# LEADERSHIP STYLES AND SUCCESS OF GOVERNMENT CONSTRUCTION PROJECTS IN KAMPALA: A CONTINGENT STAKEHOLDER APPROACH

by

KASIMU SSENYANGE

submitted in accordance with the requirements
for the degree of

DOCTOR OF PHILOSOPHY

in the subject

BUSINESS MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR:  DR K CHODOKUFA

JUNE 2023

# DECLARATION

Name:                    SSENYANGE KASIMU

Student number:     67140645

Degree: Doctor of Philosophy in the subject of Business Management

Exact wording of the title of the thesis as appearing on the electronic copy submitted for examination:

**LEADERSHIP STYLES AND SUCCESS OF GOVERNMENT CONSTRUCTION PROJECTS IN KAMPALA: A CONTINGENT STAKEHOLDER APPROACH**

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

 I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

SIGNATURE                                        DATE: 05 JUNE 2023

**UNIVERSITY OF SOUTH AFRICA**

**KEY TERMS DESCRIBING THE TOPIC OF A DISSERTATION/THESIS**

**Title of thesis:**

**LEADERSHIP STYLES AND SUCCESS OF GOVERNMENT CONSTRUCTION PROJECTS IN KAMPALA: A CONTINGENT STAKEHOLDER APPROACH.**

**KEY TERMS:**

Leadership styles; participation, communication; trust, commitment, cooperation; government construction project; success, stakeholder engagement; stakeholder; KCCA.

# ACKNOWLEDGEMENTS

I would like to express my sincere appreciation, gratitude and thanks to;

- God the Almighty who gave me the strength, health, ability and courage to complete this thesis.

- My supervisor Dr Kudakwashe Chodokufa for the guidance, patience and encouragement throughout the study. You devoted your time and intellectual abilities to make this PhD a reality. Thank you for the opportunity you gave me, the constructive criticism and direction which gave me the belief to pursue this PhD journey to its end.

- Makerere university Business school and University of South Africa for the financial support

- Kampala capital city authority for the permission granted to me to conduct research in the city projects

- Dr Nsereko, Hamidah, Jamidah, Wakibi, Ssentumbwe, Shafick, Nabiira, Thukie, Fatia, Kibirango, Nakalema, Mutebi, Graviola members and other colleagues at Makerere university business school and university of south Africa.

- My lovely wife Summaya Nalwoga and my three children Amarah Nakanjako ssenyange, Tahirah Nakato ssenyange and Waswa Tahim ssenyange for the love and resilience you demonstrated through my journey to academic freedom.

- My dear parents Hajji and Mrs. Kibuuka, my brothers and sisters thank you so much for standing on my side when I needed you most in my academic journey. Indeed, my parents and siblings especially Meddie, Umar, Zak, Biiti, Noor, Baker, Fatumah, Jaudah, Ibra and Saudah. There are no better words to demonstrate my gratitude but to ask the Almighty God to reward you with good health and prosperity.

- My language editor, Dr Jack Chokwe, for editing this thesis.

# DEDICATION

This thesis is dedicated with humble appreciation to my dear parents: Hajji Kibuuka Musisi Haruna and Mrs Kibuuka Rehema. You people carried me over the rough spots, gave me the support and courage when I needed it the most. I will forever be indebted to you.

I particularly dedicate this work to my dearest wife Nalwoga Sumaya Nalongo, my children; Amarah, Tahirah and Tahim in recognition of their unwavering support, tolerance, patience and encouragement to keep my candle burning during the tough academic times throughout the PhD journey.

**ABSTRACT**

The aim of the thesis was to examine the relationship between leadership styles, stakeholder engagement and government construction project success and developed a framework to enhance project success in Kampala, Uganda. This study adopted a mixed method approach and data were collected using a semi-structured questionnaire and interview guide and analysed using ssps and structural modelling. Additionally, Atlas ti was used to derive themes from qualitative data to triangulate the quantitative results to answer the hypotheses of this study. A sample of 100 out of 120 Kampala Capital City Authority construction projects from the five divisions of Kampala for quantitative data. Four respondents (project engineers, contractors, managers and local council leaders) were purposely selected from each of the 100 projects selected arriving at 400 respondents for the study. Stratified random sampling was used to select road construction projects for the quantitative strand while purposive sampling was used to select local council leaders for interviews for the study. For the qualitative study, 8 out 15 purposely selected local council leaders formed participants for qualitative data. Path goal and stakeholder theories were integrated into an applied framework that explains factors that influence project success. Results showed that leadership styles especially communication and participation are positively and significantly associated with government construction project success (Beta=0.840, SE=0.90, CR=8.440). Results also showed a significant and positive mediating effect of stakeholder engagement in the relationship between leadership styles and success of government construction projects in Uganda. Overall, the mediative role of stakeholder engagement boosts leadership styles by 45 percentage points to promote government construction projects success in Uganda. The study contributions to the body of knowledge are three fold; first, limited knowledge existed on the relationship between leadership styles (participation, communication and success of government construction projects in Kampala, Uganda.This study significantly contributes knowledge towards disclosing the importance of leadership styles especially communication and participation on success of government construction projects in Kampala, Uganda. Secondly, the study adds to existing literature and practice by integrating the mediating

role of stakeholder engagement (trust and commitment) in the relationship between leadership styles (communication and participation) and success of construction projects, especially among governments in sub-Saharan Africa. It specifically reveals that the introduction of stakeholder engagement as the mediator variable improves the performance of projects more than when the direct relationships were considered independently during the theoretical analysis. Lastly, the study developed and used communication and participation as measures of leadership styles, commitment and trust as measures of stakeholder engagement as well as quality and cost as measures of project success which measures can be adopted by future project research studies to arrive at reliable conclusions. To policy, findings suggest that policymakers should consider including project practice and implementation literacy education in the secondary education curriculum. Notably, governments in developing countries Uganda inclusive should have strong communication and participation policies in government construction projects. Collective decision making involving all key stakeholders in construction projects can promote efficiency and proper resources allocation to achieve construction milestones. This may reduce on shoddy works and promote timely and certified construction project completion to eliminate resource wastage by controlling government development fund leakages.

.

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# CHAPTER ONE
# INTRODUCTION TO THE STUDY

## 1.1    INTRODUCTION AND BACKGROUND TO THE STUDY

One of the prevailing questions regarding successful implementation of Government construction projects is related to whether leadership styles and stakeholder engagement contribute to government construction project success. Government construction projects play a significant role in economic growth and development (Oyaya, 2016:1). For example, these projects contribute around 80% to the total capital assets worldwide, 10% to the GDP, more than 50% of the wealth invested in fixed assets, and create employment opportunities (Owoo and Lambon-Quayefio, 2018:1). Consequently, several countries world over have invested heavily in construction projects (Ruiz-Nuñez and Wei, 2015:2). For example, in Europe, the Swedish government allocated approximately US$80 billion for infrastructure development projects from 2014 to date (The Law Library of Congress, 2014). In Asia, Indonesia increased its expenditure on construction projects to approximately US$27million in 2017 (Salim and Negara, 2018:391). In Africa, South Africa, invested approximately US$185million in 2016/17 (National treasury, 2018:139) and committed US$6.5billion for several economic and social infrastructure improvement projects (National treasury, 2018:146-148). In East Africa, Kenya allocated approximately US$13,026million of the 2017/2018 budget to fund infrastructure and road projects (Deloitte, 2017:7). Majority of these projects achieved success and contributed to GDP and employment opportunities for their economies (Owoo and Lambon-Quayefio, 2018:1).

Specifically, in Uganda, where the study was carried out, projects such as Fairway Road junction, Kira Road junction, Bwaise junction, Makerere hill road, Bakuli-Nakulabye Road, wandegeya market as well as installation of 1 067 streetlights in Kampala on time, within budget and met quality expectations (Ministry of Works and Transport, 2018:142-145). However, despite investing approximately US$13 million in construction projects in financial year 2017/2018 (Ministry of works annual sector report, 2018), little success has been realised as the majority of government construction projects rank below

standard. They have challenges related to completion time, over shot budgets, poor quality and in most extreme cases face total shut down (Office of Auditor General, 2018:133-135; Tayebwa, 2014). For example, projects like the Uganda commissioned Bujagali dam project turned to be so expensive, where Uganda paid US$132 million instead of the budgeted US$111 million. This was owing to miscommunications among stakeholders, which resulted into unwanted extra project requirements and refusal to give right of way (Mwesigwa et al., 2018:4). Furthermore, the construction of Ajeleck, Opot and Ojanal bridges in northern Uganda was cancelled owing to poor leadership (Civil Society Budget Advocacy Group, 2018:2). In addition, the 15 engineering projects undertaken by Kampala Capital City authority, National Roads Authority (UNRA) and National water and sewerage Corporation (NWSC) did not fully achieve their objectives (Office of Auditor General, 2017:45). This was attributed to absence of the local community consultation and inadequate site information. Similarly, the Office of Auditor General (2017:128-132) indicates that between 2010 and 2016, all the nine construction projects under UNRA and NWSC experienced completion delays and poor-quality works. They also faced inadequate site information, lacked stakeholder participation owing to poor leadership. Consequently, project costs increased by approximately US$17 million over the estimated cost (Office of Auditor General, 2017:128-132).

There were 39 construction projects implemented by the Ministry of Works and UNRA. However, the Office of Auditor General, (2018:133-135) reports that 20 projects posted poor results owing to inadequate information, planning and leadership and absence of stakeholder consultations during the project implementation. Consequently, execution of most projects was faced with disagreements over land ownership and land compensation rates between land owners and UNRA. They also encountered delays associated with release and diversion of funds by UNRA. Correspondingly, the Civil Society Budget Advocacy Group (2018:24) indicates that Kampala Northern By-pass and Kampala-Entebbe expressway road construction projects in Uganda faced litigations arising from issues like refusal to relocate and give right of way by some local communities. Subsequently, these two projects delayed, and costs

shot up by 100%. Indeed, several media reports have continued to report leadership challenges experienced in government funded construction projects in Uganda (The Independent newspaper, 2019; Kamoga, 2018; Odyek, 2017; Tumwebaze, 2014; Bindhe, 2011). To realise benefits from government construction projects success requires concerted efforts, appropriate leadership styles, strategies, committed, trustworthy and cooperative individuals who are determined to complete projects on time within cost while meeting quality expectations.

Studying leadership styles (participation and communication) and stakeholder engagement (trust, commitment and cooperation) is valuable for realizing government construction project success for several reasons. Stakeholder engagement is important as it enhances project reputation, cooperation, commitment, trust, decision making and easy coordination of activities that are key in boosting chances of project success (Ahimbisibwe and Nangoli, 2012:221; Gopalan, 2014). It is on record that failure to engage stakeholders causes different priorities, conflicts and dramatically increases complexities within projects (Gopalan, 2014; Msengana, 2012). Leadership styles is important because it influences and facilitates the performance of stakeholders to achieve desired project goals (Igalla, Edelenbos and Meerkerk, 2020: 2020: 607; Nakato, 2019). Project managers with suitable leadership styles realise quality and acceptable decisions as well as motivated stakeholders (Famakin and Abisuga, 2016; Yukl, 2006). These managers are able to engage stakeholders leading to generation of creative change ideas, increased performance, reduction of conflicts and resistance of stakeholders which are all essential in project success (Akpoviroro et al., 2018; Taylor, 2018). Managers who adopt appropriate leadership styles have higher levels of accomplishment for goals a key element in realizing project goals in a developing country. As such these are the individuals and strategies that developing economies like Uganda require if they are to overcome shortfalls in project performance that the country faces.

Various researchers that have tried to explore project success have concentrated on other perspectives including teamwork and project success in

Kenya (Kariuki, 2015), project managers skills and project performance in Sydney Australia (Sunindijo, 2015) and total quality management and project performance in Malaysia (Jong, Sim and Lew, 2019) neglecting leadership styles especially communication and participation. Those that studied leadership styles and project success (liphadzi, Aigbavboa and Thwala, 2015; Pretorius, Steyna and Bond- Barnard, 2017) concentrated on transactional, Charismatic, democratic, laissez- faire as leadership styles instead of participation and communication leadership. In addition, this study was conducted in South Africa outside Uganda. Those that used the Ugandan evidence concentrated on project communication, individual commitment, social networks, and perceived project performance (Ahimbisibwe & Nangoli, 2010), procurement procedures (Onencan, 2020). As findings on government construction projects vary across nations, a study was needed in the local setting to increase the relevance and accuracy of results. This thesis thus adds to the literature by taking results from a geographically distinct context, a developing country such as Uganda.  Further, studies that tried to test the mediating effect of stakeholder engagement tested it with other business activities (Ngu & Amran, 2018; Nantumbwe, 2019; Meltzer, Stefănescu and Ozunu, 2018) other than leadership styles and government construction project success in Uganda which this study has answered. Besides, from the theoretical standpoint the thesis used both path goal theory and stakeholder theory providing the study an opportunity to integrate constructs from both theories to arrive at a better framework that explains government construction project success in the Ugandan unlike other studies that based on only a single theory (Dwivedi & Dwivedi, 2021; and Engelbrecht et al., 2017).

Methodically, studies on government construction project success tend to use only a quantitative or case studies approach (Kariuki, 2015; ssenyange et al., 2017; Gomes & Romão, 2016; Barclay, 2008). While quantitative results are known for providing objective and generalizable results, it does not allow the researcher to gain deeper insights to support the interpretation of the study hypotheses (Creswell, Fetters and Ivankova, 2004:7). This study adopted a mixed methods design using both quantitative and qualitative approaches to

4

gain deeper insights that supported interpretation of hypotheses (Ponce and Pagan-Maldonado, 2015). The study contributes to the debate on project success studies that is ever evolving in literature about government construction projects success in Africa by discussing the under researched role of leadership styles, and stakeholder engagement in explaining government construction project performance problems.

## 1.2    SIGNIFICANCE OF THE STUDY

### 1.2.1 Contribution to the body of knowledge

A review of the different Electronic and physical Thesis and Dissertation collections (ETD), literature as well as a search on the Southern African Bibliography Information Network and Uganda online library did not reveal any study conducted on the influence of leadership styles on success of government funded construction projects in Kampala, Uganda. Existing studies on project success focused on project management methodology (Pace, 2019), project management maturity factors (Antantatmula and Rad, 2018), team effectives (Azmy, 2012), professional teamwork (Mungeria, 2012) and stakeholder engagement process (Bal et al., 2013). No wonder, there is little research on the relationship between leadership styles (participation, engagement and communication) and success of government funded construction projects in Kampala, Uganda which this study addressed. Therefore, this study sought to further the scope of research by focusing on examining the contribution of leadership styles especially communication and participation on government construction project success which most studies had neglected.

The study examined the mediating effect of stakeholder engagement in the relationship between leadership styles and success of government funded construction projects. Studies that had previously examined the mediating effect of stakeholder engagement tested it with other business activities (NGU & Amran, 2018; Nantumbwe, 2019; Meltzer, Stefănescu and Ozunu, 2018) other than leadership styles and government construction project success in Uganda. In this study stakeholder engagement was measured through trust,

cooperation and commitment whereas other researchers focused on vigour, absorption and dedication (Nantumbwe, 2019:69); information sharing, consultation, collaboration, co- decision-making and empowerment (Nguyen and Mohamed, 2020:106); and popularity, commitment, engagement and virality as measures of stakeholder engagement (Meltzer, Stefănescu and Ozunu, 2018). These studies did not also focus on the mediating role of stakeholder engagement in the relationship between leadership styles and success of government construction projects. The current study adopted trust, cooperation and commitment as measures of stakeholder engagement in explaining government construction project success which previous studies had neglected. In addition, the study generated a framework for successful performance of government funded construction projects which can be followed by project managers and implimentors of government construction projects to remedy project failures experienced. The study contributed to third world or African literature on successful performance of government funded projects. Project practitioners in Africa may adopt the strategies developed to remedy rampant project failures experienced in projects. The study contributes to the body of knowledge by specifically positing an alternative empirical explanation about the combined influence of leadership styles, stakeholder engagement and success of government construction projects from a developing country perspective.

### 1.2.2 Contribution to policy

Over the past decades, policymakers and project implimentors have been grappling with how to achieve success of government construction projects. Recently, vision 2040 that looks at infrasturucture improvement as a policy agenda has caught the attention of policymakers and project implimentors in Uganda. Hence, one of the study's overstretching objectives was to show how government construction project success can be achieved in Uganda. As such, this thesis helped policy makers to formulate specific policies to foster success of government construction projects in Uganda by leadership styles and leadership styles influencing success of government construction projects. In adition, this thesis could enable policy makers and ministry of works, project

implimentors to design relevant programmes to foster government construction project success in Uganda. This study intends to help government ministries and agencies responsible for construction projects create policies tailored at helping stakeholders understand and follow whatever is happening in projects during their implementation to understand project goals, benefits, tasks, project plans and how the project will benefit them. Additionally, the study sought to offer guidance to Ministry of Works and Transport on how to collaborate with private project practitioners to develop project literacy programmes to enhance local leaders' capacity to supervise government construction projects implementation.

## 1.3    STATEMENT OF THE PROBLEM

Globally, construction projects play a vital role in promoting economic development. However, attaining success of government construction projects is still a challenge in most countries. In Uganda, despite the importance and huge investiment in construction projects, majority of government-funded construction projects have not fully achieved their intended objectives (Bogere, 2019:2; Damoah and Kumi, 2018:11; Bogere, 2014:18; Balyejjusa, 2015: 62; Tayebwa, 2014). It is reported that most of these projects are of poor quality, face overbudgeting, and in the most extreme cases are cancelled before completion (Mwesigwa et al., 2018:4; Office of Auditor General, 2017:128-132). Making it paramount to understand how project success is achieved. Despite the significance accorded to the need to realise government construction project success, the empirical literature on government construction project success in Uganda is remarkably sparse.

Notwithstanding, globally extant studies have found leadership styles, stakeholder engagement to influence success (Magassouba et al., 2019; Bond-Barnard et al., 2017; Cheong and Mustaffa, 2017; Lategan and Fore, 2017; Liphadzi et al., 2015; Kariuki, 2015; Zulch, 2014). Particularly, Nakato (2019:14) discovered that the styles a leader adopt influence the behaviour and direction stakeholders take while executing tasks.  Also, Gupta, Singh and Bhattacharya (2017:9-10) argue that when leaders adopt communicative leadership style,

clear project tasks, goals, benefitsis realised as well as stakeholders gain the information about the project to engage a key element in boosting employee performance. Equally, Matloob (2018) exposed that when stakeholders feel that the style of a leader is participative and fair, they show more trust and commitment towards the project. Similarly, Jalil (2017:16) discovered that engaged stakeholders show much attention and cooperation at work that sees them execute project tasks successfully. However, despite the argument of leadership styles and stakeholder engagement as potential determinants of project success, there is barely any study that has investigated; the relationship between leadership styles (communication and participation) and government construction project success in Kampala Uganda; secondly examined the mediating role of stakeholder engagement (trust, cooperation and commitment) in the relationship between leadership styles and government construction project success. Extant studies have looked at other areas different from this study. For example, Kariuki (2015) looked at the role of teamwork and leadership styles especially transaction, transformational, laissez-faire in the success of water and sanitation projects in Kenya; while Azmy (2012) examined team effectives in achieving successful projects; Odgórska and Pichlak (2019) investigated leadership competences and success of construction projects.

Studies that used the Ugandan evidence concentrated on project communication, individual commitment, social networks, and perceived project performance (Ahimbisibwe & Nangoli, 2010), procurement procedures (Onencan, 2020). Similarly, scholars that tried to explore the mediating role of stakeholder engagement did not focus on the study variables that are leadership styles, stakeholder engagement and success of government construction projects in Uganda. They particularly explored the mediating role of stakeholder engagement on the relationship between corporate governance and materiality disclosure in sustainability reporting (Ngu and Amran (2018); mediating effect of stakeholder engagement ;on the relationship between corporate social responsibility and access to finance among Ghanaian SMMEs (Ansong, 2017:10); and mediating role of stakeholder engagement on the relationship between stakeholder power and project sustainability of health

projects in Uganda (Nantumbwe, 2019:79). To fill this knowledge gap, this study sought to establish the relationship between leadership styles (communication and participation, stakeholder engagement (cooperation, trust and commitment) and government project success.

There are a number of theories such as stakeholder theory, Pathgoal theory, and Resource Based View theory that have been used individually to explain project success (Dwivedi and Dwivedi, 2021; Engelbrecht et al., 2017). In view of that, there is no single theory that can comprehensively explain factors that influence government construction project success (Chijioke, Ikechukwu and Aloysius, 2020:17; Nag, Hambrick and Chen, 2007:952). A multitheoretical approach using both path goal theory and stakeholder theory was used to address the knowledge gap in terms of explaining the relationship between leadership styles, stakeholder engagement and government construction project success in Kampala Uganda. It should be noted that limited studies had made recommendations to be followed by project managers for successful construction projects. However, government-funded construction projects specifically in Uganda have continued to post poor results (Bogere, 2019:2; Bogere et al., 2014:18; Balyejjusa, 2015: 62). Against this background, the study sought to analyse the relationship between leadership styles (communication, participation, and engagement) and success of government-funded construction projects in Kampala, Uganda.

## 1.4    PURPOSE OF THE STUDY

The purpose of this study was to examine the relationship between leadership styles, stakeholder engagement and government-funded construction projects success in Kampala, and thereafter, develop a model to aid in enhancing successful performance of government-funded construction projects in Kampala, Uganda.

## 1.5.    RESEARCH OBJECTIVES

To achieve the purpose of the study, the following objectives were set:

### 1.5.1 Main objective

This study examined the relationship between leadership styles, stakeholder engagement and success of government construction project and thereafter developed a framework that explains success of government construction projects in Uganda.

### 1.5.2 Secondary objectives and hypothesis

In order to achieve the main research objective, Table 1.1 shows the secondary objectives and formulated research hypothesis for this study.

**Table 1.1: Secondary Objectives and hypothesis of the study**

| Empirical Objectives | Hypotheses | |
|---|---|---|
| To examine the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda. | $H^1$ | There is a significant positive relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda. |
| | $H^0$ | The success of government-funded construction projects in Kampala, Uganda is not related to leadership styles |
| To examine the mediating role of stakeholder engagement on the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda. | $H^2$: | The relationship between leadership styles and the success of government-funded construction projects in Kampala, Uganda is mediated by stakeholder engagement . |
| | $H^0$: | Stakeholder engagement does not mediate the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda. |
| To develop a framework and recommendations on how project managers can improve success of their government-funded projects. | | |

## 1.6    DELIMITATION OF THE STUDY

The study sought to examine the relationship between leadership styles (communication and participation), stakeholder engagement (trust, commitment and cooperation) and government construction project success in Kampala, Uganda.

## 1.7.    CONTEXT OF THE STUDY

This study was limited to government-funded construction projects in Kampala district under KCCA. The KCCA Act (2010) establishes Kampala Capital Citya Authority (KCCA) as an authority charged with managing the affairs of Kampala District. Hence, all government-funded construction projects are implemented and managed by KCCA for the betterment of the people in Kampala (Uganda. Kampala capital city authority, 2018:4). Kampala is the capital city of Uganda that is governed by Kampala Capital City Authority (KCCA Act 2010:7). The authority replaced the former Kampala City Council (KCC) that was one of the decentralized urban governments equated to a district council under the Uganda Local Governments Act of 1997. KCCA was formed in response to evidence of poor administration, poor service delivery, and poor city management. In accordance with section 17 (2) of the KCCA 2010 Act, the executive director, appointed by the president, oversees the authority's administration (KCCA Act 2010:7).  The Authority is also composed of the lord mayor, deputy lord mayor, and councilors who are both directly elected by their electoral constituencies and others who are appointed to represent professional bodies. Currently the authority is responsible for initiating and formulating relevant policies; setting service delivery standards; executing projects; monitoring general administration and the provision of services in the divisions; enacting legislation; and promoting economic development. The 2010 KCCA Act formed KCCA and divided the city into five political and administrative divisions, namely Nakawa, Kawempe, Makindye, Rubaga and Kampala Central.

