

The Effects of Leadership Behavior on Project Performance: In the case of Azad Engineering

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GSR 9662/15

A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR MASTER OF ARTS IN PROJECT
MANAGEMENT



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Addis Ababa
June 2024

STATEMENT OF DECLARATION

I declare that the project work entitled “**The Effects of Leadership Behavior on Project Performance: In the case of Azad Engineering**” is my original work and all sources of material used for the work have been duly acknowledged.

BLEN SISAY GOBEZE

STATEMENT OF CERTIFICATION

This is to certify that, this project work “**The Effects of Leadership Behavior on Project Performance: In the case of Azad Engineering**”, undertaken by **BLEN SISAY GOBEZE** in partial fulfilment of the requirements for Master of Arts in Project Management at Addis Ababa University School of Commerce, is an original work and not submitted earlier for any Degree either at this university or any other university.

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ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE
PROJECT MANAGEMENT PROGRAM

The Effects of Leadership Behavior on Project Performance: In the case of Azad Engineering

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Acknowledgment

I would like to express my profound gratitude to the Almighty God for His boundless mercy, persistent help during my studies, and for blessing me with individuals genuinely committed to my progress. Additionally, I extend my heartfelt thanks to my project advisor, Dr. Dereje Abi, for his dedicated and professional counsel and guidance. Your wise and knowledgeable advice has been instrumental in the success of this paper. I sincerely thank you and deeply appreciate your commitment to my success.

I am immensely grateful to my family for their priceless inspiration and unwavering support throughout my studies. I am also deeply thankful to the management and employees of Azad Engineering for their indispensable support, permission to conduct this study, and for dedicating their time to complete the questionnaire, which has been crucial in finalizing this research.

Finally, I appreciate everyone who contributed to the success of this work and whose works have been cited in this paper. May God Almighty bless each one of you abundantly.

Table of Contents

Acknowledgment	4
LIST OF TABLES.....	7
LIST OF FIGURES.....	7
ACRONYMS/ABBRIATIONS.....	8
CHAPTER 1: INTRODUCTION	10
1.1 Background of the Study	10
1.2 Statement of the Problem	13
1.3 Research Questions	16
1.4 Objectives of the Study	16
1.5 Significance of the study	16
1.6 Scope/Delimitation of the study	18
1.7 Limitations of the study.....	18
1.8 Organization of the study	18
1.9 Definition of Key Terms.....	19
CHAPTER 2: REVIEW OF RELATED LITERATURE	20
2. Literature Review	20
2.1 Introduction.....	20
2.2 The concept of project leadership behavior	20
2.3 Role leaders in project management.....	21
2.4 Leadership behavior	22
2.4.1 Directive leadership behavior.....	22
2.4.2 Supportive leadership	23
2.4.3 Participatory Leadership Behavior	24
2.4.4 Achievement-Oriented Leadership Behavior.....	25
2.5 Leadership Behavior in Construction Firms	26
2.6 Project Performance in Construction.....	26
2.7 Leadership Behavior and Project Performance.....	27
2.8 Contextual Factors in Developing Countries	27
2.9 Conceptual Framework of the study.....	27
2.10 Hypothesis of the study	28
CHAPTER 3: RESEARCH METHODOLOGY	29
3.1. Description of the study Area	29
3.2. Research design.....	29

3.3 Research approach.....	30
3.3.1 Description of study variables	30
3.4 Target population and Sample Size.....	31
3.5 Data Sources and Collection Methods.....	31
Method of Data Analysis.....	31
3.6 Ethical Consideration	32
CHAPTER 4: DATA PRESENTATION, ANALYSIS, AND DISCUSSION.....	33
4.1 Introduction.....	33
4.2 Response Rate	33
4.3 Profile of Respondents	33
4.4 Demographic Variables	33
4.5 Reliability and validity analysis.....	35
4.5.1 Summary of scales & Cronbach’s alpha values	36
4.5.2 Results of Descriptive Statistics	36
4.6 Correlations Statistics.....	38
4.7 Regression Analysis Results.....	39
4.7.1 Multicollinearity Test	39
4.7.2 Normality Test.....	40
4.7.3 Model Fit.....	40
4.7.4 Coefficients of the Multiple Regression Analysis.....	41
4.7.5 Coefficients of the regression model	41
4.8 Summary of hypotheses Test.....	44
CHAPTER 5: CONCLUSION AND RECOMMENDATION	46
5.1 CONCLUSION.....	46
5.2 RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDY.....	47
REFERENCES.....	48
APPENDIX.....	53
ANNEX I-DATA COLLECTION INSTRUMENTS	53
Appendix I- Questionnaires for Employees.....	53

LIST OF TABLES

Table 4.1: Demographic Characteristics of Respondents.....	35
Table 4.2 Summary of scales & Cronbach's alpha values.....	36
Table 4.3 Results of Descriptive Statistics.....	37
Table.4.4: Multicollinearity Test	39
Table 4.5: Model Summary	41
Table 4.6: Coefficients of the regression model.....	42

LIST OF FIGURES

Figure 1.2 Frequently encountered problems in project management.....	21
Figure 4.1 Histogram and P-P plots.....	40
Figure 4.1 Normal probability.....	40

ACRONYMS/ABBRIATIONS

DL Directive leadership

SL Supportive leadership

PL Participatory leadership

AOL Achievement-oriented leadership

PP Project performance

Abstract

The main purpose of this study is to investigate the effect of leadership behavior on project performance. To meet its purpose, primary data was collected from 76 randomly selected employees working at Azad Engineering through closed ended questionnaire. The study used both descriptive and explanatory research designs. Descriptive design was used to describe the leadership behaviors in practice at the case organization and level of its project performance. The explanatory design was set to test cause and effect relationship between leadership behaviors and project performance. The data was analyzed through quantitative approach of descriptive statics (mean and standard deviation) and inferential statistics (regression analysis).

The finding of this study revealed that four leadership behaviors namely directive, supportive, participatory, and achievement-oriented leadership behaviors have significant and positive effect on project performance implying the more these leadership behaviors are in practice, the better the project performance would be. Based on the results specific recommendations to the case organization and suggestions for further study are forwarded.

Key words: Leadership Behavior, Project performance

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

In recent years, the construction industry in developing countries has grown significantly due to such aspects as rapid urbanization, population growth, and new infrastructure development in regions like Addis Ababa, Ethiopia. Project management in this field has become a cornerstone that can guarantee the successful completion of construction projects. Nevertheless, even though project management has considerably evolved, construction projects' performance has been the leading issue to date. One of the impacting aspects is the behavior of leaders in construction firms, and finding out how it impacts performance is necessary for the improved functioning and longevity of construction firms in developing countries like Ethiopia.

A wealth of research underscores the profound impact of leadership behavior on organizational outcomes across various industries and contexts. Leadership behavior encompasses a diverse array of styles, traits, and practices, each exerting a distinct influence on organizational dynamics and project outcomes (Bass & Avolio, 1994). Transformational leadership, characterized by vision, inspiration, and intellectual stimulation, has been linked to higher levels of employee engagement, innovation, and project success (Bass & Avolio, 1994). Similarly, servant leadership, which prioritizes the well-being of followers and fosters a supportive organizational culture, has been associated with increased team commitment, trust, and project performance (Greenleaf, 1970; Smith et al., 2020).

Despite the wealth of research on leadership behavior, there remains a notable gap in understanding its effects within the specific context of construction firms in developing countries like Ethiopia. The construction industry in developing countries faces unique challenges, including limited resources, infrastructure deficits, and socio-economic disparities, which may necessitate different leadership approaches compared to those in developed countries (Brown & Jones, 2021). Furthermore, project performance in construction firms is multifaceted and encompasses various dimensions such as cost efficiency, schedule adherence, and quality of workmanship. Operationalizing effective leadership behavior into tangible project outcomes requires a nuanced

understanding of the complex interplay between leadership practices, organizational culture, and project management processes (Turner, 2019).

