ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE EFFECT OF LEADERSHIP STYLE ON PROJECT PERFORMANCE: CASE OF ETHIOPIAN ROAD AUTHORITY (ERA)

BY

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JUNUARY, 2021

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APPROVED BY BOARD OF EXAMINERS

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of the thesis advisor Solomon Markos(PhD). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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LETTER OF CERTIFICATION

This is to certify that EyerusalemKassahunhas carried out the research work entitle:-The effect of leader ship style on project performance at Ethiopian Road Authority under my guidance and supervision. Accordingly, I assure that his work is appropriate and standard enough for the submission in partial fulfillment of the requirement for the award of Masters of Business Administration in general management.

Confirmed by: - Solomon Markos(PhD) Signature ----------Date----------

Research Advisor

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Abstract

The main purpose of this studyis to examine the effect of leadership style on project performance. The study adopted explanatory research design along withquantitative research approach to address the research questions.As the population size is limited, the researcher has employed census survey. Self-administer questionnaire were used to gather data. The collected data were analyzed by using SPSS-Version 20. Both descriptive and inferential statistics were used for the data analysis. The descriptive statistics such as frequency, percent, mean and standard deviation were used for describing the demographic characteristics of respondents and the whole perception of respondents on relationship of dependent and independent variables. The inferential statistics like Pearson correlation and simple linear regression were used to show the relationship between independent and dependent variables and to determine the effect of independent variables (LS) on the dependent variable (PP). The findings of the study indicated that, transformational and leizes-faire leader ship styles positively and significantly affect the performance of Mojo-Hawassa Road project. The result of Pearson correlation coefficient also indicated that, leadership styles were positively correlated with project performance but leader ship skills, leader ship experience & transactional leader ship styles were not significantly affect project performance. Finally, the study recommended that Project leaders should use transformational and leizes-faire leader-ship styles since it involves the employees want to part of the decision making process,Peoples are always competent and if given a task will do good,employees in decision making with the leader providing supportive communication as well, workers prefer little input from their leaders and the leaders should give subordinate complete freedom to solve problems in their work; these all enhances effective project completion.

Key words:
Leadership, leadership skill, leadership experience, leadership style, project, project performance

Acronyms

ANOVA	Analysis of Variance
ERA	Ethiopian Road Authority
LS	Leadership style
PP	Project performance
SD	Standard Deviation
SPSS	Statistical Package for Social Science
VIF	Variance Inflation Factor

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CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Leadership is one of the most important components for any organizational performance. Leadership is simply "the art of influencing people so that they will strive willingly towards the achievement of goals" Igbaekemen, (2014). Leadership plays a role in creating an enthusiastic atmosphere and culture in an organization Alghazo and Al-Anazi, (2016). Hurduzue (2015) proclaimed that effectively leadership style could promote excellence in the development of the members of the organization. According to Skoogh (2014), it is safe to say that leadership has played an important role since the dawn of history of mankind. Lack of sustainable leadership style, especially when it is accompanied by non-merit based appointment of management, is probably the worst case scenario for any organization.

Performance is the ability of a project to deliver intended outcomes while meeting the constraints of scope, cost and quality (Srica, 2008). Projects are well completed if they are completed on time, within budget, and to performance requirements. In order to bring the many components of a large project into control there is a large toolkit of techniques, methodologies, and tools. These techniques provide the tools for managing different components involved in a project: planning and scheduling, developing a product, managing financial and capital resources, and monitoring progress.

Leadership as a combination of skills and experience while employing the necessary control measures in the most appropriate style to oversee successful project Performance. An organizational setting requires the leader to use his experience and skills in directing his team towards success (Lapp, 2009). Mumford *et al.,* (2010) posited that leaders are likely to succeed in situations where the skills of the leader are specific to the organization. Individuals tend to be attracted to organizations or roles consistent with their personalities because given their broader patterns of dispositional skills they find the perceived goals and rewards attractive (Mumford *et. al.,* 2010).

Researchers have study leadership skills directly or indirectly for a number of years (Bass, 1990). A multitude of studies have published that contend that a leader's effectiveness depends on the leader's ability to solve complex organizational problems (Lord&Hall, 2015). In their research, Zenger and Folkman (2012) found that sixteen groups of competencies see as associate with performance of projects. This included character (displaying integrity and honesty), technical

and professional expertise, problem-solving and analytical ability, innovation, self-development, a focus on results, setting "stretch" goals, taking personal responsibility for outcomes, effective communication, inspiring and motivating others, trust and interpersonal effectiveness, concern for others, development, collaboration and organizational change skills, ability to champion change, and ability to relate well to outside stakeholders.

The researchers also found out that leaders with strengths in multiple competencies were most effective, and, significantly, that particular combination of competencies seems to be more powerful predictors of effectiveness. For example, being able to give feedback is not always correlate with effectiveness, whereas giving feedback while building trust did (Zenger &Folkman, 2012).

They also found out that listening skills alone were not particularly valuable, but listening skills plus other interpersonal skills like being considerate and caring did make a difference. Yukl (2006) notes that different competences mixed are needed at different managerial levels, with conceptual skills more important at higher levels and technical skills more important at lower levels. Some of each competence will be needed at every level, and interpersonal skills are equally important at every level of management.

Leadership experience is considered as a priority for leadership positions in different organizational set ups (Ahiazu, 2009).Trompenaars (2013) viewed that leadership and performance of individuals differ from culture to culture and country to country depending upon life patterns, beliefs and value system or otherwise on the knowledge and experience of the people. In their study considered that experience indeed influences performance of individuals.

Successful projects almost always have a champion who either by past experience or by persistent determination provides needed leadership to members of the project team to see that results are achieved (Cash and Fox, 2012). Most organizations recommend a minimum of time which a project management must serve in a particular position before he can be considered for promotion. In fact, most advertisements and recruiters for top management positions stress previous experience in the similar jobs as a prerequisite (Gibbs, 2014). Several theories lend understanding to the relationship between leadership experience and performance of projects. Human Capital Theory suggests that leaders make investments of experience in themselves, which enhance their ability to influence teams and eventually organizational performance (Ehrenberg & Smith, 2010). According to Easton and Rosenzweig (2012), a Project manager's

experience can influence the performance of the people, whom they supervise, thus indirectly affecting projects performance.

Despite the large number of researches that have been written about leadership styles, still no general definition of leadership styles exists Bass, (2008), There is a large variety of definitions regarding leadership styles and the number of leadership definitions that exist are as many as the number of people who have tried to define it. Effective leadership style is an essential element of any successful and effective management Adair, (2013). The leadership style concept has been widely reviewed in different sectors, such as; business, education, health, military and others; however, there is a lack of leadership style research in the construction field especially in Ethiopian road construction context. Leadership styles are characterized through time in terms of qualities, behavior, influence, interactional examples and additionally the role of relations. However, most meanings of leadership styles reflect the idea that it includes a procedure whereby one individual applies intentional impact over others to guide, structure, and encourage exercises and connections in a group of people or associations Yukl, (2013).

Accordingly leadership will be examined as: the capacities and skills of a person to influence, motivate, and empower others to contribute towards the adequacy and achievement of their organization Maxwell,(2006). Moreover, it is noteworthy that leadership is essential in an attempt's success or failure. Modern arguments state that leadership is a key determinant of success or failure of a construction project; however, some arguments suggest that leadership is one minor factor amongst many that determines the success or failure of a project.Due to the lack of researches related to effect of leadership style on project performance, the researcherrevised a number of literatures and none of them focus on ERA regarding to relationship of leader ship style and project performance which implies that, there is contextual gap.

1.2. Background of the Organization

Following the eviction of the Italian occupiers, the Imperial Ethiopian Government was convinced that a Road Agency solely responsible for rehabilitating/restoring and expanding the road network throughout the country had to be established. Accordingly, the Imperial Highway Authority (IHA) was established under proclamation No. 115/1951 as a semi-autonomous agency with specific duties to plan, design, construct, and maintain roads. Responsibilities for construction and maintenance of roads remained under a single autonomous authority (IHA) for 26 years (1951-1977). The Ministry of Transport and Communication turned out to be the

supervising authority of ERA. The Ethiopian Roads Authority has been re-established under proclamation 133/1978 incorporating, among others, the Rural Roads Department in addition to the Highway Department. In 1980, the Military Government that took power in 1974 reformed the agency into the Ethiopian Transport Construction Authority (ETCA) by proclamation No. 189/1980 and became answerable to the newly formed Ministry of Construction. The proclamation enlarged responsibility of the Authority by expanding its task to incorporate the construction of Airports, Seaports, Railways, and Municipal Roads. Following the shift from a command-based economy to a market oriented one in 1991, ERA was re-established by proclamation No.63/1993 with a view to providing a strong administration under the leadership of a Board. As part of its reform, the government assigned administration of rural roads to the regional self-governments and main roads to ERA as part of the Federal Government's responsibility. ERA's role regarding rural roads was then limited to rendering support such as overall network planning, training and technical assistance as required by Regional Governments. To cope up with existing situations, ERA was again re-established by proclamation No. 80/1997 with the objective to develop and administer highways, and to ensure the standard of road construction. With the establishment of the new cabinet of Ministers in October 2001, a Ministry of Infrastructure and later on Ministry of Works and Urban Development has been formed with the responsibility of developing the infrastructure of the nation. ERA, which is one of the organizations under the Ministry of Works and Urban Development and accountable to the Board, is responsible for planning and formulating long and short term plans and programs for road construction, design, maintenance of trunk and major link roads, as well as for administration of contracts.

1.3. Statement of the Problem

Leadership is life blood of any organization and its importance cannot be underestimated. Many authors have studied this phenomenon, but there is no consensus definition of what leadership is, no dominant paradigm for studying it, and little agreement regarding the best strategies for developing and exercising it and give leadership as that kind of direction, which a person can give to a group of people under him in such a way that these will influence the behavior of another individual, or group. Peris (2012) perceives leadership to be a reciprocal process of social influence, in which leaders and subordinates influence each other in order to achieve organizational goals.

Several researchers posited that there is a direct relationship between the manager's leadership style and project performance (Tabassi et al., 2014). Depending on the situation, leaders may apply an appropriate leadership style to direct individuals and teams to achieve a common goal. Now days, transformational and transactional leadership styles are the most recognize leadership styles (Tabassi et al., 2014). Tabassi et al. (2014) explain that the goal for employing transformational leadership is to bring significant changes to organizational vision, strategy, cultureand the purpose of transforming individuals or groups is to achieve better performance.

