance of task outcomes, inducing them to transcend their own self-interest for the sake of the organization or team and activating their higher-order needs. He encourages followers to think critically and seek new ways to approach their jobs, resulting in intellectual stimulation (Bass et al., 1994). As a result, there is an increase in their level of performance, satisfaction, and commitment to the goals of their organization (Podsakoff et al, 1996).

Bass (1990), proposed four behaviors or components of transformational leadership to include charisma, inspirational motivation, intellectual stimulation, and individual consideration.

Charisma, or idealized influence or attributes, is characterized by vision and a sense of mission, instilling pride in and among the group, and gaining respect and trust (Humphreys & Einstein, 2003) as cited in (Timothy C.et.al, 2011). Charismatic behaviour also induces followers to go beyond self-interest for the good of the group, providing reassurance that obstacles will be overcome, and promoting confidence in the achievement and execution influence (Conger and Kanungo, 1998; Howell and Frost, 1989) and followers place an inordinate amount of confidence and trust in charismatic leaders (Howell and Avolio, 1992).

Inspirational motivation is usually a companion of charisma and is concerned with a leader setting higher standards, thus becoming a sign of reference. Bass (1985), points out followers look up to their inspirational leader as one providing emotional appeal to increase awareness and understanding of mutually desirable goals. This is characterized by the communication of high expectations, using symbols to focus efforts, and expressing important purpose in simple ways. The leader always behaves talking optimistically about the future, articulating a compelling vision for the future and providing an exciting image of organizational change (Bass and Avolio, 1994). The motivation occurs by providing meaning and challenge to the followers” work; individual and team spirit are aroused and. enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, for the organization and themselves (Bass et al, 1997).

Intellectual stimulation provides followers with challenging new ideas and encourages them to break away from the old ways of thinking (Bass, 1985). The leader is characterized as one promoting intelligence, rationality, logical thinking, and careful problem solving. The attributes include seeking differing perspectives when solving problems, suggesting new ways of examining how to complete assignments and encouraging re-thinking of ideas that have not been questioned in the past (Bass and Avolio, 1994). The leader encourages the followers to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.

Furthermore, the fourth dimension of transformational leadership is “individual consideration” which is concerned with developing followers by coaching and mentoring (Bass, 1985; Bass & Avolio, 1990). The leader pays close attention to the inter-individual differences among the followers and act as mentor to the follower. He teaches and helps others develop their strengths, and listens attentively to otheřs concerns (Bass and Avolio, 1994). Followers are treated individually in order to raise their levels of maturity and to enhance effective ways of addressing their goals and challenges (Bass, 1985). A transformational leadership style inspires employees to strive beyond required expectations to work toward a shared vision, whereas transactional leadership focuses more on extrinsic motivation for the performance of specific job tasks. Learning to balance these styles can help leaders reach their full potential. A transformational leadership style inspires employees to strive beyond required expectations to work toward a shared vision, whereas transactional leadership focuses more on extrinsic motivation for the performance of specific job tasks. Learning to balance these styles can help leaders reach their full potential.

Laissez-faire Leadership Style

Laissez-faire leadership gives authority to employees. Departments or subordinates are allowed to work as they choose with minimal or no interference (Igbaekemen and Odivwri, 2015).

Laissez-faire leaders are characterized as uninvolved with their followers and members; in fact, laissez-faire leadership is an absence of leadership style. Leaders of this style make no policies or group-related decisions. Instead, group members are responsible for all goals, decisions, and problem solving. Laissez-faire leaders have very little to no authority within their group organization.

The functions of laissez-faire leadership include trusting their members or followers to make appropriate decisions and bringing in highly trained and reliable members into the group or organization. The roles of laissez-faire followers include self-monitoring, problem solving, and producing successful end products. Laissez-faire leaders are most successful in environments with highly trained and self-directed followers.

Laissez-faire leadership is appropriate in particular settings such as science laboratories or established companies with long-term employees. Laissez-faire leadership is not suited to environments in which the members require feedback, direction, oversight, flexibility, or praise Gastil, (1994). A leadership style depends on the situation of the company like nature of the task, the culture, objectives, availability of resources and also the general environment. Different combinations of leadership styles are appropriate depending on factors such as skill and experience, locus of control, task structure and team dynamics McShane and et al (2009).

Participative Leadership Style

A participative leader “believes in” people and relies on the functioning of a group or team to achieve results. Subordinates take part in the decision-making process, and decisions result from a group consensus. There are frequent meetings, and subordinates are listened to by the leader. The style tends to foster responsibility, flexibility, and high morale. Because staff are engaged in decision making and planning, there is a tendency for them to be more realistic about what is and is not possible. The participative leader considers close supervision unnecessary after trust has been established, and negative feedback is offered sparingly. Participative leadership is more common in Europe and is sometimes required by law (as in northern Europe, especially Germany). A variant of Participative leadership with cultural overtones is common in Japan as well as some other Asian countries (Mgbeze, 2014).

According to Nwachukwu (1988) believed that participative leadership is the best style of leadership in managing an organization system of any type. And people will react favorably to it in organization by increased productivity, lower unit cost, and good morale and improved labor management relation. According to Nwachukwu (1988) as cited in Abeh Ukaidi(2016),and the worst style of leadership is autocratic and authoritarian leadership style which gives rise to high labor management conflicts.

Supportive leadership style

Supportive leaders should exist within the organization, and when leader's set vibrant high performance organizational culture through interpersonal relation, dialogues and transparency. Leaders should adopt effective communication pattern to produce enthusiasm and foster an atmosphere of confidence within the organization (Abek Ukaidi, 2016).

Instrumental Leadership Style

Instrumental leaders are called Bureaucratic leaders and create, and rely on, policy to meet organizational goals. Policies drive execution, strategy, objectives and outcomes. Instrumental leaders are most comfortable relying on a stated policy in order to convince followers to get on board. In doing so they send a very direct message that policy dictates direction. Instrumental leaders are usually strongly committed to procedures and processes instead of people, and as a result they may appear aloof and highly change adverse. The specific problem or problems associated with using policies to lead are not always obvious until the damage is done. The danger here is that leadership's greatest benefits, motivating and developing people, are ignored by bureaucratic leaders (Michael, 2010). Because leadership has a varying meanings and definitions, no one has understood which leadership style is appropriate. The only possible way is to apply any of them in any organizations and match the task readiness with the situations. Only does situations and the leadership style determine which ones are appropriate. This indicates that human behavior is not static. With this concept, the researcher selected and tested only the six of the leadership styles and recommended to be insightful as to what and when to apply to their organizations.

2.1.4 Project Success

Project success is an intensively discussed topic in the project management field (Basten et al., 2011). Traditionally, the scope, cost, and time of the iron triangle are considered key components for the measurement of PS (PMI, 2013). Whereas, the PS evaluation also encompasses additional factors including product acceptance from the customer, stakeholder, commercialization, and future project opportunity (Rodney, 2014). Baccarini (1999) considered that PS is related to the outcomes of a project, such as information system or research and development products, and project management success refers to the process and performance of

the project in terms of cost, time, and quality (Baccarini, 1999). DeLone and McLean defined the success of an information system (IT) as PS, in contrast to the success of the project management as cited by Petter et al. (2013).

Though there is no mutual consensus among the researcher on PS criteria in the project management literature, the work by Khang and Moe (2008) and Ika et al. (2012) are comprehensive and relevant for developmental projects. Primarily, the work done by Raziq et al. (2018) and Oh et al. (2019) is more relevant to ISD projects. An investigation proposes the following as the PS determinants: the advantages the project brings to the project organization, key partners, the project team, customer satisfaction, the accomplishment of the objectives of the project organization, and marketing potential (Ika, 2015). Given the above-mentioned determinants, comprehensively, we can describe that PS involves the following factors: project completion within the scope, time, expense, quality, customer and stakeholder satisfaction, and the achievement of the goals and objectives of the project organization.