The existing literature has primarily focused on the direct relationship between leadership behavior and project performance, without considering the potential mediating or moderating factors that may influence this relationship (Tyssen et al., 2014). Exploring the underlying mechanisms and contextual factors that shape the effect of leadership behavior on project outcomes could yield valuable insights for both researchers and practitioners.

Leadership behavior is a critical determinant of project performance across various sectors. In the context of Ethiopia, the effect of leadership competencies on project performance has garnered considerable attention. Recent research highlights that leadership competencies, including setting vision and strategies, displaying drive and purpose, and demonstrating ethics and integrity, are pivotal for project managers in Ethiopia. These competencies significantly influence project performance, with "leading others" emerging as the most influential factor (Tamiru, 2022). Moreover, studies in Ethiopian construction projects underscore that adaptive leadership behaviors, which adjust to the complexities and dynamic nature of projects, contribute substantially to project success (Getachew et al., 2023).

In the Ethiopian context, leadership behaviors are not only vital for project success but also for fostering an environment conducive to innovation, efficiency, and employee satisfaction. As Ethiopia continues to develop its infrastructure and organizational frameworks, the role of effective leadership in project management becomes increasingly critical.

The literature review of this research can enable scholars and practitioners to access perspectives on the role that leadership behavior plays in project outcomes. This could enable construction firms in developing countries adopt approaches that can make leadership activities more effective, project management more efficient and enhance project performances in developing countries.

The construction industry plays a crucial role in the economic development of Ethiopia, contributing significantly to the country's infrastructure and growth. Effective leadership is a critical factor in ensuring the successful delivery of construction projects. However, the existing literature suggests that leadership-related challenges, such as inconsistent leadership behaviors, poor communication, and inadequate training, are prevalent in the Ethiopian construction sector, often leading to suboptimal project performance.

This study aims to address this gap by conducting a comprehensive examination of the influence of leadership behavior on the performance of construction projects undertaken by Azad Engineering, a leading construction company in Ethiopia. By focusing on a specific organization, the study will provide in-depth insights into the unique challenges and opportunities faced by project leaders in the Ethiopian context, which can inform the development of more effective leadership strategies and practices.

The findings of this study will have practical implications for construction companies in Ethiopia, as they will shed light on the key factors that influence project performance. This knowledge can be used to enhance leadership development programs, improve communication and decision-making processes, and foster a more conducive organizational culture for project success. Additionally, the study's insights may be valuable for policymakers and industry stakeholders in developing targeted interventions and support mechanisms to address the leadership-related challenges in the Ethiopian construction sector.

In recent research, considerable attention has been given to the impact of leadership behavior on organizational outcomes, particularly in the construction industry. Studies have emphasized how effective leadership styles influence project performance (Tamiru, 2022; Getachew et al., 2023). However, much of the existing literature has focused on leadership competencies and styles, leaving a gap in understanding the direct effects of leadership behavior on project performance, particularly in developing countries like Ethiopia. In Ethiopia, leadership behaviors have been recognized as critical to project success, but further exploration is needed to identify how these

behaviors translate into tangible improvements in areas like project performance in the construction industry. What remains to be done is a deeper examination of how leadership behaviors specifically affect project performance in the Ethiopian context. This study aims to fill this gap by focusing on the leadership behaviors at Azad Engineering, providing a detailed understanding of leadership behavior and its influence on project performance in the Ethiopian construction sector.

1.2 Statement of the Problem

Empirical studies globally have highlighted several problems associated with leadership behavior and its effect on project performance. These issues are multifaceted and often complex, reflecting the diverse challenges faced in various project environments.

One significant problem identified is the inconsistency in leadership behaviors and their effectiveness across different cultural and organizational contexts. For instance, Yang et al. (2023) found that while certain leadership behaviors such as vision guiding and context interacting have positive effects on project management performance, these effects are often mediated by project citizenship behavior. This indicates that the direct effect of leadership on performance can be inconsistent unless supported by the team's voluntary engagement and commitment (Yang et al., 2023; Asefa et al., 2023).

Recent empirical studies in Ethiopia have identified several issues related to leadership behavior and its effect on project performance. The main identified issue is the lack of effective communication and decision-making skills among project leaders. Asefa, Kebede, and Wondimu (2023) highlighted that poor communication and delayed decision-making are common in Ethiopian construction projects, leading to project delays and cost overruns. Additionally, Getachew et al. (2023) pointed out that adaptive leadership, which is crucial for navigating the complex and dynamic project environments, is not widely practiced, further hindering project success.

Furthermore, there is a significant gap in leadership training and development. Many project managers in Ethiopia lack formal training in leadership and project management, which affects their ability to lead projects effectively. This gap in training contributes to poor project planning and execution, as noted by Tamiru (2022). All these problems are related to project leadership implying its importance in project executions.

Moreover, empirical studies indicate that there is a challenge in aligning leadership behaviors with organizational cultures within Ethiopian projects. For instance, Asefa et al. (2023) identified that mismatches between leadership approaches and organizational culture often lead to reduced team morale and lower project performance. This misalignment can result in resistance to change and poor implementation of project strategies.

Finally, Getachew et al. (2023) reported that the lack of continuous professional development for project managers hampers the application of modern project management practices, which are essential for coping with the evolving complexities of projects. This gap in ongoing training and development limits the ability of leaders to adapt to new challenges and technologies, thereby affecting project outcomes.

As to researchers' knowledge, in the realm of construction firms operating in developing countries, particularly within the context of Addis Ababa, Ethiopia, there is a conspicuous gap in understanding the nuanced relationship between leadership behavior and project performance. Despite the acknowledged significance of effective leadership in driving project success, and the growing body of literature on leadership behavior and project performance, there remains a paucity of empirical studies specifically examining this relationship within the unique socioeconomic and organizational landscape of construction firms in Addis Ababa and other developing country contexts.

While numerous studies have investigated leadership behavior and its impact on project outcomes, many of these studies have been conducted in developed countries and may not fully capture the

intricacies and challenges faced by construction firms in developing countries like Ethiopia (Turner, 2019). Furthermore, existing research often focuses on individual leadership behaviors or aspects of project performance in isolation, neglecting the holistic understanding of how various dimensions of leadership behavior contribute to project success within the context of construction firms in developing countries (Smith et al., 2020).

Additionally, while some research has explored leadership behavior in the construction industry, these studies have predominantly focused on developed countries or regions with different sociocultural contexts, which may limit their applicability to construction firms in Addis Ababa, Ethiopia, and similar developing country settings (Brown & Jones, 2021). As such, there remains a critical need for empirical research that specifically examines the effects of leadership behavior on project performance within the unique context of construction firms operating in developing countries like Ethiopia.

Therefore, the research problem focuses on understanding how different leadership behaviors impact project performance in construction firms in Addis Ababa, Ethiopia, and other developing countries is important. This knowledge is crucial for improving leadership effectiveness and project management, ultimately enhancing project outcomes. Therefore, this study aims to examine the effects of four specific leadership behaviors on project performance in the construction industry. Conducting the current study will provide valuable insights for construction firms, policymakers, and stakeholders, promoting sustainable development in the construction sector.

In summary, the study's rationale lies in its ambition to deepen our understanding of the intricate relationship between leadership behavior and project performance within the specific context of Azad Engineering. By adopting a comprehensive approach and exploring various dimensions of organizational dynamics, the research aims to generate actionable insights that can inform leadership practices, enhance project management strategies, and ultimately drive project success.

1.3 Research Questions

1. How does different leadership behaviors influence project performance?
2. Does directive leadership behavior affect project performance?
3. Does supportive leadership affect project performance?
4. Does participatory leadership affect project performance?
5. Does achievement leadership affect project performance?

1.4 Objectives of the Study

1.4.1 General objectives

This research aims to investigate the effects of leadership behavior on project performance.