KCCA's administration is divided into different directorates that include; Engineering and Technical Services; Administration and Human Resource Management, Treasury Services, Public Health and Environment, Education

and Social Services, Legal Affairs, Revenue Collection, Gender, Production and Community Services, Internal Audit, and Physical Planning.  The Directorate of Engineering and Technical Services is responsible for designing, implementing, and maintaining infrastructure, providing technical support and controlling infrastructure developments in the City. This includes defining structural designs, carrying out road works and maintaining city infrastructure.  The Directorate guides the Authority on the urban structural design, infrastructure improvement and road network development in the City. In addition, the directorate is responsible for constructing and maintaining main roads and major drainages; installing and maintaining streetlights; organising and managing traffic; physical planning and development control; and monitoring the delivery of services within its area of jurisdiction (KCC Act, 2010).  Prior to the formation of KCCA, road construction and physical structure construction were managed at the division level however due to decreased levels of service delivery, a lack of institutional accountability, and poor urban governance, this prompted government appoint the executive director as the sole accounting officer who reports to the authority (KCCA Development Plan, 2015). The high motorization growth rates and topography; the health hazards associated with dust and mud from unpaved roads, existing poor drainage network, need to improve standards of living and economic development (waiswa, 2018:13), prompted the government of Uganda to prioritise improvement of the road network through KCCA. Consequently, several roads' constructions and repairs have been embarked on by KCCA. However, despite KCCA's mission, a lot of concerns had been raised about KCCA's performance on construction projects especially road works projects (Asiimwe, 2016).  Most of the projects delivered are sub-standard, delayed and in most cases fail to meet stakeholder expectations (Kashaka, 2014: 8). The Civil Society Budget Advocacy Group (2018:24), reports that execution of most projects face disagreements over land ownership and land compensation rates between land owners and KCCA, encounter delays associated with release and diversion of funds, litigations arising from refusal to relocate and give right of way by some local communities.

Most of the roads and other construction projects implemented by KCCA involve several stakeholders ranging from government through KCCA who are the major financers of the projects; donors, the local community who provide labor, advise, land and right of way; government bodies such as national water and sewerage cooperation that works on drainages, National environment management (NEMA) an authority that supervises environment requirements , project , consultants, architects, managers and Contractors who execute the projects as per the designs from KCCA  as well as  local council  leaders who supervise the projects on behalf of KCCA. Owing to several stakeholders involved in KCCA road projects, it is necessary that all stakeholders work together to realise successful projects. To achieve this requires concerted efforts and strategies to realise project success. Basing on the above, this study therefore seeks to examine the influence of leadership styles and stakeholder engagement on success of government road construction projects in Kampala, Uganda.

## 1.8    THEORETICAL FRAMEWORK

There are various theories that explain the relationship between leadership styles and success of government construction projects. However, this study used stakeholder theory (Freeman, 1984) and contingency theory (House, 1996). These theories provided reference points as a basis for articulating the theoretical under pinning for this study.

### 1.8.1 Stakeholders theory

Stakeholder theory was originated by Freeman (1984), who recognised the importance of stakeholders in relation to projects success in an organisational context. The theory holds that projects involve several stakeholders whose interests and expectations must be considered as projects do not exist only for the benefit of shareholders (Greenwood, 2007:318).

Further, the stakeholder theory holds that construction projects have diverse interconnected stakeholders who have legitimate objectives, interests and expectations that at times clash (Kariuki, 2015:21; Donaldson and Preston, 1995:67). The extent to which project managers categorise and strike a balance

of the various stakeholder groups' interests and expectations impacts the performance of projects (Freeman, 1984). Proponents of the stakeholder theory advocate for categorising and analysing of stakeholders critical to the project who require attention to achieve their commitment, trust and success of the project (Kariuki, 2015:22). As a result, Benna, Abratta and O'Leary (2016), Winch (2010); Mitchell, Agle and Wood, 1997 and Andersen et al (2004) have advanced different methods for categorising stakeholders.

According to Benna et al. (2016) and Winch (2010), stakeholders can be categorised based on their stakeholder contractual relationship between project and stakeholder groups (Benna et al., 2016; Winch, 2010). This categorisation will enable project managers realise different stakeholder categories (internal and external stakeholders). Whereas internal stakeholders have lawful contractual relationships with the project owner, external stakeholders have some rights and interests in the project without necessarily having a contractual relationship (Benna et al., 2016:3-4; Ntiyakunze 2011; Clarkson, 1995:106).

Secondly, stakeholders can be categorised based on the salience attributes they possess (Mitchell et al., 1997). Stakeholder salience is the "degree to which project managers give priority to competing stakeholder claims" (Mitchell et al., 1997:869). Communication, participation and engagement attention given to stakeholders should be determined by possession of legitimacy, power and urgency salience attributes (Mitchell et al., 1997). Where power attribute identifies stakeholders that have the ability to influence project implementation. In contrast, legitimacy establishes whether the claim a stakeholder has is desirable, appropriate with social norms, belief and values. Lastly, urgency assesses the resolve with which managers must address stakeholders' claims. The importance or salient of stakeholders depends on their stakes and roles in the whole project and should be determined during project conception (Kariuki, 2015:22; Mitchell et al., 1997:854).

Lastly, stakeholders can be categorised based on their roles, interest, contribution and expectation towards the project to design an appropriate

leadership style (communication, participation and engagement strategies) that suits a particular stakeholder plus the ideal person responsible for implementing the strategy should be added based on the relevance of that stakeholder (Andersen et al., 2004).

The foregoing highlighted methods should aid project managers to arrive at salient stakeholders critical for project success (Malachira, 2017:19). For instance, for government-funded construction projects, internal and legitimate stakeholders are considered as salient stakeholders because they have capacity to influence project performance (Kariuki, 2015:22). Since the interests of each stakeholder are of intrinsic value and deserve consideration, it is important that project managers consider the interests and expectations of critical stakeholders to achieve their commitment and trust towards project success (Donaldson and Preston, 1995).

Government-funded construction projects act as vehicles that coordinate the various interests and expectations of stakeholders, the success in satisfying them constitute the ultimate test of their commitment towards the project (Freeman, 1984). Therefore, project managers should identify all relevant stakeholders as recommended by the stakeholder theory and apply appropriate styles of leadership styles towards project success. Based on the moral aspect of the stakeholder theory, project leaders need to pay attention, capture and address views raised by all stakeholders during implementation (Greenwood, 2007). In this line, once stakeholder views are captured, project goals and objectives should be revised to accommodate stakeholder interests, values and goals (Molwus, 2014:18). However, the attention given to views of stakeholders should be guided by the influence, role and the number of salient attributes that a stakeholder possesses (Aaltonen, Jaakko and Tuomas, 2008:510). As a result, stakeholder commitment, trust and support towards the project will be realised (Rowlinson and Cheung, 2008:611-622). It should also be noted that as stakeholders' expectations keep changing, the way project leaders manage them varies, likewise requiring judgement about which leadership style

(communication, engagement and participation) is prudent for each occasion for construction project success (Atkin and Skitmore, 2008:550).

Based on the stakeholder theory, project managers need to adopt appropriate leadership styles (stakeholder engagement, participation, and communication) that suit internal and external stakeholders, salient and less salient stakeholders as a way of enhancing project success in government-funded construction projects. The way project managers act, balance and manage stakeholders' salience, views and interests to enlist their trust, and commitment is a complex process that calls for effective leadership, as discussed in the next sections (Kariuki, 2015:22).

Mainardes, Alves and Rapaso (2011:244) criticised the stakeholder theory for its lack of empirical support and the vagueness of the concept of stakeholder. In addition, stakeholder theory fails to give the appropriate leadership styles (Kariuki, 2015) needed by project managers to achieve project success. Therefore, the need to adopt a contingent approach on how project managers apply different leadership styles in different contexts of the life of the project. The path theory helps to address this gap.

### 1.8.2 Path goal theory (1996)

A reformulated path goal theory (House, 1996), as one of the contingency theories, forms part of the theoretical foundation in explaining the association between leadership styles and government project success. This theory specifies leadership styles that enhance stakeholders' empowerment and satisfaction, and the stakeholders' work effectiveness (Olowoselu, Mohamad and Shorouk, 2019:449; Bulti, 2016:72). The path goal theory also explores how leaders' behaviours influence stakeholders' motivation and ability to succeed (Farhan, 2018:14; House, 1996:335). Subsequently, the main goal of this theory is to enhance stakeholders' satisfaction and performance by giving emphasis on their motivation (Atsebeha, 2016:31-32; Daft, 2008:75).

Accordingly, the path goal theory explains that leaders that adopt appropriate leadership styles are able to clarify and remove obstacles that stand in the path stakeholders take to attain their goals and organisation goals (Grimm, 2017:33; House, 1996:336). In other words, project leaders must provide rewards; add value to stakeholders needs while also making the goal clear to all stakeholders (Maritz, 2001:248). This helps leaders to change the attitude, motivation, behaviours and satisfaction of stakeholders towards the desired performance levels that yield project success (Cheong and Mustaffa, 2017:102). Therefore, the responsibility of leaders is to assist stakeholders realise their aspiration through providing the necessary support and direction to ensure that their goals are compatible with the overall project objectives (Northouse, 2016; House, 1996:340-341). As a result of the theory, participation, achievement-oriented leadership, work facilitation, supportive leadership styles, communication, a group-oriented decision-making process, representation and networking, and a value-based leadership style are all advanced (House, 1996) as leadership styles that can be adopted to realise project success. For purposes of this study, participation and communication leadership styles are proposed as styles that connect the stakeholders to project success for our study.

### 1.8.3 Conceptual framework

A conceptual framework highlights inter-variable relationships in the study. Government construction project success (project success) is the dependent (predictor) variable, leadership styles is the independent (controlled) variable while stakeholder engagement is the mediating variable. It is hypothesised by the path goal theory and stakeholder theory that leadership styles and stakeholder engagement (independent variables) explain project success. This relationship is illustrated in Figure 1.1.

**Figure 1.1: Government construction project success**
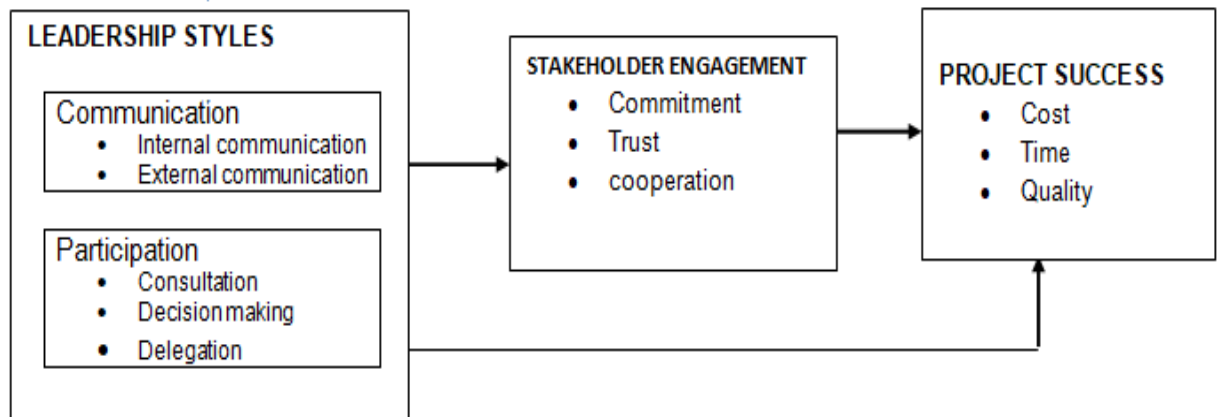


Source: Researcher's own construction

## 1.9    RESEARCH DESIGN AND METHODOLOGY

The term research design describes a way to conduct a study that maximises its validity (Grove, Burns and Gray, 2013:214). It articulates what data are required, methods to be used in data collection, analysis, interpretation and reporting data in a research study (Silva, 2017; Creswell and Clark, 2011:53). The research design serves as a bridge between research questions and the execution, or implementation of the research strategy (Durrheim, 2004:29). A research design is important since it maximises the validity of the investigation by choosing the appropriate type of research that can effectively respond to the research question (Babbie and Mouton, 2010:73).

A research methodology informs how an inquiry should be conducted (Schwardt, 2007:195). The principles, assumptions and procedures of an approach to inquiry are analysed in research methodology. Methodologies present and define testable hypotheses as well as problems that are worth investigating (Rajasekar, Philominathan and Chinnathambi, 2013:5), and how to frame a problem in such a way that it can be investigated using particular designs and procedures, and how to select and develop appropriate means of collecting data towards investigating, obtaining knowledge and solving a problem (Polit and Beck, 2012:12). According to Fellows and Liu (2003),

research design and methodology describe the logical thought processes used in scientific investigations.

### 1.9.1 Research Paradigms

Research is always based on assumptions of how researchers perceive and understand the world; this is referred to as research paradigm. There are three research paradigms which dominate social sciences, namely, positivism, constructivism and critical realism. In any study of interest, a paradigm is a set of beliefs or assumptions that guide a researcher's inquiry (Rocco et al., 2003:19). This implies that every researcher will approach research with a plethora of interlocking and sometimes contradicting philosophical assumptions and standpoints. However, in the last century, there have been two largely opposing intellectual traditions in social science: positivism and interpretivism (Collis and Hussey, 2014:46; Burrell and Morgan, 1979).

### 1.9.1.1 Positivistic Research Paradigm

Positivistic research paradigm, also called quantitative research (Harwell, 2011:150), involves the systematic and scientific investigation of a phenomenon and its relationships with other factors by collecting and analysing numerical data (Eyisi, 2016:94). Saunders, Lewis, and Thornhill (2007) add that quantitative research deals with observable occurrences/phenomena that can be counted.

### 1.9.1.2 Interpretivism/ Qualitative Research

In the views of Bashir (2018:53), qualitative studies focus on understanding the unobservable social world around interacting people to understand the meaning of their actions. Interpretivist research relates to a detailed observation and involvement of the researchers in the natural setting in which the study occurs; the researcher has no prior commitment to theoretical constructs or hypotheses formulated before gathering data (Kaplan and Duchon, 1988). Moreover, Neuman (2014:11) credits interpretivism research for discovering meanings and new insights into phenomena without relying on numerical data. Pandey and Pandey (2015:29) conclude that qualitative research is subjective in nature as it

encompasses the examination and reflection on the views of humans in the understanding of the social and human activities under investigation.

## 1.9.1.3 Paradigms and Research Approaches in this Study

A mixed methods approach was employed in the study, which combined qualitative and quantitative approaches. This helped the researcher to understand theory of knowledge and the theory of being (Bashir, 2018:53; Maxwell, 2016). Adopting this method of research also enabled the researcher to understand both observable and non-observable aspects of leadership styles, stakeholder engagement and project success practices of respondents (Kemper, Springfield and Teddlie, 2003:5). Using this approach allowed the researcher to gain deeper insights that supported the interpretation of hypotheses during the quantitative phase of the study. Scholars like Creswell, Fetters and Ivankova (2004:7) indicate that quantitative and qualitative approaches complement each other and cannot capture the details and trends of the situation alone. The study, therefore, adopted a qualitative research paradigm in one phase and a quantitative research paradigm in another phase. Triangulation was then done where data from the qualitative approach was used to understand and verify findings from the quantitative survey. Triangulation was adopted because it eliminates bias and increases on the researcher's truthfulness of a proposition about project success (Bashir, 2018:55; Gallivan, 1997). With this approach, we started with administering a questionnaire to gather quantitative data and later conduct semi-structured interviews to collect qualitative data. The quantitative design was correlational in nature, measuring relationships between variables (leadership styles, stakeholder engagement and construction project success). In this study, quantitative data helped us in making statistical explanations and inferences about study variables (Saunders, Lewis and Thornhill, 2012).

Further, a cross sectional survey was conducted, in which a particular phenomenon was studied at one point in time. As in the instant study, cross-sectional design is suitable for studies seeking to identify phenomena at a given point in time (Nsereko, 2015:31). To collect cross-sectional data, both a questionnaire and an interview guide were used to capture respondents'

perceptions reflecting what they knew and could report about study variables. The study will be both descriptive and analytical. A pilot study was done to pre-test the instrument and identify the researchable constructs to refine the instrument.

The study population, sample, sampling method, measuring instrument, data collection and data analysis implemented in this study are presented in the following sections.

### 1.9.2 Population of the study

Quinlan (2011) defines a population of a research study as all the individuals, members, or units relevant to the study. A population is the parent group with unique traits, from which the sample is derived (Pandey and Pandey, 2015:40). In this study, the population consisted of all government-funded construction projects embarked on in the City of Kampala. With Kampala being the capital city of Uganda, several projects have been embarked on for betterment of the people in the city (Uganda. Kampala capital city Authority, 2014.)

### 1.9.3 Unit of Analysis and Inquiry

The unit of analysis for this study was a government-funded construction project implemented by Kampala district by KCCA, the city authority charged with managing activities in the capital city. The unit of inquiry were project stakeholders such as project managers, engineers, contractors and local council leaders.

### 1.9.4 Sampling design and sample procedure

Sampling is the selection of individual observations with the aim of yielding knowledge about a population of concern for purposes of statistical interpretations. The sample should be characteristic of the population (Bryman and Bell, 2014:176). There are two main types of sampling techniques, namely, probability and non-probability sampling (Struwig and Stead, 2013:116). Probability sampling is attained when all members of the population have an acknowledged non-zero probability of occurring in the sample and are selected randomly (Alvi, 2016:16). Additionally, probability sampling may adopt methods such as simple random, systematic, cluster and stratified sampling (Bryman

and Bell, 2014:176). With non-probability sampling techniques, members are chosen without observing their probability of being included, but rather based on convenience, judgement, or quota (Struwig and Stead, 2013:116).

### 1.9.4.1 Quantitative Sample

The population for this study was based on the KCCA sampling frame of 120 construction projects comprising road construction projects (KCCA website). Basing on Krejcie and Morgan (1970:608) table, the researcher selected 100 projects to form the sample as illustrated in Table 1.1. These projects were stratified according to the divisions that make up Kampala, namely, central, Makindye, Rubaga, Nakawa and Kawempe. The researcher chose stratified random sampling method to reduce bias and also get deeper insights from all respondents in all the divisions (Sharma, 2017:750). The researcher also used simple random sampling method where projects from each division that make up Kampala will be randomly drawn. With this method, the researcher first wrote the 100 projects on 100 pieces of papers and later applied a rotary method to pick projects to form the sample (Nsereko, 2017).

According to Field (2009), three (3) and above respondents are sufficient and ideal from every unit of analysis in research studies. Following this guidance, the researcher selected four participants (project manager, contractor, engineer and local council chairperson) from each of the 100 selected construction projects to arrive at 400 participants/respondents in total for the study (Polit and Beck, 2012:279). While selecting respondents, Pinsonneault and Kraemer (1993:84) advise researchers to select participants with varying roles, experiences and perceptions about the study. Government construction projects have several stakeholders performing different roles and functions at the different stages of its implementation (Kariuki, 2015:21). This implies that these stakeholders have differing experiences and perceptions of leadership style and project success. Hence, the justification for choosing four participants.

**Table 1.2: Population and Sample size selection**

| Kampala district | Population (Road projects) | Sample |
|---|---|---|
| Kawempe Division | 23 | 19 |
| Central Division | 22 | 19 |
| Rubaga Division | 25 | 19 |
| Makindye Division | 24 | 19 |
| Nakawa Division | 26 | 24 |
| **Total** | **120** | **100** |

Source: Krejcie and Morgan (1970:608)

### 1.9.4.2 Qualitative sample

In this study, the researcher collected qualitative data to support quantitative findings. This way, the researcher collected information by conducting interviews with local council leaders from each of the five divisions that make up Kampala. Purposive sampling was adopted to select 15 (three participants per division) local council chairpersons to participate in the interviews. Purposive sampling refers to the selection of individuals with particular characteristics who can provide an understanding of the issue that is being investigated (Gilakjani, sheikh, Montashery and Alizadeh, 2019:826; Piaw, 2014). With this method, Local Council chairpersons were purposely selected based on their involvement, experience and role played in construction projects implemented by KCCA. The study had targeted 15 participants; however, the point of saturation was reached after eight interviews (Morse, 2000). Saturation refers to an interview stage where researchers are no longer receiving any new information from participants (Chalwe, 2022:31)

### 1.9.5 Data collection processes

This study used both primary and secondary data sources in line with the research objectives.

### 1.9.5.1 Secondary and primary data

According to Blumberg, Cooper and Schindler (2011:236), secondary data is data that is already in existence, collected earlier and recorded by another person. The researcher conducted an in-depth literature search on the research problem with the aim of developing a conceptual framework which will include

leadership styles, stakeholder engagement and project success. On the other hand, primary data includes all data collected by the researcher's own effort. The researcher proves the accuracy and completeness of the information gathered, instead of relying on someone else (Collis and Hussey, 2014:46). There are various means available for the gathering of primary data, namely, case studies, action research, interviews, surveys, focus groups, observations and experiments (Quinlan, 2011:228). The data collection methods and measuring instruments selected for the study was a survey in the form of a questionnaire for quantitative data and interview guide for qualitative data.

### 1.9.5.2 Data collection instruments

Based on operationalisation of variables, a self-administration questionnaire was developed. This questionnaire had different scales depending on the constructs. As a result, a questionnaire with a six-point likert scale was developed. The questionnaire was designed to establish whether leadership styles and stakeholder engagement (independent variables) are critical in the success of government-funded construction projects in Kampala (dependent variable). The empirical base of this study consisted of a questionnaire and interview data from which hypotheses were tested. A pretested questionnaire tested for validity and reliability was employed to collect primary data. The analytical survey data was supported by qualitative data collected through telephone and face-to-face interviews.

### 1.10    DATA ANALYSIS

Two approaches to data analysis exist, namely, qualitative and quantitative data analysis. Qualitative data analysis involves procedures to obtain perceptions, understanding, interpretation and explanations of the people in certain situations (Bryman and Bell, 2014:344-354) whereas quantitative data analysis involves descriptive and inferential statistics. For this study, we data analysis was conducted in phases. Qualitative data was analysed using the ATLAS.ti (version, 8, 2018), where major themes from the study formed the basis of analysis.

Quantitative data was analysed at different stages using Statistical Package for Social Science (SPSS) 27. Quantitative data analysis started by performing factor analysis on all of the items in the measuring instrument. This helped to identify the unique factors and assess the discriminant validity of the instrument used in the hypothesised model (Mohajan, 2017:15). To test for mediation of stakeholder engagement, Baron and Kenny (1986) mediation principle were followed. To assess the relationships among the variables in the proposed model, structural equation modeling (SEM) was used. SEM is a multivariate analysis method that combines factors and multiple regressions to measure interrelated dependences (Hox and Bechger, 2007:1-4).

**1.10.1 Reliability and Validity of the Study**

Typically, reliability refers to the degree to which the study instrument produces consistent results over time (Saunders, Lewis, and Thornhill, 2012). Reliability is determined by assessing the internal consistency of items that are used to measure variable's internal reliability (Saunders, et al., 2012). Reliability checks were performed on all study variables using composite reliability. Composite reliability was adopted owing to its robustness compared to Cronbach Alpha coefficient (Hair et al., 2018:262). As a general guideline to realise reliability, composite reliability should be above 0.70 but not greater than 0.95 (Hair et al., 2019; Hensele et al., 2015:119).

Validity in research refers to the extent to which the instruments produce findings that correspond with theoretical frameworks or conceptual definitions - measuring certain things or capturing true reality (Mohajan, 2017:15). It also measures the extent to which the research findings accurately represent what is really happening in the situation (Collis and Hussey, 2014:53). A valid measure is the one that produces true results reflecting the true situation and the real conditions of the study environment.

This study addressed content validity (whether measures reflect the relevant content domain for the variables) and construct validity (whether measures reflect the behaviours of the study variables (Collis and Hussey, 2014; Collis and Hussey, 2003:173; Saunders, Lewis and Thornhill, 2007). Content Validity

Index (CVI) will help to evaluate the applicability of the constructs being studied. A final instrument will be designed with the use of expert judgment to scrutinise and critique the instrument (Saunders et al., 2007; Neuman, 2006). SPSS software was used to extract items with correlation coefficient equal or greater than 0.5 (Gummesson, 2005; Majumdar, 2005).

This study tested construct validity through convergent validity (degree of association between construct measures), which led to item homogeneity within the same construct (Brown, 2010:39), and discriminant validity (degree to which the construct measures are disassociated); this shows heterogeneity between different constructs (Olofsson, Holmström and Kristiansen, 2015:3). To achieve convergent and discriminant validity, factor analysis was used. Convergent validity results were used to retain some study measures while discriminant validity results were used to remove others (Bolarinwa, 2015:196-197).

