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PROJECT LEADERSHIP AND PERFORMANCE OF ROAD INFRASTRUCTURAL PROJECTS IN NAIROBI COUNTY, KENYA: A CASE OF KENYA URBAN ROADS AUTHORITY

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ABSTRACT

Kenya Construction market is to record 9.5% growth by year 2025 and remain a growth outperformer in Sub-Sahara Africa. This positive outlook has brought about tremendous market growth in infrastructural projects. Government has spent substantial amount in infrastructure alongside foreign investment which has put high debt burden on the government threatening the pace of infrastructure development and dent investor confidence in the market. This has posed a lot of challenges to the leadership as they try to balance the high debt and accomplishment of 'the Big4' agenda. The performance of infrastructural projects however, has not shown much fruits as out of 177,800 kilometers of road networks in Kenya, only about 16,902 (9.5%) kilometers is paved with the rest unpaved. In an effort to deal with the challenges, leaders have introduced toll roads with private sector participation on various roads networks to raise funds for infrastructural development of roads, maintenance of the existing roads, improve public commuters' services and ease congestion. This study investigates relationship between project leadership and performance of road infrastructural projects in Nairobi County, Kenya. Positivism philosophy informed the study and cross-sectional descriptive research design was adopted. The study targeted 20 road projects under Kenya Urban Roads Authority within Nairobi County and the respondents were projects contractors and projects engineers. Questionnaire was administered through emails. Reliability was tested using Cronbach Alpha. Diagnostics test (normality and multicollinearity test) for Ordinary Least Squares were carried. Data analysis involved descriptive statistics (mean and standard deviation), correlation coefficient and multiple regression analysis. The study found that project leadership influenced projects performance. The study recommended that there is a need for the government to come up with support mechanisms for the roads and accountability mechanism to ensure ethical practices among the project leaders.

Keywords: *Project leadership, Project performance, Kenya Urban Roads Authority.*

BACKGROUND OF THE STUDY

Most companies worldwide dealing with infrastructures are similar in terms of striving to perform in order to be globally competitive in an ever-emerging challenges which includes great dynamic markets featuring innovation-based competition, price performance rivalry, decreasing returns, increased corruptions among leadership and the creative destruction of existing competencies (Dainty, Cheng & Moore, 2015). This has seen many companies with huge capital investment projects close down their business, diversify and others opting for joint ventures such as Mobil and Chevron. Project performance is defined as the overall quality of a project in terms of its impact, value to beneficiaries, implementation effectiveness, and efficiency and sustainability (Clark, 2021).

Leadership plays a big role in the management of projects in the construction industry. For instance, Schmidt & Adams (2021) reported stronger focus on leadership knowledge and skills would ensure project success. Hauschildt et al. (2019) reported that the success of a project depended more on human factors, such as project leadership, top management support, and project team, rather than on technical factors. They added that the critical role of the project manager's leadership ability had a direct correlation to project outcomes. According to Zhang & Faerman (2019) 80% of projects failed because of poor leadership and that poor leadership skills reflected limited or lack of teamwork, inadequate communication, and an inability to resolve conflicts as well as other human related inefficiencies.

While leadership may be singled out as an individual contributor to failure, it transcends all other organizational factors (Roepke, Agarwal, & Ferratt, 2020). Leadership aspects such as competencies, ability to form teams and ability to motivate its staff affects corporate culture, project culture, project strategy, timeliness in project completion, cost effectiveness and project team commitment (Shore, 2020). It also affects business process reengineering, systems design and development, software selection, implementation, and maintenance. Without appropriate leadership, the risk of project failure increases (Shore, 2020). Despite the recent emphasis on leadership, the numbers of projects that fail to achieve successful outcomes are still alarmingly high often ranging between 60% and 90%.

Leadership competencies are leadership skills and behaviors that contribute to superior performance. Essential leadership competencies and global competencies have been defined by researchers. According to Thach (2017) competency is defined as the ability to use knowledge and other capabilities, necessary for successful and efficient accomplishment of an appointed task, transaction of work, goal realization, or performance of a certain role in the business process. The emphasis placed on leadership and human relations contributed to increased efficiency in addressing the problems encountered in the project process. Achieving successful project outcomes require the combination of technical and leadership competencies (Hyvari, 2021). Teamwork is a cooperative process that allows ordinary people to achieve extraordinary results (Hyvari, 2021).