1.4.2 Specific objectives

- To assess the leadership behaviors existing in AZAD Engineering.
- To assess the level of project performance in AZAD Engineering.
- To test the effect of directive leadership behavior on project performance.
- To examine the effect of supportive leadership behavior on project performance.
- To evaluate the effect of participatory leadership behavior on project performance.
- To test the effect of achievement leadership behavior on project performance.

1.5 Significance of the study

The proposed study on "The effect of Leadership Behavior on Project Performance: In the case of Azad Engineering" will hold significant importance for various stakeholders. For Azad Engineering's contracting staff, the study will enlighten managers, staff, and clients on the critical role of effective leadership in project initiation, execution, management, and success. This will help them to act accordingly and improve their project management practices. Furthermore, the study will analyze the need for leadership in creating authority, its implications on clients, the organization's performance, and the overall institutional sustainability.

Policymakers will benefit from the findings of this study, as it will help in identifying solutions to the challenges faced by Azad Engineering's staff. The knowledge gained from this study will be

useful for policymakers to understand why leadership is a vital tool in making proper policies and managing the entire project lifecycle.

Academicians will find the research findings to be a valuable addition to the existing body of knowledge on the advantages of leadership in the construction industry. The study will provide information that could guide client screening and selection before contracting with construction companies. Moreover, the research will serve as a foundation for further studies on Azad Engineering and other construction companies facing similar challenges.

By examining the effect of leadership behavior on project performance within the context of Azad Engineering, a leading construction company in Ethiopia, this study will contribute to a better understanding of the critical role of leadership in the construction sector. The insights gained from this research can be used to enhance project management practices, inform policymaking, and provide a basis for future academic investigations in the field.

1.6 Scope/Delimitation of the study

The study focused on the effect of leadership behavior on project performance within the construction sector, specifically in the context of Azad Engineering, a consulting firm based in Addis Ababa. The study examined the effect of leadership behavior on project performance. This study is delimited to testing the effect of the four leadership behaviors such as Directive, supportive, participatory and achievement on project performance.

The research primarily involved data collection from employees and managers within the organization. The study will not delve into broader organizational factors unrelated to leadership behavior and project performance.

1.7 Limitations of the study

While this study aims to provide valuable insights into the influence of leadership behavior on project performance within the Ethiopian construction industry, it is important to acknowledge its limitations. The research focused on a single construction company, Azad Engineering, which may limit the generalizability of the findings to the broader construction sector in Ethiopia.

Additionally, the study relied on self-reported data from project managers and team members, which could be subject to potential biases and may not fully capture the nuances of the leadership dynamics. Furthermore, the study's cross-sectional design may not account for the dynamic and evolving nature of leadership and project performance over time. Despite these limitations, the in-depth examination of the selected organization will offer valuable casespecific insights that can inform future research and guide practical interventions in the Ethiopian construction industry.

1.8 Organization of the study

The study under consideration has five chapters. The first chapter deals with the introduction part. Review of the related literature is articulated in the second chapter while the third chapter presents the research design and methodology. Data analysis and interpretation will be discussed in chapter

four and chapter five will summarize the findings of the study. Finally, the fifth chapter will draw the conclusion based on the finding of the study and forward strategic recommendations.

1.9 Definition of Key Terms

In the research the following key terms and acronyms will be used repetitively.

- **Leadership Behavior:** actions, styles, and approaches adopted by leaders within an organization, including their communication patterns, decision-making processes, and interactions with followers
- **Project Performance:** Describes the outcomes, results, and achievements of a project in terms of meeting objectives, delivering deliverables within budget and schedule, adhering to quality standards, and satisfying stakeholder expectations.
- **Project Management:** The discipline of planning, organizing, executing, and controlling resources to achieve specific project goals and objectives.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2. Literature Review

2.1 Introduction

This chapter is aimed at identifying and evaluating opinions, knowledge, attributes, and findings of various studies that have been done before by different scholars and institutions to determine the effect of leadership on project performance. This chapter looked at the relevant literature done by the past researchers to shed more light on the significance of leadership in project management with engineering Contracting Company as the company case study under review.

2.2 The concept of project leadership behavior

The concept of project leadership behavior has been a subject of extensive research in the field of project management. Project leadership is a critical component of successful project delivery, as it involves the ability of the project manager to guide and motivate a team towards the achievement of project goals (Müller & Turner, 2010). Effective project leadership requires a range of skills and behaviors, including communication, decision-making, problem-solving, and conflict resolution (Aga et al., 2016).

Several theories and models have been developed to understand the nature of project leadership behavior. In addition to these broader leadership theories, researchers have also explored the specific behaviors and competencies that are associated with effective project leadership. For example, Müller and Turner (2010) identified several key project leadership behaviors, including strategic thinking, stakeholder management, and team development. Similarly, Aga et al. (2016) found that project leaders who exhibit behaviors such as intellectual stimulation, individualized consideration, and inspirational motivation tend to be more successful in achieving project objectives.

The importance of project leadership behavior has also been recognized in the context of different project types and industries. For instance, Aga et al. (2010) found that transformational leadership

behaviors were particularly effective in the context of development projects, while Müller and Turner (2007) highlighted the importance of task-oriented behaviors in the management of engineering projects.

Overall, the existing literature suggests that project leadership behavior is a complex and multifaceted concept, with various theories and models attempting to capture its key components and their impact on project success. As the field of project management continues to evolve, further research is needed to deepen our understanding of the specific behaviors and competencies that contribute to effective project leadership.

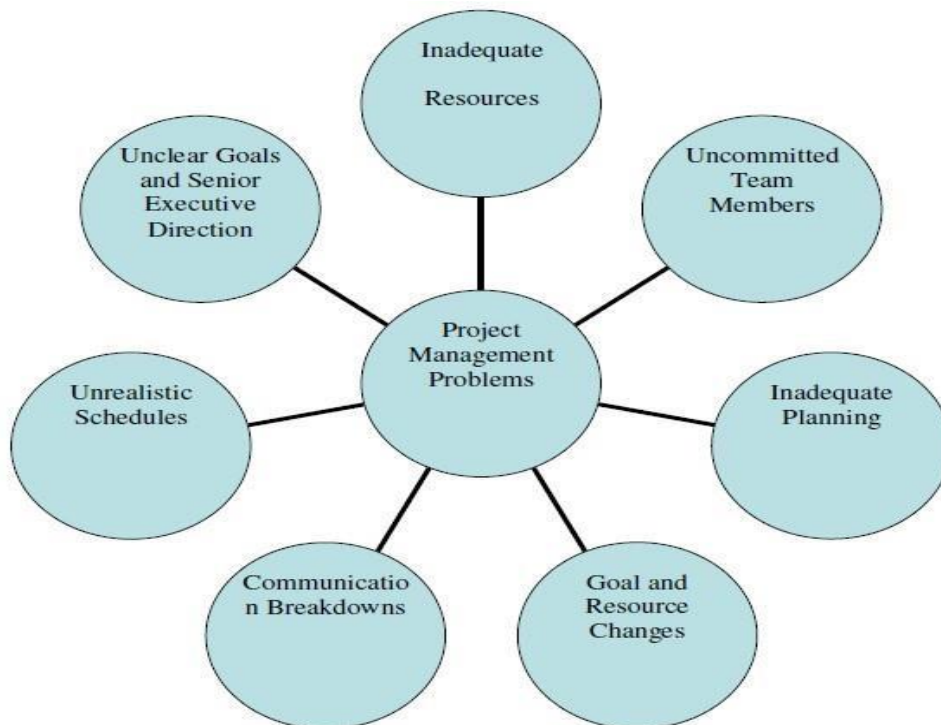


Figure 1.2 frequently encountered problems in project management

(Source: “a survival guide for project management”, 2006).