On the validity of qualitative results, we adopted the qualities of credibility, trustworthiness and authenticity in the process of data collection. The study used qualitative measures like cumulative validation (questions will be in line with other studies), communicative validation, argumentative validation (accuracy will be verifiable through clear and testable conclusions), and ecological validation (carry out the study in natural environment, using ethnomethodology, and considering the culture of the researched (Sarantonkos, 1997).

## 1.11    ETHICAL CONSIDERATIONS

During research, ethical considerations involve adhering to a code of conduct and being honest and accurate (Creswell, 2014:200). The unpredictable nature of the research can lead to distinct and conceivable ethical issues (Streubert and Carpenter, 2011:56). Accordingly, the researcher upheld the three broad ethical principles advanced by the Belmont report (1979:4-5) namely, beneficence, justice and respect for human dignity. In addition, ethical principles, such as non-maleficence, veracity, privacy and confidentiality were considered in this study. Ethical issues and standards must, therefore, be critically considered in research.

To this end, ethical clearance in terms of Policy on Research Ethics of University of South Africa (Unisa) approved in 2016 was obtained from the Department of Business Management and strictly adhered. Coldwell and Herbst (2004) opine that ethical clearance is important as a means of protecting the rights of people who may become involved in research. In addition, ethical clearance also serves as a professional indemnity if researchers are not seen to adhere to the appropriate code of ethics as governed by the ethics committee. Therefore, Unisa's Code of Ethics was considered.

The researcher also went to the field for the first time to carry out instrument pre-test and later collect data following the research policy of University of South Africa (Unisa). In undertaking this study, the researcher followed the general ethical guidelines of informed consent where informed consent will be obtained from the respondents by issuing each respondent with a consent form at the study site.

The right to privacy and protection from harm (physical, emotional or any other kind) was observed. The introduction letter from the university whose emphasis was respect and confidentiality of participants' rights was issued to participants (Rubin and Babbie, 2005). The research, purpose as well as objectives of the study were explained to the respondents.

## 1.12    DEFINITION OF KEY CONCEPTS

Definition of terms will assist the reader to understand various concepts regarding the research and will assist to provide context.

**Stakeholder**

Stakeholder is any group or individual who can affect or is affected by the achievement of project's objectives (Freeman 1984:46).

**Stakeholder Engagement**

Stakeholder engagement refers to the communicative and participative actions as well as processes that stakeholders undertake to be emotionally attached to the project and its outcomes (Tomlinson, 2010:26); and give the necessary support, trust, commitment and cooperation towards the success of project work (OECD, 2015:22; Greenwood, 2007:318).

**Project**

A project is a set of unique co-ordinated activities, with definite starting and finishing points, undertaken by an individual or organisation to achieve specific objectives within defined schedules, quality standards, cost and performance parameters (Msengana 2012:4-5; Freeman, 2016:11).

**Construction Project**

A construction project depicts a physical structure initiated by the designers and transformed into a finished product by way of a series of processes, methods and projections regarding cost, time and quality (Sarpin, Ling, Kasim, et al., 2019:2). Construction projects may include road construction, drainage construction, construction of schools and markets.

**Project success**

In project management, success refers to completing the project on time, within budget and with quality standards met (Egwunatum and Project Management Institute, 2017:1-2).

**Leadership style**

Leadership style refers to the approach, method, outlook, attitude and behaviour that a project leader employs to influence stakeholders towards accomplishment of project objectives (Nakato, 2019:14; Hersey and Blanchard, 1982).

**Communication**

Communication denotes the exchange process of relevant information, interpreting and effectively disseminating it among internal and external stakeholders (Mugo and Moronge, 2018:1145). This information may include performance reports, requested changes, drawings, architectural designs, specifications, project objectives, rules, roles, and tasks construction methods (Muszynska, 2015:1361; Olsson and Johansson, 2011:30).

**Participation**

Participation is the process where leaders actively involve stakeholders in identifying project objectives, strategies and making project decisions.

**Kampala Capital City Authority (KCCA).**

KCCA is the body charged with managing the affairs of Kampala Capital City (KCCA Act, 2010:7). Kampala is the capital city of Uganda (KCCA ACT, 2010:5; Uganda Constitution, 1995).

## 1.13   STRUCTURE OF THE RESEARCH

**Chapter 1: Introduction** – an overview of the study is provided. The background to the study, justification for the study, scope of the study, delimitation of the study, research questions and hypothesis, and the purpose of the study.

**Chapter 2:** Theoretical and literature review on the relationship between leadership styles and success of government construction projects.

**Chapter 3:** Theoretical and literature review on the mediating role stakeholder engagement on the relationship between leadership style and project success.

**Chapter 4:** Methodology – The approach and logic of the research method was set out here, defining the theory questions, issues of data validity, sampling, data collection techniques and coding, challenges, risks, assumptions among others.

**Chapter 5:** Empirical quantitative results presentation and analysis – This chapter reviewed quantitative findings in detail, highlighting the process and quantitative results of the study. The chapter laid a basis for the discussion of the findings so as to draw conclusions.

**Chapter 6:** Presentation qualitative empirical findings – This chapter provided a review of qualitative findings in detail in line with the study objectives.

**Chapter 7:** Discussion of results – The findings of the study were described in this chapter.

**Chapter 8:** Conclusion, recommendations and areas for further study – in this chapter, recommendations were provided and conclude on the subject matter of which model of project success can be adopted. The contributions of the study are also presented.  This chapter also summarised the conclusions of the study.

# CHAPTER TWO
# THEORETICAL AND LITERATURE REVIEW ON THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND SUCCESS OF GOVERNMENT CONSTRUCTION PROJECTS

## 2.1    INTRODUCTION

This chapter discusses the theoretical and literature review on the relationship between leadership styles and success of government construction projects. To examine the relationship between leadership styles and success of government construction projects, the chapter will start with the discussion of path goal theory which sets out the theoretical foundation of the relationship between leadership styles and government construction project success. This will be followed by a discussion of the leadership styles adopted by the study, where participation and communication leadership styles will be discussed. A discussion of the project success concept and a review of the empirical literature on the relationship between leadership styles and government construction project success is provided, ending with a conclusion of the chapter.

This chapter addresses objective one of the study which is as follows:

- *To examine the relationship between leadership styles and success of government construction projects in Uganda.*

In this study, a project refers to a government construction project. These two words will be used interchangeably. The next section provides a discussion on path goal theory setting out the context and theoretical foundation of the relationship between leadership styles and project success.

## 2.2    PATH GOAL THEORY (1996)

This study adopts reformulated path goal theory (House, 1996) to form the theoretical foundation in explaining the relationship between leadership styles and project success. This theory specifies leadership styles that enhance stakeholders' empowerment and satisfaction, and the stakeholders' work

effectiveness (Olowoselu et al., 2019:449; Bulti, 2016:72). The path goal theory also explains the impact of leaders' behaviours on the motivation and abilities of stakeholders to successfully perform assigned work (Farhan, 2018:14; House, 1996:335). Subsequently, the goal of path goal theory is to enhance stakeholders' satisfaction and performance by giving emphasis on their motivation (Atsebeha, 2016:31-32; Daft, 2008:75).

The path goal theory, therefore, suggests that leaders with appropriate leadership styles provide clarity and remove obstacles that stand in the path stakeholders take to achieve their goals and the goals of the organisation (Grimm, 2017:33; House, 1996:336). In other words, project leaders must provide rewards; add value to stakeholders needs while also making the goals clear to all stakeholders (Maritz, 2001:248). This helps leaders to change the attitude, motivation, behaviours and satisfaction of stakeholders towards the desired performance levels that yield project success (Cheong and Mustaffa, 2017:102; Malik, Aziz and Hassan, 2014:171; Robbins, 2001:318-322). Therefore, the responsibility of leaders is to assist stakeholders to achieve their goals and provide the necessary support and direction to ensure that their goals are compatible with the overall project objectives (Northouse, 2016; House, 1996:340-341). This is illustrated in Figure 2.1.

**Figure 2.1: Basic idea of the Path Goal Theory**



**LEADERSHIP STYLES**
- Participation
- Achievement oriented
- Communication
- Supportive leadership
- Group oriented decision
- Representation and networking
- Work facilitation leadership
- Networking and value based

**PATH CLARIFICATION**

Leaders define goals and what stakeholders are supposed to do

Leaders clarify stakeholders' roles

Increased project knowledge and confidence

**INCREASED REWARDS**

Leaders learn stakeholders' needs

Leader matches stakeholder needs to rewards

Leader increase value of work outcomes for stakeholders

Reduced project obstacles

Motivation to execute project

**PROJECT SUCCESS**
- Adherence to budget
- Adherence to project time
- adherence to quality

Source: Adopted and modified from Olowoselu et al.; 2019:450; Daft, 2008:76).

Figure 2.1 indicates that project leaders can either adopt participation, achievement oriented, communication, supportive, group-oriented decisions, representation and networking, value based as well as work facilitation leadership styles to clarify the path to project goals and lead stakeholders through increasing rewards. With suitable leadership styles adopted, leaders are able to clarify the path stakeholders take to execute projects. This way, leaders define project goals and what stakeholders are supposed to do which provides clarity of stakeholders' roles within the project which increases on the stakeholders' confidence and knowledge to undertake assigned project tasks.

As such, obstacles that stand in realisation of project goals are reduced. With a clear path and reduced obstacles, stakeholders become motivated to execute project tasks as desired which eventually leads to completion of quality projects on time and within budget. Under increased rewards, Figure 2.1 shows that with the adoption of suitable leadership styles project leaders are able to learn stakeholders' needs, which enables leaders to match stakeholder needs with the rewards that they will benefit. This will result into leaders valuing work outcomes of stakeholders which contribute to the stakeholders' motivation to execute assigned project tasks. Therefore, leaders should adopt suitable leadership styles depending on the project situations to reduce obstacles, increase the stakeholders' motivation towards achieving project goals (Martin, 2012:1; Zulch, 2014:172; Daft, 2008:76).

As indicated in Figure 2.1, the path goal theory advances eight leadership styles that can be adopted by leaders to motivate stakeholders to achieve project set objectives (House, 1996). These include participation, achievement-oriented leadership, work facilitation, supportive leadership style, communication, group-oriented decision process, representation and networking and value-based leadership style (House, 1996). As a result, leaders must choose styles they feel comfortable with and believe will motivate stakeholders to achieve their goals (House, 1996:347). The path goal theory also acknowledges that it is impossible to have a single style of leadership that fits all situations (Rana, Ka'ol and Kirubi, 2019:30). Therefore, the styles leaders adopt must be applied interchangeably depending on the situation (Robbins, 2001:318-326). Participation and communication leadership styles are proposed as styles that connect stakeholders to project success for our study. Within participation and communication leadership styles, the theory explains the behaviours that a leader is expected to demonstrate to motivate and connect with stakeholders to work hard to attain project goals (House, 1996).

Under participation, to motivate stakeholders, the path goal theory guides leaders to exhibit behaviours that; (a) clarify stakeholders' performance goals, (b) clarify means by which stakeholders can effectively carry out tasks, (c)

clarify standards by which stakeholders' performance will be judged, (d) clarify expectancies that others hold for stakeholders to which the stakeholder should and should not respond, and (e) judicious use of rewards and punishment, contingent on performance (House,1996:336). Hence, when leaders perform well in these behaviours, the stakeholders' path to individual and project goal accomplishment will be clarified (Robbins, 2001: 318-322; House, 1996), resulting into stakeholders' project acceptance and motivation to give extra effort to achieve project success (Williams and Walton, 2013:3).

The motivation and acceptability effect of the path goal clarifying actions under participation leadership depends on stakeholders' perception of their ability to perform tasks and resolve tasks as well as the role ambiguity independent of their leaders (House, 1996:336). In other words, for project stakeholders to give extra effort towards attainment of project goals, they need to believe that they are on the right track leading them to their desired project goals and can move on that track to get the desired goals (Mwaisaka, 2019:17; Bass, 1990:627). This is because stakeholders who perceive their task performance ability to be high always take on challenging tasks, persist despite setbacks and try hard to see that they accomplish what they set out to do (Ross and Gray, 2006:192). Therefore, leaders who adopt participation leadership style enable stakeholders to work easier to achieve project success (Built, 2016:81; Momanyi and Sang, 2019:180).

Nonetheless, the motivation and acceptability effect of participation leadership depends on personal involvement of stakeholders in setting project tasks that are ambiguous and not clear (House, 1996:336) and when task demands of stakeholders are satisfying but ambiguous (House, 1996-337). This study adopted participation leadership because projects post ambiguous tasks, demands and require personal involvement of stakeholders as they progress through their life cycle (Musekura, 2013:5). Through participation leadership (consultation, delegation of authority, joint decisions), stakeholders partake in setting project goals, tasks, strategies and project decisions which motivate and clarify the stakeholders' path to accomplish project tasks and gain rewards

(Daft, 2008:76). In addition, the path goal theory requires leaders to discuss with stakeholders when setting rewards that will accrue out of their performance (Bulti, 2016:80). This builds stakeholders' confidence and morale as they feel part of the organisation (Pieterse, Knippenberg, Schippers and Stam, 2010:610-612). Moreover, the set project tasks, goals and formulated strategies arising out of discussion of both parties will be owned and achieved as they are co-created by project leaders and stakeholders (Martin, 2012:1; House, 1996:336). This too inspires stakeholders' motivation and acceptance of the project to invest extra effort towards project success since they know the benefits that will accrue from project success (Nakato, 2019:14; Kiplangat, 2017:437).

Secondly, communication leadership style can be adopted in the management of projects. Under this style, the theory invites leaders to support positive interactions when conflict arises, to share and exchange information with stakeholders, and to resolve conflicts collaboratively. Furthermore, the theory invites leaders to provide an opportunity for stakeholders to be heard; and emphasise collaboration and self-satisfying relationships to enhance work unit cohesion, reduce work stress and attrition (House, 1996:341). However, the path goal theory stipulates that communication leadership style only increases work performance effectiveness when work unit of group members are interdependent and work norms encourage unit members' performance (House, 1996:341).

Communication leadership style becomes relevant as projects involve group tasks performed into a series of interdependent phases that form the life cycle of projects (Alaloul, Liew and Zawawi, 2017:1; Archibald, Filippo and Filippo, 2012:3). The activities and tasks in one phase feed into the next phase and must be completed first before another phase sets in (Archibald et al., 2012:19). Several activities at project initiation, project planning, execution and implementation, monitoring and evaluation and lastly closure stages require exchange of information and ideas on how to execute these activities (Project Management Institute, 2013:88).

According to the path goal theory, there is a need for collaborative interactions among project stakeholders, share information on each completed project phase activities to enable a smooth project transition from one phase to another (Ruzgar, 2018:52). This information may include any challenges encountered at the completed phase, requested and implemented changes on the previous plan, architectural designs, specifications, rules, roles, construction methods and so on (Muszynska, 2015:1361; Zulch, 2014:1009). Without this information and collaborative interactions, project activities will stagnate owing to conflicts, absence of harmonised project plans and guidelines which increase costs due to reworks and time lost (Olsson and Johansson, 2011:30). Similarly, projects experience poor quality and cost escalation owing to failure to uphold any adjustments made at the completed phases but not communicated when handing over for the new phase. This results into reworks in an effort to rectify such errors realised at the monitoring and evaluation stage of a project (Olanrewaju, Tan and Kwan, 2017:665). Hence, communication is important for a smooth transition from one stage to another as these stages require information from the previous completed stage to continue uninterrupted (Anumba, Baron and Evbuomwan, 1997).

Furthermore, projects host internal and external stakeholders where each stakeholder group complements each other to execute successful project tasks (Maame, 2012:1). However, it is not simple for stakeholders meeting for the first time to trust each other (Ostuzzi, Rognoli, Saldien and Levi, 2015:498). It requires leaders to listen to internal and external stakeholders, share information on project goals, tasks and vision with a view of building their trust, satisfaction and collaborative relationships (Ssenyange, Katerega, Masaba and Sebunya, 2017:78). For example, internal communication brings stakeholders together within the project to start sharing creative ideas; roles and information on how to successful execute projects tasks (Muszynska, 2015:1361). In contrast, external communication enables exchange of information on project goals and activities with external stakeholders, thereby reducing external resistive pressures from external stakeholders (Nangoli, 2010:9). This increases external stakeholders' reciprocal coordination of project activities and

support in form of cheap labour, land and other resources that enable attainment of project goals (House, 1996:347). Therefore, stakeholders with clear project information who are allowed to have a say in projects affairs always post high levels of motivation, project acceptance and support because their path to attain individual and project goals is clarified (Safapour, Kermanshachi, Kamalirad and Tran, 2019:45; Sunjka and Jacob, 2013:461-11). Hence, the path goal theory explains the relationship between leadership styles (communication, participation) and project success.

Government construction projects involve several stakeholders. Path goal theory requires project managers to understand every stakeholder's behavior, motivations and how to correctly interpret it to apply the right leadership styles (Northouse, 2016:124). However, the path-goal theory does not seem to be a practical leadership approach since it utilizes some guesswork to predict what actions a leader should take towards his or her followers (Northouse, 2016: 135). The identification of which aspects of a stakeholder needs improvement to provide guidance for reaching optimal performance (Pennstate, 2018). Hence providing useful insights into how different leadership styles can be applied to different stakeholders depending on their characteristics and what results they will achieve(Landrum and Daily, 2012:52). It is in the ability to change leadership stlyes to achieve the intended goal that the path-goal theory is innovative as it tries to integrate motivation directly into a leadership theory, versus motivation just being a by-product of a good and or effective leadership (Northouse, 2016). Dealing directly with motivation and providing some flexibility in the type of leadership to be adopted depending on the situation as there seems to be no universal leadership style for all situations. The next segment discusses the leadership styles concept where participation and communication leadership styles are explained in detail.

## 2.2    LEADERSHIP STYLES

Leadership influences and facilitates the performance of stakeholders to achieve desired project goals (Cheong and Mustaffa, 2017:102). Leaders always choose styles they are comfortable with and believe will motivate

stakeholders (Freeman, 1984:46) to accomplish set goals (House, 1996:347; Bass, 1990:627). Leadership style refers to the approach, method, outlook (Hersey and Blanchard, 1982), attitude and behaviour that a project leader employ to influence stakeholders towards accomplishment of project objectives (Nakato, 2019:14). Several forms of leadership are discussed in literature and have been practiced in projects and other business activities. Some of those leadership styles are highlighted in table 2.1.

**Table 2.1: Leadership Styles**

| Leadership styles | characteristics | source |
|---|---|---|
| Transformation leadership style | Leaders mentor stakeholders to realise their full potential. | (Nanjundeswaraswamy and Swamy, 2014:57). |
| | leadership positions are distributed to stakeholder according to their potential | Kariuki, 2015 |
| Transactional leadership style; | Leader is objective and is task driven aiming at performance improvement | (Liphadzi, Aigbavboa and Thwala, 2015:241). |
| | Leader provides consistant coaching support to prevent set backs | (Chowdhury, 2014:6; Bass 1990:30). |
| Communication/ directive leadership style. | Leaders give stakeholders detailed information and instruction about project tasks, desired level of performance during project execution | (Atencio, 2013:30) (Mwaisaka *et al*, 2019:25; Polston-Murdoch, 2013:16, 26) |
| | Leaders allow exchange of information and ideas with stakeholders views about the running of the project | (Alaloul, Liew and Zawawi, 2016:2689). |
| laissez-faire leadership style | Leaders provide freedom to stakeholders work and make decisions on their own | (Khan, Khan, Qureshi, Ismail, Rauf, Latif and Tahir, 2015:89) |

| | Stakeholders are expected to solve problems on their own. | Liphadzi *et al.,* 2015:241). |
|---|---|---|
| Participative leadership style | Leaders allow stakeholders take part in project decisions | (Puni and Okoe, 2014:179; Somech; 2005:778). |
| | Leaders act as coaches to facilitate and allow stakeholder freely express their ideas and suggestions that yield information useful in project decisions. | (Kiplangat, 2017:437 |
| Supportive leadership style; | Project leaders make tasks pleasing for stakeholders by being friendly, available and approachable | (Atencio, 2013:30). |
| | leaders provide a favourable work environment that brings the best out of the project stakeholders | (Mwaisaka, K'Aol and Ouma, 2019:43) |
| Achievement-oriented leadership style | leader only focuses on results To achieve this, these leaders set challenging goals for their followers, expect them to perform at their highest level, and show confidence in their ability to meet this expectation | (Mwaisaka, K'Aol and Ouma, 2019:43; Atencio, 2013:30). |
| Autocratic leadership | leaders act without consulting any one | Atencio, 2013:30). |
| | leaders employ threats and pressure to motivate stakeholders | Kariuki, 2015; Liphadzi, Aigbavboa and Thwala, 2015:241). |

Source: Researcher's own construction

Table 2.1 highlights that project managers can either adopt transformation, transactional, achievement oriented, participative, communication, Laissez – faire, achievement-oriented leadership, supportive among others to realise project success. While each form of leadership has its own strengths and is more or less applicable depending on project contexts, reformulated path goal theory (House, 1996) adopted for this study advances participation and communication leadership styles among others achievement-oriented leadership, work facilitation, supportive leadership style, group-oriented decision process, representation and networking, and value-based leadership style that can be adopted by leaders to limit the failure of many Ugandan projects (Balyejjusa, 2015:62; House, 1996). According to Rana et al. (2019:30), no leadership style is independently effective but rather could be interchanged depending on the circumstances. Consequently, this study has chosen communication and participation as leadership styles to motivate stakeholders to achieve project success. The next section begins with an explanation of the participation leadership followed by communication leadership to provide better understanding of the two adopted leadership styles.

### 2.2.1 Participation leadership style

Participation leadership style requires leaders to involve stakeholders in defining stakeholder performance goals, strategies for executing project tasks, setting performance standards and rewards (Monzani, Ripoll and Peiro, 2015:447; House, 1996:336). Under this leadership style, leaders incorporate stakeholders' views when making the final decision (Mwaisaka, 2019:24; Somech, 2005:778). These leaders avoid making decisions on their own (Bhatti, Ju, Akram, and Bilal, 2019:4), act as coaches who facilitate and allow stakeholders to freely express their ideas and suggestions during project planning, formulation and implementation process (Nemaei, 2012:29). Such gives stakeholders an opportunity to seek for clarification on the set project objectives and tasks through their individual or group consultations (Rok, 2009:468). It also makes stakeholders feel valued as being part of management (Kiplangat, 2017:437). This results into their motivation, commitment, trust and support as well as acquisition of creative change ideas and knowledge (Akpoviroro, Bolarinwa and Owotutu, 2018:49), that enable completion of

41

quality projects, within budget and on time (Taylor, 2018:30-43; Famakin and Abisuga, 2016:67; Gyasi, 2015:18).

Project leaders always need to build meaningful stakeholder participation abilities and offer a suitable environment to improve stakeholders' performance (Akpoviroro et al., 2018:50; Monzani et al., 2015:447). Consequently, the path goal theory advances consultation, delegation and joint decision-making as components of participation leadership style that can be adopted to impact project success (Sagnak, 2016:189; Yukl, 2006:108). A detailed explanation of these components is provided next.

### 2.2.1.1 Components of Participation Leadership Style

Literature reveals that participation has seven levels that range from passive collaboration to active role participation of project stakeholders (Arnstein, 1969:217). However, a discussion is provided of the three components on the side of active role participation leadership that are vital in the relationship between participation leadership and project success. These include consultation, delegation and joint decision making (Yukl, 2006:82). Table 2.1 shows the characteristics of each component.