2.2 Empirical Literature Review

Research by Jiang (2014) disclosed that there is a positive relationship between leadership styles adopted by project managers and project success. According to Gorog (2013) project manager's leadership style has a considerable impact on both project delivery, project lifecycle and project success. Similarly, Bass (2010) opines that project manager's leadership style positively contribute to team work, performance, members satisfaction, perceived effectiveness of the leader and enhance project success. For instance, although Kissi, et al. (2013) found transformational leadership behavior of portfolio managers to be positively related to project performance, Keegan and Den Hartog (2004) found no significant relationship.

In addition, although Prabhakar (2005) established that project manager's switches leadership styles during project execution, no significant correlation was found on its impact on project performance. Further, literature search by Turner and Muller (2005) found inadequate coverage of the relationship between project manager's leadership style and project performance. Adamu et al. (2022) examined the impact of leadership style, trait and competences that an effective leader must have, when and how to apply them towards achieving project success. The study disclosed that leadership style has a positive impact on project success and that the style adopted by a project manager is influenced by various factors such as personal traits. Karjuki, J. T. (2018) examined the relationship

between project manager's leadership style and performance of water projects in Kenya. The results show that a significant relationship exist between project manager's leadership style and project time performance. In addition, the findings show that adoption of transformational leadership style leads to higher level of project performance.

Ali, H., et al. (2021) investigated the impact of transformational leadership (TL) style on project success (PS) in the indirect effect of serial mediation of team-building and teamwork quality (TWQ). The findings suggest that TL is associated with PS through serial mediation of team-building and teamwork. Therefore, it can be deduced from this researches that leadership style has impact on several variables such as individuals, team work and even the leader himself which invariably leads project success.

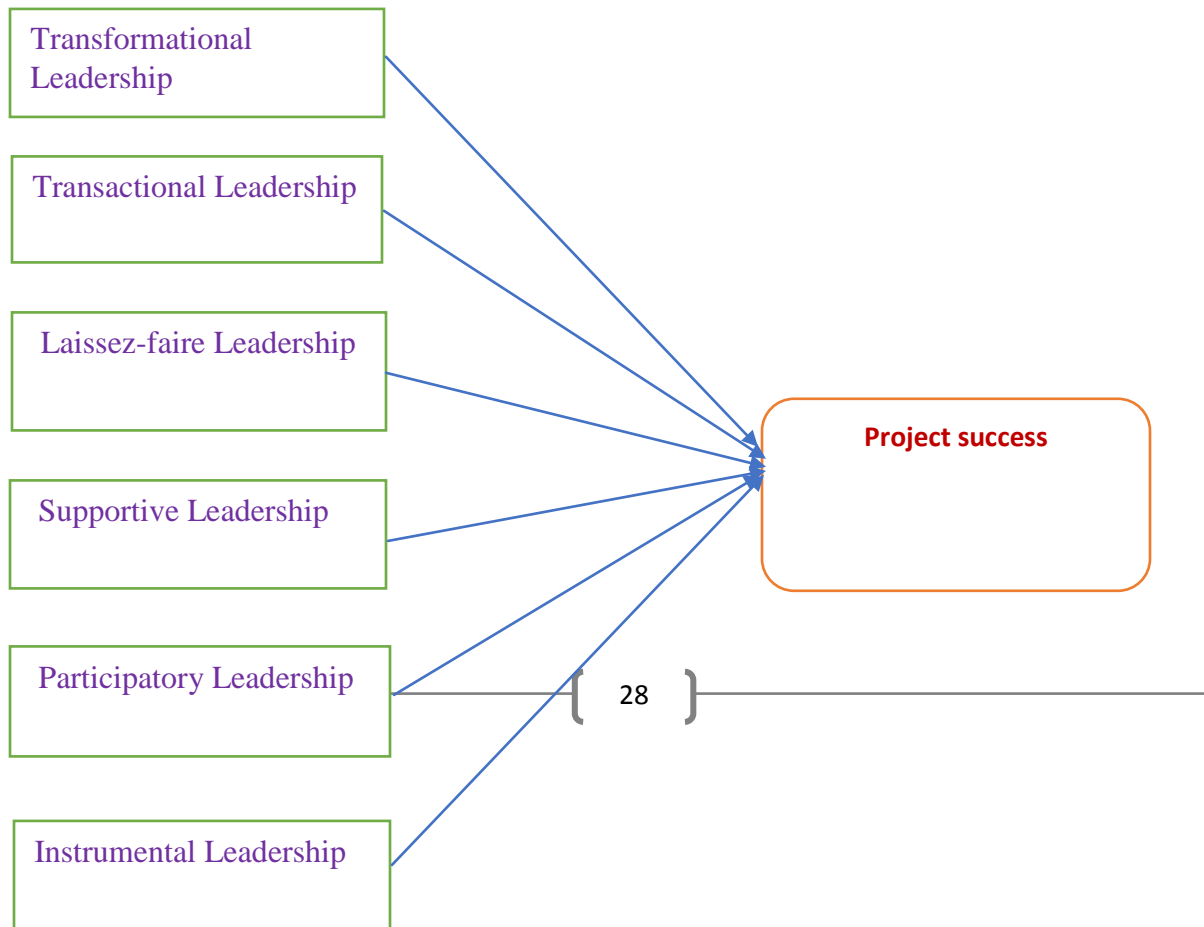
2.3 Conceptual Framework of the study

Based on a comprehensive review of relevant literature and empirical studies, the following conceptual framework was developed.

Figure 2.1 Conceptual Framework

Independent variable

Dependent variable



Source: Various Reviewed Literatures

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the major issues related to the research methodology deployed for this particular study and accordingly, the research approach, the research design, the target population, the sample size determination formula, the data sources, the data collection instruments, the measurements of variables and the data analysis methods of the study had presented under this section of the study.

3.1. Research Approach

In research, what determines the research approach to be followed is the nature of the data to be deployed in a particular study. As this study employed quantitative data types, thus the appropriate research approach to be employed is a quantitative one. Accordingly, the quantitative research approach was used for analyzing the primary data gathered through structured leadership questionnaire.

3.2. Research Design

The research design to be deployed is determined by the purpose of a particular study itself. The purpose of this study was to examine the Effect of leadership style on project success in the case of the selected organizations in Ethiopia. Accordingly, based on the specific research objectives of the study, attempts were made to examine the impact of Transformational, Transactional, Laissez-Faire, Supportive, Participative and Instrumental leadership styles on project success.

The researcher selected these leadership styles, among other things, because of his long experience working on projects and without awareness, employees are seen practicing the styles. These practices have been reflected during meetings, performing their tasks and during their interactions among themselves. These situations tantalized me to test them in a formal study. Therefore, in order to answer the specific objectives of the study both descriptive and explanatory research designs were employed in this study.

3.3 Population of the study

Different participants from governmental and non-profit charitable organizations which are located in Addis Ababa were intentionally selected. The organizations have long-term experience in project design and are high in scope and accessibility. The potential of these organizations are thought to contribute a lot to other organizations. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys. As the study is purposive, it was thought that researcher identified with judgment the project leaders and project experts with the help of employees in charge of working in each of the case organizations. The experts then identified those whom they think have sufficient knowledge on the features of projects. It is useful to know how much the leadership skills and character of the project leaders and other project professionals of these organizations are contributing to the implementation of other projects. The names of these organizations are listed as follows. The Ethiopian Electric Power Agency, Addis Ababa Road Authority, Addis Ababa City Beauty and Cemetery Agency, Ethiopian Industries Development Corporation, Christian Relief and Development Association from the Consortium of Christian Relief and Development Association, and Children and Family Organization of the Ethiopian Orthodox Tewahedo Church. Therefore, the study population of this particular study is employees of the above-mentioned organizations who are currently working in projects under these organizations. The researcher with his previous knowledge on these organization, believed that they could be sufficient to represent other project based organization so that the results obtained would imply the leadership styles of people working in other institutions. The people who filled out the questionnaires were different according to the number of experts of the organization. From point of purposive method of sampling, the researcher together with pertinent

project experts of these organizations discussed and reached consensus to select 160 project experts who know the project work very well. With this understanding, the experts distributed the questionnaires to each of the project experts and project leaders of these organizations. Out of the 160 questionnaires, however, only 143 of them were completed and returned.

Because the prime intention of the researcher is to scrutinize and recommend the types of leadership practices most commonly used, he has not put his effort on each of the case organizations.

