

ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
MASTERS OF BUSINESS LEADERSHIP

**THE EFFECT OF LEADERSHIP COMPETENCIES ON PROJECT
SUCCESS: THE CASE OF EAST AFRICA BOTTLING SC.**

By: Tsion Mamo

**A Research Project work Submitted to Addis Ababa University School of Commerce
Graduate Studies Program in Partial Fulfillment of the Requirements for the Award of
Master of Business Leadership**

Advisor: Dr Bahran Asrat (PHD)

Addis Ababa, Ethiopia

Date: September, 2021

Addis Ababa

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Declaration

I, the undersigned, affirm that the paper “The Impact of Leadership Competencies on Project Success: The Case of East Africa Bottling sc” is prepared by Tsion Mamo. With the direction and cooperation of my adviser, I conducted my study independently. All sources of materials used for the thesis have been duly acknowledged.

Declared by:

Name: Tsion Mamo

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Date: July, 2021

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Statement of Certification

This is to certify that the project, entitled: “*The Impact of Leadership Competencies on Project Success: The Case of East Africa Bottling sc*” prepared by Tsion Mamo was done under the supervision of Bahren Asrat (PhD) and submitted in partial fulfillment of the requirements for Master of Business Leadership with the regulations of the University and meets the accepted standards with respect to originality and quality.

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List of ABBREVIATIONS AND ACRONYMS

EABSC – East Africa Bottling Share Company

CCBA – Coca Cola Beverages Africa

AMWCS - Ambo Mineral Water Share

P_S -Project success

L_{Style} -Leadership style

L_{Sk} -Leadership skill

L_T -Leadership trait

L_C -Leadership control

L_E -Leadership experience

α -Cronbach's alpha

SK- Skewness

SW- Shapiro-Wilks

X - Mean

σ - Standard deviation

Abstract

The main purpose of this study is to examine the effect of leadership competencies on project success at EABSC. The goal of the study is to identify five elements of leadership competencies and explore how these competencies influence project success. This study uses an explanatory research design. The survey is aimed at a group of 75 people who are involved in the execution of EABSC projects. The data for this study is gathered using a questionnaire created in conjunction with the mentioned papers and relevant journals. Statistics methods such as frequencies, percentages, means, standard deviations, correlational matrix, normality test, and regression analysis are used to collect and analyze quantitative data. In addition, to establish the relationship between the dependent and independent variables, the study uses an analytical hierarchical procedure. Content analysis was used to analyze qualitative data. The research found that all five leadership characteristics have a favorable and significant impact on the performance of EABSC projects to varying degrees. The data revealed that, of the five leadership qualities, leadership traits had the greatest impact on project success, while leadership control had the least impact.

Key Words: Leadership, Project Management, Project Success, Project leadership, Leadership Competency.

1. CHAPTER ONE

INTRODUCTION

This chapter covers the study's background as well as the study's main concepts, namely leadership and project success. The research problem, the research objectives, the study's value, and the project's overall scope are all included in this chapter.

1.1 Backgrounds of the study

Leadership is one of the most important components for any organizational performance. Leadership is simply “the art of influencing people so that they will strive willingly towards the achievement of goals” Igbaekemen, (2014). Leadership plays a role in creating an enthusiastic atmosphere and culture in an organization Alghazo and Al-Anazi, (2016). Hurduzue (2015) proclaimed that effectively leadership style could promote excellence in the development of the members of the organization.

To oversee successful project performance, leadership is defined as a combination of skills and experience combined with the application of necessary control measures in the most appropriate style. In an organizational setting, the leader must apply his knowledge and abilities to guide his team to success (Lapp, 2009).

Projects are unique, reason why project success criteria differ from one project to another (Müller, Turner, 2007). To increase complexity even more, within the last decades the concept of project success is approached in relationship with stakeholders’ perception (Davis, 2014), being accepted that success means different things to different people (Shenhar et al, 2001). The success of this project can be attributed to the determination of the factors that are determined before the beginning of the projects that are undertaken. These factors need to be identified and the extent of their determination needs to be addressed.

Success factors are components of the project that have to be accomplished to a high standard of quality which are acceptable to achieve the goals of the project (Davis, 2014). A project is said to be successful when the project is on time and within budget and within scope (Savolainen, 2012). Project Success includes getting the job done within the constraints of given time. It was

recognized to be a complex, multi-dimensional concept encompassing many attributes (Mir, 2014).

The influence of complete project leadership abilities on project success has been largely neglected in a huge body of work on project success determinants. Despite the fact that there have been a number of comparable studies focusing on project management, there has been very little research to support the contribution of project employee leadership competencies to project success. The critical valuable leadership factors for project success have not been fully exposed in previous studies (Gary, 2016).

This study aimed to gather information from a variety of professionals participating in project management and project activities in order to discover leadership competencies that have a significant impact on project success. Therefore, this study attempts to investigate the relation between leadership competencies and project success on EABSC project management, Sebeta.

This study took five major leadership competencies that could potentially have an impact on project success at, these are Leadership style, leadership skill, leadership trait, leadership control and leadership experience.

1.2 Background of the Organization

Coca-Cola Beverages Africa (CCBA) is the 8th largest Coca-Cola bottling partner worldwide by revenue and the biggest on the African continent, accounting for about 40% of all Coca-Cola volumes sold in Africa. Coca-Cola Beverages Africa serves 13 countries in sub-Saharan Africa: South Africa, Ghana, Kenya, Ethiopia, Mozambique, Tanzania, Uganda, Namibia, Comoros, Mayotte, Eswatini, Botswana and Zambia. The company directly employs more than 16 000 people and enjoys the number one market position in most of these territories.

Coca-Cola Beverages Africa (CCBA) in Ethiopia operates the East Africa Bottling Share Company (EABSC) as well as Ambo Mineral Water Share Company (AMWSC). EABSC has three plants in Addis Ababa, Dire Dawa and Bahir Dar and AMWSC has one plant in Ambo.

The business contributes an estimated \$217 million to the economy annually in salaries, taxes, manufacturing, distribution and local shareholder profits. The beverage firm and its shareholders

are planned to invest USD 300 million in the country in the coming five years. The new plant will have a manufacturing capacity of 70,000 cases per day.

The company broke ground on the new plant on June 20. Located in the town of Sebeta, 25 kilometers from Addis Ababa, it will be the biggest bottler and the fourth of its kind in Ethiopia once it is finalized early next year. The fifth plant is planned to be set up in Hawassa, capital of the Southern Regional State.

EABSC has undertaken various projects throughout the years especially in sebeta. Recently it is working on different projects there including building of PET lines, preform factory and RGB lines.

These multimillion projects are being led by various managers and thus this study tries to identify how their leadership competencies contribute to success of these projects.

1.3 Statement of the Problem

The common criteria for project success are generally considered to be cost, time and quality. Frimpong et al, (2003) called these measures as the 'iron triangle'. Songer and Molenaar (1997) considered a project successful if it was completed on budget, on time, conformed to user expectations, met specifications, attained quality of workmanship and minimized construction aggravation. Completing projects on time is an indicator of efficiency.

The study gap on the issue was discovered through preliminary interview questions with project leaders who had already been assigned to the project, as well as numerous literature evaluations from various authors (s). The preliminary discussion with project leaders indicates that project completion is delayed owing to a variety of factors. The coordinators agreed that project managers' and their employees' leadership abilities, which are given to various projects, have a significant role in project completion failures as intended during the start stage. There is agreement on the necessity to evaluate project managers' and their employees' leadership competencies in terms of leadership style, skills, experience, traits, control, and other variables that contribute to the failure to achieve the goals set forth during the project's inception phase. It is for this reason that this study seeks to examine the effect of project leadership competency on the success of projects on EABSC project management.

The number of research studies on the impact of leadership on project success is relatively small. (Alene, 2014). According to Admasu, previous leadership research has focused on only one or two aspects of leadership competency constraints conducted on different investment areas other than construction projects (2009). According to Kaleb (2011), in order to succeed in project-based organizations, it is necessary to investigate various aspects of leadership, with a focus on skills, experience, and styles.

Misganaw (2011) emphasized the importance of reexamining the skills, traits, and control in leadership that project employees must possess in order to complete projects successfully.

Through a comprehensive investigation of the effect of project employees' leadership skills, leadership experience, leadership styles, leadership traits, and leadership control on project success of EABSC project management, Sebeta, this study attempts to fill the gap in empirical evidence.

1.4 Research questions

This study examines at answering the following questions

- What is the relationship between leadership competency (leadership style, skill, trait, control and experience) and project success of EABSC, Sebeta?
- To what extent does EABSC's leadership style influence its project success of EABSC?
- To what extent does EABSC's leadership skill affect its project success EABSC?
- To what extent does leadership experience affect the success of EABSC in managing its projects EABSC?
- To what extent does leadership control influence EABSC's project success EABSC?
- To what extent does leadership trait affect the success of EABSC in managing its projects EABSC?

1.5 Objective of the study

1.5.1. General objective

The main intent of this research is to examine the effect of leadership competencies on selected EABSC project success.

1.5.2. Specific objectives

The specific objectives of the study are:

1. To investigate the effect of leadership styles on project success.
2. To determine the effect of leadership skills on project success.
3. To examine the effect of leadership traits on project success.
4. To investigate the effect of leadership experience on project success.
5. To investigate the effect of leadership control on project success.

1.6 Significant of the study

To succeed, projects require leaders with the appropriate particular talents and abilities, as well as the appropriate attitudes and behaviors. The best use of project managers' and their leadership abilities is critical to project success, which includes effectiveness, efficiency, success, and development.

This study attempts to perform a thorough examination of project leadership competencies and assess how these skills relate to the project's success. By extracting essential attributes based on contribution to project performance, this study attempt to investigate how effective project managers exercised a broad variety of crucial leadership attributes.

The researcher gathered the knowledge of business leadership which have been acquired through the course of this three years and see how different theories and practices of business leadership is practiced in the real business world and its contribution specifically on projects success.

A study of this issue can assist project managers in appreciating the importance of leadership skills in project success. The academic importance of this work is that it will add established hypotheses on leadership, which will serve as a resource for others working on similar studies, and allow others to conduct further research into leadership competency and project performance. The research also contributes to the body of information of leadership principles in the Ethiopian business, and to serve as a guide for future research. This thesis will help future researchers and academicians because it will serve as a foundation for future studies as well as provide literature for future research.

1.7 Scope of the study

As stated in the issue description, there are several factors that influence project success. The impact of leadership styles, leadership skills, leadership experience, leadership characteristics, and leadership control on project success under EABSC project management is the subject of this study.

Even though the research aims on the national level, due to time, geographical and financial limitation, this research focuses on EABSC project located in Sebeta.

In order to answer the research questions, the researcher uses a quantitative statistical analysis method, and the target audiences will largely be project managers and other project management professionals.

1.8 Limitation of the study

The main limitation of the research is the target population of the study. The study only focused on selected EABSC project management, Sebeta. In addition, due to the current epidemic, questionnaire distribution and respondent interview is difficult. Due to lack of sufficient researches on related topics in the country, it is difficult to obtain adequate data from published articles. But the above issues are sorted out by giving a brief explanation on the purpose of the study and the confidentiality of the information collected through the online questionnaire.

1.9 Organization of the study

Introduction; literature review; research methodology; results and discussion; and summary, conclusion, and implications are the five chapters of this project. The following are the topics covered in each of these chapters:

Chapter One: Introduction

The first chapter discusses the study's background and the study's core principles, which are leadership and project success. The research problem, research aims, and study value are also included in this chapter.

Chapter Two: Literature Review

The interrelationships among the major research variables are explained in Chapter 2 through a review of both theoretical and empirical literature. A overview of empirical research and a conceptual framework are also included in this chapter.

Chapter Three: Research Methodology

The research methodology is described in depth in Chapter 3, which includes the research philosophy, research design, study population and sample, data collecting methods, measurement instrument reliability and validity, operationalization of study variables, and data analysis procedures.

Chapter Four: Research Data Analysis

The response rate, respondent profile, diagnostic tests, project features, and descriptive statistics of major research variable ratings are all covered in Chapter 4. This chapter also includes a correlation analysis and a discussion of the study's findings and conclusions.

Chapter Five: Summary, Limitations, Conclusions, Recommendations, and Suggestions

The fifth chapter contains a summary of findings for every one of the research objectives, as well as a conclusion based on the study findings and study contributions. In addition, the chapter discusses the study's shortcomings as well as potential topics for further research.