**Table 2.2: Characteristics of Components of Participation Leadership Style**

| Participation leadership Component | Characteristics | Source |
|---|---|---|
| Consultation | • Leaders ask stakeholders opinions, concerns and incorporate them when making decisions on their own.<br>• Leaders involve stakeholders in defining project goals, rewards, task strategies<br>• Two-way process involving feedback between the project leader and stakeholders.<br>• leaders plan ahead of any consultation, consult using basic principles of good practice | Yukl (2013:106).<br><br>Monzani et al. (2015:447)<br><br>Shie (2012:26)<br>Jiya (2018:33), |

| | | Malachira (2017:23) Bryson, Quick, Slotterback and Crosby (2013:26). |
|---|---|---|
| Delegation | • Leaders assign tasks and responsibilities originally performed by leaders to stakeholders.<br>• Leaders concentrate on strategic and management decisions.<br>• Leaders specify limits within which the final decisions fall.<br>• Leaders delegate tasks to only capable stakeholders | Zhang et al. (2017:2).<br><br>Rumman and Alzeyadat (2019:13).<br><br>Yukl (2013:106).<br><br>Musekura (2013:74). |
| Joint Decision Making | • Project leaders and stakeholders come together with equal influence to discuss and make ultimate project decisions | Yukl (2013:106); Magassouba, Tambi, Alkhlaifat and Abdullah (2019:1117) |

Source: Researcher's own construction

Table 2.1 indicates consultation, delegation and joint decision making as components of participation leadership. The path goal theory explains that project leaders that consult, delegate and allow joint decision-making motivate stakeholders to execute quality projects on time and within budget (Yukl, 2013:106; House and Mitchell, 1974:3). Therefore, project leaders must walk together with stakeholders throughout the project journey to overcome any challenges that may impede project success (William and Galden, 2015:75).

The participative leadership style lengthens the decision-making process as participative managers want each team member in the decision-making process (Sarhadi, Yousefi, and Zamani, 2018). When an urgent matter arises, this type of leader may take too long to reach a conclusion which may cause the project to delay resulting in costs. Furthermore, participation leadership styles only works when every stakeholder in a project is assigned responsibility, and are clear on what their individual aims and expectations - such as what the

team should produce in a specific time frame (Akter, Giovanni, Maiorova and Zoccoli, 2022). Without this information, discussions may be unproductive or incomplete. In addition, participative leadership requires strong communication skills . For instance, the leader must be aware of how to set and communicate expectations and boundaries, how to communicate value, and how to inspire. Secondly, the leader must know how to navigate challenging communication situations, such as when a team member goes off-topic or team members don't contribute. Despite the the challenges,participative leadership augments the quality of project decisions, enhances acceptance of the decisions by stakeholders; increases sense of procedural justice among stakeholders and strengthens their decision making competencies (Shweta, 2019:77-78). This is why it is important for organisations promote participative leadership.  In addition, to remedy the weaknesses of the participative leadership, this study adopted the communication leadership style that is explained in the next section.

## 2.3    COMMUNICATION LEADERSHIP STYLE

Communication is a leadership style adopted from the path goal theory that accounts for project success (Yang, Wu and Huang, 2012:271; Muller and Turner, 2010:24). Communication involves an exchange process of relevant information, interpreting and effectively disseminating it among internal and external stakeholders (Mugo and Moronge, 2018:1145). This information may include performance reports, requested changes, drawings, architectural designs, specifications, project objectives, rules, roles, and tasks construction methods (Muszynska, 2015:1361; Olsson and Johansson, 2011:30).

Projects post a series of interdependent group activities, stakeholders with varying interests, competencies, backgrounds and objectives (Ani, Oliver, Okpala, Dyages and Akese, 2017:97; Alaloul et al., 2016:2689; Maame, 2012:1). More importantly, communication helps to build harmony, trust, commitment, satisfaction, interactions and reciprocal collaborative relationships among project stakeholders that enable project success (Ssenyange et al., 2017:78; Bilczynska-Wojcik, 2014:27; Coombs, 2007:169-171). Therefore,

project leaders must communicate effectively with different groups of stakeholders to remove any obstacles to achieving project objectives (Grimm, 2017:33; Tonnquist, 2008:161; House and Mitchell, 1974:81).

To achieve effective communication, project leaders must control the quality, amount and flow of project information from either leaders or stakeholders to avoid distortions and misunderstandings that might cause project delays, cost escalation and poor quality (Bilczynska-Wojcik, 2014:27). Furthermore, project leaders must identify internal stakeholders involved in the daily execution of project activities (Olander, 2006:17) or external stakeholders affected by the construction project significantly (Forsman, 2017:11; Bedford, 2016:3). This will enable leaders to plan and target communications suitable for internal and external stakeholders to clarify the path for them to execute projects cheaply, on time and of quality (Atsebeha, 2016:31-32; PMBOK, 2008:243; Alexander, Miesing and Parsons, 2005:2). In this study, communication is conceptualised as internal and external communication as elaborated next.

### 2.3.1 Communication Leadership Conceptualisation

In projects, communication can either be internal or external communication (Lievens and Moenaert, 2000:1085). Internal and external communication is explained in Table 2.3.

**Table 2.3: Internal and external communication**

| Communication type | Communication channel | Source | Characteristics | Source |
|---|---|---|---|---|
| Internal communication | regular project team meetings, phone calls, instant messaging, memos, websites, intranets and follow-up reports | Brunton, Eweje and Taskin, (2015:32) | Can be formal and informal. Disseminate information to stakeholders within the project. Information shared includes project goals, day today running of projects and tasks. Can be downward or upward. | Mazzei (2010:221). Mazzei (2010:221). Karanges (2014:34). Zulch(2014: 1002-1003) |

| External communication | Meetings, media relations, emails, letters, telephone calls and project visual identity | Harvey (2018); Zulch, (2014:1004). | Exchanges information with external project stakeholders to satisfy communication demands | Johannesse n (2012:30). |
|---|---|---|---|---|

Source: Researcher's own conceptualisation

Table 2.3 shows that communication is either internal or external where each type is anticipated to meet the information desires of a particular category of stakeholders. Internal communication meets the information needs of project stakeholders (Mazzei, 2010:221). According to Zulch (2014:1002-1003), internal communication may be downward communication where top project leaders share information on goals, task strategies, rewards and policies to stakeholders or upward communication where stakeholders share information to top project leaders about project progress and activities of lower-level staff. It can also be horizontal communication which involves sharing information among stakeholders at the same level in a project purposely to coordinate project activities.

In Table 2.3, external communication is illustrated and is intended to share information between the project and its external environment to satisfy external stakeholders' demands regarding project milestones (Zulch, 2014:1004). Therefore, whether internal or external communication, leaders need to always plan and formalise communication (Amimo, Gekara and Moronge, 2019:916) alongside choose suitable channels of communication for both stakeholder groups (Weldearegay, 2014:14). In addition, project leaders need to ensure that they disseminate timely, accurate and relevant information about the project (Nangoli, 2010:8). With such in practice, leaders will raise the quality\ and quantity of social ties that commit stakeholders towards the project (Weldearegay, 2014:14; Ahimbisibwe and Nangoli, 2012:4).

Communication leadership contributes to project success (Muszynska, 2015:1360; Mitkus and Mitkus, 2014:785; Turiman et al., 2012:112; Nangoli, 2010). However, distortion of information may lead to misunderstandings of the project tasks, strategies and project goals resulting into expensive projects in terms of time and resources (Kennedy, McComb and Vozdolska, 2011). At times external communication can distort the truth, generate resistance and hinder allocation of project tasks (Guangdong, et al. 2017:1477). Furthermore, communication hinders stakeholders' creativity in generating ideas necessary to execute quality, timely and cost-effective projects (Leenders, Engelen and Kratzer, 2003:79).

Leaders who use communication leadership style are forced to take full responsibility for the performance of their team. Even if others make decisions, the leader is responsible for the outcomes. That means this leadership style requires extra work when compared to other leadership styles because there is no delegation. That leads to higher stress levels for the manager, which can even lead to health problems if coping skills are unavailable (Josephine, Schmitt, Debbelt and Frank, 2018:1151; Eppler and Mengis, 2004). No one leadership style is independently effective but rather could be interchanged depending on the circumstances (Rana et al. (2019:30). Hence, the two leadership styles adopted in the study (communication and participation) compliment each other when applied interchangeably to achieve project success as recommended by the path goal theory (House, 1996).

## 2.4    PROJECT SUCCESS

The need for success of government construction projects worldwide has become a concern to project leaders (Tunji-Olayeni, Mosaku, Fagbenle, Omuh and Opeyemi, 2014:1). This has necessitated project leaders to undertake project success measurements (Ankrah and Proverbs, 2005:959). Project success measurement enables leaders to evaluate the monetary and non-monetary targets performance of a project to benchmark and formulate ideal strategies to remedy project under performance (Takim, Akintoye and Kelly, 2004:1124-1125). These results also enable project leaders to track, forecast

and control project deliverables that are vital for its success (Sinclair and Zairi, 1995:58-61). Despite the above, extant literature lacks consensus on the project success measurement criteria adopted across construction projects (Musekura, 2013:20). This is because different stakeholders view project success differently (Bello, 2017:34; Basheka and Tumutegyereize, 2013:107). It is possible for projects to be seen as successful by the client to be unsuccessful by the contractors (Egwunatum, 2017:1; Koelmans, 2004:229).

The literature on project success shows that there are several models that can be used to measure the success of a project. One of these models is the Integrated Performance Index (IPI) (Pillai, Joshi, and Rao, 2002). Under the IPI model, project success is judged through integrating key factors of project success indicators that include benefit, risk, project preference, project status, decision effectiveness, production preparedness, cost effectiveness and customer commitment using a mathematical formula. After integrating these highlighted factors above and relying on their functional relationships, an integrated performance index (IPI) is computed (Takim and Akintoye, 2002). This model is credited for its ability to measure project success in all project phases. However, it falls short in offering clarity in the way the mathematical formulae is used to integrate the identified key factors into an integrated performance index to measure construction project success (Takim and Akintoye, 2002).

Given the shortcoming to IPI, project leaders have adopted the key success indicator model developed by the Construction Industry Task Force (1998). This model consists of seven project success and three company success indicators used to measure project success. The seven project success indicators include; construction cost, time, cost predictability, time predictability, defects, client satisfaction with the project and client satisfaction with the service. The three company performance indicators include; safety, profitability and productivity.

Another model is the balanced score card where the project vision and strategy are translated into project success measurements (Kaplan and Norton, 1996).

Under this model success of aconstruction project is assessed through adherence to financial, clients, learning and growth as well as internal process (Kaplan and Norton, 1996:7; Ivanova and Avasilca, 2014:398-3999). Other researchers have measured the success of construction projects through adherence to construction time, construction cost, profitability, project management, material ordering, risk management, safety, quality assurance, client satisfaction (product), safety, time predictability (project, design, construction), productivity and client satisfaction (Sibiya, Aigbavboa and Thwala, 2014:133).

Another model that can be adapted to measure project success is the "iron triangle" also known as the Triple Constraint model for project success measurement (Pollack, Helm and Adler, 2018; Abdullahi, Bustani, Hassan and Rotimi, 2018:17; Bello, 2017; Egwunatum, 2017; Kariuki, 2015; Otim and Alinaitwe, 2013:246; Pinto, 2010; Atkinson, 1999). According to this model, project success is determined by completion within time, cost and quality (Musekura, 2013:20; Pinto, 2010:35). However, the "iron triangle model" is criticised for setting short-term success criteria (Van der Hoorn and Whitty, 2015:1210) and being simple when evaluating project success (Lim and Mohamed, 1999). Furthermore, the model measures project success based on project outcomes while negating the employed effort to arrive at the project outputs (Badewi, 2015:762).

In addressing the criticisms of the "iron triangle", studies have revealed that cost, quality and time overrun have caused failure of most construction projects worldwide (Shah, 2016:41; Larsen, Shen, Lindhard and Brunoe, 2016:04015032-1; Hughes, Dwivedi, Simintiras and Rana, 2016:11) . In addition, other project success indicators fronted by other models such as lack of conflict among project members use of customer name as reference, stakeholder satisfaction and risk management require passage of time between project completion and evaluation of project performance (Kariuki, 2015:36). The "iron triangle" model is credited for offering quality as yardstick for customer acceptance and being easy to apply (Magassouba et al., 2019:1113),

has been tested and used by project leaders for more than 50 years (Atkinson, 1999:339). Besides, the iron triangle model highlights the interrelationships between cost, time and quality (Pollack et al., 2018:527), where a change in one criterion influences other criteria (Mokoena, Pretorios and VanWyngaard, 2013:814). This relationship between the three variables can illustrated as visualised   in Figure 2.3.

**Figure 2.2: Iron triangle model**
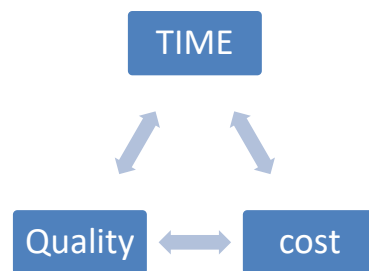


Source: Adopted and Modified from Pollack, Helm and Adler (2018:531)

Based on the aforementioned reasons for and against the iron triangle model given above, this study adopted time, cost and quality dimensions in measuring project success.  The next section briefly explains the concept of time, quality and cost measurements of project success as adopted

### 2.4.1 Time Measurement of Construction Project Success

When measuring project time, project leaders always look for information about how well the project adhered to the planned schedule (Otim, Nakacwa and Kyakula, 2011:367). Project time is the duration from the start of a project to its completion always set in the project contract document at the start of the project (Ngacho, 2013:19). To determine whether the project adhered to the set timeframe, project leaders calculate the percentage increase in actual completion time over the planned completion time (Ngacho, 2013:19). In this line, projects with percentage delay below 10% of the set time are regarded as exhibiting outstanding time performance; projects falling in the range of 10% to 20% of the set time are regarded as average time performance while those above 20% of the set time are regarded as poor time performance (Kometa, Olomolaiye and Frank, 1996:133). Accordingly, a successful project, in terms of

time performance, is one that is completed on schedule or even ahead of schedule (Bello, 2017:59). On this note project leaders should strive hard to complete projects as scheduled as each extra day of time overrun directly impacts on project costs (Memon, Abdullah, Rahman and Aziz, 2011:54). Next is a discussion of the quality performance measure of project success.

## 2.4.2 Quality Measurement of project success

Quality performance is another basic criterion of project success highlighted in the iron triangle model adopted for this study (Pollack et al., 2018:527). It is important to understand what quality means in order to assess the quality of a project. However, this is not easy as quality is subjective, perceptual and conditional (Berard, Vestergaard and Karlshoj, 2012:39). Unlike project time and cost assessments that are obvious, the judgement of quality in projects is less obvious as it is easily deceived by project appearance (Zhang, 2019:9; Abdullahi et al., 2018:18; Chan and Chan, 2004; Liu and Walker, 1998:201). Construction experts and researchers have advanced different definitions of quality (Song, Lee and Park, 2004:312). For example, Giaccio, Canfora and Signore (2013:226) understand quality as the ability of the project to conform to design specifications and absence of defects. On the contrary, quality illustrates the sum of features that a product or service must possess to satisfy a specific need and be fit for its intended purpose (Chan, 2003:12). For Leong, Zakuan, Saman, Ariff and Tan (2014:3), quality of a project means conformance with stated project specifications. For purposes of this study, quality is the ability of the project to conform to design specifications, absence of defects and meeting customer expectations. Measuring quality using adheraance to specifications, defects and customer expectation is easy as specifications that guide customer expectations are always set from the onset on the project in project plan document (Zhang, 2019:12; Parfitt and Sanvido, 1993).

Leaders of government construction projects carry out quality assessment to establish whether projects adhered to the quality standards set out in the contract (Egwunatum, 2017:2). Recent studies about project quality assessment indicate that the quality requirements of the intended project are always set out in the contract document (architectural designs, bills of

quantities, specifications) and supplementary documents such as variation orders that form a basis for its measurement (Bello 2017:63; Kariuki 2017;98-102). This enables assessment of quality of the project by comparing how the project adhered to set specifications (Leong et al., 2014:3). In other words, in a construction project, quality success is determined by comparing the final project/product with the specifications given during the planning phase and various variation orders issued during construction (Chan, 2003:12). To successfully achieve quality and also measure it in projects, leaders must ensure that project specifications are clearly defined; decisions are effectively made and communicated (Bello, 2017:63). It should be noted that poor quality in projects across the world result in reworks which delay projects and increase costs (Chidiebere and Ebhohimen, 2018:30; Alinaitwe and Tindiwensi, 2012:308). Next is discussion of the cost measurement of project success.

### 2.4.3 Cost Measurement of Project Success

Cost performance refers to the extent/ degree to which general conditions promote the completion of a construction project within the estimated budget (Chan and Chan, 2004:211). Within government construction projects, cost performance is measured by comparing the current costs allocated for the project work against budgeted costs allocated for the work in place and completed (Salari, Yousef and Asgary, 2015:67). When measuring the cost performance of the project, leaders consider not only the tender sum, but the overall costs spent on the project from start to closure (Bello, 2017:56). Subsequently, during cost performance assessment, a project that posts a percentage cost overrun above 20% of the set cost is regarded as poor cost performance. A project that lies between 20% and 10% of initial cost is regarded as average cost project performance while a project whose percentage cost overrun falls below 10% of the initial cost is regarded as an outstanding project cost performance (Egwunatum, 2017:1). Within projects, cost performance results reveal the extent to which the project followed the initial budget set at the planning phase of the project (Niringiye and Ayebale, 2012:143). Therefore, it requires project leaders to limit cost overruns for projects to adhere to the set budgets since resources are often limited (Ogutu,

2019:16; Budayan, 2018: 04018057-1). This section provided a detailed explanation of the different study variables (communication, participation, project success) as advanced by the path goal theory. This sets the foundation of the next section that will review literature on the identified study variables to establish the relationship between these study variables.

## 2.5    EMPIRICAL REVIEW

In this section, a review of empirical literature on the relationship between leadership styles and project success is provided.  As discussed in section 2.2, this study adopted participation and communication as leadership styles to examine the relationship between leadership styles and project success. Equally, the study adopted cost, time and quality as measures of project success as indicated in section 2.4. The first part of this section reviews the literature on the relationship between participation leadership and project success. A discussion of the relationship between communication leadership style and project success will follow.

### 2.5.1 Participation and project success

This study adopted consultation, delegation and joint decision-making as components of participation leadership style (Yukl, 2013:106). It is hypothesised in this study that there is a positive significant relationship between leadership styles and project success. Participation was adopted as one of components of leadership styles. As such, the relationship between participation leadership styles and project success is illustrated in the conceptual in Figure 2.3.

**Figure 2.3: Relationship between selected components of participation leadership and project success**
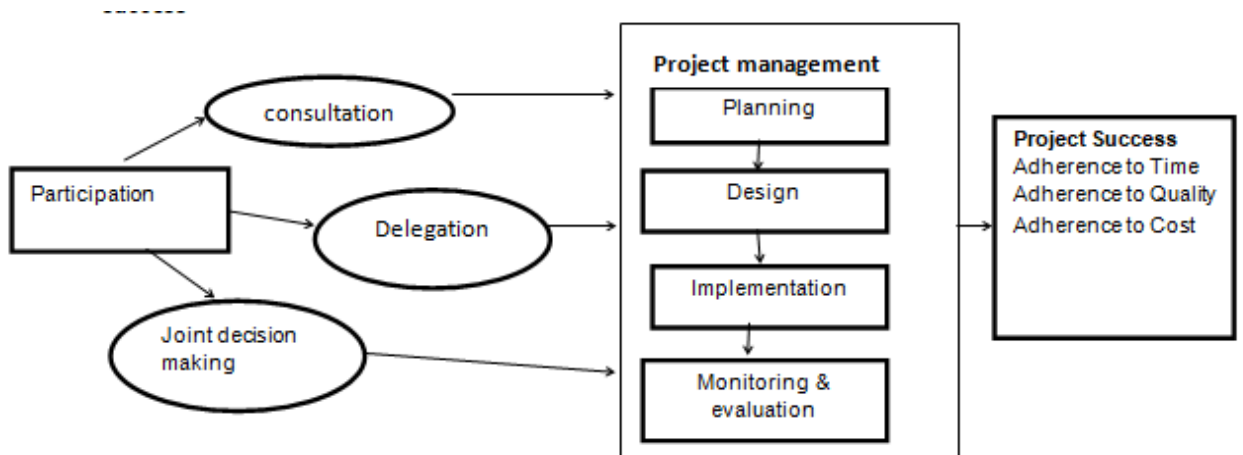


Source: Researcher's own construction

Few scholars have conducted research about the impact of participation leadership on the success of projects worldwide. In addition, the few that exists were limited in nature and paid less attention to the influence of delegation, consultation and joint decision-making in project success especially within Uganda (Mweru, 2019; Namiyingo, 2013; Ndunda, Paul and Mbura, 2017; Nangoli, Namiyingo, Kabagambe, Namono, Jaaza and Ngoma, 2016; Eya and Oluka, 2011). The main objective of adopting participation leadership is to complete projects on time, within budget while meeting set quality standards (Magassouba et al., 2019:1115; Gyasi, 2015:17; Ofori, 2013; Somech, 2005:778). The next section presents specific literature review starting with the relationship between consultation and project success.

### 2.5.1.1 Consultation and project success

Consulting stakeholders in projects positively influences project success (Yukl, 2013:10).  The project planning stage involves choosing a project that will benefit and solve community needs (PMI, 2013:38). It also involves defining project goals, analysing costs, identifying sources of project funds and schedule among others (Nyabera, 2015:10). Consulting stakeholders at this stage enable leaders to understand and capture stakeholders' goals and views about the project right from the inception of the project (Magassouba et al., 2019:1115; Malachira, 2017:23). This enables leaders to clarify and realign project goals in

line with stakeholder's goals and views thereby building their consensus and commitment to pursue a common goal (Nangoli et al., 2016:184). As such, these stakeholders are less likely to withdraw from the project work, therefore, saving the project time of supervision and costs of replacing as well as training new stakeholders who would be quitting every time (Nangoli, 2010:15). Besides, consulting stakeholders at this stage increases the level of project acceptance that helps to reduce project resistance that increases chances of project success (Rathenam and Dabup, 2017:422-423; Bal, Bryde, Fearon and Ochieng, 2013:668-669; Archibald, 2012; 5-6).

Project success is a function of performance from each stakeholder in the project (Liu and Walker, 1998: 210). Project requires creative ideas and strategies for their successful executions (Ndunda et al., 2017:14:17). Stakeholders' consultations specifically at the project design stage give stakeholders an opportunity to share their experiences and opinions about the projects (Magassouba et al., 2019:1115). This gives a platform that integrates leaders and stakeholders' information and ideas together (Guangdong, Cong, Xianbo and Jian, 2017:1477). This integration leads to acceptable and creative decisions and ideas that enable quality projects to be completed on time and within budget (Hammad, 2013:93; Yukl, 2013:10). Besides, consulting stakeholders throughout the project helps leaders to clarify roles, tasks and develop joint strategies to execute tasks (Ekung et al., 2014:103). This improves stakeholders' efficiency and effectiveness in executing those tasks and roles which increase chances of project success (Karin, 2006:295-296).

In addition, project success requires the cooperation and support of all stakeholders involved in the project (Doloi, 2009:1100; Hillebrand and Biemans, 2003:736). Stakeholders at times share varied sentiments about the project that affect its smooth execution (Nangoli et al., 2016:184). This calls for harmonisation of thoughts and preferences of different project stakeholders to avoid conflicts that affect project success (Roberts and Okereke, 2017:2, 10). Consulting stakeholders periodically helps leaders to create a sense of shared values about the project that help to build support and cooperation among stakeholders (Dolatabadi and Safa, 2010). For example, periodic stakeholders'

consultation at the project design and execution stage enables leaders to develop empathy and sense of ownership among stakeholders, which trigger their support and cooperation (Daniel, Maxwell, Mercy and Tolulope, 2019:164). It also enhances stakeholders' connection to the project and inspires them to cooperate and work hard to ensure that they realise set project (Mwaisaka, 2019:50). Moreover, consulting stakeholders especially the local community on matters pertaining tasks, execution plans, rewards, designs, project goals and benefits, makes them feel part of the project and indebted to it (Kiplangat, 2017:437). This triggers their cooperation and offer support to the project to ensure the project succeeds (Ndifuna, 2015:16; Williams and Walton, 2013:3). Therefore, consulting stakeholders throughout the project life is a key pillar towards attainment of successful projects (Ofori, 2013:23).