3.4 Sampling Technique and Sample Size Determination

The sample size and sampling techniques play a great role for the accuracy and validity of the information gathered. In purposive sampling, it is good to set out to identify members of the population who are likely to possess certain characteristics or experiences (and to be willing to share them with the researcher). In this way, purposive sampling method was used to select the individuals or cases that fit the study, focusing on a relatively small sample. The technique was deployed for this study. Accordingly, a total of 160 respondents were selected for this study by the researcher's judgment.

Therefore, the study employed a kind of non-probability sampling technique called purposive sampling technique to select sample respondents from each selected organization. The total number of employees both at managerial and subordinate level who are working at project activities during the study period was 1,560, for this reason the researcher draws 10% of the total targeted population in judgment. Accordingly, a total of 160 respondents were selected from the leaders and subordinate, for this study by the researcher's judgment. The rationale for incorporating respondents both from managerial and subordinate level is that a data sourced from project management may lead to biased outcome as leaders tend to favor for their side since leadership is their major task. Thus so as to come up with balanced and reliable findings the researcher preferred to incorporate respondents both from managerial and subordinate level.

3.4 Source of data and data type

The data used in the study was cross-sectional quantitative data sourced from primary sources. Therefore, primary data with quantitative ³¹cross-sectional nature was deployed for the study. In

addition to the sources of secondary data, the researcher was tried to refer different books, published and unpublished documents, magazines, bulletins, annual reports, journals, articles and research papers, etc.

3.5 Instruments of Data Collection

To obtain primary data from the respective respondents pertaining to the issues under investigation, researchers can use different data collection tools/instruments. Accordingly, the study was used multifactor leadership survey questionnaire (MLQ), which was on analyzing the impact of leadership style on project success, the data collection instrument was mainly based, initially designed based on previous studies by Bass (1990) and House et al. (1997). Besides, the researcher a little bit modified and adapted the questionnaire for the study. Thus, the questionnaire was organized into three sections; demographic variables, leadership style factors and the extent to which leadership style affect project success. And the questionnaire holds 55 items/questions on the questionnaire using a five-point Likert scale. The Likert scale was used whereby the respondents were asked to rate a particular issue on a scale that ranged from strongly disagree to strongly agree. The rating scale had an even number of choices ranging from a scale of one to five. The scales used in the questionnaire were based on a 5-point Likert scale (with 1= strongly disagree, 2= disagree, 3= Neutral, 4=agree, 5= strongly agree) for each close-ended question.

The physical questionnaires were administered to the supervisor and non-supervisor employees in their office (Annex-A & Annex-B'), whereby questionnaires were handed over to respondents for self-completion and returned to the researcher on scheduled period. Their participation was voluntary and completely anonymous. It took approximately 15 to 30 minutes to complete the questionnaires and the data for the research was gathered over a three-week period.

3.6 Methods and Techniques of Data Analysis

After the collection of the required raw data, a quantitative method of data analysis which transforms raw data in to interpretable date was employed. Data obtained was analyzed using descriptive statistics such as frequencies of response, percentages, ANOVA, correlation analysis techniques. In order to examine the magnitude and direction of the effect of the explanatory variables on the dependent variable regression-based analysis with ordinary leas-square

technique (OLS) was also applied in the study. The data was analyzed with the use of SPSS Version 24.

3.8. Research Reliability and Validity

3.8.1 Reliability Test

Prior the use of the data collection instrument in a study it is important to test its reliability. A measurement one is going to deploy in research to be said sound it must pass the tests of validity, reliability, and practicality (Kothari, 2004). Reliability refers to the level of ability of the data collection instrument in providing consistent result on repeated trials in different places and time. Internal consistency or reliability is a measure of consistency between different items of the same construct and Cronbachs alpha coefficient is a widely used measure of reliability was designed by Lee Cronbach in 1951 (Bhattacharjee, 2012). In this regard a measurement with alpha coefficient value between **0.8** and **0.95** can be considered to have very good internal consistency, with alpha coefficient value between **0.7** and **0.8** are considered to have good reliability while alpha coefficient value between **0.6** and **0.7** represent fair level of reliability (Zikmund, Babin and Griffin, 2010).

Therefore, in order to assure the accuracy and reliability of the study findings the most commonly used method of reliability test called Cronbach's Alpha coefficient was deployed in this study. The result in the table 3.5 below indicates the test conducted to demonstrate the reliability of the measurements used in this particular study. Accordingly, the Cronbach's Alpha coefficient was registered to be above 70 for all factors in the questionnaire attesting the high internal consistency among the items and the higher degree of reliability of the measure deployed.

Table: 3.5 Reliability Test Result

Factors	Cronbach's Alpha	N of Items
<i>Transformational Leadership Factor</i>	.958	20
<i>Transactional Leadership Factor</i>	.747	8

<i>Laissez-Faire Leadership Factors</i>	.938	8
<i>Participative leadership factors</i>	.890	4
<i>Supportive leadership factors</i>	.876	3
<i>Instrumental leadership factors</i>	.900	4
<i>Project Success</i>	.971	9

Source: own survey, 2022

3.8.2 Validity Test

The validity test help researchers measure the ability of the instrument to be deployed in a given study in measuring what is supposed to measure (Kothari, 2004). In order to assure the validity of the instrument in this study the researcher has been developed based on previous studies and review of related literature and standard questions in the related research area.

In addition, scholars with adequate research experience and expertise in the area of leadership management and organizational behavior research advisors' judgment were used to evaluate the content validity in this particular study.

3.9 Ethical Consideration

The information gathers from the respondents was used only for the purpose of this particular study and will never be passed for third party. Besides, the response of the respondents was used in this study at its original form without any manipulation. Respondents were kept anonymous and their personal information was also kept confidential.

CHAPTER FOUR

Result and Discussion

4.1. Introduction

This chapter presents the study findings, interpretation of the results and discussions made over the findings. The first section of the chapter presents the survey data of the demographic characteristics of the respondents. The second section of the chapter presents the finding and discussion of the descriptive statistics analysis while the third section deals with the presentation of the result and discussion of the inferential statistics analysis.

4.2. Questionnaire Response Rate

In this research a total of 160 questionnaires were distributed to the respondents and out of the total distributed questionnaires 143 (125 from non-leader staffs and 18 from leader) of them were received back properly filed. Thus, the response rate for this study is 80.3 percent which is adequate to come up with valid study findings.

4.3 Demographic Characteristics of Respondents

Analysis of the respondents' demographic information helps researchers understand the variation among the respondents in terms of the key demographic variables. Therefore, this section sought to present the demographic characteristics of the study respondents according to sex, age, marital status, educational background, job position and years of experience of the respondents.

4.3.1 Distribution of Respondents by Gender

Table 4.1 Sex of the respondents

		Frequency	Percent
Valid	Female	40	28.0
	Male	103	72.0
	Total	143	100.0

Source: own survey, 2022

The finding on the gender distribution of the respondents indicated that out of the total 143 respondents of the study male respondents take the 72.0 percent share while female respondents represent 28.0 percent of the total sample respondents. This confirms that male respondents were dominant over those female respondents. This reflects the fact that in developing countries the participation of females in professional works is less.

4.3.2 Distribution of Respondents by Age

Table 4.2 Age of the Respondents

		Frequency	Percent
Valid	18-30	20	14.0
	31-40	109	76.2
	41-50	14	9.8
	Total	143	100.0

Source: own survey, 2022

Concerning the age of the respondents as revealed in the table above the majority (76.2 percent) of the respondents fall in the age group between 31-40 years followed by those in the age group between 18 and 30 years with 14.0 percentage share. The remaining 9.8 percent of the respondents fell in the age range between 41 and 50 years.

It can be judged that the majority of the respondents about 90.2 percent are at the age range 18-40 years which is productive age. Therefore, the case organizations study has a large proportion of employees at the productive age that in turn help the organizations enhance its performance as employees at this age group are easily influenced by organizational leadership style.

4.3.3 Distribution of Respondents by Martial status

Table 4.3 Martial status Respondents

		Frequency	Percent
Valid	Married	112	78.3
	Single	31	21.7
	Total	143	100.0

Source: own survey, 2022

As depicted in table 4.3 about 78.3 percent of the sampled respondents are married while the remaining 21.7 percent of them are single. This shows that majority of the respondents of the organizations under study are married employees.

