



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE

A PROJECT WORK

ON

**THE EFFECT OF PROJECT MANAGER'S LEADERSHIP STYLE ON PROJECT
PERFORMANCE: IN CASE OF IOM (INTERNATIONAL ORGANIZATION FOR
MIGRATION) CCCM (CAMP COORDINATION AND CAMP MANAGEMENT) UNIT IN
ETHIOPIA**

BY: SEBLE JENBER (GSD/4337/11)

ADVISOR: SOLOMON MARKOS (Ph.D.)

JULY 2022

ADDIS ABABA, ETHIOPIA

**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE**

**THE EFFECT OF PROJECT MANAGER'S LEADERSHIP STYLE ON
PROJECT PERFORMANCE: IN CASE OF IOM (INTERNATIONAL
ORGANIZATION FOR MIGRATION) CCCM (CAMP
COORDINATION AND CAMP MANAGEMENT) UNIT IN ETHIOPIA**

**A RESEARCH PROJECT
SUBMITTED TO ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE**

BY: SEBLE JENBER

ADVISOR: SOLOMON MARKOS (Ph.D.)

**JULY 2022
ADDIS ABABA, ETHIOPIA**

STATEMENT OF DECLARATION

I declare that the project work entitled “The Effect of Project Manager’s Leadership Style on Project Performance in case of IOM CCCM unit in Ethiopia” is my work under the supervision of my advisor Solomon Markos (PhD.) and that all sources of materials used for this have been appropriately acknowledged. This project work is submitted in partial fulfillment of the requirements for Master of Arts in Project Management in Addis Ababa University, School of Commerce MA. I seriously declare that this project work is not submitted to any other institution for the award of any academic degree, diploma, or certificate. I also declare that I have adhered to all principles of academic honesty and integrity, and I have not misrepresented, fabricated, or falsified any ideas /data /sources in my submission.

Name: _____

Signature _____

Date of submission _____

Addis Ababa, Ethiopia

STATEMENT OF CERTIFICATION

This is to certify that the project work entitled the “The Effect of Project Manager’s Leadership Style on Project Performance in case of IOM and CCCM unit in Ethiopia”, was submitted in partial fulfillment for the requirements of Addis Ababa University, School of Commerce MA and is a record of original project work carried out by Seble Jenber, under my supervision, and no part of the project paper has been submitted for any other degree or diploma. The assistance and help received during this project paper preparation have been duly acknowledged. Therefore, we recommend that it be accepted as fulfilling the Master of Arts in Project Management project work requirements.

Name: _____

Signature: _____

Date: _____

ACKNOWLEDGMENT

Above all, I thank GOD for giving me the strength to start and go through with my studies. I would particularly like to extend my heartfelt thanks and appreciation to my advisor Solomon Markos (PhD.) for his follow-up, the devotion of his precious time, valuable suggestions, constructive comments, and systematic guidance to improve the content of this project work from the beginning. He also deserves my utmost gratitude for his encouragement and time on time responses.

TABLE OF CONTENTS

STATEMENT OF THE AUTHOR	Error! Bookmark not defined.
ADVISOR APPROVAL SHEET	Error! Bookmark not defined.
APPROVAL SHEET FOR SUBMITTING FINAL PROJECT WORK.....	iii
ACKNOWLEDGMENT.....	Error! Bookmark not defined.
LIST OF ACRONYMS AND ABBREVIATION.....	Error! Bookmark not defined.
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABSTRACT.....	ix
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the problem.....	3
1.2.1. Research Hypotheses	6
1.3. Objectives of the study.....	7
1.3.1 General objective	7
1.3.2. Specific objectives	7
1.4. Significance of the study.....	7
1.5 Scope of the study.....	8
1.6. Organization of the study.....	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1. Introduction.....	9
2.2. Performance and Leadership Styles.....	9
2.3. Leadership Theories.....	12
2.3.1. Transformational Leadership Style	12
2.2.2. Transactional Leadership Style.....	16
2.2.3. Laissez-faire Leadership Style.....	18
2.4. Conceptual Framework.....	19
CHAPTER THREE	20
RESEARCH DESIGN AND METHODOLOGY	20
3.1. Research Design.....	20
3.2. Target Population.....	20
3.3. Sampling Techniques.....	20
3.4. Sample Size Determination.....	20

3.5. Data Source and Type	21
3.6. Method of Data Collections	21
3.7. Method of Data Analysis	22
3.8. Validity and Reliability Test of Instrument	22
3.8.1. Validity Test of Instrument	22
3.8.2. Reliability Test.....	23
3.10. Ethical consideration.....	24
CHAPTER FOUR.....	25
RESULTS, DISCUSSIONS AND INTERPRETATIONS.....	25
4.1. INTRODUCTION	25
4.2. Background Characteristics of Respondents.....	25
4.3. Descriptive Analysis of Study Variables	26
4.4. Determinants of Leadership Style.....	27
4.5. Project Performance.....	31
4.6. Overall Study Variable Analysis.....	32
4.7. Correlation Analysis	33
4.8. Regression Model Assumption Tests.....	34
4.9. Regression Analysis.....	36
CHAPTER FIVE	38
SUMMARY, CONCLUSIONS & RECOMMENDATIONS	38
5.1. Summary	38
5.2. Conclusions.....	39
5.3. Recommendations.....	39
REFERENCE.....	42
Appendix I: Questionnaire for Employees of IOM CCCM projects	50

LIST OF TABLES

Table 3.1. Reliability of Test	23
Table 4.1: Demographic Variable of the study	25
Table 4.2: Transformational Leadership Style.....	27
Table 4.3: Transactional Leadership Style.....	30
Table 4.4: Project Performance.....	31
Table 4.5: Overall Mean Result Comparison of study Variable.....	32
Table 4.6: Correlation with Project Performance	33
Table 4.7: Variance Inflation Factor.....	35
Table 4.8: Regression Analysis with Project Performance.....	36

LIST OF FIGURES

Figure 2.1. Conceptual Framework for the study	19
Figure 4.1: Test for Normality assumption PP data.....	34
Figure 4.2: Linearity of Regression Standardized Residual	34
Figure 4.3: Scatterplot of Regression Standardized Residual.....	35

ABSTRACT

The purpose of this study was investigating the effect of leadership style on project performance in case of IOM CCCM unit in Ethiopia. The study used explanatory research design in quantitative research approach. Data for this paper collected from one point in time from IOM CCCM project. Out of 120 questionnaires distributed & 93 were collected using multifactor leadership questionnaire and a five point Likert scale questionnaire. The researcher was employed stratified sampling techniques to select group representative from different unit of operation, and individual representative from each unit was selected by using simple random sampling techniques particularly lottery method because all individual employees in each unit of operation have equal chance to be sampled. The collected data were analysed using mean, correlation and multiple regression analysis. The overall descriptive report finding shows that there was poor practices of management by objective active and project performance in the IOM CCCM project. Additionally, the overall descriptive report finding prove that idealized influence attribute, idealized influence behaviour, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward and laissez-faire leadership nutshell shows that good practices. The finding of the study indicates that idealized influence behaviour, intellectual stimulation, contingent reward, management by exception (active) and laissez-faire leadership have positive & significant impact on project performance. However, inspirational motivation idealized influence attribute and individualized consideration has negative & significant impact on project performance in the IOM CCCM project. Management by exception (active) was the leading predictor of the IOM CCCM project performance. Therefore, it is beneficial, if the concerned the project management body and project team member's give more focus for management by exception(active) to enhance the project performance in the IOM CCCM project followed by the remaining explanatory variables in the study area. The project management are strongly advised to integration and alignment of the project and individual objectives to enhance the IOM CCCM project performance; the IOM CCCM project management are strongly advised to improve the skill gap that exists between project team member's and the project manager for better project performance in the IOM CCCM project.

Keywords: Management by Exception, Individualized Consideration, Contingent Reward and Idealized Influence Behaviour

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Leadership is an essential factor toward the success of any outcome (Choi, 2006). Many management theoreticians consider leadership as a key contributor or a most important cause of organizational performance in the society (Svensson and Wood, 2005). Because, leaders have sufficient discretion to influence on organizations performance (Thomas, 1988). Leader also can have a significant impact on performance by shaping the organization's strategy, structure, and culture (Wasserman et, al, 2001). According to Fiedler (1967), the style of leaders has direct impact on employee satisfaction, effectiveness, and extra effort which are key elements of organizational performance. (Dumdum, et al, 2002), Opine that when executives use their leadership style to demonstrate concern, care and respect for employees, it would increase interest of employees in their work and enable them to put up better performance. Hence, leadership effectiveness has invaluable contribution for organizations performance (Fiedler, 1967). Moreover, it is indispensable to identify the best style of leadership for the performance of organizations.

Since the first principle of organization is the presence of human, obviously the most basic step that must be done to accomplish this is to maintain personnel and provides the psychological satisfaction and fulfillment of employees. Throughout human history, always the developments, and changes made by individuals and groups associated with the presence of a person as a leader. These actions have been undertaken under his guidance. Throughout history, leadership has been one of the pillars of human societies. When leadership is considered as a function, is an important component of management. And the presence and the existence of a leader in the group is considered as a number of skills that these skills can be seen as a means or styles of leadership to achieve certain goals (Shafie et, al, 2013).

Leadership leads to more productivity and profitability, but the extent of success depends on the style of the leader and the systematic environment created for staff functionality (Ukaidi, 2016). In a competitive business environment, organizations rely upon their leaders to facilitate the changes and innovations required to maintain competitive advantage (Yukl, 2010). Leaders are perceived as persons who can single handily create order out of chaos, navigate organizations through unthinkable environmental turbulence, bring mightiness out of weakness, and thrive where lesser mortals will quickly fade away.

Leadership has been altered over time, with the change in employee requirements resulting in a demand for change in the relationship between a leader and his subordinates. Leaders have been found to influence followers in many ways, including coordinating, communicating, training, motivating, and rewarding (Yukl, 2010). The position of companies and business activities is difficult in nowadays' dynamic and variable world. Requirements of the market are top efficiency, optimal adaptation, and perspective. The performance of a company becomes currently a very topical theme. Its content includes all corporate activities that need to be cohered to get a result with a functional and prosperous company with a long term perspective (Jaroslav, 2013).

Contemporary literature on leadership mainly focuses on the two main dimensions of leadership i.e. transactional and transformational leadership. Transactional leadership is centered on leader follower exchanges. Followers perform according to the will and direction of the leaders and leaders positively reward the efforts. The baseline is reward which can be negative like punitive action, if followers fail to comply with or it can be positive like praise and recognition, if subordinates comply with the intent and direction settled by a leader and achieve the given objectives (Riaz & Haider, 2010). Other center of attention for most of the researchers and experts is transformational leadership which shows the other extreme. According to Burns,(1978) as cited by (Riaz & Haider, 2010), transformational leaders alter the beliefs and attitudes of followers and inspire the subordinates in their own interests parallel with the betterment of the organization. Transformational leaders facilitate new understandings by increasing or altering awareness of issues.

However, there is a difficulty to empirically examine how leadership style impacts the performance of organizations (Mackey, 2008). Because, both leadership and performance is a broad concept which can manifest itself on different levels and in different forms (Borman & Motowidlo, 1993) and (Yammarino et, al, 2005). But, it is possible to evaluate the effect of different types of leadership styles in terms their contribution to improve the performance of organizations. In this regard, prior to the development of the transformational leadership theory, leadership theories and research have centered on questions such as autocratic vs. democratic, directive vs. participative, task vs. relationship centered, or initiation vs. consideration (Bass, 1990). These old conceptual frameworks and models, currently however they are considered as ineffective so as to evaluate the performance of leadership in comprehensive manner. (Bass, 1990).

Bass, based on the transformational theory, has developed a Model called the Full Range Model. This Model is enabling to estimate systematically the effect of leadership style on performance of an organization (Bass & Avolio, 2004) . The Model has the potential to researchers to observe a complete image of the organizational performance (Amagoh, 2009). These days using Full Range model, a number of leadership researches have been conducted with the aim of identifying leadership styles and behaviors that effectively coordinates and motivates the employees and thereby increase or improve organizational performance.

Such kind of scientific endeavor to study the subject of leadership and performance has multidimensional benefits. Among others, it is important for community development, organizational learning, organizational effectiveness, project quality, and stakeholders' satisfaction (Strang, 2005). Leadership is more widely considered to be an important aspect of project-based organizing (USAID, 2014) of development projects, such as international organization for migration, which provides services and advice concerning migration to governments and migrants, including internally displaced persons and refugees through dividing the assignments in different projects and implementing the projects through operational units such as CCCM and location based on the need.

Some researches has different views on the concept for example, studies like (Müller and Turner, 2007b); (Liphadzi et al., 2015); (Aga et al., 2016);(Kariuki, 2015) found a positive association between a project manager's leadership style and project success, while other studies (Oduami et al., 2003); (Keegan and Den Hartog, 2004) found no significant association between project manager's transformational leadership style and overall project performance. However, few research has been conducted to support key variables effect like leadership style on project performance. Therefore this research will adapt and adopt some key aspect of theoretical framework and argue that they can help us to re-conceptualize the concept effect of leadership style on project performance.