Many projects management processes and techniques (planning, scheduling, control, and automated tools) exist for tracking and measuring the technical elements of projects. Many projects continue to fail despite the use of established project methods and techniques as the leadership competency required for successful project outcomes have been found lacking (Hyvari, 2021). Despite advances in project management methodologies many infrastructural projects continue to fail for a number of reasons. One of the main causes of failure is lack of effective leadership and / or the style of leadership applied by project managers (Schmidt & Adams, 2021). Adoption of good leadership qualities can contribute to overcoming many of the leadership challenges faced by project leaders. Due to poor leadership the road construction industry continues to face drastic challenges such as delayed completion of projects, cost overrun and recurrent potholes on the roads due to poor workmanship or compromise on the specifications. This study was sought to find out the effect of project leadership on the performance of the road infrastructural projects in Nairobi County, Kenya.

Objectives of the Study

The following were the specific objectives of the study;

- a) To establish the effect of leaders' competence on performance of road infrastructural projects in Nairobi County, Kenya.
- b) To determine the effect of project leader team work on performance of road infrastructural projects in Nairobi County, Kenya.
- c) To determine the effect of team project leaders' team motivation factors on performance of road infrastructural projects in Nairobi County, Kenya.

Significance of the Study

The study was aimed at benefiting the stakeholders in the infrastructural industry in finding information relevant to a further study on project performance and effects of leadership. The study will also benefit the management of road construction projects in Nairobi County in enlightening the importance of effective leadership on successful management and implementation of projects. It will help the government and other institutions appoint visionary leaders that will take charge of projects geared towards ensuring that the industry grows as expected.

LITERATURE REVIEW

Theoretical Literature Review

Great Man Theory

This theory states that some people are born with the necessary attributes that set them apart from others and that these traits are responsible for their assuming positions of power and authority. Great Man Theory is considered by many to derive from Trait Theory (Northouse, 2004) where leaders are born and look, act, and lead by preset, often genetic, fundamentals. Northouse (2004) examined more than 1,400 findings and the results were that intelligence, masculinity, adjustment, dominance, extroversion, and conservatism were the traits of leaders. When considered in the context of this study, project managers may be heroes if they possess the intelligence to understand team members, and the masculinity of tackling pertinent issues about the project which are aimed

at achieving better project performance. Early research on leadership often emphasized that leaders inherited certain characteristics or traits (Bass, 1990). These traits were studied to determine if other people who had such characteristics would also become great leaders. Bass (1990), in describing empowerment, asserts, “The people’s capacity to achieve is determined by their leader’s ability to empower”.

The term Great Man Theory has been originally associated with the nineteenth century-Scottish historian Thomas Carlyle, (1841) who declared, “The history of the world is but the biography of great men” (p. 127). According to Carlyle, effective leaders are those gifted with divine inspiration and the right characteristics. Similarly, a preponderance of the widely accepted academic leadership literature historically has described how great men do great things (Bass, 1990; Bennis, 2003; Burns, 2018). GMT highlights how one man (sometimes but not often a woman) is the primary impetus for successful leadership. Burns (2018), Bass, (1990) often have leader-centric (rather than collaboration-centric) themes within their works. Therefore, the success of projects and hence better performance relies heavily on leaders who have the focus of being counted as “great men”.

Empirical Literature Review

Leadership Competence and Project Performance

Beer et al. (2009) suggest that interest in project management competence begins with the very reasonable and widely held assumption that if people who manage and work on projects are competent, they will perform effectively and that this will lead to better performance of projects. It is believed that leadership competencies are required to enable project management to effectively use human resource skills to improve project outcomes. They added that leaders are usually at the forefront of directing activities yet a leader’s success is heavily reliant on the level of support obtained from followers.

In his study Burns (2018) indicated that a focus on leadership competencies and skill development promotes better leadership. However, skills needed for a particular position may change depending on the specific leadership level in the organization. Therefore, it is important for human resources professionals when selecting and developing leaders, to consider the competencies that the individual possesses and compare those to the ones that need further development for success in a leadership role. By looking at his/her current competencies and comparing those to the skills necessary to fill a leadership position, organizations can make better informed decisions in hiring, developing and promoting leaders (Burns, 2018). He observes a few project leadership competencies that have been proven time and again as mandatory for effective leadership. These include competency of vision and goal-setting, interpersonal skills, self-knowledge and technical competence regarding the specifics of the business in which the project leader works.