4.3.4 Distribution of Respondents by Educational Background

Table 4.4 Educational Background of the respondents

		Frequency	Percent
Valid	BA/BSc degree	62	43.4
	Master's degree and above	81	56.6
	Total	143	100.0

Source: own survey, 2022

Regarding the educational background of the respondents, 56.6 percent of the respondents are first degree holder while 43.4 percent of the respondents have second degree and above. From the result it can be seen that the majority of employees of the case organization are well educated. Therefore, if appropriate leadership style is practiced in the organizations, its employees are with a high potential to enhance the project success.

4.3.5 Distribution of Respondents by work experience

Table 4.5 Work experience of the respondents

		Frequency	Percent
Valid	3-5	34	23.8
	6-10	69	48.3
	11-15	38	26.6
	16 and above	2	1.4
	Total	143	100.0

Source: own survey, 2022

As presented in the table above concerning the respondents work experience the study finding revealed that the majority (48.3 percent) of the sampled respondents were with 6-10 years of work experience, followed by those with 11-15 years and 3-5 years of work experience having 26.6 and 23.8 percentage share, respectively. The remaining 1.4 percent of the respondents has above 16 years work experience. This shows that the majority of the respondents are at least with 6 years of work experience. This implies that a significant proportion of the employees of the case organizations are well experienced enough to enhancing the project success of the organization if the right leadership style is implemented. However, employees who had service below three years do not incorporate in this study due to newly entered employees may lack exposure in the case organizations' operational affairs and leadership orientation.

4.3.6 Distribution of Respondents by job position

Table 4.6 Job position of the respondents

		Frequency	Percent
Valid	Subordinate	125	87.4
	Leaders	18	12.6
	Total	143	100.0

Source: own survey, 2022

Table 4.6 above depicted that 87.4 percent of the respondents are subordinate employees while the remaining 12.6 percent of the sampled respondents are leaders in position. The result shows that the majority of the respondents are subordinate employees. It is in line with the reality that the majority staff members of an organization should be the subordinates who run the organizational operation.

4.3. Descriptive Statistics Analysis

In order to understand the respondents' perception towards the practice of the various leadership styles and project success of the organizations under study, various statements were presented to measure the respondents' perception on the practice of the various leadership styles and the level

of project success of the case organizations. Accordingly, each statement under every leadership style and organization performance or the variables was subjected to the five Likert's scale of measurement. Here, in the Likert's five scale measurement, each statement under a variable is scaled from 1-5, thus 1 represent the respondent's perception of a statement as very disagree, 2 stands for disagree, 3 for neutral, 4 for agree and 5 for very agree of the particular statements. The mean value of the respondents rating for each statement under a variable will be taken as the respondents' perception of a variable i.e., of the practice of the various leadership styles and organization performance and the level of organization performance. Therefore, the interpretation of the mean value for each variable is as follows; **1.00-1.80**= very disagree, **1.80-2.60**= disagree, **2.60-3.40**=neutral, **3.40-4.20**= agree, and **4.20-5.00**= very agree.

As the sample was taken from both subordinate and leaders' staff of the organizations in order to understand the variation or the discrepancy between the perception of the two groups towards the level of the practice of the various leadership styles and the level of project success of case organizations, the descriptive analysis was done separately for the two groups. The rational for doing so was that as we are undertaking an examination the impact of the level of the practice of the various leadership styles and the ultimate impact on the overall project success it is expected to have some variation between the perception of the subordinate respondents and leaders' respondents in this regard. Because leaders usually tend to favor for themselves as they are the main actors in practicing the various leadership styles. Therefore, in order to trace the discrepancy in the perception of the two groups it is important to do the descriptive analysis separately. The finding of the descriptive analysis helps to understand to what level the various leadership styles are being practiced in case organizations as well as to identify the most the dominantly practiced leadership styles in the organizations under study.

In order to measure the level of the practice of the six types of leadership styles included as independent variables in this study and the outcome of leadership, project success, under each variable, various statements that describes the characteristics of each particular variables were presented to the respondents to be rate that particular variable based on the statements under each construct. Accordingly, the average result of all statements under a variable will represent the perception of the respondents to wards that variable.

4.3.1 The practice of the various Leadership Styles and Project success

Table 4.7 Leadership Styles and Project success in the view of subordinates

Factors	N	Mean	Std. Deviation
Transformational Leadership Style	125	3.65	.834
Transactional Leadership Style	125	3.35	.630
Laissez-faire Leadership Style	125	2.66	.981
Participative Leadership Style	125	3.60	.918
Supportive Leadership Style	125	3.56	.862
Instrumental Leadership Style	125	3.39	.924
Project success	125	3.56	1.010

Source: own survey, 2022

Table 4.7 presents the overall mean value of the perception of subordinate respondents towards the practice of the various leadership styles in the case organizations and the level project success as evaluated against the various statements under each variable. Accordingly, the result in the table mentioned indicates that among the six leadership styles Transformational Leadership Style, Participative Leadership Style and Supportive Leadership Style are rated by the subordinate respondents as goodly practiced with the overall mean score of 3.65 (Std. Deviation = .834), 3.60 (Std. Deviation = .918) and 3.56 (Std. Deviation = .862), respectively. In the other hand Instrumental Leadership Style, Transactional Leadership Style and Laissez-faire Leadership Style were rated as moderately practiced leadership styles in the organization with the overall mean score of 3.39 (Std. Deviation = .924), 3.35 (Std. Deviation = .630) and 2.66 (Std. Deviation = .981), respectively. The result in overall indicates that as judged by subordinate respondents Transformational Leadership Style, Participative Leadership Style and Supportive Leadership Style are the three most dominantly practice leadership styles in the case organizations, respectively. Whereas Laissez-faire Leadership Style, Transactional Leadership Style and Instrumental Leadership Style are the three less practiced leadership styles, respectively. Moreover, Transformational Leadership Style is identified as the most dominantly practiced leadership style while Laissez-faire Leadership Style is identified as the most less practiced as perceived subordinate respondents.

In addition, in overall project success of the organization was rated as good by subordinate respondents with aggregated mean score of 3.56 (Std. Deviation =1.010). This implies that the

current project success the case organization is good. However, yet there is a need for further efforts towards bringing the project success to the level very good as the ultimate goal of every business firm is to win the competitive business environment through the level of project success.

Table 4.8 Leadership Styles and Project success in the view of Leaders

Factors	N	Mean	Std. Deviation
Transformational Leadership Style	18	3.88	.870
Transactional Leadership Style	18	3.42	.836
Laissez-faire Leadership Style	18	1.84	.608
Participative Leadership Style	18	3.92	1.131
Supportive Leadership Style	18	3.95	1.031
Instrumental Leadership Style	18	3.78	1.11
Project success	18	4.01	.708

Source: own survey, 2022

Table 4.8 presents the overall mean value of the perception of leaders' respondents towards the practice of the various leadership styles in the case Organization and the level project success as evaluated against the various statements under each variable. As indicated in the table referred above the finding shows that as evaluated by leader respondents Supportive Leadership Style, Participative Leadership Style, Transformational Leadership Style and Instrumental Leadership Style are the well-practiced leadership styles in the case organization with the overall mean score of 3.95 (Std. Deviation =1. 031), 3.92 (Std. Deviation =1. 131), 3.88 (Std. Deviation =.870) and 3.78 (Std. Deviation =.708), respectively. In other hand Laissez-faire Leadership Style was rated as moderately practice leadership style in the case organization as perceived by leader respondents. From the result it is confirmed that unlike the subordinate respondents' perception, for leader respondents Supportive Leadership Style is the most dominantly practiced leadership style in the case organization followed by Participative Leadership Style, Transformational Leadership Style and Instrumental Leadership Style, respectively. Although the mean score that the Laissez-faire Leadership Style got from the leader respondents is less as compared with that of it got from subordinate respondents, it is judged as moderately practiced leadership style in the case organization which is consistent with the result of the subordinates' respondent perception.

In addition, project success of the organization was rated in aggregate as good by leader respondents with mean score value of 4.01 (Std. Deviation =.708) confirming the organization is performing well currently.