1.10 Definition of Key Terms

Leadership- an interaction between leaders and followers in which the leader tries to influence his/her followers to work towards a common objective.

Project- is a set of distinct and interconnected tasks with a single objective or purpose that must be performed on schedule, on budget, and according to specifications.

Project Management- is the process of applying knowledge, skills, tools, and techniques to project activities in order to meet project requirements. It is accomplished by applying and integrating the project management processes of initiating, planning, executing, monitoring and controlling, and closing.

Project Success- A project is considered successful if it is finished within the project's schedule and budget limits while maintaining the required level of quality. Success of a project can also be evaluated from the perspective of the organization's short-term and long-term goals.

Project leadership- The knowledge, abilities, and attitudes required to lead, motivate, and direct a team to achieve a company's objectives.

Project Employees- one whose employment is fixed for the duration of a specific project or effort, the completion or termination of which is established at the time of the employee's engagement

Leadership Competency- a mix of motivations, skills, trait, experience and self-concepts that can lead to greater project and organizational outcomes

Leadership Style- leaders' methods to leading companies, departments, or groupings

Leadership Skill- an acquired knowledge through education, training and past experience that is applied by project leaders to improve the success of the project.

Leadership Traits- Values and beliefs of the leader; personality; need for achievement or acceptability; power orientation, mental, physical, and emotional characteristics.

Leadership Control- shows how leaders utilize formal information-based procedures to sustain or change trends in organizational activities.

Leadership Experience- assessed in years, previous participation, and should be reflected in the quality of his work.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the theoretical framework of the study, related theoretical literature reviews and empirical literature of the study. It also contains the conceptual framework of the study.

2.1 Theoretical literature review

2.1.1 Leadership

According to R. M. Ojokukuand et al (2012), Any organization's lifeblood is leadership, and its significance cannot be overstated. Leadership is the ability to inspire confidence and support among the people who are needed to achieve organizational goals.

Yukul, (2013) defines leadership as “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization” Leadership defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position. Leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purpose. Leadership involves leader-followers, influence, intention, personal responsibility and integrity, change, and shared purpose (Daft, 2005).

Leadership is influential processes which distinguish a leader by their actions, and also encourage a group of people to move towards a common or shared goal. A leader is an individual, while leadership is the function that the individual performs. Besides, an individual within an organization who have authority are often referred to as a leader, regardless of how they act in their job (Babatunde and Emen, 2015).

Leadership can have many interpretations; most importantly is the ability and skill to inspire confidence, support and motivate the people who are needed to achieve the organizational goals. In fact, not just simply applying rules or concepts constitutes the development of a leader; many other factors must be analyzed. A leader plays many roles such as a coach, mentor, figurehead, spokesperson, negotiator, team builder, team player, technical problem solver, entrepreneur and strategic planner (Dubrin, 2010). In analyzing different academic models, leadership can be best explained by evaluating its most important variables: leader behavior, leader style, leader

characteristics, group member characteristics, and the internal and the external environment (Dubrin, 2010).

According to Liu, Fang (2006), leadership concerns the ability to influence the behavior of others to closely accord with the desires of the leader. It is unchangeable that leadership concerns interpersonal relationship in the pursuit of organizational and individual goals and therefore involves power exercising by the leaders.

Leadership is believed to form the basis for success of any structure, company, organization, institution and nation. It is comprised of various components, skills, styles and attributes. Descriptions of leadership includes being motivating and inspiring while directing others to achieve concrete results. Leadership is defined, thus, as the process of one individual influencing a group or followers to successfully attain a specific goal. Thought leadership to be the process of persuading a group of followers to attain certain objectives and to channel an organization to a direction that it is more cohesive and coherent (Chemers, 2014).

Leadership has become the most widely studied discipline on the globe, with a vast amount of theories focusing on leadership style, ability, traits, power, and experience. Behavioral scientists and sociologists have begun to study the possible consequences of leadership and the characteristics that are used to predict a leader's leadership qualities as the subject of leadership has risen in prominence. Leadership is defined as "a relationship between members of a group." Leaders are change agents, those whose actions have a greater impact on others than other people's actions have on them. When one group member influences the motivation or abilities of others in the group, this is referred to as leadership. (Wagner and Hollenbeck, 2010).

2.1.2 Leadership competencies

Leadership competencies are leadership skills and behaviors that contribute to superior performance. A focus on leadership competencies and skill development promotes better leadership. This study took five major leadership competencies that are known the highly affect the performance of any organization and projects. These are Leadership style, leadership skill leadership experience, leadership traits and leadership control.

2.1.2.1 Leadership style

Leaders' methods to leading companies, departments, or groups are referred to as leadership styles. There is different leadership styles exist in any organization. Any leader have exist own unique style. Effective leaders will have their methods based on the context, the individuals concern and the desire outcome (Mehmood & Arif, 2011).

Bureaucratic leadership

This is very structured and follows the procedures as they have established. This type of leadership has no space to explore new ways to solve problems and is usually slow paced to ensure adherence to the leader stated by the company. Leaders ensure that all the steps have followed prior to sending it to the next level of authority (Northouse, 2013).

Autocratic leader

This is given the power to make decisions alone, having total authority. This leadership style is good for employees that need close supervision to perform certain tasks. Creative employees and team players resent this type of leadership, since they are unable to enhance processes or decision making, resulting in job dissatisfaction (Lewin et al., 1939).

Laissez-faire leader

Laissez-faire leadership is passive type of leadership style. There is no any type of mutual exchange or relationship between followers or leaders. It gives no continuous feedback or supervision because the employees are highly experienced and need little supervision to obtain the expected outcome. On the other hand, this type of style is also associated with leaders that don't lead at all, failing in supervising team members, resulting in lack of control and higher costs, bad service or failure to meet deadlines (Lewin et al., 1939).

This leader shirks responsibility, postpones choices, provides little feedback, and makes no effort to meet the requirements of his or her followers. There is no exchange with followers or attempt to help them grow (Northouse, 2013).

Transaction leader

This type of leader style is given power to perform certain tasks and reward or punish for the team's performance. It gives the opportunity to the manager to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for something else. It

is based more on "exchanges" between the leader and follower, in which followers are rewarded for meeting specific goals or performance criteria (Trotter, 2008; Bass et al., 2003). Rewards and positive reinforcement are provided or mediated by the leader.

Transformation leader

According to Bass (2003), transformational leaders will focus on developing their followers by tapping them of their potentials, inspiring them, promoting collaboration, motivating them, and by reinforcing positive behaviors. This leader style motivates leader to be effective and efficient. Communication is the base for goal achievement focusing the group in the final desired outcome or goal attainment. This leader is highly visible and uses chain of command to get the job done. Transformational leaders focus on the big picture, needing to be surrounded by people who take care of the details. The leader is always looking for ideas that move the organization to reach the company's vision.

In addition, transformational leadership stimulates creativity, innovation and new ideas, which help the organization to grow faster and adapt well to a dynamic environment. Transformational leadership style leads to a positive change among the followers, who are then persuaded to do what is best for the organization as a whole (Thomas, 2016).

2.1.2.2 Leadership skill

It is not enough for a company to have a large number of extremely brilliant people; individuals must also want to invest their talents and knowledge in the organization and their position. (Rastogi, 2000). Skills may be gained through school and (formal) training, but also (and mostly) through people's actions at work, according to Berg & Karlsen (2007). (learning-by-doing). According to Rastogi (2000), the majority of specialized job abilities are taught through actual work activities. He goes on to say that there is no ideal alternative for job experience and apprenticeship. The information and skills acquired through education and training, as well as the learning gained through experience, produce a certain stock of productive capital.

2.1.2.3 Leadership Experience

The quality of a manager's job should reflect his experience, which is assessed in years and previous engagement. Leadership abilities and experiences are extremely valuable, and project

managers can use them to boost project success. Project managers and teams should engage in education and training to get the knowledge and skills needed to complete projects successfully. Project leaders should have past relevant job experience gained via previous involvement, which will help them spot patterns and difficulties that may arise during project implementation. Because they have a wide range of knowledge and technical talents, lower-level supervisors should be promoted to higher-level roles (Zhu, Chew & Spangler, 2005).

2.1.2.4 Leadership trait

The emphasis of leadership traits is on the leader's values and beliefs, as well as his or her personality, need for accomplishment or acceptance, power orientation, and mental, physical, and emotional characteristics. Effective project leadership traits and abilities should be used in accordance with the project's current stage.

Nanus (1989), most of the leadership research began in the 1920s, trait theory of leadership emerged from the perception that leaders are different from others and this theory has also become the basis for the notion of most research. In addition, leadership can also be seen through the qualities or attributes of the leader.

The trait approach, according to Dubrin (2010), presupposes the existence of a leadership personality and that leaders are born rather than produced. Also believes that the characteristic approach prioritizes the leader's personality over all other variables. Courage, internal center of control, passion, emotional intelligence, flexibility, and adaptability are all qualities that leaders exhibit, according to Dubrin (2010). In the context of project management, Dubrin's attributes of a good leader are crucial; nevertheless, other characteristics are as significant. Character, problem-solving and analytical ability, innovation, self-development, focus on results, goal-setting, personal accountability for outcomes, effective communication, inspiring and motivating others, trust and interpersonal effectiveness, concern for others, development, ability to accept change, and ability to relate well to outside stakeholders are just a few of the clusters of traits which are identified by DSouza (1989). The conduct of leaders that differentiates them from their followers is referred to as a leadership trait. With the notion that great leaders are produced, not born, it focuses on the behaviors of leaders rather than mental traits or internal moods. People may learn to be leaders via teaching and observation, according to this notion. Turner, Muller

and Dulewicz (2010), conclude the most important Traits a Project manager must have in order to succeed in any project. Below table resumes these Factors.

Leadership Trait	Description
Trustworthiness	The capacity of the Project Leader for inspiring people through trust.
Fairness/Equity	Project Leader must behave fair and with equity.
Approachability and Friendliness	The most effective type of leader is an approachable one. Project teams have to be confident about communicating with the Project Manager without any restriction.
Confidence	The Project Leader must show ambition, it will lead to confidence to the rest of the team.
Ability to Listen	The Project Leader which listens well increases the chance to succeed in the project. Understanding all points of view.
Hard Work	Project Leader has to work hard to succeed in the project.

Table 2.1: Project Leadership Traits. Adapted from Turner, Muller and Dulewicz (2010)

2.1.2.5 Leadership control

Leadership controls are required to guarantee that businesses achieve their objectives (Redding, 2002). Managers use these systematic information-based processes to sustain or change organizational activity patterns. Leadership controls aid in the development of legitimacy, the demonstration of strategy meaning, and the promotion and support of strategic change (Shields, Deng and Kato, 2000).

When leaders are able to combine diverse types of data to provide competitively relevant insights, the efficacy of leadership controls skyrockets (Hit & Hoskisson, 1996).

By balancing leadership controls over finance, knowledge, project process, clients, and learning and development, firms may successfully track project progress. The four viewpoints that make

up the balanced scorecard framework are as follows: Financial, customer, internal company procedures, and learning and growth are just a few of the topics covered. (Mische, 2001).

2.1.3 Project success

A project is a collaborative enterprise that is carefully planned to achieve a particular aim. Projects are temporary rather than permanent systems constituted by teams within or across organizations to accomplish particular tasks under time constraints. The classical theories of projects have a set of precepts, assumptions and even some implied principles that breakdown or inadequately serve the world of large complex projects. These attributes associated with a so-called neo-classical perspective outlined (Lysons and Farrington, 2006). The prevailing view of a project as the transformation of inputs to outputs and captures the key assumptions associated with that view (Lepak, 2010).

According to Kerzner (2009), a project can be considered to be any series of activities and tasks that have a specific objective to be completed within certain specifications, have defined start and end dates, have funding limits (if applicable), consume human and nonhuman resources (i.e., money, people, equipment), are multifunctional (i.e., cut across several functional lines). The other one is a definition from PMI (2013), a project is a temporary endeavor undertaken to create a unique product, service, or result. According to Tayntor (2010), a project is a unique, finite set of multiple activities intended to accomplish a specific goal.

On the other hand, Wysocki (2014), a project is a sequence of unique, complex, and connected activities that have one goal or purpose and that must be completed by a specific time, within budget, and according to specification.

The “iron triangle” model itself was the very first model of project management success which has later proven to be only a part of overall project success. From this point of view, it is clear to see how it is possible to have a successful project with unsuccessful project management, and vice versa (Lam, 2008). To be precise, project can be successful despite unsuccessful project management because it has achieved higher and long-term goals. In the moment when management of project stops, short-term orientation can be unsuccessful, but long-term outcome can be successful, because wider set of goals are satisfied, instead of narrow subset which project management consists of (Yang, Huang and Wu, 2011).

