



**ADDIS ABABA UNIVERSITY**

**COLLEAGE OF BUSINESS AND ECONOMICS**

**SCHOOL OF COMMERCE**

**MASTER OF ARTS IN BUSINESS LEADERSHIP**

**THE EFFECT OF PROJECT LEADERSHIP STYLES ON THE  
PROJECT SUCCESS IN THE CASE OF CATHOLIC RELIEF  
SERVICES (CRS)**

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**Advisor: Dr. Dereje Abi**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY  
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## **DECLARATION**

I, Afrah Seid, declare that the research project entitled “The Effect of Project Leadership Style on Project Success in the case of Catholic Relief Services” is my original work that is done under the guidance and advice of my advisor, Dr. Dereje Abi. This research project is done as partial fulfillment for Master of Arts Degree in Business Leadership. This research has not been done before and all sources of materials used for the study have been appropriately acknowledged.

Afrah Seid

Sign \_\_\_\_\_ Date \_\_\_\_\_

## **LETTER OF ENDORSMENT**

This is to endorse that Afrah Seid has worked a thesis on the topic entitled: “The Effect of Project Leadership Style on the Project Success in the case of Catholic Relief Services.” This thesis is original in nature and appropriate for the award of Master of Arts Degree in Business Leadership.

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SUCCESS IN THE CASE OF CATHOLIC RELIEF SERVICES (CRS)

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## ***ABSTRACT***

*This is a study which aims to examine the effect of project leadership style on the Project success. Leadership is a wide concept which attracts the interest of most scholars along with different theories from earlies to modern era. This research is an explanatory study which examines the causal effect of leadership style on project success. Since data is a major input in conducting studies, data has been collected from CRS Staff members primarily through questionnaires. The target population of this study are employees of CRS working on projects and sample size taken from this target population is 116. Data is analyzed both descriptively and inferentially using multiple linear regression model through SPSS version 26. Descriptively data has been analyzed trough the value of mean and standard deviation while inferentially it is analyzed using regression model. The regression model shows how Project success can be explained by the given leadership styles. It is also observed that the effect of the variable Transactional Leadership on the success of projects is not statistically significant. The variables Transformational, Participative, Servant and Inclusive leadership styles has been observed in having a statistically significant and positive effect on project success. Hene it is recommended that CRS should give high emphasize and practice more Transformational, Participative, servant and inclusive leadership styles as they have significant and positive effect on the overall success of a project. Additionally for future research it is recommended that researchers need to enhance the number of case studies by including more organizations in this study and using moderators to see the leadership effect on project success in a better way which will enhance generalizability of the study.*

***Key terms:*** Leadership, Project leadership Styles and Project Success

## **ACRONYMS AND ABBREVIATION**

BSc= Bachelor of Science

CRS= Catholic Relief Services

DW= Durbin Watson

GC= Gregorian calendar

LS= Leadership Style

MSc= Master of Science

NGO= Non-governmental Organization

ISO= International Organization for Standardization

PLC= Private Limited Company

WBCSD= World Business council for Sustainable Development

VIF= Variance Inflation Factor

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# Chapter 1 Introduction

## 1.1. Background of the Study

Even though leadership is one of the social sciences' most studied topics, a common definition hasn't been established as of yet. There is still much to be addressed about the long-standing conceptual ambiguity around the notion of leadership because the majority of (more than 650) current definitions of leadership focus on the "how" of leadership rather than the "what" of it. The current study made use of previously published material to develop a more sophisticated definition of leadership in an effort to offer a scholarly solution to this issue (Genza, 2021).

The concept of leadership, which permeates academics, industry, and the economy, has long been a hot issue. Because of this intense attention, leadership is now one of the topics that academic and professional circles write about and discuss the most. The fact that everyone has a few things to say about management and leadership, in contrast to other academic subjects, shows how profound the idea of leadership is. This widespread involvement has really shown how rich leadership is, but it also has an effect that makes it challenging to create more complex and reliable ideas about leadership (Bickes and Yilmaz, 2020).

The development initiatives, which are supported by certain donor organizations, are being started subject to a given timeline. The majority of efforts are focused on infrastructure and development in emerging nations like Pakistan. To build, ensure, and maintain staff productivity, each of those kinds of projects require dynamic leadership (Pettersen, 1991). The focus of the current studies is on the examination of the manager's leadership styles. The managers' professional attributes in the developmental projects are accountable for guiding their subordinates to accomplish the intended goals (Khan et al, 2014).

The followers' perception of the position's power and worth is, in reality, one of the most crucial components of leadership. The inevitable shift of leaders is a result of the economy, our habits, and our attitudes changing. Novel difficulties and evolving requirements necessitate novel leadership methodologies. These leadership philosophies may be effective for a limited period of time based on the particular circumstance and the societal milieu. But unstoppable forces like digital transformation, technology, and competitiveness necessitate new leadership strategies and highlight the differences between the various leadership philosophies now more than before (Bickes and Yilmaz, 2020).

Over time, leadership has emerged as the most crucial element determining an organization's success or failure, regardless of historical circumstances. The elements that influence corporate life have changed recently, changing fundamental dynamics like competitiveness. During this process, conventional competition tools—the physical capital types—have become less important, but competition still requires the presence of social, human, and psychological capital types that are based on the human element (Luthans and Youssef, 2004).

Upon reviewing the literature, academicians find that several researches have been carried out to ascertain the fundamental dynamics of effective and efficient leadership, and numerous leadership models have been established which have been developed according to the established theoretical framework. The historical background development of leadership ideas and concepts is in line with the advancement of management techniques in managing the followers (Horner, 1997).

According to Bass (1985) Group interactions are what constitute leadership. Leaders are change agents, individuals whose actions have a greater impact on others than they do on themselves. Additionally, it is an interpersonal influence that is used in a circumstance and oriented toward achieving a certain common objective or goals through the communication process.

According to Smith and Johnson (2022) the project manager's leadership style has a significant impact on project's success. This is especially true for non-profitable organizations that work in demanding and complicated situations, such as Catholic Relief Services (CRS). The extant research posits that several leadership styles, including but not limited to transformational, transactional, and servant leadership, may have differing effects on the results of projects. Nevertheless, there is a dearth of empirical studies analyzing the connection between project success and project leadership style in the particular context of CRS.

The purpose of this study is to close this gap by examining the impact of project leadership style on CRS projects' success. The study aims to investigate the degree to which distinct types of leadership strategies or approaches aid in the accomplishment of project goals, including sticking to budget and timeline constraints, fulfilling the demands of stakeholders, and producing the intended results.

It is anticipated that CRS and other non-profitable institutions that work in the fields of development and humanitarian help would find great value in the research's conclusions. The findings may have an impact on the choice, instruction, and advancement of project managers, assisting in guaranteeing that the leadership approach chosen is in line with the objectives of the company and the particular needs of the project (Smith and Johnson, 2022).

### **1.1.1. Background of the Organization**

This study aims to examine the effect of Project Leadership style on the success of the project in the case study of Catholic Relief Services (CRS). CRS's history started during World War II when they responded to the need to assist refugees and migrants. CRS took up the task after realizing there was more to be done and responding with kindness and concern. Serving the most vulnerable people is the mission of CRS and the organization also provides food for the needy, work toward world peace, give communities a voice, and represent the voiceless.

The organization was first established as the War Relief Services, with the goal of aiding with European refugees fleeing conflict. A series of events in the mid-1950s, including the end of colonial control in many countries, the American Catholic community's continued support, and the U.S. government's provision of food and financial resources, made it possible for CRS to expand operations.

After formally changing its name to Catholic Relief Services in 1955, the organization launched 25 nation initiatives throughout Latin America, Africa, Asia, and the Middle East during the ensuing ten years.

CRS underwent a major institutional shift in the mid-1990s. CRS officials started a strategic planning process in 1993 to define the agency's goals and identity. Employees are also part of coalitions that broaden the services available to impoverished individuals who frequently reside in isolated places where CRS does not conduct operations. Through these alliances, CRS can showcase practical techniques and protocols that highlight the advantages of Catholic family planning and health care. These are our chances to share our faith and carve out space in the public realm for the Catholic perspective.

## 1.2. Statement of the Problem

Leadership is a very wide concept, which is one of a major element of an organization. It also has different sections inside. A project's aim or purpose can be achieved by team members leading, project time management, staying within budget, achieving high quality, and satisfying customers. In these situations, it is important to consider on the leadership approach of project managers since the triple constraints (time, cost, quality, and scope) are just one aspects of project elements (Muller and Turner, 2010).

Relatively little study, meanwhile, has been done on how transformative leadership affects project-related results. There is conflicting data, even within these research, about how transformational leadership affects project results. For example, Keller (2006) discovered an unfavorable but negligible association among transformational leadership and cost effectiveness using information gathered from 118 study and development teams working on projects in US-based firms.

Inevitably, there has not been much research done on how leadership qualities affect project performance, a part of the valuable insights offered by earlier studies. A number of scholars came to the conclusion that the influence of leadership on project performance has been underappreciated in previous research after examining the contributions of project manager competence and leadership attributes to project success (Turner and Müller 2005).

The effects of transformational and transactional leadership styles on job outcomes have been the subject of numerous studies conducted in operational entities; however, the impact of these leadership philosophies on project-related results, particularly the achievement of projects or performance of projects, have received less attention from scholars. Furthermore, there is currently no definitive research on the efficacy of these leadership philosophies in project-oriented companies. On the other hand, some research indicates that transformative leadership has a favorable correlation with project success (Aga et al., 2016; and Tyssen et al., 2014).

In addition to that, according to the research conducted by Standish group (2014), it is shown that there are many projects that have been planned by NGO's, governments, private institutions, and different sectors. The data shows that in all, just 16.2% of the initiatives were successful; 52.7% of the projects were challenged, and 31.1% of the projects failed (cancelled). Moreover, the study also shows that one of the major factors is the support of Executive management (leaders). And hence there has been failures in projects due to leadership styles.

For non-profit organizations like Catholic Relief Services (CRS) to effectively offer development and humanitarian relief, project success is essential. According to Sampson and Ramirez (2021) nonetheless, the body of research to date indicates that project managers' leadership styles can have a big influence on how well their projects turn out. Although the relationship between leadership and project success has been the subject of some studies in both the public and private sectors, there is a dearth of empirical data on this subject in the particular context of non-profit organizations, especially those that operate in demanding and complex environments.

According to Sampson and Ramirez (2021) Leading global non-profitable institution like CRS has particular difficulties in project management because of the many cultural settings it must work in, the resources it has to work with, and the many stakeholder connections it must manage. The project managers' leadership abilities and methods have a significant impact on the organization's capacity to complete projects successfully. However, little is known about the kind of leadership that work well in the NGO setting to propel project success. By examining the connection between project performance at CRS and project leadership style, this study seeks to close this gap. The study aims to investigate the impact of transformational, transactional, participative, servant and inclusive leadership styles on project performance, including stakeholder satisfaction, budget, and schedule targets, and intended results.

While there is substantial research on the overall effect of leadership style on project outcomes in the overall organizational context, the unique dynamics and challenges of project in CRS may require a more understanding of how this leadership styles affect a project-based environments which could be filled by this study. Additionally, there has been scarcity of empirical evidence in humanitarian institutions as majority of research on leadership were conducted in business and private sectors and with little studies on humanitarian relief institutions like CRS operates. This has hindered the unique factors and challenges faced by NGO's. Hence by addressing this gap, this study can contribute to providing a more comprehensive insight on the effect of leadership styles in humanitarian institutions. In addition to that, it is shown that different institutions have been struggling to cope up with their projects. The data from Standish group is also show that one of the major factors of failures of projects due to in effectiveness of leadership qualities. In this case this study can contribute to filling this gap by exploring more on Leadership styles. The findings of this study can have an impact on the choice, instruction, and advancement of project managers, assisting in guaranteeing that the leadership style approach chosen is in line with the objectives of the

company and the needs of the project. It is anticipated that CRS and other nonprofits organizations working in the fields of development and humanitarian help would find great value in the research's conclusions.

### **1.3. Research Questions**

After proposing the above statement of a problem, the following question of this research are forwarded.

1. To what extent does Transactional leadership style affect project success?
2. To what extent does Transformational leadership style affect project success?
3. To what extent does Participative leadership style affect Project success?
4. To what extent does Servant leadership style affect project success?
5. To what extent does Inclusive leadership style affect project success?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objectives**

The general objective of this study is to examine the effect of project leadership styles on the success of a projects.

#### **1.4.2. Specific Objectives**

The following are the specific objectives of this study.

- To assess which Leadership style is participated (dominated) and the level of Project Success
- To examine the effect of Transactional Leadership style on the success of projects
- To analyze the effect of Transformational Leadership style on the project success
- To investigate the effect of Participative Leadership style on the success of projects
- To analyze the effect of Servant Leadership style on the success of projects
- To examine the effect of Inclusive Leadership style on the success of projects

## **1.5. Significance of the Study**

Conducting research has multiple significance for different stakeholders. After the completion of this study, it can contribute to different stakeholders for having further knowledge in this topic. At first it will help the research study area to have more insight about their organization and to know about the different leadership style effects on the successful completion of projects. This will help the organization to identify their effective leadership style and to utilize it to enhance effectiveness.

This research can also be used as a point of reference for academicians and students as a reading material. It will also be important for the researchers, and it can be used as a secondary source of data for those who would like to conduct further study in the topic of leadership styles and their effects on the success of projects.

## **1.6. Scope/Delimitation of the Study**

This research is entitled as the effect of Project leadership style on the successful completion of projects. The scope of this study is delimited geographically, conceptually, and methodologically. Geographically, the case of this study is on the Head office of CRS at Addis Ababa/Ethiopia on the year 2024 in GC.