The need for this research work arises out of the following list of problems in Ethiopian Road Authority.

- Road Projects are not usually completed on required quality, on expected time on estimated cost or within budget.
- Lack of modern and up to date leadership experience and implementation in managerial skill exposed the project organization manager for bankruptcy and lack of competency to the international trend.
- Lack of awareness on Ethiopian Road Authority project leadership experience, technical and managerial quality of road project.
- Lack of insufficient research on the effect of leadership style on project performance particularly; Mojo-Hawassa project constructed at Ethiopian Road Authority.

On top of the above facts, the following points are the main reasons that made this research particularly look into effect of leadership style on project performance in Ethiopian Road Authority. This empirical evidence initiates to conduct this study to examine the effect of leadership style on Mojo-Hawassa Road project performance.

1.4 Research Questions.

To achieve the intended objectives as well as the research problem stated above, the following questions are designed.

- To what extent transactional leadership style skills and experience affectthe performance of Mojo-Hawassa road project constructed by ERA?
- To what extent transformational leadership style skills and experienceaffect the performance of Mojo-Hawassa road project it is constructed by ERA?
- To what extent Laissez-faire leader leadership style skills and experience affect the performance of Mojo-Hawassa road project it is constructed by ERA?

- What is the relationship between the leadership style and project performance in ERA?

1.5. Objectives of the study

1.5.1 General Objective

The general objective of this study was to investigate the effect of leadership style on the performance of Mojo-Hawassa Road project constructed by Ethiopian Road Authority.

1.5.2 Specific Objectives

The specific objectives of the study are:

- To examine the effect of transactional leadership style skill and experience on performance of Mojo-Hawassa road project.
- To determine the effect oftransformational leadership style skill and experience on performance of Mojo -Hawassa Road project.
- To determine effect ofLaissez-faire leadership style skill and experience on performance of Mojo -Hawassa Road project.
- To investigate the relationship between leadership style and performance of Mojo-Hawassa project

1.6. Significance of the study.

This study was important to project leaders to get understand on how leadership influence the performance of projects in road project, thisenhanced the project managers to lead with the right qualities and that had better performance of the project.

The study provided important understanding about leadership style and what type of leadership style useful to increase the quality of road project performance and complete with the required time and estimated cost.This research tried to conduct a profound analysis of ideal leadership style on project performance and evaluate how these leadership styles contribute to the successful completion of the project.

In addition, the study was not only attempted to identify important leadership style but also further tried to prioritize that leadership style on the basis of their contribution to the project performance. Overall the output of the research will believe to pin point leadership style require from the performance of the project for the successful completion of projects.

1.7. Scope of the Study

This study focused on the effect of transactional, Transformational and Laissez-faire leadership style skill and experience on the performance of Mojo-Hawassa road project and the study targeted only project leaders and team members.This study was limited about the understanding of the perception of leadership attributes on its road project performance under the ERA.Furthermore, the study wasbased on the effect of transactional, Transformational and Laissez-faire leadership styleexperience and skill on Mojo-Hawassa road project performances that have undertaken from other road projects constructed by ERA.

1.8 Limitation of the study

This academic research achieved its objectives; however, the major limitation of this study was it covered only one government project and the findings cannot be generalized to other government projects and private sectors more updated contribution regarding to the effect of leadership on project performance.

1.9 Organization of the paper

The study is presented in five chapters: Chapter one highlights: background of the study, back ground of the organization, statement of the problem, research questions, objectives of the study, significant of the study, scope of the study, limitation of the study and organization of the paper.

Chapter two presents the review of related literatures. Chapter three discusses the research methodology which contains: research design and approach, population of the study, data types and sources, data collection tools, data collection procedures, validity and reliability test, data analysis method and ethical consideration. Chapter four of the thesis is the analysis of the data, results and discussions of findings of the study. The data presented is statistically treated in order to cover the relationship of the variables involved in the study. And the last chapter is comprised of three sections: Summary of the findings, conclusions and the recommendations of the study.

CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction

The transport sector is a key enabler of economic growth and transition in the region. By providing the physical networks and services upon which the economy and society depend for the movement of people and goods, transport increases the access of businesses and consumers to markets and services, promotes economic diversification and regional integration, supporting growth of the wider economy (European Bank, 2013)

From a social perspective, transport supports individual mobility so all people can benefit from access to essential public services such as health and education, and access to labor markets, which can also have important implications for economic inclusion and gender equality. It is also an enabler of international trade – in the modern global economy, no nation is self-sufficient, each relies on goods produced elsewhere – and transport provides the means for emerging markets to integrate into the global economy. This integration creates opportunities for businesses in the region to expand and develop, thereby supporting job creation. (European Bank, 2013)

Infrastructure projects, generally treated as construction projects, are social systems that include numerous areas such as organizational behavior; leadership competence; and human resource management (Huemann,Keegan& Turner2007). An infrastructure project consists of a diversity of individuals and organizations which are all gathered to achieve a specific task in a specific time. Therefore, leadership is an important characteristic for construction manager in managing construction projects. Leadership skills can improve construction productivity, where its outcomes include effectiveness, satisfaction, and extra effort. Despite this awareness, the conventional model of construction management's research tends to emphasis on technology and management to the marginalization of leadership (Skipper & Bell, 2006).

2.2. Theoretical Review

Definition

Leadership can have many interpretations; most importantly is the ability and skill to inspire confidence, support and motivate the people who are needed to achieve the organizational goals. In fact, not just simply applying rules or concepts constitutes the development of a leader; many other factors must be analyzed. A leader plays many roles such as a coach, mentor, figurehead,

spokesperson, negotiator, team builder, team player, technical problem solver, entrepreneur and strategic planner (Dubrin, 2010). In analyzing different academic models, leadership can be best explained by evaluating its most important variables: leader behavior, leader style, leader characteristics, group member characteristics, and the internal and the external environment (Dubrin, 2010).

Leadership are diverse meanings it defines in the eye of be holder. House and Aditya (1997) say: ‘‘The process of Leadership cannot be describe simply in terms of the behavior of an individual, rather than , leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change”(Roger Gill, 2008).

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

Fiedler (1967) says that, "leadership behavior means particular acts in which a leader engages in the course of directing and coordinating the work of his group members”. And according to Burns (1978), "leadership is the reciprocal process of mobilizing by persons with certain motives and values, various economic, political and other resources, in the context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers".

2.2.1. Characteristics of Leadership

Maxwell’s Business Week’s best seller for over a year identifies “21 Irrefutable Laws of Leadership” (1998) defines leadership with the following characteristics:

- Perception. Leadership ability identifies a person’s level of effectiveness.
- Influence instead of control. Leadership is about influencing people to follow, while management focuses on maintaining systems and processes.
- Improvement. Managers can maintain direction, but they cannot change it.
- Followers motivated to perform. To be a leader, one must not only be out in front, but also have people intentionally coming behind, following the lead, and acting on the leader’s vision without coercion.
- Voluntary instead of regulatory involvement. The very essence of leadership is getting the other person to participate.

- Assumption of ignorance and lack of expertise. As long as a person doesn't know what he doesn't know, he doesn't grow. To be conscience that you are ignorant of facts is a great step toward knowledge.
- Listening instead of giving directives. Navigators listen to what others say, examine before making commitments, and make conclusions based on fact and faith. Leaders don't speak a lot and don't do work. Real leaders speak later, need only their own influence to get things done, and influence everyone.
- Prediction. A leader is one who sees more than others see who sees farther than others see, and who sees before others do.
- Results oriented. The proof of leadership is in their followers or performers
- . Trust. Character (honesty and doing what is best for everyone) makes trust and trust makes leadership.
- Efficiency. Leaders maximize every asset and resource for the good of the organization. Leaders understand requirement, greatest return, and priorities.
- Differential. Leadership levels: those who naturally see it, those who are nurtured to see it, and those who will never see it.
- Flexibility. Leadership is based on intuition and changes with every situation.
- Environment definition. The environment is the person. Who you are is who you attract. Who you are dictates what you see.
- Challenge. The tougher the job, the greater the connection.
- Empowerment. Hire the best staff, develop them as much as possible, and hand off everything to them. The people's capacity to achieve is determined by their leader's ability to empower. (Kashiwagi, Egbu, Kovel, Badger).
- Measurement in terms of non-technical characteristics. Leadership is more art than science. Also the heart comes before the head
- Alignment. A team doesn't win if the players have different agendas.
- Minimized activity. Leaders understand that activity is not necessarily accomplishment.
- Thinking of others or "win-win." A leader must give upto go up.
- Timing. Right time, right action.
- Sustainability. Legacy of leadership is succession.

2.2.2. Leadership Theories

2.2.2.1. The Great Man Theory

The Great Man theory is assumes that the traits of leadership are intrinsic. It is simply means that great leaders are born they are not made; this theory sees great leaders as those who are destined by birth to become a leader. Furthermore, the belief is that great leaders will rise when confronted with the appropriate situation. The theory was popularized by Thomas Carlyle, a writer and teacher. Just like him, the Great Man theory, inspired by the study of influential heroes. Bolden book "On Heroes, Hero-Worship, and the Heroic in History", he compared a wide array of heroes. Bolden (2004).

2.2.2.2. Trait Theory

The trait leadership theory is believed people are either born or are made with certain qualities that will make them excel in leadership roles. That is, certain qualities such as intelligence, sense of responsibility, creativity and other values puts anyone in the shoes of a good leader. According to " Matthews, etal, (2003), the trait theory of leadership focused on analyzing mental, physical and social characteristic in order to gain more understanding of what is the characteristic or the combination of characteristics that are common among leaders.

2.2.2.3. Behavioral Theories

In this behavioral trait leadership theory, offering a new perspective, one that focuses on the behaviors of the leaders as opposed to their mental, physical or social characteristics. Thus, with the evolutions in psychometrics, notably the factor analysis, researchers were able to measure the cause and effects relationship of specific human behavior's from leaders. On this point forward anyone with the right conditioning could have access to the once before elite club of naturally gifted leaders. In other words, leaders are made not born. (Toor&Ofori, 2008).

The behavioral theories leaders are divided into two categories. Those that task concerned and people concerned. Throughout the literature these are refer to as different names, but the meaning are identical.