In general, some discrepancy was observed between the perception of the subordinate and leader respondents towards the practice of the various leadership styles and project success. Transformational Leadership Style, Participative Leadership Style and Supportive Leadership Style were the three most dominantly practice leadership styles in the case Organization, while Laissez-faire Leadership Style, Transactional Leadership Style and Instrumental Leadership Style are the three moderately practiced leadership styles in the subordinate respondent's view. However, leader respondents rated all the leadership style except as most dominantly practiced leadership style being practiced leadership style in the case organization except Laissez-faire Leadership Style which is rated as moderately practiced leadership style. This implies Transactional Leadership Style and Instrumental Leadership Style are considered as goodly practiced leadership style by leader respondents while they are judged as moderately practiced leadership style by subordinates' respondents. Moreover, the mean score of Supportive Leadership Style, Participative Leadership Style, Transformational Leadership Style and Instrumental Leadership Style is high as evaluated by leader respondents as compared with that of subordinates. This shows that leaders' biasedness towards the rating these variables due to they are evaluating themselves. Similarly Laissez-faire Leadership Style mean score as rated by leaders was low as compared with that of subordinates attesting the biasness of the leader respondents in this regard.

4.4 Inferential Analysis

Unlike descriptive statistics help researchers to infer about the total population based on sample data. Here correlation analysis is used to examine the type and strength of association between the variables deployed while regression analysis is applied to investigate the impact of the explanatory variables namely; Transformational Leadership Style, Transactional Leadership Style, Laissez-faire Leadership Style, Participative Leadership Style, Supportive Leadership Style and Instrumental Leadership Style on the dependent variable called project success.

4.4.1 Correlation Analysis

Correlation analysis was conducted to understand the direction and magnitude of the association that exists between the variables included in the regression model. Therefore, in this section of the study correlation analysis between the dependent variables and the dependent variables was done using Pearson correlation analysis technique.

Table 4.9 Correlation Analysis

		TRANS	TRANSA	LAIZZES	PARTICI	SUPPO	INSTRU	PS
TRANS	Pearson Correlation	1						
TRANSA	Pearson Correlation	.582**	1					
LAIZZES	Pearson Correlation	-.088	.344**	1				
PARTICI	Pearson Correlation	.784**	.494**	.009	1			
SUPPO	Pearson Correlation	.813**	.407**	-.133	.690**	1		
INSTRU	Pearson Correlation	.780**	.550**	.020	.701**	.640**	1	
PS	Pearson Correlation	.843**	.441**	-.182*	.786**	.808**	.677**	1

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

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

Source: own survey, 2022

As presented in the table 4.9 above, the correlation analysis matrix finding revealed that there exists significant positive correlation between the dependent variable (Project success) all the dependent variables except Laissez-faire Leadership Style which shows negative association with Project success. Meaning, almost all hypotheses sign of study satisfied except laissez-faire leadership hypostasized sign.

Accordingly, Transformational Leadership Style, Supportive Leadership Style, Participative Leadership Style and Instrumental Leadership Style were confirmed to have strong and positive association with project success at 1 percent significant level (with correlation coefficient $r = .843$, $r = .808$, $r = .786$ and $r = .677$). In the other hand, Transactional Leadership Style has exhibited moderate and

PS= Project success

TRNSLS= Transformational leadership styles

TRANSALS= Transactional leadership styles

LAISSEZFLS= Laissez-Faire Leadership styles

PARTLS= Participative leadership styles

SUPPORTLS= Supportive leadership style

INSTRULS= Instrumental I leadership style

β_0 , represents the constant term, which denote project success that is independent of the respective leadership styles, β_1 , β_2 , β_3 , β_4 , β_5 and β_6 are elasticity coefficients denoting the impact of the respective leadership behaviors on project success. The sign ϵ is a random variable (error term) introduced to accommodate impact of other factors that affect project success within or outside the leadership behaviors that are not included in the model. Besides, the diagnosis test result and the result of the regression analysis was presented below as follows;

4.4.2.1 Diagnosis Test Result

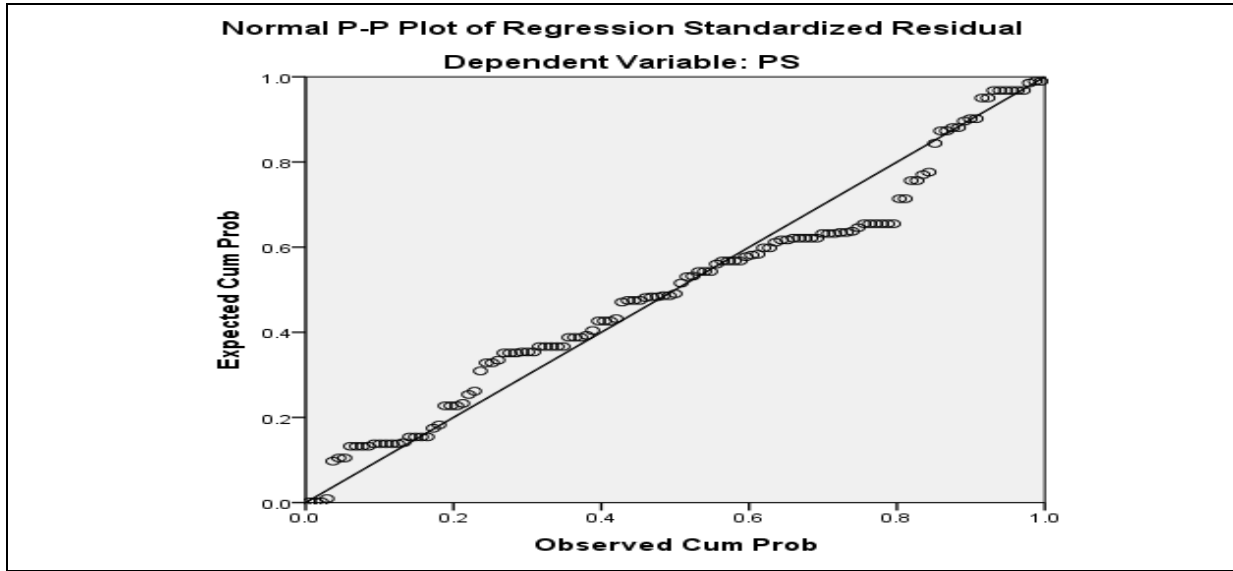
In order to apply the ordinary least square (OLS) technique in regression analysis, the data to be deployed need to fulfill the five assumptions of OLS. The violation of one of these assumptions may lead to spurious regression result. Therefore, the diagnosis tests were performed aiming to avoid invalid regression results. The diagnosis tests result revealed that the model has passed all the tests i.e., heteroscedasticity, Multicollinearity, linearity and normality. As serial correlation is not a threat for cross-sectional data it was omitted.

i. Linearity

In order to apply a multiple regression with ordinary least square (OLS) the relationship that exists between the dependent variable the independent variable need to be linear. In this study among the various methods of testing linearity scatter plot diagram with line of fit was applied to see whether the relationship is linear.

The result of scatter plot diagram with line of fit confirmed that a linear relationship existed between the dependent variable and those independent variables.