Conceptually, this study has independent and dependent variables. Project leadership style is the independent variable which is measured by five indicators. This has been chosen based on the theory of new era of leadership theories. This includes transactional, transformational, participative, servant and inclusive leadership styles. In order to measure the dependent variable, which is Project success, the researcher uses elements that have been commonly known as Triple constraints. These elements are time, cost, quality, and including scope. These elements are chosen as this are the major project elements in which project managers mainly focus in order to review the performance and success of a project.

While examining methodologically, this study is explanatory research which aims to examine the effect of project leadership style on the successful completion of a project. This is quantitative research, and questionnaires is used to collect data from primary sources. The study includes both descriptive analysis and inferential analysis by using multiple linear regression analysis.

## **1.7. Limitations of the Study**

This study is conducted within the specific context of Catholic Relief Services, which may limit the generalizability of the findings to other organizations or sectors. The study is focused solely on projects within the non-profit/humanitarian organization of Catholic Relief Services. This narrow organizational context may limit the generalizability of the findings to for-profit organizations or other industry sectors that have different project management dynamics.

The study is limited in its time frame which has constrained the researcher's ability to conduct a more longitudinal analysis or expand the sample size beyond Catholic Relief Services.

Another limitation of this study is the R square and adjusted R square value of 49.4% and 47.1% respectively, in which the independent variables in this model approximately explain 49.4% of the variance in this model. There are also some controversies that relatively this is a low value and including other important variables could potentially improve the overall model fit and explanatory power.

## **1.8. Definition of Key Terms**

**Leadership:** is an influencing process and its results that takes place among the leader and followers as well as that this procedure is clarified by the behavioral characteristics and actions of views and assessment of the leader and a setting in which the act of influence takes place (Bickes and Yilmaz, 2020).

**Transactional Leadership:** is a type of leadership with contingent rewards which involved proactive and positive interchange among leaders and followers wherein followers received praise or recognition for achieving agreed upon aims (Bass and Avolio, 1994).

**Transformational Leadership:** is a style of leadership that encourages and motivates followers to accomplish remarkable goals and, in the process, grow as leaders. When a leader uses a transformational leadership style, their followers are motivated to go farther and accomplish more because they respect, believe in, and are loyal to them (Bass, 1985).

**Participative Leadership:** is a participatory leader believes in their team members and depends on their ability to work together to accomplish goals. There will also be group consensus which determines choices and subordinates will also be participate in the process as there will be a decentralized approach (Huang, 2011).

Servant Leadership: is a leadership style that gained popularity by highlighting the value of followers. Serving others comes foremost for servant leaders, who aim to assist their team members. It is person-centered leadership with an emphasis on inclusivity has also surfaced. The goal of this leader is serving others with bravery and integrity while lowering the fear of followers (Convey, 2006).

Inclusive Leadership: is a leadership style which emphasizes that leaders need to have candid conversations with both people and groups, value each person's uniqueness and differences, model inclusive conduct for the culture, and resolve any issues that may arise from diversity (Wasserman et al, 2008).

Project success: is a gauge of a project's immediate performance in relation to its primary design characteristics, which include scope, budget, schedule, and/or quality. It is also referred to as a project management success metric.

## **1.9. Organization of the Study**

This research paper has five chapters. The first chapter is an overall introduction of the research which start by presenting some background information which is related to the title of the study. Then the chapter is followed by the statement of the problem which is about the rationale behind and the motive of conducting this study. Next to that the general and specific objectives of this study is presented including the research questions which are presented and to be answered at the end of this paper. In this chapter the importance that this study has also been explained including the scope, limitation, and some definition of key terms.

The second chapter is a literature review which includes theoretical review of the study followed by the brief introduction of the concept. In addition to that empirical review of the study is included which reviews the study of previous researchers. Next the third chapter is like a framework of this research which explains about the research design, population, sampling, data collection and analysis methods.

The fourth chapter briefly shows about the descriptive and inferential analysis of the collected data along with the numbers and discussion. The last one is the fifth chapter which summarizes the key findings of the study, recommendation and directions for the future researchers has been forwarded.

# Chapter 2 Review of Related Literature

## 2. Theoretical Foundation of the study

### 2.1. Introduction

For millennia, people have been interested in the topic of leadership (Tirmizi, 2002). To survive, expand, and accomplish their objectives, organizations require a leader with the necessary qualities and abilities. Facilitating individual and group efforts and persuading others to pursue shared objectives is the process of leadership. A person is referred to as a leader, yet leadership is a process. A leader is someone who shifts people's perspectives, forges a vision, inspires followers with their own resources, fosters the belief that each person can make a valuable contribution to the common objective, guides others, and has a direct impact on the course of events and outcomes. According to the current literatures, it becomes clear that there is a plethora of research on leaders and leadership, all of which have as their common goal the revelation of truths and models regarding successful leaders and leadership. To address the issue of what constitutes good leadership, numerous theoretical models have been created (Bickes and Yilmaz, 2020).

Previously people understood leadership as pictures of strong, charismatic individuals who lead battles to victory, run businesses from the top of glistening skyscrapers, or influence the course of entire nations come to mind. Several stories and fables centre around the extraordinary accomplishments of courageous and astute leaders. Stories of military, political, social, and religious leaders who are credited or blamed for significant historical events abound in historical accounts, but it's unclear what impact these leaders had on the formation and progression of those events (Yukl, 2013).

In theory, most scholars of leadership would probably concur that leadership can be described as an influencing process and its results that takes place among the leader and followers, as well as that this procedure is clarified by the behavioral characteristics and actions of the leader, the followers' views and assessments of the leader, and the setting in which the act of influence takes place. In addition to describing primarily one-sided effects related to a leader's personality traits, this definition is diverse, heavily leader focused, and encompasses elements of the relationship among a leader and their followers (regarding attitudes and perception), in addition to the definition of leadership as a consequence in relation to the ending outcomes like goal achievement. Liden and Antonakis (2009) also recognize that a context is a

prerequisite for leadership, and that context may influence the kind and efficacy of the leadership that develops.

The term leadership has been given different definition by different scholars through times. Despite this is the fact, it is agreed that in every historical era, leadership has evolved alongside innovations to become an increasingly important component determining the success or failure of an organization (Bass, 1990).

## **2.2. Concept of Leadership Style**

According to Northouse (2013) a leader is someone who persuades a group of people to work toward a common objective. This concept calls for a process, influence, group dynamics, and a shared objective.

According to Northouse (2019), a leader's style is defined as the distinctive way that they give instructions, carry out strategies, and inspire followers. It's a leader's general strategy and approach that helps them sway and direct their following. A leader's fundamental assumptions, attitudes, and views about how to manage and lead others are all included in their leadership style. It establishes the decision-making procedures, communication styles, and level of engagement and empowerment granted to followers by the leader. Accordingly, the specific leadership style adopted by a leader can have significant implications for follower satisfaction, commitment, and overall organizational effectiveness.

When leadership is defined as a process rather than an attribute or quality that a leader possesses, it is understood to be a transactional event that takes place between a leader and their followers. Process suggests that followers have an impact on and are impacted by their leaders. It highlights that being a leader is an interactive process rather than a straight, one-way occurrence. Leadership becomes accessible to anyone when it is defined this way. It is not limited to the person who is legally appointed as the group leader.

The essential component of leadership is influence. It is a necessary component of leadership which focused on the impact a leader has on their followers. It can be said that without influence, there is no leadership (Northouse, 2013).

Leadership occurs in groups. Groups are the context in which leadership takes place. Leadership involves influencing a group of individuals who have a common purpose. This can be a small task group, a community group, or a large group encompassing an entire organization.

Leadership is about one individual influencing a group of others to accomplish common goals. Others (a group) are required for leadership to occur. Leadership training programs that teach people to lead themselves are not considered a part of leadership within the definition that is set forth in this discussion (Northouse, 2013).

Leadership involves focusing on shared objectives. Leaders focus their attention on those who are working together to accomplish a common goal and both followers and leaders share a same goal. A focus on shared objectives lends leadership a moral edge by emphasizing the necessity of leaders collaborating with followers to accomplish predetermined objectives. By emphasizing mutuality, leaders can reduce the likelihood of acting in an immoral or coercive manner toward their followers. It also makes it more likely that followers and leaders will cooperate for mutual benefit (Rost, 1991).

An influencing procedure that takes place among a leader and those who follow them, as well as the consequences that arise from it. The influencing procedure can be clarified by the behavioral characteristics and actions of the leader, the followers' beliefs and perceptions of the leader, and the context in which the influencing process takes place (Antonakis et al., 2004).

The process of choosing, preparing, development, and influencing several followers with a variety of offerings, talents, and skills is known as leadership. It involves bringing the followers' attention to the purpose and objectives of the organization, motivating them to be willing and passionate in order to devote their spiritual, mental and physical energy in achieving the goals (Winston and Patterson, 2006).

Leaders determine a leadership style which is most effective by considering several factors. One of the factors to be considered is the competence and readiness of followers and considering the organization culture and climate. This will involve evaluation of confidence, knowledge and skills of followers and understanding the norms, values and expectation within the organizational context which will help in identifying whether they should implement a directive or participative approach (Hersey and Blanchard, 1969).

## **2.3. Historical Evolution of the main leadership Theories**

The broad, well-supported assumptions of leadership theories are what characterize effective leaders. To develop broad theories on the topic, theorists examine various leadership philosophies and the actions of specific leaders. Studying a broad range of these ideas might assist leaders in forming their own beliefs, as their leadership studies yield a variety of contradictory outcomes. Academicians has proposed different theories about leadership and recognize that there are different forms of leadership styles. After reviewing different literatures, the researcher includes the following six leadership era theories which are cited by most researchers.

### **2.3.1. Trait Era: The Great Man Theory(1840's) and Trait Theories (1930-1940's)**

Research on leadership in the 19<sup>th</sup> century concentrated on defining the personality traits and other attributes of successful leaders as well as the intrinsic qualities of a leader.

As the first theory of leadership, the Great Man hypothesis has been presented. This notion, which was prevalent in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, argued that great leaders are born, not created. This idea revealed that great leaders are mythical, heroic, and meant to rise to the position of leadership when necessary. Around that time, in the late 1940s, characteristic theory of leadership began to be taken into consideration in leadership studies. Given that it was based on the Great Man hypothesis, this method shared several characteristics with it. Leadership in the context of inheritance was attempted to be clarified by the Great Man Theory of Leadership. The fundamental idea of the theory is that the leader is endowed with superior hereditary traits that set him apart from his followers.

According to great man beliefs, great leaders are not created; rather, they are born with the potential to lead. Great leaders are frequently portrayed in these beliefs as mythical, heroic, and ready to assume leadership roles when called upon. (Cherry, 2010) claims that the phrase "Great Man" was coined because, particularly in the context of military leadership, leadership was primarily associated with men. One of the most widely used statement for explaining this is that the leaders are born to be leaders and it is inherited but not trained.

The focus of the Trait Theory of Leadership was on the many behavioral attributes that leaders may be loyal to. Aspects including height, weight, beauty, intellect, knowledge, strength, and creativity were all examined by Green (1994). According to the belief, individuals are born with specific features and characteristics that set them apart as exceptional leaders.

The goal of trait theory is to classify the traits that set leaders apart from followers. According to trait theory, some persons possess leadership qualities from birth; this suggests that leadership is intrinsic. Effective leaders were seen to possess qualities including determination when faced with challenges, energy, intellect, honesty, self-confidence, appearance, knowledge, optimism, and a result-oriented mindset (Yukl 1989; Northouse 2015; Yukl 2011). As per Yukl, Van Fleet et al. (1992), characteristics have not been shown to be an effective means of describing leadership by leadership theorists in recent times.

### **2.3.2. Behavioral Era: Behavioral theory (1940-1950)**

This is a theory which is emerged from the leadership trait theories. This theory is the reverse from trait theories which states that the leaders are born and cannot be trained. The opposite is true for Behavioral theory as this theory focuses on action and not on natural traits. And argues that people can be trained to become good leaders.

Effective leadership is seen to be the outcome of several taught abilities, according to behavioral theory, which places more emphasis on the specific behaviors and activities of leaders than on their personal qualities or attributes.

Certain studies provide a comparison between the traits and abilities of leaders and non-leaders. Some research focuses on identifying the traits and abilities of people who become leaders in problem-solving procedures and seeks to ascertain the significance of talents and traits in a leader's performance in his present capacity. Long-term studies that take many years to compare effective leaders and identify the skills and qualities of top candidates who should be promoted are also available (Bickes and Yilmaz, 2020).

This theory mostly overlooks the circumstances and surroundings of the leader in favor of emphasizing the behavior of the leader as opposed to their qualities or attributes (Benmira and Agboola, 2021). One of the downsides of this theory is that, although it agrees that leaders can be trained yet it also focuses on the skill of the leaders and neglecting the environment.

### **2.3.3. Situational era: Contingent and Situational theories (1960's)**

The theories of contingency suggest that no leadership style is exact when used alone since it depends on a variety of variables, including the followers' circumstances and quality. This theory holds that there is no one correct way to lead because a leader must adapt to the specific situation based on the internal and external dimensions of the environment. Typically, personnel inside a company undergo change in addition to the dynamics and environment, which is influenced by leaders. The theories of contingency, as a subset of behavioral theory, contradict the conventional wisdom that there is a single best method to lead or organize, and that a leadership approach that works well in one set of circumstances might not work as well in another (Greenleaf, 1977).

While situational theorists believed that the subordinates were crucial in defining the connection, contingency theorists believed that the leader was the center of the leader-subordinate interaction. Even though situational leadership places a lot of attention on the leader, it also highlights the importance of the group dynamic. Some of the contemporary theories of group dynamics and leadership have their roots in these studies of the relationships between groups and their leaders. According to the notion of situational leadership, a leader's approach should be based on how mature their subordinates are (Bass, 1997).