2.2.2.4. Contingency Theories

The Contingency Leadership theory are argues there is no single way of leading and any leadership style should be based on certain situations, which signifies that there are certain people who perform at the maximum level in certain places; but at minimal performance when taken out of their element, in a certain extent contingency leadership theories are extensions of the trait theory, in the sense that human traits are related to the situation in which the leaders

exercise their leadership. It is generally accepted within the contingency theories that leader are more likely to express their leadership when they feel that their followers will be responsive. (Yukl G, 2002).

2.2.2.5. Transactional Leadership Theories

Transactional theories are exchange theories of leadership; it is characterized by a transaction is made between the leader and the followers. In fact, the theory values a positive and mutually beneficial relationship. For the transactional theories to be effective and as a result have motivational value, the leader must find a means to align to adequately reward (or punish) his follower, for performing leader-assigned task. In other words, transactional leaders are most efficient when they develop a mutual reinforcing environment, for which the individual and the organizational goals are in sync (Gill, 1999). Transactional leaders applied leadership by exception and contingent reward. Waits until problem arise and react to solve it. Gill, (1999) says, "Appear to be strongly directive and they tend not to use the consultative, participative or delegate styles to any significant extent" Bass, (1996 ;) and Bass &Avolio, (1990) say "Transactional leadership includes contingent reward behavior, passive management by exception, and active management by exception".

2.2.2.6. Transformational Leadership Theories

The Transformational Leadership theory states that this process is by which a person interacts with others and is able to create a solid relationship that results in a high percentage of trust, that will later result in an increase of motivation, both intrinsic and extrinsic, in both leaders and followers. The main objective of transformational theories is that leaders transform their followers through their inspirational nature and charismatic personalities. Rules and regulations are flexible, guided by group norms. These attributes provide a sense of belonging for the followers as they can easily identify with the leader and its purpose. (Burns,1978).

The version of transformational leadership theory that has generated the most research was formulated by Bass and his colleagues (Bass, 1985, 1996). They define transformational leadership primarily in terms of the leader's effect on followers, and the behavior used to achieve this effect. The followers fill trust, admiration, loyalty and respect towards the leader, and there are motivated to more than originally expected to do. The difference of the two looks like as follows.

Item	Transactional Leadership	Transformational Leadership
1	Build on man's need to get a job done and make alive	Builds on a man's needs for meaning
2	Is preoccupied with power and position, politics and perks.	Is preoccupied with purposes and values, morals, and ethics
3	Is mired in daily affairs.	Transcends daily affairs.
4	It is short-term and hard data orientated	Is orientated toward long-term goals without Compromising human values and principles.
5	Focuses on tactical issues.	Focuses more on missions and strategies
6	Relies on human relations to lubricate human interactions.	Releases human potential – identifying and developing new talent
7		Designs and redesigns jobs to make them meaningful and challenging
8	Supports structures and systems that reinforce the bottom line, maximize efficiency, and guarantee short-term profits.	Aligns internal structures and systems to reinforce overarching values and goals.

Table1.Transformational & Transactional leadership Bass and Avolio's (2004), MLQ manual.

2.2.2.7. Authentic leadership

Authentic leaders are influential in enhancing others' ability to perform better by providing support and creating conditions that stimulate the individuals to work hard even extraordinarily hard to perform at one's very best (Gardner, 2004 cited in Toor&Ofori, 2008). According to Toor and Ofori (2008a), authentic project leaders are not only good managers of projects, but they are also leaders of people and visionaries of the future by demonstrating commitment, devotion and dedication and they become role models. The nurture of their supporters as authentic followers, Extracted from positive psychology, ethical leadership and positive organizational behavior, the authentic leadership construct stresses character authenticity, self-awareness, self-regulation, faithfulness to individuality, genuine beliefs, truth of convictions, idea practicality, veracity of vision, sincere actions and openness to feedback (George and Sims, 2007; Walumbwa et al., 2008).

"Authentic leaders can be transactional, transformational, directive, or participative and still be defined as authentic. It also goes beyond transformational and charismatic leadership as leaders and be highly authentic but not charismatic at all". Luthans F, Avolio (2003). Authentic leaders are confident, hopeful, optimistic, resilient, transparent, and ethical and future oriented (Garden et al., 2005 & May et al., 2003 cited in Toor&Ofori, 2008a).

2.2.3. Leadership Styles

There is different leadership styles exist in any organization. Any leader have exist own unique style. Effective leaders will have their methods based on the context, the individuals concern and the desire outcome. Leaders' ability to adjust to their own style based on these variables is directly correlated with their leadership effectiveness and ultimate success.

2.2.3.1. Bureaucratic leadership

This is very structured and follows the procedures as they have established. This type of leadership has no space to explore new ways to solve problems and is usually slow paced to ensure adherence to the leader stated by the company. Leaders ensure that all the steps have followed prior to sending it to the next level of authority. Universities, hospitals, banks and government usually require this type of leader in their organizations to ensure quality, increase security and decrease corruption. Leaders that try to speed up the process will experience frustration and anxiety (Weber, 1905).

2.2.3.2. Autocratic leader

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

2.2.3.3. Laissez-faire leader

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

2.2.3.4. Task-oriented leader

This type of leadership style focuses on the job and concentrates on the specific tasks assigned to each employee to reach goal accomplishment. This leadership style suffers the same motivation issues as autocratic leadership, showing no involvement in the team's needs. It requires close supervision and control to achieve expected results (Fiedler, 1967).

2.2.3.5. Environment leader

This is the one who nurtures group or organizational environment to affect the emotional and psychological perception of an individual's place in that group or organization. An understanding and application of group psychology and dynamics is essential for this style to be effective. The leader uses organizational culture to inspire individuals and develop leaders at all levels. This leadership style relies on creating an education matrix where groups interactively learn the fundamental psychology of group dynamics and culture from each other. The leader uses this psychology, and complementary language, to influence direction through the members of the inspired group to do what is required for the benefit of all (Burns, 1978).

2.2.3.6. Transaction leader

This type of leader style is given power to perform certain tasks and reward or punish for the team's performance. It gives the opportunity to the manager to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached (Burns, 1978), for something else, Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached (Burns, 1978).

2.2.3.7. Transformation leader

This leader style motivates leader to be effective and efficient. Communication is the base for goal achievement focusing the group in the final desired outcome or goal attainment. This leader is highly visible and uses chain of command to get the job done. Transformational leaders focus on the big picture, needing to be surrounded by people who take care of the details. The leader is always looking for ideas that move the organization to reach the company's vision (Burns, 1978).

2.2.3. Management and Leadership

There are long-standing debates in the literature as to why and how leadership is similar to, or different from, management. Although several scholars have contributed to the debate, there seems to be an absence of pragmatic evidence. Hardly any study that attempts to differentiate leadership from management provides empirical findings. The purpose of the current research is to begin to cover this research gap. Findings of different researches show that there are clear differences between leadership and management on the basis of how leaders and managers define and conceptualize these terms. Leadership and management are different phenomena and processes in which leaders and managers perform varied functions and play different roles in organizations.

The study shows that leaders and managers, at least in the construction, apply a mix of both leadership and management to perform their daily jobs and fulfill their organizational responsibilities. The findings also echo the many striking overlaps between the roles of leadership and management.

According to Toor, S. (2011) in the book of "Differentiating Leadership from Management: An Empirical Investigation of Leaders and Managers". Management and leadership are two very different concepts. Many studies draw a fine line between the two. Research has shown that the terms 'leaders' and 'managers' are often used interchangeably, although there are fundamental differences between the two. Managers can be characterized as people who imitate, establish clear targets, make short term decisions, solve short term problems, enact visions and do things right. They employ the so-called "hard" skills such as planning, directing, organizing and keeping score.

On the other hand, leaders employ many of the "softer" skills. They direct and guide people; influence thoughts and behavior's; motivate; encourage work towards goals; take risks; innovate; have a long-range perspective; have their eye on the horizon; create visions and do the right thing. In most cases, managers are appointed whereas leadership has to be earned and sometimes they break laws. Leadership and management are qualitatively different and mutually exclusive. The most extreme distinction involves the assumption that management and leadership cannot occur in the same person. In other words, some people are managers and other people are leaders. The definition of managers and leaders assume they have incompatible values and different personalities.

According to Covey, (1992) views management and leadership in his book titled. It might be said that leadership is the highest component of management. And leadership itself can be broken into two parts. You have to do with vision and direction, values and purposes on the other with inspiring and motivating people to work together with a common vision and purpose. Management is expected to surface in an organization, leadership is required to reflect its cognitive, spiritual, emotional, and behavioral dimensions. The organizational model must comprise vision, values, strategy, empowerment, motivation and inspiration. Management produces orderly results, which keep something working efficiently, whereas leadership creates useful change. Both leadership and management are needed if organizations and nations are to prosper.On management and leadership Kotter states that; Management's mandate is to minimize risk and keep the current system operating. Leadership, by definition, requires creating a new system, to see organizations strive to the next level.

The following Table shows some critical managerial and organizational skills that are necessary elements to be a successful project manager, categorized under six sections of skill sets, Tayler, (2006) outlines shows the communication, organization, and team building skills of managers and leadership, coping and technological set of skills of a leader as tabulated below.

Communication skill	**Leadership skills**
• Listening	• Energetic
• Persuading	• vision (sees the big picture)
Organizational skills	• Delegates
• Planning	• positive Attitude
• Goal setting	**Coping skills**
• Analyzing	• Flexibility
Team-building skills	• Creativity
• Empathy	• Patience
• Motivation	• Persistence
• Creativity	**Technological skills**
	• Experience
	• Project knowledge

2.2.4. Project Management Vs Project Leadership

Project managers are responsible to oversee not only the detail tasks of projects but must also support the individual personalities of each project member. Therefore, the role of a project manager requires management and leadership skills where the emphasize lies on managing daily complexities of the project and effectively leading the project team.

Successful project management depends highly on the leadership competencies and the general management competencies of the project manager. Leadership and management are terms often used interchangeably (Turner and Muller, 2010). However, there is great distinction between the approaches in which the person in charge achieves their objectives. Project management can be more generally defined as a process that utilizes a system of tools and sequential procedures to track how the project resources are being efficiently managed. Project leadership however is significantly more valuable as it emphasizes a personal commitment from the project team and adds intangible value to the project's objectives and aims for project success.

It is important to note that leadership and management are quite distinct from each other, in particular in their approach in achieving their desirable objectives. Project managers to exercise project leadership effectively ought to be multidimensional in their behavior, approach and actions. In exercising project leadership, the project manager must establish a deep personal connection between the project's objective and the team's goals (Richmand, 2002). The project manager ought to engage the project members so profoundly that any setback or degree of failure in the project is unacceptable.