2.3 Role leaders in project management

The leader is the person who sees what he needs do it, know it you can help and start. Definitive Excellent leader diversity; Kevin (2007) identified that a successful leader is one who can see the

future help others see achieve the same. A good leader knows that he cannot do everything alone and therefore appreciates the aspect of delegation. Leadership has over time been regarded as coaching where leaders' opinions changed subordinates to team. Leaders are the individuals who are ready to take risks today to attain a better tomorrow for the company. a leader may also be referred to as a communicator, coordinator, auditor, or individuals of long-term perspective who cannot easily give up on the company's vision. Leaders are full of passion and they utilize that ability to encourage and motivate others. Good leaders value the results and have the capability of changing the lives of others.

2.4 Leadership behavior

Leadership behavior refers to the actions and approaches adopted by leaders to influence, motivate, and direct their followers. The four main leadership styles are directive leadership, supportive leadership, participatory leadership, and achievement-oriented leadership. Each style has unique characteristics, advantages, and limitations, depending on the context in which they are applied.

2.4.1 Directive leadership behavior

Directive leadership behavior is characterized by a high degree of control and direction on the part of the leader. This leadership style involves making decisions and providing clear instructions to followers with a strong focus on task completion and efficiency (Fleishman & Harris, 1962). In directive leadership, the leader maintains authority and control over decision-making processes and ensures that tasks are completed according to established standards. Leaders who adopt this style provide clear, specific instructions, maintain strict authority over decision-making, and focus on task completion and efficiency (Fleishman & Harris, 1962).

One of the advantages of directive leadership is its ability to provide clear expectations and instructions for followers. This may be particularly advantageous in situations where rapid action is required or when tasks are complex and require precise performance (House & Mitchell, 1974).

Directive leaders can also effectively motivate followers through rewards and punishments (Herzberg, Mausner, & Snyderman, 1959).

However, directive leadership has its drawbacks. This can lead to reduced employee satisfaction and involvement, as followers may feel limited in their autonomy and creativity (Hackman & Oldman, 1976). In addition, this leadership style may hinder the development of critical thinking skills in followers because these people rely heavily on the leader's guidance (Vroom & Yetton, 1973).

Research shows that directive leadership is characterized by providing clear instructions and expectations to subordinates and ensuring that tasks are performed in a specific manner. This style is characterized by a high level of control and a focus on following rules and procedures. Directive leadership can be effective in certain contexts, especially when tasks are routine or require strict adherence to instructions (Kim et al., 2023). However, it may not be appropriate in environments that require creativity and innovation, as it may stifle employee initiative and reduce intrinsic motivation (Seckyoung et al., 2023). In addition, directive leadership can sometimes be perceived negatively by employees, leading to reduced job satisfaction and lower morale (Frontiers, 2023).

2.4.2 Supportive leadership

Supportive leadership focuses on creating a positive work environment where employees feel valued and supported. This approach emphasizes empathy, encouragement, and recognition of employee contributions (Bass & Avolio, 1994). Supportive leaders often act as mentors or coaches, providing guidance while empowering employees to take ownership of their work. This leadership style emphasizes emotional support, empathy, and recognition (Bass & Avolio, 1994).

Benefits of supportive leadership include increased employee morale and job satisfaction (Eisenberger et al., 1986). It also fosters a sense of trust and camaraderie among team members

(Maslach & Leiter, 1997). Additionally, supportive leaders are more likely to support work-life balance initiatives that contribute to overall employee well-being (Demerouti & Bakker, 2018).

However, supportive leadership may not be appropriate for all situations. In high-pressure environments or where quick decisions are required, this approach can lead to delays or inefficiencies due to excessive consultation with team members (House & Mitchell, 1974). Supportive leadership emphasizes the well-being and personal needs of employees. Leaders adopting this style show interest in their subordinates, provide emotional support, and promote a positive work environment. Supportive leadership has been associated with higher job satisfaction, increased organizational commitment, and better employee performance (Emerald, 2023). By prioritizing employee well-being, supportive leaders can create a more cohesive and motivated workforce, which in turn can lead to improved organizational outcomes. This leadership style is particularly effective in environments where employees face high levels of stress or work under challenging conditions, as it helps mitigate the negative effects of such stressors (Li et al., 2018).

2.4.3 Participatory Leadership Behavior

Participatory leadership behavior involves collaboration between leaders and followers in decision-making processes. This approach emphasizes shared responsibility for goal achievement while valuing input from all team members (Vroom & Yetton, 1973). Participatory leaders encourage open communication channels where ideas can be freely exchanged.

One advantage of participatory leadership is its ability to foster creativity and innovation within teams. By involving followers in decision-making, leaders can tap into a broader range of perspectives and ideas, leading to more effective solutions (Kirkman & Shapiro, 2001). Additionally, participatory leadership promotes employee engagement and satisfaction as individuals feel valued and heard in the decision-making process (Eisenberger et al., 1986).

However, participatory leadership may not be suitable for all situations. In time-sensitive or high stakes environments, the need for quick decisions may outweigh the benefits of extensive

collaboration (House & Mitchell, 1974). Furthermore, it requires a certain level of trust and psychological safety within the team, which may not always be present (Edmondson, 1999).

Participatory leadership involves engaging employees in decision-making processes and encouraging their input on work-related matters. This leadership style is based on the principles of inclusivity and shared responsibility, where leaders and employees collaborate to achieve common goals. Research has shown that participatory leadership can enhance job satisfaction, increase commitment to organizational objectives, and improve overall performance by leveraging the diverse perspectives and expertise of team members (Zhao et al., 2019). However, the effectiveness of participatory leadership can be contingent on the organizational culture and the willingness of employees to actively participate in decision-making processes (Tang et al., 2012).

2.4.4 Achievement-Oriented Leadership Behavior

Achievement-oriented leadership behavior focuses on setting high standards and challenging goals for followers while providing them with the necessary resources and support to achieve those goals (Bass & Avolio, 1994). This approach emphasizes individual performance improvement and recognizes excellence among team members.

The benefits of achievement-oriented leadership include increased individual performance and productivity among followers (Bass & Avolio, 1994). It also fosters a sense of competition that can drive innovation and creativity within teams (Amabile & Gitomer, 1984). Additionally, achievement-oriented leaders often serve as role models for their followers, inspiring them to strive for excellence in their work.

However, achievement-oriented leadership may have drawbacks if not balanced with appropriate recognition and support for individual differences among team members. An overemphasis on competition can lead to increased stress levels among followers (Demerouti & Bakker, 2018). Furthermore, it may neglect the importance of teamwork and collaboration if not supplemented with effective communication and coordination strategies (Druskat & Mount, 2002).

Achievement-oriented leadership focuses on setting challenging goals, expecting high performance, and showing confidence in employees' abilities to meet these goals. Leaders adopting this style motivate employees by emphasizing excellence and providing the necessary support to achieve high standards. This leadership behavior is particularly effective in highstakes environments where performance is critical and where employees are motivated by achieving significant accomplishments (Emerald, 2023). Research suggests that achievement-oriented leadership can lead to increased productivity, higher levels of employee engagement, and improved organizational performance (Kim et al., 2023). However, it requires a careful balance to ensure that the high expectations do not overwhelm employees, which can lead to burnout and decreased morale.

In conclusion, directive leadership behavior focuses on control and direction from the leader, while supportive leadership behavior emphasizes empathy and encouragement. Participatory leadership behavior involves collaboration between leaders and followers in decision-making processes. Lastly, achievement-oriented leadership behavior sets high standards and challenging goals for followers while providing necessary resources to achieve those goals.

2.5 Leadership Behavior in Construction Firms

Leadership behavior in construction firms encompasses a range of actions and attributes demonstrated by leaders at various organizational levels. Research by Turner et al. (2019) suggests that transformational leadership, characterized by inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence, positively influences project success in the construction industry.

2.6 Project Performance in Construction

Project performance in the construction industry is multidimensional, encompassing aspects such as cost, schedule adherence, quality, safety, and stakeholder satisfaction. According to a study by

Ogunlana et al. (2018), effective project management practices, including leadership behavior, significantly impact project performance outcomes.