Although consultation leads to success, projects that insignificantly consult stakeholders throughout the project life experience cost escalations (Nyabera, 2015:47-49). Absence of stakeholders' consultation denies leaders chance to listen to stakeholders' concerns and feedback which increases their resistance resulting into litigations that escalate costs (Jiya, 2018:33). In addition, these stakeholders do not feel recognised and appreciated which reduces their pride and project ownership (Harter, Schmidt and Hayes, 2002). As such, these stakeholders will not provide cheap labour and other resources which again increases costs in acquiring these resources as stakeholders do not see value in offering them cheaply to the project (Sally and Rosemary, 2017:16; Sunjika and Jacob, 2013).

The relevance of stakeholders' consultation in project success has been acknowledged. However, it is criticised for delaying projects, escalating costs, bringing tension and conflicts which affect projects success (International-American Development Bank, 2017:6). After consultations, stakeholders expect incorporation of their ideas in the project. However, it is difficult to balance multiple inputs from all stakeholders consulted resulting in project conflicts and delays (Cottrell et al., 2015:16). In addition, it requires hiring experts to harmonise the different stakeholders' views and aspirations which increase project costs (Fischer, Wentholt, Rowe, and Frewer, 2013:341). Furthermore, it

is difficult to find the right stakeholders to consult or sometimes consulting the wrong stakeholders which affect the entire project (Leviton and Melichar, 2016:804).

Researchers have made pertinent conclusions for and against stakeholder consultation in projects success (Mwaisaka, 2019; Ndunda et al*.,* 2017; Nyabera, 2015; Beleiu, Crisan and Nistor, 2015:64; Cottrell et al., 2015:16; Yukl, 2013:10; Bourne, 2006; Loo,2002). However, it is hypothesised that stakeholder consultation contributes to project success. This justifies that need to conduct a mixed method research to establish whether stakeholder consultation contributes to project success. To avoid underestimating the conclusions made against stakeholders' consultation in project success, through triangulation of both quantitative and qualitative data, the researcher will establish a threshold of how much consultations should be done to avoid too much or little consultation that would affect project success.

Literature shows that stakeholder consultation influences 40% of project success (Beleiu et al., 2015:64). This implies that other aspects of participation such as delegation, and joint decisions might also have an influence on project success as hypothesised in our study. Consequently, the next section will review literature on delegation and project success, followed by joint decision-making and project success.

## 2.5.1.2 Delegation and Project Success

Recent studies on projects reveal that delegation of authority and responsibilities to stakeholders contributes to projects success (Rumman and Alzeyadat, 2019:13; Obop, 2016; Namiyingo, 2013:31; Schneider and George, 2011). During delegation, every stakeholder assigned project tasks is accountable for their decisions and outcomes; this makes them work hard to successfully execute the assigned tasks (Choy, McCormack and Djurkovic, 2015:109). Moreover, delegation encourages each stakeholder in a project to get a fair share of tasks to be completed by the entire team; thereby promoting teamwork and balanced workload (Ssenyange, 2011:10; Muir, 2006). This too

encourages flexibility a key element in realising construction project goals (Shahu, Pundir and Ganapathy, 2012:127).

It is imperative that every stakeholder involved in the project implementation performs their tasks efficiently and effectively to enhance chances of their success (Kiiza and Picho, 2014). Delegation requires leaders to allocate project roles and responsibilities according to stakeholders' capabilities for successful executions (Lehtinen and Aaltonen, 2020; 87, 95). Such requires proper stakeholders' analysis and alignment of responsibilities to ensure that each stakeholder is assigned appropriate responsibilities and roles (Wen, Qiang and An, 2017:04017021-11). This enables stakeholders to execute tasks with limited wastage and delays (Kyarimpa, 2010:67-68). Furthermore, delegation requires leaders to clearly define responsibilities and tasks assigned to stakeholders to accomplish (Bell and Bodie, 2012:95). Responsibilities are written down and stakeholders get a clear view of how important completing these tasks contribute to project success (Cole, 2004). It enables leaders to explain tasks and also gain full utilisation of stakeholders' capabilities to realise project targets (Paulson, 2009:15). Equally, stakeholders are able to take on extra roles and contribute directly to the project, thereby saving projects costs in hiring extra workforce and resources provided by stakeholders (Wen et al., 2017:04017021-11). Besides, it prevents against duplication of roles, responsibilities and redundancies that would increase project costs (Tomescu-Dumitrescu and Mihai, 2019:183; Yukl, 2010:151).

Project success calls for high levels of commitment from all stakeholders throughout the project (Schneider and George, 2011:61). Stakeholders committed to projects save projects costs and time of supervision, replacing and training stakeholders who would be quitting the project every time (Harter, Schmidt and Hyes, 2012; Nangoli, 2010:15). Delegation of authority and responsibility to stakeholders involves stakeholders taking decisions and reporting back to delegating leaders (Van den Steen, 2005). Such inspires and creates a friendly work relationship between leaders and stakeholders (Nanjundeswaraswamy and Swamy, 2014:57). This friendly work environment creates commitment among stakeholders to ensure projects succeed (Kariuki,

2015:25; 91 Zeffane, 2003:979). Besides, delegation of roles informs stakeholders of how leaders trust them as capable, able to deliver tasks, important in the project and need satisfying (Obop, 2016:9). This inspires stakeholders to stay and perform highly to ensure that they realise project goals (Mwaisaka, 2019:51; Yukl, 2013:106).

Cooperation among stakeholders contributes to project success (Yukl, 2013:106). Furthermore, cooperation facilitates exchange of information among stakeholders that enable generation of agreeable project designs and implementation strategies (Mathebula and Banard, 2020:10; Bond-Barnard, Fletcher and Steyn, 2017:437). During delegation, leaders take up strategic roles and assign other roles to stakeholders (Assaf, Hassanain and Mughal, 2014:5154). This creates a situation of trust and interdependence between leaders and stakeholders (Musekura, 2013:74; Bauer and Green, 1996) resulting into reciprocal collaboration (Zaefarian, Thiesbrummel, Henneberg and Naudé, 2017:71). Stakeholders in a reciprocal relationship always give support to the project, minimising project hostilities and conflicts that escalate project costs (Joiner, Bakalis and Choy, 2016:7; Ekung, Okonkwo and Odesola, 2014:103). Equally, effective collaboration among stakeholders enhances stakeholders' effectiveness to perform and complete projects as desired (Kariuki, 2015:103; Singh and Avital, 2007:8). Therefore, whenever collaboration increases among stakeholders, chances of project success also increase (Aidoo, Donkor and Odori, 2018:373; Bond-Barnard et al., 2017:449).

In addition, delegation of authority and responsibilities results into new and more advanced skills to execute quality projects tasks with fewer defects (Obop, 2016:46). During delegation, project leaders get time to concentrate on long-term project goals and leave short-term goals to delegated stakeholders (Osaka, 2018:56). This provides leaders with time to strategically think, generate better ideas and skills on how to effectively utilise available resources to successfully execute project tasks (Hubbard, 2016; Assaf et al., 2014:5154). Clearly, when leaders concentrate on strategic goals and getting solutions to challenging tasks that require more attention, the level of productivity towards

project success is increased (Riisgaard, Nexoe, Sondergaard and Ledderer, 2016). Moreover, project success requires timely, informed and quality decisions at all stages of a project (Guo, Chang-Richards, Wilkinson and Li, 2014; Yukl, 2010:151). For example, at the project execution phase, there are numerous plan modification decisions that require swiftness and quality information for the project to progress smoothly (Wang, Tan and Li, 2013). Delegation of authority and responsibility enables these stakeholders to gain project exposure, experiences and knowledge to take quality and informed project decisions in a short time (Jiya, 2018:33), thereby reducing on project delays and associated costs (Morake, Monobe and Mbulawa, 2012:153).

Delegation of responsibilities comes with stakeholders' empowerment enabling them to realise project targets (Paulson, 2009:15). During delegation, decision-making authority is passed on to stakeholders through giving them the necessary resources and support to take decisions (Riisgaard et al. 2016). This enhances prompt project action, freedom and creativity to achieve project targets as no consultations are needed before decisions are made (Van den Steen, 2005). Inevitably, this results into improved project performance ability as project tasks are completed very fast thus saving project time plus associated costs due to delays (Musekura, 2013:74; Warrick, 1998). In addition, delegation involves authority to complete the assigned tasks and not transferring it to another stakeholder. This gives chance to leaders to review the delegated work to ensure that it is completed as planned to reduce on reworks that increase costs and leads to delays (Hubbard, 2016). However, successful delegation requires leaders to train stakeholders before any tasks are assigned their level of competency and effectiveness which are vital in project success (Kaslow, Finklea and Chan, 2018:177,182). Hence, delegation boosts the level of leaders and stakeholders' competence which is necessary to achieve project goals

Delegation contributes to project success, while failure to delegate authority to stakeholders results into low levels of stakeholders' morale and project success (Aidoo et al., 2018:109; Kombo, Obonyo and Oloko, 2014). Nevertheless,

delegation requires training stakeholders to take up leaders' responsibilities which require time and resources resulting into increase in project costs (Oviawe, 2015:8). Moreover, during delegation stakeholders are empowered to make decisions on their own with less supervision (Mwaisaka, 2019:51). In most cases, stakeholders arrive at wrong decisions that compromise project quality (Jayed, 2014:60; Yukl, 2010:149-156). Additionally, delegating authority to stakeholders who in most cases lack project knowledge and skills, cause problems to projects like wastages and reworks that increase costs and time (Watt, 2014; Yukl, 2010:152). Nonetheless, it is assumed in this study that delegation contributes to project success. To avoid underestimating conclusions made against delegation in project success, we shall triangulate both quantitative and qualitative data in both failed and successful to identify those aspects of delegation that contribute to project failure. Thereafter, recommendations on how to mitigate negative effects of delegation to project success will be made. As conceptualised in Figure 2.3, joint decision-making also contributes to project success. Therefore, the next section will review literature on the relationship between joint decisions making and project success.

**2.5.1.3 Joint Decision-making and Project Success**

Majority of decisions made in projects affect stakeholders and attainment of project goals (Magassouba et al., 2019:1117). Stakeholders need to accept and embrace these decisions from the onset of the project (Ademola et al., 2017:1). It requires leaders and stakeholders to take part in generating decisions in order to embrace them (Mwaisaka, 2019:52). When stakeholders embrace decisions, they work hard to ensure that the decisions are implemented successfully (Dirks and Ferrin, 2002:614). It also helps to reduce stakeholders' resistance and associated costs towards the project that affects delivery of projects as planned (Ahimbisibwe and Nangoli, 2012:221). Indeed, project leaders facing resistances from stakeholders are advised to involve stakeholders in generating decisions to overcome their resistance (Khalid, Abdullah and Kumar, 2014).

Stakeholders understand their needs better (Narendar, 2009). It is essential to involve them in decision-making especially at the planning stage in order to capture their needs and aspirations from the project onset (Simsek, Veiga, Lubatkin and Dino , 2005:80). Stakeholders have the expertise and knowledge of the existing problems associated with the project which makes them suited to take part in project decisions (Olander and Ladin, 2005). To permit the conceptualisation of a variety of ideas that increases the likelihood and successful fulfilment of stakeholder needs and priorities. There is a need to consider interests and concerns of stakeholders at an early stage to inform project designs to achieve project success (Dougill et al., 2006).

Successful projects require reciprocal supportive relationships among stakeholders (Aidoo et al., 2018:373). Such relationships manifest when stakeholders help each other to accomplish assigned tasks and also take on extra responsibilities to ensure delivery of joint project goals (Yukl, 2013:106). It also enables exchange and integration of information from different stakeholders resulting into creative ideas to execute quality projects (Meng, Ge and Abrokwah, 2020:6; Yukl and Fu 1999:220). Integration of information from stakeholders also enables incorporation of new trends and dynamics in project decisions which boosts chances of project success (Mwaisaka, 2019:195). Again, exchange of information boosts confidence and trust between leaders and stakeholders, results into supportive relationship among stakeholders that enable to complete projects as desired (Andrei and Johanna, 2017:9; Shah and Baporikar, 2012).

To enhance chances of attaining project targets leaders need to openly challenge project stakeholders' beliefs and attitude into having a clear and common understanding of a project (Hambrick, 2007:338). When decisions are made jointly, it brings about collective wisdom in projects. It overcomes the limitations of stakeholders owing to differences in background, information level and project value desires (Hambrick, 2007:337). This improves their effectiveness in pursuit of a common goal that improves their project performance (Taylor, 2018:103). Therefore, leaders who want project success

should ensure that they involve stakeholders when making project decisions (Mwaisaka, K'Aol and Ouma, 2019:102).

Projects exhibit complex, ambiguous tasks, goals and stressful situations throughout their life cycle (Liphadzi et al., 2015:285; Sunjka and Jacob, 2013:641-2). It requires striving hard and clarifying the path stakeholders will take to arrive at desired project outcomes (Famakin and Abisuga, 2016:69). Participation of stakeholders leads to clarity and understanding of project tasks and situations (Yukl, 2010:151). Understanding of projects tasks and situations builds teamwork among stakeholders – a key ingredient to project success (Ssenyange, 2011:50). It also builds morale among project stakeholders because they understand what is expected of them and means of achieving them (Aapaoja, Haapasalo and Soderstrom, 2013:11; Sharan, 2009). Besides, it is easier to generate suitable project implementation strategies when leaders and stakeholders understand project tasks and environment (Bryd and Gustke, 2011).

Joint project decision-making contributes to project success (Kuye and Sulaimon (2011:10-12). During the study of leadership styles and project success in the construction industry in South Africa, Liphadzi et al. (2015) established that participation leadership style that involves shared decisions making processes leads to low relationship with project success. Equally, their results indicated that project leaders that adopt joint decision-making yield less project success (Liphadzi et al., 2015:289). In contrast, Wagner (1994) reports that involving stakeholders in project decisions has little influence on project success. It only makes stakeholders feel good about their tasks and the project with little serve to make them feel good about their jobs and organisations but do little to increase project performance. Besides, during joint project decisions, more rights are given to stakeholders in higher positions than lower levels – leading to low levels of commitment, trust, motivation and cooperation from low level stakeholders (Saha and Kumar, 2017:93).

The aforementioned findings reveal that joint decision-making has no relationship with project success. Nonetheless, it is hypothesised in our study that joint decision-making influences project success. Hence, there is a need to undertake this study to establish the extent of joint decision-making that causes success or failure of projects. From the path goal theory, we adopted both participation and communication leadership styles in explaining project success. A review of literature on the relationship between communication leadership style and project success will follow in the next section.

### 2.5.2 Communication leadership style and project success

In recent years, communication leadership has gained prominence as an important factor for project success (Kwofie, Fugar, and Adinyira, 2015:181). By communicating, internal and external stakeholders are able to exchange project information, interpret it and execute projects successfully (Mugo and Moronge, 2018:1145). In this study, communication leadership was conceptualised as internal and external communication. Figure 2.4 illustrates the relationship between communication leadership style and project success

**Figure 2.4: Relationship between communication leadership style and project success.**
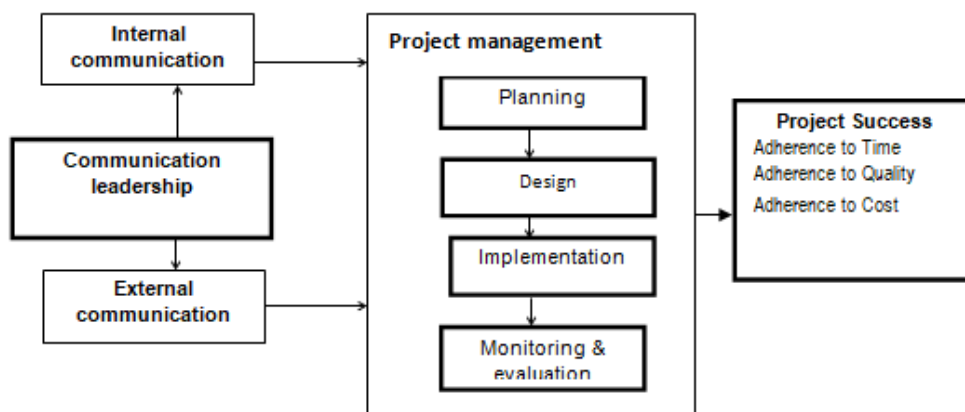


Source: Researcher's own Construction

Figure 2.4 indicates that communication influences project success. It also shows that both components of communication leadership (internal and

external communication) influence project success. Consequently, the next section discusses the impact of internal communication on project success.

## 2.5.2.1 Internal communication and project success

Literature reveals that there is a positive relationship between internal communication and project success (Kamalirad, Kermanshachi, Shane and Anderson, 2017; Yates, 2006:71). When projects commence, it is not simple for stakeholders within the project to trust each other since they are meeting for the first time (Ostuzzi et al., 2015:498). Internal communication brings stakeholders together, builds trust and share ideas as well as project information among themselves (Muszynska, 2015:1361). At this stage information about goals and objectives is shared (Olsson and Johansson, 2011:30). This information is crucial in establishing mutual understanding and trust in projects, which increases chances of its success (Muller and Turner, 2005:402).

Internal communication helps internal stakeholders express their concerns about the project plans, designs and strategies giving chance to leaders to understand and address these concerns (Mavuso and Agumba, 2016; Jarvenpaa and Leidner, 1999). Understanding and addressing of stakeholders' concerns stimulates their commitment towards attainment of set project goals (Molwus, 2014:47; Otim et al., 2011:367). Besides, internal communication helps stakeholders share information and knowledge about project targets (Weldearegay, 2014:14), thereby boosting their capacity to deliver assigned project targets successfully (Cheung, Yiu and Lam, 2013). In this line, internal communication can be seen as a tool that triggers passion and opportunism among internal project teams (Maame, 2012). Therefore, internal communication among stakeholders plays a vital role in successful project execution (Bilczynska-Wojcik, 2014:66; Doloi, 2009:1100).

According to Schwartz (2005:1), project success requires good working relationship among stakeholders. Good working relationships among stakeholders encourage stakeholders to work with vigour and support each other to accomplish assigned tasks (Smith and Mounter, 2005:18). Internal communication among stakeholders helps stakeholders understand their roles

and positions in projects (Dionisios, 2007:58). This boosts their level of cooperation and also avoids disputes among themselves that would impede smooth project implementation and completion (Guangdong et al., 2017:1477). Cooperation among stakeholders also helps to generate creative ideas that enable project teams to execute project tasks easily (Pollack et al., 2018:527; Smith, 2007:40).

To realise set project results, leaders need to constantly assess and share the performance of different stakeholders assigned project tasks throughout the project (Jerono, 2018:7; Kamau and Mohamed, 2015:82). Internal communication helps stakeholders understand projects making their management and monitoring easy (Kaonga and Nguvulu, 2015:44). Through internal communications such as performance reports, leaders provide stakeholders feedback on their performance on tasks, which helps to improve their performance on tasks (Arisi and Mugambi, 2015:8, 15; Barkley and Saylor, 2001). Besides, this feedback helps leaders to identify stakeholders' strength on tasks and weaknesses that require assistance to remedy project failure (Hargie, Tourish and Wilson, 2002:43). These reports also help leaders and stakeholders to assist stakeholders improve their performance on tasks through training, plan modifications and strategies (Mohammed and Hamdi, 2014).

Project success requires the commitment of all stakeholders involved in the running of the project (Subari and Riandy, 2015:143). Communication informs internal stakeholders about the project and helps them understand their merits (Borcaa and Baesu, 2014; Nangoli, 2010:53, 55), resulting into their emotional attachment to projects (Jacobs, Wantao and Chavez, 2015:18; Conway and Briner, 2002). It is on record that stakeholders who are emotionally attached to the projects feel indebted to act and complete tasks without coercion (Ahimbisibwe, Tumuhairwe and Tusiime, 2015:127; Ahimbisibwe and Nangoli, 2012:110). Similarly, the findings of Ntayi, Eyaa and Qian (2010) support this finding that stakeholders exhibiting positive attitudes toward project tasks behave well beyond what is expected. Such stakeholders sacrifice extra breaks, strictly follow project rules and regulations, and most importantly keep track of trends that may affect project success (Parkin, 2007:261).

In a study conducted by Okuneye, Lasisi, Omoniyi and Shodiya (2014:30), it was observed that internal communication contributes to the financial performance of projects. Through internal communication, project planners and executioners get chance to seek for any clarity on project tasks and any project information at the different project phases (Muszynska, 2015:136). This information enables stakeholders successfully execute assigned tasks with limited wastage and reworks that reduce costs escalations (Archibald et al., 2012:19; Olanrewaju et al., 2017:665; Aiyewalehinmi, 2013). Additionally, projects host several stakeholders with different interests and needs that may at times conflict and make projects complex (Argenti, 2007:138; Greenwood, 2007:318). With effective internal communication, leaders are able to realign different stakeholders' goals and interests towards a joint goal at the planning stage of a project (Ylitolva, 2015; Nangoli, 2010:18). This provides an opportunity to eliminate project challenges and problems that might obstruct project success (Molwus, 2014:40). This also prevents conflicts and resistance from stakeholders arising from difference in interests which would escalate costs if they happened in the course of the project (Faniran, Love and Smith, 2000).

Besides, when internal communication is open, it incorporates an element of participation in decision-making (Mazzei, 2014). This helps to generate informed and quality project designs and implementation strategies since stakeholders have the knowledge and expertise of the true problems to be solved (Olander and Ladin, 2005). Equally, these project decisions are embraced that propel extra effort from stakeholders to achieve project success (Mwaisaka, 2019:52; Balakrishnan and Masthan, 2013:2). Therefore, it is hypothesised that internal communication positively contributes to project success. As indicated in Figure 2.4, communication leadership was also conceptualised as external communication. The next section will review literature on the relationship between external communication and project success.

## 2.5.2.2 External Communication and Project Success

According to Saunders (1999:38), external communication is necessary if projects are to succeed. It is always common for projects to experience external resistive pressures from stakeholders (Maame, 2012). These resistive pressures arise from lack of information about the projects (Nangoli, 2010:9). Most times external stakeholders do not know why the project is being implemented and its benefits (Ahimbisibwe and Nangoli, 2012:221). With effective external communication, stakeholders get information about the project goals and benefits that enable them to realise how the project benefits them (Nangoli, 2010:53, 55). This triggers a positive attitude towards the project which reduces stakeholders' resistance towards the project (Civil Society Budget Advocacy Group, 2018:24).

Through communication, leaders create mutual understanding and collaboration among project stakeholders (Rãducan and Rãducan, 2014:1). These ties grow stronger through a series of interactions between the project and its external environment thereby developing trust and change of attitude towards the project (Delerue and Sicotte, 2017:2, 4). In addition, these ties always enable external stakeholders like the local community and landowners to support the project in terms of cheap labour and resources which enable cheaper projects (Durdyev and Hossein, 2018). Moreover, through information exchanges between the project and external stakeholders, the project is linked to the external environment (Ruuska, 1996), therefore, increasing its acceptance and chances of success (Muszynska, 2015:136). The collaborative relationships among internal and external stakeholders results into successful execution of assigned project tasks (Kwofie, 2015:94).

With external communication, leaders can clarify and exchange information on project goals and operations with external stakeholders right from the initiation and planning stage (Magassouba et al., 2019:1115; Ssenyange, 2011:36). Such helps to build consensus among the different stakeholder teams on the project goals to pursue (Wu, Liu, Zhao and Zuo, 2017:1467). The harmonisation and pursuit of a common project motivate external stakeholders

to give all their energy to achieve the common goal. Furthermore, owing to the decentralised nature of construction projects, there is a tendency of some stakeholders to hide information from others owing to absence of harmony in goals (Russell, 2015:197). This slows the project activities and may lead to cost, quality and time over runs (Durdyev and Hossein, 2018). With this harmony, collective ties are built among stakeholders that reduce project costs in litigations owing to reduced project resistance (Ahimbisibwe and Nangoli, 2012:221). Also, it helps to reduce stakeholders' conflicts and hostilities which delay and compromise the quality of projects (Coronado and Anthoney, 2002:94).

According to Ochieng and Price (2009:7), external communication is the invisible glue that holds dislocated external project teams together. Where there is poor external communication, projects experience problems (Ishaq, Omar, Yahaya and Sarpin, 2019:69). These problems include misunderstandings, poor designs, ineffective teamwork and poor response to projects, which affect its success (Keles and Ocal 2018:159; Frese and Sauter, 2003:6). However, with effective external communication, timely responsive decisions are made and effective team work from external stakeholders that increase chances of success is realised (Salter, Cricuolo and Ter Wal, 2014; Ssenyange, 2011:35). Equally, good external communication minimises confusions among external project teams who are key stakeholders (Heywood and Smith, 2006:301; Carr, Garza and Vorster, 2002:165). These confusions impede contractors from sending project documents and performance reports to subcontractors on a timely basis to keep track of project activities (Raulea and Raulea, 2014; Jameson, 2013:400-401). Such trigger disputes during projects execution that causes project delays and eventual failure (Damoah, 2015; Mitkus and Mitkus, 2014:785). Therefore, external communication is a solution to project success and lack of it is a recipe for disaster (Ramsing, 2009:345-346).