Critical success factors (Critical Success Factor – CSF), which is clearly identified for business success. As a second step, organizational goals are defined based on these factors, and in the third step they have to be made measurable. For example, if the critical factor is market success, then an easily measurable factor is the change in market share, or if there is a risk relating to contracts or offers, the experience concerning similar products of the company can be measured (Yang et al., 2011). Accordingly, Muller and Turner (2010) proposed many critical success factors and frameworks , these critical factors are showed in the below table.

Success Criteria
<ul style="list-style-type: none"> •End-user satisfaction with the project’s product or service •Suppliers’ satisfaction •Project team’s satisfaction •Other stakeholders’ satisfaction •Meeting project’s overall performance (functionality, budget and timing) •Meeting user requirements •Meeting the project’s purpose •Client satisfaction with the project results •Reoccurring business with the client •Meeting the respondent’s self-defined success factor

Table 2.2: Critical success Factors (Turner, Muller and Dulewicz, 2010)

2.1.3 Relationship between Leadership competencies and Project success.

Crawford (2007) points out that the competence of project managers and project successes are closely linked and that the competence of the project manager is a factor to successfully implement the projects. Nowadays the role of the project manager is developing rapidly from the management or direction to essential leadership skills and competences to lead the project.

Atwater and Yammarino (1992) argued that management and leadership symbolize two different concepts. Therefore, for a project manager it is essential to be a good manager along with leadership competences among project competence skills.

Project leadership competences can significantly and positively affect the project success as well as organizational success. Researchers have affirmed the belief that project leadership

competence is the most influential factor in project success, despite little research has dealt with the issue (Muller and Turner, 2005).

2.2 Empirical literature review

In Kitui County, Kenya, Mary (2012) evaluated the impact of leadership abilities, experience, leadership control, and leadership style on the success of Compassion International Projects. The study used descriptive research design. The descriptive statistics and multiple regression analysis showed that a positive relationship between leadership and project performance. Project success was positively correlated with predictor factors such as leadership skills, leadership experience, leadership control, and leadership styles, with project management control having the largest impact on Compassion International project performance. However, Mary (2012) did not consider the mediating effects of teamwork on project leadership –performance relationship.

Huwein (2013) looked at the influence of a project manager's soft leadership abilities on project success using the example of Sinov Constructions. The goal of the study was to determine and evaluate the impact of project managers' communication, interpersonal, coordination, team building and delegation, problem finding, analyzing, and solving skills on project success, as well as the impact of team work as a moderating variable on the relationship between project managers' soft leadership skills and project success. The survey gathered the opinions of 178 people involved in project-related organizations. According to the findings, each of the identified soft leadership qualities has a statistically significant positive association with project performance.

Ainel and Vildana (2010) aimed to identify other critical success factors that are specific to Kazakhstan IDP environment. All the critical success factors identified (they quoted Do and Ton, 2008) were supported by this research. Nonetheless four new critical success factors were identified by analyzing the results from both interviews and questionnaires. The four new factors are minimum difficulties in transition from planning to implementation phase, competence of stakeholders, troubleshooting and competent project manager/project leader. The findings clearly show that insufficient communication can affect the project outcome negatively. The characteristic of an international development project is that it has more stakeholders than traditional.

On other hand, Muringo, (2012) find out the competencies of project managers influences effective implementation of donor funded projects. It noted that project manager soft skills more influence the success of the project compared to the technical and academic qualifications.

Selam (2017) sought to identify and assess the success factors for implementation of development project in mother and children Multi-sectoral Development organization, on Reducing Vulnerability of Street living children project. Using descriptive research design, the finding of the result revealed that effective communication, good project monitoring and evaluation, clear project goals and objectives were considered to be the factors that contribute to the success of the project in MCMEDO whereas the rest two factors, stakeholder's involvement and competent project team didn't get enough emphasis on the particular project.

Khan, Long and Iqbal (2014) reviewed the positive impact of leadership competence on project success based on the data collected from the published articles from well-known databases. Their study was aimed to explore how leadership competence is important for the project success. They concluded that project leadership competences are similar to competences of leadership in general management.

Kaleb Tadesse (2017) attempted to identify the leadership attributes that must be possessed by Project managers. The research found that all leadership attributes were positively correlated with project success and that Personal traits were the most statistically significant determinants of project success followed by emotional intelligence, soft leadership skills and technical leadership skills, respectively. Other than those groups of leadership attributes, experience was also found to be a statistically significant determinant of project success.

Samson Aschalew (2020) tried examine the effect of leadership competencies on project success in the context of Ethiopian Defense Construction Enterprise. And found that Project success was most influenced by leadership abilities, whereas project success was least influenced by leadership experiences. The second most important factor in project success is the leader's leadership attribute, and third place goes to leadership style, which has a major impact on project success. According to the findings, control had the fourth biggest impact on project success.

Geoghegan and Dulewicz (2008) tried to see the contribution of leadership competencies of project managers on success of projects by using a quantitative study based on a survey made on

52 project managers and found that there is a significant correlation between project manager leadership competencies and project success especially 8 major influencing factors (MQ and IQ).

Aga, Noorderhaven and Vallejo (2016), using a cross-sectional study, assessed the mediating role of team-building in the relationship between transformational leadership style of project manager and project success. On the basis of a field survey of 200 development project managers in the Ethiopian NGO sector, they reported that transformational leadership style positively influences both project team-building and project success, team-building practices positively influence project success, and team-building partially mediates the relationship between transformational leadership and project success.

2.3 Conceptual framework

Based on the overall review of related literatures and the theoretical framework, the following conceptual frame work in which this specific study governed is developed. As explained in the literature. It was based on six independent variables and one dependent variable as represented diagrammatically in the below figure. The study uses a conceptual framework in order to answer the research questions.

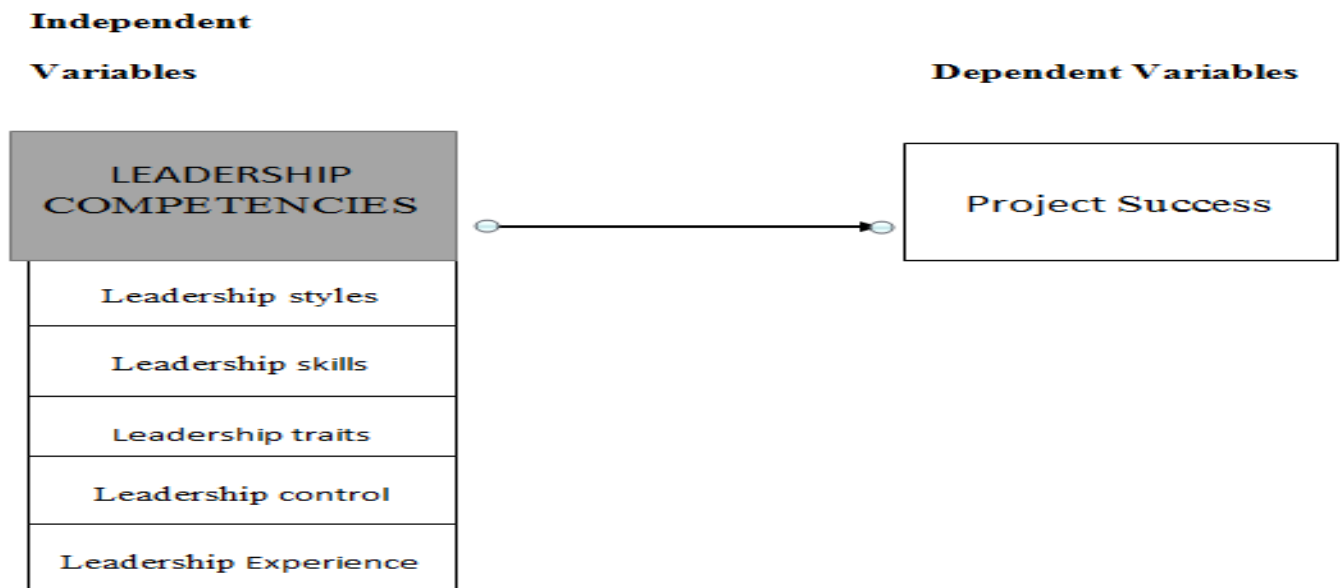


Fig 1: Conceptual framework Source: Researcher own construct based on the literature review (2021).

2.5 Research Hypothesis

The following null hypotheses are developed based on the research objectives and the conceptual framework.

H1: There is no relationship between leadership styles and of project success.

H2: There is no link between project success and leadership skill.

H3: A relationship does not exist between leadership traits and of project success.

H4: There is no link between project success and leadership control.

H5: There is no relationship between leadership experience and of project success.

CHAPTER THREE

RESEARCH METHODOLOGY

This section presents the methodology followed to achieve the research objectives. It highlights the research approach, research design, and source of data for the study, data sampling technique, and descriptions of data collection tools. Finally, the methods used to analyze the data are discussed.

3.1 Research design

Explanatory research type is a type of research that helps to cover the unexplored areas & problems in-depth manner that is not well researched before and it provides a better-researched model and conclusion by focusing on variables that demand priority. For this reason, explanatory research type is considered as appropriate to investigate the effect of leadership competencies on project success. Based on the theoretical framework, the study undertakes to measure the effects of the independent variables such as leadership styles, leadership skills, leadership trait, and leadership control and leadership experience and the dependent variable (project success).

3.2 Description of the variables

Dependent Variable

Project Success- is the triumphant achievement of success criteria that must be set prior to the start of the project. The major project success factors that were highlighted for further examination were time, money, and quality.

Independent Variables

Leadership Style- is a collection of behaviors that proposes two aspects in the conduct of leaders: structure initiation, which includes task-oriented leaders, and contemplation, which includes relation-oriented leaders (Cuadrado, 2007).

Leadership Skill- The extent of knowledge and understanding a leader has on the project management process.

Leadership Trait- Character, technical and professional expertise, problem-solving and analytical abilities, innovation, self-development, goal-setting, personal accountability for outcomes, effective communication, inspiring and motivating others, trust, and interpersonal effectiveness are just a few examples of clusters of traits (DSouza, 1989).

Leadership Control- The level of control a leader has on the employees of the project.

Leadership Experience- The amount of experience a leader have in the area of the project type.

3.3 Research approach

To answer the questions raised in the research quantitative research method was used. According to Mujis (2010) quantitative method is important in business research as data from samples can be used to estimate parameters relating to the population as a whole, it is the best to explain phenomena and specifically suitable for testing hypothesis' thus, the quantitative method enabled this research to produce reliable data as the research result can be generalized based on selected samples. A quantitative research method is used using close-ended structured questionnaires.

3.4.1 Target population

Hair et al. (2010), A target population is a group of individuals or an item for whom questions may be asked or observations made in order to produce the necessary data structures and information. Target population refers to the larger population to which the researcher ultimately would like to generalize the results of the study (Mugenda 2003). This research targets a significant amount of project employees who are involved in different aspects the selected EABSC projects. Project managers, project team leaders, consultants, design and inspection managers, and engineers who are involved in EABSC Sebeta projects are among the 75 respondents targeted by the research. The researcher implemented census method because the project employees engaged in several projects of EABSC is of manageable size and the result of the study will be more reliable. Therefore all 75 project Employees are targeted for this study.

3.5 Sources of data

The data needed for the research study is collected from both sources i.e. primary as well as secondary data. Primary data is gathered up through close-ended questionnaires in the form of

Likert five scales. Primary data is used since it helps to generate accurate and valid data by giving the researcher full control to decide the design, method, and data analysis techniques to be used. It also supports the study to get up to figure since it's an actual data & doesn't gather from old sources it helps to generate appropriate conclusions and recommendations. Besides the primary data published journals are also used as a source of data.

3.6 Data Collection Instruments

The research data is collected by distributing a close-ended questionnaire. To collect primary data, the study used structured questionnaires because it is easy to collect data from respondents. The questionnaire were measured by five-point liker scale anchored by 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. A likert scale is an ordered scale from which respondents chose one option that best aligns with their view. It is often used to measure respondents' attitudes by asking the extent to which they agree or disagree with a particular question or statement. The Likert scale has scales that assist in converting the qualitative response in to quantitative values (Mugenda & Mugenda, 2003). The study is required to use these instruments because it is easier to analyze since they are in an immediate usable form. This is also economical to use in terms of cost and time.