1.2. Statement of the problem

There are studies on the same topic by using the MLQ instrument. Accordingly, (Obiwuru, et al, 2011; Mostashari, 2009; Emmanuel, 2013) have undertaken empirical studies by making transformational leadership, transactional leadership and Laissez fair leadership as independent variables; and on the other hand by linking organization performance as dependent variable and measured based on satisfaction, effectiveness, and extra effort. However, although there are some empirical researches conducted based on the Model their findings are not consistent. Accordingly, (Obiwuru, et al, 2011) who has conducted research

on the topic for the case of small scale enterprises found Nigeria; found transactional leadership style, and transformational leadership style, respectively has significant and insignificant positive effect on organization performance. On the contrary, (Mostashari, 2009) who has studied on impact of leadership on organization performance of small and medium sized private companies in the three cities of Tehran, Mashhad, and Isfahan, in Iran; The result shows a positive and strong correlation between transformational leadership style and organization performance. Also, data taken from the survey studies shows that in correlation of transactional leadership positive and good correlation with organization performance. By considering the result from the study, organization performance was enhanced by transformational leadership. In middle position, (Emmanuel, 2013) have investigated the impact transformational and transaction leadership style on organization performance of Akwa Ibom water company of Nigeria; and found that both type of styles has significant and positive relationship with project performance.

In the dynamic business environment, the leaders of organizations have played significant role to ensure management and staff for better organizational performance (Pradeep, 2011). Every organization is set up with the expectations of effective and efficient performance, growth in terms of increase in productivity, revenue generation, profit maximization, customer's satisfaction and increase employees' performance (Mohammed et, al, 2014). In today's competitive environment, organizations expand globally and face a lot of challenges to meet their objectives and chased to be more successful from others. Leaders play essential role in accomplishment of these goals and boost employee's performance by satisfying them with their jobs (Umer et, al, 2012). More importantly, the situation plays an important role in determining the success of leadership. A leadership quality that is effective in one situation among a particular group of members may not be effective with another situation or with another group of members. All these factors make the leadership process a tedious one, though not actually so (Pradeep, 2011).

In the normal scheme of things, leaders take time to consult and decide to plan ahead with calculated risk. However, in a world of instability and unpredictable market forces, quick but sound decisions are the norm. This type of decision making takes conviction, guts, and determination: leaders must become more comfortable in being assertive and "going for it (Sarros & Woodman, 1993). Effective leaders inspire followers because they challenge them to contribute to sometimes risky but potentially beneficial ventures. Most leaders in many organizations do not act energetically, motivating employee and inspire for better

performance. Moreover, there is the inflexibility of the leadership style by most organization managers. They fail to adjust their style of leading to the changing situations and business environment. Other problem is failure to consider the prevailing situation when leading their subordinates proactively. They fail to allow the situation dictate the particular style of leadership to adopt. The absence of effective leadership is a serious problem endemic in many organizations. It is obvious that the resultant outcome is poor staff performance, absence of motivation, poor growth and development of the institutions. Hence, this would sort to investigate management leadership style and organizational performance (Ukaidi, 2016).

Another problem affecting leadership style in financial enterprises is the competence of the leaders so appointed. In most cases, some of their appointments lack merit. What becomes of such organization is having competent leaders who lack the abilities or capacities to use the appropriate leadership style to lead the members to attain set goals or objectives. Once this situation arises, there will be utterances in the way such leaders behave or administer the organization and these will in-turn affect the goals of the organization (Uchenwamgbe, 2013). As cited by (Umer et, al, 2012), (Hambley et al, 2007); (Bass, 1998) and (Bass, 1990) argued that although different theoretical approaches being study leadership but most renowned frame-work is transactional and transformational leadership.

Transactional leadership is used when organizations give appraisals by recognition, pay increases, and career advancement for well performers and punishment for poor performers. Transactional leadership exchange agreements rewards effort, promises of rewards for better performance and recognizes the achievements, in contrary, transformational leadership gives vision and sense of mission, instills pride and gain, respect and trust. They also proposed that transformational leadership is associated with subordinate's moral values. Despite large number of studies conducted on general leadership concept: (Dasalegn, 2016); (Konjit, 2014); (Leul, 2015); (Temesgen, 2011); (Asrat, 2013), the impact of transactional and transformational leadership styles on employees' performance has received little attention. Due to these situations the researcher was interested to study the impact of specific leadership styles (i.e. transactional and transformational leadership styles) on project performance of IOM CCCM unit in Ethiopia.

Many development projects exhibit low performance, despite advances in project management methodologies, leadership being a major cause (Schmid and Adams, 2008), emphasizing the importance of the project manager's role as a leader. As (Belout and

Gauvreau, 2004) the amount of the research that have a focus on leadership style aspects affecting project success is relatively less. Theoretically there are different views about effect of leadership style effect on project performance Studies such as (Wang et al., 2005) reported that project manager's leadership style, and project performance were highly correlated. In contrast , (Müller and Turner, 2007a) found that the leadership style and competence of the project manager have no effect on project achievement, and the unique, novel, and transient nature of projects (as well as the risk involved) means leader has less of an impact on performance. Project failure is a shockingly common outcome of non- profit-making organizations (Vroom and Jago, 2007), therefore the CCCM project that we are discussing about will not be an exception. Despite huge increase in project investments, the progress towards achievement of project objectives in CCCM projects in the country is not satisfactory according to final project reports. CCCM projects in some locations didn't even meet performance requirement as they do not conform to time and budgetary requirements and projects were overstretch their budgets and are not completed on time. Therefore, poor project performance in CCCM which was manifested by delayed time and cost overrun, inadequate satisfaction of project beneficiaries about project outcomes, lack of consensus among empirical studies on the effect of leadership style on project performance as well as the need to fill knowledge gap encourage the design of this study additionally this research attempts to fill the gap of empirical evidence, through investigation of the effect of leadership styles of the project manager to project performance. Moreover, it also strives to determine the effect of control on performance of projects at IOM CCCM projects.

Thus, in sum, all of the above methodological and empirical gaps support the importance of undertaking study on the effect of leadership styles on project performance in context of IOM CCCM unit in Ethiopia. Additionally, personal observations of this researcher into offices some IOM CCCM unit in Ethiopia, has also revealed the presence of knowledge gap among managers and leaders on the appropriateness, significance and the type of the leadership style and the effect on project performance. Therefore, to fill these gaps, this study will investigate the effect of the leadership styles for project performance in case of IOM CCCM unit in Ethiopia. This research will be an important step so as to aware and make managers and stakeholders of the appropriate leadership style on project performance of IOM CCCM unit in Ethiopia.

1.2.1. Research Hypotheses

Ho₁: Transformational leadership style has no significant effect on project performance

Ha₁: Transformational leadership style has significant effect on project performance

Ho₂: Transactional leadership style has no significant effect on project performance

Ha₂: Transactional leadership style has significant effect on project performance

Ho₃: Laissez-faire leadership has no significant effect on project performance

Ha₃: Laissez-faire leadership has significant effect on project performance

1.3. Objectives of the study

1.3.1 General objective

The general objective of the study is to investigate the effect of leadership style on project performance of IOM CCCM unit in Ethiopia.

1.3.2. Specific objectives

Specifically, this study was tries to;

- ☒ Analyze the extent in which transformational leadership predicts project performance.
- ☒ Examine the extent in which transactional leadership predicts project performance.
- ☒ Investigate the extent in which laissez-faire leadership predicts project performance.

1.4. Significance of the study

The results of this study will be important

To organizations as it will help to distinguish the effect of the project Mangers leadership style on project performance of CCCM projects in Ethiopia. The findings of the study will assist policy makers in the field of project management in designing policies with an aim of improving project leadership, as they will be enlightened on how leadership style will relate with project performance. Additionally, this study will assist in choice of project managers with the appropriate leadership style and /or to capacitate project managers on leadership skills accordingly including area to be focused. It will give some experiences and lesson learnt for Future scholars and academicians who will be involved in this area of study through giving assistance on forming the basis as well as provide literature material on leadership style effect on project performance. The findings of this study add to the wealth of knowledge in other leadership studies. It could also be helpful for individuals who want to conduct further studies in related topics and other organizations those faces similar problems. Inevitably, this study has contributed to the growing body of research on antecedents to leadership styles by examining the three important leadership styles. It is believed that this study would have benefit to the literatures on supervisors' leadership styles, especially in the Ethiopian settings.

1.5 Scope of the study

The study targeted leaders and the employees involved in the implementation of the projects. The study only assesses the effect of Project manager leadership style on project performance according to the project managers at IOM-CCCM with the major PM's leadership style such as transformational and transactional leadership style. The other related factors/variables impacting project Performance will not be included on this study.

1.6. Organization of the study

The study will contain five chapters. chapter 1 will present introduction which will consist of Background, problem statement, research objectives (general and specific), research question, significance of the study, scope of the study, organization of the study, and research setting. Chapter 2 will present a review of literature and relevant research associated with the problem addressed in this study. Chapter 3 presents the methodology and procedures used for data collection and analysis. Chapter 4 contains an analysis of the data and presentation of the results. Chapter 5 offers a summary and discussion of the researcher's findings, implications for practice, and recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter discusses prior literature on the topic of leadership style of project managers and its effect in project performance. It starts with a discussion on the concept of leadership styles, the importance of leadership styles of project managers and the sub substances of the main three leadership styles and the project performance and relationships between these variables and an overview of recent studies also it describes the independent and dependent variables and their historical background through reviewing the theoretical and empirical literature.

2.2. Performance and Leadership Styles

According to (Khoza et al., 2016) performance is a complex concept that can be defined as a set of parameters or indicators that are complementary, and sometimes contradictory, that describes the assessment process through several types of achieved results. In this sense, performance almost always depends on identifying a causal model that describes how actions today can influence outcomes in the future. Therefore, performance measurement becomes an important indicator only if the organization has acquired the knowledge and mastery of its causal relationships to reproduce this result in the future. The term performance must be used to represent the sum of all processes leading to a potential or future sequence of results.

For (Gogan et al., 2016) and (Ensslin et al., 2018), performance can be expressed as the set of deliverables and results generated by the development, effort, and behavior of the employee in the organization. The level of development of the employee is related to his/her maturity and autonomy of action and determines the organization's expectation about his/her performance. The effort, however, differs from the level of development due to the quality of the value added to the organization. Effort is a contingency and is linked to the motivation of the individual and the favorable conditions offered by the organization or the market, at that moment. Team performance and even the organizational performance are usually tied to the effectiveness of leadership. (Engelbrecht and Samuel, 2019) suggested that leadership effectiveness should be measured in terms of group, team, or organizational effectiveness. This is because the social relations built in the organizational context can influence the perceptions of effectiveness and leadership, by the meanings attributed and reconstructed by the group.

(Khoza et al., 2016) conducted a research impact of leadership style on employee performance in the forensic science laboratory of the South African police service in Amanzimtoti. The study was to determine if a leadership style does affect the performance of an employee; and to make recommendations on how changing a leadership style to suite a particular working environment can improve employee performance. The research didn't clearly put how the participants are selected, and also didn't explicitly put research methods and design used in the research. When we go through the findings and analysis of the research, the researchers analyzed quantities data only. Also, their research was trying to understand the thoughts or experiences of research participants. Hence, to gather in-depth insights, understand the thoughts or experience of research participants ought to be studied with qualitative research. However, this research will implicitly state the research methodology and design. According to their findings, 46.7% of respondents disagree that their leader contributes to their growth and development, training, and development help to ensure that organizational members have the knowledge and skills needed to perform jobs effectively, take on new responsibilities, and adapt to changing conditions. They also studied whether new opinions are accepted by leaders and the findings reveal that 46.7% respondents disagree that their opinions are accepted by leaders and stated that there is an expectation for leaders: to build an organization that values its people-that they must treat people with respect and have their ideas taken seriously and allow them to believe they can make a difference. In the research the 48.7% respondents, agree with (Velu et al., 2017) in that, a leadership style does impact the performance of the employee because the path-goal theory is based on the belief that the individual's motivation is dependent upon expectations that improved performance will be instrumental in obtaining positive rewards and avoiding negative outcomes. In their research was studied to learn whether leaders reward exceeding performance and 61.7% of participants disagree that their leaders' rewards exceeding performances. On the other hand, the 41.1% participants agree that their leader support their performance. When we see the above two consecutive findings, it doesn't clearly show whether leaders support performance of their subordinates. So, this confusion and undecided findings will be treated in this project work and come up with clear statement.

Maria et.al (2016) studied performance and leadership style to analyze how team performance is influenced by leadership styles in the public sector, confronting the perspectives of the leaders with the perception of their teams. The study used survey method to collect data using standardized questionnaire and the survey method used to make

inferences about attitudes, behaviors, and characteristics of population. However still this research didn't employ qualitative research methods rather employed only explanatory research. As it is mentioned in the above paragraph the research questions also directed towards answering experience of individuals and it was ought to employ exploratory methods.

Maria et.al (2016) correlation analysis that, in the leaders' sample, there is a positive correlation between team performance and transformational leadership styles and transactional style. For the followers' sample, there is a correlation between team performance and transformational, and transactional style.

And the research will critically analyze the relationship between performance and transformational and transactional leadership style in International Organization for Migration CCCM sub-unit.

Thomas (2011) studied the link between project management leadership and project success. In his study, he used quantitative and qualitative research approaches. Especially he elaborates on the conclusions made from critical thought, circumstances, behavior, and emotions by the qualitative approach. This research didn't clearly put its philosophical assumptions and strategies of enquiry. Hence, this project work will use pragmatic knowledge claims and apply transformative strategies of enquiry.