Although external communication contributes to project success (Muszynska, 2015:1360; Mitkus and Mitkus, 2014:785; Turiman et al., 2012:112; Nangoli, 2010), it can be used to distort the truth, generate resistance and hinder

allocation of project tasks (Guangdong, et al., 2017:1477). Distortion of information causes misunderstandings of the project tasks, strategies and project goals resulting into expensive projects in terms of time and resources (Kennedy, McComb and Vozdolska, 2011). Furthermore, communication hinders stakeholders' creativity in generating ideas necessary to execute quality, timely and cost-effective projects (Leenders, Engelen and Kratzer, 2003:79). While internal and external communication positively influences project success, it also has adverse effects Hence, the need to triangulate both quantitative and qualitative results to establish the point at which information overload or underload occurs which is associated with the negative consequences of communication within projects (Josephine, Schmitt, Debbelt and Frank, 2018:1151; Eppler and Mengis, 2004).

## 2.6    CONCLUSION

In this chapter, we examined literature on the relationship between leadership styles and project success. The chapter presented the concept within the perspective of the path goal theory which is the theoretical framework used in the study. Thereafter, a discussion of participation leadership styles was presented comprising a discussion on consultation, delegation and joint decision-making as components of participation leadership style. Later a discussion of communication leadership style was also presented anchoring on internal and external communications. Next, the project success concept focusing on time, cost and quality was discussed as a way to measure project success. The chapter concluded with an empirical literature review on the relationship between leadership styles (participation and communication) and project success. Several authors confirmed a positive relationship between leadership styles and project success as it is hypothesised in our study. However, few scholars indicated that there is a negative relationship between leadership styles and project success (Guangdong, *et al.,* 2017:1477; Saha and Kumar, 2017; Leenders et al., 2003:79: Watt, 2014). Therefore, it is essential to institute a study to determine whether leadership styles (communication and participation) are associated with project success.

# CHAPTER THREE
# MEDIATING ROLE OF STAKEHOLDER ENGAGEMENT ON THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND PROJECT SUCCESS

## 3.0    INTRODUCTION AND CONTEXT

This chapter provides the theoretical and literature review of the mediating role of stakeholder engagement on the relationship between leadership styles and project success. This is to have a better understanding of the mediating role of stakeholder engagement on the relationship between leadership styles and project success.  This study sought to addressing the secondary objective of this study which is to:

ii.    *Examine the mediating role of stakeholder engagement on the relationship between leadership styles.*

The stakeholder theory which provides the context and foundation for understanding the mediating effect of stakeholder engagement on the relationship between leadership styles and project success will be first conversed. This will be followed by a comprehension of the stakeholder engagement concept and its measurements. The review of empirical literature on the relationship between leadership styles, stakeholder engagement and project success will then be discussed. The last section is the research gap and conclusion. In the next section, a discussion on stakeholder theory is provided.

## 3.1    STAKEHOLDER THEORY

As developed by Freeman (1984), stakeholder theory recognises the role of stakeholders in project success. As per stakeholder theory, projects are composed of multiple interconnected stakeholders with conflicting objectives, interests and expectations (Kariuki, 2015). Recognising that in projects, stakeholders are critical since they can influence or are influenced by success (Freeman, 1984:46), the stakeholder theory postulates that project leaders should consider the concerns and aspirations raised by different stakeholders when making project decisions (Jones and Wicks, 1999:210), as projects do not exist only for the benefit of shareholders (Greenwood, 2007:318). The theory is

premised on the belief that stakeholders should be given a chance to participate in the development of decisions that affect them (Mainardes, Alves and Raposo, 2011:227). In this line, project leaders can satisfy and create value for stakeholders to boost chances of their engagement towards project success (Chinyio and Akintoye, 2008:592). However, the extent to which project leaders categorise, manage and strike a balance of the various stakeholders' interests and expectations determine the success or failure of projects (Abuzeinaba and Arif, 2014:506; Manowang and Ogunlana, 2010:122).

Proponents of the stakeholder theory advocate for categorising and understanding stakeholders to manage their interests and expectations to achieve their engagement (Kariuki, 2015:22; Chowdhury, 2014:58; Karlsen, Graee and Massaoud, 2008:9). Therefore, several stakeholder categorisation methods have been developed, including stakeholder contractual relationships (Clarkson, 1995:105-106) and stakeholder salience attributes (Mitchell et al., 1997).

Under stakeholders' contractual relationship, stakeholders are categorised on the basis of their contractual relationship between the project and stakeholder groups (Clarkson 1995:105-106). This categorisation gives rise to primary (internal) and secondary (external) stakeholders (Benna et al., 2016:3-4; Aki and Harri, 2014:44). Primary stakeholders are those with lawful/ formal contractual relationships with the project (Mainardes, Alves and Raposo, 2012:1863) In contrast, external stakeholders have no legally binding relationship except for certain interests and rights in the project (Mazur and Pisarski, 2015:3). Figure 3.1 summarises some of the internal and external stakeholders in construction projects.

**Figure 3.1: Internal and external stakeholders**
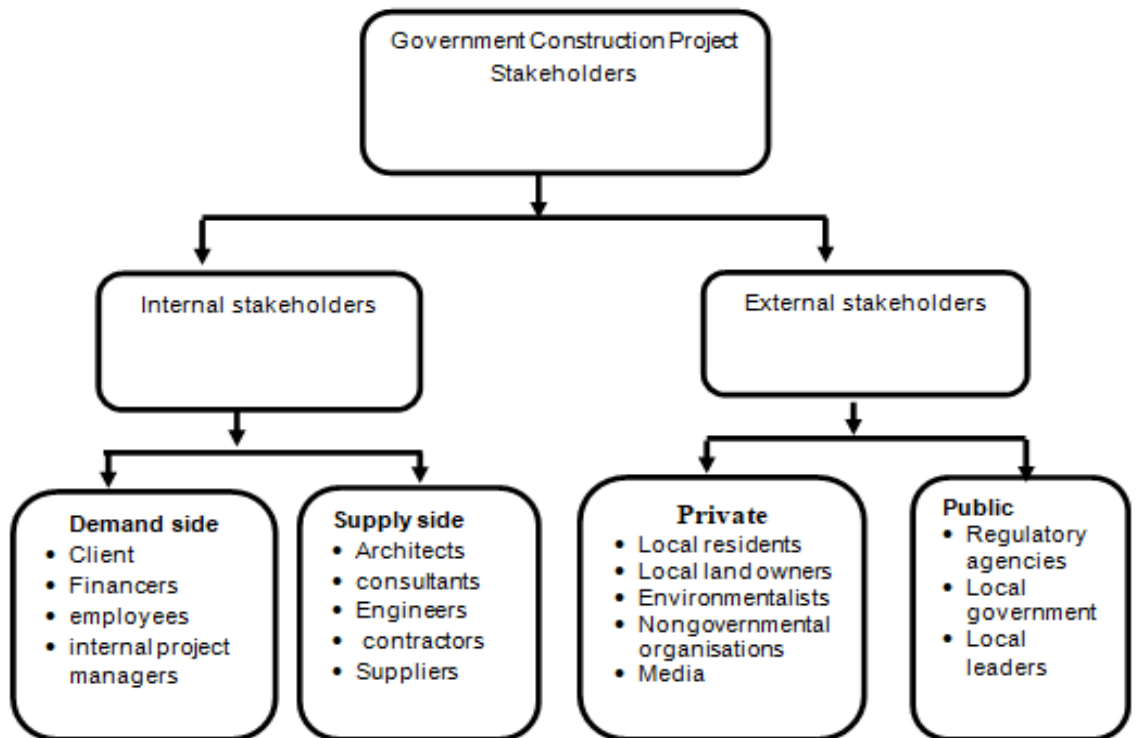


Source: Adopted and modified from Riahi, 2017; 38-39; Manowang and Ogunlana 2010:122; Wich, 2010

Figure 3.1 indicates that in government construction projects, there are internal and external stakeholders. External stakeholders are categorised as private and public stakeholders, while internal stakeholders include those on the supply side of the project and the demand side of the project.

Secondly, stakeholders can be categorised based on their importance or salience to the project (Mitchell et al., 1997). According to Mitchell et al. (1997:869), stakeholder salience is the degree to which project leaders give priority to competing stakeholder claims (Mitchell, et al., 1997: 869). There are three salience attributes namely, power, legitimacy and urgency that can be used by organisations to identify stakeholders (ibid). The power attribute identifies stakeholders that can influence project implementation. Legitimacy identifies those stakeholders whose claims correspond to social norms, values, or beliefs. Lastly, urgency identifies those stakeholders whose claims require immediate attention by project leaders.

Projects act as vehicles that coordinate various interests and expectations of stakeholders, the success in satisfying them constitute the ultimate test of their engagement towards the project (Rajablu, Marthandan and Yusoff, 2015:113,121; Manowang and Ogunlana, 2010:122; Freeman, 1984). Identifying and categorising stakeholders should aid project leaders to arrive at appropriate leadership styles, choose stakeholders' interests and expectations to prioritise and identify stakeholders' worth giving attention for successful engagement towards project success (Chodokufa, 2018:24; Malachira, 2017:19; Kariuki 2015:22; Currie, Seaton and Wesley, 2008:48).

It should be noted that the fundamental idea of the stakeholder theory is that project leaders must manage stakeholders' expectations, concerns and interests to create value for stakeholders to engage towards the project without compromising project objectives (Nie, Ibrahim, Mustapha, Mokhtar and Shan, 2019:112; Chodokufa, 2018:91). Project success requires the engagement and approval of stakeholders whose interests, expectations and concerns must also be promoted rather than simply seeking to only maximise project objectives (Bourne, 2015:3-4; Atkin and Skitmore, 2008:550). However, the attention given to the views of stakeholders should be guided by the influence, role and the number of salient attributes a stakeholder possesses (Evans, Vladimirova, Holgado, Fossen, Yang, Silva and Barlow, 2017:602; Aaltonen et al., 2008:510). As a result, stakeholder engagement in terms of commitment, trust and cooperation towards the project will be realised (Musgrove, Ellinger and Ellinger, 2014: 153; Rowlinson and Cheung, 2008:611-622). Scholars have criticised the stakeholder theory for its lack of empirical grounding and the vagueness of the term stakeholder as a concept (Mainardes, Alves and Rapaso, 2011:244). In addition, stakeholder theory fails to give the appropriate leadership styles especially communication and participation strategies (Kariuki, 2015) needed by project managers to realise project success. However, the highlighted weaknesseses of the stakeholder theory are solved by a multitheoretical approach adopted where the pathgoal theory (1996) that is adopted explains how communication and participation leadership styles contribute to project success. Premising on Donaldson and Preston (1995:67),

we still believed that projects success cannot be achieved when project leaders do not engage with and satisfy expectations, interests and the needs of a multitude of legitimate stakeholders involved in projects as aavnced by the stakeholder theory.

This study is aimed at examining the mediating role of stakeholder engagement on the relationship between leadership styles and project success. This then creates the knowledge gap which this study sought to narrow. Studies have established the relationship between leadership styles and project success (Cheong and Mustaffa, 2017:102; Atencio, 2013:30), leadership styles and stakeholder engagement (Ahmad, Saleh and Dash, 2018:1020) as well as stakeholder engagement and project success (Franklin, 2020:141; Silvius and Schipper, 2019:33; Davis, 2014:192,193). Participation leadership through consultation, delegation and joint decision-making necessitates engagement of stakeholders to yield desired project goals (Hammad, 2013:93; King, Feltey and Susel, 1998: 320). Equally, communication leadership that involves exchange of information among stakeholders requires commitment, cooperation and trust among stakeholders (Zeffane, Tipu and Ryan, 2011:78; Smith and Mounter, 2005:18). Likewise, to achieve projects success, stakeholders need to be engaged to deliver quality, timely and cost-effective projects (Namiyingo, Bagire, Nangoli, et al., 2016:25). The next section provides a discussion of the stakeholder engagement concept

## 3.2    STAKEHOLDER ENGAGEMENT

Although stakeholder engagement ideas appeared in the 1990s (Mitchell et al., 1997; Svendsen, 1998), stakeholder engagement as a concept started to gain attention at the start of the 2000s (Andriof, Rahman, Waddock and Husted, 2002). The construct was introduced to distinguish between enhancing shareholder value and engaging stakeholders for long-term value creation (Andriof et al., 2002: 9). Stakeholder engagement refers to a number of processes and strategies organisations use to engage their stakeholders (Aakhus & Bzdak, 2015; Freeman, Kujala, and Sachs, 2017). Stakeholder engagement research is rooted in stakeholder theory (Kujala et al., 2022:1140;

Mitchell et al., 2015). Stakeholder theory places stakeholders at the center of strategic thinking and positions relationships with stakeholders as a focus of analysis (Freeman, 1984).

Since stakeholder theorists have focused on understanding the interaction and relationships between organizations and their stakeholders (Bundy, Vogel and Zachary, 2018; Mitchell, Van Buren, Greenwood and Freeman, 2015), stakeholder engagement research fits naturally into stakeholder theory. A notable amount of attention has been given to the instrumental perspective of stakeholder engagement in project management and strategy. Stakeholder engagement is linked to organisational financial performance (Jones, Harrison and Felps, 2018:373), but it is also addressed within the business and society literature (Hasan, Kobeissi, Liu and Wang, 2018:672). Also, Stakeholder engagement is linked to sustainability accounting and reporting to explore how various actors can participate in reporting, accounting, and accountability processes (O'Riordan & Fairbrass, 2014; Johansen, 2008). However, no known study has been conducted to establish how stakeholder engagement mediates the relationship between leadership styles and government project success in Uganda. Thus, the need to conduct this study.

From a project perspective, a stakeholder is any individual or institution internal or external that has interest and additionally the ability to impact project choices and results (Freeman, 1986:46). This study adopted both internal (project managers, contractors and project engineers) and external stakeholders (local council leaders) because they can affect project success (Mugarura, 2019:66). For instance, most projects are poorly implemented because of lack of ownership, shared vision, trust, support and effective engagement from the public (Martin, Lawther, Hodge and Greve, 2013:17; Rowlinson and Cheung, 2008:611-622). There are different definitions for stakeholder engagement. Stakeholder engagement is understood as process that an organization undertakes to involve stakeholders in a positive manner (Greenwood, 2007:317–318). Stakeholder engamenet is also defined as a process that creates a dynamic context of interaction, mutual respect, dialog, and change,

not a unilateral management of stakeholders (Manetti and Toccafondi, 2012: 365). This study conceptualises stakeholder engagement as the communicative and participative actions and processes that stakeholders undertake to be emotionally attached to the project and its outcomes (Tomlinson, 2010:26); and give the necessary support, trust, commitment and cooperation towards the success of project work (Greenwood, 2007:318).

Projects combine a variety of stakeholders with a diversity of experiences, skills, concerns, knowledge and information that enable successful project implementation (Kalpana, 2014:17; Devin and Lane, 2014:433). Hence, leaders must devise strategies to effectively engage stakeholders as means of achieving project success (Ihugba and Osuji, 2011:30). Through the lens of the stakeholder theory, project leaders realise stakeholder engagement by managing stakeholder relationships and expectations through adopting appropriate leadership styles such as communication and participation (Zulch, 2014:172; Greenwood, 2007:318).

Communication and participation enable exchange of information with stakeholders; incorporate stakeholders' expectations and concerns in project decisions (Gikonyo, 2018:21), understand values and objectives of the project (Ekung et al., 2014:102; Felsinger,2011:22). In this line, stakeholders' needs, and expectations are captured, project goals and objectives revised to accommodate stakeholders' expectations, needs and goals (Molwus, 2014:18), resulting into enhanced social licence and ultimately stakeholder engagement (Rowlinson and Cheung, 2008:611-622). The next section will discuss the measurements of stakeholder engagement.

### 3.2.1 Measurements of stakeholder engagement

Different researchers have measured stakeholder engagement differently. Nantumbwe (2019:69) and Al-shbeil, Ahmad, Alshbail, Al-mawali and Al-shbail (2018) measured stakeholder engagement through vigour, absorption and dedication where the Utrecht Work Engagement Scale (UWES) is always adopted. Despite its applicability and use by researchers it is discredited for not

being free from controversy as it lacks validity for the three-factors that is vigour, absorption and dedication arriving at wrong conclusions (Kulikowski, 2017:163). Other scholars such as Nguyen and Mohamed (2020:106) measured stakeholder engagement through information sharing, consultation, collaboration, co- decision-making and empowerment. Meltzer, Stefănescu and Ozunu (2018) adopted popularity, commitment, engagement and virality as measures of stakeholder engagement. Also, Kahn (1990) advanced meaningfulness, safety and availability as measures of stakeholder engagement. The measurements of stakeholder engagement lack a broader conceptualisation of the stakeholder engagement concept as they neglect to test the behavioural traits stakeholders exhibit while striving to achieve project targets (Omar, 2015:1114-17) Due to the absence of consensus on the measures of stakeholder engagement  and the need to get abroader broader conceptualisation of the stakeholder engagement, from the different scholars studies, we adopted commitment (Omar, 2015:11; Nkuruziza et al., 2016; Meyer, Allen and Smith,1993), trust (Chodokufa, 2018; Durham, Baker, Smith, Moore and Morgan, 2014; Sloan; 2009:29;Chiu,2005) and cooperation (Nguyen and Mohamed, 2020:106; Ekung et al., 2014:103; Bourne, 2016:433; Sloan; 2009:37) as measures of stakeholder engagement.These measurements as adopted by this study are illustrated in Figure 3.2.

**Figure 3.2:  Three stakeholder engagement measurements**
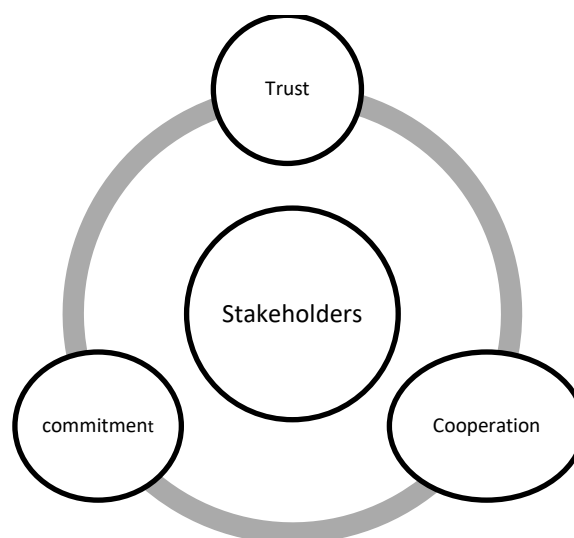


**Source: Researcher's Own Construction**

Figure 3.2 shows that engaged stakeholders show commitment, trust and cooperate with each to deliver desired project goals. Understanding measurements of stakeholder engagement helps researchers to review literature and explore how stakeholder engagement mediates the relationship between leadership styles and project success as they affect project success (Okello, 2018:12). First is detailed explanation of trust as a measurement of stakeholder engagement adopted in this study.

### 3.2.1.1 Trust

Several fields post different definitions of trust. To a psychologist, trust refers to one's willingness to be vulnerable to another based on positive expectations from the other (Hoffmann, Joost and Wies, 2011: 898; Colquitt, Scott and LePine, 2007:909). Among economists, trust is understood as the voluntary transfer of favours for the benefit of another, with the expectation of reciprocation but not a guarantee of it (Gunnthorsdottir, McCabe and Smith, 2002:50). Also, trust is defined as the belief that a person can have faith and be confident in the fairness, honesty and integrity of another person (Ferris, Liden, Munyon, et al., 2009:1389). Standing out in all these definitions of trust is the voluntary risk-taking to make one person vulnerable to other parties, expectation of the other's reciprocal response or trustworthiness and the ability to predict other stakeholder's behaviour as well as the quiescence related with such predictability.

Several researchers agree that trust among stakeholders enables cooperative behaviours, promotes adaptive organisation reforms and promotes effective resolution to crisis (Hoffmann et al., 2011; Ferris et al., 2009:1389; Karlsen *et al.,* 2008:9). In addition, trust cements stakeholders' relationships in construction projects (Pinto, Slevin and English, 2008:638) which helps to resolve conflicts and differences in opinions which would jeopardise project success (Zaefarian et al., 2017:71; Doloi, 2009:1100). Therefore, project leaders should ensure that they allow participation and exchange of information among stakeholders to build trust among stakeholders to realise project goals (Freeman, 2017:2).

Literature posts three forms of trust, namely, identification trust, calculus-based and knowledge-based trust (Krueger and Meyer-Lindenberg, 2019: 99; Dibben, Morris and Lean, 2000: 57; Lewicki and Bunker, 1995:145). Calculus-based trust is described as the rational choice derived from the assumption that the trustee is believed to seek to perform an action that is beneficial to the trusting party (Lewicki and Bunker, 1995:145). Accordingly, the value of the trusting party is determined by comparing the benefit of having the relationship with the cost of maintaining it (Polonsky, Schuppisser and Beldona, 2002:115). Hence, trust among stakeholders is motivated by the self-conviction and the conviction that one party has economic motives to honour their commitments (Pinto et al., 2008:640).

The second form is knowledge-based trust. This type of trust occurs when information about each party and interactions increases (Tsui, 2019:2525; Polonsky et al., 2002:115). In other words, whenever parties have known each other for some time they are able to predict the actions of the other (Chodokufa, 2018:70). Meaning, parties can rely more on information than motivation to bind their relationship in a project (Pinto et al., 2008:640).

Lastly, identification-based trust is the trust that exists when parties have the same values, choices and preferences (Omeihe, Gustafsson, Amoako and Khan, 2019:7; Chodokufa, 2018:70). Under this type of trust, all parties in a relationship have a clear understanding of and embrace each other's objectives and intentions (Polonsky et al., 2002:115). Moreover, each party in a relationship behaves in a way that appreciates the other's point of view (Shapiro, Sheppard and Cheraski, 1992 cited in Pinto *et al.*, 2008:641). When trust levels go down between project leaders and stakeholders, the working relationships in a project are likely to deteriorate into conflicts and eventual termination which affects the levels of project success (Zaefarian, et al., 2017:71). Therefore, project leaders should adopt strategies that boost trust among stakeholders to achieve their cooperation, commitment, transparency, information sharing and reduced conflicts (Jahansoozi, 2006:943), to achieve the set project objectives (Ferris et al., 2009:1389). The study adopted the three

forms of trust explained earlier because several researchers have also conceptualised trust as calculus-based, knowledge based and identification trust (Krueger and Meyer-Lindenberg, 2019; Chodokufa, 2018:70; Polonsky et al., 2002: Dibben, Morris and Lean, 2000: 57; Lewicki and Bunker, 1995:145). Equally, the integrity of the three types of trust has been established when measuring trust relationships among stakeholders (Lewicki, Tomlinson and Gillespie, 2006:1010). The next measurement discussed is commitment.

### 3.2.1.2 Commitment

Commitment also known as dedication refers to the degree to which stakeholders identify with, feel a sense of involvement in and attached or loyal to the project and wish to maintain their membership of the project, while exerting considerable efforts towards the achievement of project objectives (Nakato, 2019:143). It measures the degree to which a stakeholder agrees to and becomes involved in a project as a result of positive emotional attachments (Nangoli, Namagembe, Ntayi and Ngoma, 2012:235), resulting in the willingness of stakeholders to make interim sacrifices in the view of long standing stable and lucrative project relationships (Zaefarian *et al.*, 2017:71).

Several forms of commitment exist, namely, behavioural commitment (Sharma, Young and Wilkinson, 2006:65), continuance commitment (Tunguta, 2018:10), normative (Dietz and Den Hartog, 2006:563) and affective commitment (Kumar, Scheer and Steenkamp, 1995:351). However, in this study, commitment is conceptualised as instrumental continuance, normative and affective commitment (Namiyingo et al., 2016:23-24; Nangoli, 2010:26; Meyer and Allen, 1997). According to Tunguta (2018:10), continuance commitment refers to the stakeholder's commitment to the project owing to the belief that they will incur high costs for the loss of project membership. Therefore, stakeholders weigh their commitment in the project based on what they have invested in the project verses the expected benefits of staying in the project (Chowdhury, 2014:58).