2.7 Leadership Behavior and Project Performance

Several studies have explored the relationship between leadership behavior and project performance in various industries. For instance, a meta-analysis conducted by Judge and Piccolo (2018) found a positive association between transformational leadership and employee performance across different sectors. However, the specific dynamics of this relationship within the construction industry, particularly in developing countries like Ethiopia, warrant further investigation.

Leadership behavior plays a critical role in influencing project performance across various industries. Extensive research has been conducted to understand the relationship between leadership behavior and project outcomes. Here are some leadership behaviors and their impact on project success:

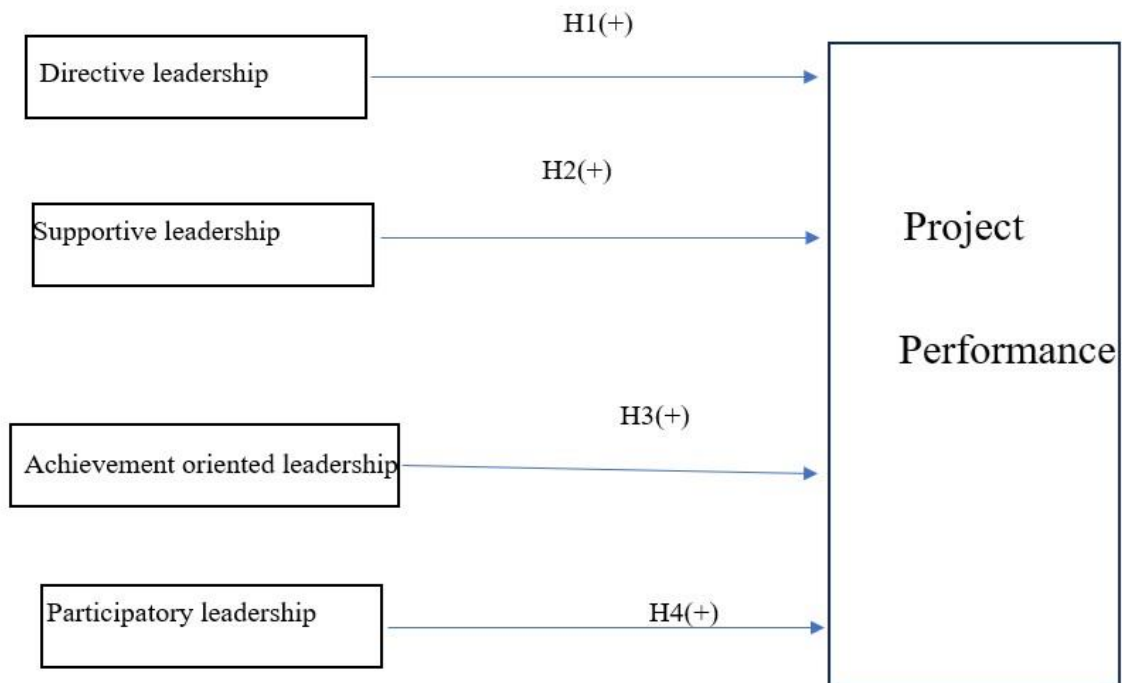
2.8 Contextual Factors in Developing Countries

The context of developing countries presents unique challenges and opportunities for construction firms. Factors such as political instability, economic constraints, cultural diversity, and technological limitations can influence leadership behavior and project performance outcomes (Li et al., 2020).

2.9 Conceptual Framework of the study

The study examines how leadership behavior impacts project performance at Azad Engineering. It posits leadership behavior as the independent variable and project performance as the dependent variable. The focus is on exploring the relationship between these two variables.

Leadership behavior



2.10 Hypothesis of the study

Based on the discussion in the previous sections of the related literature review, the following hypothesis are forwarded.

H1: The effect of directive leadership behavior on project performance is statistically significant and positive.

H2: The effect of supportive leadership behavior on project performance is statistically significant and positive.

H3: The effect of participatory leadership behavior on project performance is statistically significant and positive.

H3: The effect of achievement-oriented leadership behavior on project performance is statistically significant and positive.

CHAPTER 3: RESEARCH METHODOLOGY

The main objective of this research is to assess the effect of leadership behavior on project performance: In the case of Azad Engineering. In the previous chapter, a conceptual framework for the effects of Leadership Behavior on Project Performance is compiled from the literature. This chapter discusses how the research methodology is employed in the study. It indicates the research design, research instrument, the population, sample size, sampling techniques, data analysis techniques and validity and reliability.

3.1. Description of the study Area

Azad Design Build PLC, previously known as EDIT PLC, represents a collaborative endeavor by engineers who have worked together for nineteen years. Since its inception in 1999, Azad Design Build PLC has offered a wide range of services in the building sector, including design, contract administration, and construction supervision. The company operates under two main entities: Azad Design Build PLC focuses on architectural and engineering consulting, while EDIT PLC specializes in geo-engineering, trading, procurement, and manufacturing services.

Azad Design Build PLC holds a Category consulting architects and engineers license, enabling it to undertake diverse projects across various regions. The firm's core services include innovative building design, comprehensive geotechnical engineering, efficient tender administration, and robust construction management.

Azad Design Build PLC has 86 staffs working on engineering, architectural design, and construction management on site and at the office. These employees are believed to provide relevant data for this study.

3.2. Research design

The study is both descriptive and explanatory in its design. The descriptive design was aimed at describing the existing leadership behaviors in practice and level of performance of projects at

AZAD Engineering. The explanatory design was set to test cause and effect relationship between leadership behavior and project performance.

3.3 Research approach

The study used quantitative approach specifically mean and standard deviation in its descriptive statistics and regression analysis in its inferential statistics.

3.3.1 Description of study variables

The independent variable in this study will be the leadership behavior of project managers at Azad Engineering. The leadership behavior will be assessed using a validated instrument, such as the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1995).

- 1. Leadership Behavior:** According to Northouse (2018), leadership behavior encompasses various actions and styles demonstrated by leaders, including communication, decision making, motivation, and conflict resolution. Leadership behavior may vary among individuals and can be influenced by organizational culture, personal traits, and situational factors.
- 2. Project Performance:** The project performance metrics, such as cost efficiency, schedule adherence, and quality outcomes, are commonly used indicators in project management (Turner, 2019). Project performance metrics refer to the measurable outcomes and indicators used to assess the success or effectiveness of projects undertaken by Azad Engineering. These metrics may include but are not limited to: Cost Efficiency, stakeholder satisfaction, safety performance. schedule adherence, and quality outcomes. However, for this study, project performance is set to be a single higher order observable variable without these dimensions.

3.4 Target population and Sample Size

Given the relatively small workforce of 86 employees at Azad Engineering, a census sampling approach is used for this study. Census sampling involves including the entire population in the research, eliminating the need for sampling techniques and ensuring that every member of the population has an equal chance of being included in the study (Trochim, 2006).

Therefore, the sample size for this study would encompass all 86 employees currently employed by Azad Engineering. This approach allows for the inclusion of every employee within the organization, ensuring comprehensive coverage of the target population (Trochim, 2006). Additionally, as Azad Engineering is the sole focus of the research, including all employees facilitates a thorough examination of leadership behavior and project performance within the organization.

3.5 Data Sources and Collection Methods

This study used primary data collected from employees of Azad Engineering, including project managers, engineers, supervisors, and laborers. The data were collected through a five-point Likert scale self-administered closed-ended questionnaire in getting perceptual response from respondents about leadership behavior and project performance.

Method of Data Analysis

The quantitative data from the survey was analyzed using regression analysis to examine the effect of leadership behavior on project performance. The outputs for analysis were generated using SPSS version 24. The model used for regression analysis is expressed in the general form as given below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \dots + \epsilon.$$

Where;

Y =project performance (Dependent variable)

β_0 is the intercept β_1 is the coefficient of directive

leadership β_2 the coefficient of supportive leadership

β_3 the coefficient of participatory leadership β_4 the

coefficient of achievement-oriented leadership

X_1, X_2, X_3, X_4 are directive, supportive, participatory, and achievement-oriented leadership behaviors respectively ε is the error term.