(Engelbrecht and Samuel, 2019) studied the impact of leadership styles on employees' work performance in some selected South-western Nigerian private Universities. He measured transformational, transactional, and laissez-faire leadership styles, a subordinate's perception of his/her superior's leadership style on multi-factor leadership questionnaire (MLQ). He hypothesized that transformational leadership style does not have significant positive impact on employees' work Performance. To accept or reject this hypothesis he conducted regression model and ANOVA test. And the regression analysis showed that coefficient of R square (R^2) is 0.625 showed that transformational leadership style (independent variable) accounts for 62.5% of the total variance, which is a high coefficient in the determination of employees' work performance (dependent variable). This shows that transformational leadership style has a positive significant impact on employees' work performance. Also, from the ANOVA result showed that the statistically calculated F-value of 460.788 is greater than the critical F-value of 6.63 at (0.01) level of significance at 276 degrees of freedom, therefore the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted which state that transformational leadership style has a significant positive impact on

employees' work performance. He also tested transactional leadership style with employee work performance on Regression Model and ANOVA test. And the result showed that transactional leadership style has a significant impact on employees' work performance. His research emphasis on post-positivist worldview which holds a deterministic philosophy in which causes probably determine effects or outcomes (John W. Creswell, 2013). It was worthwhile if the researcher employed pragmatic worldview which arises out of actions, situations, and consequences (John W. Creswell, 2013). The study concluded that Universities driven by the desire to achieve better performance from his/her employees should try to exhibit more of transformational and transactional leadership styles and less of laissez-faire and autocratic leadership styles.

2.3. Leadership Theories

Leadership and the different associated styles have an immense impact on how employees perform and grow, which lead to positive organizational outcomes.

Leaders provide direction, leading by example, maintaining appropriate tools for process measurement, and creating a high level of credibility as time progresses in influencing employees' work performance. There were many substantial and significant leadership styles developed by scholars over a century ago and continued reshaping and redefining these styles. Among these styles, transformational, transactional, and laissez-faire leadership styles are getting more researchers' attention. To this study, the researcher tries to illustrate these three styles one by one as follows.

2.3.1. Transformational Leadership Style

Leadership expert James MacGregor Burns initially introduced the concept of transformational leadership style in 1978. (Bass and Riggio, 2010a) defined transformational leadership as a process that occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. According to James four dimensions of transformational leadership are: Idealized influence, which deals with building confidence and trust; inspirational motivation, which deals with motivating the entire organization; intellectual stimulation, which involves arousing and changing followers' awareness of problems and their capacity to solve those problems; and individualized consideration, which involves responding to the specific, unique needs of followers to ensure they are included in the transformation process of the organization. Transformational leaders are suggested to promote intellectual development, confidence, team spirit and enthusiasm among the followers, thereby encouraging followers to be more

focused on collective wellbeing and achieving organizational goals (Maria Stock et al., 2017). So, through the transformative research enquiry method, the researcher will utilize sequential or a concurrent approach to see whether the transformational leadership style has effect on the performance of employees.

The transformational leadership articulates the vision in a clear and appealing manner, explains how to attain the visions, acts confidently and optimistically, expresses confidence in the followers, emphasizes values with symbolic actions, leads by example, and empowers followers to achieve the vision (Hay, 2006). It consists of four components

1. Idealized influence
2. Intellectual stimulation
3. Individual consideration
4. Inspirational motivation

We will see the above four components in relation to project performance it in detail in the below topic

2.3.1.1. Transformational leadership's constructs and project performance

2.3.1.1.1. Charisma and project performance

Charisma engages getting value for, faith and assurance in others and broadcasting a well-built sense of mission to them. Inspirational motivation indicates conversing visualization with facility and self-belief, growing hopefulness, team strength and passion. Intellectual stimulation means energetically heartening others to look at old techniques in new ways, promoting novelty, and pressuring the use of intelligence and cleverness. Individualized consideration provides special concentration and attention to all individuals or personals making each individual feel important and worthy, and hand over' tasks or responsibilities to them as a means of expanding and build up followers (Geyer and Steyer, 1998a) Transformational leadership is featured by charisma and visualization. In this study the flourishing it managers were voted high on their capability in indicating the significance of having a physically powerful sense of intention and for exhibiting their confidence in their principles, ideas and standards (Thite, 2000),

Charismatic leadership involves fundamental modifications in the plan and traditions of an organization, which may not be needed or suitable. When people give extensive authority to a leader with an attractive dream of enhanced future this power is frequently distorted while the visualization of a good future remains an empty dream. Division of organization members into devotees and antagonists can paralyze the organization with deadlock in the countenance

of crises needed urgent action. Charismatic leaders habitually are unsuccessful to plan for an experienced descendant, resultant in a new crisis when they leave (Yukl, 1999). (DeGroot et al., 2000) ended a third meta-analysis of the transformational and transactional leadership literature, reinvestigating and resulting the positive relationship between scores of charismatic–transformational leadership and performance described in past.

2.2.1.1.2. Inspiration and project performance

Transformational leaders went advance than replacing contractual contracts for wanted performance by energetically appointing followers' individual value systems (Bass, 1985; (Gardner and Avolio, 1998); (Shamir et al., 1993).

They present ideological justifications that connect followers' characteristics to the collective characteristic of their organization, thus escalating followers' inherent or built-in inspiration and motivation (rather than just providing extrinsic inspiration and motivation) to perform their job. By communicating an imperative idea and assignment for the organization, transformational leaders amplify followers' understanding and acceptance of the significance and standards connected with preferred results, lift their performance anticipations, and enlarge their eagerness to go beyond their self-benefit for the sake of the shared and united entity (Shah Hosseini et al., 2013). A number of studies and research work have found in which the intrinsic or inherent inspiration and motivation directs towards originality because intrinsically or built in inspired and motivated people have a propensity to favor original or unique approaches and procedures for solving problem (Amabile et al., 1994); (Shin and Zhou, 2003). Followers' recognition with the organization's dream, mission or targets, and customs also has been associated to dedicated levels of inspiration and motivation toward higher levels of performance (Shamir et al., 1993)

2.2.1.1.3. Individualized consideration and project performance

According to (Geyer and Steyrer, 1998b) individualized consideration is positively and completely connected to short-term performance but negatively linked to long-term performance. Individualized consideration behavior (e.g., "provides advice to me when I need it") requires to circumstances where leader deeds can have an urgent impact on what is done and how it is done. Therefore, it appears evident that short-run performance (measured in terms of flow data) act in responses strongly to individualized consideration. In the context of long-term performance (measured in terms of stock data) a clarification of the anticipated negative relation may need to consider the experience of subordinates and the associated inversely related needed for contemplation.

As transformational leaders might at times obtain an instruction or command approach, they regularly request followers' participation and contribution by highlighting and by giving stress on the importance or benefits of cooperation, collaboration and teamwork in carrying out combined tasks or activates, given that the opportunity and chance to learn and get trained from shared experience, practice and knowledge and assigning authority, power and right to followers to perform any required essential accomplishment for effective performance (Bass and Riggio, 2010b). On the other hand, a low performance level may be due to insufficiencies in the qualification, ability, and skills of employees. These have need of suitable or appropriate leader behavior to recompense or get rid of such deficits and short falls which entail that leader may expend more time on training, guiding, coaching, and teaching than in branches with high long-term performance. Consequently, the speculation of (Bass and Avolio, 1997), that transformational leaders "gain greater levels of long-term performance" (p. 242) than transactional leaders may be too common and may perhaps only hold for interior transformational dimensions, aspects and constructs but not for individualized consideration (Geyer and Steyrer, 1998b).

2.2.1.1.4 Intellectual stimulation and project performance

Intellectual stimulation: victorious managers artistically manipulate their subordinates by promoting exceptional thinking in their subordinates, inquiring established methods of doing things, recommending new ways of doing their jobs, highlighting the value of questioning hypothesis and stimulating subordinates to look at troubles from diverse perspectives (Thite, 2000). In a study of 78 managers, (Howell and Avolio, 1993) established a positive relationship between the intellectual stimulation provided by the leader and unit performance. By providing intellectual stimulation (Bass and Avolio, 1997), transformational leaders or project managers give confidence followers to think "out of the box" or something new and innovative and to accept generative and investigative judgment procedures (Sosik et al., 1997).

Most of the times, transformational leaders are in a position that they can achieve this transfer of ideas or way of thinking and viewpoint by serving as role models for their subordinates. By means of showing high beliefs and assurance in followers' potentials, transformational leaders also assist to build up followers' dedication to long-term targets, assignments, and visualization and to transfer their center of attention from short-term and instant solutions and intentions to long-term and essential solutions or way outs and purposes. Indeed, in a study of Austrian branch bank managers, (Geyer and Steyrer, 1998b) described a stronger positive

relationship between these managers' degree of transformational leadership and long-term as compared with short-term performance.

2.2.2. Transactional Leadership Style

Transactional leadership style is implying that reward or punishment is premised on individual performance. This is because reward is contingent to performance and punishment for failure to performance effectively. According to (Avolio et al., 2009), transactional leadership style is the exchange of rewards contingent on performance. Transactional leaders set up requirements as well as conditions and rewards that employee get when they fulfil the requirements (Bass and Riggio 2006). Transactional leaders use conventional reward and punishment to gain compliance from their followers (Tavanti, 2008). Bass, 1999 opined that transactional leadership style could take three forms namely: contingent reward, active management by exception, and passive leadership. According to Bass, Contingent reward is the degree to which the leader clarifies expectations and establishes the rewards for meeting these expectations (Eagly et al., 2003). Secondly, transactional leadership style can take the form of active management by exception, in which the leader monitors the followers' performance and takes corrective actions if the follower fails to meet standards' (Bass, 1999). Finally, it can also take the form of passive leadership.

Transactional leadership style is the method of getting subordinates to meet job requirements by reinforcing rewards or punishments (Avery, 2004). Transactional leadership style is based on extrinsic motivation for improved productivity of employees (Kalsoom et al., 2018). Transactional leaders identify, define and communicate what needs to be done and how the instruction will be carried out (Piccolo and Colquitt, 2006). Organizations tend to adopt transactional leadership in an attempt to increase performance of their employees (Varol and Varol, 2012). According to (Marques, 2007), the trait of transactional leaders of setting goals and promising reward motivate the followers that ultimately can lead to improved performance. Reward and recognition are provided contingent on followers to successfully carry out their roles and assignments (Bass et al., 2003a). Transactional leaders allows followers to fulfill their own self-interest, minimize workplace anxiety, and concentrate on clear organizational objectives such as increased quality, customer service, reduced costs, and increased production (Idowu, 2020). (Ünsar, 2014), described transactional leaders as leaders that practice the style of doing work or making other people do the work by making their on-going activities more proficient and developed.

In accordance with (Bass) the transactional leadership consists of **three** proportions.

1. Contingent reward
2. Management by expectation (active)
3. Management by expectation (passive)

We will see the above three proportions below in detail with project performance

2.2.2.2 Contingent reward and project performance

According to contingent reward system the leader gives rewards and compensations to the followers and subordinates when they achieve the given performance level. Reward is conditional to effort level and on the level of performance achieved (Hartzler-Weakley, 2018). In the study of (Geyer and Steyrer, 1998b) two scales were recognized and presented as attributes of transactional leadership: contingent reward leadership takes place when the leader gives rewards, prizes or punishments the followers depending on the sufficiency of the follower's performance. Although this leadership (contingent reward) style is part of transactional leadership, it is at rest fundamental in a successful leader as it clarifies without haziness the association between tasks or jobs and related rewards. This facilitates subordinates to deal with their `expectations of the leader and the organization. Instead of illuminating assignments, duties and rewards or prizes, the manager also guarantees that subordinates or assistants will obtain suitable incentives for attaining performance targets and goals (Thite, 2000), Transactional leadership's construct contingent reward leadership style clearly defines about the required work standards and tasks and their rewards, prizes, compensations in case of fulfillment and achievement of set standards and tasks. This clarifying feature of contingent reward should result in an increase in the anticipated level of individuals and groups achieving the level of performance (Bycio et al., 1995). Preceding research literature has revealed that the transactional contingent reward style leadership has its positive effect and relation with the subordinates' dedication, contentment, and performance and as a result of it with project performance (Bass et al., 2003b).

2.2.2.3 Management by expectation active and project performance

Active management by exceptions: according to this style, victorious managers strictly check and examine the performance of subordinates for mistakes and errors, abnormalities and misdeeds and divergences from set patterns or standards in order to implement or impose regulations. This transactional attribute, if carried out alone, might be leads towards pessimistic consequences and results. On the other hand, if this management by expectation active is used as an additional element of transactional leadership than it would come up with positive results. Although the it experts anticipate practical independence in the team

members so that group clashes can be diminished. The disappointment into understanding and practically implementing to organizational methods, and not doing work of certification and records etc, all these things can disrupt a good quality teamwork and required a need of regular interferences by the project manager to observe, check and keep an eye on everything and to accurate variations and to solve problems so that it is make sure that the group is dragging into one unified track (Thite, 2000), For attaining enhanced project performance, the project manager depends seriously on trustworthy monitoring system, active management by expectation. As a result of it project manager can get or see signs of problems in the project before time, so he/she would have in position to take remedial measures for it. The project manager having active management by expectation leadership has to keep the project network sustain and strictly keep an eye on the existing levels cost, time and quality and comparing with the required set standards of these project performance indicators during the life of the project and until its end (Blackburn, 2002).

2.2.2.4 Management by expectation passive and project performance

Management by exception keep away from giving directions and guidelines if recognized course of actions are operational functional and effective and permits followers to carry on doing their jobs , works and tasks as always if performance objectives and targets are met (Geyer and Steyrer, 1998c). (Hamstra et al., 2011) declared results of his research that they were combined with transactional leadership elements or factors. Active and passive transactional elements were supposed to be less efficient than the leaders who exhibited or displayed the other leadership elements.