Project Leader Team Work and Project Performance

Various researchers have found that teamwork relies upon individuals working together in a cooperative environment to achieve common team goals through sharing knowledge and skills (Fisher, Hunter, & Macrosson, 2017; Luca & Tarricone, 2019). Project performance relies upon synergism existing between all team members creating an environment where they are all willing

to contribute and participate in order to promote and nurture a positive, effective team environment. Effective leadership should allow team members to work freely, collaborate and socialize rather than individualizing but have competitive goals.

According to Ammeter and Dukerich (2021), reward systems are designed to assure team recognition by allowing members to share in the rewards of group actions. In a project team environment, the individual, in any role, finds the freedom to take a new step, to try a new idea, to suggest the uselessness of an old custom specifically because he or she is surrounded by trust and supported by teammates. Project leaders should be at the forefront of fostering teamwork among members for better project performance. Teams that know and practice real teamwork enhance the pace of change and improvement and augment the productivity of individuals and processes.

Project Leader Team Motivation

Motivation is a psychological feature that makes a living being strive towards achieving a goal, and controls its behavior in this respect (Guay et al., 2010). Motivating self and team is a primary need of a project manager to successfully manage the project. Even best of the team members need constant motivation to work towards achieving project objectives. In project performance, a project leader should keep an open perspective on human nature in order to motivate them.

According to Robertson & Williams (2016) during early stages in the project, the project team's motivation can be strongly influenced by the project leader. They added that at the beginning of a project, project leaders should communicate with the project stakeholders, in order to gain the support from top management, establish clear scope requirements with the client and sponsor, and involve team members, as early as possible. Moreover, project leaders must involve team members in the project from the kickoff stage to develop a sense of belonging and owning. A project leader/manager should strive to instill a sense of project ownership in all stakeholders, and early involvement appears to be the best way to accomplish that.

A study conducted by Cleland and Lewis (2019) on Project Management: Strategic Design and Integration indicated that project leaders should build an attitude where they see every team member is self-motivated, can be trusted, can think for themselves, accept responsibility, and given right environment they can perform well. This type of thinking builds positive work environment. There will be open communication, lesser hierarchy and collaborative decision making in such an environment.

According to a study by Schmidt & Adams (2021) on motivation in project management: The project manager's perspective, it indicated that people are motivated by achievements, affiliation and power. Thus, by project leaders knowing different needs of subordinates in a project will certainly make the decision-making process easier and hence they need to understand the individual desires of each team member. For better performance of the project, a project leader needs to pay close attention to different varieties of people involved with the project.

CONCEPTUAL FRAMEWORK

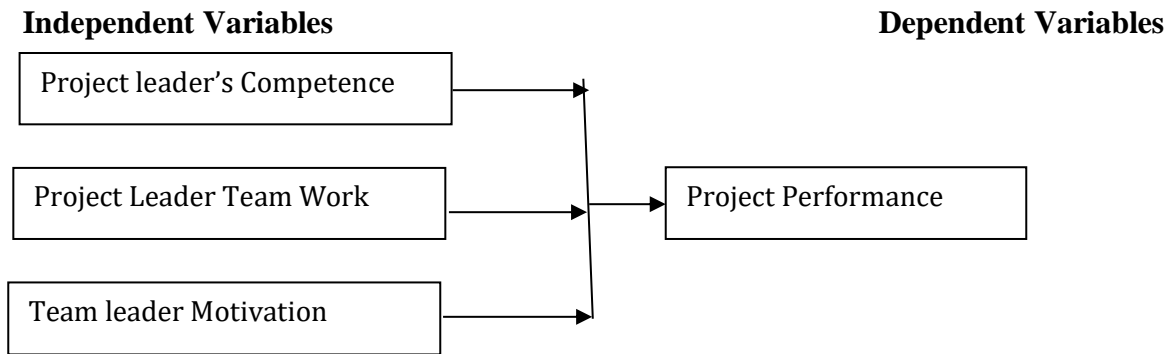


Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

Positivism philosophy informed the study and cross-sectional descriptive research design was adopted. The study targeted 20 road projects under Kenya Urban Roads Authority within Nairobi County and the respondents were 20 projects contractors and 20 projects engineers. Since the target population was small a census was used to include all the projects within the targeted area. The study employed a questionnaire in collecting primary data. Questionnaire is the most appropriate tool as it allows the researcher to collect information from a large sample with diverse background; the findings remain confidential, save time and minimizes opportunity for bias (Kombo and Tromp, 2006). Additionally, questionnaire gives respondents freedom to express their views or opinion and also to make suggestions.