### **2.3.4. New Leadership Era: Transactional, Transformational (1990s) and other theories (2000's)**

#### **2.3.4.1. *Transactional Theories***

Transactional leadership uses power to inspire workers. When a follower does not reach their objectives, the leader penalizes them and rewards their work. The follower's opinion of the equality and fairness of the conversation with the leader is crucial in this situation (Benmira and Agboola, 2021).

Transactional leadership is a type of leadership with contingent rewards which involved proactive and positive interchange among leaders and followers wherein followers received praise or recognition for achieving agreed upon aims, is how Bass and Avolio (1994) defined transactional leadership. These benefits may involve appreciation from the boss for job accomplishments, bonuses, and merit raises. Positive reinforcement for good work, merit pay for promotions, better performance, and collaboration for collegiality might all be given for good work (Avolio and Bass, 1997).

Alternatively, the leaders might dwell on mistakes, evade reactions, and postpone making choices. This approach, known as "management-by-exception," can be classified as either active or passive transactions. The distinction between these two categories of deals relies on the leaders' engagement time. The leader constantly assesses performance in the active form and tries to act pro-actively (Avolio and Bass, 1997).

A management style known as transactional leadership places a strong emphasis on the leader-follower exchange of incentives and penalties. This leadership approach is predicated on the idea that threats and incentives serve as the primary sources of motivation for followers. The emphasis on contingent reward where the leader gives team members incentives (such bonuses, recognition, and praise) when they reach or surpass predefined performance targets, is one of the main features of transactional leadership. This may be especially useful in inspiring team members to maintain high productivity levels and remain focused on tasks (Alqatawenh, 2021).

Transactional leadership demonstrates how the connection between a leader and a follower is driven by self-interest by highlighting the interplay between the two (Alrowwad et al., 2020). Nonetheless, this study asserts that, in its most basic form, the exchange of employee benefits, material or psychological rewards given by the president to his supporters serves as a guiding principle of business and that the threat of punishment can strengthen this principle. Three categories of transactional leadership exist in contingency scenarios according to Bass (1995) passive management in exceptional instances and active management in exceptional cases.

According to Bass (1995) the first one is Contingent Reward in which transactional leaders provide their followers incentives, recognition, or cash when they reach pre-established targets or performance benchmarks. There is also Management by Exception in which Transactional leaders' step in and discipline followers only when they go from the anticipated norms or accomplish not what they set out to do. Additionally Passive Management by Exception is also another category of transactional leadership style. In this version, the transactional leader steps in only when issues escalate and need to be addressed right away. There is also the most submissive type of transactional leadership which is called laissez-faire leadership, in which the leader shirks accountability and refrains from acting.

#### **2.3.4.2. Transformational Theories**

According to the notion of transformational leadership, leaders can only be effective if they can influence the beliefs, actions, and expectations of their followers and guide them toward a shared objective. It is a style of leadership that encourages and motivates followers to accomplish remarkable goals and, in the process, grow as leaders. When a leader uses a transformational leadership style, their followers are motivated to go farther and accomplish more because they respect, believe in, and are loyal to them (Bass, 1985). Transformational leadership is centered on individual consideration, imagined impact, intellectual stimulation, and inspiring motivation. It is predicated on political acumen and charismatic leadership. Followers are motivated by this kind of leadership to go above and beyond expectations.

The goal of transformational leadership is to enable and inspire subordinates to accomplish remarkable things. By addressing their team members' higher-order needs like self-actualization and a feeling of purpose, transformational leaders inspire their followers. The emphasis on inspiring and encouraging followers to put the greater good of the organization or project ahead of their personal self-interests is one of the fundamental principles of transformational leadership. In order to do this, transformational leaders must clearly communicate a compelling vision, cultivate a feeling of purpose, and speak to the higher-order requirements of their team members (Tran, et al., 2021).

Tries to induce followers to reorganize their needs by surpassing self-interests and aiming for more advanced needs, according to Bass this is a transformational leader. The Maslow higher order needs hypothesis is supported by this idea. A program of study on transformational leadership aims to illuminate leaders' behaviors and their potential to lead change by addressing and changing beliefs, values, and attitudes.

Transformational leaders place a great value on their connections with followers and show that they are attentive to each follower's unique requirements in terms of personal development, accomplishment, empowerment, and increased self-efficacy. However, not all the variables that affect innovation are taken into account by leadership styles. Leadership approach simply has never been related to patient death, according to Cummings et al. (2010). Rather, the investigators looked at the fact that patient mortality decreased when the company had a consistent and corresponding organizational culture. Regardless of type, leaders who practiced relational and transformational styles had better quality outcomes than those who demonstrated autocracy, according to Cummings et al. (2010).

### **2.3.4.3. *Other Theories***

Shared, communal, and collaborative leadership techniques emerged as a result of the ongoing change in leadership paradigms. These contend that organizational performance depends more on coordinated leadership techniques used by many employees at the top of the organization than it does on the activities of a small number of them.

### **2.3.4.4. *Participative Leadership***

There is also Participative Leadership which is a participatory leader believes in their team members and depends on their ability to work together in order to accomplish goals. There will also be group consensus which determines choices and subordinates will also be participate in the process as there will be a decentralized approach (Huang, 2011).

The empowerment theory and the social exchange theory provide the conceptual underpinnings for the link between successful projects and participatory leadership. According to the empowerment idea, team members who have the chance to make decisions feel more in charge of their work, which boosts motivation, job satisfaction, and output (Conger and Kanungo, 1988). According to the social exchange theory, team members feel more appreciated and are more inclined to respond with increased levels of dedication and effort when leaders include them in decision-making (Blau, 1964). This can lead to better project outcomes.

Furthermore, the project management literature's concept of shared leadership offers a conceptual foundation for the beneficial impact of participative leadership on project success. In order to promote a cooperative and group approach to decision-making and problem-solving, shared leadership stresses the division of leadership tasks among team members (Pearce and Conger, 2003). Project success, team performance, and flexibility have all risen when using this collaborative leadership paradigm (Hoch, 2013).

In addition, the idea of psychological empowerment is crucial to comprehending how participative leadership and project success are related. Team members may feel more empowered and more capable when they have the chance to contribute to decision-making. This can result in higher levels of intrinsic motivation, self-efficacy, and confidence in their capacity to affect project results (Spreitzer, 1995). This psychological empowerment may therefore result in enhanced project success and performance. To sum up, the conceptual literature indicates that team empowerment, social interchange, shared leadership, and psychological empowerment among project team members are all ways that participatory leadership can support project success.

### **2.3.4.5. *Servant Leadership***

Servant leadership gained popularity by highlighting the value of followers. Serving others comes foremost for servant leaders, who aim to assist their team members. More recently, person-centered leadership with an emphasis on inclusivity has also surfaced. Its foundation lies in the dynamic processes that transpire between followers and leaders, with an emphasis on enabling followers to assume leadership roles.

Servant leadership is an approach to leadership that places less emphasis on a leader's own authority or prestige and more emphasis on their primary duty to serve and empower their followers (Greenleaf, 1977). Servant leadership is seen as an effective strategy in project management to increase team commitment and engagement, which in turn leads to project success.

The social exchange theory and the self-determination theory provide the intellectual framework for the link between servant leadership and project success. According to the social exchange theory, team members are more likely to respond with more trust, commitment, and performance when leaders model servant leadership behaviors, such as empowering, supporting, and developing their team members (Blau, 1964). According to the self-determination theory, leaders can improve intrinsic motivation, job satisfaction, and team and project performance by meeting the basic psychological requirements of their team members for autonomy, competence, and relatedness (Ryan and Deci, 2000).

Additionally, the idea of "follower-centric leadership" offers a conceptual framework for comprehending how servant leadership affects the outcome of projects. The focus of follower-centric leadership is on the team members' personal and professional development as opposed to the organization's objectives (Shamir, 1991). Improved project outcomes can result from this strategy since it can boost team member creativity, participation, and sense of personal ownership (Neubert et al., 2016).

Furthermore, servant leadership and the idea of ethical leadership are closely related, and understanding both can aid in understanding how servant leadership affects project success. According to Brown and Treviño (2006), ethical leaders that demonstrate traits like justice, integrity, and compassion for their team members can promote a constructive team environment and motivate team members to put the project's overall goals ahead of their own personal interests. This moral leadership style can improve trust within the team and, eventually, the success of the project.

In conclusion, the conceptual literature indicates that follower-centric leadership, social interaction, basic psychological needs satisfaction, and the development of an ethical team environment are all ways that servant leadership can support the success of a project.

#### **2.3.4.6. *Inclusive Leadership***

Inclusive Leadership is also one of the theories in the modern era which emphasizes that leaders need to have candid conversations with both people and groups, value each person's uniqueness and differences, model inclusive conduct for the culture, and resolve any issues that may arise from diversity (Wasserman et al, 2008).

Regardless of individual variations or origins, inclusive leadership emphasizes the value of creating a sense of belonging, respect, and value for each and every team member (Nembhard and Edmondson, 2006). Within the project management domain, inclusive leadership is deemed essential for fostering teamwork, creativity, and ultimately, project triumph.

The phrase contemporary leadership theory describes the contemporary theories of leadership that place an emphasis on flexibility, communication, teamwork, and personal impact. In today's dynamic and complicated workplace, modern leaders utilize their abilities to inspire, motivate, and influence their teams. Modern leadership theory also acknowledges that everyone has the capacity to be a leader and that leadership skills can be improved.

Moreover, the notion of psychological safety, which is intimately associated with inclusive leadership, offers a conceptual framework for comprehending its influence on project accomplishment. The idea that a team provides a secure space for taking risks with one another and communicating honestly is known as psychological safety (Edmondson, 1999).

According to Hirak et al. (2012), leaders that provide an inclusive environment that promotes psychological safety can facilitate team members' comfort level in voicing ideas, raising concerns, and engaging in constructive debate. This can ultimately result in enhanced team learning and adaptation, as well as project success.

The idea of team diversity is also pertinent to comprehending inclusive leadership's role in project success. Diverse teams can benefit the project by bringing a range of viewpoints, abilities, and expertise, but they may also run into problems with conflict and coordination. By encouraging respect, understanding, and cooperation among team members, inclusive leadership can aid in overcoming these obstacles, maximizing the advantages of diversity, and improving project success (Choi and Rainey, 2010).

In summary, the conceptual literature suggests that inclusive leadership can contribute to project success by fostering team identification, high-quality leader-member relationships, psychological safety, and the effective management of team diversity.

#### **2.4. Empirical Review of the study**

There are a different authors and research paper which examines how the different styles of leadership can impact the influence of the successful completion of projects.

According to Khan et al. (2014), it was a study conducted by seven authors in order to investigate style of leadership and its impact on the success of a project. The objective was to examine transformational, transactional and laissez faire leadership style on the success of projects. According to the authors There has not been much emphasis on leadership in regard to project management in this particular field of study. Although these significant factors have not been thoroughly studied in the literature, academics have suggested that project managers' abilities are related to the success of the projects; that particular leadership philosophies are appropriate for multicultural project teams; and that project managers favor task-related leadership philosophies over people-related leadership philosophies. The results of the project team will be impacted by the leadership style of the project manager, according to academics who have assessed the importance of leadership style as a critical project success component in recent years. The review under consideration tackled three primary goals.

First, investigate the managers' impactful leadership philosophies, such as laissez-faire, transformational, and transactional. Second, to find out how the managers' demographic traits differed according to their leadership philosophies. In summary, in order to get a thorough analysis of the variance that may be specified in the criterion variable (project success) in relation to the factors that predict (transformational, transactional, and laissez-faire styles of leadership), the current study's conclusion is that managers who blend the traits of both transformational and transactional leadership were found to have an impactful leadership style. The most effective leadership style among these managers was determined to be Transactional Leadership, which came in second (Khan et al, 2014).

While reviewing the study of Blaskovics (2014), the study set out to determine which success factors project managers might influence and what kind of leadership style they used to oversee their projects. The results suggest that the industrial features and organizational culture may have a significant influence on the leadership style of project managers. Despite this, the project manager is always involved and has some degree of impact over the environmental and

organizational aspects. Therefore, despite considering the traits of the sector and the example business, they might adopt a general-element-dominated leadership style, which can also be successful. However, research suggests that it is more effective and better to be a player of chess than a general.

The study of Nubuor (2014) shows the results of the empirical study demonstrate that a transformational leadership style is a critical factor in the success of banking projects, which addresses its first research question. Transformational leadership style is necessary for 59% of banking project success ( $R=.59$  and  $p=.000<.05$ ). In response to study question, the results showed that the project manager's (project leader's) use of the inspiring and motivating leadership aspect of transformational leadership style, was a very critical element to the successful completion of projects. Even while the other dimensions like idealized impact, stimulation of thought, and personal consideration also significantly contribute to the success of banking projects in Ghana, this component is substantially correlated with project success.

According to the study of Abbas and Ali (2021) The results indicate that project managers, particularly those who work on related to information technology projects, ought to utilize a transformational leadership approach while leading initiatives which are inventiveness and change driven. For improved project outcomes, however, project managers involved with projects that are comparatively less motivated by change and innovation, such those connected to construction, may exhibit the transactional leadership style.

Additionally, if the project is small enough that the project leader can interact with every one of the teammates with ease, they should exhibit transformational leadership. Furthermore, it seems that both leadership philosophies work better in societies with higher power distances than in those with smaller power distances, and in cultures that value collectivism over individualism. In the same way, poor nations may benefit from transformational leadership more than wealthy nations in improving project performance. In order to improve project performance, project-based enterprises operating in developing nations can place a strong emphasis on project managers exhibiting transformational leadership (Abbas and Ali, 2021).