Normative commitment denotes to the stakeholders' obligation to stay with the project because they feel that it is their moral duty (Dietz and Den Hartog,

2006:563). In this case, stakeholders stay with the project because they think they should (Carine and André Sobczak, 2012:4). Lastly, affective commitment occurs when a stakeholder feels positive to identify with, attachment to and involvement in the project tasks (Chodokufa, 2018:71).

According to Tunguta (2018:10), commitment is best achieved when stakeholders involved in the project believe and are aware of their potential to contribute to project objectives. Therefore, once parties commit themselves into a relationship, they take actions that demonstrate their interest in that relationship which makes it hard to renegade owing to specific investment and effort put in (Bosse and Coughlan, 2016:1206). The study adopted the three measures of commitment, namely, normative, continuance and affective because several scholars have used them in their studies. Such scholars include Namiyingo (2013:8), Nangoli, (2010), Meyer, Herscovitch and Topolnytsky, (2002), Meyer and Allen (1997), who measured and explored the concept of commitment. Also, they adopted these measures because they affect the stakeholder's willingness to stay with the project and his or her work-related behaviours that is necessary for project success (Ahimbisibwe and Nangoli, 2012:103). The next measurement discussed is cooperation.

### 3.2.1.3 Cooperation

Cooperation also known as collaboration occurs when parties in a project come together to build a fruitful relationship to achieve a common project goal (Heidari, Yazdani, Sanghafi and Jalilvand, 2020; Bond-Barnard et al., 2017:437; Morgan and Hunt, 1994:62). Parties that come together and collaborate are always induced by guarantees and the nature of dependence from other parties to reciprocate (Zaefarain et al., 2017:71). In other words, cooperation among stakeholders in a project is boosted by the interdependencies that exist among stakeholders (Chodokufa, 2018:72). Subsequently, cooperation arises out of the existence of trust, coordination, participation, communication and commitment among project stakeholders (Dubey, Altay and Blome, 2019:174-174; Zeffane et al., 2011:82). Thereby, cooperation, reduces stakeholder hostilities, increases information sharing and motivates stakeholders to pursue

a common project goal (Saunders and Corning, 2020; 453; Bond-Barnard et al., 2017:437; Liphadzi et al., 2015:285).

Cooperation in projects may take the form of partnership, strategic alliances, cooperation agreements and coalitions (Albrecht, 2013:639; vargas-Hernandez, 2007:13). However, the type to be adopted depends on the goals pursued by the team. Furthermore, cooperation within government construction projects is conceptualised as intra and extra cooperation. Intra cooperation requires the cooperation of internal stakeholders while extra cooperation is concerned with the collaboration from external stakeholders towards the project. For this study, cooperation is conceptualised as the integration, coordination, sharing of information, and compromise between internal and external stakeholders towards reaching project objectives (Cole, Cox and Stavros, 2019:4; Pinto and Prescott, 1993:1281).

This section provided an explanation of the stakeholder identification methods to arrive at salient internal and external stakeholders whose expectations should be managed as guided by the stakeholder theory to achieve their engagement towards project success. This set the foundation and context of the mediating role of stakeholder engagement in the relationship between leadership styles and project success the secondary objective for this study. The next section presents a discussion about the mediating effect of stakeholder engagement.

## 3.3    MEDIATING ROLE OF STAKEHOLDER ENGAGEMENT

As discussed in section 3.2, this study adopted trust, commitment and cooperation as measurements of stakeholder engagement. The leadership style concept was explained in Chapter 2, where participation and communication leadership styles were explained in section 2.2 and 2.4 respectively were adopted for this study. Participation was viewed to be the extent to which leaders delegate, consult and involve stakeholders in taking project decisions (Monzani et al., 2015:447; Yukl, 2013:106; House, 1996:336). Communication was viewed to be the exchange of relevant information, interpreting and effectively disseminating it among internal and external

stakeholders (Mugo and Moronge, 2018:1145; Lievens and Moenaert, 2000:1085). In addition, project success was discussed under section 2.6 where, time, quality and cost were adopted as measurements of project success. As indicated and hypothesised in Chapter 1 Section 5.2, stakeholder engagement mediates the relationship between leadership styles and project success. This is illustrated in the conceptual Figure 3.4.

**Figure 3.3: Mediating role of stakeholder engagement on the relationship between leadership styles and project success.**
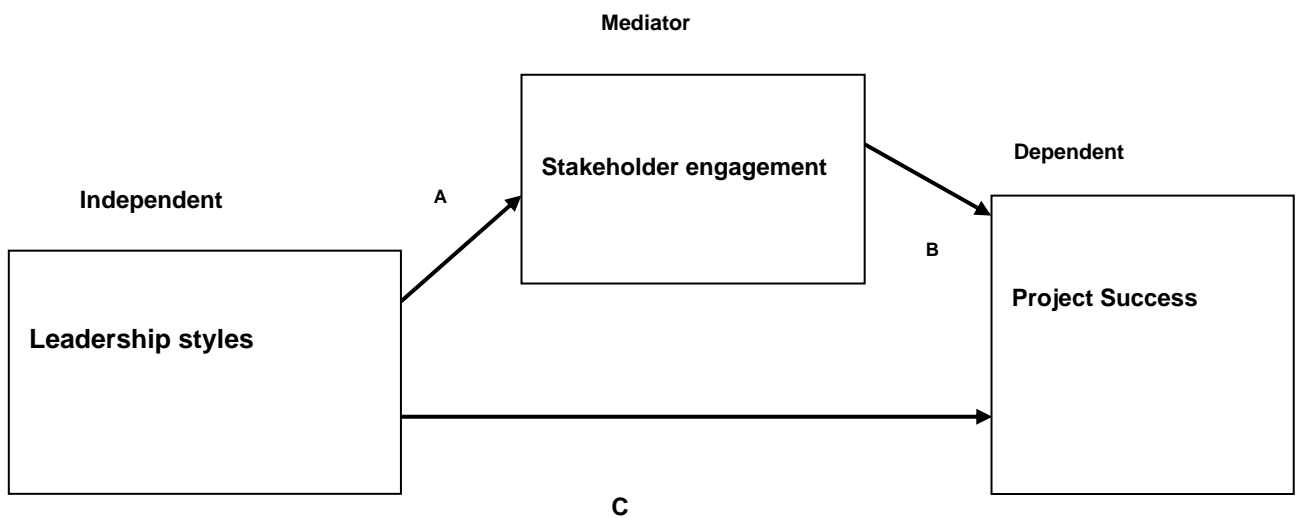


Source: Magassouba et al., 2019; Yukl.2013:10; cheong and mustaffa, 2017:102

Figure 3.3 indicates that stakeholder engagement mediates the relationship between leadership styles and project success. According to Baron and Kenny (1986:1176) adopted by Zhao, Lynch and Chen (2010) and Nsereko (2017), the following conditions must be met for a variable to act as a mediator.

First, the variations in the levels of the independent variable must significantly account for variations in the dependent variable. This is illustrated in Figure 3.3 by path C. Secondly, the change in the levels of the independent variable must significantly account for changes in the presumed mediator. This is illustrated in Figure 3.3 where a variation in the leadership styles causes change in the level of stakeholder engagement as indicated by path A (Nakato, 2019:14; Ahmad et

al., 2018:1020). Thirdly, deviations in the mediator variable significantly account for deviations in the dependent variable. In Figure 3.3 this is indicated by path B, where stakeholder engagement influences project success. Lastly, the association between independent variable and dependent variable must be significantly reduced when controlling the effect of mediating variable according to the principles. In Figure 3.3 when paths A and B are controlled, a previously significant relationship between leadership styles and project success is no longer significant with the strongest demonstration of mediation occurring when path C is zero.

Scholars have explored the mediating role of stakeholder engagement. However, this has not been done on our study variables that are leadership styles, stakeholder engagement and project success among government construction projects in Uganda. They have particularly explored the mediating role of stakeholder engagement on the relationship between corporate governance and materiality disclosure in sustainability reporting (Ngu and Amran (2018), mediating effect of stakeholder engagement on the relationship between corporate social responsibility and access to finance among Ghanaian SMMEs (Ansong ,2017:10) and mediating role of stakeholder engagement on the relationship between stakeholder power and project sustainability of health projects in Uganda (Nantumbwe, 2019:79). This provides the basis for this study to attempt to establish and review literature on whether stakeholder engagement mediates the relationship between leadership styles (communication and participation) and project success. The next section would have begun with a literature review of the relationship between leadership style and project success (route c) as illustrated in the conceptual Figure 3.3.. However, this was presented in detail in Chapter 2. As illustrated in the conceptual Figure 3.3, the relationship between leadership styles and stakeholder engagement will now be explored through a literature review.

### 3.3.1 Leadership styles and stakeholder engagement

Leadership contributes greatly to engagement of stakeholders in projects (Ahmad, Saleh and Dash, 2018:1020). The styles a leader adopt influences the behaviour and direction stakeholders take in a project (Nakato, 2019:14;

Esperance, 2015). Whether this influence is positive or negative, the performance of stakeholders in a project is based on the leadership styles exhibited in a project (Slabbert, 2018:4; Dias and Borges, 2017:110). When leaders communicate to stakeholders about project tasks, goals and benefits, stakeholders gain information about the project to decide whether to engage or quit the project (Zulch, 2014:1001). Equally, when stakeholders feel that the style of a leader is participative and fair, they show more trust and commitment towards the project (Schneider and George, 2011:61). Moreover, stakeholders develop confidence in their leaders, which enhances their cohesion in projects (Mwaisaka, 2019:46).

Projects combine stakeholders with different objectives that need harmonisation to realise their engagement (Batista-Taran, Shuck, Gutierrez and Baralt, 2013:17). By participation through stakeholder consultation, leaders get chance to know the different stakeholders' objectives and aspirations in projects (Ndunda et al., 2017:14; Hammad, 2013:93). This enables leaders to reconcile and incorporate the different stakeholders' objectives and aspirations to connect to common project goals thereby overcoming self-interest and factionalism in projects (Ukpong, Mbong and Ekanem, 2018:9-10; Monyazi, 2012). Moreover, consulting stakeholder when making project decisions makes them feel valued and recognised to take pride as being part of the project (Harter, Schmidt and Hayes, 2002:246). This results into engagement stakeholders with a shared vision ready to contribute towards the achievement of project goals (Jackson, Rossi, Hoover and Johnson, 2012:646).

Leaders that adopt leadership styles that suit each stakeholder category involved in projects successfully engage stakeholders (Rajablu et al., 2015:113,121). Through stakeholder consultations, leaders get information about the different stakeholders' characteristics and behaviours, which help them choose appropriate leadership style for each category (Siering and Svensson, 2012:8). Applying an appropriate leadership style to stakeholders builds their levels of trust and commitment towards projects (Greenwood and Van Buren, 2010:432). Surely, the levels of engagement among stakeholders

will increase whenever leaders consult and involve stakeholders in project decisions (Lumbasi, K'Aol and Ouma, 2016:11; Oliver, 2012:55).

According to Rao (2013:144), the attitude and behaviour leaders exhibit while executing duties guide and manage stakeholders' emotional feelings to attach to projects. Moreover, leaders who offer support to stakeholders during project implementation makes stakeholders feel obliged to commit and enjoy a continued stay in projects (Musgrove et al., 2014:153). Such leaders provide feedback and allow interactions among stakeholders (Sharma and Bhatnagar, 2016:16). These interactions help to remove obstacles and guide stakeholders to the right path (Karanges, 2014:32). Besides, these leaders make negotiations, motivations and collaborations that enhance stakeholder engagement (Gottlieb, 2012:974). Hence, we can undertake that stakeholders who positively interact with their leaders show increased levels of engagement in projects (Bakker and Schaufeli, 2008:149-150).

It is worth noting that a friendly environment improves stakeholders' cohesion and project performance (Onimole, 2015; Anantatmula, 2010:13). Leaders that relate well with stakeholders create an environment that boosts stakeholders' level of engagement in projects (Zeffane, 2003:979). A leader who adopts styles that promote such values and ideas facilitates favourable environments (Orewa, 2019:4). Such leaders spend most times with stakeholders, make them enjoy their stay in a project and place them first (Sinek, 2014). Evidence shows this necessitates leaders to devote more time communicating and associating with stakeholders to achieve this (Gottlieb, 2012:974). However, the returns the project gets from friendly project environment and stakeholder engagement outweigh the time spent (Dionne, Yammarino, Atwater and Spangler, 2004:182). With this in place, stakeholders are more recognised and valued, thereby raising their levels of engagement to perform project tasks (Turner and Muller, 2005:58). Besides, stakeholder engagement increases when stakeholders work in projects where leaders act as role models (Hayward, 2010:12). Through communication and participation, leaders manage and direct

stakeholders on how to accomplish project activities influencing them to realise their full potential (Chapman, Johnson and Kilner, 2014:284).

Leaders that adopt communication leadership style achieve high levels of stakeholders' engagement in projects (Ekung et al., 2014:103; Noland and Phillips, 2010:40). Through communication, leaders are able to exchange information with stakeholders, manage trade-offs and incorporate stakeholders concerns in project decisions (Gikonyo, 2018:21). This enables stakeholders understand the values and objectives of the project (Ekung et al., 2014:102), resulting into stakeholders' trust and willingness to share information with others that keeps them together to pursue a common goal (Guangdong et al., 2017:1477). Moreover, through communication, leaders clarify the project vision, goals and set the direction stakeholders should take in a project (Chowdury, 2014:255). This gives stakeholders an opportunity to judge whether the project suits their aspirations helping them to decide if they can engage in the project (Rathenam and Dabup, 2017:423; Rowlinson and Cheung, 2008:611-622).

The way leaders interact with stakeholders influences their emotional attachment and decisions to engage in projects (Herremans, Nazari and Mahmoudian, 2016:425). Personal contact with stakeholders along with the messages that are directed in both content and delivery meets the needs of targeted stakeholders (Bussell and Forbes, 2002:250). Poor communication makes leaders fail to honour their promises, thereby affecting stakeholders' levels of engagement and eventual social licence to the project (Chodokufa, 2018:230). However, a leader that interacts and shares information with stakeholders about their mandate and project mission creates a sense of interest, responsibility, attachment and indebtedness to projects tasks (Studer and Von Schnurbein, 2013:420). This atmosphere inspires individual stakeholders to effectively execute assigned tasks with minimal control and coercion (Ahimbisibwe and Nangoli, 2012:102). Glass and Simmonds (2007:135) and Adkins (1999) reinforced this by establishing that leaders that give balanced emphasis to the project and communicate effectively to both

internal and external stakeholders motivate stakeholders to engage in projects. Therefore, leaders who allow a two way communication process in projects always drive stakeholders to engage towards project success (Kung and Sung, 2017:85-87).

In their study from 2008 to 2013, Famakin and Abisuga (2016:8) studied the effects of path goal leadership on the commitment of leaders of completed construction projects. The study established that supportive leaders promote commitment of construction leaders. It is believed that leaders who adopt a participative leadership style gain the engagement of stakeholders compared with those that negate it (Polston-Murdoch, 2013:32). Such leaders have a variety of leadership styles such as delegation and that they match them to a particular situation which motivates stakeholders to engage (Liphadzi et al., 2015:243). This is because when leaders delegate roles, they inspire and create a friendly relationship among stakeholders (Nanjundeswaraswamy and Swamy, 2014:57; Potter, Deshields and Kuhrik, 2010; 163). This friendly and supportive relationship triggers commitment among stakeholders towards the project activities (Badrianto and Ekhsan, 2019:64; Kariuki, 2015:5).  It is, therefore, hypothesised that there is a relationship between leadership styles and stakeholder engagement. Therefore, project leaders must ensure that that they adopt communication and participation leadership to achieve stakeholder engagement. Figure 3.4 hypothesises that relationship styles, stakeholder engagement and project success are related. In the following section, empirical literature about the association between stakeholder engagement and project success is presented.

### 3.3.2 Stakeholder engagement and project success

A construction project is regarded successful if it is completed on time, within budget while meeting quality expectations (Shah, 2016:41; Franklin, 2020:141). Recent studies on construction projects reveal that stakeholder engagement contributes to project success (Namiyingo et al., 2016:25; Glass and Simmonds, 2007). Projects combine a variety of stakeholders with varying interests, views and expertise who contribute to project success (Hassan, 2017:90). However, if these stakeholders are not cooperating, trusting and

committed, projects are delivered past time, beyond budget and with poor quality (Davis, 2014:192,193). Therefore, project leaders that engage stakeholders achieve project success (Franklin, 2020:141; Atamba, 2016:1).

According to Cao, Liu, Zhou and Duan (2020:1), projects involve complex, difficult, hazardous and integrated activities that require the commitment of every stakeholder assigned tasks to complete them as planned. Stakeholders committed to project dedicate all their energy and time to ensure they execute the assigned tasks successfully (Namiyingo et al., 2016:25). Such stakeholders require less supervision and always stay in projects which save costs of supervision, replacing and training stakeholders to take over these tasks (Nangoli, 2010:15; Addae, Parboteeah and Davis, 2006:235). Besides, such stakeholders share common values, beliefs and are ever enthusiastic to support each other to perform project tasks at hand (Oyaya, 2017:11). This improves their attitude towards the project which impacts project success (Olander and Landin, 2005). When some stakeholders' attitude is wanting, the commitment of other stakeholders is affected resulting into wastage, costly accidents and failure to share goals (Oyaya, 2017:12). Hence, construction projects will never be successful unless stakeholders are committed to the project (Okello, 2018:34).

Unlike other projects, construction projects involve heavy workloads, internal and external uncertain as well as dynamic environments (Yang, Li, Song, et al., 2018: 04018103-1). In most cases, these result into occurrence of unforeseen problems and challenges that affect successful project transitions from one stage to another (Turner and Mariani, 2016:243). However, committed stakeholders are passionate and always work hard to overcome these challenges since they love what they are doing to ensure that the project succeeds (Myskova, 2011:101). Besides, when stakeholders are committed to projects, they develop an attitude of being collectively accountable for project outcomes (Khan, 2020:17). This boosts their level of teamwork that enhances their productivity, planning, problem solving and ultimately team effectiveness that enable project success (Corsello, 2012:29; Ssenyange, 2011:54).

Therefore, it is imperative for leaders to ensure the commitment of stakeholders to realise project success.

Although cooperation among stakeholders plays a vital role in project success, its absence results into increase in costs, time and poor project quality (Ekung et al., 2014:103; Phua and Rowlinson, 2004:49). Stakeholder engagement through cooperation that involves all stakeholders fosters networking and partnerships in projects (Fathimath, 2015:43-44). Such activities enable efficient utilisation and sharing of resources leading to quality and cheaper projects. Besides, cooperation among stakeholders helps leaders to harmonise project plans and guidelines, which reduces costs owing to limited reworks and wastage (Olsson and Johansson, 2011:30). According to Bond-Barnard et al. (2017:449), whenever collaboration increases among stakeholders, it is more likely that the level of project success will also increase. Project leaders that adopt effective collaboration increase information and enable sharing of strategy on how to execute project tasks, thereby enhancing stakeholders' effectiveness to perform and complete projects as desired (Bond-Barnard et al., 2017:437; Kariuki, 2015:103). Also, when stakeholders exchange information, conflicts are reduced which impacts on their level of motivation to support and execute quality projects (Singh and Avital, 2007:8). Besides, collaboration among stakeholders minimises project risks and dangers arising from project collaborative activities (Wanjiru, 2016:47, 60; Menoka, 2014:248).

Projects involve group activities that require greater efficiency, group coherence and mutual relationships built on interpersonal relationships to succeed (Khan, 2020:14). With cooperation among stakeholders, mutual understandings about project tasks, problem resolution approach and measurements is realised (Bygballe and Ingemansson, 2014). Mutual understanding of tasks and collaboration promotes long-term stakeholder interpersonal relationships (Pinto et al., 1993:1286), which reduces resistance and inefficiency necessary to complete projects with limited disputes among stakeholders (Ahmad et al., 2018:1020). Moreover, through collaborative arrangements in projects, stakeholders are able to coordinate their efforts, expectations, generate

creative ideas, connect their activities and combine, leverage, and share resources to achieve project success (Chan and Oppong, 2017: 738). Hence, project leaders should ensure that stakeholders in project cooperate from the onset to increase chances of its success.

According to Alaloul, Liew and Zawawi (2017:1), construction projects are characterised with adversarial relationships, operations and their success depends on engagement of stakeholders. Engaging stakeholders through their involvement and communication at the initiation phase of the project helps to refine the project mission, which boosts their cooperation and social licence to the project (Molwus, 2014:175). However, failure to engage impedes incorporation of stakeholders' needs that would have been captured through consultation at the design stage of a project (Murithi, Makokha and Otieno, 2017:421). This makes neglected stakeholders feel dissatisfied and resort to unnecessary unrests and lawsuits that delay the projects and escalate project costs (Menoka, 2014: 22). Besides, stakeholder engagement which incorporates stakeholder ideas throughout the project journey makes stakeholders own the project thereby working to see it succeeds (Meyer and Allen 2012). Also, it equips stakeholders with project input, knowledge and ideas to perform their duties with confidence to ensure that the set project goals are attained (Singh, Chinyio and Suresh, 2018:789).

Stakeholder engagement through trust minimises hostilities among stakeholders, therefore, increasing chances of realising project targets (Ferris et al., 2009:1389; Wong and Cheung, 2005). Absence of trust among project stakeholders results into defensive behaviours that block information flow among stakeholders resulting into hostilities and failure to solve project problems (Edkins and Smyth, 2006:84; Mayer and Garvin, 2005:883). When stakeholders trust each other, their working relationship improves (Lee, Gillespie, Mann and wearing, 2010:487). Such enables them to communicate freely and reduce hostilities thereby supporting each other to complete assigned tasks as expected (Diallo and Thuillier, 2005). Also, this enables developing joint solutions to project challenges, uncertainties and ambiguities to

remedy poor quality, time and cost escalations (Karlsen et al., 2008:9; Renzl, 2008).

Trust enables successful delegation of tasks and responsibilities to stakeholders which plays a great role in boosting efficiency and productivity that contributes to project success (Rumman and Alzeyadat, 2019:13; Namiyingo, 2013:31). During delegation, leaders only delegate short turn responsibilities to stakeholders they trust as able to execute them successfully for them to concentrate on strategic long-term project tasks (Osako, 2018:56; Gonos and Gallo, 2013:163). This provides leaders with time to think strategically, generate better ideas and skills on how to effectively execute projects (Assaf, Hassanaian and Mughal, 2014:5154). When leaders concentrate on strategic goals and getting solutions to challenging tasks that require more attention, leaders and stakeholders' level of productivity and efficiency towards project success is increased (Riisgaard et al., 2016; Myrna,2010:51). It also boosts the stakeholders' morale, confidence, sense of belonging and enthusiasm to complete assigned project tasks (Aidoo, Donkor and Odoi, 2018:365).

Rathenam and Dabup (2017:424-426) led a study on the effect of local community engagement on public construction bridge projects in South Africa. They discovered that failure to engage the local community results into project delays owing to strikes, civil unrests and absence of support from local community. According to Thwala (2009:52), engaged stakeholders feel satisfied to increase their levels of support and trust, resulting into sharing vital project information that builds stakeholders capability to perform project tasks. Moreover, trust among stakeholders promotes cooperative behaviour, adaptive organisation reforms and effective resolution of project problems (Karlsen et al., 2008:9). Likewise, when stakeholders trust each other, they build a strong relationship necessary for smooth project progress (Ladegard and Gjerde, 2014:632; Pinto et al., 2008:638). Since construction projects are human endeavours, it follows that issues of trust are vital for stakeholder relationships and interactions that deliver the eventual project results (Strahorn, Brewer and Gajendran, 2017:1, 12). Hence, absence of trust may lead to inability to resolve

project challenges and difference in opinions which jeopardises delivery of quality projects on time (Doloi, 2009:1100).