This model allows us to analyze the direct effect of Leadership Behavior on Project Performance.

3.6 Ethical Consideration

The researcher used proper citation, follow truthful collection & analysis of data, maintained data confidentiality, obtained the consent of the case organization and staffs, and keep the identity of respondents unanimous based on their consent to meet the ethical obligations of the research. As much as possible ethical language was used in the questioners constructed and distributed to the respondents.

CHAPTER 4: DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.1 Introduction

This section presents results of the study based on data obtained from Azad Engineering employees. It is divided into two main sections. The first section presents the results of descriptive analysis and the second section presents the regression analysis results. The presentation of the results is followed by discussions of the information gathered from respondents and making use of evidence from literature to support the finding.

4.2 Response Rate

This study was designed to test the Effect of Leadership Behavior on Project Performance in the case of Azad Engineering. Data was collected from the Azad engineering employees. To this effect 85 questionnaires were distributed and 76 were returned which has a response rate of 89%. According to Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% is rated very well so a 91 percent rate of response is very good.

4.3 Profile of Respondents

The necessary information for this study was obtained from 76 managerial and non-managerial employees working at Azad Engineering. The data is presented in the table coming below

4.4 Demographic Variables

Respondents Characteristics	Categories	Frequency	Percent
Sex	F	13	17

	M	63	83
Age	21 to 30 years	18	24
	31 to 40 years	42	55
	41 to 50 years	8	10.5
	51 to 65 years	8	10.5
Position	Managerial	12	16
	Non-Managerial	64	84
Work Experience	Below 2 years	7	28.8
	3 to 8 years	48	55.0
	9 to 14 years	20	13.8
	15 to 20 years	4	5
	Above 21 years	2	2.5
Educational background	Diploma	3	4

	BA/BSc	45	59
	MSc	28	37

Table 4.1: Demographic Characteristics of Respondents

The gender composition of respondents shows that out of the total respondents, 63 (83%) are males and 13 (17%) are females. The age distribution of the respondents' result indicates most of the respondents are in the age of 31 to 40 (55%) followed by the ages between 21-30 (24%). Regarding the educational background, majority of the participants of the study (or respondents) accounts 59 percent are BA/BSc followed by MSc 37% percent (See Table 4.1).

Moreover, regarding the positions of the employees who responded to the questionnaire in the table 4.1 shows that out of the total respondents, 84 percent are non-managerial and 16 percent managerial position holders in the company.

Finally, based on the respondents' service year in the case organization the above table shows that most of the respondents have work experience from 3 to 8 years at 55 percent followed by 13.8 percent respondents with a work experience of 9 to 14 years. Respondents with 15 to 20 years of experience accounts 5%, employees with less than two years experience are 28.8 and the remaining 2.5% have more than

21 years of experience. Over all, majority of the respondents have sufficient experience to be involved and provide leadership behavior and project success related information that are relevant for this study.

4.5 Reliability and validity analysis

Reliability and validity are keys in determining precision of the instrument we apply to gather information. According to Mouton reliability and validity measure the precision with which a research instrument measures, enhances the credibility of the instrument and the usefulness of the research. Promotion of the validity and reliability of research will enhance the value of the research (Mouton, 2001).

Cronbach's alpha is a coefficient of reliability and it is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. Hence, according to Lombard (2010), coefficients of .90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 may be appropriate in some exploratory studies for some indices. By tracing this literature, the researcher has tested the reliability of the items to be presented to respondents. The result demonstrated that all the measurement items have Cronbach's Alpha values greater than 0.70. Thus, the internal consistency is secured. The following table summarizes scale and Cronbach's Alpha values of the variables.

4.5.1 Summary of scales & Cronbach's alpha values

Variables	Cronbach's Alpha	Number of Items
Project performance	.8	15
Directive Leadership behavior	.894	5
Supportive leadership	.879	7
Participatory leadership behavior	.905	5
Achievement-oriented leadership behavior	.945	5
a. Dependent Variable: Project Performance		
b. Predictors: Directive, Supportive, Participatory and Achievement-oriented leadership behavior		

Table 4.2 Summary of scales & Cronbach's alpha values

To ensure validity of instruments in the current study, tested instruments in previous studies are adopted.

4.5.2 Results of Descriptive Statistics

N	Minimum	Maximum	Mean	Std. Deviation
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DL	76	2.00	4.00	3.2606	.50661
SL	76	2.00	4.50	3.4246	.78489
PL	76	2.10	4.50	3.2056	.63752
AOL	76	1.00	4.00	3.1222	.73128
PP	76	2.10	4.00	2.9765	.54620
Valid N (listwise)	76				

Table 4.3 Results of Descriptive Statistics

This section of the analysis describes which leadership behavior is in practice looking at the mean values of each leadership behavior calculated from a five-point Likert scale of a questionnaire filled by respondents. According to Zaidation and Bagheris (2009) mean in the Five-Point Likert scale below 3.9 is low. A mean value ranging from 3.40 to 3.79 is moderate and a mean value greater than 3.8 is high.

As it is revealed in the above table, directive leadership has a mean value of 3.2606 (SD=0.50661), supportive leadership has a mean value of 3.4246 (SD=.78489), participatory leadership has a mean value of 3.2056 (SD=.63752) and achievement-oriented leadership has a mean value of 3.1222 (SD=.73128). As per the Likert scale standard of Zaidation and Bagheris (2009), directive leadership, participatory leadership and achievement-oriented leadership behaviors have a lower mean value implying leaders at Azad Engineering demonstrate lower leadership behavior related to them. However, Supportive leadership behavior has a mean value of 3.42 implying moderate level of practice of this leadership behavior at Azad Engineering.

Regarding project performance at Azad Engineering, the mean value is 2.9765 (SD=.54620). This indicates that the organization has lower project performance as per the Likert scale standard of Zaidation and Bagheris (2009).

4.6 Correlations Statistics

		DL	SL	PL	AOL	PP
DL	Pearson Correlation	1	.210**	.277**	.769**	.161**
	Sig. (2-tailed)		.003	.046	.021	.001
	N	76	76	76	76	76
SL	Pearson Correlation	.210**	1	.127**	.637**	.528*
	Sig. (2-tailed)	.003		.000	.004	.024
	N	76	76	76	76	76
PL	Pearson Correlation	.277**	.127**	1	.279**	.032**
	Sig. (2-tailed)	.046	.000		.000	.000
	N	76	76	76	76	76
AOL	Pearson Correlation	.769**	.637**	.279**	1	.199**
	Sig. (2-tailed)	.021	.004	.000		.001
	N	76	76	76	76	76
PP	Pearson Correlation	.161**	.528*	.032**	.199**	1
	Sig. (2-tailed)	.001	.024	.000	.001	
	N	76	76	76	76	76

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

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

As it is revealed in the above table, the relationship between the four leadership behaviors namely directive, supportive, participatory, achievement-oriented and project performance is significant and positive. Given these results, the direction of relationship between this leadership behaviors and project performance is to be tested in the following section using regression analysis.

4.7 Regression Analysis Results

This study used multiple regression model in which the cause-and-effect relationship between leadership behavior and project performance is to be tested. In the regression analysis, both the existence of significant effect of leadership behavior on project performance and the direction of effect between these variables are to be tested.

Diagnostic Tests of Regression

4.7.1 Multicollinearity Test

Multicollinearity refers to a situation in which two or more explanatory variables in a multiple regression model are highly linearly related. Multicollinearity can be scanned through running variance inflation factor (VIF) and tolerance static (1/VIF) among others. The following table shows the collinearity statistics composed of tolerance levels and the variance inflation factors (VIF).