The findings of (Thite, 2000), revealed that the mean rankings recommend that in vocabulary of leadership styles, winning and victorious managers demonstrate more of transformational and technical leadership traits than transactional leadership in line with bass and Avolio's model and the theoretical framework of this study. Management-by-exception passive was the only leadership trait in the study which tested results were negative and this was evidently replicated in the results as the more successful and winning managers attained less on this scale.

2.2.3. Laissez-faire Leadership Style

(Avolio and Bass, 2004) attributed Laissez-faire leadership to the leaders who avoid interfering when serious issues arise, this could also be described as non-leadership. According to (Domfeh et al., 2016) laissez-faire leaders delegate their responsibility to take decisions to the subordinates and gives them all the authority and control to go about their

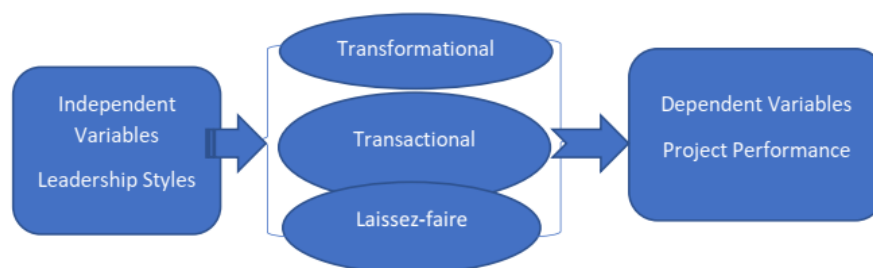
actions and accomplishments. (Eagly et al., 2003) postulated that laissez-faire leadership style has low involvement of activities, leaving matters to their followers and very little involvement in decisions making. Sometimes laissezfaire leadership style is considered as no leadership (Aydin, Sarier and Uysal, 2013) or destructive leadership style (Gstad et al., 2007). According to (Ünsar, 2014), this leader will give followers a goal, the followers are completely free to achieve these goals with their skills, and the leader will only be responsible for the supply of the resources.

Laissez-faire leaders in reality provide information, but no direction for their staff and do not get involved with followers; hence, employees become frustrated and disorganized, which results in low work quality (Nahavandi, 2006). (Van Eeden et al., 2008), stated that laissez-faire leaders avoid active participation in responsibility of goals setting and avoid being involved when leadership direction is needed. This type of leadership can also occur when managers do not have sufficient control over their staff (Amanchukwu et al., 2015) Laissez-faire style is an avoidant leader who may not either intervene in the work affairs of subordinates or may completely avoid responsibilities as a superior.

2.4. Conceptual Framework

The conceptual framework will be developed after review of existing literature on the variables to investigate the research hypotheses postulated for this study. The framework shows leadership styles (transformational, transactional, and laissez-faire) as the independent variables used to explain employees' work performance as the dependent variable for this study based on the reviewed theoretical and empirical literature, the conceptual framework of the study is portrayed as follows.

Figure 2.1. Conceptual Framework for the study



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The types of research design employed was explanatory research design. This research design explain the cause effect relation of leadership style measurement such as idealized influence attribute, idealized influence behavior, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception-active, laissez-faire leadership with project performance. This research design also was used to investigate the extent of cumulative effect of the leadership style measurement on project performance in in IOM CCCM projects.

3.2. Target Population

The target population of the study are 120 employees in IOM CCCM projects of Jan 2022 G.C.

3.3. Sampling Techniques

Primarily, the sample size was determined from the total population, followed the researcher was used stratification sampling techniques to select the required number of participants from different unit of the study, and representative individual from each unit was selected by using simple random sampling techniques particularly lottery method because all individual employees in each unit of operation under study, that would have equal chance to be sampled. The following table lists the two-unit study strata with population size for each stratum.

3.4. Sample Size Determination

The total number of employees in IOM CCCM projects are 120 as of Jan 2022 G.C. The sample groups was limited by using Watson's formula, and then comparing the divisions in five sectors in employees in IOM CCCM projects before using stratified random sampling to collect the data. One of the sampling methods is simple random sampling, which adopt in identifying respondents from each level to minimize bias. According to (Watson, 2001) the correct sample size in a study is dependent on the nature of the population and the purpose of the study. This research was conducted with 5 percent marginal error and 95 percent confidence interval and 5 percent non-response rate. Then the following formula was used for the calculation of the sample size since it is relevant to studies and sampling method (Watson, 2001) .

$$\frac{\left(\frac{P(1-P)}{\frac{A^2}{Z^2} + \frac{P(1-P)}{N}}\right)}{R} = \frac{\left(\frac{0.5(1-0.5)}{\frac{0.05^2}{1.96^2} + \frac{0.5(1-0.5)}{120}}\right)}{0.95} = \frac{\left(\frac{0.25}{\frac{0.0025}{3.8416} + \frac{0.25}{120}}\right)}{0.95} = \frac{\left(\frac{0.25}{0.0027343}\right)}{0.95} = \frac{(91.43)}{0.95} = \underline{\underline{96}}$$

Where:

n = sample size required

N = number of people in the population

P = estimated variance in population, as a decimal of 0.5 for 50-50

A = Precision, expressed as a decimal 0.5 for 5%,

Z = based on confidence level: 1.96 for 95% confidence,

R = Estimated Response rate, as a decimal 0.95% response was returned.

3.5. Data Source and Type

Primary data were used to get firsthand information on project manager’s leadership style on project performance It was collected from, project managers, line managers and field staffs. Secondary data source had only be used to collect organizational profile and reports for reference.

3.6. Method of Data Collections

Close-ended questions have the advantages of easy handling, simple to answer, and quick and relatively inexpensive to analyse (Gujarati, 2004). The study used Multifactor leadership questionnaire form designed for collecting and recording data. Among the top ranked leadership measures is Multifactor Leadership Questionnaire (MLQ); it measures the operating transformational and transactional leadership theories. These questionnaires initially formed by Bass & Avolio, (1985) as cited by (Bass, 1997) since then the MLQ are refined and revised for several times; initially this instrument incorporated only mundane and charismatic leadership components. Later a three order domain that makes up of transformational, transactional, and laissez-faire was incorporate by Bass, 1985. The original MLQ questionnaire contains 45 questionnaire items on a 5- point Likert scale that uses a scale range of 0 to 4, with 0 indicating a “not at all” rating of the behavior and the other end of the scale, 4, indicates a “frequently”, if not always (but the researcher used 1 to 5, 1 indicating a “not at all” and 5 indicating a “frequently”, if not always) each statement in the questionnaire relates to transformational, transactional, non-transactional leadership factors and leadership outcomes. The main reasons why the researcher prefers to use MLQ in this study was that it consist two versions namely the ‘leader version’ (filled by leaders) and ‘rater

version' (filled by selected employees or raters). The classic form of the MLQ (form 5X) includes both self and rater forms. The self form measures self perception of leadership behaviors. The rater form is used to measure leadership as perceived by superiors, peers, and subordinates. The raters' response questionnaires filling method has been selected and filled out personally by employees of IOM and CCCM project. Because the Self form alone does not measure actual leadership behavior, rather it measures only the self-perception of leadership; due to this the researcher tried to evaluate by using both forms. The goal of this study was to measure leadership behavior and hence measuring of raters'/observers' perception of that leader is the most appropriate for this study in order to test the research hypothesis. This research deals with the impact of transactional and transformational leadership style on project' performance.

3.7. Method of Data Analysis

After the primary and secondary data gathering procedures complete, the collected data was checked through different phases like editing, coding, data entry and data analysis data was analyzed using SPSS (Statistical Packages for the Social Scientist). Both qualitative and quantitative approaches for data analysis was applied, Qualitative data were analyzed through content analysis and presented in form of explanatory notes while quantitative data, were analyzed trough descriptive statistics such as frequencies, percentages, means and standard deviations and presented in the form of tables and charts

3.8. Validity and Reliability Test of Instrument

3.8.1. Validity Test of Instrument

According to (Creswell, 2009), validity refers to whether an instrument measures what it is designed to measure. The first property is validity, which is whether an instrument measures what it sets out to measure. Validity is the strength of the conclusions, inferences, or propositions. It involves the degree to which the researcher is measuring what is supposed to, more simply, the accuracy of measurement. The researcher has used face validity whereby the prepared questionnaires were given to the advisors, colleagues, expert, lectures and have allowed raising issues not included and omit those irrelevant items for the respective variables of the study and satisfactory responses have been obtained from them and incorporating their comment, suggestion in the questionnaire be valid more than the views of the researcher.

3.8.2. Reliability Test

Table 3.1. Reliability of Test

No	Variables of the study	Item	Cronbach's Alpha test
1	Project Performance	5	0.932=93.2%

Source: Survey Data of 2022

Data collecting instruments were evaluated to ensure the quality of data. Based on this, the reliability test was tested by using SPSS. To evaluate the extent of a measure to which the results were consistent over time and an accurate representation of the total population under study, the value of Cronbach's alpha, α , was used, which is the most common measure of scale reliability. The Cronbach's alpha, α , coefficient calculate the reliability of items that can lie between 0 and 1. Within the range value of α ;< 0.60, 0.80-0.90 and >0.90 falls in an unacceptably low, high, and very high degree of reliability of the items (Field, 2009) respectively. The reliability analysis used Cronbach's alpha to evaluate the internal consistency of the questionnaire. According to (Kothari, 2004), a measuring instrument is reliable if it provides consistent results, If the quality of reliability is satisfied by an instrument, then the researcher become confident (Anantharaman, 2013). The Cronbach's alpha formula reduces the time required to compute a reliability coefficient in other methods. Its coefficient is also a conservative estimate of reliability avoids overestimation (Jerotich, 2010). The prepared questionnaires had piloted using 20 sampled employees of IOM CCCM unit in Ethiopia. The responses of respondents have scored and the reliability of the tool was determined using Cronbach's alpha. According to the alpha value more than 0.7, shows that the scale can be considered reliable (Hales, L.D., 1986).The total number of prepared items were thirty four. Five (5) questionnaires for project performance. The Cronbach's alpha coefficient result is 0.932, which shows the scale is reliable. Hence, the Cronbach's alpha coefficient test result of the adopted questionnaire has met the assumption requirement as observed from table 3.1 above.

3.9. Model Specification

Multiple regression analysis also applied to test association of variables with each other and the extent of variance in the dependent variable as a result of unit change in the independent variables. Statistical package for social science (SPSS version 25) used for the analysis of data because the researcher has knowhow about this version than other versions to process and the data were presented by using graphs and tables.

The multiple regression model used in this study was;

$$y = \alpha + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \beta_5x_5 + \beta_6x_6 + \beta_7x_7 + \beta_8x_8 + \varepsilon$$

Where:

- y – Project Performance
- α - Constant of Proportionality
- β - Coefficient Term of Independent Variables
- X₁- Idealized influence attribute
- X₂- Idealized influence behavior
- X₃- Inspirational motivation
- X₄- Intellectual stimulation
- X₅- Individualized consideration
- X₆- contingent reward
- X₇- Management by exception active
- X₉- Laissez-faire leadership
- ε - Error term

3.10. Ethical consideration

The researcher has followed ethical principles stating from the decision to conduct the research and the data should be gathered and analyzed ethically. It include respondents consent to respond the questioners also willingness for interview and it was guaranteed that the privacy of their response was maintained. The integrity of data collection, analysis and reporting of results was also maintained. All research participants that were included in this study appropriately informed about the purpose of the research, methods to be used and the demands of the study. The study was maintain the confidentiality of the participants identity. In addition, all sources of information that was referred in this research was appropriately acknowledged.

CHAPTER FOUR

RESULTS, DISCUSSIONS AND INTERPRETATIONS

4.1. INTRODUCTION

This chapter presents the analysis, interpretation, and findings of the study. The data gathered through the questionnaire was classified, tabulated, and summarized using means and standard deviations distribution tables. The discussion begins with the demographic information followed by the descriptive analysis such as mean, standard deviation, and correlation of study variables. Next, the inferential analysis regression was used to infer the study findings. Out of 96 questionnaire distributed to the target respondent, and 93(96%) data were collected from for employees of IOM CCCM projects. Out of the distributed questionnaire only 4(4%) were non-response rate. The collected data are coded, entered in Stata 14 software and the result of the study was presented, analyzed, and interpreted. First, it starts with a discussion of the demographic characteristics of respondents, followed by their perception about the measurement of leadership style on project performance.

4.2. Background Characteristics of Respondents

The background characteristics of this study was the respondent educational qualification, age, gender and their work experience has described using the table, frequency and percentage as follows;

Table 4.1: Demographic Variable of the study

No	Variables	Category	Frequency	Percent
1	Gender	Female	11	11.8
		Male	82	88.2
2	Age	20-30 Years	21	22.6
		31-40 Years	55	59.1
		41-50 Years	17	18.3
3	Educational level	Less than or equal to diploma	12	12.9
		BA degree holder	57	61.3
		MA/MSC degree holder	24	25.8
4	Work experience	Below 3 Years	13	14.0
		4-6 Years	41	44.1
		7-10 Years	27	29.0
		11-14 Years	12	12.9
				N=93

Source: Survey Data of 2022

Table 4.1 above presents the general characteristics of study respondents. Accordingly, the result of the study shows that 82(88.2%) of respondents were male, whereas 11(11.8%) of them were female respondents. The study participants major age were range between 41 to 50 years, which accounts 55(59.1%); followed by the respondents age were range between 20 to

30 years, which accounts 21 (22.6%) and the respondents age were 41 to 50 years, which accounts 17(18.3%) in the study area. The educational qualification of the majority of participants indicates that 57(61.3%) of respondents were bachelor degree holders, 24(25.8%) of respondents were MA degree and 12(12.9%) of respondents were diploma holder in the study area. The study participants major work experience were range between four to six years, which accounts 44(44.1%); followed by the respondents work experience were range between seven to ten years, which accounts 27(29%), the respondents work experience were below three years, which accounts 13(14%) , and the respondents work experience were range between eleven to fourteen years, which accounts 12(12.9%) in the study area. In general, this study finding indicates that majority of participants were male; followed by the majority of the participant educational qualification were bachelor degree, continually the majority participants work experience were range between one to five years, and the majority of the partaker age were range between 41 to 50 years in the study area.