To confirm the effectiveness of the questionnaire, a pretest was to be carried out as a piloting of research instruments which was administered to respondents from 5 road projects implemented by Kenya Urban Roads Authority within Kiambu County to determine the validity and reliability of the instruments. Gujarati and Sangeetha (2007) indicated that validity is “the degree to which the instrument measures what it is supposed to be measuring”. The researcher mostly focused on content validity, which refers to the accuracy with which an instrument measures the factors under study. Therefore, content validity was concerned with how accurately the questions asked tended to elicit the information sought. To test reliability of the questionnaire, was determined using Cronbach’s Alpha in which the decision criteria was that a reliability coefficient of at 0.7 and above indicated reliability (Mugenda and Mugenda, 2003). Following the pilot study, some ambiguous questions were rephrased to give greater clarity and some questions were discarded, as they proved irrelevant. Data collected from the field was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 11.5. Quantitative data was analyzed using descriptive statistical tools such as means and standard deviation and also using inferential statistics mainly correlation and regression analysis. The regression analysis model used was as follows;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where Y = Dependent variables (project performance), X₁, X₂, X₃ = Independent variables (project leader-related factors); α = constant and β₁, β₂, β₃ = regression coefficients ε = error term.

Prior to analysis using regression model, diagnostics test for Ordinary Least Squares were carried including: Normality test which was determined using Jarque-Berra's (JB) statistic to determine whether the sample data have the skewedness and kurtosis matching a normal distribution. It is a test based on residuals of the least squares' regression model. For normal distribution JB statistics is expected to be zero (Gujarati and Sangeetha, 2007); and multicollinearity was determined using variance inflation factors (VIF) and tolerance were used. For tolerance, values of less than 0.1 suggest multi-collinearity while for values of VIF that exceed 10 are often regarded as indicating multi-collinearity (Gujarati and Sangeetha, 2007).

RESEARCH FINDINGS AND DISCUSSIONS

Response Rate and Background Information

Out of 40 questionnaires administered 37 were returned, translating to 93 percent response rate. In relation to the gender, 62% of the respondents were male while 38% were female. From these results it shows that most employees who work in road project are men. In terms of age, the results indicated that 41% ranged between 23-26 years of age, 23% ranged between 31 and 35 years of age, 18% ranged between 27 and 30 years of age, while 17% ranged between 36 years and above. This shows that most staff are in the middle age bracket who are energetic to drive their projects to successful. In relation to level of management, subordinate employees took the highest percentage (67%), supervisory level took 28%, while senior management took 5% and middle level management took 1%. This shows that the researcher had a good representation of the respondents from various levels in the company. Thus, leaderships issues are able to be well articulated to enhance performance.

Descriptive Statistics

Leadership Competence

The study sought to evaluate the leadership competence of the team leader. In evaluating this, the researcher asked several questions concerning the team leader. From the findings, 28% disagreed, the team leader made good use of his time by organizing, coordinating, prioritizing and scheduling project tasks to attain specific and challenging goals. On the other hand, 38% agreed that the team leader rarely gives up when faced with challenges. In addition, 23% of the respondents agree that the leader frequently updates him on new information professionally and in leadership. In addition, 17% of the respondents strongly disagree the project leader has a thorough understanding of his strengths and weaknesses. Thach (2017), believes that effective leaders should have the competency of vision and goal-setting, interpersonal skills, self-knowledge and technical competence regarding the specifics of the business in which the project leader works. However, the project leaders in the study have proven not to hold these competencies.