The questionnaires are designed in a survey based on the conceptual framework. Each question is derived from factors of project success. It is designed in a way that is clear, brief, and understandable to the respondents as well as covering the relevant aspects of the main variables.

The first part of the questionnaire identified the demographic profile of the respondents. This contains data about respondents' characteristics like age, gender, education, and experience level. The next part included opinion variables which consist of what respondents feel about project success. These include 28 questions that measure the variable.

3.7 Data analysis

The data collected from questionnaire was analyzed by using data analysis tools. Verification was conducted and completed questionnaires identified. Then the data coded in to Stata software, according to the selected variables and the questions has been asked. The data analyses

performed using descriptive and inferential statistics for independent and dependent variables. Stata software is practiced by the study to analyze the data.

3.7.1 Descriptive Statistical Analysis

The final reports of the relevant characteristics of the respondents are produced through central tendency measurements (frequency and percentage). In addition, tabular explanation is used to present the results.

3.7.2 Inferential Statistical Analysis

In inferential statistical analysis, correlation and multiple linear regression tools are utilized. The use of these statistical tools and methods are described below:

Correlation

The degree and direction of the link between two dependent and independent variables is described by correlation (r). All variables were measured as an interval level; Pearson correlation is used. Correlation “ r ” output always lies between -1.0 and +1.0 that indicates the extent to which two variables are linearly related and if r is positive, there exists a positive relationship between the variables. If it is negative, the relationship between the variables is negative. While computing a correlation, the significance level shall be set at 95% confidence level with error term ‘ ϵ ’ value of 0.05. The purpose of using Pearson correlation is to find out the relationship between leadership competences and Project success.

Multiple Linear Regression Analysis

Multiple regression analysis is a major statistical tool for predicting the unknown value of a variable from the known value of variables. And it is about finding a relationship between variables and forming a model. The model for this study is developed using independent variables and dependent variable

The multiple linear regression equation is in the form of:

$$P_s = \beta_0 + \beta_1 L_{St} + \beta_2 L_{SK} + \beta_3 L_T + \beta_4 L_C + \beta_5 LE + \epsilon_i$$

Whereas:

Ps= Project success

LSt = Leadership Style (LSt)

LSK = Leadership Skill (LSk)

LT = Leadership Trait (LT)

LC = Leadership Control (LC)

LE = Leadership Experience (LE)

β_0 = Constant

ϵ = Error term

To enhance understandability of the results, tables, and graphs is used in presentation each accompanied by descriptive narratives. The purpose of using this model was that the nature of this study was qualitative but in order to analyze the data parametric measurement of multiple regressions is appropriate.

3.8 Validity and Reliability

Reliability and validity addressed issues about the quality of the data and appropriation of the methods used while carrying out the study.

3.8.1 Validity

The amount to which an instrument measures what it is meant to measure is referred to as validity. Data need not only to be reliable but also true and accurate. If a measurement is valid, it is also reliable (Joppe 2000). The content of validity of the data collection instrument is determined through discussing the study instrument with the experts in the field of study especially the researcher supervisor. The valuable comments, corrections, suggestions, given by the study experts assisted the validation of the instrument. Before issuing the questionnaire to respondent's comments and suggestions given by advisor has been adjusted accordingly.

3.8.2 Reliability

Reliability refers to the consistence, stability, or dependability of the data. A reliable measurement is one that is repeated a second time gives the same results as it did the first time. If the results are different, then the measurement is unreliable (Mugenda and Mugenda 2008). To measure the reliability of the data collection instruments, internal consistency techniques using

Cronbach's alpha is used. Cronbach's alpha is a coefficient of reliability that gives an unbiased estimate of data generalization. An alpha coefficient of 0.7 or higher indicated that the gathered data are reliable as they have relatively high internal consistency and can be generalized to reflect opinions of all respondents in the target population (Zinbarg 2005). Before running all the respondents' data analysis 5% of the sample has been taken as a pilot test to check the reliability of the data.

Therefore, the overall reliability of the scale was found to be 0.727 (table 1) which indicates the acceptability of the items.

Table 2: Reliability statistics of the instrument

Variable	<u>Cronbach's alpha</u>
Project success	0.6446
Leadership Style	0.6863
Leadership Skill	0.7927
Leadership Trait	0.6007
Leadership Control	0.8293
Leadership Experience	0.8143
Average <u>Cronbach's alpha</u>	0.7279

Source: Own survey and Stata output, (2021)

3.9. Ethical Consideration

Each discipline should have its own ethical guidelines regarding the treatment of human participants on the study (Vanders and Johnston 2009). Study ethics deal with how we treat those who participated in our studies and how we handled the data after we collect them. The researcher kept the privacy (that left any personal questions), anonymity (protecting the identity of specific individuals from being known) and confidentiality or keeps the information confidential.

Accordingly, the questionnaire has been distributed to voluntary participants and had a clear introduction and instruction parts regarding the purpose of the study.

CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND INTREPRETATION

The primary goal of this research is to look at the impact of leadership competencies on the success of a few EABSC projects, this chapter will try to identify the relationship between Project success and Leadership competencies through descriptive and analytical analysis. The response rate, respondent profile, diagnostic tests, project features, and descriptive statistics of major research variable ratings are all covered in this chapter. This chapter also includes a correlation analysis and a discussion of the study's findings and conclusions.

4.1 Response rate of the respondents

Table 4.1 Response Rate

Response Rate	
Returned	84%
Not returned	9.30%
Incomplete	6.70%

Questionnaires were distributed to 75 project employees of EABSC, sebeta. From the 75 questionnaires distributed 7 (9%) questionnaires were not given back and 5 (6%) were incomplete, 63 (84%) questionnaires were fully completed and returned as it is shown in *Figure 4.1*. As a result, the overall response rate was 84 percent which is acceptable for data analysis and discussion of the study.

4.2 Demographic Factors

The demographic data of the respondents collected for this study were gender, age, educational level, years of work experience.

From the 75 respondents 87% of them are comprised of male, which makes males dominant project employees it indicates that there are work to be done on gender balance. When looking that the age group, 49 percent of the respondent are found in the age group of 21 to 30, Age group of 31 to 40 takes the second majority group of 33%, 17% of the respondents are above 41. None of the respondents are below the age of 20 , which shows that projects are dominated by young and vibrant employees.

Regarding Educational level, 76% of the respondent holds first degree, 14% has a master's degree and 10% have a college diploma indicating that employees involved in projects are all well-educated enough.

The result in the respondent's years of experience indicates that majority which is 51% of the respondents has a working experience between 5 to 7 years followed by respondents that have worked for more than 8 years are 29%. 17% has 2 to 4 working experience and 3% has an experience if less than one year, which means that majority of the employees has a fair amount of experience in their area of expertise.

Table 4.2 Demographic Factor of Respondents

Demographic variables		Frequency	Percentage
Gender	Male	55	87%
	Female	8	13%
Age	>20	0	0%
	21-30	31	49%
	31-40	21	33%
	41<	11	17%
Education	Secondary	0	0%
	College diploma	6	10%
	Degree	48	76%
	Post graduate	9	14%
	0-1 Years	3	5%
Experience	2-4 Years	11	17%
	5-7 Years	31	49%
	8 Years <	18	29%

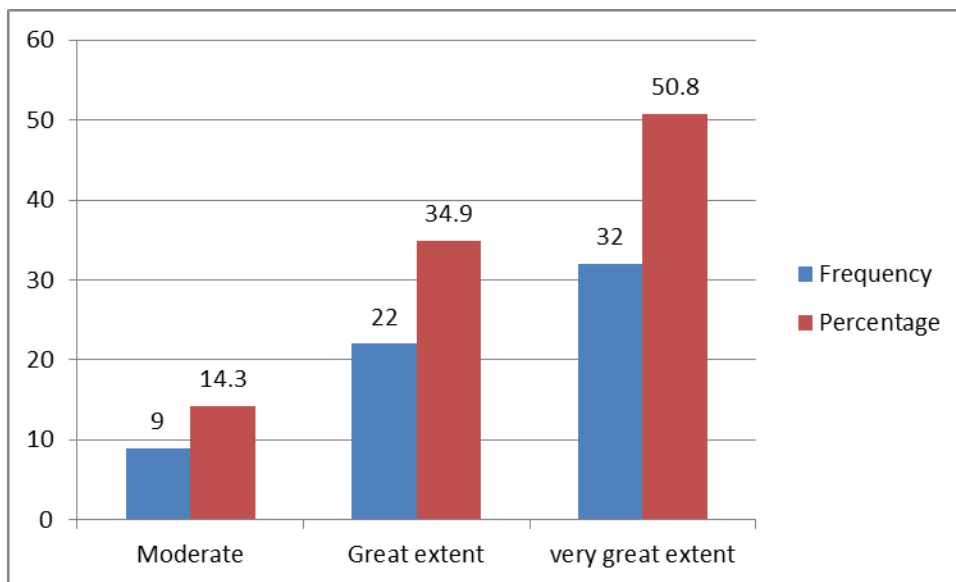
4.3 Leadership Competencies

This study uses descriptive statistics to provide an analysis to each inquiry from the questioners and give an explanation to the responds that the respondent gave on the five-point Likert scale agreement and identify the questioner claims in term of percentile as well as percentile. This provides an opportunity to explain in simple terms what effect respondents believe leadership competencies have on project performance in EABSC. Examination of the descriptive analysis explanation is intertwined with the qualitative analysis of the questioners.

4.3.1 Leadership Style

Based on respondents' replies to the independent questions, this section of the analysis attempted to determine the impact of leadership style on the effectiveness of EABSC project success.

Figure 4.1 Extent of leadership style effect on project success

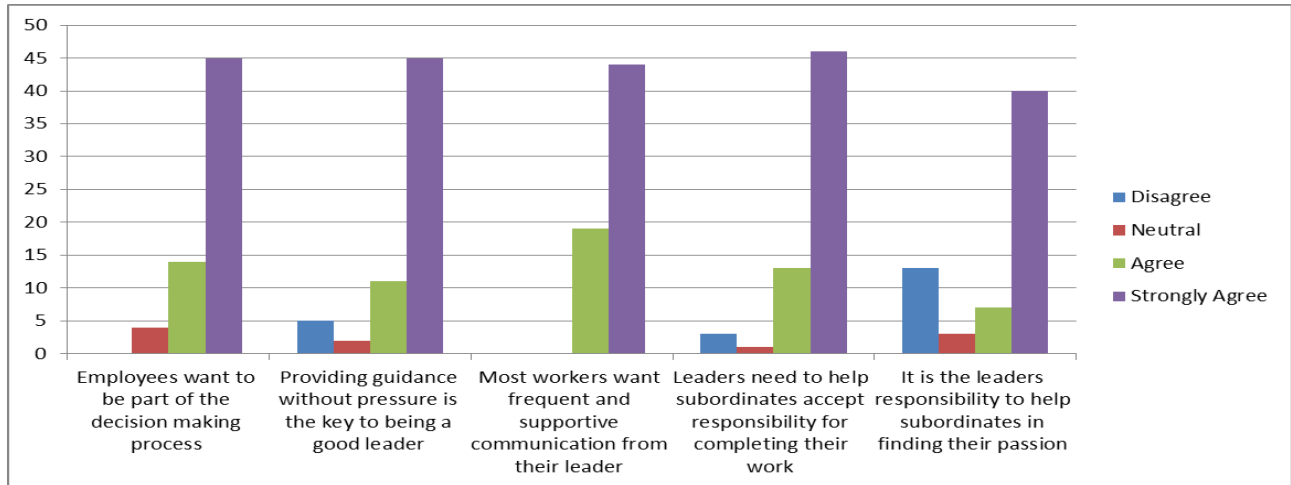


Despite the fact that the survey answer scale goes from none to very much, the response derived from the analysis only varies from moderate to very significant extent. More than half of respondents (50%) believe that leadership style has a substantial impact on project success, according to the findings of the study. Because the overall response of the respondents runs from a high of 39.7% to a moderate of 14.3 percent, this data illustrates that leadership style has a substantial impact.

The following graphs show the percentage of respondents that agree with each assumption about leadership styles.

Democratic leadership style

Figure 4.2 Democratic leadership styles



The aforementioned graph clearly illustrates that respondents were mainly confident in their responses, with a total of 70% agreeing to support democratic leadership in order for the project to succeed. Employees at EABSC working on projects prefer being included in the decision-making process, having effective direction and communication from their leaders, and being given a proper aid from leaders when needed to complete any given task in the project cycle, according to their response. According to Turner & Muller (2005), this strategy makes employees feel important and appreciated at work, making it a tremendously motivating method of project management.