Furthermore, several meta-analytical research have looked at how transformational leadership affects worker results in functional companies, including satisfaction with work, commitment to the organization, and productivity. The results imply that any preconceived notions regarding transformational leadership as a universally applicable leadership style might not be accurate, as this approach's efficacy is heavily dependent on a variety of contextual conditions (Abbas and Ali, 2021).

Kissi et al. (2013) investigated how various leadership philosophies affected the outcome of a project. A standardized regression coefficient of -0.09 indicated that transactional leadership had a negative and non-significant impact on project performance. The authors contend that transactional leadership's emphasis on management-by-exception and contingent compensation may not be appropriate for the complex and dynamic nature of project environments, which would restrict its influence on project success.

In the same way, Limsila and Ogunlana's (2008) study looked at the connection between project performance and leadership styles. With a standardized regression coefficient of -0.11, the results showed that transactional leadership had a negative and negligible impact on project performance. The authors contend that whereas transactional leadership might work well in circumstances that are predictable and steady, it might not be as helpful in project settings where adaptability, creativity, and continual improvement are needed.

Müller and Turner (2010) investigated the influence of leadership styles on project success in several project environments in a follow-up study. With a standardized regression value of -0.14, the results showed that transactional leadership had a negative and negligible impact on project success in complicated and creative programs. This shows that for initiatives requiring a high level of adaptability and inventiveness, the transactional approach may not be the best leadership style.

These studies consistently demonstrate that transactional leadership has a negative and insignificant effect on project success, with standardized regression coefficients ranging from -0.09 to -0.14. The findings suggest that while transactional leadership may have some utility in certain project contexts, it is not a highly effective approach for driving successful project outcomes, particularly in dynamic and complex project environments.

Derue (2011) conducted a meta-analysis to look at the connection between various leadership philosophies and project performance. With an average correlation of 0.30, the study discovered that participative leadership had a favorable and significant impact on project success. This implies that better project outcomes result from project managers include their team members in decision-making and encouraging their opinion.

Similarly, a study by Aga (2016) investigated the impact of transformational and participative leadership on project success in the context of development projects. The results showed that participative leadership had a direct and positive effect on project success, with a standardized regression coefficient of 0.41.

Müller and Turner (2010) have investigated the connection between project success and different leadership styles in a variety of project types in a different study. The results of their study showed that participative leadership style worked better especially well for the projects which are more complicated because it improves team participation and decision making.

The significance of participative leadership in fostering project success is emphasized by this research. Project managers can improve project outcomes by fostering a feeling of ownership, enhancing teamwork, and utilizing the team's collective knowledge and expertise by integrating team members in the decision-making process.

Liden (2014) looked at the connection between project performance and servant leadership. A standardized regression coefficient of 0.31 suggested that servant leadership had a favorable and significant impact on project success. According to the study, better project outcomes result when project managers demonstrate servant leadership traits including giving team members authority and putting their needs first.

In a similar vein, Hoch (2018) examined the effects of several leadership philosophies on group productivity in a meta-analysis. With an average correlation of 0.35, the results demonstrated a favorable and substantial association between servant leadership and team performance. This shows that improved team chemistry and collaboration can be fostered by the servant leadership style, and that this can ultimately lead to project success.

These studies show that servant leadership has a beneficial effect on project success. Project managers that use a servant leadership strategy can create an atmosphere that is favorable to the successful completion of projects by putting the needs of their team members first, giving them authority, and encouraging a sense of shared responsibility.

The effect of inclusive leadership on the creativity and performance of project teams was investigated by Choi (2017). In their study with a standardized regression value of 0.48, the findings demonstrated that inclusive leadership had a favorable and significant impact on the creativity of the project team. Additionally, it was discovered that the association between inclusive leadership and project success was mediated by the creativeness of the project team, with a standardized indirect impact of 0.31.

In an identical manner, Randel (2018) investigated how team identity functions as a mediator in the relationship between inclusive leadership and team performance in project environments. With a standardized regression coefficient of 0.55, the results showed that inclusive leadership had a favorable and significant direct impact on team identification. Furthermore, it was discovered that team identification, with a standardized indirect impact of 0.22, mediates the association between inclusive leadership and team performance.

Nembhard and Edmondson (2006) looked at the impact of inclusive leadership on team learning in project teams working on healthcare initiatives in another study. With a normalized regression coefficient of 0.31, the findings demonstrated that inclusive leadership had a favorable and substantial impact on team psychological safety. Additionally, it was discovered that, with a standardized indirect impact of 0.27, team psychological safety mediated the association between inclusive leadership and project team performance.

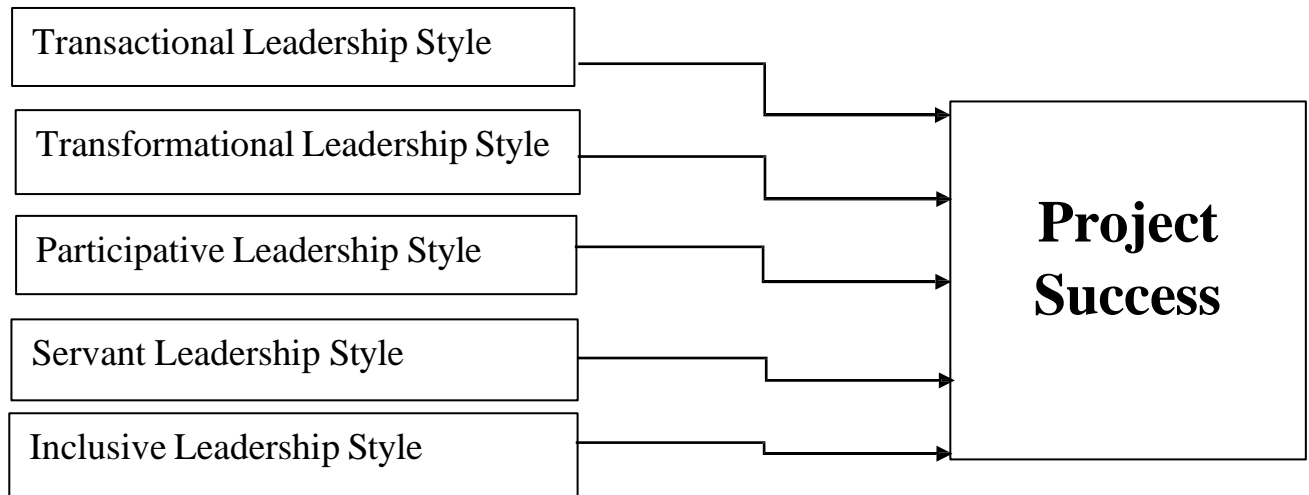
With standardized regression coefficients for the direct effects ranging from 0.31 to 0.55 and the standardized indirect effects ranging from 0.22 to 0.31 for the mediating processes, these studies consistently show the beneficial effects of inclusive leadership on project success. According to these findings, inclusive leadership behaviors by project managers can boost team creativity, psychological safety, and project performance. These behaviors include actively seeking team members' input, valuing their unique contributions, and fostering a sense of belonging.

Summing up, the existing body of empirical research suggests that project leadership style has a significant impact on the success of projects. according to the corpus of empirical evidence that is currently available. Tyssen et al. (2014) did a thorough literature analysis to investigate the connection between different leadership philosophies and project success. The review discovered that participatory and transformational leadership philosophies were positively correlated with project success because they foster shared decision-making, creative thinking, and team involvement, all of which are necessary for a project's successful completion.

On the other hand, Tyssen et al. (2014) discovered that transactional leadership, which prioritizes a more directive and reward-based approach, had a less positive effect on project results. The research also emphasized the significance of context, pointing out that variables like project complexity, team dynamics, and corporate culture may affect how effective a certain leadership style is. Overall, the empirical data points to the adoption of suitable leadership philosophies as a critical factor in project success.

## 2.5. Conceptual Framework of the study

After reviewing different theoretical and empirical studies, the researcher has developed the following conceptual framework based on the theoretical study of Benmira and Agboola (2021) and focuses on the five new leadership era theories as shown below.



Source: Authors own developed from literature review, 2024

Figure 2.1 Conceptual Framework

Based on the reviewed literature and developed conceptual framework, the following hypotheses has been developed.

H1: The effect of Transactional Leadership style on the project success is statistically significant and positive.

H2: The effect of Transformational Leadership Style on the project success is statistically significant and positive.

H3: The effect of Participative Leadership style on the project success is statistically significant and positive.

H4: The effect of Servant Leadership style on the project success is statistically significant and positive.

H5: The effect of Inclusive Leadership style on the project success is statistically significant and positive.

## Chapter 3

### 3. Introduction

This is the third chapter which shows the overall methodology of conducting this paper. It explains the design of this study. It also explains about the target and sample size of the study population and how data is collected and analyzed from the sample population of the study along with the validity and reliability tests.

#### 3.1. Research Design and Approach

##### 3.1.1. Research Design

Akhtar (2016) states that there are four different kinds of study designs. This covers descriptive, explanatory, exploratory, and experimental research designs. Both descriptive and explanatory research design techniques are used in this study. Events are depicted in descriptive research designs. This descriptive analysis has been done through the average value of the respondents which is the mean value and the standard deviation of the mean value.

Another study design called explanatory research focuses primarily on the causes of occurrences. This indicates that the goal of an explanatory study is to determine the "why" of a connection. (Akhtar, 2016) Because the primary goal of this study is to examine how leadership styles affect project performance, explanatory research was utilized to explain the causal relationship between the independent variable (leadership styles) and the dependent variable (project success).

##### 3.1.2. Research Approach

A mixed-methods, qualitative, or quantitative research methodology is possible. According to Symeou and Lamprianou (2008), mixed research approaches combine both qualitative and quantitative methods. Quantitative research measures multiple factors and numerical information so as to quantify and make a logical inference. Qualitative research allows to obtain detail information regarding the topic area by gathering subjective data and making inferences.

The researcher employed a quantitative research technique in this investigation. Taherdoost (2022) asserts that while the quantitative research technique falls short of providing a thorough and in-depth understanding of emotions and events, it is more helpful in generalizing the results. The utilization of a quantitative method not only minimizes contextual sensitivity but also speeds up gathering and analyzing data. Furthermore, because a bigger sample size is used in this study technique, the results may be representative of the population.

## 3.2. Population and Sample Size of the Study

### 3.2.1. Population

This research is conducted on Catholic Relief Services (CRS) which is an international humanitarian institution which operates in different projects which has been categorized in different program units. In this study the managers and project staff employees are the target population of this study. Based on the current data of CRS there are a total of 270 employees.

Conducting research is followed by some contrarians related to resources like time and budget. In this case sample is taken from the target population. As shown in the above the organization has a total population of 270. These are the staffs both in the program unit and different operation units.

The program staffs are employees who work and support different projects directly. On the other hand, there are also staffs who are working in the operation unit which involves departments who facilitate for the smooth operation of the office. Since this research studies about the performance of projects and based on the direction given from HR unit, the accurate information can better be gain from the employees who have direct involvement in the projects. In this case the target population of the study are the employees in the program units and hence 163 is the total target population of this study. This is also shown in the below table.

NO	Department	Number of Employees
1	Program	163
2	Operation	107
	Total	270

*Source: HR unit of CRS, 2024*

Table 3.1 Number of Employees

### 3.2.2. Sample Size Determination

While conducting this study the researcher has determined the target population of this study who are eligible respondents for this study. Out of this population the researcher take sample from them and make inferences.

In order to determine the sample size of this study the researcher uses the formula of Yemane (1964) which is most widely used by researchers. Based on the below calculation, the sample of this study is determined as follows.

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

n= Sample size

N=Population

e= Error term (which is 0.05)

$$n = \frac{163}{1 + 163(0.05)^2}$$

$$n = 115.8 = 116$$

Hence, based on the above result, the sample size of the study is 116. The respondents have been chosen mainly as per the direction of CRS HR unit by targeting on the Project staffs. From this the HR unit has recommended the researcher to distribute the questionnaire randomly to the available project staffs as most of them are field officers and there is frequent travel for field works.

### 3.2.3. Sampling Method

While determining the above sample size i.e. 116, there are two major sampling techniques namely probability and non-probability sampling methods. According to Brown (1947) Probability sampling is one of the sampling methods. Probability sampling is the least biased approach, but for a given degree of inaccuracy, it can also provide the most time and resource intensive sample.

Non-probability sampling is another option that is often associated with case study and qualitative research approaches. While the participants in this sampling technique may not be intended to be representative or random, each person selected for the sample must have a valid justification provided for their selection (Taherdoost, 2016).

After considering the difference among them, the researcher chooses to use Simple random sampling method as this is a quantitative research method and that would also help the researcher to avoid biases and to give equal chances for all.

### **3.3. Data Source and Method of Data Collection**

#### **3.3.1. Data Source**

One of the main ingredients of research is data. There are two sources of data which may be used namely Primary and secondary data sources. Secondary data is information from other sources (it may also be published) that was originally collected for a different reason and can be consulted or utilized as a starting point for more research (Kabir, 2016).

First-hand information obtained from the target demographic or those directly experiencing it is referred to as primary data. Primary data is thought to be more authentic and trustworthy as it is information that has been compiled and created by the researcher with a specific goal in mind. This study also employs primary data in which data has been gathered directly by the researcher from the employees of CRS.

#### **3.3.2. Data Collection Methods**

The researcher employed primary data sources in this investigation. Since primary data is information that is created by the researcher, several tools are used in this process, such as field surveys, questionnaires, personal and phone interviews, observations, and experiments. The researcher utilized a questionnaire to gather data. According to Tang and Zhang (2013), there are several benefits associated with the use of questionnaires, such as preservation of anonymity, time savings, less bias among interview subjects, increased sample size, and ease of analysis.