In the ideal doctrine of project leadership the success of the project becomes the personal achievement and pride of the project team members. Project leadership transcends the conventional approach of project management. Accordingly, project leadership generates desirable visions, charismatically build trust and commitment to greatness, have high regard and consideration for the team, inspire team work and provide support and direction.

2.2.5. Leadership and Construction

Leadership is a key factor for success in any activity that involves collaboration among a group (or groups) of people. In construction, leadership is even more essential. These are established in many studies of Odusami, (2002); Long, Ogunlana and Lan, (2004). For example, Thamhain, (2003) highlighted the leader's importance in creating a supportive work environment for the project participants. Munns, Bjeirmi, (1996) emphasized that the success or failure of project management is highly dependent on the project leader. On the other hand Chinyio,

Vogwell(2007) suggested that effective leadership of the many stakeholders in a construction project can aid in harmonizing their goals and preventing conflict.

Despite this recognition of leadership qualities, skills and experience are important at all levels of the construction industry especially road construction, emphasis is placed on the technical aspects, as well as management and leadership receives inadequate attention Skipper and Bell, (2006a).

Songer, Chinowsky and Butler, (2006) highlighted certain present and future leadership challenges to the construction industry and organizations. Toor and Ofori (2008a) catalogue current and emerging leadership challenges, including challenges that are industry specific, general to businesses and in the operating environment. For example, certain surveys show that respondents in the construction industry had low satisfaction with their leaders' ethics and authenticity. Toor and Ofori(2007).

In Malaysia, Abdul-Rahman et al. (2007) found that the quality of management was unsatisfactory for contractors that undertake public design-and-build projects. The quality-related factors that contributed to this situation were budget constraints, time constraints, client complexity, poor communication and design variations.

Davidson and Maguire, (2003) found that the top ten reasons for failed construction firms in the US included the following: rapid growth, work in new geographic regions, an increase in the sizes of single jobs, new types of work, high employee turnover, inadequate capitalization, poor estimations, poor accounting systems and poor cash flow.

Pires, Teixera and Moura, (2007) highlighted the following common problems on construction projects in Portugal: frequent delays, cost overruns, insufficient quality and inadequate safety. These problems have reduced the industry'scompetitiveness. Their survey revealed the following reasons for such problems: design and client responsibilities, inadequate construction management and inadequate specific training.

2.3. Empirical Review

2.3.1. Leadership skill and Project Performance

Girma (2018) did a study about an investigation of the leadership styles of construction manager in Ethiopia the study observed several determinants of Ethiopian construction leadership among which are Ethiopian construction industry is not in stable condition it is distributed by no educated construction team in efficient experience Forman and skill labor policy assigned leader

or manager influence of government policy budget problem all those circumstance distressed the implementation of leadership.

Huwein (2013) investigated the impact of Project Manager's Soft leadership skills on project success, a case of SinovConstructions Company. The purpose of the study was to identify and assess the impact of project managers' communication, interpersonal, coordination, team building and delegation, problem finding, analyzing, solving skills on project success while concurrently assessing the impact of team work as moderating variable on association between project mangers' soft leadership skills and project success. The study gathered views of 178 individual associated with organizations related to projects. Non-probability convenience sampling technique was used for drawing samples from population. Descriptive statistics, correlation and regression analysis was used to analyze the data. This study indicates that a statistically significant positive relationship exist between each of identified soft leadership skills and project performance.

Ngiri (2012) examined the role of leadership skills on the Performance of Rural Development Community-Based Projects in Murang'a South District in Murang'aCounty. The study employed descriptive research. Stratified sampling of district development officer (DDO) and projects committee members was done. Data was collected using a semi structured questionnaire, which was administered using drop and pick later method. Data was analyzed using descriptive statistics such as percentages and frequencies. The results indicated that project performance is significantly related with leadership skills used by the project managers, monitoring and evaluation, with stakeholders' participation, with planning and with resources adequacy.

2.3.2. Performance and Leadership experience.

Zinabu (2018) studies the effect of leadership style and culture on project performance in high grade Ethiopian and china contractor in Ethiopia, the specific objective were to assess leadership style of locally registered Chinese contractor, assess leadership style register 1st grade Ethiopian contractor and to access the impact of culture on transformational and transactional leadership style in Ethiopia construction project. The research applied a qualitative research approach was adopted & the data was collected using questioner comprise of 46 question to Ethiopian and Chinese contractor to 119respondants based on this sample the result obtained indicate that only transformational leadership style tend to be better choice for manager to adopt this research gap is not seen the leadership experience**.**

Odeh and Battaineh (2002) studied the causes of construction delay in traditional contracts in Jordan, distributedquestionnaire to a random sample of 100 contractors and 50 consultants. The study illustrated that; according to contractors, labor productivity was the most important delay factor. The inadequate contractor experience, however, was the most important delay factor to consultants. All parties generally agreed on the ranking of the individual delay factors. They agreed that inadequate contractor experience, owner interference, and financing of work were among the top five most important factors.

Aftab,(2011) show that in effective planning and scheduling by contractors as a quite significant cause of time overrun. This issue seems to be true as it is highly related to cash flow and financial difficulties faced by contractors. Shortage of site workers, contractor's poor site management, inadequate contractor experience, lack of communication among construction parties, problems with subcontractors, and frequent change management are also identified to be the causes of time overrun. Thisresearch gap is not considering leadership experience.

David (2012) in his study on age and work performance: effects of experience and occupational type. The study examined the relative effects of age and total years of experience for predicting work performance. The results indicated that experience was a better predictor of performance than age. The findings also showed that age and experience indicate a nonlinear relationship with performance.

Kyongo (2013) conducted a study on the factors that influence the effective performance of community based projects in Kenya, A case of Thika District. The objectives were to establish the effect of funding, community participation, Leadership training and experience on the performance of community based projects. The study established that all the factors influenced the project performance in CBOs in one way' or another. Community participation was selected by the majority of respondents to be the most influential because majority of the members did not participate in the most important activities which affected project performance. Funding was selected the second by most of the respondents as in the burden of sourcing funds was left to the members only with very little support from the government and other sponsors. Leadership training and experience had the least influence. With their effects being indirect they were chosen to be less influential though they played a major role in the performance of CBO projects.

2.3.3 Leadership Style and Project Performance

Tabassi and Bahar (2010) conducted a research among 220 respondents in contracting firms to establish relationship between leadership style and project implementation in Iranian construction industry found transformational leadership style as mostly preferred in Iranian construction sector. The study was done in large construction companies and its findings were not consistent with Becher and Huselid (1998) suggest that project manager tend to have high relationship behavioral characteristic when the task given is less intricate. Furthermore the study was conducted among project contractors leaving out the project personnel perspective.

Gebrehiwet and Luo (2017) pointed out that out of 52 factors, the top five most important causes of delay in Ethiopian construction projects are corruption, unavailability of site utility, inflation, lack of quality material and late design. The findings also showed that time and cost overruns were the two most common effects of delay, the paper like the aforementioned ones, did not consider the leadership's role on the construction sector's performance.

According to Thwala, et,al, (2015)examined the influence of leadership style on performance of project that conducted among 110 respondents comparing construction management in the construction industry of south African region and the relationship between transactional leadership style and performance of projects was higher than other leadership styles. Some study found no significant influence of laissez-faire and autocratic style on construction performance of project.This study however only targeted project managers in construction and did not included project team members and hence may be subject to single source bias.

Kariuki (2015) assessed the influence of leadership style, team commitment project characteristics on the project implementation the study was conducted among project managers and project team members from 102 water and sanitation projects in Kenya. The study findings show that transactional leadership style accounted for 12 present variance in project time performance and therefore the study encourage adoption of transformational leadership style which have tendency to lead to higher level of project performance. The result were consistent to findings of Kibuchi(2012) that found a significant relationship between human Psychological factors and performance of project in housing construction project in Kenya.Kariuki (2015) study was based on construction project in the water sector hence need to undertake study in the housing construction sector.

2.4. Conceptual Frame Work

Conceptual frame work provides an illustration of relationship between variables the dependent variable performance of project which is determine by leadership skills, leadership experience and leadership style.

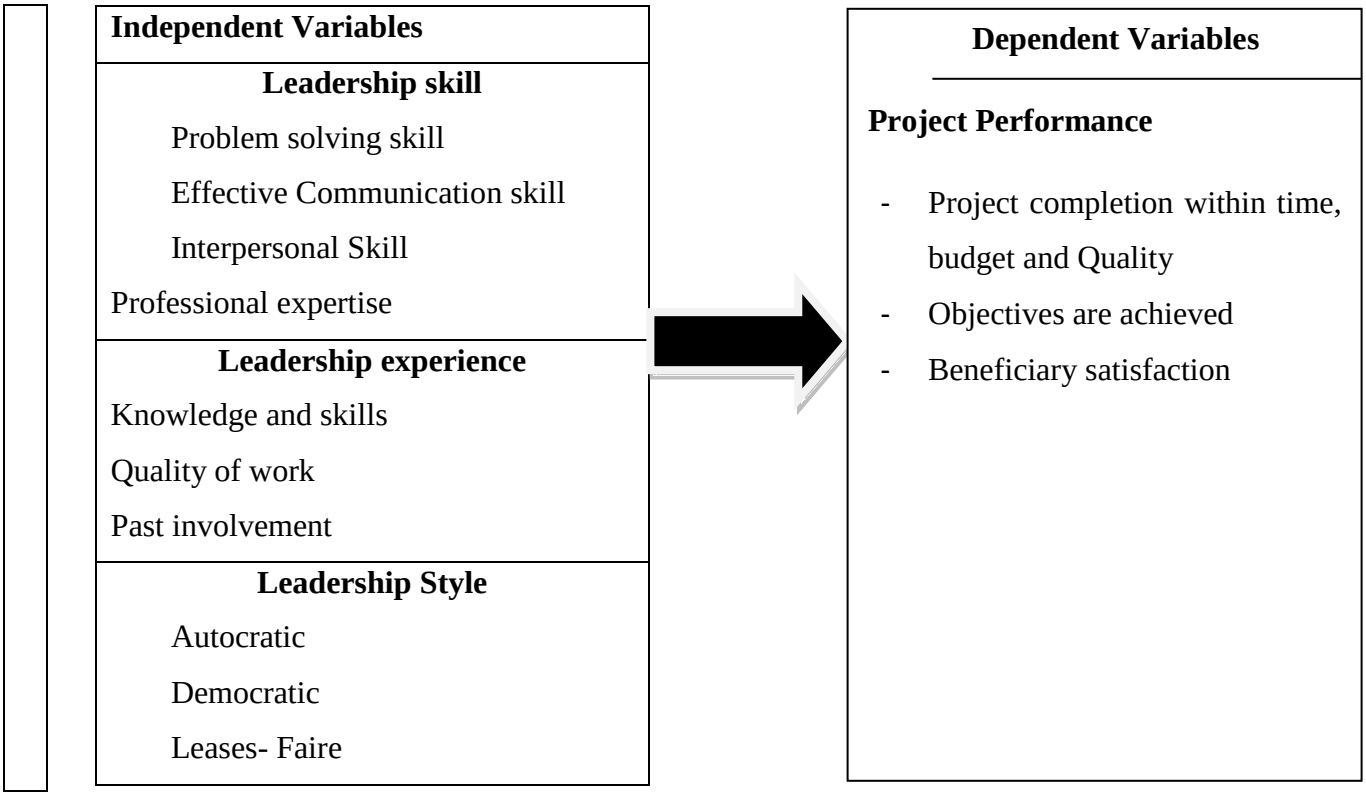

Figure 2.1 conceptual framework models

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the type of research design and approach, population of the study, sources /types of data, data collection tools, data collection procedures, data analysis method, validity and reliability analysis and ethical consideration that were applied on the study are explained.