Project Leader Team Work Spirit

The respondents were asked to indicate whether the project leader feels that we are together in it and shares responsibilities for the team's success or failures. To achieve this, respondents were asked if they strongly disagree, disagree, neutral, agree or strongly agree. With respect to this, 8% and 30% of the respondents strongly disagreed and disagreed respectively. At the same time those

who were neutral represented 3%, and the rest 31% and 28% agreed and strongly agreed that project leader made them feel they are together and shared responsibilities for both team's success and failures. Therefore, it should be noted that effective leadership should allow team members to work freely, collaborate and socialize rather than individualizing but have competitive goals (Luca & Tarricone, 2019).

The research established whether the project leader was effective at getting every one in the group involved in discussion and tries to keep order and contributes to the task at hand. From the findings, 12% strongly disagreed that the team leader was effective, 30% disagreed the team leader project was effective, 5% of the respondent were neutral, while a total of 54% strongly agreed and agreed that the team leader was effective. In relation to whether the project team leader had fixed procedures and if he makes them up as the task or project progresses. In response to this question, 29% agreed, 23% disagreed, 7% are neutral, 9% strongly agreed, and 32% strongly disagreed. This shows most of the respondents 55% disagreed and strongly disagreed that the project leader has no fixed procedures for his team members to follow.

The respondents were required to indicate if the project leader organizes team building activities for team members', accepts and recognizes members strength and weakness. 23% of the respondents strongly disagreed that the team leader organizes team building activities and so does the 25% of the respondents who also disagreed. 17% of the respondents are not sure and 14% of the respondent agree the team organizes team building activities. The study sought to establish whether the team leader does not fully trust team members and closely monitors them working on specific task. With this respect, 65% of the respondents strongly disagreed and disagreed that the team leader does not trust team members. They believed that their leader trusted them. Those who strongly agreed were insignificant. This showed that project supervisors assigned duties to its employees with minimum supervision.

The respondents were asked to rate the management effectiveness of their team leader. 67 percent of the respondents strongly disagreed that their the team leader is effective at managing formative stages while 30% disagreed the team leader was effective in enhancing group performance. Those who strongly agreed and agreed comprise of 24% and 26% of the respondents respectively. The study also sought to know if the team leader is democratic, collaborative and allows criticism of others. From the findings, 52 out of the 87 respondents strongly agreed and agreed that the team leader was democratic and collaborative and also allowed criticism from team members. Those who disagreed and strongly disagreed represented 38% of the respondents.

Project Leader Team Motivation

Respondents were required to indicate their opinion on if team leaders rewarded team members every time for their good work and if he feels motivated in assisting the team in achieving project success. In response to this question, 45% strongly disagreed and disagreed that the team leader rewarded team members every time they did a good job. However, 39% of the respondents agreed and strongly agreed respectively that the team leader rewarded other team members whenever they did good work and the respondents also agree the leader feels motivated in assisting team in achieving success. According to Ammeter and Dukerich, (2021), reward systems are designed to

assure team recognition by allowing members to share in the rewards of group actions.

The study also revealed that 52% of the team members agreed and strongly agreed that the team leader is very hardworking and dedicated to achieve project goals even without being motivated. The study also sought to establish whether each and every member of the project participated in the implementation of the projects. With this respect, 70% of the respondents indicated that they were involved in the implementation of any projects while 30% of the project indicated that they were not involved in any way.

Project Performance

The study sought to establish whether the project leaders performed their duties well. From the findings, 55% of the respondents admitted that most of the projects in the company have been implemented effectively with proper leadership from the leaders. On the other hand, 54% of the respondents denied that the company sales have increased since the project leader took charge of the in-house projects. This is an indication that change in leadership has not brought any impact to the company sales. 65% of the respondents also did not believe that the project initiated by the project leaders have been so sufficient in performing their intended function without any failure. 59% of the respondents were not happy with the way in which the project leader was implementing some of the projects. It was also noted that 55% of the respondents agreed that the company has incurred huge costs in reviving stalled projects due to poor leadership. Also 77% of the respondents observed that most of the projects initiated by the project leader did not serve and sustain the current demand. 63% of the respondents did not agree with the increase in the number of projects per year due to effective leadership although 54% of the respondent felt that the number of uncompleted projects have reduced with the current leadership.