4.3. Descriptive Analysis of Study Variables

Respondents were asked (MLQ 5X form) to rate the behavior of leadership styles of leaders on a five-point Likert type scale ranging from 1 being not at all to 5 frequently if not always. The mean statistical value approaching were based on the following assumptions: if the mean value is between [0 to 1.5) this implies the respondents respond not at all, if the mean value is between [1.50 to 2.50) it indicates the respondents respond once in a while the mean value between [2.50 to 3.50) indicates the respondents respond sometimes, the mean value between [3.50 to 4.50) implies the respondents respond fairly often and a mean value [4.50 and above shows the respondents respond frequently if not always (Burns & Burns, 2008). Accordingly, the mean scores have been computed for all components of the independent variables and the dependent variable by equally weighting the mean scores of all the items under each dimension. The average mean results together with their respective variables was separately presented, analyzed, and interpreted as follows. Additionally, in the analysis research validation norms were used for each component in the two leadership styles (TFL and TRL). This research validation norm was used as a benchmark (cut-off point) to compare the mean scores of leaders and raters for each attributes. In relation to this, Bass and Avolio state that, if one is capable enough in performing each MLQ components, they will receive the score around the norms. Therefore, this study tries to examine the current leadership style practiced by Transport Authority leaders as per research validation mean scores of MLQ.

4.4. Determinants of Leadership Style

According to this study, the researcher has tried to identify the measurement of leadership style are idealized influence attribute, idealized influence behavior, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception(active),and laissez-faire leadership and their theoretical and practical connection with project performance in the study area is discussed as follows;

Table 4.2: Transformational Leadership Style

№	Transformational Leadership Style	Mean	Std.
	Idealized influence attribute		
1	Instilled pride in project teams for being associated with the project	3.45	.918
2	Went beyond my self-interest for good of project teams	3.33	.913
3	Acted in ways that brought respect among project teams	3.06	.941
4	Displayed extraordinary talent of competence	2.87	.806
Idealized influence behavior		Mean	Std.
5	Took a stand on difficult issues	3.42	1.31
6	Displayed conviction in my ideals, beliefs, values	3.67	.78
7	Talked to project teams about my most important values & beliefs	4.00	.95
8	Emphasized importance of commitment to beliefs	3.92	.79
Inspirational motivation		Mean	Std.
9	Talked optimistically about the project future	3.50	.763
10	Envisioned exciting new possibilities	3.66	.720
11	Talked enthusiastically about what needs to be accompanied	3.49	.906
12	Expressed my confidence that goals will be achieved	3.85	.693
Intellectual Stimulation		Mean	Std.
13	Re-examined the appropriateness of critical project assumptions	3.41	.915
14	Sought differing perspectives when solving problems	3.30	.898
15	Made team members to look at issues or problems from many different angles	3.08	0.944
16	Suggested new ways of looking at how to complete project activities	3.17	0.803
Individualized Consideration		Mean	Std.
17	Spent time teaching & coaching project team members	2.83	0.901
18	Treated project team members as individuals rather than just a member of the group	3.70	.724
19	Treated the project team members as individuals having different needs, abilities, and aspirations	3.59	.935
20	Helped team members to develop their skills and strengths	3.82	.744
N=93			

Source: Survey Data of 2022

As seen from Table 4.2, respondents were asked whether they instilled pride in project teams for being associated with the project, and the result came to be (M=3.45 & SD=.918). This illustrate that they sometimes instilled pride in project teams for being associated with the project in the study area. Next, the participants were asked whether they go beyond their self-interest for good of project teams and the result came to be (M=3.33 & SD=.913). This

validate sometimes the respondents were go beyond their self-interest for good of project teams. Successively, the members were asked whether they acted in ways that brought respect among project teams, and the result came to be (M=3.06 & SD=.941). This indicates sometimes the partakers acted in ways that brought respect among project teams. Consecutively, the participants were asked whether they displayed extraordinary talent of competence, and the result came to be (M=2.87 & SD=.806). This specifies that they sometimes displayed extraordinary talent of competence in the study area. Sequentially, the participants were asked whether they take a stand on difficult issues, and the result came to be (M=3.42 & SD=1.31). This confirm that respondents were sometimes take a stand on difficult issues in the study area.

Continually, the members were asked whether they displayed conviction of their ideals, beliefs and values. The result came to be (M=3.67 & SD=.78). This demonstrate that respondents were fairly often displayed conviction in their ideals, beliefs and values in the study area. Continuously, the participants were asked whether they talked to project teams about their most important values & beliefs, and the result came to be (M=4.00 & SD=.95). This specifies that they fairly often talk to project teams about their most important values & beliefs. The partakers were asked about the importance of commitment to beliefs, and the result came to be (M=3.92 & SD=.79). This stipulates that they fairly often focus on the importance of commitment to beliefs. The participants were asked whether they talked optimistically about the project future, and the result came to be (M=3.5 & SD=.763). This specifies that partakers were sometimes talk optimistically about the project future. The members were asked whether they envisioned exciting new possibilities, and the result came to be (M=3.66 & SD=.72). This confirms that partakers were fairly often envisions exciting new possibilities of their project task. Successively, the raters were asked whether they talk enthusiastically about what needs to be accompanied, and the result came to be (M=3.49 & SD=.91). This stipulates that partakers were sometimes they talks enthusiastically about what needs to be accompanied. The respondents were asked whether they expressed their confidence that goals will be achieved, and the result came to be (M=3.85 & SD=.693). This specifies that participants were fairly often expresses their confidence that their goals will be achieved. The partakers were asked whether they re-examine the appropriateness of critical project assumptions, and the result came to be (M=3.41 & SD=.92).This specifies that participants sometimes re-examine the appropriateness of critical project assumptions. Consecutively, the respondents were asked whether they sought different perspectives when

solving problems, and the result came to be (M=3.30 & SD=.898). This stipulates that members were sometimes sought different perspectives when solving problems, Successively, the respondents were asked whether they made team members to look at issues or problems from many different angles, and the result came to be (M=3.08 & SD=.944). This demonstrates that participants sometimes made team members to look at issues or problems from many different angles.

Participants were asked whether they suggested new ways of looking at how to complete project activities, and the result came to be (M=3.17 & SD=.803). This certifies that partakers sometimes suggested new ways of looking at how to complete project activities. Continuously, the members were asked whether they spent time teaching & coaching project team members, and the result came to be (M=2.83 & SD=.901). This confirms that partakers sometimes spent time teaching & coaching project team members. The respondents were asked whether they treated their project team members as individuals rather than just a member of the group, and the result came to be (M=3.70 & SD=.724). This shows that partakers sometimes treated project team members as individuals rather than just a member of the group.

Sequentially, the respondents were asked whether they treated the project team members as individuals having different needs, abilities, and aspirations, and the result came to be (M=3.59 & SD=.935). This illustrates that partakers fairly often treated the project team members as individuals having different needs and abilities. Finally, the respondents were asked whether they helped team members to develop their skills, strengths, aspirations, and the result came to be (M=3.82 & SD=.744). This verifies that participants fairly often helped team members to develop their skills in the study area.

Table 4.3: Transactional Leadership Style

№	Transactional Leadership Style	Mean	Std.
	Contingent Reward		
1	Told project team members what to do to be rewarded for effort	3.21	.893
2	Made it clear what each project member was to receive once project goals are achieved	2.97	0.833
3	Negotiated with team member on what each team member can expect to receive	3.58	.939
Management by Exception(Active)		Mean	Std.
4	Kept track of my mistakes within the project	2.55	.822
5	Focused my attention on dealing with mistakes, complaints and deviations from standards	2.86	.739
6	Searched for mistakes before commenting on performance	2.92	.668
7	Directed my attention toward failures to meet project standards	3.18	0.601
Laissez-Faire Leadership		Mean	Std.
8	In complex situations I allows my subordinates to work their problems out on their own way	3.69	.715
9	I stays out of the way as I do my Work	3.46	.688
10	As a rule, I allows my subordinates to appraise their own work	3.54	.877
11	In most situations I give little input for my subordinates	3.41	.841
12	In general I feel it's best to leave subordinates alone	3.13	.747
N=93			

Source: Survey Data of 2022

As seen from Table 4.3, members were asked whether they take project team members what to do to be rewarded for effort, and the result came to be (M=3.21 & SD=0.893). This validates that participants sometimes take project team members what to do to be rewarded for effort. Consecutively, the defendants were asked whether they made it clear what each project member was to receive once project goals are achieved, and the result came to be (M=2.97 & SD=.833). This displays that participants sometimes made it clear what each project member was to receive once project goals are achieved. Serially, the respondents were asked whether they negotiated with team member on what each team member can expect to receive, and aspirations, and the result came to be (M=3.59 & SD=.935). This implies that partakers fairly often treated the project team members as individuals having different needs and abilities in the study area. Sequentially, the defendants were asked whether they keep track of their mistakes within the project, and the result came to be (M=2.55 & SD=.822). This indicates that participants sometimes they keep track of their mistakes within the project, Successively, the respondents were asked whether they deals with mistake, complaints and deviations from standards, and the result came to be (M=2.86 & SD=.739). This expresses that participants sometimes deals with mistake, complaints and deviations from standards.

Continually, the partakers were asked whether they search for mistake before commenting on performance, and the result came to be (M=2.92 & SD=.668). This confirms that participants sometimes searches mistake before commenting on performance. Persistently, the partakers were asked whether they directed their attention toward failures to meet project standards, and the result came to be (M=3.18 & SD=.601). This illustrates that participants sometimes directed their attention toward failures to meet project standards. Incessantly, the partakers were asked whether they allows subordinates to solve their problems by themselves, and the result came to be (M=3.69 & SD=.715). This displays that participants fairly often allows for subordinates to solve their problems by themselves.

Constantly, the partakers were asked whether they stays out of the way as they do their work, and the result came to be (M=3.46 & SD=.688). This validate that participants sometimes stays out of the way as they do their work in the study area. Incessantly, the members were asked whether they the subordinates are appraise each other work, and the result came to be (M=3.54 & SD=.877). This shows that partakers sometimes appraise each other work in the study area. Continually, the members were asked whether they receive little input for operation, and the result came to be (M=3.41 & SD=.841). This shows that partakers sometimes receive little input for operation. Lastly, the partakers were asked whether participants are leave alone, and the result came to be (M=3.13 & SD=.747). This shows that participants sometimes leave alone to make decision about their issues in the study area.

4.5. Project Performance

The study participants' level of agreement about IOM CCCM project performance has presented as follows; the mean value of the response computed based on a five-point scale indicated the average performance of respondents. Hence, Table 4.4 has presented with mean & SD analysed as follows;

Table 4.4: Project Performance

No	Project Performance	Mean	Std.
1	The project objectives were met	2.25	.967
2	The project was completed within budget	2.30	.733
3	The project was completed within schedule	2.60	.754
4	Project stakeholders were satisfied with this project	2.75	.716
5	The overall quality of the project outcome was high	2.55	.605
N=93			

Source: Survey Data of 2022

The participants asked to rate IOM CCCM project performance, and the result was a range between 2.75 and 2.25, as presented in the Table 4.4. The respondents were asked whether

the IOM CCCM project stakeholders were satisfied with this project, and the result came to be (M=2.75 & SD=.716). This illustrate that stakeholders of IOM CCCM project were not satisfied. Subsequently, the respondents were asked whether the project was completed within schedule, and the result came to be (M=2.60 & SD=.754). This finding prove that the project was not completed within the planned schedule.

Successively, the respondents were asked whether the overall quality of the project outcome was high, and the result came to be (M=2.55 & SD=.605). This finding verify that the overall quality of the IOM CCCM project outcome was not high. Consecutively, the respondents were asked whether the IOM CCCM project was completed within budget, and the result came to be (M=2.30 & SD=.733). This finding validate that the IOM CCCM project was not completed by the allocated budget. To conclude, the respondents were asked whether the IOM CCCM project objectives were meet and the result came to be (M=2.55 & SD=.967). This finding confirm that the IOM CCCM project objectives were not meet.