Table.4.4: Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
	(Constant)		
	Directive leadership	.713	1.364
	Supportive leadership	.672	1.656
	Participatory leadership	.629	1.599
	Achievement-oriented leadership	.618	1.689
	a. Dependent Variable: Project Performance		
	b. Predictors: Directive, Supportive, Participatory and Achievement-oriented leadership behavior		

According to Field (2005), there is a concern for multicollinearity problem if the largest VIF is greater than 10 or a tolerance level below 0.2. The collinearity statistics in the current model shows

the VIF values below 10 and the tolerance statistics above 0.2. Therefore, it is safe to conclude that there is no collinearity issue between variables in the current study.

4.7.2 Normality Test

Normality test is used to determine whether the error term is normally distributed. Visual inspection is employed here using histogram and normal probability plots.

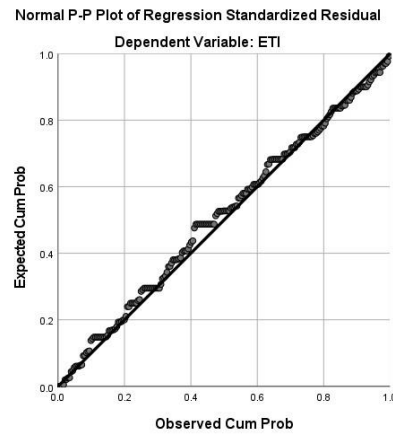
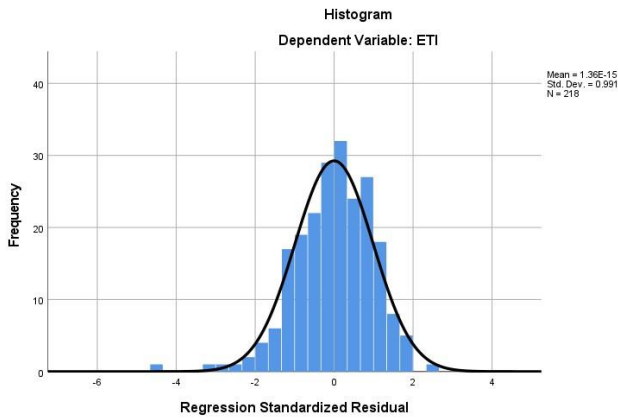


Figure 4.1: Histogram and P-P plot plots

Figure 4.1: Normal probability

As shown in the figure 4.1, the test result indicates that almost the residual is close to normal distribution. The histogram is bell-shaped implying that residuals are normally distributed. Thus, there is no violation of the assumption normality of distributed error term.

4.7.3 Model Fit

The model fit (The model’s ability to predict the outcome variable) in the current study is assessed through R^2 . The R^2 is used to assess the variance in the project performance (dependent variable) accounted to leadership behaviors (independent variables).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.477 ^a	.414	.427	.50706

a. Predictors: (Constant), DL, SL, PL, AOL

Model Summary

Table 4.5: Model Summary

As the study results in table 4.4 revealed, the correlation between the observed value of ‘Project performance and the optimal linear combination of the independent variables (Directive leadership, Supportive leadership, participatory leadership, and achievement-oriented leadership) is .477, as indicated by multiple R.

The R² value of 0.414, indicates that 41.1% of the variation in ‘Project performance is explained by the four independent variables (Directive leadership, Supportive leadership, Participatory leadership, and Achievement-oriented leadership). The remaining 58.9% of the variance is explained by other variables not included in this study. This percentage of R² is an indication of a good measure of the model since the variance for the dependent variable due to the independent variables is large enough in the current study.

4.7.4 Coefficients of the Multiple Regression Analysis

The current study employed linear regression models in examining the effect of leadership behavior dimensions on Project performance. To this end, the results are revealed in the following table.

4.7.5 Coefficients of the regression model

		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1.298	3.527		.001
	DL	.326	.420	.328	.040
	SL	.823	.873	.333	.030

PL	.142	.577	.102	.002
AOL	.081	.203	.137	.023

Table 4.6: Coefficients of the regression model

The effect of directive leadership behavior on project performance is found to be significant (Sig value = .040) and positive (Beta coefficient =.328). This implies that the more the leadership behavior of a leader is directive, the more the project performance would be. Therefore, the hypothesis which was proposed as significant and Positive effect of directive leadership on project is supported. This finding is well-supported by existing literature. Studies by House (1971), Podsakoff, MacKenzie, and Bommer (1996), Fiedler (1967), and Pearce and Sims (2002) provide substantial evidence that directive leadership enhances clarity, reduces ambiguity, and improves project outcomes. These studies collectively affirm that the hypothesis proposing a significant and positive effect of directive leadership on project performance is supported, reinforcing the validity of the current research findings.

The effect of supportive leadership behavior on project performance is found to be significant (Sig value = .030) and positive (Beta coefficient =.333) implying that the more the leadership behavior of a leader is supportive, the more the project performance would be. Therefore, the hypothesis which was proposed as significant and positive effect of supportive leadership on project performance is supported. This result is in line with past studies of Deci and Ryan's Self-determination Theory (SDT) highlights the importance of fulfilling employees' psychological needs for autonomy, competence, and relatedness to foster intrinsic motivation. According to this studies, supportive leadership plays a critical role in meeting these needs by providing a supportive and understanding work environment. Therefore, results of the current study align with SDT's premise that a supportive environment enhances intrinsic motivation and consequently, project performance. Moreover, Yukl (2013) Gary Yukl's work on leadership in organizations discusses the role of supportive leadership in reducing stress and increasing job satisfaction among employees. Yukl argues that supportive leaders are instrumental in creating a conducive environment for high performance by addressing individual concerns and facilitating team

cohesion. This theoretical perspective underpins the positive relationship between supportive leadership and project performance observed in the present study.

The effect of participatory leadership on project performance is found to be significant (Sig value = .002) and positive (Beta coefficient = .102) indicating that the more the leadership behavior of a leader is participatory, the more the project performance would be. Therefore, the hypothesis which was proposed as significant and positive effect of directive leadership on project performance is supported.

House and Mitchell's Path-Goal Theory includes participative leadership as a key style that can enhance employee satisfaction and performance. By involving employees in decision-making, participative leaders help clarify goals and create a sense of ownership among team members. This, in turn, enhances their motivation and performance.

This result is supported by studies in the past. A study by Somech (2006) found that participatory leadership enhances team innovation and effectiveness by fostering a collaborative and inclusive environment. Similarly, a meta-analysis by Wang, Oh, Courtright, and Colbert (2011) demonstrated that participatory leadership positively correlates with project performance by promoting employee engagement and satisfaction. Studies by House and Mitchell (1974) and Somech (2006) also provided substantial evidence that participatory leadership enhances motivation, innovation, and performance. These studies collectively affirm that the hypothesis proposing a significant and positive effect of participatory leadership on project performance is supported, making the claim in the current study is valid.

The effect of achievement-oriented leadership on project performance is found to be significant (Sig value = .023) and positive (Beta coefficient = .137) indicating that the more the leadership behavior of a leader is achievement-oriented, the more the project performance would be. Therefore, the hypothesis which was proposed as significant and Positive effect of achievement oriented leadership on project performance is supported.

This result is in line with past studies. For example, House's Path-Goal Theory identifies achievement-oriented leadership as one of the key leadership styles that can influence employee motivation and performance. A study by Wofford, Goodwin, and Whittington (1998) found that leaders who set high performance standards and exhibit confidence in their teams significantly enhance team performance. Similarly, a study by Schaubroeck, Lam, and Cha (2007) showed that achievement-oriented leadership behaviors positively influence employee performance by fostering a high-expectation environment in return influencing project performance.

Moreover, studies by House (1971), Locke and Latham (1990), Deci and Ryan (1985), Wofford, Goodwin, and Whittington (1998) and Schaubroeck, Lam, and Cha (2007) provide substantial evidence that achievement-oriented leadership enhances motivation, self-efficacy, and performance. These studies collectively affirm that the hypothesis proposing a significant and positive effect of achievement-oriented leadership on project performance is supported, reinforcing the validity of the current research findings. Therefore, the current research finding that achievement-oriented leadership has a significant and positive effect on project performance is well-supported by existing literature.