3.1 Research Design and Approach.

McDaniel and Gates (1999), says that a research design is a plan for a study that provides specification of procedures to be follow by the researcher in order to achieve the research objective. Similarly, according to Churchill and Iacabucci, (2005) research design is a blueprint for a research to be followed in order to successfully implement the research. This research lean towards explanatory research design because it focused on attempting to test effect of leadership style on performance of project. Beside to this, the study applied quantitative research approach in order to answer the research questions or to analyze the collects data that obtained through quantitative questioners.

3.2 Target Population.

Thisstudywas conducted on109 respondents which involve the project managers, project team members and project contractor that are participate to constructing Mojo-Hawassa road project.As the population size is limited, the researcher has employed census survey.

3.3 Data sources and types

The researcher used primary data in order to get a picture of the present situations regarding the reward practices in ERA and its effect on leadership style on project Performance. This primary data collected from the employees of Mojo-Hawassa Road project; ERA by preparing a self-administrated questionnaire.

3.4 Data Collection tools

The researcher used self-administrated questionnaire as the data collection tool. The questionnaires are structured questions that provide quantitative data for statistical analysis. On the other hand, open ended questions generate qualitative data for content analysis. The questionnaire design follows the objectives of the research, with the first part capturing the general information of the respondents; part two interrogating on the leadership skills; part three on leadership experience; part four on; leadership style and the last part on performance of

Mojo–Hawassa project and the researcher recommends use of questionnaires for its potential in reaching out to respondents within a short time.

3.5 Validity and Reliability Analysis of Data Collection Tools

According to common knowledge of research principles, a research instrument is valid, if it measures what it is intended to measure and accurately achieves the purpose for which it was designed. In this study, validity was taken into consideration. Because, this study used adopted questionnaire based on the literature review and past studies on relevant themes, which dealt with leadership and leadership style on project performance. The items and constructs were adopted from literature review with minor modification to fit the study. They were developed from the questionnaires of studies used by Faith Nziva Mary (2018). Another validity test to be used in this study, the questionnaire was modified with necessary recommendations of the thesis advisor. On the other hand, reliability relates to the consistency of collected information. Cronbach's alpha is a coefficient of reliability. It was first named by Lee Cronbach in 1951. Accordingly, reliability analysis was run to check the reliability of the instrument employed in this research and the result presents as follows.

As shown in the above table 3.1, the coefficient of reliability for the data collection instrument for all 31 items is 0.938. In this regard, items with a coefficient alpha greater than .80 are considered to have a very good reliability Zikmund (2009) and Said Taan (2018). Therefore, based on the above test results, the instrument scored acceptable Cronbach's alpha and the instrument is found reliable. As well, the reliability score for the individual items of leadership and project performance ranges between .795 and .888. Therefore, based on the test results as shown below in table 3.1, individual items of the instrument scored acceptable Cronbach's alpha and each items of the instrument found reliable.

Table3.1 Coefficient of reliability for each item

No	**Individual variables**	**Items in number**	**Alpha value**
1	Leadership skill	**5**	**0.888**
2	Leadership experience	**5**	**0.819**
3	Transactional leadership style	**5**	**0.795**

4	Transformational leadership style	**5**	**0.805**
5	Lezisfair leadership style	**5**	**0.796**
6	Project performance	**6**	**0.875**
Total items		**31**	**0.938**

Source: Own survey (2021)

3.6 Data collection procedures

To get full support in overseeing and collecting the data, first contact was made with the head office. Following this, respondents who filled out the questionnaire were identified. Then, the respondents were informed about the purpose of the study and how to complete the questionnaire. In addition, during the administration of the questionnaire a clarification for some questions was explained to the respondents so as to avoid doubts and confusions. Then the questionnaires were distributed (drop-off method) to the respondents. The filled out questionnaires were collected (pick-up method) and systematically organized. Finally, the collected data were edited through data cleaning, coding & data verification and analyzed quantitatively.

3.7 Data analysis method

Githinji Angela (2014), described data analysis as the process of editing and reducing amassed data to a convenient size, developing summaries, looking for patterns and using statistical methods. In order to ensure completeness and logical consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were corrected as soon as possible. Once editing the data, the data were analyzed using quantitative techniques. The data which were collected by the researcher were analyzed with the help of the Statistical Package for Social Sciences (SPSS) version 20 and then the researcher produced descriptive statistics such as frequency distribution, percent, mean and standard deviation.

The analysis of the study was also used inferential statistics like Pearson's correlation and multipleregressions. The correlation analysis was employed to found out the strength of a relationship between two variables; leadership style and project performance. Likewise, the regression analysis was used to establish the effect of leadership style related to

projectPerformance. The data which collected through open ended questionnaire were analyzed qualitatively and logically interpreted by the researcher in a way to solve the research problem.

3.8 Ethical consideration

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Although this research consisted of the analysis and review of scholarly literature, such as books and journal articles, every respondents involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged. The following ethical considerations were at the base these research are Fairness, openness of intents, discloser of methods, respect or the integrity of individuals, informed the willingness of on the part of the subjects to the participants to the research activity.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter focuses on the analysis of the results of the study. The chapter has two sections. At the first section of the chapter, the demographic profile of the respondents is presented. In the second section, the main part of the study, the analysis and interpretation of data those were collected through questionnaire in support of the quantitative results are presented. Presentation of findings in each section is according to the order of the basic research questions of the thesis. Descriptive and inferential analyses of the study were presented respectively. The data for this study were collected using a self-administered questionnaire to identified sample respondents. Of the total of 109 questionnaires distributed, 91 were collected that accounts 83.49% response rate. This response rate was adequate to safely conclude on the effect of leader ship style on Mojo-Hawassaproject performance. Accordingly, the analysis of this study was based on 91 respondents only.

4.1 Descriptive statistics

Descriptive statistics were computed in the form of frequency distribution, percentage, mean and standard deviation for all variables and responses of all respondents. Computed frequency distribution and percent is used to determine the proportion of respondents choosing the various responses. Likewise, computed mean is used to measure the central tendency on each dimension in the questionnaire which implies that the levels of agreeableness and disagreeableness or perceptions of the respondents on various dimensions in the questionnaires. And the value of standard deviation indicates that how much variation a value deviates from the mean.

4.1.1 Demographic profile of the respondents

The first part of the questionnaire consists of five items about demographic data of the respondents such as: sex group of respondents, age group of respondents, academic qualification of respondents, work experience of the respondents and job position of the respondents; this helped the researcher to understand the characteristics of respondents with in different categories and the following table summarized the demographic data of the respondents.

Table 4.1 Demographic profile of the respondents

No	Items	N=91	Frequency	Percent %
1	Sex of the respondents	Male	50	54.9
		Female	41	45.1
2	Age of the respondents	18-28	10	11
		29-39	30	33
		40-50	29	31.9
		51 and above	22	24.1
3	Academic qualification of the respondents	Diploma	4	4.4
		1st Degree	80	87.9
		2nd Degree and above	7	7.7
4	Work Experience of the respondents	1-5 years	20	22
		6-10 years	42	46.1
		11-15	28	30.8
		16-20		
		21 and above	1	1.1
5	Job position of the respondents	Project manager	24	26.4
		Project team members	67	73.6

As shown in Table 4.1, more than half 50 (54.9 %) of the respondents were male and the remaining 41(45.1%) of the respondents were female. Even though, the representation of female respondents was found to be less as compared to male respondents, this gender mix was rational to realize about the effect of leadership style on project performance at Mojo-Hawassa Road project; ERA.

Regarding the age group of respondents, the first group 30(33 %) of respondents were within the age category of 29-39 years of age. The second group had 29(31.9%) within the age category of 40-50 years. The third were 22(24.1%) within the age category of 51 and above and the last were10 (11%) within the age category of 18-28 years, respectively. In sum, the majority 59(64.9%) of the respondents were within the age category of 29-50 years; which implies that the majority of the respondents were young and at the dynamic age level, need for projects. With

regard to academic qualification of the respondents, the majority 80(87.9%) of the respondents were first degree holders. The second group 7(7.7%) of the respondents were holders of 2nd Degree or above. And the rest 4(4.4%) of the respondents were diploma. This shows that, 87(95.6%) of the respondents were first and second degree holders who were convenient to carried out the projects.

Regarding the work experience of the respondents, the first group of respondents 42(46.1%) had a working experience of 6 to 10 years. 28(30.8%) of respondents had served in the organization between 11-15 years. 20(22%) of respondents had served in the organization between 1-5years. And 1(1.1%) of respondents had served in the organization 21 and above.

Regarding the job position of the respondents, the majority 67 (73.6%) are project team members and the rest 24 (26.4%) are project managers who are appropriate for this specific study.