This study uses a questionnaire which are closed ended, and those questionnaires are adopted from different sources with slight modification and ordering and the researcher adopt the measurement scale from Ismail et al. (2010), Sinani (2016), Ashikali (2019) and Liden (2008). This is because although certain open-ended questions helped to make up for any missing information, but closed-ended questions will assist to save time and helps for the respondents to quickly fill the question and not to get bored.

In order to develop a theoretical and conceptual framework and to have a solid grasp of the topic, secondary data sources are also crucial. This includes books, academic journals, articles, other studies, and websites are some examples of secondary sources.

### **3.4. Data Analysis Methods**

The examination of data of any kind and acquired via any means is known as data analysis. It also includes the ability to collect and analyze data, from planning the collection process to presenting the results and making judgments. Information that is both helpful and usable is the aim of data analysis. Whether the data are quantitative or qualitative, the analysis can forecast results, identify connections among the data, clarify and synthesize the data (Pillai, 2015).

The researcher utilizes SPSS software and there is both descriptive and inferential data analysis methods. For the descriptive analysis part, the researcher employed a combination of descriptive statistical techniques and descriptive narratives to examine the data. Additionally, frequency, tables, percentages, and charts were utilized to illustrate the respondents' demographic profile and descriptive analysis has been done based on the mean value and standard deviation of the data.

For the inferential analysis section, this has been done through Multiple Linear Regression model. The respondent ratings were computed and analyzed for every Likert statement. Regression analysis is a tool used in inferential statistics to test hypotheses and ascertain the relationship between the variables after testing the assumptions and observing the coefficients.

### **3.5. Validity and Reliability**

#### **3.5.1. Validity Test**

A questionnaire was employed in this study to collect data, and the instruments had to be tested. According to Brace (2008), Validity test should be employed in order to collect data. Every questionnaire item of this study was adopted from other sources and thoroughly examined by adviser.

### 3.5.2. Reliability Test

A reliability test gauges consistency and establishes if responses from participants in research were distributed fairly. Additionally, it guarantees that the identical response can be acquired in the event of a subsequent survey (Brace 2008).

<b>Reliability Statistics</b>		
	<b>Cronbach's Alpha</b>	<b>No. of Items</b>
Transactional Leadership	.672	5
Transformational Leadership	.756	5
Participative Leadership	.709	5
Servant Leadership	.802	5
Inclusive Leadership	.718	5
Project Success	.751	12

*Source: SPSS output from own survey, 2024*

Table 3.2 Reliability Analysis

The values of Cronbach's Alpha ranges from 0 to 1. The more the value is closer to 1, the more it is said that the data is consistent. According to George and Mallery (2023) and Tavakol and Dennick (2011), the following is the cut off rate for Cronbach's Alpha.

$\alpha \geq 0.9$  - Excellent

$0.7 \leq \alpha < 0.9$  - Good

$0.6 \leq \alpha < 0.7$  - Acceptable

$0.5 \leq \alpha < 0.6$  - Poor

$\alpha < 0.5$  – Unacceptable

Based on this, the above table indicates that the 5 items used to measure the variables of Independent variables (Leadership style). The Transactional Leadership has the internal consistency reliability that is 0.672, which is considered as an acceptable level of reliability. Transformational Leadership has also a reliability coefficient of 0.756, which is a good level

of consistency. There is also a Participative Leadership which has a reliability coefficient of 0.709, which implies that there is an acceptable level of internal consistency.

With a reliability value of 0.802, the five items used to assess servant leadership show a good degree of internal consistency. The other independent variable of this study is Inclusive leadership style, in which the reliability coefficient of the five measurement items is 0.718, which is regarded as an adequate degree of internal consistency. Next to that Project success is the dependent variable which has a Cronbach alpha value of .751. This indicates that there a good internal consistency.

In general, for this measure of reliability for all variables, the Cronbach alpha value for all of the variables is nearly above 0.7. Hence except for the Transactional Leadership Cronbach Alpha value which has a value of .672 (which has an acceptable level of reliability), the remaining all have a good level of internal consistency.

### **3.6. Ethical Consideration**

In order to conduct this study, which involves gathering and evaluating data from CRS workers, the highest standards of research ethics is required. All participants' privacy and confidentiality are safeguarded, and employee answers and personal data are kept completely private and not be shared or utilized for any reason other than this academic study. Furthermore, prior to the collecting of data, their informed consent is asked. Employees are not subjected to any undue influence or compulsion; participation is entirely voluntary.

The study's limitations are also freely addressed, and the results are stated with accuracy. By upholding these ethical principles, the researcher can ensure the trustworthiness of the study's conclusion and recommendation for CRS.

## Chapter 4

### 4. Data Analysis, Presentation and Discussion of Findings

#### 4.1. Introduction

This chapter explains about the primary data collected from the CRS staffs. The chapter starts by explain the demographic background of the respondents using a table. The data analysis section has also two parts. The first part starts by descriptive analysis of the findings. It also includes a brief description of the results based on the mean value and standard deviation of the data.

There is also an inferential analysis of the collected data by using a Multiple Linear Regression analysis. In order to do so, there are basic assumptions that has been discussed in this study. It has been discussed based on presenting tables and graphs.

#### 4.2. Demographic Characteristics of the Respondents

Respondents of this study are the staff members of CRS which includes a diversified team.

Hence the below table is developed in order to show the demography and characteristics of the respondents.

		Frequency	Percentage	Cumulative
Gender	Female	55	47.4	47.4
	Male	61	52.6	100
	Total	116	100	
Age	18-25	12	10.3	10.3
	26-30	29	25	35.3
	31-40	42	36.2	71.5
	Above40	33	28.5	100
	Total	116	100	
Education	High school	0	0	0
	Diploma	0	0	0
	BA/BSc degree	35	30.1	30.1
	>or=MA/MSc	81	69.9	100
	Total	116	100	

Experience	<or=2 years	22	19	19
	3-5years	33	28.5	47.5
	6-10years	40	34.5	82
	>10 years	21	18	100
	Total	116	100	
Position	Managerial	37	31.9	31.9
	Non-Managerial	79	68.1	100
	Total	116	100	

*Source: Survey collected from CRS, 2024*

Table 4.1 Demographics analysis

The table in the above shows that sample has been taken from a total of 116 employees of CRS. From this, gender of the respondents has no significant difference as the number of females is 55 while the numbers of male respondents were 61 and hence the number of male respondents increase by 6. This shows that nearly there is equal gender distribution among the respondents. When focusing on the age of respondents, as shown in the above it has four categories. The group ranges starting from 18 years i.e. fresh graduates to above 40 years of respondents who are expected to be more experienced. Since majority of the respondents are above 31 years of age, they are expected to be more experienced than freshers.

The above table also shows that all of the respondents are well educated as all of them has first and advanced degree. From the respondents, nearly 70% of them has MSc/MA degree while the remaining 30% of the had BSc/BA degree. With this educational level majority of the respondents 63% of them has more than 3 years and less than 10 years of experience which shows that these respondents have a good experience of working at CRS on program unit. This implies that they had a good experience of working on projects. Though most of the respondents have no managerial or supervisory position, they have direct involvement in the projects and the remaining 31.9% of them are in the managerial or supervisory position which shows that the respondents have more knowledge about the projects.

### 4.3. Descriptive Analysis of Variables

This shows descriptive analysis of the independent variables which are Transactional leadership, Transformational leadership, Participative leadership, Servant leadership and Inclusive leadership styles. Additionally, there is also descriptive analysis for the dependent variable which is Project success. The measurement items used to measure project is

based on triple constraints (time, cost, scope and quality) of a project. The greatest and lowest values of the respondents are shown in the descriptive analysis section, together with the mean and standard deviation of each variable.

This descriptive analysis interpretation has been provided for all of the mean of variables and the interpretation is made based on the cut off rate of Bahghri (2009) which states that if the mean value is below 3.39 it has been called a lower mean value and if the value is in between the range from 3.40 and 3.79 which will be called a moderate value. If the mean value of a data is above 3.8 it is considered as a high value. Here is the table for the descriptive analysis and it has been discussed and interpreted below for each variable.

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Transactional Leadership	116	3.7121	.35119
Transformational Leadership	116	3.4017	.45569
Participative Leadership	116	3.3828	.39260
Servant Leadership	116	3.3466	.53689
Inclusive Leadership	116	3.3103	.43924
Project Success	116	3.4303	.36481
Valid N (listwise)	116		

*Source: Survey collected from CRS, 2024*

Table 4.2 Descriptive Analysis

### 4.3.1. Transactional Leadership

Transactional leadership is a type of leadership that includes setting standards and expectations, acting on problems and monitoring the performances of subordinates to keep track of their mistakes and moving forward of taking actions.

The mean column is a measure of central tendency or an average value. It displays a dataset's average value and is calculated by summing up all the values and dividing by the number of observations. In the above table, 3.7121 is the average value for all five items combined to measure Transactional Leadership Style. This data is assessing the perceptions of employees on different Transactional leadership traits and practices. This mean value suggests that Transactional leadership style has been moderately practiced at CRS. This implies that there has not been a strong Transactional leadership style practices among the leaders. This leads an interpretation that leaders at CRS somehow set clear expectation and standards to carry out work. Their action in carrying out arguments with subordinates and monitoring and keeping track of mistakes of employees is seen to be exercised moderately.

The standard deviation is a measure of the dispersion or variability of the data points around the mean. It gives an indication of how spread out the values are from the average. The transactional leadership values do not exhibit substantial dispersion or variability from the mean of 3.71, as indicated by the standard deviation of 0.35119. This comparatively low standard deviation suggests a respectable degree of consistency exists at CRS in their transactional leadership strategy.

#### **4.3.2. Transformational Leadership**

According to the notion of transformational leadership, it is a style of leadership that encourages and motivates followers to accomplish remarkable goals and, in the process, grow as leaders. The overall mean is equal to 3.4017 this shows that on average the leaders are practicing this Transformational leadership practices.

The leaders of CRS exhibit a moderate to average degree of transformational leadership approach and practices, as indicated by their mean value of 3.40174 for all five factors on the transformational leadership style, suggesting that transformational leadership characteristics are usually seen to be moderately practiced. The findings indicate that respondents believe their leaders to be good in demonstrating the traits of transformational leadership; ethical concerns, listening and encouraging others, and developing followers received the best marks.

This shows that at CRS leaders are just passably good at offering opportunities for coaching and growth. In general, respondents believe that their leaders take ethical considerations into account while making choices and acting. According to the respondents, their leaders are somewhat good at identifying the various needs and goals of their followers and they perceive their leaders as reasonably effective in offering encouragement and inspiration. The mean value also shows that leaders at CRS moderately encourage originality and creative thought.

The transformative leadership values exhibit low diffusion or variability at the average of 3.40174, as indicated by the standard deviation of 0.4556. This implies that there are somehow lower individual variances in the leaders' level of transformative action display.

Summing up, the leaders at CRS appear to have a modest mean and a relatively lower standard deviation, suggesting that their levels of transformational leadership are not consistently high or low.

This is a moderate standard deviation which implies that there is low variability in these perceptions across the sample. There appears to be low dispersion of observation in the sample's views, as indicated by the lower standard deviations.

### **4.3.3. Participative Leadership**

Participative Leadership, which is a participatory leader, which includes practices like involving employees in decision making, allowing teams to determine what needs to be done and by giving support to employees in determining their own organizational objectives.

Based on the entire spectrum of leadership models, the mean score of 3.3828 is just below the "moderate" range of 3.4, which is frequently regarded as typical for participative leadership. This shows that, in comparison to accepted norms, the leaders at CRS in this study are, on average, displaying a considerably lower level of participative leadership approach.

Based on the observed mean values it can be concluded that leaders at CRS have lower practices in involving employees in giving votes for major decisions and effective in allowing team members an autonomy in determining priorities of works. Additionally, the mean value for the item of considering the vision of team members implies a lower practice in which leaders ask inputs and objectives from the colleagues regarding their tasks. Leaders in CRS also do not exhibit high participate the colleagues in determining and clarifying role expectations and empowering and motivating employees of the organization while determining their objectives.

The participatory leadership scores exhibit considerable variance or dispersion around the mean of 3.3827, as indicated by the standard deviation of 0.3926. This indicates that there is low variation from the mean, showing a reasonably close-knit clustering around the mean.

### **4.3.4. Servant Leadership**

Servant leadership is seen as an effective strategy in project management which involves serving the community and respecting the needs of others before in order to increase team commitment and engagement, which in turn leads to project success.

Based on current research, the moderate range of cut off rate is in between 3.4-3.79, which is sometimes seen as typical for servant leadership, is marginally below the moderate mean score which is 3.34666.

This means that, in comparison to established standards, the leaders in at CRS, on average, displaying a relatively lower level of servant leadership style characteristics.

According to the respondents, their leaders do a relatively lower job of highlighting the value of giving back to the community and support their followers' professional. At CRS leaders are not largely successful in attempting to reduce workloads and facilitate followers' duties. The findings show that leaders do a relatively below average job of exhibiting the traits of servant leadership, with going to those who emphasize giving back to the community and putting followers' needs first. The standard deviations, which range from modest to high, suggest that there is some variation in the sample's perceptions.

This Servant leadership style has also a characterized by providing their people a reasonable amount of discretion and independence. Additionally, it also includes leaders in putting the demands of their followers ahead of their own which is deemed to be practiced below average.

This standard deviation value shows the deviations of the value from the mean. The servant leadership ratings around the mean of 3.38 exhibit relatively little variability or dispersion, as seen by the standard deviation of 0.5368. This indicates that the leaders are more alike in their personal traits and that their levels of servant leadership practices are generally comparable.

#### **4.3.5. Inclusive Leadership**

Inclusive Leadership is measured by the emphasizes that leaders need to have including conversations with both people and groups, value each person's uniqueness and differences, model inclusive conduct for the culture, and resolve any issues that may arise from diversity.