Figure 4.1: Test of Linearity

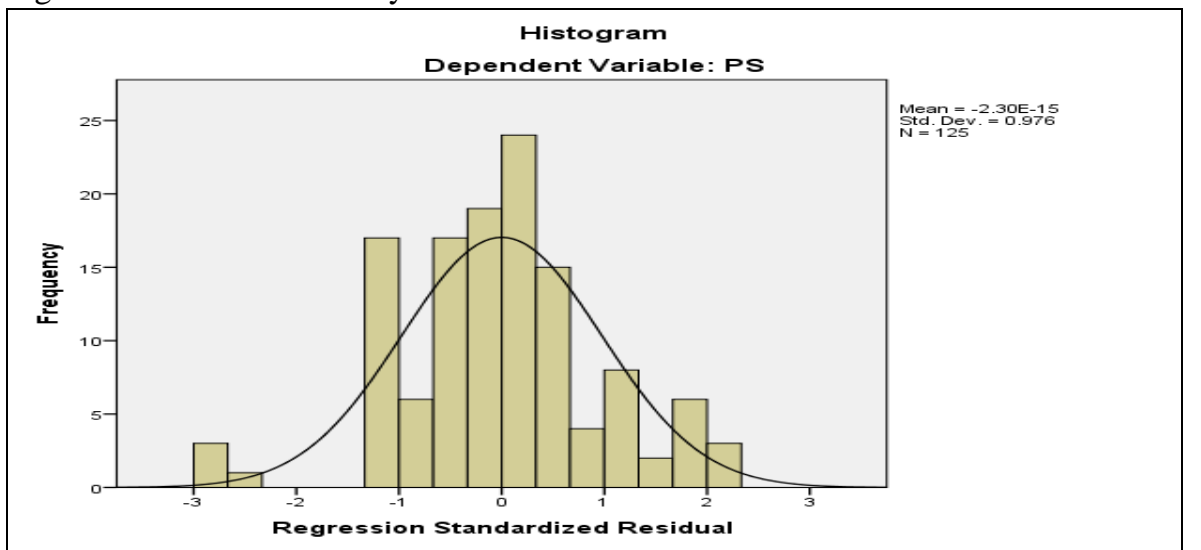


Source: own Survey Data Analysis Output

ii. Normality

One of the assumptions in multiple regression analysis with ordinary least square (OLS) method is that the sample data is obtained from normally distributed population. This implies that errors are normally distributed, and that a plot of the values of the residuals will approximate a normal curve (Keith, 2006). In this study histogram of the standardized residuals was used to test normality of data.

Figure 4.2 Test of Normality



Source: own Survey Data Analysis Output

As it can be seen in the histogram above the data deployed for this study was sourced from normally distributed population, confirming it fulfilled the assumption of normality.

iii. Multicollinearity

The problem of Multicollinearity occurs when two or more variables giving rise of the same piece of information are included in the regression model. In other word, Multicollinearity is the result of unnecessary inclusion of related variables. A colinearity diagnostic test was conducted using the regression analysis. Variance inflation factor (VIF) is commonly used to detect Multicollinearity. In general, a VIF greater than 10 indicates a multicollinearity problem. An examination of VIF for variables in our model showed that multicollinearity was not a potential problem.

Table 4.10 Test of Multicollinearity

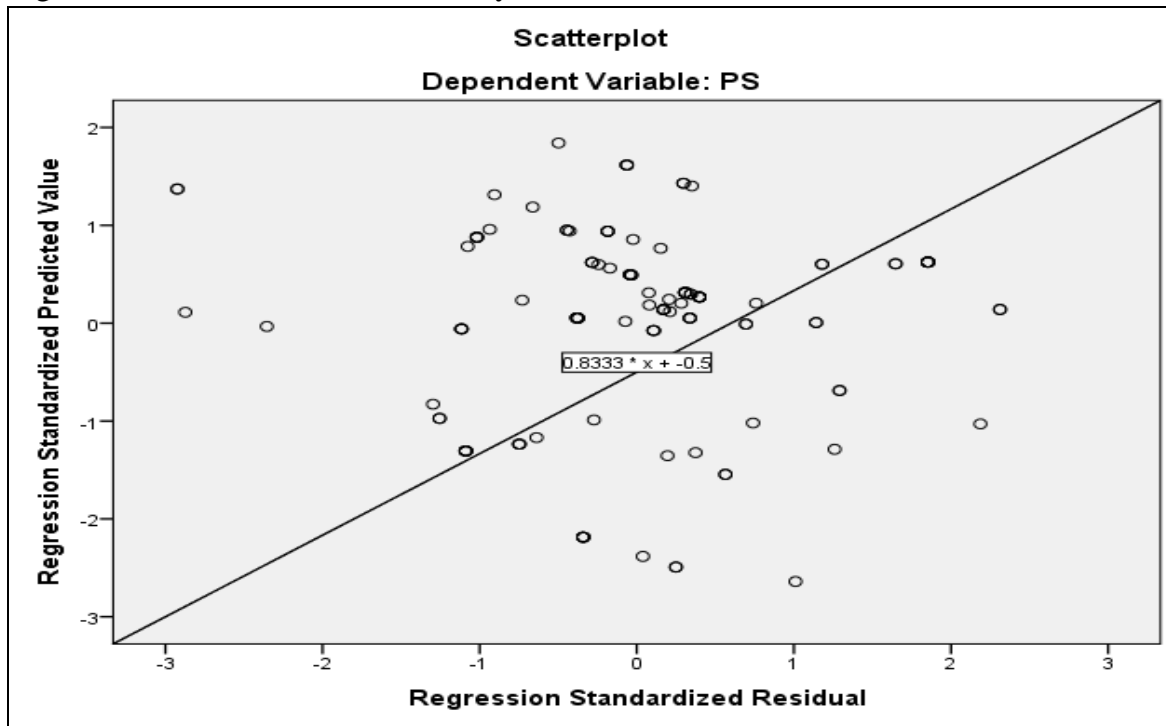
Model		Collinearity Statistics	
		Tolerance	VIF
	Transformational Leadership Style	.170	5.866
	Transactional Leadership Style	.489	2.045
	Laissez-faire Leadership Style	.745	1.343
	Participative Leadership Style	.352	2.841
	Supportive Leadership Style	.323	3.093
	Instrumental Leadership Style	.359	2.788

Source: own Survey Data Analysis Output

iv. Homoscedasticity

This assumption tells us that every disturbance has the same variance whose value is unknown, that is regardless of their size, the dispersion of the error term (disturbance) is the same. Whenever this assumption is violated, we will have the case of heteroscedasticity. Heteroscedasticity often occurs in cross sectional data.

Figure 4.3 Test of heteroscedasticity



Source: own Survey Data Analysis Output

As it can be seen in the Figure 4.3 above the standardized residuals are evenly distributed attesting that the data has no heteroscedasticity problem.

4.4.2.2 Regression Analysis Result

Multiple linear regressions with ordinary least square (OLS) method were applied to find out the impact of the explanatory variables on the dependent variable. Such technique is appropriate to make statements about how well one or more independent variables will predict the value of a dependent variable.

In the regression model, six independent variables namely; Transformational Leadership Style, Transactional Leadership Style, Laissez-faire Leadership Style, Participative Leadership Style, Supportive Leadership Style and Instrumental Leadership Style while project success were incorporated as dependent variable.

After the linear regression analysis, the adjusted R-squared value **.786** revealed that about 79 percent of the variation in the Project success ~~(48)~~ was due to the changes in the explanatory

variables. The result also indicates that, the remaining 21 percent of the variation in the dependent variable was due to other unobserved variables.

Table 4.11 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.893 ^a	.797	.786	.46662
a. Predictors: (Constant), INL, LFL, TRNSL, SPL, PTL, TRNFL				
b. Dependent Variable: PS				

Source: own Survey Data Analysis Output

According to the result from ANOVA, the regression model is also a good fit to the data as judged by the F test=77.036 (p-value= 0.000 <1 percent). This confirms that the independent variables included in the regression model are good in predicting the dependent variable and the model is also adequate for the intended analysis implying that the result occurred not by chance

Table 4.12 Analysis of variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	100.639	6	16.773	77.036	.000 ^b
	Residual	25.692	118	.218		
	Total	126.331	124			
a. Dependent Variable: PS						
b. Predictors: (Constant), INL, LFL, TRNSL, SPL, PTL, TRNFL						

Source: own Survey Data Analysis Output

For the coefficient of determination (R-square) value shows the overall predicting power of the independent variables on the dependent variable. In order to know the magnitude and the level of significance of the impact of each independent variable on the dependent variable, analyzing the elasticity coefficient or value of Beta coefficient was required. The regression coefficient explains the average amount of change in the dependent variable that occurred due to a unit of change in an independent variable and its direction. Therefore, the larger value of Beta coefficient indicates the larger impact of an independent variable on the dependent variable

while the smaller P-Value indicates the higher level of the significance of the impact of an independent variable on the dependent variable.

Here, OLS is applied and, hence the elasticity coefficients have been captured. Table 4.13 below presents the elasticity coefficients of the explanatory variables in the model adopted of an independent variable on the dependent variable.