4.8 Summary of hypotheses Test

No	Hypothesis	Results	Decision
H1	The effect of directive leadership behavior on project performance is statistically significant and positive.	Significant and positive	Hypothesis supported
H2	The effect of supportive leadership behavior on project performance is statistically significant and positive.	Significant and positive	Hypothesis supported
H3	The effect of participatory leadership behavior on project performance is statistically significant and positive.	Significant and positive	Hypothesis supported

H4	The effect of achievement-oriented leadership behavior on project performance is statistically significant and positive.	Significant and positive	Hypothesis supported
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Modified Model

Based on the results, the regression model used in this study is rewritten as follows;

$$PP = 1.298 + .328DL + .333SL + .102PL + .137AOL + \dots + \epsilon.$$

Where;

PP = project performance (Dependent variable)

1.298 is the intercept

DL is directive leadership

SL is supportive leadership

PL is of participatory leadership

AOL is achievement-oriented leadership

.328, .333, .102 and .137 are coefficients of the independent variables of DL, SL, PL, and AOL respectively.

ϵ is the error term.

CHAPTER 5: CONCLUSION AND RECOMMENDATION

In the previous sections of this study results of descriptive statistics, correlations between leadership behaviors and project performance and the effect of these leadership behaviors on project performance are revealed. In line with these findings this section draws conclusions on major findings and provides a specific recommendation to project managers in general and to Azad Engineering in particular.

5.1 CONCLUSION

- Referring to Zaidation and Bagheris (2009), the three leadership behaviors namely directive, participatory leadership and achievement-oriented leadership behaviors have a low level of practice at Azad Engineering. But supportive leadership behavior has a moderate level of practice at the organization.
- The project performance at Azad Engineering is found to be lower than average indicating the organization is at its poor performance level in executing projects.
- The effect of directive leadership behavior on project performance is significant and positive implying that practicing directive leadership behavior makes project performance of a company better.
- The effect of supportive leadership behavior on project performance is significant and positive implying that practicing supportive leadership behavior makes project performance of a company better.
- The effect of participatory leadership behavior on project performance is found to be significant and positive implying that practicing participatory leadership behavior makes project performance of a company better.
- The effect of achievement-oriented leadership behavior on project performance is found to be significant and positive implying that practicing achievement-oriented leadership behavior makes project performance of a company better.
- All the findings are in line with previous findings in the literature making the claims in the current study are consistent with these studies.

5.2 RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDY

Based on the finding from both descriptive and regression analysis of this study the following recommendations are forwarded:

- The project performance of Azad Engineering is at its lower level based on the standards of the Likert scale. This needs effort from the management of Azad Engineering to make at its best level of performance.
- Due to the fact that the effect of directive leadership, supportive leadership, participatory leadership and achievement-oriented leadership behaviors on project performance are significant and positive, managers need to give due attention in improving these leadership behaviors to make the performance of projects better.
- This study was conducted based on the data collected from only employees of Azad Engineering and therefore it will be difficult to draw general conclusions about the effect of leadership behaviors on project performance which will be applicable in other organizations and other sectors of similar conditions. Therefore, this study suggests a more detail research on this topic collection data from other employees working in the sector. That would improve the generalizability of the findings to other organizations of similar in their nature.

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APPENDIX

ANNEX I-DATA COLLECTION INSTRUMENTS

Appendix I- Questionnaires for Employees



ADDIS ABABA UNIVERSITY SCHOOL OF COMMERSE MASTERS OF ARTS IN PROJECT MANAGMENT

Dear Respondents:

I would like to express my earnest appreciation for your generous time, honest and prompt response. The main purpose of this questionnaire is to collect data which will be helpful in research work titled “**The effect of leadership behavior on project performance: In the case of Azad Engineering.**” As an employee of Azad Engineering, your participation in this study will be valuable and greatly appreciated.

I want to assure you that this research is only for academic purpose. No other person will have access to the data collected. That is, the secrecy of the information you provide is strictly protected.

SECTION ONE: DEMOGRAPHIC PROFILE

INSTRUCTION: This part of the questionnaire asks your personal and job-related information. Please respond to each question by circling the choice that represents your personal profile.

1. Sex: 1) Male 2) Female

2. Age: 1)20-25 2) 26-30 3) 31- 40 4) 41-50 5) Above 50

3. Marital Status: 1) Single 2) Married 3) Divorced 4) Widowed

4. Qualification: 1) Diploma 2) 1st Degree 3) Masters 4) PhD

5. Total years of experience at Azad Engineering 1)1-5 2) 6-10 3) 11- 15 4) above 15 years

SECTION TWO: MEASUREMENT FOR LEADERSHIP BEHAVIOUR

INSTRUCTION: This leadership behavior related question intended to measure your perception of leader’s behavior in four dimension such as directive, supportive, participative, and achievement oriented. Please make a „√” mark on your response to each statement according to the five-point scale labeled at each statement.

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

LEADERSHIP RELATED QUESTIONS	5	4	3	2	1
DIRECTIVE					
D1. My supervisor gives vague explanation of what is expected of subordinates on the job.					
D2. My supervisor inform subordinate about what needs to be done and how it needs to be done.					

D3. My supervisor asks subordinates to follow standard rules and Regulations.					
D4. My supervisor focuses his attention on mistakes irregularities and deviation from standards.					
D5. My supervisor shows too little interest in feelings of subordinates					
SUPPORTIVE					

S1. My supervisor maintains a friendly working relationship with subordinate					
S2. My supervisor does little things to make it pleasant to be a member of the group					
S3. My supervisor says things that hurt subordinates' personal feelings					
S4. My supervisor help subordinates overcome problems that stop them from carrying out their tasks					
S5. My supervisor asks for my vision regarding my job and allows me to use it when he believes it is appropriate					
S6. My supervisor behaves in manner that is thoughtful of subordinates' personal need					
S7. My supervisor encourages my carrier development by facilitating for training and the like					
PARTICIPATORY					
P1. My supervisor consults with subordinates when facing a problem					
P2. My supervisor listens openly to subordinates' ideas and suggestions					
P3. My supervisor act without consulting subordinates					
P4. My supervisor invites me in planning activity of my job					
P5. My supervisor asks subordinates for suggestions on what assignments should be made and how to carry out achievement-oriented leader assignment					
ACHIEVEMENT - ORIENTED					
A1. My supervisor let subordinates know that what is expected of them to perform at their highest level					

A2. My supervisor encourages continual improvement in subordinates' performance					
A3. My supervisor shows that he/she has doubts about subordinates' ability to meet most objectives					
A4. My supervisor consistently set challenging goals for subordinates to attain					
A5. My immediate supervisor believes that I know how to use creativity and ingenuity to solve organizational problems					

SECTION THREE: MEASUREMENT FOR PROJECT PERFORMANCE

Please make a „√' mark on your response to each statement according to the five-point scale labeled at each statement

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

		1	2	3	4	5
Section E: Cost Efficiency						
E1	Projects are completed within budget					
E2	Resources are allocated effectively to minimize costs					
E3	Cost-saving measures are implemented appropriately					
Section F: Schedule Adherence						
F1	Projects are completed within the scheduled timeframe.					
F2	Delays are minimized through effective planning and coordination					
F3	Milestones and deadlines are met consistently					
Section G: Quality of Workmanship						
G1	Work is completed to high standards of quality and craftsmanship					
G2	Attention to detail is evident in project execution					
G3	Quality control measures are implemented effectively					
Section H: Client Satisfaction						

H1	Clients' needs and expectations are met or exceeded					
H2	Communication with clients is clear and responsive					
H3	Clients' express satisfaction with the overall project experience					
Section I: Safety Performance						
I1	Safety protocols and procedures are followed consistently					
I2	Hazards and risks are identified and addressed promptly					
I3	Safety training and education are provided to all employees					

Thank you!