4.1.2 Perception of respondents on each items of the relationship between leader ship style and project performance

4.1.2.1 Leader Ship Skill

Table 4.2 Perception of respondents on leadership skill

No.	Questions	N=91	Frequency	Percent%	Mean	SD.
1	A leader is effective based on ability to solve multiple problems	SDA	10	11.0	3.17	1.24
		DA	21	23.1		
		N	15	16.5		
		A	33	36.3		
		SA	12	13.2		
2	Interpersonal effectiveness is key in accomplishing project goal & objective	SDA	14	15.4	3.03	1.22
		DA	16	17.6		
		N	22	24.2		
		A	31	34.1		
		SA	8	8.8		
3	Effective communication and timely feedback lead to high performing team	SDA	8	8.8	3.01	1.16
		DA	26	28.6		
		N	25	27.5		
		A	21	23.1		
		SA	11	12.1		

4	Both the leader and team member need to take self-development course in order to work properly	SDA	8	8.8	3.01	1.09
		DA	27	29.7		
		N	14	15.4		
		A	40	44.0		
		SA	2	2.2		
5	Different skills are required in different level of management with conceptual skill at the top, people skill at the middle and technical skill at the lower level.	SDA	2	2.2	3.09	1.04
		DA	28	30.8		
		N	18	19.8		
		A	35	38.5		
		SA	8	8.8		
Aggregate Mean					3.07	0.96

Table 4.2 presents the perceptions of respondents on leadership skill. Items were measured in terms of the calculation of their frequency distribution, percent, mean and standard deviation. Based on the results, each item is discussed in detail as follows.

From the findings, the respondents agreed that leadership skills are important in the performance of Mojo-Hawassa Road projects. A leader's effectiveness depends on the ability to solve multiple problems with technical and professional expertise being crucial to the success of a project with mean of 3.17 and a corresponding standard deviation of 1.24. This is in line with Lord and Hall (2015) findings that a leader's effectiveness depends on his ability to solve multiple problems. Interpersonal effectiveness, communication and timely feedback were rated high in affecting performance with means of 3.03 and 3.01 respectively and standard deviations of 1.22 and 1.16. This enriches the study of Zenger &Folkman, (2012) contending that multiple competencies were most effective.

Respondents approved to the statement that both the leaders and team members need to take self-development courses in order to work properly with a mean of 3.01 and a corresponding standard deviation of 1.09 and different skills are required at different levels of management, with conceptual skills at the top, people skills at the middle and technical skills at the lower levels with a mean of 3.09 and a corresponding standard deviation of 1.04. This is line up with

Yulk(2006) who found out that different competency mixes are required at different managerial levels, with conceptual skills at higher levels and technical skills at lower levels.

4.1.2.2 Leadership Experience

Table 4.3 Perception of respondents'on leadership experience

No.	Questions	N=91	Frequency	Percent %	Mean	SD.
1	Managers with expansive experience are better placed to implement projects within budget and timelines.	SDA	4	4.4	3.04	1.12
		DA	34	37.4		
		N	16	17.6		
		A	28	30.8		
		SA	9	9.9		
2	Project leader experience is important for planning and supervising project execution.	SDA	6	6.6	3.83	1.03
		DA	37	40.7		
		N	16	17.6		
		A	30	33.0		
		SA	2	2.2		
3	Leadership experience is more desirable for effective performance of Mojo Hawassa road project	SDA	6	6.6	3.16	1.05
		DA	22	24.2		
		N	18	19.8		
		A	41	45.1		
		SA	4	4.4		
4	Leadership past involvement leads to effective performance of Mojo -Hawassa road project	SDA	11	12.1	3.24	1.23
		DA	13	14.3		
		N	24	26.4		
		A	29	31.9		
		SA	14	15.4		
5	A minimum years of experience of project leader is required for implementing Mojo-Hawassa road project	SDA	11	12.1	3.07	1.16
		DA	20	22.0		
		N	16	17.6		
		A	39	42.9		
		SA	5	5.5		
Aggregate Mean					3.06	0.86

Table 4.3 presents the perceptions of respondents on leadership experience. Items were measured in terms of frequency, percent, mean and standard deviation. Based on the results, each item is discussed in detail as follows.

As shown in Table 4.3, respondents agreed that minimum years of experience of a project leader is required for implementation road projects in ERA and that experience gained over time leads to effective performance of projects with means of 3.07and 3.16 respectively and corresponding standard deviations of 1.16 and 1.05. This is in line withKaifi, Bahaudin andMujtaba, (2010), who concluded that leadership experience,definitely influences project performance. While a Project leader's experience is important for planning and supervising projects, managers with expansive experience are better placed to implement projects within budget and timelines that lead to effective performance of projects scored means of 3.83, 3.04 and 3.24 and standard deviations of 1.03, 1.12 and 1.23. This enriches the study of Rodrigues & Lopes (1997) who recognized that a manager's experience is measured in terms of time in years, past involvement and should reflect in the quality of his work.

Ehrenberg & Smith (2000), in their Human Capital Theory suggest that leaders make investments of experience in themselves, which provides accumulation of both technical and workforce knowledge and skills and will enhance their ability to influence teams and eventually organizational performance. It was also noted that projects that had a leader with professional and technical knowledge were better performing than those that had leaders with diverse knowledge.

4.1.2.3 Transactional Leadership Style

Table 4.4 Perception of respondents on transactional leadership style

No.	Questions	N=91	Frequency	Percent %	Mean	SD.
1	Employees want to part of the decision making process	SDA	10	11.0	3.83	1.10
		DA	29	31.9		
		N	23	25.3		
		A	24	26.4		
		SA	5	5.5		
2	Providing guidance without pressure the key to be a good	SDA	3	3.3	3.37	.97
		DA	17	18.7		

	leader	N	20	22.0		
		A	45	49.5		
		SA	6	6.6		
3	Most worker want to frequent and supportive communication from their leader	SDA	8	8.8	3.34	1.28
		DA	21	23.1		
		N	13	14.3		
		A	30	33.0		
		SA	19	20.9		
4	Leader need to help subordinate accept responsibility for completing their work	SDA	7	7.7	3.26	1.10
		DA	34	37.4		
		N	19	20.9		
		A	25	27.5		
		SA	6	6.6		
5	Peoples are always competent and if given a task will do good	SDA	9	9.9	3.33	1.03
		DA	39	42.9		
		N	22	24.2		
		A	17	18.7		
		SA	4	4.4		
Aggregate Mean					3.01	0.85

Table 4.4 presents the perceptions of respondents on transactional leadership style. Items were measured in terms of the calculation of their frequency distribution, percent, mean and standard deviation. Based on the results, each item can be discussed in detail as follows. In regards to transactional leadership style, the respondents agreed to the statements that employees want to be part of the decision making process; providing guidance without pressure is the key to being a good leader; most workers want frequent and supportive communication from their leader with a mean of 3.28, 3.37 and 3.34 respectively and equivalent standard deviation of 1.10, 0.97 and 1.28. The respondents also acknowledged that leaders need to help subordinates accept responsibility for completing their work; it is the leaders' responsibility to help subordinates in finding their passion and that people are always competent and if given a task will do well with respective means of 3.26 and 3.33 with standard deviations of 1.10 and 1.03.

4.1.2.4 Transformation Leadership Style

Table 4.5 perception of respondents on transformation leadership style

No.	Questions	N=91	Frequency	Percent %	Mean	SD.
1	Employees need to be supervised closely otherwise they are not able to do the jobs.	SDA	9	9.9	2.96	1.11
		DA	23	25.3		
		N	28	30.8		
		A	24	26.4		
		SA	7	7.7		
2	It is fair to say that most employees are lazy	SDA	2	2.2	2.59	1.04
		DA	14	15.4		
		N	21	23.1		
		A	36	39.6		
		SA	18	19.8		
3	Most employees feel insecure and need direction in their jobs	SDA	7	7.7	2.91	1.17
		DA	35	38.5		
		N	19	20.9		
		A	19	20.9		
		SA	11	12.1		
4	The leader is the chief judge to the achievement of the members in the group.	SDA	10	11.0	2.86	1.21
		DA	36	39.6		
		N	8	8.8		
		A	30	33.0		
		SA	7	7.7		
5	Effective leader give order and clarify procedure.	SDA	18	19.8	2.64	1.31
		DA	36	39.6		
		N	6	6.6		
		A	22	24.2		
		SA	9	9.9		
Aggregate Mean					3.08	0.69

Table 4.5 presents the perceptions of respondents on transformation leadership style. Items were measured in terms of the calculation of their frequency distribution, percent, mean and standard deviation. Based on the results, each item can be discussed in detail as follows.

The findings of transformation leadership style were that employees need to be supervised closely otherwise they are not able to do their job with a mean of 2.96 and it is fair to say that most employees are lazy with a mean of 2.59 with corresponding standard deviations being computed as 1.11 and 1.04. The respondents agreed to the statements that most employees feel insecure and need direction in their jobs with a mean of 2.91; the leader is the chief judge to the achievement of the members in the group with a mean of 2.86 and that effective leaders give orders and clarify procedures with a mean of 2.64 with corresponding standard deviations of 1.17, 1.21 and 1.31.

4.1.2.5 Leizesfaire Leadership Style

Table 4.6 perception of respondents on laissez-faire leadership style

No.	Questions	N=91	Frequency	Percent %	Mean	SD.
1	Leadership involves saying out of the way as subordinates do their work	SDA	18	19.8	2.64	1.27
		DA	33	36.3		
		N	11	12.1		
		A	21	23.1		
		SA	8	8.8		
2	Leaders should allow their subordinate to apprise their work	SDA	4	4.4	3.36	1.01
		DA	13	14.3		
		N	31	34.1		
		A	32	35.2		
		SA	11	12.1		
3	Leader should let subordinates work problems their own.	SDA	5	5.5	3.06	1.09
		DA	26	28.6		
		N	28	30.8		
		A	22	24.2		
		SA	10	11.0		
4	Leaders should give subordinate complete freedom to solve problems in their work.	SDA	8	8.8	3.06	1.20
		DA	26	28.6		
		N	22	24.2		
		A	22	24.2		

		SA	13	14.3		
5	In most situation worker prefer little input from their leader.	SDA	2	2.2	3.59	1.07
		DA	17	18.7		
		N	15	16.5		
		A	39	42.9		
		SA	18	19.8		
Aggregate Mean					3.24	0.98

Table 4.6 presents the perceptions of respondents on laissez-faire leadership style. Items were measured in terms of the calculation of their frequency distribution, percent, mean and standard deviation. Based on the results, each item can be discussed in detail as follows.