INFERENTIAL STATISTICS

The sample selected was used to collect the data which was analyzed to obtain the statistics which were used to infer about the characteristics of the population. The results for diagnostic tests:

Normality test

Table 1: Results of Normality Diagnostic Test

Variable	Descriptive Statistical	Statistical Values	Std. Error	Comment
Leaders' competence	Skewedness	.196,	.36124	Normally distributed
	Kurtosis	.623		Normally distributed
Leaders team work	Skewedness	.196	.04830	Normally distributed
	Kurtosis	.623		Normally distributed
Leaders' motivational factors	Skewedness	.196	.07502	Normally distributed
	Kurtosis	.623		Normally distributed

In this study Jarque-Berra’s statistics values were: leaders’ competence (skewedness 0.196, kurtosis 0.623); leaders team work (skewedness 0.196, kurtosis 0.623), and leaders’ motivational factors (skewedness 0.196, kurtosis 0.623). This result was consistent with Gujarati and Sangeeta (2007) in their study even though their JB statistics result was 0.09 with skewedness of 0.14 and kurtosis of 3.38. Thus, the JB is very close to zero and that the variables are very close to normal distribution. This implies that the research variables are normally distributed.

Multi-collinearity Test

Table 2: Multicollinearity Test

Variables	Collinearity Statistics	
	Tolerance	VIF
Leaders’ competence	0.940	1.064
Leaders team work	0.974	1.027
Leaders’ motivational factors	0.992	1.008

The results indicated that VIF for leaders’ competence had VIF of 0.940 and tolerance of 1.064; leaders team work had VIF of 0.974 and tolerance of 1.027 and leaders’ motivational factors had VIF of 0.992 and tolerance of 1.008. The mean VIF for all variables is 1.037 and tolerance of 0.964. This shows that the variables had a VIF that is less than 10 and tolerance value of more than 0.1 ruling out the possibility of multi-collinearity. Therefore, the results imply that there was no multi-collinearity problem among independent variables.

Regression Analysis

The "t" statistic in regression is computed by dividing the estimated value of the parameter by its standard error. This statistic is a measure of the likelihood that the actual value of the parameter is not zero. The larger the absolute value of t, the less likely that the actual value of the parameter could be zero. Means for various dependent variables were calculated using ANOVA as shown in the table 3.

Table 3: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	78.325	1	78.325	63.153	.000 ^a
Residual	105.422	85	1.240		
Total	183.747	86			

The results from table 3 revealed that project leadership with performance has F statistics of 63.153 and the p-value of 0.000. the p-value is less than 0.05 implying that the regression model was significant (p > 0.05).

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.872	.7604	.794	.4275



Model summary in table 4 shows the output for model fitness and value of adjusted R squared was 0.794. This shows that the variations in the variables tested contributed 79.4% of the variation on the project’s performance. The other percentage (20.6%) of the variations in the project performance are explained by variations in the other variables not considered in this study.

Table 5: Regression Coefficients

Model	Unstandardized coefficients		Standardized t coefficients	Sig.	95% Confidence interval for B		
	B	Std. error			Beta	Lower bound	Upper bound
(Constant)	0.124	.161	0.258	.001	.359	1.379	
Leaders’ competence	0.308	.117	.325	4.455	.001	.002	.242
Leaders team work	0.313	.079	.304	3.212	.000	.098	.355
Leaders’ motivational factors	0.142	.144	.110	1.475	.045	.158	.232

a. Dependent Variable: Performance of Projects

The final regression model would be:

$$Y = 0.124 + 0.325X_1 + 0.304X_2 + 0.110 X_3$$

The results indicate that holding leadership factors constant the project performance would be 0.124. Leaders’ competence was found to be significant (with a p value of 0.001 which is less than 0.05) predictor of the project performance. A unit increase in leaders’ competences would increase the project performance by 0.325. The results agree with Burns (2018) findings which indicated that a focus on leadership competencies and skill development promotes better leadership. Leaders’ team work ability was found to be significant (with a p value of 0.000 which is less than 0.05) predictor of the project performance. A unit increase in leaders’ team work ability would increase the project performance by 0.304. The results agree with Clark (2021) findings which indicated that effective teams that know and practice real teamwork enhance the pace of change and improvement and augment the productivity of individuals and processes. Leaders’ motivational factors was also found to be significant (with a p value of 0.045 which is less than 0.05) predictor of the project performance. A unit increase in leaders’ motivational factors would increase the project performance by 0.11. The results agree with Luca and Tarricone (2019) findings which indicated that effective leadership should motivate team members by allowing them to work freely, collaborate and socialize rather than individualizing but have competitive goals.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of the Findings