4.6. Overall Study Variable Analysis

The study variable has different overall mean as observed in table 4.5 as follows;

Table 4.5: Overall Mean Result Comparison of study Variable

No	Overall Mean Result	Grand Mean	Mean Rank	Std.	Variability Rank
1	Idealized Influence Attribute	3.178	7 th	0.8945	2 nd
2	Idealized Influence Behavior	3.753	1 st	0.9575	1 st
3	Inspirational Motivation	3.625	2 nd	0.7705	8 th
4	Intellectual Stimulation	3.24	6 th	0.89	3 rd
5	Individualized Consideration	3.485	3 rd	0.826	5 th
6	Contingent Reward	3.253	5 th	0.888	4 th
7	Management by objective active	2.878	8 th	0.7075	9 th
8	Laissez Faire Leadership	3.446	4 th	0.7736	6 th
9	Project Performance	2.49	9 th	0.755	7 th

Source: Survey Data of 2022

As shown in table 4.5, the overall mean score of the study variables was ranging from 3.753 to 2.49. All of the study variable mean result was above the average. Accordingly idealized influence behavior has the highest mean score, which accounts 3.753, inspirational motivation was ranked second with a mean score of 3.625, individualized consideration was ranked the third with a mean score of 3.485, laissez faire leadership was ranked the fourth with a mean score of 3.446, contingent reward was ranked the fifth with a mean score of 3.253,& intellectual stimulation was ranked the sixth with a mean score of 3.24, idealized influence attribute was ranked the seventh with a mean score of 3.178, respectively, which indicates good practices in the study area. However, the management by objective active was

ranked the eighth with a mean score of 2.878 and project performance was ranked the ninth with a mean score of 2.49 respectively, which indicates good practices poor practices in the study area.

4.7. Correlation Analysis

With an objective of measuring the strength of relationship between the explanatory variables are idealized influence attribute, idealized influence behaviour, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception(active) and laissez-faire leadership and their theoretical and practical connection with project performance with dependent variable project performance. To achieve this purpose the researcher was used Pearson correlation coefficients output as you see in the table 4.6 below.

Table 4.6: Correlation with Project Performance

		pp	iia	iib	im	is	ic	cr	mbo	lfl
pp	Corr.	1								
	Sig.									
iia	Corr.	.482**	1							
	Sig.	.000								
iib	Corr.	.516**	.449**	1						
	Sig.	.000	.000							
im	Corr.	.472**	.402**	.429**	1					
	Sig.	.000	.000	.000						
is	Corr.	.475**	.414**	.475**	.372**	1				
	Sig.	.000	.000	.000	.000					
ic	Corr.	.671**	.293**	.407**	.241**	.218*	1			
	Sig.	.000	.001	.000	.006	.013				
cr	Corr.	.614**	.431**	.517**	.335**	.554**	.336**	1		
	Sig.	.000	.000	.000	.000	.000	.000			
mbo	Corr.	.725**	.350**	.400**	.291**	.261**	.795**	.444**	1	
	Sig.	.000	.000	.000	.001	.003	.000	.000		
lfl	Corr.	.486**	.214*	.327**	.278**	.227**	.590**	.270**	.789**	1
	Sig.	.000	.015	.000	.001	.010	.000	.002	.000	
N=93										

Source: Survey Data of 2022

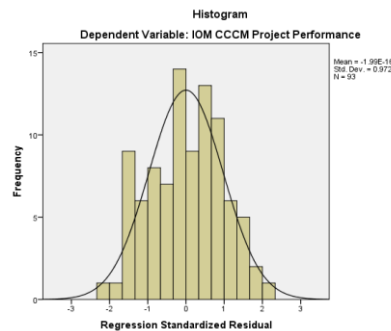
Correlation Coefficients is the relationship between an independent and dependent variable with the value of 0.8 to 1.0, 0.6 to 0.8, 0.4 to 0.6; and 0.2 to 0.4; and below 0.0 to 0.2 , are described as very strong, strong, moderate, weak and very weak, (Gujarati, 2004). According to this scientific fact, the strength of the relationship between the dependent and independent variables has interpreted for each pair of variables under the study. Hence, management by objective (active) have a strong relationship with project performance that accounts 72.5% followed by individualized consideration has also a strong relationship with project performance that accounts 67.1%. contingent reward have a strong relationship with

employee performance that accounts 61.4% followed by idealized influence behavior has also a strong relationship with project performance that accounts 51.6% in the study area.

In addition, laissez-faire leadership have a medium relationship with project performance that accounts 48.6%, intellectual stimulation have a medium relationship with project performance that accounts 47.5% and inspirational motivation have a medium relationship with project performance that accounts 47.2% in the study area.

4.8. Regression Model Assumption Tests

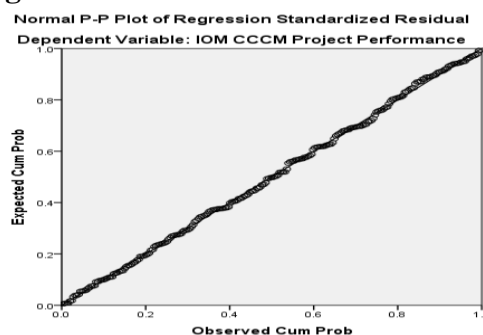
Figure 4.1: Test for Normality assumption PP data



Source: Survey Data of 2022

Normality test is a method that helps the researcher not to under or over estimate the value of statistics. This was made by plotting the collected data on histogram. This also could easily understand if data on the normal curve distribution become symmetry along with the mean value of the statistics (Gujarati, 2004). The researcher has also tested the normality of data and the data set are normality distributed as observed in figure 4.1. Hence, the normality test has met the assumption.

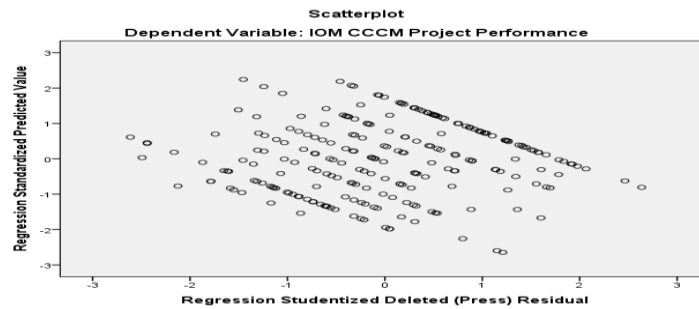
Figure 4.2: Linearity of Regression Standardized Residual



Source: Survey Data of 2022

The visual examination of the Normal Probability Plot (linearity) indicates there are no violation of the Normal Probability Plot assumption, as it is observed, from the straight line the tendency of the points is a straight line. Therefore, the Normal P-P test has met the assumption (see figure 4.2)

Figure 4.3: Scatterplot of Regression Standardized Residual



Source: Survey Data of 2022

As observed from the scatter plot of the standardized residuals in Figure 4.3, there is no assumption violations and the scatter plot test has met the assumption (see figure 4.3). In general, it implies that the normality, Normal P-P and scatter plot tests were met the assumption. Hereafter, the researcher has proved the data to use for regression analysis.

Table 4.7: Variance Inflation Factor

Variable	VIF	1/VIF
lfl	3.31	0.301719
cr	3.25	0.307228
iib	2.36	0.423826
mboa	2.26	0.443206
im	1.69	0.591537
ic	1.53	0.655449
is	1.10	0.907270
iia	1.03	0.968111
Mean VIF	2.07	

Source: STATA Results, 2022

The variance inflation factor, VIF, is a measure of the reciprocal of the complement of the inter-correlation among the predictor variables: $VIF = \frac{1}{(1-r^2)}$, where r^2 is the multiple correlations between the predictor variable and the other predictors. VIF values greater than 10 indicate possible problem of multicollinearity. There is no VIF score above value 10 suggesting that there is no perfect Collinearity among independent variables. The tests made above verify the absence of multicollinearity since there is no exaggerated correlation as evidenced by the value of VIF presented on table 4.7, above; all the explanatory variables have been included in the model.

4.9. Regression Analysis

After checking necessary classical linear regression model assumptions, a regression models used to find the effect of project manager’s leadership style on project performance in case of IOM CCCM unit in Ethiopia. The regression coefficients are analyzed the independent and dependent variables and identify both magnitude and the direction of impact. Under the following regression outputs the beta coefficient may be negative or positive; beta indicates that each variable’s level of influence on the dependent variable. P-value indicates at what percentage or precession level of each variable is significant. R square values indicate the explanatory power of the model and in this study adjusted R square value, which takes into account the loss of degrees of freedom associated with adding extra variables were inferred to see the explanatory powers of the models. The regression result has presented in the following table 4.8 below. Therefore, regression model is more fit and explain the dependent variable considering the independent variables. Hence, regression model was more fit, and explain the dependent variable with independent variables.

Table 4.8: Regression Analysis with Project Performance

```
. regress pp mbo im iib ic is lfl iia cr
```

Source	SS	df	MS	Number of obs	=	93
Model	60.1061212	8	7.51326515	F(8, 84)	=	19.79
Residual	31.8939939	84	.379690404	Prob > F	=	0.0000
				R-squared	=	0.6533
				Adj R-squared	=	0.6203
Total	92.0001151	92	1.00000125	Root MSE	=	.61619

pp	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
mbo	.4155216	.0674454	6.16	0.000	.281399	.5496443
im	-.1267478	.0632195	-2.00	0.048	-.2524668	-.0010289
iib	.3514294	.0793508	4.43	0.000	.1936316	.5092273
ic	-.3865543	.0986794	-3.92	0.000	-.5827891	-.1903195
is	.2155317	.0820648	2.63	0.010	.0523369	.3787265
lfl	.3325907	.1159016	2.87	0.005	.1021077	.5630737
iia	-.3240618	.0964975	-3.36	0.001	-.5159578	-.1321659
cr	.3725466	.1169554	3.19	0.002	.1399679	.6051253
_cons	.0044102	.0639939	0.07	0.945	-.1227395	.13156

Source: STATA Results, 2022

The hypotheses of the study have tested by using regression model (see table 4.8). It can be noticed from the regression model the F statistics is 19.79 with probability (F=0.000), which indicates a good fitness of the predictability of the model used. This indicates that the overall model is highly significant at 1% and that all the independent variables are jointly significant in causing variation in project performance of IOM CCCM.

The R Square result indicates the strength of regression model interpretation as explained by 65.33 % variation of project performance of IOM CCCM; and the remaining 34.67% is unexplained variation of project performance of IOM CCCM; and it might has caused by other factors that are not included in this study. On the other hand, this implies that all study

explanatory variables are impactful predicts project performance of IOM CCCM by 65.33% in the study area. As such, it has shown by adjusted R square of idealized influence attribute, idealized influence behaviour, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active) and laissez-faire leadership on project performance all together have 62.03% impact on project performance of IOM CCCM. This implies that if these explanatory variables are better treated, they will increase project performance. Additionally, to identify the individual contribution of each explanatory variables, the researcher was used standardized coefficient of each independent variable. Firstly, management by exception (active) is the determinant predictor of project performance in the study area. This, prove that, a unit increase in management by exception (active) of IOM CCCM will increase their project performance by 0.416. Secondly, a unit decrease in individualized consideration of employees will decrease the IOM CCCM project performance by 0.386. Thirdly, a unit increase in contingent reward of employees will increase the IOM CCCM project performance by 0.373. Fourth, a unit increase in idealized influence behaviour of employees will increase the IOM CCCM project performance by 0.351. Fifth, a unit increase in laissez-faire leadership of employees will increase the IOM CCCM project performance by 0.333 in the study area. Sixth, a unit decrease in idealized influence attribute of employees will decrease the IOM CCCM project performance by 0.324. Seventh, a unit increase in intellectual stimulation of employees will increase the IOM CCCM project performance by 0.216. Eighth, a unit decrease in inspirational motivation of employees will decrease the IOM CCCM project performance by 0.127. The magnitude of weighted beta in Table 4.8, shows that, if all independent variables are ignored, the IOM CCCM project, itself have 0.004, influence on project performance. As per this regression model result, the best fit for the data have defined by the following equation:

$$PP = 0.004 + 0.416(mbo) - 0.387(ic) + 0.373(cr) + 0.351(iib) + 0.333(lfl) - 0.324(ia) + 0.216(is) - 0.127(im) + e$$

Where; PP is Project Performance that is as a dependent variable of this study; and the IIA is Idealized influence attribute, IIB is Idealized influence behaviour, IM is Inspirational motivation, IS is Intellectual stimulation, IS is Individualized consideration, CR is Contingent reward, MBO is Management by objective –active and LFL is Laissez-faire leadership are represented in this model as explanatory variables to predict employee job performance.

☞ e = the Stochastic error.

CHAPTER FIVE

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

This chapter deals with the summary, conclusion and recommendations parts of the research. The first part of this chapter presents a summary of the major findings. The second part of the chapter is concerned with the conclusion drawn by the researcher and the third part is about the recommendations made by the researcher.

5.1. Summary

The objective of this study was investigating **the effect of project manager's leadership style on project performance in case of IOM CCCM unit in Ethiopia**. The data were collected from 93 target respondents using Multifactor Leadership Questionnaire (MLQ), a five point Likert scale questionnaire and analyzed using descriptive statistics such as table, frequency, percentage, mean, correlation and multiple regression analysis. The following major findings of the study has summarized as follows;

The demographic characteristics of respondents' age, educational qualification, gender and work experience were analyzed. Henceforth, the demographic characteristics finding indicates that majority of participants were male; followed by the majority of the participant educational qualification were bachelor degree, continually the majority participants work experience were range between one to five years, and the majority of the partaker age were range between forty one to fifty years in the study area. The overall descriptive report finding shows that there was good practices of idealized influence attribute, idealized influence behavior, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, and laissez-faire leadership in the IOM CCCM project. However, the overall descriptive report finding shows that there was poor practices of management by objective active and project performance in the IOM CCCM project. The correlation coefficient study result shows that idealized influence attribute, idealized influence behavior, individualized consideration, contingent reward, have a strong and positive relationship with employee performance in the study area.