The relative importance of the independent variables or the magnitude and the level of significance of the impact of each independent variable on dependent variable was explained by the un standardized Beta coefficients and its P-Values.

Table 4.13 Regression analysis result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.123	.255		-.482	.631
	TRNFL	.421	.122	.348	3.460	.001
	TRNSL	.012	.095	.007	.124	.902
	LFL	-.121	.050	-.117	-2.439	.016
	PTL	.337	.077	.306	4.379	.000
	SPL	.344	.085	.294	4.028	.000
	INL	.001	.076	.001	.014	.989

a. Dependent Variable: PS

Source: own Survey Data Analysis Output

The result of the regression analysis in the table 4.17 above revealed that Transformational Leadership style, Participative Leadership style and Supportive Leadership style have positive and statistically significant impact on Project success in the case Organization, while Laissez-faire Leadership Style has negative and statistically significant impact on Project success in the case Organizations. In the other hand Transactional Leadership style and Instrumental Leadership style found to have no statistically significant impact on Project success in the case Organizations.

In this regard Transformational Leadership style was found to has relatively high positive significant impact on the Project success at ~~(1 percent)~~ significant level and with beta coefficient value ($\beta=.421$). This implies that when other independent variables remain unchanged a unit

increase/improvement in Transformational Leadership style leads to .421-unit improvement on the Project success of the case Organizations. This finding is in agreement with the finding of (Al-Khajeh, 2018) and (Sofi, 2015) that Transformational Leadership style has positive and significant impact on Project success.

Next to Transformational Leadership style, Supportive Leadership style also confirmed to have statistically significant positive impact on Project success at 1 percent significant level with beta coefficient value ($\beta=.344$). The interpretation is that other things remain constant a unit increase or improvement in the Supportive Leadership style causes a .344-unit improvement on Project success. This finding is in agreement with the finding of (Al-Khajeh, 2018) indicated that Supportive Leadership style has positive and significant impact on Project success but not consistent with the finding of (Sofi, 2015) who found none significant impact of this leadership style on Project success.

Participative Leadership style was also found to have positive and statistically significant impact on Project success with beta coefficient value ($\beta=.337$) at 1 percent significant level. This implies that keeping other explanatory variable constant a unit increase in the Participative Leadership style resulted in .337 unit increase in Project success. This finding is also consistent with the finding of (Ibrahim and Daniel, 2019) that confirmed the positive significant impact of Participative Leadership style on Project success, but in disagreement with the finding of (Sofi, 2015) who found no significant impact of Participative Leadership style on Project success. Finally Laissez-faire Leadership Style has negative and statistically significant impact on Project success in the case Organization at 5 percent significant level with beta coefficient value ($\beta=-.122$). The interpretation is that other things remain constant a unit increase or improvement in the Laissez-faire Leadership style causes a -.122-unit fall on Project success.

In general, from the findings of the regression analysis one can understand that Transformational Leadership style is one of the most important factors in influencing Project success of the case Organizations followed by Supportive Leadership style while Participative Leadership style was the third important variable that positively influences the on-Project success. On the other hand, Laissez-faire Leadership Style was also found as an important factor in negatively influencing Project success of the case Organizations.

CHAPTER FIVE

Summary of Findings, Conclusion and Recommendation

Summary of the basic findings, conclusion drawn from the study finding and recommendations forwarded by the researcher are presented in this section of the study.

5.1. Summary of the Research Findings

The general objective of this study was to examine the impact of leadership style on project success in case of some selected governmental and non-governmental organizations. Therefore, the basic findings of the study were summarized and presented in this section of the study.

Descriptive statistics analysis was conducted aiming to identify assess the practice of the various leadership styles in the case Organization based on the perception of the subordinates and leaders respondents and to see the variation between the perception these two groups towards the practice of the various leadership styles in the case Organizations.

- Accordingly, the study finding revealed that among the six leadership styles as judged by subordinate respondents Transformational Leadership Style, Participative Leadership Style and Supportive Leadership Style are the three most dominantly practice leadership styles in the case Organization, respectively. Whereas Laissez-faire Leadership Style, Transactional Leadership Style and Instrumental Leadership Style are the three less practiced leadership styles, respectively.
 - Moreover, Transformational Leadership Style is identified as the most dominantly practiced leadership style while Laissez-faire Leadership Style is identified as the most less practiced as perceived subordinate respondents. The findings showed that transformational leadership style is apt to the modern ways of accomplishing projects. This is because the style focuses mostly on the integrity and trustworthiness of workers.
- the most

- Unlike the subordinate respondents' perception, for leader respondents Supportive Leadership Style is the most dominantly practiced leadership style in the case organization followed by Participative Leadership Style, Transformational Leadership Style and Instrumental Leadership Style, respectively.
- Although the mean score that the Laissez-faire Leadership Style got from the leader respondents is less as compared with that of it got from subordinate respondents, it is judged as moderately practiced leadership style in the case organizations which is consistent with the result of the subordinates' respondent perception.
- In addition project success of the organization was rated in aggregate as good both by subordinate and leader respondents though the mean score of leader respondents a bit higher than that of subordinate respondents.
- The correlation analysis matrix finding revealed that there exist significant positive correlation between the dependent variable (Project success) all the dependent variables except Laissez-faire Leadership Style which shows negative association with Project success.
- Performance Transformational Leadership Style, Supportive Leadership Style, Participative Leadership Style and Instrumental Leadership Style were confirmed to have strong and positive association with project success at 1percent significant level with correlation coefficient **r= .843, r= .808, r= .786 and r= .677.**
- In the other hand ,Transactional Leadership Style has exhibited moderate and positive association with the dependent variable project success at 1 percent significant level with correlation coefficient value **r= .441.**
- Laissez-faire Leadership Style was found to have low negative association with project success at 5 percent significant level with correlation coefficient value of **r= -.182.**
- The result of the regression analysis revealed that Transformational Leadership style, Participative Leadership style and Supportive Leadership style have positive and statistically significant impact on Project success in the case Organizations, while Laissez-faire Leadership Style has negative and statistically significant impact on Project success in the case Organization.

- In the other hand Transactional Leadership style and Instrumental Leadership style found to have no statistically significant impact on Project success in the case Organizations.
- Transformational Leadership style was found to has relatively high positive significant impact on the Project success at 1 percent significant level and with beta coefficient value ($\beta=.421$).
- Next to Transformational Leadership style, Supportive Leadership style also confirmed to has statistically significant positive impact on Project success at 1 percent significant level with beta coefficient value ($\beta=.344$).
- Participative Leadership style was also found to has positive and statistically significant impact on Project success with beta coefficient value ($\beta=.337$) at 1 percent significant level.
- Finally Laissez-faire Leadership Style has negative and statistically significant impact on Project success in the case Organization at 5 percent significant level with beta coefficient value ($\beta=-.122$).

5.2. Conclusion

Based on the findings of this study the following conclusions are drawn in line with the research objectives.

- In order to avoid bias of leaders' respondents, the perception of subordinate respondents towards the practice of the various leadership styles considered in this study. Accordingly, the result of the mean score of the respondents' perception indicated that Transformational Leadership Style, Participative Leadership Style and Supportive Leadership Style are the three most dominantly practice leadership styles in the case Organization, respectively while Laissez-faire Leadership Style, Transactional Leadership Style and Instrumental Leadership Style are the three less practiced leadership styles, respectively. Therefore, Transformational Leadership Style, Participative Leadership Style and Supportive Leadership Style are the three most dominantly practice leadership styles in the case Organization.
- Project success of the organization (was⁵⁴ rated in aggregate as good by subordinate, attesting the case organization if performing well.