As explained in table 4.6, In leisez-faire leadership style, it was found out that respondents agreed that leaders should let subordinates work problems on their own with a mean of 3.06; leadership involves staying out of the way as subordinates do their work with a mean of 2.64; leaders should allow their subordinates to appraise their work with a mean of 3.36 with standard deviations of 1.09, 1.27 and 1.01. likewise, leaders should give subordinates complete freedom to solve problems in their work and in most situations workers prefer little input from their leader verified with a mean of 3.06 and 3.59 respectively and corresponding standard deviations of 1.20 and 1.07.

4.1.2.6 Project performance

Table 4.7 perception of respondents on project performance

No.	**Questions**	**N=91**	**Frequency**	**Percent %**	**Mean**	**SD.**
1	Project staff are properly selected and trained	SDA	2	2.2	3.74	1.00
		DA	11	12.1		
		N	15	16.5		
		A	43	47.3		
		SA	20	22.0		
2	Projects are completed within the budget programmer	SDA			3.69	.96
		DA	17	18.7		
		N	9	9.9		

		A	50	54.9		
		SA	15	16.5		
3	Projects are completed within time	SDA	4	4.4	3.35	1.09
		DA	18	19.8		
		N	25	27.5		
		A	30	33.0		
		SA	14	15.4		
4	Stakeholders are constantly involved in project activities	SDA			4.06	.84
		DA	5	5.5		
		N	14	15.4		
		A	42	46.2		
		SA	30	33.0		
5	Project objectives are achieved	SDA			4.05	.82
		DA	5	5.5		
		N	13	14.3		
		A	45	49.5		
		SA	28	30.8		
6	Project beneficiaries are satisfied	SDA			4.01	.96
		DA	9	9.9		
		N	14	15.4		
		A	35	38.5		
		SA	33	36.3		

Table 4.7 presents the perceptions of respondents on project performance. Items were measured in terms of the calculation of their frequency distribution, percent, mean and standard deviation. Based on the results, each item can be discussed in detail as follows.

Respondents replied that stakeholders are constantly involved in project activities and project staff are properly selected and trained with a mean of 4.06 and 3.74 respectively and corresponding standard deviations of 1.00 and 0.84. As well, respondents agreed that project objectives are achieved so that projects are completed within budget and time with a mean of 4.05, 3.69 and 3.35 respectively and corresponding standard deviations of 0.82, 0.96 and 1.09. At last, the respondents approved that project beneficiaries are satisfied with a mean of 4.01 and corresponding standard deviations 0.96.

4.2 Results of Inferential Statistics

4.2.1 Correlation analysis

Correlation was used to find out the relationship between the independent variable (leader ship style) and the dependent variable (project performance) as conceptualized in the framework. A correlation coefficient expresses quantitatively the magnitude and direction of the linear relationship between variables, Pearson correlation coefficient reveal magnitude and direction of (either positive or negative) and the intensity of the relationship (-1 to +1). The researcher used one of the most commonly used types of correlation coefficient which is Pearson correlation coefficient methods because of the statistical accuracy that usually results from this method. The strength of correlation would be interpreted through suggestion by Evans (1996) as shown in the following pattern.

0.00 - 0.19 very weak

0.2 - 0.39 weak

0.4 - 0.59 Moderate

0.6 - 0.79 strong

0.8 -1.0 very strong.

Table 4.8 Pearson's Correlation Analysis/Correlation Matrix

	Project Perfor	L/p skill	L/p exper.	TRL style	TRFL style	LZL style
Project Perform.	1.00					
Leadership skill	0.212*(0.044)	1.00				
Leadership exper	0.438*(0.000)	0.641*(0.000)	1.00			
TRL style	0.399*(0.000)	0.561*(0.000)	0.737*(0.000)	1.00		
TRFL style	0.360*(0.000)	0.658*(0.000)	0.754*(0.000)	0.757*(0.000)	1.00	
LZL style	0.529*(0.000)	0.477*(0.000)	0.676*(0.000)	0.674*(0.000)	0.749*(0.000)	1.00
* significant at 0.05 level of significance						

Source- SPSS output of own survey (2021).

As described in Table 4.8, the results revealed that there was a direct and positive relationship between the dependent variable and all the independent variables. Leadership experience and leizesfaireleadership style was observed to significantly have the moderate correlation with projects performance (r =0.438, p =0.000 and r=0529, p=0.000). There was also significant

positive relationship between leadership skill, transactional leadership style, transformational leadership style and project performance in Mojo-Hawassa Road project (r =0.212, p =0.044, r=0.399, p= 0.000 and r =0.360, p= 0.000) respectively but which is weak.

4.2.2 Regression analysis

This section found out how the variation of the dependent variable, project performance (PP), is explained by a portion variation of the independent variation leadership style (LS). In addition, multiple regression analysis was used to examine the effect of the independent variable (LS) on the dependent variable (PP). To achieve this, we find the coefficient of determination and test its significance, and to determine the regression line and test its slope. The coefficient of determination R^2 shows how much of the variation of the dependent variable (PP), can be explained by a portion variation of the independent variable (LS). Table 4.11 indicates the coefficient of determination R^2 for the multipleregression between leadership style and project performance. But the researcher has conducted basic assumption tests before running the regression model. These are normality of the distribution, linearity of the relationship between the independent and dependent variables and multicollinearity tests which have shown below:

Assumption 1: Multicollinearity test

Multicollinearity refers to the situation in which the independent/predictor variables are highly correlated. In this study multicollinearity was checked with tolerance and Variance Inflation Factor (VIF) statistics. Andy (2006) suggests that a tolerance value less than 0.1 almost certainly describes a serious colinearity problem. Burns and Burns (2008) also stated that a VIF value greater than 10 is also a concern. Similarly, Field (2009), underlines that, values for "tolerance" below 0.1 indicate serious problems, although several statisticians suggest that values for "tolerance" below 0.2 are worthy of concern. In this study, all of the independent variables found to have a tolerance of more than 0.1 and a VIF value of less than 10.

Table 4.9 Multicollinarity test result

Coefficient [a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Leadership skill	.510	1.960
	Leadership experience	.326	3.067
	TRL style	.352	2.838
	TRFL style	.258	3.883
	LZL style	.393	2.542

a. Dependent variable: Project performance

Source- SPSS output of own survey (2021).

Assumption 2: Normality distribution test

Regression analyses need the independent variables to be normally distributed. Skewness and Kurtosis are statistical tools which can enable to check if the data is normally distributed or not. According to Smith and Wells (2006), Kurtosis is defined as property of a distribution that describes the thickness of the tails. The thickness of the tail comes from the amount of scores falling at the extremes relative to the normal distribution. Skewness is a measure of symmetry/balance. A distribution or data set is symmetric if it looks the same to the left and right of the center point. For this study, the skewness and kurtosis test results are within the acceptable range (-1.0 to +1.0) and it can be concluded that the data for all variable are normally distributed.

Table 4.10 Normality test result

Independent variables	N-valid	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Leadership skill	91	-.066	.253	-1.010	.500
Leadership experience	91	-.020	.253	-.822	.500
TRL style	91	.286	.253	-.813	.500
TRFL style	91	.149	.253	-1.005	.500
LZL style	91	.322	.253	-.824	.500

Source: SPSS output of own survey (2021).

Assumption 3: Linearity of the relationship test

Linearity test tells that the visual inspections of the scatter plot that shows there a linear relationship between leadership and project performance. For this study the test shows that the scatter plot has a moderate linear relationship.

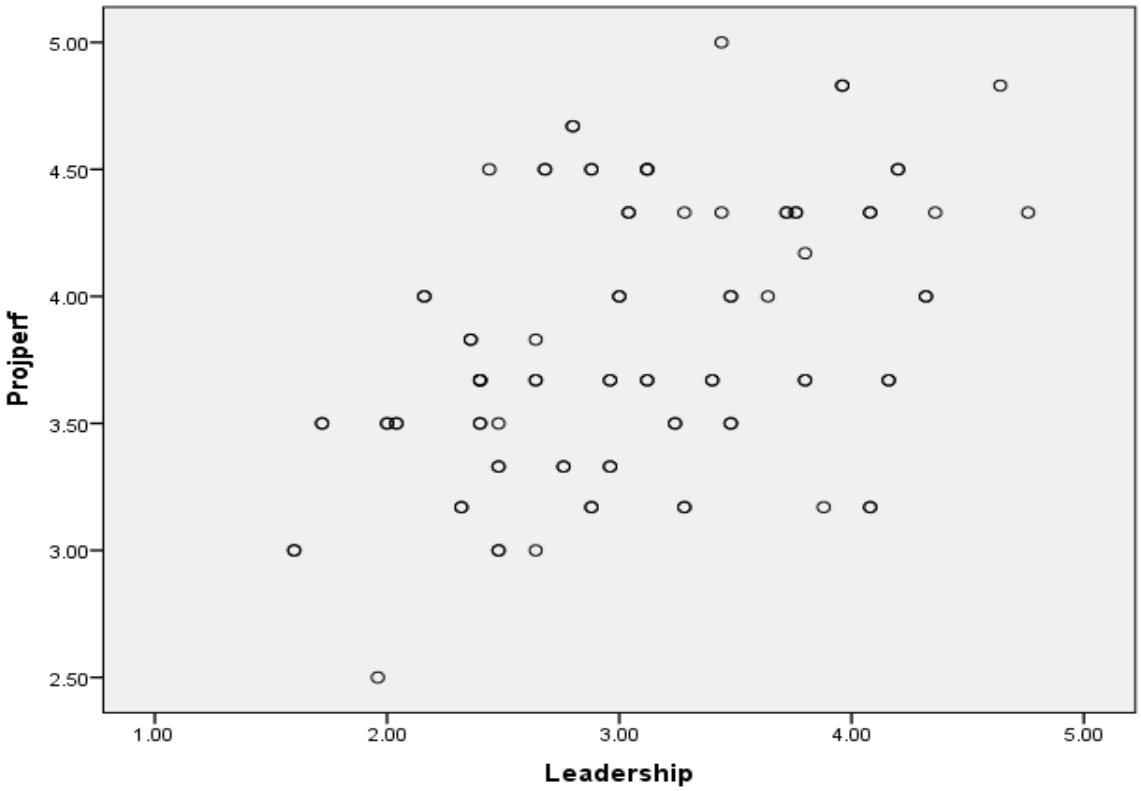

Table 4.11 Analysis model summary of R and R^2

Model summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.562	.316	.275	.45838
Predictors: (Constant), LZLstyle, LPskill, TRLstyle, Lpexperience, TRFLstyle				

Source- SPSS output of own survey (2021).