The R Square result indicates the strength of regression model interpretation as explained by 65.33 % variation of project performance of IOM CCCM; and the remaining 34.67% is unexplained variation of project performance of IOM CCCM; and it might has caused by other factors that are not included in this study. The regression coefficient of idealized influence attribute, idealized influence behavior, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception

(active) and laissez-faire leadership are significantly predicts project performance. From these explanatory variables, management by exception (active) is found to be the major predictor of project performance. The F statistics in the regression model is 19.79 with probability (F= 0.000) which indicates a good fitness of the predictability of the model used. This indicates that the model is highly significant at $P < 0.005$ %, which implies, all the study explanatory variables are jointly causing significant variation of project performance in the study area.

5.2. Conclusions

This study has tried to investigate the effect of project manager's leadership style on project performance in case of IOM CCCM unit in Ethiopia. In linkage with each specific objectives of the study, the researcher has made the following conclusions as follows;

The overall descriptive report finding shows that there was poor practices of management by objective active and project performance in the IOM CCCM project. The correlation coefficient study result shows that idealized influence attribute, idealized influence behavior, individualized consideration, contingent reward, have a strong and positive relationship with employee performance in the study area. The major findings of the study were as follows; idealized influence attribute, idealized influence behavior, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception (active) and laissez-faire leadership have significant impact on project performance in the IOM CCCM project. This validates that; a unit increase in management by exception (active) of IOM CCCM will increase their project performance by 0.416. Secondly, a unit decrease in individualized consideration of employees will decrease the IOM CCCM project performance by 0.386. Thirdly, a unit increase in contingent reward of employees will increase the IOM CCCM project performance by 0.373. Fourth, a unit increase in idealized influence behaviour of employees will increase the IOM CCCM project performance by 0.351. Fifth, a unit increase in laissez-faire leadership of employees will increase the IOM CCCM project performance by 0.333 in the study area.

5.3. Recommendations

Based on the findings of the study, the researcher has forwarded the following recommendations to the project management body, project team member's and other stakeholders in the study area. Accordingly, the main recommendations has suggested by the researcher as follows.

- ✎ The study explanatory variables are idealized influence attribute, idealized influence behavior, inspirational motivation, intellectual stimulation, individualized

consideration, contingent reward, management by exception(active) and laissez-faire leadership are impactful predict project performance but they are not equally predict project performance in the study area. Out of these explanatory variables, management by exception (active) was the leading predictor of the IOM CCCM project performance. Therefore, it is beneficial, if the concerned the project management body and project team member's give more focus for management by exception(active) to enhance the project performance in the IOM CCCM project; followed by idealized influence attribute, idealized influence behavior, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, and laissez-faire leadership in the study area. It is also advantageous, if the concerned the IOM CCCM project management body ought to improve the management by objective (active) and project performance in the study area.

- ✎ The study concludes that transactional and transformational leadership styles greatly influence the IOM CCCM project performance. Employees' would function effectively when leaders employs a proper leadership styles. Therefore, to become effective it would better use appropriate leadership style and create harmony between workers, and leaders. Next, there is no sufficient research works on the current appropriate leadership styles and project performance in the country. Therefore, it needs serious consideration and further study at wider ranges.
- ✎ The project management are strongly advised to integration and alignment of the project and individual objectives to enhance the IOM CCCM project performance; the IOM CCCM project management are strongly advised to improve the skill gap that exists between project team member's and the project manager for better project performance in the IOM CCCM project.
- ✎ Anyhow, the useful contributions of the study, it is clear that this research study had the following limitations. Firstly, the scope of the study is limited to the IOM CCCM project. This means that projects which come under a different law, other projects were not included. Secondly, the data were collected at one point in time, the direction of the causality of the relationships examined in this study is not certain.
- ✎ Depend on the results of the study, additional research has needed to enhance the understanding of the effect of project manager's leadership style on project performance in the IOM CCCM. The scope of this study is limited in the IOM CCCM project. The participants were only taken from in the IOM CCCM project. Future,

research needs to extend sampling to other projects.

- ✎ Considering, the IOM CCCM project as a case study, the interested researchers who are willing to do their research work in areas of the effect of project manager's leadership style on project performance in case of IOM CCCM on a cross-sectional bases in different or similar area within the region or within the country for generalization of the findings of the study. Also, the future researcher must also focus on the mediating variables that underlie the effect of project manager's leadership style on project performance in case of IOM CCCM.

REFERENCE

- Aga, D.A., Noorderhaven, N., Vallejo, B., 2016. Transformational leadership and project success: The mediating role of team-building. *Int. J. Proj. Manag.* 34, 806–818.
- Amabile, T.M., Hill, K.G., Hennessey, B.A., Tighe, E.M., 1994. The Work Preference Inventory: assessing intrinsic and extrinsic motivational orientations. *J. Pers. Soc. Psychol.* 66, 950.
- Amanchukwu, R.N., Stanley, G.J., Ololube, N.P., 2015. A review of leadership theories, principles and styles and their relevance to educational management. *Management* 5, 6–14.
- Avery, G.C., 2004. *Understanding leadership: Paradigms and cases*. Sage.
- Avolio, B.J., Bass, B.M., 2004. Multifactor leadership questionnaire (TM). Mind Gard. Inc Menlo Park CA.
- Avolio, B.J., Walumbwa, F.O., Weber, T.J., 2009. Leadership: Current theories, research, and future directions. *Annu. Rev. Psychol.* 60, 421–449.
- Bass, B.M., 1999. Current developments in transformational leadership: Research and applications. *Psychol.-Manag. J.* 3, 5.
- Bass, B.M., Avolio, B.J., 1997. Concepts of leadership. *Leadersh. Underst. Dyn. Power Infl.* Organ. 323.
- Bass, B.M., Avolio, B.J., 1990. Developing transformational leadership: 1992 and beyond. *J. Eur. Ind. Train.*
- Bass, B.M., Avolio, B.J., Jung, D.I., Berson, Y., 2003a. Predicting unit performance by assessing transformational and transactional leadership. *J. Appl. Psychol.* 88, 207.
- Bass, B.M., Avolio, B.J., Jung, D.I., Berson, Y., 2003b. Predicting unit performance by assessing transformational and transactional leadership. *J. Appl. Psychol.* 88, 207.
- Bass, B.M., Bass, R., 2009. *The Bass handbook of leadership: Theory, research, and managerial applications*. Simon and Schuster.
- Bass, B.M., Riggio, R.E., 2010a. The transformational model of leadership. *Lead. Organ. Perspect. New Era* 2, 76–86.
- Bass, B.M., Riggio, R.E., 2010b. The transformational model of leadership. *Lead. Organ. Perspect. New Era* 2, 76–86.
- Belout, A., Gauvreau, C., 2004. Factors influencing project success: the impact of human resource management. *Int. J. Proj. Manag.* 22, 1–11.

- Blackburn, S., 2002. The project manager and the project-network. *Int. J. Proj. Manag.* 20, 199–204.
- Bycio, P., Hackett, R.D., Allen, J.S., 1995. Further assessments of Bass's (1985) conceptualization of transactional and transformational leadership. *J. Appl. Psychol.* 80, 468.
- Creswell, J.W., 1999. Mixed-method research: Introduction and application, in: *Handbook of Educational Policy*. Elsevier, pp. 455–472.
- DeGroot, T., Kiker, D.S., Cross, T.C., 2000. A meta-analysis to review organizational outcomes related to charismatic leadership. *Can. J. Adm. Sci. Can. Sci. Adm.* 17, 356–372.
- Domfeh, K.A., Obuobisa-Darko, T., Asare, L.O., 2016. Leadership style and employee behaviour: a reciprocal relationship. *Afr. Res. Rev.* 10, 1–15.
- Eagly, A.H., Johannesen-Schmidt, M.C., Van Engen, M.L., 2003. Transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing women and men. *Psychol. Bull.* 129, 569.
- Engelbrecht, A., Samuel, O.M., 2019. The effect of transformational leadership on intention to quit through perceived organisational support, organisational justice and trust. *South Afr. J. Econ. Manag. Sci.* 22, 1–8.
- Ensslin, L., Ensslin, S., Dutra, A., Longaray, A., Dezem, V., 2018. Performance assessment model for bank client's services and business development process: a constructivist proposal. *Int. J. Appl. Decis. Sci.* 11, 100–126.
- Gardner, W.L., Avolio, B.J., 1998. The charismatic relationship: A dramaturgical perspective. *Acad. Manage. Rev.* 23, 32–58.
- Geyer, A., Steyrer, J., 1998a. Messung und erfolgswirksamkeit transformationaler führung. *Ger. J. Hum. Resour. Manag.* 12, 377–401.
- Geyer, A., Steyrer, J., 1998b. Messung und erfolgswirksamkeit transformationaler führung. *Ger. J. Hum. Resour. Manag.* 12, 377–401.
- Geyer, A., Steyrer, J., 1998c. Messung und erfolgswirksamkeit transformationaler führung. *Ger. J. Hum. Resour. Manag.* 12, 377–401.
- Gogan, L.M., Artene, A., Sarca, I., Draghici, A., 2016. The impact of intellectual capital on organizational performance. *Procedia-Soc. Behav. Sci.* 221, 194–202.
- Hamstra, M.R., Van Yperen, N.W., Wisse, B., Sassenberg, K., 2011. Transformational-transactional leadership styles and followers' regulatory focus. *J. Pers. Psychol.*

- Hartzler-Weakley, K., 2018. Examining the impact of transformational and transactional leadership style on work attitudes, motivation, and work outcomes in nonprofit organizations (PhD Thesis). James Madison University.
- Hay, I., 2006. Leadership of stability and leadership of volatility: Transactional and transformational leaderships compared. *Acad. Leadersh. Online J.* 4, 6.
- Howell, J.M., Avolio, B.J., 1993. Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance. *J. Appl. Psychol.* 78, 891.
- Idowu, S.A., 2020. Impact of Leadership Styles on Employees' Work Performance in Some South-Western Nigerian Private Universities.
- Ivankova, N.V., Creswell, J.W., 2009. Mixed methods. *Qual. Res. Appl. Linguist. Pract. Introd.* 23, 135–161.
- Kalsoom, Z., Khan, M.A., Zubair, D.S.S., 2018. Impact of transactional leadership and transformational leadership on employee performance: A case of FMCG industry of Pakistan. *Ind. Eng. Lett.* 8, 23–30.
- Kariuki, J.T., 2015. Project manager leadership style, teamwork, Project characteristics and performance of Water projects in Kenya (PhD Thesis). University of Nairobi.
- Keegan, A.E., Den Hartog, D.N., 2004. Transformational leadership in a project-based environment: a comparative study of the leadership styles of project managers and line managers. *Int. J. Proj. Manag.* 22, 609–617.
- Khoza, N., Chetty, N., Karodia, A.M., 2016. Impact of leadership style on employee performance in the forensic science laboratory of the South African police service in Amanzimtoti. *Kuwait Chapter Arab. J. Bus. Manag. Rev.* 6, 50.
- Liphadzi, M., Aigbavboa, C., Thwala, W., 2015. Relationship between leadership styles and project success in the South Africa construction industry. *Procedia Eng.* 123, 284–290.
- Maria Stock, R., Zacharias, N.A., Schnellbaecher, A., 2017. How do strategy and leadership styles jointly affect co-development and its innovation outcomes? *J. Prod. Innov. Manag.* 34, 201–222.
- Marques, J., 2007. *The awakened leader: One simple leadership style that works every time, everywhere.* Personhood Press.
- Müller, R., Turner, J.R., 2007a. Matching the project manager's leadership style to project type. *Int. J. Proj. Manag.* 25, 21–32.

- Müller, R., Turner, R., 2007b. The influence of project managers on project success criteria and project success by type of project. *Eur. Manag. J.* 25, 298–309.
- Nahavandi, A., 2006. *The art and science of leadership*.
- Neufeld, D.J., Dong, L., Higgins, C., 2007. Charismatic leadership and user acceptance of information technology. *Eur. J. Inf. Syst.* 16, 494–510.
- Odusami, K.T., Iyagba, R.R.O., Omirin, M.M., 2003. The relationship between project leadership, team composition and construction project performance in Nigeria. *Int. J. Proj. Manag.* 21, 519–527.
- Peterson, R.A., 1994. A meta-analysis of Cronbach's coefficient alpha. *J. Consum. Res.* 21, 381–391.
- Piccolo, R.F., Colquitt, J.A., 2006. Transformational leadership and job behaviors: The mediating role of core job characteristics. *Acad. Manage. J.* 49, 327–340.
- Schmid, B., Adams, J., 2008. Motivation in project management: The project manager's perspective. *Proj. Manag. J.* 39, 60–71.
- Shahhosseini, M., Silong, A.D., Ismaill, I.A., 2013. Relationship between transactional, transformational leadership styles, emotional intelligence and job performance. *Res. World* 4, 15.
- Shamir, B., House, R.J., Arthur, M.B., 1993. The motivational effects of charismatic leadership: A self-concept based theory. *Organ. Sci.* 4, 577–594.
- Shin, S.J., Zhou, J., 2003. Transformational leadership, conservation, and creativity: Evidence from Korea. *Acad. Manage. J.* 46, 703–714.
- Shore, L.M., Chung, B.G., 2021. Inclusive Leadership: How leaders sustain or discourage work group inclusion. *Group Organ. Manag.* 1059601121999580.
- Sosik, J.J., Avolio, B.J., Kahai, S.S., 1997. Effects of leadership style and anonymity on group potency and effectiveness in a group decision support system environment. *J. Appl. Psychol.* 82, 89.
- Tavanti, M., 2008. Transactional leadership. *Leadersh. Key Concepts* 166–170.
- Thite, M., 2000. Leadership styles in information technology projects. *Int. J. Proj. Manag.* 18, 235–241.
- Ünsar, S., 2014. Leadership and Organizational Communication: A Study in Glass, Textile and Apparel Sectors, in: *Leadership and Communication*. Springer, pp. 59–123.