Authoritative leadership style

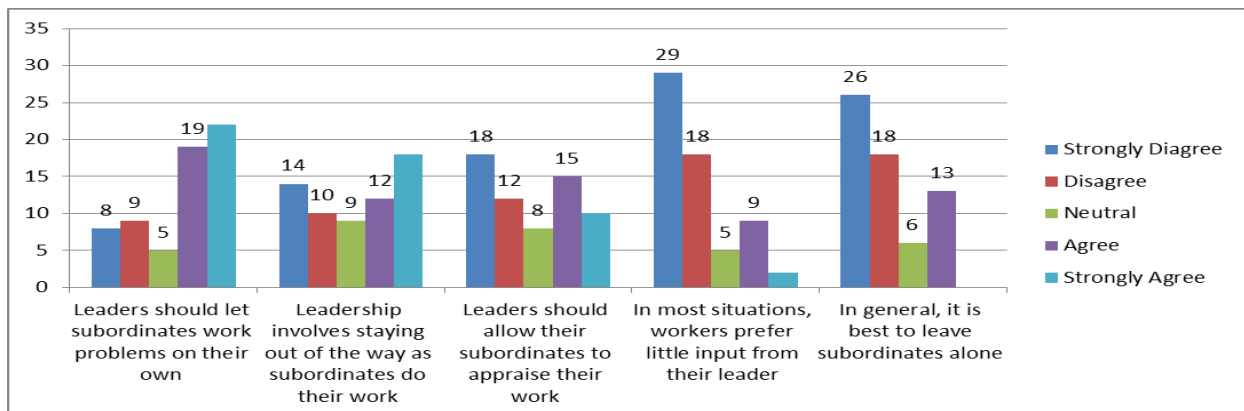
Figure 4.3 Authoritative leadership styles



In terms authoritative leadership style, the more than 65% of the respondents strongly disapprove with being singled out in the decision-making process and giving credit for project success only to top executives. They believe it's good to feel comfortable and autonomous, and they are also likely to be hard working. At the same time, a significant proportion of responders (>74%) disagree that authoritarian leadership is beneficial. However, respondents strongly agree (>78%) that a leader should not loosen their leadership in such a way that it creates barriers to project success. The graph indicates that there is no universal agreement on the need of embracing authoritative leadership.

Laisses-Faire leadership style

Figure 4.4 Laisses- Faire leadership style



As demonstrated in Figure 4.4, a large majority of respondents (>30%) strongly disagree with the idea of performing a task alone without the assistance of coworkers. They oppose self-evaluation and self-directed independent leadership. Nonetheless, they prefer being alone and completing self-sufficient work, with 35% strongly agreeing. This causes them to get perplexed.

Although democratic leadership appears to have universal practical application to be implemented in the above three leadership styles graphs, the other two appear to have ambiguous relevance in the case of EABSC projects.

The below figure 4.5 will give a clarification of the desired leadership style to be used in EABSC projects in order for a successful projects.

Figure 4.5 Effective leadership style

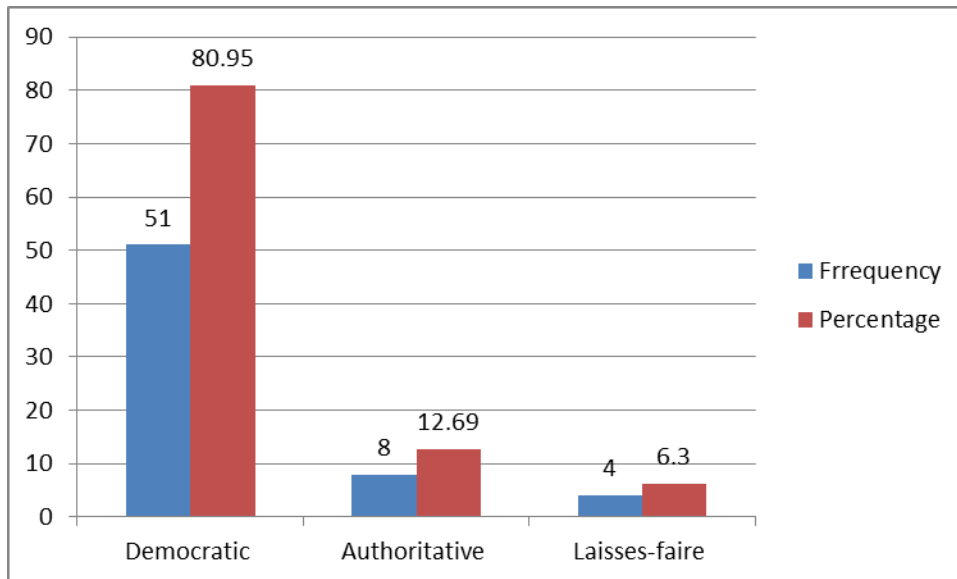


Table 4.3 Effective leadership style

Leadership style	Mean	Standard Deviation
Democratic	4.390476	0.0491533
Authocratic	2.653439	0.0729128
Laisses-faire	2.730159	0.0841296

Figure 4.6 shows that more than 80% of respondents highly prefer ($X = 4.39$, $= 0.049$) democratic leadership style. This demonstrates that democratic leadership is the most effective leadership style for EABSC projects to be successful. Democratic leadership, according to

Turner and Muller (2005), promotes participatory and informed decision-making in project success. If democratic leadership is not available, 12.7 percent of respondents strongly prefer authoritative leadership ($X = 2.65, = 0.072$). Last but not least, 6.3 percent of respondents highly like laissez-faire leadership ($X = 2.73, = 0.084$).

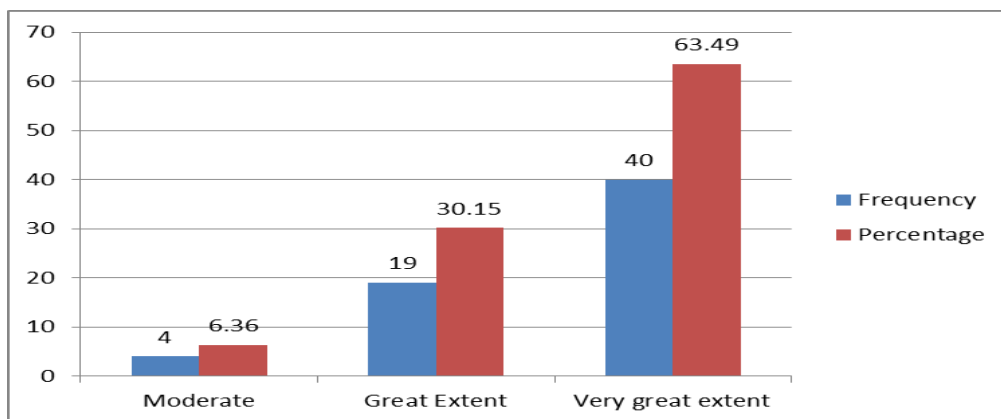
4.3.2 Leadership skills

Because one of the leadership characteristics that a leader is required to have is leadership skill, the effect of leadership skills on project success is investigated descriptively in this section.

According to the findings, respondents believed that leadership ability has a significant impact on the project's success. With unanimous agreement, project success is influenced by leadership ability. This implies that leadership skills are very important and may be used by project leaders to increase project success. Project leaders and teams should use their leadership abilities to the fullest extent possible in order to complete effective project implementation.

Figure 4.6 depicts how project personnel' leadership skills may impact the effectiveness of an EABSC project.

Figure 4.6 Extent of leadership skill effect on project success



The graph depicts respondents' responses, which demonstrate that 63.49 percent, or the majority of respondents strongly agreed with their response. Leadership skills of project staff are known to have a significant impact on EABSC projects. The graph depicts the compound effect, which is 93.64 percent on a scale of vast extent to very, with the remaining 6.36 percent having a null reaction. The responses back up Rostagi's (2000) argument that project success rates are higher when qualified project staff has technical, conceptual, and relational skills.

Table 4.3 shows how respondents reacted to each leadership skill proposition. Even though the percentage scale of agreement to each statement is based on a five-point Likert scale that spans from Neutral to Strongly Agree, The below table displays the level of agreement with each statement on a percentage scale.

Table 4,4 Leadership skill level of agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The ability of a leader to address many challenges determines his or her effectiveness.	0	0	1	17	45
Technical and professional knowledge are critical to a project's success.	0	0	0	18	45
Conceptual thinking aids in the detection of issues and trends, leading in project success.	0	0	7	12	44
Interpersonal effectiveness is critical to meeting project objectives and goals.	0	0	5	18	40
High-performing teams are built on effective communication and timely feedback.	0	0	2	15	46
At different levels of management, different talents are necessary, such as conceptual capabilities at the top, people skills in the middle, and technical skills at the bottom.	0	0	5	20	38
In order to function efficiently, both the leader and team members must take self-development courses.	0	0	9	16	38

According to the table, the majority of respondents strongly agreed with all of the statements concerning leadership skills. Respondents unanimously believe that project success is also based on project employees' abilities, with no significant discrepancies. This indicates that the technical competence, conceptual, and relational capabilities of project staff to discover and solve problems have a significant impact on the EABSC project's success.

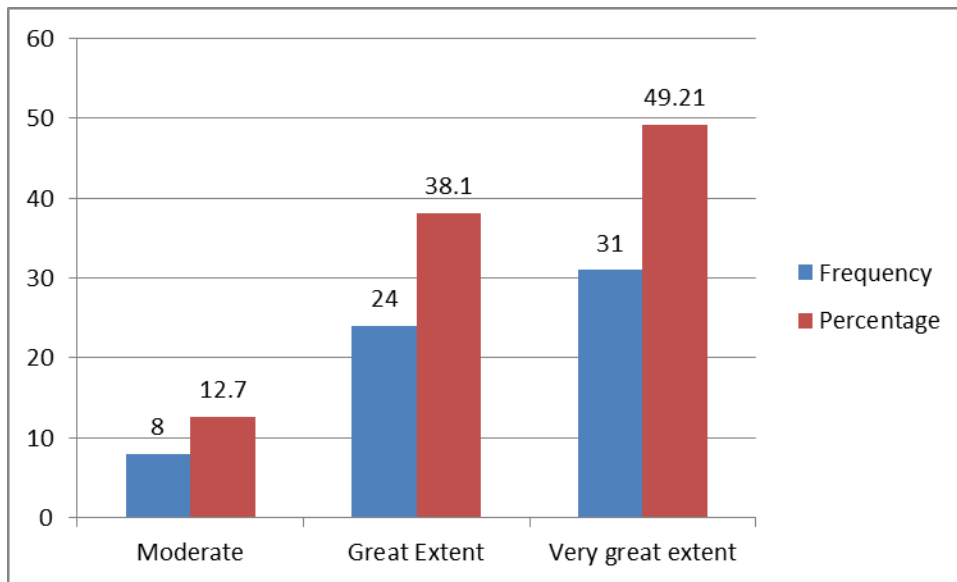
4.3.3 Leadership traits

Leaders' charismatic behaviors and values are known as leadership traits. According to Dubrin (2010), trustworthiness, respect, accountability, justice, concern, and citizenship are frequent traits demonstrated by leaders.

The results of the survey indicate respondents' views on the impact of leadership traits on the performance of EABSC initiatives. Every group of responders was consistent in their belief that project success is linked to leaders' holistic characteristics.

Figure 4.7 shows how leadership traits of project employees may influence EABSC project success.