The study found out that most of project team leaders were competent. The competence of the team leader is usually viewed as an important driver of effective leadership in projects in any institution. This was proven by respondents who said that their project leader makes good use of time by scheduling project tasks to attain specific and challenging goals, he rarely gives up when faced with



challenges or difficulties but tries his best exerting whatever effort is needed to complete tasks successfully and achieve. The researcher too established that majority of the respondents admitted that their leader updates himself on new information, fulfils his promises, and that he admits his mistakes and shares his power and influence with team members and has a thorough understanding of his strengths and weaknesses.

From the study it was found that most of the project team leaders used team building activities in their leadership. Some of the activities which they used and worked for them, included: by being democratic, assigning duties to team members with minimum supervision. Though the team leaders were effective in team building, some of the activities were not as effective as expected. Although most of the team members believed that the team leaders were interactive, monitors and recognizes team members' feelings, weaknesses, and emotions, majority of them felt that project leaders do not empathize with angry team members when they become frustrated and have no positive outlook and even not able to calm down abusive languages. In addition, the study found out that team leaders have no ability to honestly, ask questions to a team member who is attempting to hide feelings.

The findings of the study also revealed that a project leader does not use his/her powers and influence effectively even though he shares it and shows people what is possible and motivates them. This is because majority of the team members felt that their project leader does not lead by modeling ways of thinking and does not assign tasks to appropriate people based on knowledge of individuals respectively. The project leader was found to be effective only when it comes to convincing others to perform a task or approach in a different manner. Additionally, the researcher found out that project leaders do not motivate their team members. For instance, majority of the team members felt they are not rewarded by their project leader every time for their good work and dedication towards accomplishing projects on time. The leaders were found to be self-centered, that is, they usually feel self-motivated in assisting the team members in achieving project success. Even though project leaders were not on the fore front to motivate their team members, majority of them were found to be hardworking and dedicated with their work to achieve project goals even without being motivated.

Conclusion

The following conclusions were drawn from the findings;

The project leaders are competent since majority of them make good use of their time by scheduling project tasks to attain specific and challenging goals. They are also competent because they rarely give up when faced with challenges or difficulties but tries his best exerting whatever effort is needed to complete tasks successfully. Most of the project team leaders do not use effectively or share their leadership power and influence even though they are competent. It can therefore be concluded that the project team leaders do not utilize properly their power and influence in their leadership for better project performance.

The project leaders have no teamwork. Although the project leader trusts his team members and supervises them minimally, he fails to organize team building activities for them and also accept and recognize their strength and weaknesses. This affects adversely the productivity of the team members and hence poor performance of the projects under the leadership of the project leader. Most

of the team members feel that their project leaders do not motivate them whenever they do well. The leaders can be hard working by ensuring projects are completed timely but if they don't reward their members, the team members get demoralized and the project may fail to perform as expected by the company. While prior research has predicted that project leader's skills should impact project performance, this study is one of the first to provide unequivocal evidence that a project leader's skills do indeed improve project cost performance and client satisfaction. When regression analysis was done it emerged that, in order for leadership to be effective, the team leaders have to work hard to involve everyone in the project implementation. Therefore, team leaders must work hard to involve each team member in the project implementation. In doing so many projects will be completed on time thus turning out to be cost effective to the company.

Recommendations

From the study, the following recommendations were made:

The project leaders should share their leadership power and influence to subordinates in order to help them grow. This can be achieved through assigning them duties that they are qualified to do. The project team leaders should motivate team members by applauding and rewarding performing team members and listen to their opinions and inputs so as to realize better results and allow them full participation in project implementation process. The project team leaders should continuously update themselves on new information professionally and leadership in general. This will help them be updated on new technology on how to lead people. The project leader should follow through the promises and do what he says he will do. That is he should avoid distractions when making sense of information. Project leaders should increase their pace in doing projects to avoid piling of projects hence making it cost effective since the projects will be finished on time. Project implementation should be done in phases to avoid crippling the work and be able to tackle problems that may arise. The company should applaud and recognize the team for their devoted efforts on good and quality work on projects in making the company realize its goals. The company should consider training both subordinate staff and project leaders on leadership skills to prepare them for future leaders.

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