- Van Eeden, R., Cilliers, F., Van Deventer, V., 2008. Leadership styles and associated personality traits: Support for the conceptualisation of transactional and transformational leadership. *South Afr. J. Psychol.* 38, 253–267.
- Varol, A., Varol, S., 2012. Transformational and transactional leaders; A case study in the higher education, in: *Proceedings of the International Conference on Intellectual Capital, Knowledge Management & Organizational Learning*. pp. 279–285.
- Vroom, V.H., Jago, A.G., 2007. The role of the situation in leadership. *Am. Psychol.* 62, 17.
- Wang, E., Chou, H.-W., Jiang, J., 2005. The impacts of charismatic leadership style on team cohesiveness and overall performance during ERP implementation. *Int. J. Proj. Manag.* 23, 173–180.
- Yousef, D.A., 2000. Organizational commitment: a mediator of the relationships of leadership behavior with job satisfaction and performance in a non-western country. *J. Manag. Psychol.*
- Borman & Motowidlo. (1993). Expanding the criterion domain to include elements of contextual performance. . In N. S. (Eds.), *Personnel selection in organizations* (pp. 71-98). New York
- Yukl, G., 1999. An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadersh. Q.* 10, 285–305.
- Jossey-Bass. Burns, R. B., & Burns, R. A. (2008). *Business Research Methods and Statistics* (First edition ed.). London: SAGE Publications Ltd.
- Choi, J. H. (2006). The relationship among transformational leadership, organizational outcomes, and service quality in the five major NCAA conferences. Retrieved from ProQuest Dissertations and Theses, UMI No. 3270720.
- Creswell. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Published by American Research Institute for Policy Development, 4(2), 14.
- Dasalegn, W. (2016, May). *Leadership Behavior in CBE and Its Effect on Employee Performance: The Mediating Role of Organizational Commitment*. (Unpublished Master Thesis), Addis Ababa, Ethiopia.
- Dumdum, et al. (2002). A meta-analysis of transformational and transactional leadership correlates of effectiveness and satisfaction: an update and extension. In B.J. Avolio, & F.J. Yammarino (Eds). *Transformational and charismatic leadership The road ahead*. . UK.: Oxford.

- Emmanuel. (2013). Impact of Transactional and Transformational Leadership style on Organisational Performance. *The Journal of Commerce*, Vol. 5, No.1.
- Gujarati, D. N. (2004). *Gujarati: Basic Econometrics*, Fourth Edition. New York: The McGraw-Hill Companies.
- Hales, L.D. (1986). Training: A Product of Business Planning. *Training & Development Journal*, 40. IES. (2010). The Institute for Employment Studies.
- Sue Hayday, IES Research Fellow. Jaroslav, B. (2013, March). The Leadership Style and the Productiveness of Employees in the Banking Sector in Slovakia. *Journal of Competitiveness*, 5(1), 39-52.
- Jerotich. (2010, April 4). Determinants of Employee Engagement in the Banking Industry. *Journal of Human Resources Management and Labor Studies*, 4(3), 14-16.
- Mohammed et, al. (2014). The Relationship between Leadership Styles and Employees' Performance in Organizations (A Study of Selected Business Organizations in Federal Capital Territory, Abuja Nigeria). *European Journal of Business and Management*, 6(22).
- Amagoh, F. (2009). 'Leadership development and leadership effectiveness. *Management Decision*, vol. 47, no. 6, pp. 989-999.
- Anantharaman. (2013). Empowerment Practices and Performance in Malaysia. An Empirical Study. *International Journal of Business and Management*, 5(3). Anderson et al. (2011). *Statistics for Business and Economics*, 11th Edition. United States of America: MPS Limited, A Macmillan Company.
- Bass, B. M. (1997). Does the Transactional- Transformational Leadership Paradigm Transcends Organizational and National Boundaries? *Journal of Organizational Psychology*, 52(2), pp 130-139.
- Kothari, C. (2004). *Research Methodology: Method and Techniques*. New Delhi: 2nd ed., Published by New Age International (P) Ltd., Publishers.
- Leul, W. (2015, May). Leadership Styles among Managers and Subordinates: A Closer Look to Managers' Choice of Leadership in Addis Ababa Selected Businesses. (Unpublished Master Thesis), Addis Ababa, Ethiopia.
- Mackey, A. (2008). The effect of CEOs on firm performance. *Strategic Management Journal*, 19, 1357-1367.
- Mostashari, E. (2009). Impact of organizational leadership on organizational performance: a project management programme Institute of business. dubai: Birtish university.

- Obiwuru, et al. (2011). effect of leadership style on organizational performance: A survey of selected small scale enterprises in Ikosi-Ketu council development area of Lagos State, Nigeria. *Australian Journal of Business and management*, 1(7), 100-111.
- Pradeep, N. P. (2011). *The Relationship between Effective Leadership and Employee Performance*. IPCSIT. 20, pp. pp.198-207. Singapore: IACSIT Press.
- Riaz, A., & Haider, M. H. (2010, April). Role of transformational and transactional leadership on job satisfaction and career satisfactionl. *BEH - Business and Economic Horizons*, 1(1), pp 29-38.
- Sarros, J. C., & Woodman, D. S. (1993). Leadership in Australia and Its Organizational Outcomes. *Leadership & Organization Development Journal*, 44(4), pp.3 - 9.
- Svensson and Wood. (2005). Sustainable components of leadership effectiveness in organizational performance”. *Journal of Management Development*, Vol. 25, 2006,pp.522-534.
- Temesgen, T. (2011, June). *The relationship between Leadership Styles and Employee Commitment in Private Higher Education Institutions at Addis*. (Unpublished Master Thesis), Addis Ababa, Ethiopia.
- Thomas, A. (1988). ‘Does leadership make a difference to organizational performance?’. *Administrative Science Quarterly*, vol. 33, no. 3, pp. 388-400.
- Uchenwamgbe, B.-B. P. (2013). Effects of Leadership Style on Organizational Performance in Small and Medium Scale Enterprises (SMEs) in Nigeria. *European Journal of Business and Management*, 5(23), 53-71.
- USAID. (2014). CSO sustainability index for Pakistan. Retrieved from [Retrieved from https://www.usaid.gov/pakistan/civil-society-sustainability](https://www.usaid.gov/pakistan/civil-society-sustainability)
- Wasserman et, al. (2001). When does leadership matter? The contingent opportunities view of CEO leadership. Harvard Working Paper no. 02-04.
- Watson, J. (2001). *How to Determine a Sample Size: Tipsheet #60*, University Park, PA: Penn State Cooperative Extension.
- Yammarino et, al. (2005). Leadership and levels of analysis: A state-of-the-science review. *The Leadership Quarterly*, 16(6), 879-919.
- Yukl, G. (2010). *Leadership in Organization* (Seventh Edition ed.). New York: Global Edition.

APPENDIXES

Appendix I: Questionnaire for Employees of IOM CCCM projects

Annex I: Project Team Member's Questionnaires

Project Team Member's Questionnaires

Addis Ababa University School of Commerce

MA in Project Management

INTRODUCTION

This study focuses on a project “The effect of project manager’s leadership style on project performance” the case of study is IOM (International Organization for Migration) CCCM (Camp Coordination and Camp Management) unit in Ethiopia. This is designed to examine project manager’s leadership style on project management leadership performance and style for a research purpose. To this end, we would like you to respond the series of questions below which describes the real situation. Your participation is voluntary and confidential. You are to decide the extent to which you agree that the statement is typically on your judgement. To do so, tick or circle one of the descriptors beneath the questions. The research is anonymous; you do not need to disclose your personal details. The information you provide will be used purely for academic purpose and will be kept confidential. If at any time you wish to end the survey or you wish to abstain from answering questions you are free to do so. It will take 15 to 20 minutes of your time to complete the questionnaire

CONSENT

Do you give your consent to participate in this survey and for me to share the information gathered in this survey to other parties, without giving your name – but only sharing your gender and age? It is understood that in giving this consent, the information will be treated sensitively and confidentially and strictly in the interests of this academic research.

PART I: Demography of Respondent

1. Sex of the Respondent

- A) Male
- B) Female

2. Age: 20-30 31- 40 41 – 50 50 – 60 above 60

3. Please indicate your highest level of education attained:

- A) High School
- B) Diploma
- C) Bachelor’s Degree
- D) Master’s Degree

- E) PHD
- F) Other (specify) _____

4. Years of experiences:

- A) < 3
- B) 3 – 6
- C) 7 - 10
- D) 11 -14
- E) 14 >

PART II. PROJECT MANAGER’S SELF-RATING OF HIS/HER OWN LEADERSHIP STYLE TRANSFORMATIONAL LEADERSHIP

For the above-mentioned project please describe how you judge your own leadership style in general, rather than about a specific situation. In doing so, think about only one project that you were involved during 2019 - 2021 and indicate your response by putting a tick (√) in the number that describes best how you feel about the statement.

PART II. PROJECT MANAGER’S SELF-RATING OF HIS/HER OWN LEADERSHIP STYLE TRANSFORMATIONAL LEADERSHIP

For the above-mentioned project please describe how you judge your own leadership style in general, rather than about a specific situation. In doing so, think about only one project that you were involved during 2019 - 2021 and indicate your response by putting a tick (√) in the number that describes best how you feel about the statement.

PART II. PROJECT MANAGER’S SELF-RATING OF HIS/HER OWN LEADERSHIP STYLE TRANSFORMATIONAL LEADERSHIP

MLQ Leader Questionnaire By Bernard M.Bass and Bruce J.Avolio

Questions	Scale				
	1	2	3	4	5
	Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
Descriptive statements on Idealized-Attributes					
1 I instill pride in others for being associated with me					
2 I go beyond self-interest for the good of the group					
3 I act in ways that build others’ respect for me					
4 I display a sense of power and confidence					
Descriptive statements on Idealized- Behavior	1	2	3	4	5
5. I talk about my most important values and beliefs					
6. I specify the importance of having a strong sense of purpose					
7. I consider the moral and ethical consequences of decisions					
8. I emphasize the importance of having a collective sense of mission					

Descriptive statements on Inspirational Motivation	1	2	3	4	5
9. I talk optimistically about the future					
10. I talk enthusiastically about what needs to be accomplished					
11. I articulate a compelling vision of the future					
12. I express confidence that goals will be achieved					
Descriptive statements on Intellectual simulation	1	2	3	4	5
13. I re-examine critical assumption to question whether they are appropriate					
14. I seek differing perspectives when solving problems					
15. I get others to look at problems from many different angles					
16. I suggest new ways of looking at how to complete assignments					
Descriptive statements on Individualized Consideration	1	2	3	4	5
17. I spend time teaching and coaching					
18. I treat others as individuals rather than just as a member of a group					
19. I consider an individual as having different needs, abilities and aspirations from others					
20. I help others to develop their strengths					

Descriptive statements on Contingent Rewards	1	2	3	4	5
21. I provide others with assistance in exchange for their efforts					
22. I discuss in specific terms who is responsible for achieving performance targets					
23. I make clear what one can expect to receive when performance goals are achieved					
24. I express satisfaction when others meet expectations					
Descriptive statements on Management-by Exception-Active	1	2	3	4	5
25. I focus attention on irregularities, mistakes, exceptions and deviations from standards					
26. I concentrate my full attention on dealing with mistakes, complaints and failures					
27. I keep track of all mistakes					
28. I direct my attention toward failures to meet standards					
Descriptive statements on Laissez-faire Leadership Behaviors	1	2	3	4	5
33. I avoid getting involved when important issues arise					
34. I am absent when needed					
35. I void making decisions					
36. I delay responding to urgent questions					

PART III. PROJECT PERFROMANCE

For the above-mentioned project, please indicate your level of agreement with the following statements relating to the performance of the project in IOM CCCM by putting a tick (√) in the number that describes best how you feel about the statement.

PART III. PROJECT PERFROMANCE

Questions	Scale				
	1	2	3	4	5
	Not at all	Once in a while	Some times	Fairly often	Frequently if not always
Descriptive statements on Task performance					
1. Work quality					
2. Planning and organizing work					
3. Being result-oriented					
4. Prioritizing					
5. Working efficiently					
Descriptive statements on Contextual performance – interpersonal	1	2	3	4	5
1. Taking initiative					
2. Accepting and learning from feedback					
3. Cooperating with others					
4. Communicating effectively					
Descriptive statements on Contextual performance – organizational	1	2	3	4	5
1. Showing responsibility					
2. Being customer-oriented					
3. Being creative					
4. Taking on challenging work tasks					
Descriptive statements on Adaptive performance	1	2	3	4	5
1. Showing resiliency					
2. Coming up with creative solutions to novel, difficult problems					
3. Keeping job knowledge up-to-date					
4. Keeping job skills up-to-date					
5. Dealing with uncertain and unpredictable situations					
6. Adjusting work goals when necessary					
Descriptive statements on Counterproductive Work Behavior	1	2	3	4	5
1. Displaying excessive negativity					
2. Doing things that harm your organization					
3. Doing things that harm your co-workers or supervisors					
4. Purposely making mistakes					