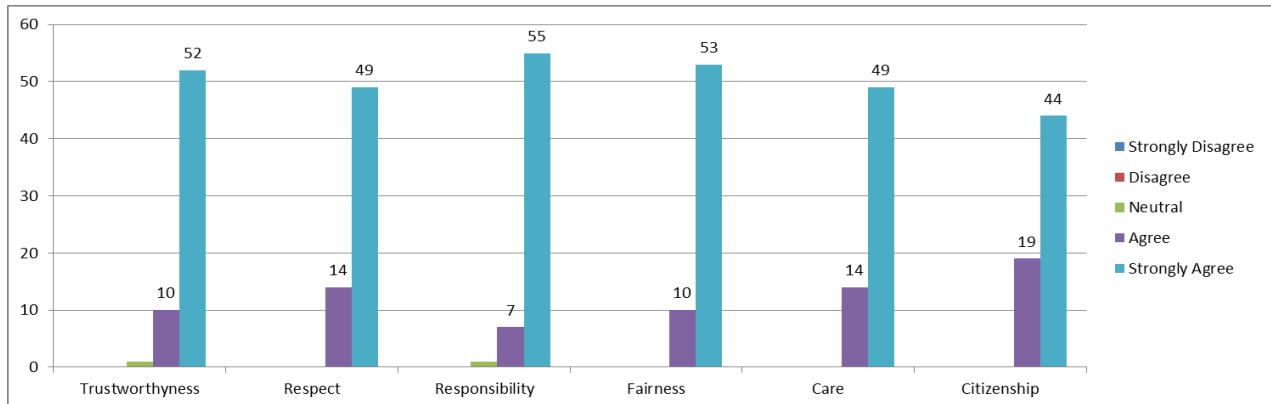
Figure 4.7 Extent of leadership traits effect on project success



49.21% of the respondents feel that leadership qualities have a substantial influence on project success, while 20.51% believes those leaders' personalities, values, and beliefs have a big impact on project success the rest 12.7% believe that there is a moderate impact on project success. The total of percentiles demonstrates that respondents agree on leadership attributes that have a significant impact on project success.

The amount of agreement of respondents with characters of leadership traits was also measured, as shown in Figure 4.10. Despite the fact that the percentage scale of agreement is based on a five-point Likert scale that spans from strongly disagree to strongly agree, the graph depicts the frequency scale of agreement.

Figure 4.8 Leadership traits level of agreement



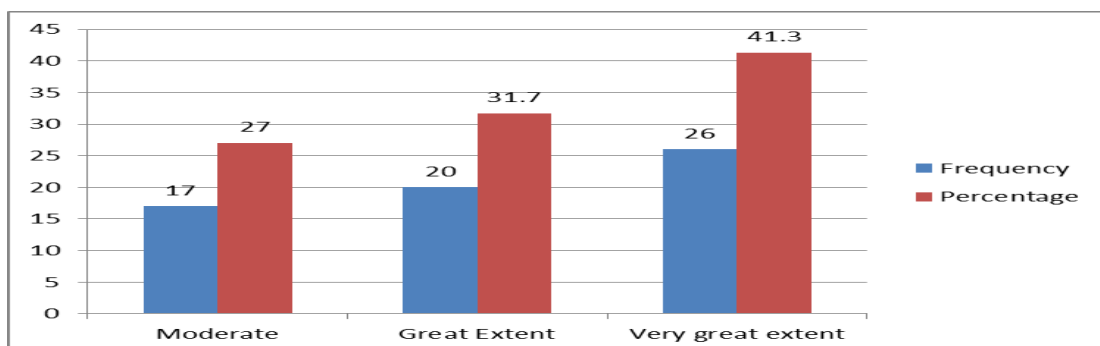
The anonymity of respondents in declaring their degree of agreement replies to leadership traits reveals that the more 80 percentage of the respondent prefer to strongly agree in all situations of predicted leader's personality, in all cases above 80 percent, that leadership traits have a significant impact on project success. The total of the percentiles of the two bars of the graphs bolsters their claim that they were without a doubt correct.

4.3.4 Leadership control

Leadership control entails overseeing project cycle operations from planning to monitoring and evaluation, as well as providing feedback from project staff at each level. Based on survey data from 2021, respondents' perceptions of the impact of leadership control on the success of EABSC projects show that all respondents were confident in their response that leaders' ability and skills to control project activities and scope have a significant impact on project success.

In EABSC, the influence of leadership control on project success was examined, with the results shown in Figure 4.9 and described below.

Figure 4.9 The influence of leadership control on project success



Only 27% of respondents feel leadership control has a moderate impact on project performance on a scale of one to ten. The majority of respondents (41.3%) believe that leadership control competencies have a significant impact on projects. When this percent is combined with the percentile of vast extent, 73 percent, it amplifies the extent to which leadership control affects project performance.

In Table 4.5 below the percentage of respondents who agreed with each claim regarding the influence of leadership control on project success is shown.

Table 4.5 Leadership control level of agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Roles and duties of project employees are clearly specified.	0	5	4	20	34
Members of the team take part in project control procedures.	0	8	4	19	32
Better quality management during project implementation is the outcome of leadership control.	1	0	8	19	35
Members' participation in budget planning and time estimate encourages them and helps them realize Project objectives.	0	1	7	21	34
The project's resources are used effectively and efficiently.	0	8	7	19	29
Process adherence ensures that projects are implemented successfully.	0	0	10	23	30
Financial auditing during project implementation has a beneficial impact on project completion while staying within budget.	0	0	5	21	37
Personnel performance is measured and evaluated.	4	12	6	17	24

9% of the opinion shows there are disagreements ranging from strongly disagree to degree, indicating that there is still work to be done to revise staff performance appraisals, proper resource utilization, team participation in the control process, and task clarity to mitigate slow project success. Neutrality was stated by 11% of the respondents.

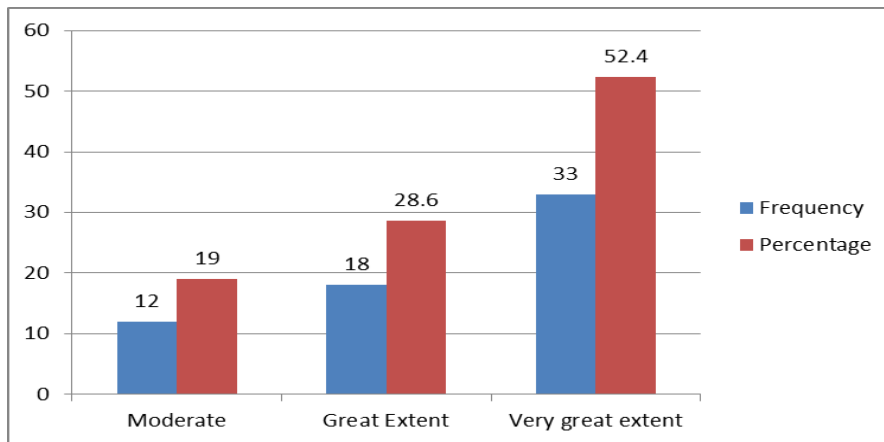
However, the majority of respondents, with a percentile greater than 81%, agree that there is clarity in assigning tasks. In all situations of the statements, being a part of the control process, as well as engagement in budget preparation, financial auditing, assessment of performance, and being obedient to optimal resource usage is required. The responses of the respondents suggest that putting in place such controls leads to successful projects. The accomplishment of targeted project objectives is dependent on strong leadership control abilities (Redding, 2002).

4.3.5 Leadership experience

Leadership experience refers to the collection of knowledge and abilities over a period of time spent performing a specific role on a regular basis.

The presence of experienced project people in EABSC projects has a substantial influence on the implementation of projects in which they are involved, according to opinions of the respondents on the impact of leadership style on project success. And, see Figure 4.10 for an estimate of how much project success is influenced by leadership experience.

Figure 4.10 Extent of leadership experience effect on project success



When asked about the impact of leadership experience on project success, the majority of respondents (52.4 percent) stated that it had a very substantial impact. On the other hand 19% of respondents indicated that it had a moderate impact on project success. The cumulative percentile of respondents, 71 percent, indicates that most respondents perceive leadership experience has a significant influence on project success on a scale of Great to very great extent.

In Table 4.6, the degree of agreement ratings for statements related to leadership experience are shown.

Table 4.6 Leadership experience level of agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
For implementation, a project leader must have at least two years of experience.	0	0	4	24	35
The quality of work reflects the project leader's experience.	0	6	3	21	33
Experience as a project leader is essential for project planning and supervision. Execution	0	0	3	24	36
For successful performance, it is preferable to have prior leadership experience.	0	0	6	26	31
Past participation of the leadership contributes to good project execution within budgets.	0	0	5	25	33
Employees who are promoted to management roles must first serve in lesser supervisory positions. improve the quality of the project	0	0	1	25	37
Managers with a wide range of expertise are better equipped to complete projects on schedule.	0	0	0	28	35

As can be shown in the above table, the majority of respondents, with a percentile greater than 54 percent, strongly agreed to assert that leadership experience has a stronger impact on projects completed under EABSC in each situation. The quality of work, effective performance, and timely completion of projects are all enhanced by the leaders' previous involvement and overseeing expertise in projects. Meanwhile, 10.26% of respondents feel that quality work can also be accomplished by junior qualified project staff. Overall, the graph plainly shows that the cumulative majority of project personnel, with percentiles larger than 94 percent for each statement on a scale ranging from flat agreement to strongly agree, indicates that leadership experience has a substantial influence on project success.

Table 4.7 Summary of leadership competencies

Leadership Competencies	Mean	Standard Deviation
Leadership styles	4.533	0.0750
Leadership skills	4.615	0.0536
Leadership traits	4.791	0.0362
Leadership control	4.250	0.0774
Leadership experience	4.481	0.0587

The responses reveal that leadership traits have a substantial and significant impact on project success at all levels and in all instances. However, there are minor differences in the magnitude of their impact. Leadership traits ($X = 4.791$, $= 0.0362$) has the greatest impact on projects, followed by Leadership Skill ($X=4.615$, $=0.0536$). Leadership control ($= 4.250$, $= 0.0774$) was

shown to be the least effective leadership competency in terms of project outcomes. The rest are situated in between with larger mean or smaller standard deviation indicating a substantial impact on project performance. Table 4.3 doesn't quite show the amount or direction of each leadership competency's impact on project success. Regression analysis will be used to examine and evaluate the directional connection.

4.3.6 Project success

Although there are a variety of constraints that can affect a project's success, the focus of this thesis is on the leadership competencies constraint and its impact on project success. Table 4.8 depicts respondents' level of agreement on how leadership abilities affect project success criteria such as time, cost, quality, and scope.

Table 4.8 Project success level of agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Phases of the project are finished on time or ahead of schedule.	0	4	0	18	41
The project phases are finished on time and on budget.	0	2	6	16	39
Only small changes in plan are made during the project phases.	0	7	8	15	33
Measures to improve project efficiency were successfully implemented.	0	0	2	19	42
The project's overall and subordinate goals are not at odds.	0	0	0	20	43
The impact of leadership skills on project time is far greater than that of leadership experience.	0	0	10	14	39
Any contingency financing requirements are identified right once.	0	0	7	14	42
Budget management is strictly enforced to ensure that the value of available funds is maximized.	0	1	0	17	45
The project's timelines are reasonable.	0	2	1	17	43
The project's needs, timelines, and quality standards are known to all direct and indirect vendors.	0	3	5	14	41
Quality standards are regularly utilized to ensure that outputs are of the highest possible quality.	0	0	0	19	44
Other criteria are checked on a regular basis to ensure that delivery is at the highest level possible.	0	0	1	20	42
The project is carried out in a way that achieves strategic goals.	0	0	2	17	44
The project phases are being completed to their full extent, and all project parts have been supplied.	0	0	0	19	44

Respondents with a percentile of less than 3% in flat disagreement and 5% neutrality reveal that there are some quality, time, and budget compromises on occasion. On those occasions, however, the aggregate percentile, 93 percent, reveals that the majority of responders had a strong stance in project success criteria. In all cases of statements related to project factors,

according to the vast majority of those polled (percentile greater than 65 percent) Projects completed with minimal or minor changes in plan up to the requirements of specifications handled with stakeholders within or below the allotted budget with no or little modification in plan up to the standards. They further claim that there is rigorous budget management and contingency budget allocation, that the work quality satisfies requirements, that all efforts are focused on project success, and that all operations are aimed toward delivering successful projects.

Table 4.9 Project success in terms of leadership competencies

	Mean	Standard Deviation
Project Success	4.560	0.0504

In terms of project factors, the data shows that projects are doing well and achieving strategic goals. This success can be attributed to the project team's high degree of leadership skills.

4.4 Relationship between leadership competencies and project success

4.4.1 Correlation Analysis

The link between independent and dependent variables was investigated using a correlation matrix. The study looked at the impact of the independent factors (leadership style, leadership skill, leadership trait, leadership control, and leadership experience) on the performance of EABSC projects, sebeta. Pearson's correlation is written as $-1 \leq r \leq +1$, with 0 to 0.29 indicating a weak correlation, 0.3 to 0.49 indicating a fairly positive correlation, and 0.5 to 1 indicating a significant positive correlation. In contrast, mild negative correlation is defined as 0 to -0.29; moderate negative correlation is defined as -0.3 to -0.49; and severe negative correlation is defined as -0.5 to -1.