- The relationship between leadership style and project success was examined by using Pearson correlation coefficient. Accordingly, Performance Transformational Leadership Style, Supportive Leadership Style, Participative Leadership Style and Instrumental Leadership Style were confirmed to have strong and positive association with project success at 1percent significant level with correlation coefficient $r= .843$, $r= .808$, $r= .786$ and $r= .677$. In the other hand Transactional Leadership Style has exhibited moderate and positive association with the dependent variable project success at 1 percent significant level with correlation coefficient value $r= .441$. Laissez-faire Leadership Style was found to have low negative association with project success at 5 percent significant level with correlation coefficient value of $r= -.182$. Therefore, all leadership styles except Laissez-faire Leadership Style have positive and significant association with project success, while Laissez-faire Leadership Style has negative and significant relation with it.
- Regarding the result of the regression analysis Transformational Leadership style, Participative Leadership style and Supportive Leadership style identified to have positive and statistically significant impact on Project success in the case Organizations, while Laissez-faire Leadership Style has negative and statistically significant impact on Project success in the case Organization. Therefore, Transformational Leadership style, Participative Leadership style and Supportive Leadership style are the three most important factors in influencing the organization’s project success positively.
- In the other hand Laissez-faire Leadership Style is the major factor in influencing the organization’s project success negatively.

5.3. Recommendation

In order to enhance project success and achieve their organizational goals, leaders should focus in types of leadership exercising and the way influencing and motivating their employees’ in order to enhance project success, and the way implementing and appropriate leadership styles it matters. Based on the basic research findings of the study and the discussions the following recommendations were forwarded by the researcher.

- Transformational Leadership style, Participative Leadership style and Supportive Leadership style are the three most important factors in influencing the organization's project success positively. Therefore, in order to enhance its project success, the case Organization needs to give more emphasis for these three leadership styles.
- As it is concluded that Transformational Leadership style, Participative Leadership style and Supportive Leadership style are the best for the management of the organizations to be adopted in order for them to enhance its competitiveness, therefore, employees should be allowed to have sense of belonging, carry out higher responsibility with little supervision, and supported to achieve their visions and needs enhance organizational efficiency environment.
- The Organization need to focus on engaging employees in decision making process, the leaders have to communicate their juniors positively and be supportive to them as much as possible, they have to provide responsibility to their subordinates.
- It should be noted that there is significant relationship between project success and leadership style. Therefore, in order to enhance project success, the management of Organization has to make various efforts to improve leadership style focusing on improving the practice of those with positive impacts and avoiding those with negative effect on project success.
- Trainings have to be given to the leaders and subordinates on the leadership style, especially on Transformational Leadership style, Participative Leadership style and Supportive Leadership style in order to make aware about the characteristics of the leadership styles.

5.4 Implication for Future Research

The researcher only focuses on the effect (impact) of leadership style on the project success. Based on the findings of the researcher leadership styles incorporated accounts only 78.6% of the performance of the organization. This means that there are other determinant factors for project success that didn't include in this study; the research recommends future studies to use broader sample size covering projects outside Addis Ababa by incorporating other leadership styles.

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Appedix I

ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS,
DEPARTMENT OF MANAGEMENT
MASTERS OF ARTS DEGREE IN MANAGEMENT

Dear Respondent:

This questionnaire is aimed to examine the impact of Leadership Styles on project success. The study is conducted for academic purpose for partial fulfillment of the requirements of the Master arts Degree in management. Hence, your responses will be kept confidential. The soundness and the validity of the findings highly depend on your kind and genuine responses. The questionnaire had three parts, Part I deals about demographic characteristics whereas part II deals with the behaviors of the three leadership styles and part III deals project success.

Please note that:

- No need of writhing your name; ✓
- Read each statement carefully
- please put your answer by using “X or ✓” sign in the corresponding boxes;
- Multiple responses are not possible.

Thank you for your cooperation!

Part I - Demographic Questionnaire

1. Name of your sub-process/district/branch unit you are currently working

2. Gender: Female Male

3. Age

18-30

31-40

41-50

51-60

{ 60 }

4. Please indicate your highest level of education

- Diploma BA/BSC Degree
Master's Degree and above Other _____

5. Service years (if year of service below three years, **skip filling the questionnaire**)

- 3-5 6-10
 11-15 16 and above years

6. Position

- Leader Subordinate

MLQ (multiple factors leadership Questionnaire

Part II- Leadership Styles

Instruction

For the following statements put (√) sign for your level of agreement based on the scales below

Key for Scales: 1 = very disagree; 2 = disagree, 3 = neutral; 4 = agree 5 = very agree

No	<i>Perceptions of Transformational Leadership Factor</i>					
	Idealized influence (attribute) statement	1	2	3	4	5
1	My supervisor fills pride in me for being associated with him or her.					
2	My supervisor goes beyond self-interest for the good of the group.					
3	My supervisor acts in ways that build respect.					
4	My supervisor displays a sense of power and confidence.					
	Idealized influence (behavior) statement	1	2	3	4	5
5	My supervisor discusses my most important values and beliefs.					
6	My supervisor specifies the importance of having a strong sense of purpose.					
7	My supervisor considers the moral and ethical consequences of decisions.					
8	My supervisor emphasizes the importance of having a collective sense of mission.					
	Inspirational motivation statement	1	2	3	4	5

9	My supervisor talks optimistically about the future					
10	My supervisor talks Enthusiastically about what needs to be accomplished.					
11	My supervisor articulates a compelling vision for the future.					
12	My supervisor expresses confidence that goals will be achieved.					
	<i>Intellectual Stimulation Statements</i>	1	2	3	4	5
13	My supervisor re-examines the appropriateness of critical assumptions.					
14	My supervisor seeks differing perspectives when solving problems.					
15	My supervisor gets others to look at problems from many different angles.					
16	My supervisor suggests new ways of looking at how to complete assignments.					
	Individual consideration statement	1	2	3	4	5
17	My supervisor spends time teaching and coaching.					
18	My supervisor treats others as individuals rather than just a group member.					
19	My supervisor considers an individual's needs, abilities, and aspirations of others.					
20	My supervisor helps others to develop their strengths.					
	<i>Perceptions of Transactional Leadership Factor</i>					
	<i>Contingent Reward Statements</i>	1	2	3	4	5
21	My supervisor provides others with assistance in exchange of their efforts.					
22	My supervisor discusses terms for who is responsible for achieving goals.					
23	My supervisor makes clear what one can expect to receive for achieving performance goals.					
24	My supervisor expresses satisfaction when others meet expectations					
	<u>Management by exception (active) statement</u>	1	2	3	4	5
25	My supervisor focuses on irregularities, mistakes, exceptions, and					

	deviations from standards.					
26	My supervisor concentrates his/her full attention on dealing with mistakes, complaints, and failures.					
27	My supervisor keeps track of all mistakes.					
28	My supervisor directs his/her attention toward failures to meet standards.					
<i>Laissez-Faire Leadership Factors</i>						
<i>Management-by-Exception (Passive) Statements</i>		1	2	3	4	5
29	My supervisor fails to interfere until problem becomes serious.					
30	My supervisor waits for things to go wrong before taking action					
31	My supervisor shows that he or she is a firm believer in “if it ain’t broke, don’t fix it”.					
32	My supervisor demonstrates that problems must become chronic before taking action					
<i>Laissez-Faire Statements</i>		1	2	3	4	5
33	My supervisor avoids getting involved when important issues arise.					
34	My supervisor is absent when needed.					
35	My supervisor avoids making decisions.					
36	My supervisor delays responding to urgent questions.					
<i>Participative leadership factors</i>						
37	My supervisor consults with me for fruitful suggestions.					
38	My supervisor trusts his subordinate.					
39	My supervisor before taking any decision considers what his/her subordinates have to say.					
40	My supervisor considers my suggestion for immediate solution of the problem.					
<i>Supportive leadership factors</i>						
41	My supervisor helps me in smooth function of work					
42	My supervisor makes my task simplified					
43	My supervisor treats all subordinates as equal					

<i>Instrumental leadership factors</i>					
44	My supervisor acts as a mentor, explains me what and how things should be done				
45	My supervisor defines the work and explains why it would be carried out				
46	My supervisor maintains the definite standards of performance (BSC or BPR, etc.)				
47	My supervisor schedules the work or task in conformity with the subordinates				
<i>PROJECT SUCCESS FACTOR</i>					
48	A project is completed on time according to the established time plan	1	2	3	4
49	A project is completed on the given cost.				
50	A project with higher standards of quality is completed according to the established quality plan				
51	In terms of product success, a project is finished on the established plan				
52	Interrelation with all stakeholders of the project has been well established				

Adopted from Bruce Avolio & Bernard Bass, 1995 with slight modification