From the above model summary in Table 4.11, it can be seen that R is .562 shows that there is a positive relationship between leadership and project performance and R^2 is .316 indicates that about 31.6% of the variance of project performance (dependent variable) can be explained by leadership style (independent variable), the remaining 68.4% of the variance is explained by other variables which are not included in this study.

Table 4.12 (ANOVA) LS as predictor to PP

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.237	5	1.647	7.840	.000
	Residual	17.859	85	.210		
Dependent Variable: project performance=PP						
Predictors: (Constant), LZLstyle, LPskill, TRLstyle, Lpexperience, TRFLstyle						

Source- SPSS output of own survey (2021).

From the ANOVA Table 4.12, the F- test result and the P- Value tests whether the overall regression model is good predictor and the probability of this result is occurred by chance or not. In this regard, the F- test result is 7.840 with a significance of less than 0.01. This means, the probability of those results occurs by chance is < 0.01. This implies, 99 times out of 100, the estimate will reflect the true population characteristic. And it can be concluded as the overall regression model is significant, F (5, 85) =7.840, P<0.01, R^2= 31.6% (that is the regression model is a good to fit the data). Therefore, significant amount of project performance is influenced by conditional leadership styles. In other words, independent variables significantly predict the dependent variable.

Table 4.13. (Coefficient) TD as predictor to EP

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.707	.210		12.880	.000
	Leadership skill =X_1	.060	.070	.107	.852	.097
	Leadership experience=X_2	.056	.099	.085	.561	.076
	TRL style =X_3	.124	.108	.203	1.145	.055
	TRFL style =X_4	.164	.099	.260	1.657	.001
	LZL style =X_5	.317	.091	.498	3.481	.001

a. Dependent Variable: project performance

Source- SPSS output of own survey (2021).

The regression model provides statistical control through which the study established the effect of each predictor variable. Holding all variables at zero will result in a positive performance of Mojo-Hawassa Road project equal to 2.707 units. In a similar way, reducing all other independent variables to zero, a unit change in leadership skill will result in 0.60 increments in positive performance of the project. The findings indicate 0.056 increments in performance of the project when all other independent variables are reduced to zero with only a unit change in leadership experience, while a unit change in transactional leadership style while holding the rest of independent variables constant would lead to a 0.124 increments in promising performance of the road project. Likewise, reducing all other independent variables to zero, a unit change in transformational leadership will result in 0.164 increments in positive performance of the project.Finally, a unit change in leizesfaireleadership style will yield 0.317 increments in performance of this specific road project when all other predictor variables are held constant at zero. The results also show that the coefficients for each variable are non-zero. This means that all the independent variables affect the response variable. However, since the p-values for leadership skills, leadership experience and transactional leadership styles are greater than 0.05, these predictors are not very significant. On the other hand, transformational leadership style and leizesfaireleadership style are significant predictors of performance of the road project with p values of less than 0.05/ the significance level is below 5%.To summarize, the equation of the regression equation is defined as follows.

$$PP = \beta+\beta_1X_1+B_2X_2+\ldots.B_kX_{k+}\, e_t$$

$$PP =2.707+.060X_1 +.056X_2+.124X_3+.164X_4+.317X_5+0.467$$

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions of the findings

The main objective of this study was to investigate the effect of leadership style on project performance at Mojo-Hawassa Road project; ERA.This is because of lack of awareness on Ethiopian Road Authority project leadership experience, technical and managerial quality of road project as well, insufficient research on the effect of leadership style on project performance particularly; Mojo-Hawassa project constructed at Ethiopian Road Authority.The study adopted explanatory research design along with quantitative research approach to address the research questions. As the population size is limited, the researcher has employed census survey. Self-administer questionnaire were used to gather data. The collected data were analyzed by using SPSS-Version 20.Accordingly, based on descriptive (frequency distribution, percent, mean & standard deviation) and inferential (Pearson's correlation and regression) statistics results the following conclusions were drawn.

From the study findings, it can be concluded that transformational and leizes faire leadership styles positively and significantly affect the performance of Mojo-Hawassa Road project. And leizes faire leader ship style is the dominant leader ship style of others on Mojo- Hawassa road project. It was established that there is no one superior leadership skill to the other, but different competences mixes are needed at different managerial levels, with conceptual skills at the top, people skills at the middle and technical skills at the lower levels, while others like problem solving skills, interpersonal and communication skills are critical across all levels.

Technical and professional proficiency was found to be very key to the success of the project.The findings indicated that leadership skills and leadership experience as well, transactional leader ship stylehad the least effect on the performance of this road project. On the other hand, the research results showed that leizesfaireleadership stylehad a large effect on performance of this road project following transformational leadership style according to the regression model. The respondents further approved that a minimum years of experience for one to participate in project implementation was very critical in achieving effective project performance.

The study concludes that leizesfaire leadership style was found to be the most effective leadership style so thatin most situation workers prefer little input from their leaders and

theleaders should give subordinate complete freedom to solve problems in their work. There was positive relationship between leadership skill, leadership experience, transactional leadership style, transformational leadership style, leizesfaire leadership style and project performance in Mojo-Hawassa Road project but onlytransformational and leizesfairesignificantly affect Mojo-Hawassa Road project.

5.2 Recommendations

This study recommends adoption and application of effective project management leadership practices in order to complete the projects within a given time and budget. Due to the complex nature of projects, the study recommends that project teams acquire a mix of competencies like conceptual skills, interpersonal skills and technical skills while problem solving, interpersonal and communication skills cut across all levels of management. Technical and professional expertise should be incorporated in order to moderate the impact of project complexity and familiarity on project performance.

The study suggests emphasis be given to the experience of project staff to ensure projects are effectively executed in order to fully meet set objectives. Project leaders' need a minimum years of experience in order to be better placed to design project teams that incorporate a mix of employees who are more capable of effectively executing projects, thus ensuring performance of this road project.

The study recommended that Project leaders should use transformational and leizes-faire leader-ship styles since it involves the employees want to part of the decision making process,Peoples are always competent and if given a task will do good,employees in decision making with the leader providing supportive communication as well, workers prefer little input from their leaders and the leaders should give subordinate complete freedom to solve problems in their work; these all enhances effective project completion.

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APPENDIXEI

QUESTIONER

Dear Respondents

I am a graduation student in Master program in the field of business Administration at ST'MARY UNIVERSITY currently I am preparing a research in the topic "**Effect of leadership style on performance of projec**t "the case study of Ethiopian road authority to fulfill the partial requirement for the master of degree program.You are one of the respondents that have been selected to participate in this research. I would be great full if you kindly take few Minuit of your time from your busy Schulte to fill out this questioner by reflecting on your personal experience with regard to the issue raised. Your willingness and cooperation in giving a genuine information is well appreciate and the information you provide will be used for academic purpose only and will be kept in strict confidentially. I would like to thank you in advance for your cooperation and taking the time to consider my request.

1. GENERAL INFORMATION OF THE RESPONDENTS

- Sex:- Female □ Mail □
- Age:- 18-28 □ 29-39 □ 40-50 □ 51 Above □
- Educational level:- Diploma□Bachelor'sDegree□Master's Degree and above□
- Service Year:- 1 – 5□ 6– 10□11-15□ 16-20□21 and above □
- What is your Job Title:- Project Manager □ Project team Member □

2. LEADERSHIP SKILL

Show your level agreement with the following statement related to the effect of leadership skill on the performance of Mojo-Hawassa road project in Ethiopian road authority.

Scale 1=strong disagree 2=disagree 3=neutral 4=Agree 5=strongly Agree

STATEMENT	1	2	3	4	5
A leader is effective based on ability to solve multiple problems					
Interpersonal effectiveness is key in accomplishing project goal & objective					
Effective communication and timely feedback lead to high performing team					

Both the leader and team member need to take self-development course in order to work properly					
Different skills are required in different level of management with conceptual skill at the top people skill at the middle and technical skill at the lower level.					

3. LEADERSHIP EXPERIENCE

Indicate your level agreement with the following statement related to the effect of leadership experience on the performance of Mojo-Hawassa road project in Ethiopian Road Authority**.**

Scale 1=strong disagree 2=disagree 3=neutral 4=Agree 5=strongly Agree

STATEMENT	1	2	3	4	5
Managers with expansive experience are better paced to implement projects within the timely.					
Project leader experience is important for planning and supervising project execution.					
Leadership experience is more desirable for effective performance of Mojo Hawassa road project					
Leadership past involvement leads to effective performance of Mojo Hawassa road project					
A minimum year of experience of project leader is required for implementing Mojo- Hawassa road project					

4. LEADERSHIPSTYLE

Indicate your level agreement with the following statement related to the effect of three leadership style on the performance of Mojo-Hawassa road project in Ethiopian Road Authority.

Scale 1=strong disagree 2=disagree 3=neutral 4=Agree 5=strongly Agree

STATEMENT	1	2	3	4	5
TRANSACTIONAL LEADERSHIP STYLE					
Employees want to part of the decision making process					
Providing guidance without pressure the key to be a good leader					
Most worker want to frequent and supportive communication from their leader					
Leader need to help subordinate accept responsibility for					

completing their work					
Peoples are always competent and if given a task will do good					

STATEMENT	1	2	3	4	5
TRANSFORMATION LEADERSHIP STYLE					
Employees need to be supervised closely otherwise they are not able to do the jobs.					
It is fair to say that most employees are lazy					
Most employees fell in secured and need direction in their jobs					
The leader is the chief judge to the achievement of the members in the group.					
Effective leader give order and clarify procedure.					

STATEMENT	**1**	**2**	**3**	**4**	**5**
LEISEZ FAIR LEADERSHIP STYLE					
Leadership involves saying out of the way as subordinates do their work					
Leaders should allow their subordinate to apprise their work					
Leader should let subordinates work problems their own.					
Leaders should give subordinate complete freedom to solve problems in their work.					
In most situation worker prefer little input from their leader.					

5. PERFORMANCE OF MOJO HAWASSA ROAD PROJECT

Indicate your level of agreement with the following statements relating to the performance of Mojo-Hawassa road project constructed by Ethiopian Road Authority

Scale, 1=strongly disagree 2= disagree 3= Neutral 4= Agree 5=strongly agree.

STATEMENT	1	2	3	4	5
Project staff are properly selected and trained					
Projects are completed within the budget programmer					
Projects are completed within time					
Stakeholders are constantly involved in project activities					
Project objectives are achieved					

Project beneficiaries are satisfied					

Please list down any means you think project performance in your organization can be improved; any recommendation related to effect of leadership on project performance.

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