Based on available data, the "moderate" range of below 3.4, which is regarded as lower for inclusive leadership, since it is marginally below the mean score which is 3.3103. This means that, in comparison to accepted norms, the leaders in this study are, on average, displaying an admittedly lower degree of inclusive leadership practices.

According to the respondents, their leaders exhibit a lower practice at promoting the exchange of different viewpoints during problem-solving. It also demonstrates that the characteristics of Inclusive leadership, which is giving their staff members the chance to express a range of viewpoints and doing a fair job of utilizing cultural diversity as a catalyst for innovation and creativity. Employees at CRS believe that their leaders support in learning from colleagues' diverse ethnic backgrounds and do a respectable job of encouraging cross-cultural learning among staff members is practiced below the moderate range.

The inclusive leadership values around the mean of 3.3103 show comparatively little variance or dispersion, as indicated by the standard deviation of 0.4392. This suggests that the leaders are consistent with overall demonstrating consistent levels of inclusive leadership.

#### **4.3.6. Project Success**

Project success can be defined as the achievement of the project's predetermined objectives which is measure in this study by scope, within the allocated time, budget, and quality constraints, and to the satisfaction of the key stakeholders involved.

The findings show that respondents believe their projects are moderately to relatively successful in relation to the different success criteria; the sample scored lowest on avoiding failed projects because of budgetary constraints, and the highest on project outcomes benefiting end users. The moderate to high standard deviations suggest that respondents' views vary somewhat.

Based on available data, the moderate range which lies from 3.4-3.79, which is frequently regarded as moderate for project success, is marginally observed by the mean score of 3.4303. This means that, on average, the projects at CRS are succeeding at a somewhat greater level than the lower standards.

The organization appears to be generally good in controlling project timeframes, based on the reasonably high means on meeting deadlines and sticking to the original schedule. The somewhat moderate standard deviations, suggest some fluctuation as that there may be space for growth in terms of more consistently fulfilling deadlines for all projects.

The company may be facing difficulties in this area, as evidenced by the modest means on finishing projects within the authorized budget and preventing projects from failing because of financial difficulties. The comparatively lower ratings in this area when compared to other success criteria suggest that controlling and projecting project costs effectively may provide challenges.

The company is comparatively effective in providing value to important stakeholders, as seen by the higher means on projects that positively influence beneficiaries, participants' satisfaction with the process, and project outputs that benefit end users. The organization's ability to convert project outputs into significant outcomes for the intended consumers appears to be supported by these better results in the impact category.

The projects that have defined objectives, met expected standards, and achieved those objectives have moderate means, which suggest that the organization has a relatively strong project planning and execution process. The considerably lower score on carrying out projects in accordance with the specified plan, however, indicates that there could be some difficulties in completely following the initial project plans.

The organization's general project delivery performance is shown by the consistently moderate average values across all success metrics. Due to variations in project types, teams, or other contextual circumstances, there may be some variety in perceptions, as indicated by the modest standard deviations. Budget and resource management had substantially average ratings, indicating room for development in terms of process and estimating methods.

The project success values exhibit relatively low variance or dispersion. This indicates that the success rates of the various initiatives are consistent, with most of the projects grouped around the somewhat above average mean.

In conclusion, the information points to a reasonably robust project management environment inside the company, with specific strengths in achieving requirements and providing value to stakeholders. There are, nonetheless, chances to improve project plan adherence as well as consistency in meeting budgets and timelines. By addressing these issues, the company may be able to increase project success to even higher levels.

#### **4.4. Inferential Analysis**

Leadership is an emerging concept which has been studied by scholars and stated that more research is needed to be done in the concept area. This study analysis the effect of leadership styles on the successful completion of organizational projects which would help to know about what type of effect leadership would have in projects.

In this study the inferential analysis is done by using multiple linear regression model which would help to see the effect of independent variable on the dependent variable. In doing this analysis Transactional, Transformational, Participative, Servant and Inclusive leadership styles are used as an independent variable in order to see what effects they have on the successful completion of projects.

#### 4.4.1. Multicollinearity

According to Belsely et al, (1980) in a regression analysis, multicollinearity denotes a high level of correlation between two or more predictor variables. It may complicate the interpretation of the computed coefficients and have an impact on the regression model's stability and dependability. It is more challenging to distinguish between the distinct impacts of the correlated predictors on the dependent variable when multicollinearity exists.

Coefficients		
Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Transactional	.939	1.065
Transformational	.940	1.064
Participative	.896	1.116
Servant	.822	1.217
Inclusive	.826	1.211
a. Dependent Variable: Project		

*Source: SPSS output from own survey, 2024*

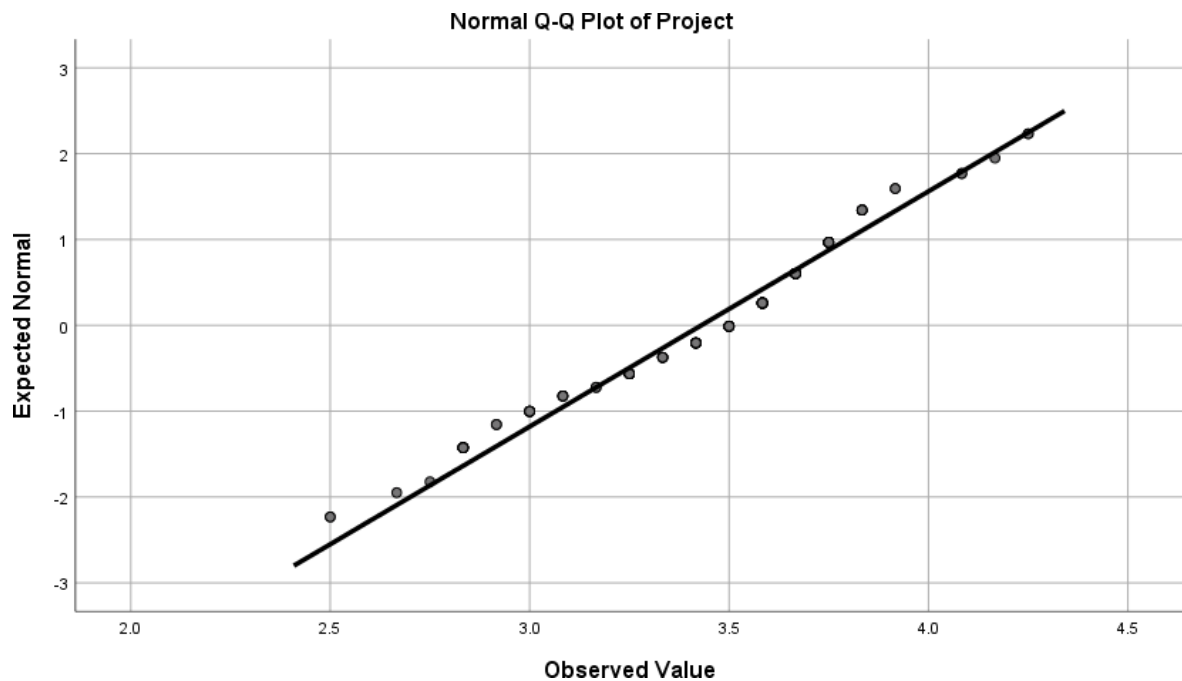
Table 4.3 Multicollinearity Analysis

One of the measures of Multicollinearity is Variance Inflation Factor. According to Kunther et al (2004) if the value of VIF is 1, it represents that there is no multicollinearity and if the value is more than 5 it is an indication of having high Multicollinearity. Based on this, in this study, since all of the VIF values are below 1.3, it is concluded that the data in this study is free from Multicollinearity.

Furthermore, the tolerance threshold may be evaluated for multicollinearity. The degree to which the addition of new predictor variables affects beta scores is measured by the tolerance level. Smaller tolerance values reveal higher degrees of multicollinearity when looking at the tolerance level. Values for multicollinearity will vary from 0.1 to 1, with values nearer 1 denoting less multicollinearity between variables. In this research the level of Multicollinearity for the independent variables namely, Transactional, Transformational, Participative, Servant and Inclusive leadership are having a value of .939, .940, .896, .822 and .826. Therefore, the Tolerance values are closer to 1 as all of the values are above 0.8. This implies that the absence of multicollinearity between the five variables.

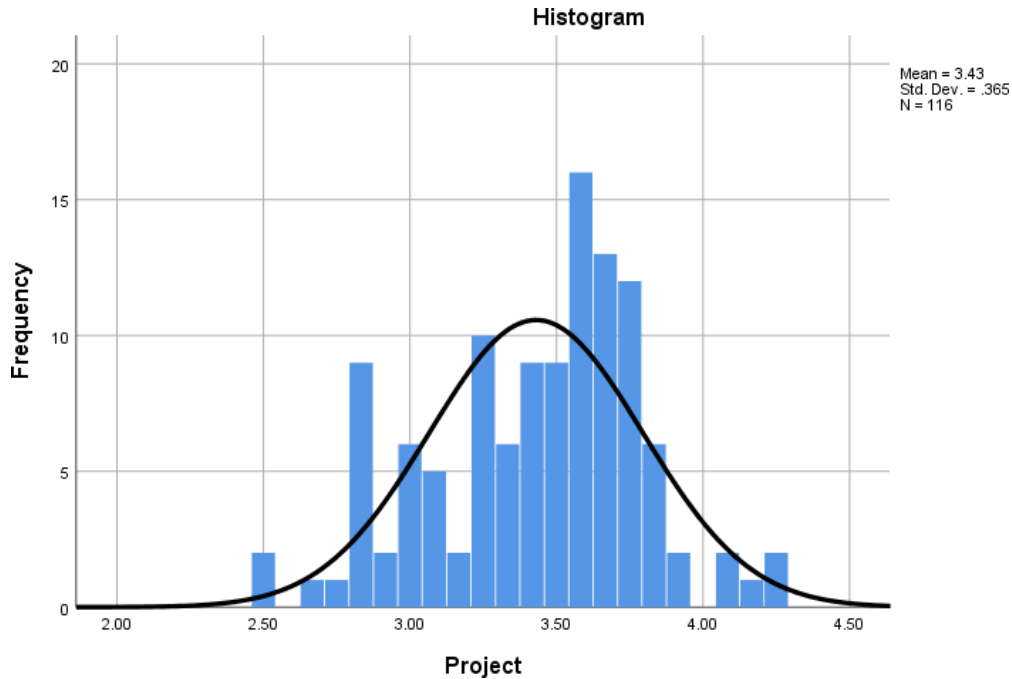
#### 4.4.2. Normality Test

Normality test is one of the assumptions of linear regression model. It used to measure whether the given data is normally distributed or not. This test is used to determine if a particular dataset is roughly regularly distributed, then normality tests are utilized. The Shapiro-Wilk test is a well-liked and often applied normalcy test (Shapiro & Wilk, 1965). The null hypothesis that a sample originates from a population that is regularly distributed is evaluated through graphs of QQ-Plot and Histogram. To ascertain whether the data significantly deviate from normality, a test statistic is computed and compared against critical values.



*Source: SPSS output from own survey, 2024*

Figure 4.1 Normality QQ Plot



*Source: SPSS output from own survey, 2024*

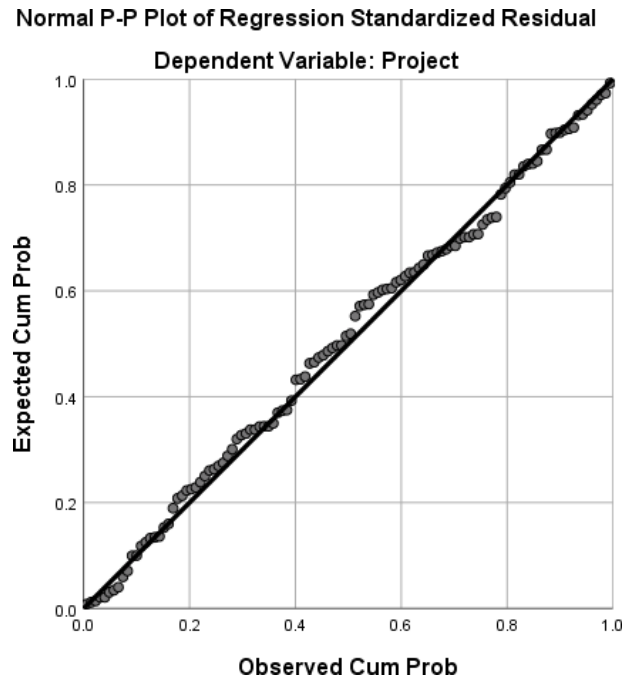
Figure 4.2 Normality Test -Histogram Graph

The correlation between the observed data and the predicted value under normalcy serves as the foundation for the test. In the above graph of QQ-Plot test it is shown that the dots or the observations are relatively closer to the line. This indicates that the observations or the data is distributed normally. Additionally, the histogram graph also shows the distribution data, and it is also shown that the curve is bell shaped without skewness. Hence in this study there is normal distribution of data.

#### 4.4.3. Homoscedasticity

In linear regression, homoscedasticity also referred to as the assumption of constant variance is a crucial premise. It means that for all levels of the predictor variables, including the variability that is presenting the errors (or in the residuals) will remain constant. Homoscedasticity in the setting of regression analysis denotes that the residuals' diffusion or distribution is fairly constant throughout the spectrum of the variables being predicted. The validity of statistical inference, which includes confidence interval estimates and hypothesis testing, depends on this assumption (Hoel and Portony, 2016).

Heteroscedasticity, the opposite of homoscedasticity, can result in skewed coefficient estimates, erroneous standard errors, and untrustworthy hypothesis testing. Visual analysis of residual plots, such as a scatterplot of standardized residuals against anticipated values or predictor factors, can be used to identify heteroscedasticity (Hoel and Portony, 2016).