Table 4.10 Correlation matrix

	Project success	Leadership styles	Leadership skills	Leadership traits	Leadership experience	Leadership control
Project success	1					
Leadership styles	0.3915* 0.0015	1				
Leadership skills	0.4763* 0.0001	0.077 0.5485	1			
Leadership traits	0.3839* 0.0019	0.0901 0.4824	0.3204* 0.0105	1		
Leadership experience	0.2654* 0.0355	0.2657* 0.0353	0.1512 0.2369	0.1172 0.3605	1	
Leadership Control	0.5731* 0	0.2699* 0.0324	0.3916* 0.0015	0.2840* 0.0241	0.3199* 0.0106	1

There is a straight positive connection between the dependent variable and all of the independent variables, as shown in Table 4.10. The highest positive association with project success was found to be Leadership control ($r = 0.5731^*$, $p < 0.0001$). In the EABSC, there was a substantial positive connection between leadership skill, leadership style, and project performance ($r = 0.4763^*$, $p = 0.0001$ and $r = 0.3915^*$, $p = 0.0015$). There was a moderate positive association ($r = 0.3839^*$, $p = 0.0019$ and $r = 0.2654^*$, $p = 0.0355$) between leadership trait, leadership experience, and project success.

4.4.2 Model diagnosis tests

4.4.2.1 Normality test

The Skewness-Kurtosis and Shapiro-Wilks normality tests are used to determine the statistical normality of a variable's distribution. For Skewness-Kurtosis, $Sk = 0$ produces a completely symmetric distribution, $Sk < -1$ or $Sk > 1$ produces a severely skewed distribution, $-1 < Sk < 0.5$ or $0.5 < Sk < 1$ produces a moderately skewed distribution, and $-0.5 < Sk < 0.5$ produces an essentially symmetric distribution.

Table 4.11 Normality test

Variables	Pr (Skewness)	Pr (Kurtosis)	Prob > Z
Project success	0.0118	0.0002	0.0015
Leadership styles	0.0009	0.7535	0.0088
Leadership skills	0.0036	0.0028	0.0041
Leadership traits	0.0001	0.0591	0.0004
Leadership control	0.0354	0.0001	0.0001
Leadership experience	0.0274	0.0065	0.0202

As shown in Table 4.6 for all dependent and independent variables, the skewnesses are in the range of -0.5 Sk 0.5, indicating that the data set is not normally distributed, and the distribution is deemed to be essentially symmetric distribution of variables to their means. All of the explanatory factors and the outcome variable have Pr SW < 0.05. This permits us to say with 95% certainty that the data does not follow the normal distribution. This shows that the independent variables and the dependent variable have a considerable level of association.

4.4.2.2 Multi collinearity test

Collinearity is an implication that two variables have a closely perfect linear combination of one another. And when there is more than two variables involved it is referred to as Multicollinearity. Multicollinearity test is used to estimate the coefficients stability and see whether the standard errors of the coefficient are high or low.

Vif (variance inflation factor) is used to measure the multicollinearity. Referring to the rule of thumb, if a VIF value is greater than 10, needs further investigation because it indicates instability. A Tolerance is defined as 1/VIF. A tolerance value lower than 0.1 is comparable to a VIF value of 10.

Table 4.12 Multicollinearity test

Variable	VIF	1/VIF
Control	1.37	0.727598
Skill	1.25	0.797289
Experience	1.16	0.859461
Traits	1.15	0.866893
LStyle	1.12	0.889755
Mean VIF	1.21	

The above table shows that the mean VIF value is 1.21 which indicates that there is a moderate correlation between the explanatory variables.

4.4.3 The effect of leadership competencies on Project success

To address the research questions, the study aims to determine the association between independent factors (leadership style, leadership skill, leadership trait, leadership control, and leadership experience) and EABSC project success (dependent variable).

As a result, the following model was used to perform multiple linear regression:

$$P_s = \beta_0 + \beta_1 L_{St} + \beta_2 L_{SK} + \beta_3 L_T + \beta_4 L_C + \beta_5 L_E + \varepsilon_i$$

Whereas:

P_s = Project success

L_{St} = Leadership Style (LSt)

L_{SK} = Leadership Skill (LSk)

L_T = Leadership Trait (LT)

L_C = Leadership Control (LC)

L_E = Leadership Experience (LE)

β_0 = Constant

ε = Error term

Table 4.13 Multiple regression

Source	SS	df	MS		
Model	4.9245135	5	.984902699	Number of obs =	63
Residual	4.98575432	57	.087469374	F(5, 57) =	11.26
Total	9.91026782	62	.159843029	Prob > F =	0.0000
				R-squared =	0.4969
				Adj R-squared =	0.4528
				Root MSE =	.29575

Project_su~s	Coef.	Std. Err.	t	P> t	Beta
Skill	.2457972	.0989294	2.48	0.016	.2614141
LStyle	.1725596	.0668469	2.58	0.012	.2571033
Traits	.245385	.1405278	1.75	0.086	.1761927
Control	.2240922	.0717144	3.12	0.003	.3441595
Experience	.0220994	.0868846	0.25	0.800	.0257756
_cons	.4165328	.7385692	0.56	0.575	.

The findings of the analysis showed that the variables employed in the study were reliable ($R^2 = 0.4969$, $F = 11.26$, $p = 0.0001$), suggesting that the overall regression model is significant ($R^2 = 0.4969$, $F = 11.26$, $p = 0.0001$).

The predict model can be formulated as:

$$P_s = 0.41 + 0.172L_{St} + 0.245L_{SK} + 0.245L_T + 0.224L_C + 0.022LE + \varepsilon_i$$

The model explains 4.9245 variations out of 9.9102 variations using 5 independent variables. The five independent factors account for 49.81% of the variance in the dependent variable (project success). The fact that MSE (0.29575) has become so low indicates that the model is well-fitting.

The strength of the link between the model and the dependent variable is reported in the model summary table. The linear correlation between the observed and model-predicted values of the dependent variable is represented by R, the multiple correlation coefficients. Furthermore, as indicated in the table independent factors (leadership style, leadership skill, leadership trait, leadership control, and leadership experience) account for 49.69 percent of the observed variation in project performance (dependent variable).

The F value of 11.26 with a significance of p value = 0.0001 (less than p value = 0.05) indicates that there is a significant relationship between leadership style, leadership trait, leadership experience, leadership control, and EABSC project success, according to the results of the Stata test. As a result, the likelihood that the projects would succeed as shown in the 5 factors model is not by chance with a 95% confidence level. This indicates that the whole model was statistically significant at the 5% level of significance.

According to standard beta weight, a one standard deviation increase or decrease in the independent variables corresponds to a standard beta weight percentage of standard deviation increase or decrease in the dependent variable.

An increase in leadership style to 0.0750 is linked with a 0.257 standard deviation increase in project success; therefore an increase in leadership style to 0.0750 is associated with a 0.0129 standard deviation increase in project success, which is $0.0504 * 0.257 = 0.0129$.

Looking at leadership skill a standard deviation of $\sigma = 0.0536$ is linked with standard deviation of $\beta = 0.261$ increase in project success; As a result, a 0.0536 increase in leadership skill is related with a 0.013 increase in project success, which is $0.0504 * 0.261 = 0.013$.

An increase in leadership traits of $\sigma = 0.0362$ is linked with an increase in project success of 0.176, therefore an increase in leadership trait of 0.0362 is associated with an increase in project success of 0.009, which is $0.0504 * 0.176 = 0.009$.

Looking at leadership control a standard deviation of $\sigma = 0.0774$ is linked with standard deviation of $\beta = 0.026$ increase in project success, so an increase in leadership control to 0.0774 is associated with increase in project success equals to 0.0173, which is $0.0504 * 0.026 = 0.0173$.

For Leadership experience a standard deviation of $\sigma = 0.0587$ is associated with standard deviation of $\beta = 0.0257$ increase in project success, so an increase in leadership experience to 0.0587 is associated with increase in project success equals to 0.0004, which is $0.0504 * 0.0257 = 0.0004$.

As a result of the standardized beta weight analysis, the influence of leadership control on EABSC project performance was shown to be significantly greater than the other leadership competencies, which were followed by leadership style. Following the two aforementioned competencies, comes leadership skill, which is followed by leadership characteristic. Finally, among the leadership competencies, leadership experience has the least impact on project performance.

The coefficients of all five independent variables are positive implying a positive relationship between all leadership competencies and project success.

The coefficient of leadership style indicate that an increase of leadership style in one unit holding other independent variable constant leads to an increase in project success 0.172. While a unit increase in Leadership Skill result in 0.2457 increases in project success. The coefficient of leadership Traits shows that a unit increase in Leadership Trait result in 0.2453 growths in project success. As for Experience, an increase in leadership experience in one unit increases the project success by 0.2209 and finally an increase in Leadership control by a unit leads for project success to increase by 0.2240.

4.4.4 Hypothesis Test

This section evaluates the study's core hypothesis quantitatively. The study offers solid data to support or refute the premises link created between each independent variable and dependent variable, known as the null hypothesis.

Table 4.11 Hypothesis Test

	xd	Ha: diff<0	Ha: diff=0	Ha: diff>0
LstylePs	0.0267574	Pr(T < t) = 0.6439	Pr(T > t) = 0.7121	Pr(T > t) = 0.3561
LskillPs	0.0544218	Pr(T < t) = 0.8446	Pr(T > t) = 0.3108	Pr(T > t) = 0.1554
LtraitPs	0.2309146	Pr(T < t) = 0.9999	Pr(T > t) = 0.0002	Pr(T > t) = 0.0001
LcontrolPs	0.3100907	Pr(T < t) = 0.9997	Pr(T > t) = 0.0006	Pr(T > t) = 0.0003
LExpPs	0.0793651	Pr(T < t) = 0.8815	Pr(T > t) = 0.2370	Pr(T > t) = 0.1185

H1: There is no relationship between leadership styles and of project success.

The null hypothesis is rejected by the mean difference between leadership style and project success, $xd = 0.0267574$. $Pr(T > t) = 0.3561$; $Ha: diff > 0$. The data indicate that leadership style has a significant influence on project success.

H2: There is no link between project success and leadership skill.

The mean difference between leadership skill and project success $xd = 0.054218$ is sufficient to reject the null hypothesis $Ha: diff > 0$; $Pr(T > t) = 0.1554$. The findings show that leadership skill has a relevant and considerable impact on project success.

According to the findings, a project leader's capacity to address numerous issues, technical and professional competence, conceptual thinking, interpersonal effectiveness, timely feedback, effective communication, and self-development all have a positive and substantial impact on project success. Performance of projects activities and be highly affected

H3: A relationship does not exist between leadership traits and of project success.

The null hypothesis is rejected by the mean difference between leadership characteristic and project success, $xd = 0.2309146$. $Pr(T > t) = 0.0001$; $Ha: diff > 0$. The results demonstrate that the leadership characteristic has a significant influence on project success.

Performance of projects activities can be highly affected by the leaders trustworthiness, values charisma, their capacity to carry out their own responsibilities and transfer responsibility to others, how they treat others fairly, the level of their caring for others and outside project borders, and their sense of project citizenship.

H4: There is no link between project success and leadership control.

The null hypothesis is rejected by the mean difference between leadership control and project success, $x_d = 0.3100907$ $\Pr(T > t) = 0.0003$; $H_a: \text{diff} > 0$. The data demonstrate that project success is influenced by leadership control in a significant way.

An effective and efficient use of project resources, tracking project progress, and project employee performance assessment all have a positive and relevant impact on project success.

H5: There is no relationship between leadership experience and of project success.

The mean difference between leadership experience and project success $x_d = 0.0793651$ is sufficient to reject the null hypothesis $H_a: \text{diff} > 0$; $\Pr(T > t) = 0.1185$. The findings show that leadership experience has a relevant and considerable impact on project success.

Project personnel with at least five years of experience in project planning, management, and execution have a positive and significant influence on project success, according to the statistics presented above.

As a consequence, there's a 95% chance that the success of the efforts indicated using the 5 factors model isn't due to chance. In other words, there should be a clear and direct link between leadership competencies and project success.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter summarizes the key results, makes recommendations, offers ideas, and concludes.

5.1 Summary of Major Findings

This study's goal was to determine the impact of leadership competencies on EABSC's project success in Addis Ababa, Ethiopia. The study used a census approach to conduct an explanatory research study with a target population of 75 people. Questionnaires were used to collect data, which was then analyzed with quantitative and descriptive statistics using Stata models with a 95% confidence level.

The descriptive analysis revealed that all respondents believe that all leadership competencies (style, skill, trait, control, and experience) have an effect on project success.

The research findings reveal that leadership competencies such as leadership style, skill, trait, control, and experience have a moderate to strong positive correlation (i.e. Table 4.5) with project success of EABSC projects. The explanatory factors explain 49.69 percent of the outcome variable, according to the data from the linear regression model and by chance alone. The probability that the independent variables have a substantial impact on project performance is 0.0001, implying that the regression model as a whole is significant.

Individual independent variables (Table 4.5) have P values less than $= 0.05$, and their mathematical model coefficients are all positive (i.e. Table 4.7). The study of normal distribution of data corroborated the findings; nevertheless, the graph does not exactly follow a normal distribution curve (i.e. Table 4.6).

According to the findings of the study, all five leadership characteristics have a favorable and significant impact on the performance of EABSC projects to varying degrees. The data revealed that, of the five leadership qualities, leadership skills had the greatest impact on project success, while leadership experiences had the least impact. A leader's leadership attribute has the second highest impact on project success, and leadership control has a considerable impact on project

success, taking third place. According to the findings, style has the fourth highest impact on project success (i.e. Table 4.7).

5.2 Conclusion

Without a doubt, the concept and theories of leadership are vast. The purpose of this study is to give useful empirical data as well as a mix of considerable quantitative and qualitative data that will enhance existing project management leadership methods. For current project management team, project team leaders, consultants, design and inspection managers and project engineers this research illustrates the crucial elements that are very important to adequately conduct complex and intricate projects. Each of the recommended leadership competencies is based on scholarly research. These essential leadership competencies are not a recipe for success; rather, they are a guidance that, when followed correctly, may produce major positive outcomes.

Leadership concepts and competencies are highly enticing, and they will surely give a fresh perspective on not just being a successful leader, but also a top provider who drives and contributes to any project. In fact, leadership is a critical component that must be utilized in each endeavor in order to accomplish a certain result or goal. The decisions and actions that a project employee makes have a significant impact on the degree of collaboration and productivity that he or she will obtain from the rest of his or her project team.

The study's ultimate goal was to figure out the relationship between leadership competencies and project success at EABSC, Sebeta. The study found with sufficient evidence that there is a strong positive relationship between Leadership competencies (style, skill, trait, control, and experience) and project success. It is also noted that leadership skills and traits seems to have a dominating effect. A project manager thrives in any situation and seeks out the best personnel. He or she is not afraid to take risks and minimize failure. The end goal of efficient project management leadership and project success is undoubtedly a lengthy path packed with hurdles and problems, but also with wonderful possibilities and place in the virtual. Courage, enthusiasm, perseverance, knowledge, patience, and selflessness are all necessary qualities for being a successful project leader in the field of project management. To deal with the job's rigorous obligations, such as managing resources, overseeing people, scheduling timeframes, negotiating contracts, and so on, project management requires project leaders to have a wide range of abilities.

To summarize, the main conclusion is that project leadership style, leadership skill, leadership trait, leadership control, and leadership experience must become a seamless functional act in each work done by project employees, which will result in an improved project setting and become much more productive. One thing to keep in mind is that projects are only as effective as the people who work on them. Because project employees' actions and attitudes have an equal and opposite impact on the project, project employees must be competent, professional, and always learning and changing.

5.3 Recommendation

The adoption and execution of a mix of the best leadership qualities is recommended in this study. Because of human behaviors in terms of how to rule and be governed, as well as project behaviors, it may be necessary to develop the appropriate leadership style. According to the study, EABSC should utilize a democratic leadership style (i.e. Table 4.2), which includes workers in decision-making and provides supporting communication from the leader.

Project leadership traits of project workers should be prioritized, according to the study. Team contact and cohabitation across teams at various management levels are ensured by the proper virtue of project personnel. Strong project life cycle controls, including protocols and processes, a defined set of objectives, and people roles and responsibilities, should be implemented from start to end, according to the research. Participation of members that are well defined in project activities and the availability of a mechanism of monitoring performance are all aimed toward guaranteeing effective and efficient resource use and project success. The paper also proposes that an emphasis be placed on experiences in order to achieve established project success objectives effectively and efficiently. The number of years of experience required of project staff represents the likelihood of meeting project goals.

Finally, EABSC may greatly benefit from assisting their project staff in developing as leaders in the same environment. Furthermore, any firm working on a project should encourage and engage in project leadership development, as well as attempt to establish a strategic vision, since this will help project workers to improve and develop their leadership abilities. Organizations would be cultivating an opportunity for extremely loyal and resourceful project personnel by fostering an environment that supports personal and professional growth. In the end, project staff would be

more productive in terms of meeting milestones, staying on budget, on time, and within scope, and thus become significant contributors to the firm.

When project manager or team leader is being selected to manage its projects, EABSC should consider the employees leadership competencies. EABSC must concentrate not just on technical and managerial abilities, but also on leadership development. Project managers who go from junior to middle to senior positions must improve their leadership competencies, particularly in the area of traits.

5.4 Suggestion for future Research

The researcher suggests that future studies to go across cross-sectional industries which can acquire larger sample size to study the effect of leadership competencies on project success. Future researcher can also incorporate other competencies of leadership that can potentially affect project success.

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Survey Questionnaire

The researcher who is carrying out this survey is a student at Addis Ababa University School of Commerce graduate program, participating in a graduate program in the field of Master of Business leadership as partial fulfillment of the requirement for the completion of the program on the research topic “The Effect of Leadership Competencies on Project Success of EABSC”.

The questioner consists of 28 items and is evaluated on five-point scale. Respondents rate how friendly they or their leader display each item on a scale of 1-5 whenever appropriate.

Part A: Demographic Information

1. Gender of the respondent

Male Female

2. Age of the respondent

Below 20 years 21-30 years 31-40 years 41 and above years

3. Level of education

Secondary College diploma Degree Post graduate

Other please specify _____

4. Length of service

0-1 year 2-4 years 5-7 years 8 years and above

5. Work position

Engineer Design & inspection Consultant Project team case leader Project manager

Other please specify _____

Part B: Leadership Style

6. In your opinion does leadership style affect project success of EABSC?

Yes () No ()

If yes explain

7. To what extent does leadership style affect project success of EABSC?

Very great extent () Great extent () Moderate extent () Little extent () Not at all ()

8. Indicate your level of agreement with the following statements relating to the effect of leadership styles on project success of EABSC.

where 1=Strongly disagree, 2= Disagree 3= Neutral, 4= Agree, 5= Strongly agree Statement	1	2	3	4	5
Democratic Leadership Style					
Employees want to be part of the decision making process					
Providing guidance without pressure is the key to being a good leader					
Most workers want frequent and supportive communication from their leader					
Leaders need to help subordinates accept responsibility for completing their work					
It is the leaders responsibility to help subordinates in finding their passion					
Authoritative Leadership Style					
Employees need to be supervised closely otherwise they are not able to do their Job					
It is fair to say that most employees are lazy					
Employees must be given rewards and punishments in order to motivate them to do their jobs					
Most employees feel insecure and need direction in their jobs					
The leader is the chief judge to the achievement of the members in the group					
Effective leaders give orders and clarify procedures					
Laisses- Faire Leadership Style					
Leaders should let subordinates work problems on their own					
Leadership involves staying out of the way as subordinates do their work					
Leaders should allow their subordinates to appraise their work					
In most situations, workers prefer little input from their leader					
In general, it is best to leave subordinates alone					

9. Which of the 3 leadership styles is more effective to spearhead successful project?

Democratic () Authoritative () Laisses-faire ()

10. Indicate other ways through which leadership style may affect project success of EABSC.

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Part C: Leadership Skills

11. In your opinion do leadership skills affect project success of EABSC?

Yes () No ()

If yes explain

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12. Indicate your level of agreement with the following statements relating to the effect of leadership skills on project Success of EABSC.

where 1=Strongly disagree, 2= Disagree 3= Neutral, 4= Agree, 5= Strongly agree

Statement	1	2	3	4	5
The ability of a leader to address many challenges determines his or her effectiveness.					
Technical and professional knowledge are critical to a project's success.					
Conceptual thinking aids in the detection of issues and trends, leading in project success.					
Interpersonal effectiveness is critical to meeting project objectives and goals.					
High-performing teams are built on effective communication and timely feedback.					
At different levels of management, different talents are necessary, such as conceptual capabilities at the top, people skills in the middle, and technical skills at the bottom.					
In order to function efficiently, both the leader and team members must take self-development courses.					

13. Indicate other ways through which leadership skills may affect project success of EABSC.

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14. In your own opinion, indicate the extent to which leadership skill affect project success of EABSC.

Very great extent () Great extent () Moderate extent () Little extent () Not at all ()

Part D: Leadership Traits

15. In your opinion does leadership traits affect project success of EABSC?

Yes () No ()

If yes explain

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16. To what extent does leadership traits affect project success of EABSC?

Very great extent () Great extent () Moderate extent () Little extent () Not at all ()

17. Indicate your level of agreement with the following leader's behavior relating to the effect of leadership traits on project success of EABSC.

where 1=Strongly disagree, 2= Disagree 3= Neutral, 4= Agree, 5= Strongly agree

Traits	1	2	3	4	5
Trustworthiness					
Respect					
Responsibility					
Fairness					
Care					
Citizenship					

18. Indicate other ways through which leadership style may affect project success of EABSC.

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Part E: Leadership Control

19. In your opinion does leadership control affect project success of EABSC?

Yes () No ()

If yes explain

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20. To what extent does control affect t project success of EABSC?

Very great extent () Great extent () Moderate extent () Little extent () Not at all ()

21. Indicate your level of agreement with the following statements relating to effect of leadership control on project success of EABSC.

where 1=Strongly disagree, 2= Disagree 3= Neutral, 4= Agree, 5= Strongly agree

Statement	1	2	3	4	5
Roles and duties of project employees are clearly specified.					
Members of the team take part in project control procedures.					
Better quality management during project implementation is the outcome of leadership control.					
Members' participation in budget planning and time estimate encourages them and helps them realize Project objectives.					
The project's resources are used effectively and efficiently.					
Process adherence ensures that projects are implemented successfully.					
Financial auditing during project implementation has a beneficial impact on project completion while staying within budget.					
Personnel performance is measured and evaluated.					

22. Indicate other ways through which leadership control may affect project success of EABSC.

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Part F: Leadership Experience

23. In your opinion does leadership experience affect project success of EABSC?

Yes () No ()

If yes explain

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24. To what extent does leadership experience affect project success of EABSC.

Very great extent () Great extent () Moderate extent () Little extent () Not at all ()

25. Indicate your level of agreement with the following statements relating to the effect of leadership experience on

project success of EABSC.

where 1=Strongly disagree, 2= Disagree 3= Neutral, 4= Agree, 5= Strongly agree

Statement	1	2	3	4	5
For implementation, a project leader must have at least two years of experience.					
The quality of work reflects the project leader's experience.					
Experience as a project leader is essential for project planning and supervision. Execution					
For successful performance, it is preferable to have prior leadership experience.					
Past participation of the leadership contributes to good project execution within budgets.					
Employees who are promoted to management roles must first serve in lesser supervisory positions. improve the quality of the project					
Managers with a wide range of expertise are better equipped to complete projects on schedule.					

26. Indicate other ways through which leadership experience affect project success of EABSC.

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Part G: Project Success

27. Indicate your level of agreement with the following statements relating to the effect of leadership competencies on project success of EABSC.

where 1=Strongly disagree, 2= Disagree 3= Neutral, 4= Agree, 5= Strongly agree

Statement	1	2	3	4	5
Phases of the project are finished on time or ahead of schedule.					
The project phases are finished on time and on budget.					
Only small changes in plan are made during the project phases.					
Measures to improve project efficiency were successfully implemented.					
The project's overall and subordinate goals are not at odds.					
The impact of leadership skills on project time is far greater than that of leadership experience.					
Any contingency financing requirements are identified right once.					
Budget management is strictly enforced to ensure that the value of available funds is maximized.					
The project's timelines are reasonable.					
The project's needs, timelines, and quality standards are known to all direct and indirect vendors.					
Quality standards are regularly utilized to ensure that outputs are of the highest possible quality.					

Other criteria are checked on a regular basis to ensure that delivery is at the highest level possible.					
The project is carried out in a way that achieves strategic goals.					
The project phases are being completed to their full extent, and all project parts have been supplied.					

28. Indicate other ways through which each leadership competencies affect each project success constraints of EABSC.

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