*Source: SPSS output from own survey, 2024*

Figure 4.3 Homoscedasticity Test PP Plot

In order for making analysis whether the data has homoscedasticity, visual analysis of the normal PP-plots will be done. As observed in the above table, the observations or the dots in the graph are nearly closer to the diagonal line and hence there is constant distribution of data.

In the above graph, it can be observed that the dots are dispersed randomly around the reference line, devoid of any curved or funnel-shaped patterns. This implies that the regression model's homoscedasticity condition has likely been satisfied. The reference line's randomly and uniformly distributed point pattern suggests that the residuals' variance is essentially consistent throughout the range of expected values for the variable Project success. Hence, this fulfils regression assumption.

#### **4.4.4. Correlation**

A statistical tool used to quantify the direction and intensity of a linear relationship between two variables is correlation. It is frequently used to evaluate the relationship between variables and ascertain how much they change simultaneously (Gujarat and Porter, 2004).

The correlation coefficient is within the -1 to +1 range. A rise in one variable is correlated with an increase in the other when the correlation coefficient is positive, indicating a positive linear connection. A negative correlation coefficient, on the other hand, points to a negative linear relationship in which a rise in one variable results in a fall in the other.

A weak or nonexistent linear relationship between the variables is indicated by a correlation coefficient that is closer to zero (Gujarat and Porter, 2004). It's crucial to remember that a connection does not indicate a cause. A high correlation does not prove a cause-and-effect relationship, even though it can show the connection among the variables (Gujarat and Porter, 2004).

		Transactional	Transformational	Participative	Servant	Inclusive	Project Success
Transactional LS	P-Correla.	1	-.171	.085	.159	.077	-.029
	Sig.		.067	.366	.088	.411	.757
Transformational LS	P-Correla.		1	-.023	.066	.148	.375**
	Sig.			.805	.483	.112	.000
Participative LS	P-Correla.			1	.266**	.253**	.316**
	Sig.				.004	.006	.001
Servant LS	P-Correla.				1	.359**	.565**
	Sig.					.000	.000
Inclusive LS	P-Correla.					1	.407**
	Sig.						.000
Project success	P-Correla.						1
	Sig.						
**. Correlation is significant at the 0.01 level (2-tailed).							

Source: SPSS output from own survey, 2024

Table 4.4. Correlation Analysis

Transactional leadership has a non-significant correlation with the Project outcome ( $p=0.757$ ). There are also no significant relationships between transactional leadership and the other leadership style variables in this study or the Project variable. In the remaining variables it is observed that Project success is significantly and positively correlated with Transformational, Participative, Servant and Inclusive leadership styles since the significance level is below 0.01 with the highest correlation (0.565) to Project, servant leadership appears to be the most significant predictor in the regression model. While the associations between the two major correlations (Participative and Inclusive) and Servant leadership are less, they nonetheless point to potentially relevant determinants.

P values shown by \*\* show statistical significance of this association at the 0.01 level. Except for Transactional leadership and project performance in the population, this suggests that there is a real positive association between the four leadership styles with a 99% confidence level.

The fact that all of the significant relationships are positive suggests that project performance tends to rise along with the leadership style ratings. This is consistent with the favorable associations that are predicted to exist between enhanced project outcomes and effective leadership.

In contrast, the observed correlation is not statistically significant if the P-value is higher than the significance level. However, it is crucial to remember that a P-value merely represents a linear connection between the variables; it does not establish causality. According to Gujarat and Porter (2004) it should be noted that, P-value merely represents a linear connection between the variables. In the above table it is shown that the correlation among the independent variables to the dependent variable is statistically significant. Additionally, four of the variables except for Transactional responsibility has a positive correlation which implies that the increase of one variable will lead to the same effect to the other.

It appears that transformational leadership is a separate concept that is not substantially correlated with the other predictors in the model based on the non-significant p-values for the correlations between transformational leadership and the other independent variables. This indicates that there are no significant worries about multicollinearity, supporting the inclusion of transformational leadership as a unique predictor in the regression analysis.

## 4.5. Regression Analysis

### 4.5.1. Model Fit Test

The R and R square value ranges from 0 to 1. The correlation coefficient, or R value, in regression analysis quantifies the direction and intensity of the linear relationship between each of the independent and dependent variables. The percentage of the dependent variable's variation that can be predicted from the independent variables is shown by the R-squared value.

Model Summary <sup>b</sup>										
	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Sd.Error estimate	Change Statistics					DW
					R <sup>2</sup> Change	F change	df1	df2	SigF.Change	
1	.703 <sup>a</sup>	.494	.471	.26537	.494	21.467	5	110	.000	1.915
a. Predictors: (Constant), Inclusive, Transactional, Transformational, Participative, Servant										
b. Dependent Variable: Project										

Source: SPSS output from own survey, 2024

Table 4.5 Model fit test

The above table shows that the R value or correlation coefficient for this study equals with 0.703. This value indicates that there is a moderately strong positive linear relationship between the variables being analyzed.

When coming to the R square value, a higher R-squared value means that the independent variables account for a larger portion of the variation in the dependent variable, improving the predictive power of the model. But this is not always recommended specially for social science studies as there are many more factors and due to some constraints not each one can be addressed.

The value 0.494 R square value indicates that, the independent variables in the regression model account for 49.4% of the variation in the dependent variable. And the remaining 50.6% of the variance is not explained, which can be attributed by other variables. This means that the dependent variable which is project success is explained by the variables Transactional, Transformational, Participative, Servant and Inclusive leadership styles and this variable has 49.4% effect on the successful completion of projects.

As a result, the dependent variable's variation can be described by the independent variables in the model to the extent that 49.4% of the variance can be explained by them, according to the R value (0.703) and the R-squared value (0.494), which both indicate that there is a moderate positive linear connection between the variables.

#### **4.5.2. Adjusted R Square**

A modified form of the R-squared (coefficient of determination) that accounts for the quantity of independent or predictor variables in a regression model is called adjusted R-squared. It penalizes the insertion of superfluous predictors, adjusting the R-squared value accordingly Gujarati and Porter (2009).

When accounting for the number of predictors, the Adjusted R-squared value of 0.471 shows that the independent variables in the regression model can account for around 47.1% of the variation in the dependent variable. This indicates that about 47.1% of the variability seen in the dependent variable can be explained by the predictors in the model taken together.

While the R square value shows the value from the sample taken, the Adjusted R square value helps to examine if the sample taken for this study can be a representative of the total population of this study. In this case, the R square value is seen to be .494 while the Adjusted R square value is .471. Based on this the shrinkage is 0.02, (i.e. .494-.471). this shows a low shrinkage

value, and the outcome of this study could be varied by only 0.02 if this study examines the total population of this study rather than taking sample from among them. This implies that the sample size taken for this study is a representative of the population.

ANOVA <sup>a</sup>						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	7.559	5	1.512	21.467	.000 <sup>b</sup>
	Residual	7.746	110	.070		
	Total	15.305	115			
a. Dependent Variable: Project						
b. Predictors: (Constant), Inclusive, Transactional, Transformational, Participative, Servant						

*Source: SPSS output from own survey, 2024*

Table 4.6 ANOVA

ANOVA is a statistical method for examining group mean differences and determining whether or not they are statistically significant. The way an ANOVA operates is by contrasting the variability within groups also known as error or residual variability with the variability between groups, which is also referred to as treatment or factor variability. There may be real differences between the groups being compared if the inter-group variability is noticeably higher than the within-group variability.

The significant F-value of 21.467 indicates that a significant portion of the variance in the dependent variable can be explained by the model. In the above table it is shown that the total sum of square is 15.305 which shows there is relatively lower variance, and this is also statistically significant as the P value is less than 0.01.

The table implies that at least one of the independent variables (Transactional, Transformational, Participative, Servant and Inclusive leadership styles) is a significant predictor of the dependent variable (Project), according to the ANOVA table, which also demonstrates that the regression model as a whole is highly significant ( $p < 0.001$ ). In general, strong evidence that the total regression model is statistically significant and has practical predictive ability for the dependent variable (Project) can be found in this ANOVA table. The direction and strength of each independent variable's link with the dependent variable would then be ascertained by looking at each regression coefficient separately.

### 4.5.3. Multiple Regression Coefficients

The value of Multiple regression coefficients is shown in the following table. This study is a multiple linear regression model and the following model have been used.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

Y=Project Success

$\alpha$ = Constant term

X1=Transactional Leadership

X2= Transformational Leadership

X3= Participative Leadership

X4= Servant Leadership

X5= Inclusive Leadership

e= Error Term;  $\beta_1, \beta_2, \beta_3, \beta_4$  and  $\beta_5$  are dimensions of the coefficients.

Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	.865	.410		2.109	.037	.052	1.678
Transactional LS	-.078	.073	-.075	-1.066	.289	-.222	.067
Transformational LS	.250	.056	.312	4.461	.000	.139	.361
Participative LS	.157	.067	.169	2.351	.021	.025	.289
Servant LS	.308	.051	.454	6.061	.000	.207	.409
Inclusive LS	.133	.062	.161	2.152	.034	.011	.256

a. Dependent Variable: Project

Source: SPSS output from own survey, 2024

Table 4.7 Multiple linear regression coefficient

The above table shows the values of the coefficients along with their P value. This has been interpreted and discussed below for each variable.

#### Transactional Leadership style:

The significance level of Transactional Leadership style is shown as 0.28. In the regression model greater than with the P value of .05 is statistically insignificant. This shows that the effect of Transactional Leadership style on Project success is not statistically significant.

#### Transformational Leadership Style:

The above table shows that the relationship among Project success and Transformational Leadership style is statistically significant at 99% since the P value is .000. This will lead to supporting of the hypothesis formulated. The beta value is .312. this implies that, the successful completion of a Project will increase for increasing Transformational Leadership practices.

#### Participative Leadership Style:

For this variable the effect of Participative Leadership style on Project Success is statistically significant as P value shows a value of .02. The implication of this value is that the hypothesis is supported, and it also shows that as the organization implement Participative leadership practices, it will lead to enhancement in Project success.

#### Servant Leadership Style:

As shown in the regression coefficient table, the relationship among Project Success and Servant Leadership style is statistically significant at 99% as there is P value of .000 significance level. Having said this, the variable Servant leadership style has a beta value of .454. The meaning of this can have understood as the more an organization increase its Servant leadership practices, the more there will be enhancement in the project success.

#### Inclusive Leadership Style:

The regression coefficient table shows that the effect of Inclusive Leadership Style on Project Success is statistically significant at 96.6% due to the fact that the significant level is .034. when observing the value of Beta, it is .161. This implies that, considering the other factors are constant, there will be 16.1% increment of Project success for each increment in the variable of Inclusive leadership style.

Therefore, the model of this study is represented as follows.

$$Y=0.86 +0.24(\text{Transformational LS}) +0.157(\text{Participative LS}) + 0.308 (\text{Servant LS})+ 0.133 (\text{Inclusive LS}) +e$$

#### 4.6. Hypothesis Testing

After discussing the coefficient values, the following implication is forwarded regarding the results of hypothesis tests, whether they can be supported or not.

**H1: The effect of Transactional Leadership style on the project success is not statistically significant and positive.**

The coefficient regression shows that the significance level is 0.28. For the value to be statistically significant the P value should be less than 0.05. Because of the significance level is >0.05, this hypothesis is not supported.

**H2: The effect of Transformational Leadership Style on the project success is statistically significant and positive.**

The significance level of beta coefficient for this variable is 99%. It has also a beta value of .312%. This shows that Transformational Leadership style has statistically significant and positive effect on Project Success. Therefore, this hypothesis is supported.

**H3: The effect of Participative Leadership style on the project success is statistically significant and positive.**

The significance level of this variable is .021 which in turn means that the effect of Participative leadership style on project success is statistically significant and positive with a beta value of 0.169. Therefore, this hypothesis is supported.

**H4: The effect of Servant Leadership style on the project success is statistically significant and positive.**

The coefficient value of this variable is statistically significant at the level of 99% since the P value is .000. In addition to that it shows positive relationship at the Beta value of .454 which implies that Servant leadership style has statistically significant and Positive effect on Project Success. Hence this hypothesis is supported.

**H5: The effect of Inclusive Leadership style on the project success is statistically significant and positive.**

The effect of Inclusive leadership style on Project success is statistically significant since the P value is 0.03. Additionally, the beta value is coefficient is that 16.1%. This implies that the effect is statistically significant and positive. Thus, this hypothesis is supported.

#### **4.7. Discussion on the Findings**

The major objective of this study is to examine the effect of Leadership style on the success of projects. For the purpose of Inferential analysis, regression analysis has been used and the assumptions has also been tested. While testing the fitness of the model the value of R is .703 and the value for R square show that it is .494 which shows that the dependent variable which is Project success can be explained 49.4% by the factors that are listed in this model. While examining the coefficient values of this study, all of the variables have a significant value less than .05 except for Transactional Leadership. Based on this below are discussed the major findings.

➤ **Transactional Leadership Style: - *P-Value= 0.28***

This variable shows statistical insignificance. The finding of insignificant and negative coefficient value of this study is similar to the study of Kissi et al. (2013) that has a standardized regression coefficient of -0.09 which indicates that transactional leadership had a non-significant and negative impact on project performance. The authors contend that transactional leadership's emphasis on management-by-exception and contingent compensation may not be appropriate for the complex and dynamic nature of project environments, which would restrict its influence on project success.

➤ **Transformational Leadership Style: - *P-Value= 0.000; Beta= 0.312***

This gives the interpretation that Transformational leadership has a statistically significant and positive effect on Project success, and this implies that as long as organization increases its Transformational leadership practices, it will also lead to increment on the project success. This finding is highly in line with the studies of Medina, L., and Medina, A. (2017), Tyssen et al. (2014) and Aga et al (2016) in which their findings show that Transformational leadership styles like inspirational motivation, individualized consideration and influence are linked to a good project performance which leads to stakeholders' satisfaction.

➤ **Participative Leadership Style: - *P-Value=0.02; Beta=0.169***

This indicates that Participative leadership has a statistically significant and positive effect on the success of Projects. Keeping other variables constant the more a Participative leadership style is practiced, the more project success will be enhanced.

There are also findings which shows that a significant and positive effect like the studies of Aga (2016) and Muller and Turner (2010). The study of Aga (2016) shows standardized regression coefficient of .41, in which Project success can be determined 41% by Participative leadership style. At the same time the study of Muller and Turner (2010) also shows a significant and positive effect. This has been justified by them as this participative leadership style worked better especially well for the projects which are more complicated in the context of development projects because it improves team participation and decision making which also works for this study as CRS is also an international institution with dynamic and complex projects.

➤ **Servant Leadership Style: -  $P\text{-Value}= 0.00$ ;  $Beta=0.454$**

Servant leadership style is also one of the independent variables in this study which interpreted as having a statistically significant and positive effect on project success as there is increment for Servant leadership practices, the success of project is going to increased. This finding is also supported by other studies like Liden (2014) and Hoch (2018) which is a meta-analysis study in examining servant leadership philosophies. Both studies are having a statistically significant and positive effect of Servant leadership style on project success with a beta value of .31 and .35(with an average correlation) respectively. The reason of this is that better project outcomes result when project managers demonstrate servant leadership traits including giving team members authority and putting their needs first.

➤ **Inclusive Leadership Style: -  $P\text{-Value}=0.03$ ;  $Beta=0.161$**

This is interpreted as the effect of inclusive leadership style on projects success is statistically significant at 97% and positive. Hence, for an increase in Inclusive leadership style practices, similar effect will be observed for success of a project. This finding has also been supported by other scholars. According to the study of Nembhard and Edmondson (2006) leadership had a favorable and substantial impact on team psychological safety as Inclusive leadership is backed by openness, availability, and accessibility. Schaubroeck et al. (2011) is also another study in which the finding shows a significant and positive effect, and which concludes that the authors discovered that inclusive leadership enhances team performance a crucial factor in project success by fostering affective and cognitive trust.

As discussed in the above all of the independent variables except for Transactional leadership style have statistically significant effect on project success. The variables Transformational, Transactional, Participative, Servant and Inclusive leadership styles have

a beta value of 31.2%, 16.9%, 45.4% and 16.1% respectively. All of them shows a statistically significant and positive effect on the successful completion of project and Project success will increase accordingly for an increase on the independent variables. Based on this the Hypothesis of this study is presented as follows.

	<b>Developed Hypotheses</b>	<b>Result</b>	<b>Decision</b>
H1	The effect of Transactional Leadership Style on Project success is Statistically significant and positive	Insignificant	Not Supported
H2	The effect of Transformational Leadership Style on Project success is Statistically significant and positive	Significant Positive	Supported
H3	The effect of Participative Leadership Style on Project success is Statistically significant and positive	Significant Positive	Supported
H4	The effect of Servant Leadership Style on Project success is Statistically significant and positive	Significant Positive	Supported
H5	The effect of Inclusive Leadership Style on Project success is Statistically significant and positive	Significant Positive	Supported

*Source: Own survey, 2024*

Table 4.8 Hypothesis testing

## Chapter 5

### 5. Summary, Conclusion and Recommendation

#### 5.1. Summary of Major Findings

After completion of data collection, the data has been analyzed both descriptively using mean and standard deviation value. Multiple regression analyses have also been used to assess the causal effect of Project leadership styles on the project success. Based on the analysis, the following points are the major findings of the study.

- ✓ The multiple regression analysis showed that Transformational, Participative, Servant, and Inclusive leadership styles had statistically significant and positive effects on project success. The standardized beta coefficients indicated these leadership styles accounted for 31.2%, 16.9%, 45.4%, and 16.1% of the variance in project success, respectively.
- ✓ In contrast, Transactional leadership style was found to have an insignificant and negative effect on project success. This suggests transactional approaches may not be as effective in the complex, dynamic project environment of the organization studied.
- ✓ The descriptive analysis revealed the organization generally exhibited moderately good leadership practices and project management, with some relative weaknesses in project plan adherence and consistency in meeting budgets and timelines. Addressing these areas could further enhance overall project success.

In summary, the findings indicate that empowering, people-oriented leadership styles like transformational, participative, servant, and inclusive leadership are more conducive to successful project outcomes in this organizational context, compared to a more transactional approach.

#### 5.2. Conclusion

This study has an objective of analyzing the effect of Leadership styles on the successful completion of Projects. The study uses primary data collection method through questionnaires that has been distributed to 116 employees of CRS. Based on the collected data, it has been analyzed and both descriptive and Inferential analysis has been done. The descriptive analysis shows that, for all of the independent variables and dependent variables, the mean value of the

items is shown to be above 3.3 which indicates that there has been a moderate leadership style practices which are used in this study and relatively more of a moderately good project management environment at CRS, with a relative specific strength in achieving project scope and providing quality value to stakeholders. Relatively there are, nonetheless, chances to improve project plan adherence as well as consistency in meeting budgets and timelines. By addressing these issues, the company may be able to increase project success to even higher levels.

This study uses a Multiple linear regression model to the inferential analysis section. The study has provided empirical evidence that various leadership styles have a significant and positive impact on project success. Among the leadership styles examined, Transformational, Participative, Servant, and Inclusive leadership styles emerged as statistically significant predictors of project success in which by practicing those leadership styles, organizations can enhance the success of projects. It was also discovered that Transactional leadership does not significantly affect project success, in contrast to the other leadership styles in this study. This shows that in organizations which operate in complex and dynamic project contexts like CRS, a leadership style based on dependent incentives and management-by-exception would not work as well. Due to this H1 is not supported in this study and the remaining hypotheses, i.e. H2, H3, H4 and H5 are supported.

### **5.3. Recommendation**

This research implies that Project Success is significantly and positively affected by the Transformational, Participative, Servant and Inclusive leadership styles. Leadership style has been measured by five variables and from which four of them are listed above. These variables have significant and positive impact on the successful completion of projects.

While observing the coefficient result, although four of the variables show that there is statistically significant and positive relationship among the four variables, it is shown that, Transactional leadership does not seem to have a significant impact on the dependent variable. This variable is not considered significant since the P value is greater than 0.00. Therefore, it may be less important for project success. Below is a detail recommendation based on the findings. According to the descriptive analysis, it is shown that moderate mean value of Project success in consistency of meeting budgets and timelines. And hence CRS should work on improving these issues and by addressing this, the organization can be able to increase project success at higher level.

- Transactional Leadership Style: The non-significant coefficients suggest that this variable does not seem to have a meaningful effect on the dependent variable. This is due to the fact that CRS works in a dynamic environment with complex projects. As such, it might not be the most important thing to concentrate on this leadership style, while attempting to enhance or affect the project's success and CRS needs to focus on other leadership approaches.
- Transformational Leadership Style: Project success is significantly and positively affected by this variable. The descriptive analysis also shows that leaders on average display a moderate transformational leadership approach. Hence, in order to enhance project result, it is better for CRS to highlight transformational leadership behaviors, such as inspiring and motivating team members, creating a clear vision, and encouraging creativity and CRS should emphasize those practices to the project team as it may help in improving project success. Prospective leadership programs should also be designed with the aim of assisting all leaders in developing their transformative leadership skill to a more consistently high degree.
- Participative Leadership Style: There is a statistically significant and positive relationship between the dependent variable and the participative leadership variable. The descriptive analysis also shows that having a combination of below average mean value with some variability which suggests that there are some opportunities to strengthen the overall participative leadership capabilities in the organization. Hence, it is suggested that, improving project outcomes may be achieved by valuing team members' opinions, including them in decision-making processes, and promoting their active engagement. Improving the atmosphere to encourage cooperation, teamwork, and shared decision-making might result in better project performance.
- Servant Leadership Style: the descriptive analysis shows that leaders at CRS have a fairly consistent and developed orientation towards Servant leadership style. Hence this is a good chance for CRS as the organization can take action to build on the existed moderate Servant leadership foundation to support the leaders to enhance their skills on Servant leadership style. Based on the outcome of this study, It is noted that, successful completion of projects can be positively affected by using servant leadership. Therefore, CRS should implement different approaches of servant leadership style, which is putting the needs of the team members first, giving them authority, and encouraging their personal and professional growth. Developing a leadership approach that facilitates and encourages team members may improve their engagement, motivation, and overall project performance.

- **Inclusive Leadership Style:** According to the descriptive analysis of this study, since it has been practiced just moderately, it is suggested that there is some room to further enhance different practices that helps to enhance inclusive leadership. This should be done due to the fact that the inferential analysis implies that, the effect of the inclusive variable on the project success is statistically significant and positive. This shows that appreciating diversity, encouraging inclusion within the project team, and fostering an atmosphere where everyone feels heard, respected, and included can all help to improve the project's outcome.

#### **5.4. Limitation and Direction for Further Study**

The effect of leadership style on project success is assessed in this study. Even though leadership is a broad issue and concept, this study has been constrained conceptually, geographically, and methodologically owing to time and resource limitations, among other reasons. Geographic scope is restricted to CRS i.e. single non-profit organization due to the aforementioned limitations. But further studies can be conducted on including more non profitable organizations, then the outcome can better be good for generalization and inference.

Because this research uses a quantitative technique and an explanatory research method type, it is also methodologically constrained. However, using a mixed research method, and including case studies and longitudinal observation would help to give wide insight to the study and enhancing generalizability. In addition to that using moderators like organizational culture and considering the work environment will also help to examine the effects in a better way.

Since the model of this study explain the dependent variable in 49.4%, further research should seek to identify and incorporate additional relevant predictors to strengthen the regression model and increase R square value. By addressing these limitations in future research scholars can develop a more comprehensive model that better explain factors affecting the dependent variables.

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# Appendix 1

## Questionnaire

Dear Respondents,

Greetings to you!

My name is Afrah Seid, and I am a graduating class student of Master of Business Leadership at Addis Ababa University School of commerce. Currently I am conducting my thesis, one of the requirements for completion of the study. In order to do my thesis data is a necessary element and your collaboration in providing this data is highly necessary. Please note that the data you provide will only be used for academic purpose and it will be kept confidential. In order to assure this, you are not required to write your name and any personal identification.

If you have any inquires or if you need any additional information, please do not hesitate to contact the researcher at:

Email: [afrahseid111@gmail.com](mailto:afrahseid111@gmail.com)

Phone: +251966040503

Thank you for your kind cooperation in advance.

### Part A: Respondents Information

Please provide your answers by marking the boxes below.

1. Gender: Male \_\_\_\_\_ Female \_\_\_\_\_
2. Age: 18-25 \_\_\_\_\_ 26-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 40 and above \_\_\_\_\_
3. Education: Diploma \_\_\_\_\_ BA/BSc degree \_\_\_\_\_ MA/MSc and above \_\_\_\_\_
4. Experience: < or =2 years \_\_\_\_\_ 3-5 years \_\_\_\_\_ 6-10 years \_\_\_\_\_ 10 and above \_\_\_\_\_
5. Current Position: Managerial/Supervisory \_\_\_\_\_ Non-Managerial \_\_\_\_\_

**Part B**

This section has a list of tables related to different leadership styles and there by using 5 Likert scale measurement. Please provide your responses by selecting the ranges from 1-5. The numbers are represented as follows.

1-Strongly Disagree    2-Disagree    3-Neutral    4-Agree    5-Strongly Agree

Part B: Leadership Styles

<b>Transactional Leadership</b>	1	2	3	4	5
Leaders/Supervisors will tell standards to carry out work					
My leaders will act before problems are chronic					
My leaders make a clear expectation					
Leaders work out arguments with me					
My leaders monitor my performance and keeps track of mistake					
<b>Transformational Leadership</b>	1	2	3	4	5
Spends time in teaching and coaching					
Considers Moral and Ethical considerations					
Views followers as having different needs, abilities, and aspirations					
Listen, encourage, and motivates followers					
Encourage followers to be creative and rethink					
<b>Participative Leadership</b>	1	2	3	4	5
Allows to vote when making major decisions					
Allow teams to determine what needs to be done and how					

Ask teams for their vision in their jobs and using it where needed					
Works with employees to resolve if there is difference in role expectation					
Support employees in determining their own organizational objective					
<b>Servant Leadership</b>	1	2	3	4	5
Emphasize the importance of giving back to community					
Makes others career development as a priority					
Strive to make other jobs easier					
Gives others freedom to handle difficult situations in the way they feel is best.					
Scarify their interests to meet others need					
<b>Inclusive Leadership</b>	1	2	3	4	5
Encourage to discuss diverse viewpoints and perspectives on problem solving with colleagues					
Provide opportunity to express diverse viewpoints					
Ensure usage of diverse ethnic cultural background as a source for creativity and innovation					
Stimulates to learn from colleagues' ethnic cultural backgrounds					
Encourages to learn and be experienced from colleagues' ethnic cultural background					

**Part C: Project Success**

	1	2	3	4	5
Projects are completed on time.					
Projects run according to the first framework schedule without delay					
There is no delay while implementing small activities of projects					
Projects are completed according to the allocated budget which has been approved priorly.					
There has not been failed projects due to insufficiency of approved budget.					
Projects has visible positive impact on the target beneficiaries					
Customers/project participants was satisfied with the process and implementation of a project					
The outcomes of the project have directly benefited end users by enhancing effectiveness and efficiency					
Actual project outputs met to the expected standards.					
Projects have clear and achievable objectives					
The objectives of the project were achieved					
Projects implemented according to the previous stated plan					