Also, Menoka (2014:249) adopted a mixed method approach to study how stakeholder engagement can enhance sustainability in construction projects. The study generated a framework that integrated stakeholders with sustainability driven project success. The resultant framework indicated that stakeholder engagement can be used in anticipating and harmonising the different stakeholders' expectations from the project. Whenever stakeholder aspirations are harmonised, stakeholders realise the benefit of the project to them which makes them shift from thought to action to achieve better project performance (Bakker, Demerouti and Sanz-Vergel, 2014:398; Demerouti and Cropanzano, 2010). In addition, these stakeholders take on extra roles; their actions go beyond their own interests to the interests of the organisation as a whole (Macey and Scheider, 2014).

Most studies cited (Luvuga and Ngari, 2019:82; Nakato; 2019:132; Nauman and Piracha, 2016:19-20; Ladegard and Gjerde, 2014:632; Shah and Naqvi, 2014:1780) indicate that stakeholders that are engaged tend to trust, cooperate and commit to project objectives. These characteristics are associated with efficiency, reduced conflicts, idea generation, teamwork, reduced intentions to leave projects, reduced wastage and ultimately project success (Menoka, 2014: 22; Gruman and Saks, 2011:123).

However, most of the studies did not use commitment, trust and cooperation as measurements of stakeholder engagement. Besides, most of these studies were committed to test the individual contribution of each component of stakeholder engagement (commitment, trust and cooperation) in both failed and successful projects. This did not give an insight of which component of stakeholder engagement contributes more to project success or failure such that recommendations are suggested to improve on the level of project success of interest to this study. In addition, majority of the studies were conducted in other projects but few in government construction projects which this study

concentrates on. Moreover, most studies did not adopt a mixed method to dig deeper into the contribution stakeholder engagement has on construction project success.

In spite of this, all studies confirm the existence of a link between stakeholder engagement and project success. The next section looks at the mediating role of stakeholder engagement on the relationship between leadership styles and project success as hypothesised and indicated in Figure 3.4 and in chapter one of this study.

### 3.3.3 Leadership styles, stakeholder engagement and project success

Several studies have found a positive correlation between leadership styles, stakeholder engagement and project success (Buil, Martinez and Matute, 2018; Riaz, Tahir and Noor, 2013:101; Sandell, 2012). The styles project leaders adopt influence the behaviour and direction stakeholders take in projects (Anantatmula, 2010:13; Limsila and Ogunlana, 2008). Leaders that clarify the project vision build project spirit, willingness, excitement, and cohesiveness among stakeholders to execute project tasks efficiently (Ahmed, Azmi, Masood and Tahir, 2013:5). This is because the perception and expectation held by stakeholders about the project determines their emotional attachment to project interests and its success (Bashir, 2010:18). Furthermore, project leaders who empower stakeholders through communication and consultation during the project will increase their level of engagement, resulting in quality projects that are completed on time and on budget (Pieterse, Kippenberg and Schippers, 2010:620). In agreement, Dekkar and Qing (2014:6) affirm that engaged stakeholders often consult and exchange project ideas that enable them deliver projects as expected. Subsequently, any increment in the leadership behaviours of supervisor's results into an increment in the performance of stakeholders and the project (Datche, 2015:95).

Leaders who encourage and allow stakeholders to take part in making project task related decisions make stakeholders become responsible for their own decision, tasks and performance (Ghafoor, Qureshi, Khan and Hijazi,

2011:7395). Responsible stakeholders show much attention, commitment and cooperation at work that sees them execute project tasks successfully (Bates, 2004). Besides, engaged stakeholders develop a sense of belonging and obligation to exchange ideas with other stakeholders which improves their performance in projects (Johnson, 2014; Jeffery, 2009). More importantly, these exchange relationships involve a series of interactions among stakeholders that generate reciprocal commitments and responsibilities to execute projects successfully (Saks, 2006:613).

Jalil (2017:39) led a survey to establish the mediating role of engagement on the relationship between inclusive leadership and project success. The study results revealed that engagement mediates the relationship between leadership and project success. The same study discovered that stakeholders with high levels of engagement have higher degree of loyalty that motivates them to stay and work harder to realize project targets (Jalil, 2017:16). This is supported by Watson (2008), whose findings show the more engaged stakeholders are the more efficient and productive they become thereby lowering operating costs and increasing profit margins of projects.

The relationship between leadership and project success also reveals existence of trust among stakeholders that enable sharing of concerns that mitigates project delays and cost escalations (Matloob, 2018:46). Trust among stakeholders enables exchange of information, instructions and ideas on how to execute project tasks which improves stakeholders' skills to execute project tasks (Matloob, 2018:44; Lee et al., 2010:487; Mayer and Garvin, 2005:883). Relatedly, when stakeholders trust their leaders who empower them, treat them right and act as role models, they vigorously execute project tasks on time; communicate every problem encountered, thereby reducing project delays and wastage (Yousaf, 2018:54). Hence, leadership results into trust and satisfaction among stakeholders, which enable realisation of project goals (Ghazinejad, Hussein and Zidane, 2018:4). This confirms that stakeholder engagement through trust mediates the relationship between leadership styles and project success.

Another study conducted by Haffer and Haffer (2015:25-27) established that engagement mediates the relationship between leadership and project success through positive work attitudes. According to Gupta, Singh and Bhattacharya (2017:9-10), leaders who practice positive behaviours towards their employees positively influence stakeholders' attitude to engage towards innovative task performance. For example, leaders that delegate authority and roles to stakeholders motivate stakeholders to generate innovative ideas on how to execute project tasks successfully (Deci and Ryan, 2000:233). Also, leaders who offer support to stakeholders offer solutions to challenges and problems encountered by stakeholders while executing project tasks execution of tasks (Bakker et al., 2014:398). This motivates stakeholders to execute projects tasks efficiently thereby reducing on costs, time while of quality (Zhou and Pan, 2015:4-5).

Transformational leaders report high levels of engagement from stakeholders who also exhibit greater task performance than those exposed to non-transformational conditions (Sandell, 2012:39). Engaged stakeholders always exhibit high levels of performance beyond self-interest (Sandell, 2012:44). This is because of the level collaboration that exists among stakeholders owing to teamwork that exists, which enables them to realise desired project goals (Yang, Wu and Huang, 2013). Parties that come together and collaborate are always induced by guarantees and the nature of dependence from other parties to reciprocate (Zaefarain et al., 2017:71). This helps to reduce stakeholder hostilities, increasing information sharing and motivating stakeholders to pursue a common project goal (Saunders and Corning, 2020; 453; Bond-Barnard et al., 2017:437). Hence, it requires cooperation among the different stakeholder groups to achieve project success (Pinto, Pinto and Prescott, 1993:1281).

Several other studies have continued to report and document a positive mediating effect of stakeholder engagement on the relationship between leadership styles and project success (Hee, Ibrahim, Kowang and Fei, 2018:444; Shokory and Suradi, 2018; Okello,2018; Datche, 2015:66; Otieno, Waiganjo and Njeru, 2015; Kovjanic, Schuh and Jonas, 2013:550; Vincent-

Höper, Muser and Janneck, 2012:675). Leaders that support stakeholders throughout the project life cycle achieve project targets (Murugesan, 2012:328). Similarly, the styles of leadership adopted by project leaders play a vital role in realising stakeholder engagement and success of projects (Kuria, Namusonge and Iravo, 2016:662). This is based on the belief that leadership styles can either engage or disengage stakeholders which in turn affects their levels of commitment, trust and cooperation necessary for project success (Dias and Borges, 2017:107; Ng'ethe, Iravo and Namusonge, 2012). Next is the discussion of the research gap.

## 3.4 SUMMARY OF EMPIRICAL LITERATURE AND RESEARCH GAP

A review of literature on the relationship between leadership styles, stakeholder engagement and project success were undertaken, and several research gaps identified. Appendix H provides an overview of the empirical literature review in terms of the researchers, focus of the study, methodology, and research gaps addressed. Notable among the research gaps identified include lack of consensus on which leadership styles (communication and participation) enhances the chance of a project being successful. Secondly, the mediating role of stakeholder engagement in the relationship between leadership styles and project success is not clear. Thirdly, lack of consensus on the framework and recommendations on how project leaders can improve the success of government construction projects. Lastly, absence of consensus on the individual contribution of each component of stakeholder engagement (commitment, trust and cooperation) and leadership styles (communication and participation) in both failed and successful government projects. Next is the conclusion of the chapter.

## 3.5 CONCLUSION

A major objective of this chapter was to examine and discuss literature on stakeholder engagement as a mediator between leadership styles and project success. In the first section of this chapter, the stakeholder theory was discussed, which is a second theoretical framework used in the study to clarify how stakeholder engagement can be achieved in organisations. Thereafter, a

discussion on the stakeholder engagement concept clearly explaining trust, commitment and cooperation as its measurements was provided. We then discussed the mediating role of stakeholder engagement and reviewed the empirical literature on the relationship between leadership style, stakeholder engagement and project success. Reviewed literature showed a relationship between leadership styles, stakeholder engagement and project success. The chapter concluded with a research gap identified by the study which gives justification for embarking on this study. Nonetheless, we believe that project leaders should adopt appropriate strategies to engage stakeholders to achieve project success as advanced by several studies reviewed. The next chapter presents the research design and methodology of this study.

# CHAPTER FOUR
# RESEARCH DESIGN AND METHODOLOGY

## 4.1    INTRODUCTION

Research methodology requires knowledge of the entire research process (Neuman, 2014:7). A methodology explains how a specific research question or phenomenon will be answered (Edmonds & Keneddy, 2017: 156). The methodology provides us with the steps to be undertaken by the researcher while investigating the problem and the logic behind those steps (Saunders, Lewis, & Thornhil, 2016: 23). In conducting research, the researcher must know more than just methods or techniques, since methodology affects the ability to achieve study objectives (Creswell, 2014: 22). Therefore, to achieve the purpose and objectives of the study, the research design and methodology followed is described in this chapter. It begins with reasserting the empirical research objectives as indicated in Chapter 1, Section 5. This is followed by explaining the philosophical foundations that underpin methods and approaches that were adopted. In addition, the research strategy and design are presented, followed by a discussion on the study population and then the operationalisation of variables and measurement. In this chapter, the data collection methods are presented followed by the data collection phases. The validity and reliability tests for the quantitative study and the autheticity of qualitative results are explained.  The procedures followed for the data analysis are explained including how bias was controlled. A discussion on the qualitative data analayis is explained as well as how ethical considerations were applied in the study. Lastly, a summary of the chapter is provided.

## 4.2    PURPOSE AND EMPIRICAL OBJECTIVES

The purpose of this study was to examine the relationship between leadership styles and government constructions projects success, and thereafter develop a model to aid in enhancing success of government construction projects in Kampala, Uganda. To achieve the purpose of the study, there was need to obtain views from different stakeholders involved in the running of government construction projects in Uganda. It also necessitated setting of the research

objectives and hypothesis as stated in Chapter 1, Section 5.1 which were critical to this chapter, namely to:

1. *Examine the relationship between leadership styles and government construction project success in Uganda.*
2. *Examine the mediating role of stakeholder engagement on the relationship between leadership styles and government construction project success in Uganda.*
3. *Develop a framework and recommendations on how project leaders can improve success of their government construction projects.*

### *Hypotheses*

- *There is a positive significant relationship between leadership style and success of government-funded construction projects in Kampala, Uganda.*

- *Stakeholder engagement mediates the relationship between leadership style and success of government-funded construction projects in Kampala, Uganda.*

To begin with is the research philosophy adopted by the study.

## 4.3    RESEARCH PARADIGMS/PHILOSOPHY

Research is about assumptions of how researchers perceive and understand the world (Chodokufa, 2018:94).  In any study of interest, a paradigm is simply a basic set of beliefs or assumptions (Kivunja and Kuyini, 2017:26). Therefore, every researcher approaches research with a plethora of interlocking and sometimes contradicting philosophical assumptions and standpoints (Quinlan, 2011:205). There are three research paradigms which dominate social sciences namely, positivism, interpretivism and critical realism (Collis and Hussey, 2014:46; Scotland, 2012; Fazlıoğulları, 2012:42.). However, the study adopted a critical realism philosophical orientation to provide the ontological and epistemology variance of government construction project success. Critical realists believe that knowledge is both structured (objective) and unstructured

(subjective). Therefore, in evaluating the assumptions relevant to this study, two theoretical perspectives (positivism and interpretivism) were considered.

According to Majeed (2019:119), positivism deals with observable phenomena which can be counted and studied. Furthermore, it is directly related to objectivism's epistemology, which assumes that individuals can directly access reality (Gray, 2013). Furthermore, positivism denotes that it is possible to obtain hard, secure and objective knowledge about the reality (Slevitch, 2011:74-75; Carson, Gilmore, Perry and Gronhaug, 2001). Conversely, interpretivism is concerned with interpreting unobservable social world around interaction of people to understand the meaning of their actions (Chodokufa, 2018:95; Maykut and Morehouse, 1994:3). It also associates more with constructionism and asserts that people do not have access to the real world, but their knowledge of the perceived world is meaningful in its own terms and can be understood through careful use of interpretivist procedures (Saunders et al., 2012:129; Carson et al., 2001).

Ontology is concerned with the nature of reality (Al-Fedaghi, 2020:2). In other words, it describes the nature of existence and what constitutes reality or truth (Gray, 2013:19). It interrogates whether the truth is structured or unstructured? Government construction project success appears as structured but can also be interpreted in mind because of the different interpretations that project participants hold over it. Guided by critical realism, ontologically the researcher adopted both structured and unstructured assumptions of reality to study project success social realities. According to Bashir (2018:54), structural assumptions always portray the position that social entities exist externally to social participants concerned with their existence. Subsequently, the study adopted structural assumptions that enabled the researcher to study how leadership styles influence project success.

Moreover, the unstructured approach to social reality is associated with social constructionism assumptions and holds that social phenomena are created from the perceptions and consequent actions of those social actors concerned

with the existence of social phenomena (Saunders et al., 2012:132). In addition, social entities are continually created and re-created through social interactions with the physical factors such as communication, participation and engagement to which individuals attach meaning. Therefore, it was necessary to explore the subjective meaning motivating the actions of social actors for the researcher to understand these actions. This approach to social reality enabled the researcher to study project success and the underlying meaning of leadership styles and stakeholder engagement among the different government construction project participants. However, bearing in mind of the different opinions exist regarding what constitutes reality (project success), one would ask how this reality is measured and what constitutes knowledge of reality; hence, epistemology is explained next.

Epistemology deals with questions of what is or should be regarded as acceptable knowledge (Al-Ababneh, 2020:78; Bryman, et al., 2011:12). Basically, epistemology is the study of what it means to know, and it provides a philosophical framework for deciding what knowledge is appropriate and legitimate (Gray, 2013:19). Epistemology also concerns the nature and extent of knowledge, including the relationship between truth and belief, and theories of justification through which reliable and verifiable knowledge can be obtained (Emina and Ukwamedu, 2020:2; Slevitch, 2011:74-75). In epistemology, objectivism and subjectivism are directly associated with positivist and interpretivist views that emerge under ontology to provide theoretical perspective (Taylor, 2018:218). Therefore, project success can both be structured and unstructured, implying that it can be tapped both objectively and subjectively (Knight and Cross, 2012:46-47). In this study, the researcher asserts that objective knowledge exists and several theories like stakeholder theory and path goal theory (1996) were reviewed to explain the relationship between leadership style and success of government construction projects. Objectively, the researcher adopted quantitative procedure using instruments like structured questionnaire to collect and use numerical data through statistical analysis to deductively test for hypothesis to arrive at conclusions and make contributions to knowledge in project success in Uganda. Subjectively,

the researcher used the interview guide to collect and interpret textual (qualitative) data to inductively create knowledge on project success. Therefore, to understand the theoretical perspectives and perceptions of reality, quantitative and qualitative procedures were combined in this study (Monyane, 2019:94-95; Neuman, 2007:44; Ntayi, 2005). Next section explains the research design and methodology adopted.

## 4.4    RESEARCH DESIGN AND METHODOLOGY

Research designs serve to connect the research questions to how the research strategy is implemented (Okite-Amughoro, 2017:13). It articulates what data is required, methods to be used in data collection, analysis, interpretation and reporting data in a research study (Silva, 2017; Creswell and Clark, 2011:53). Therefore, a research design is important since it maximises the validity of the findings (Grove et al., 2013:214) by choosing the appropriate type of research methodology that can effectively respond to research questions.

A research methodology describes how an inquiry should be conducted (Bireda, 2020:23). Methodologies explicate and define how to frame problems that are worth investigating to yield testable hypotheses (Rajasekar et al., 2013:5; Gawande, Shukla and Mishra, 2017:9; Polit and Beck, 2012:12). Next was a discussion of the research method adopted by the study.

### 4.4.1 Research methodology

This study adopted an explanatory sequential mixed method approach (figure 3.5) which involved first collecting and analysing quantitative and then explain quantitative results with in-depth qualitative data (Creswell, 2014:178; Clark and Creswell, 2011). Since the quantitative strand took the bigger part of the study, this approach was found ideal to gain deeper insights that supported the interpretation of hypotheses (Ponce and Pagan-Maldonado, 2015:113; Creswell, 2014:274).

In this study, quantitative research approach was directed at determining project practitioners' views about the relationship between leadership styles and success of government construction projects, while qualitative aspects of the

research focused on explaining them (Bashir, 2018:53; Golafshani, 2003:600). With the researcher combining both elements of qualitative and quantitative approaches to collect, analyse, interpret data at one stage it gave a broader breadth and depth of understanding as well as collaboration in a single study (Harrison, Reilly and Creswell, 2020:2; Built, 2016:100; Terrel, 2012:260). This also enabled the researcher to understand both observable and non-observable aspects of leadership styles, stakeholder engagement and project success practices of respondents (Kemper, Springfield and Teddlie, 2003:5). The study employed both qualitative and quantitative approaches because neither qualitative nor quantitative approaches were sufficient by themselves to capture trends in leadership styles and project success (Ponce and Pagan-Maldonado, 2015:113; Ivankova, Creswell and Stick, 2006:3)

A sequential explanatory mixed method approach was adopted owing to the need to use the strength of both quantitative and qualitative methods in offsetting the weaknesses of each other (Ashiono, 2018:53). In addition, a mixed research design provides reliable and valid results owing to the increased number of participants (Guetterman, Babchuk, Howell Smith and Stevens, 2019; Onwuegbuzie and Leech, 2006:479). Using both qualitative and quantitative methods maximised the appropriateness of the study instruments since the researcher employed a questionnaire and interview guide to collect data. Therefore, a sequential explanatory mixed research design as presented in Figure 4.1 was the best approach for this study other than using one approach.

**Figure 4.1: Sequential explanatory mixed methods approach**
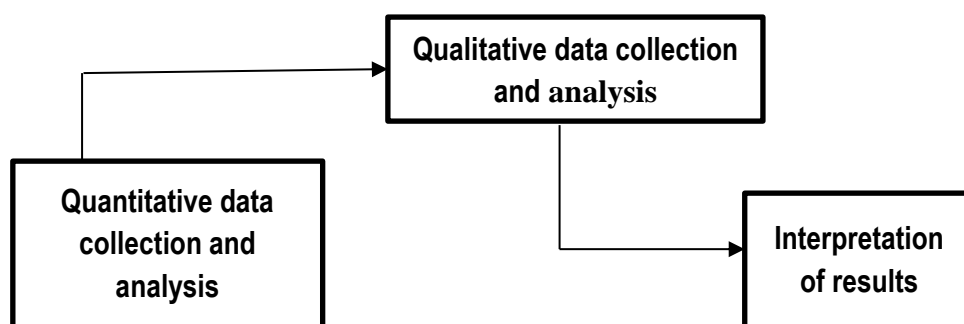


Source: Researcher's own construction

As illustrated in Figure 4.1, quantitative data are collected and analysed first, followed by qualitative data collection and analysis, and then both are interpreted together.

In addition, quantitative study enabled the researcher follow original set of research objectives, test and confirm hypotheses (Pandey and Pandey, 2015:29), thereby arriving at objective conclusions about the relationship between leadership style, stakeholder engagement and project success (Mundar, Matotek and Jakus, 2012:79). A structured questionnaire was administered to project engineers, contractors, managers and local council leaders to collect data, which were subjected to statistical analysis to arrive at conclusions about the study phenomenon (Atsebeha, 2016:88; Zikmund, Babin, Carr and Graffin, 2012:134). The method enabled the researcher to quantify and reflect through statistical figures the behaviour and perceptions of respondents to arrive at more informed decisions about project success. In this study, qualitative research was appropriate because of the large sample size (Wright, O'Brien, Nimmon, Law and Mylopoulos, 2016:98). Accordingly, this study would not have been complete if such attributes had been omitted.

However, quantitative study has its own shortcomings when analysing data for example quantitative method does not adequately allow a detailed observation of the natural setting in which the study phenomena occur, which is vital to arrive at reliable and informed decisions (Chrysochou, 2017:412). In addition, to understand project success, the researcher needed to observe and learn more about the research participants' experience, perspective, social and material circumstances (Ritchie, Lewis, Nicholls and Ormston, 2013:4). This implies that qualitative study was also required in this study to counter the challenges of quantitative research. Qualitative research provided the advantage of understanding the unobservable social world around project stakeholders to understand the meaning of their actions (Bashir, 2018:53; Chrysochou, 2017:412; Mack, Woodsong, Macqueen, Guest and Namey, 2005:11-23).

More so, qualitative research helped to discover meanings and new insights into phenomena (leadership style and project success) without relying on

numerical data (Aspers and Corte, 2019:142; Neuman, 2014:11). Besides, since qualitative method is subjective in nature, the researcher was able to examine and reflect on the views of humans (local council leaders) in understanding the success of government construction projects investigation (Ritchie, Lewis, Nicholls and Ormston, 2013:4; Pandey and Pandey, 2015:29). Premising on the foregoing, a mixed method was ideal for this study as it provided observable, holistic information which enhanced the researcher's understanding of the relationship between leadership styles and project success (Bashir, 2018:53; Ritche et al., 2013:14; Nakato, 2019:150). Therefore, in the study, both qualitative and quantitative approaches were used.

## 4.4.2 Research design

In scientific studies, a research design provides an appropriate framework for collecting and analysing data for the study (Miller, 206:27; Creswell and Clark, 2017). Accordingly, this study adopted a sequential explanatory research survey design that was cross-sectional in nature in explaining the relationship between leadership styles and success of government construction projects. The choice of a cross-sectional research approach, where the researcher collects comparative and analytical data at one point in time about the study variables was owing to the time bound intent of the study. With this approach, data relating to leadership styles, project success and stakeholder engagement were collected at one specific time other than over a longer period of time (Saunders, Lewis and Thornhill, 2016). The choice of the cross-sectional design enabled the researcher to understand what has happened or been happening about project success (Siyao and Sife, 2020:140; Nsereko, 2017:31). Hence, to collect cross-sectional data the researcher adopted a multi- research strategy (mixed) combining both quantitative and qualitative methods. The choice of the multi-research approach was because the weaknesses in one approach are solved by the strength of another approach. Therefore, in this study, both quantitative and qualitative approaches were used.

The quantitative design was correlational in nature, measuring the relationship between leadership styles, stakeholder engagement and project success the

study variables. More importantly, the quantitative approach helped the researcher to make statistical explanations and inferences about leadership style, stakeholder engagement and project success (Apuke, 2017; Saunders et al., 2012). Qualitative data helped to describe and analyse phenomenological findings which are qualitative summaries in a bid to answer questions of how and why phenomena occur (Sundler, Lindberg, Nilsson and Palmer, 2019; McIntosh and Morse, 2015:1; Creswell, 2006). To collect qualitative data, the researcher used critical incident technique. In this approach, the researcher asked key participants (local council leaders) to describe in detail several situations that were important to the research questions in this case incidents when leadership styles contributed to project success. This approach helped the researcher in describing the respondents' (local council leaders) experience and understanding success of government construction projects embarked on by KCCA.

Therefore, guided by critical realism paradigm, triangulation method was used starting with administering a questionnaire to collect data from responses to using interviews to obtain in-depth responses about factors that contribute to government project success embarked on by KCCA. The in between method was used owing to the ontological uncertainties that still exist in social sciences (Creswell, 1994). Hence, the main reason for adopting a mixed research approach was that the weaknesses of one approach can be solved by the strengths of another.

### 4.4.3 Data triangulation

Triangulation refers to the use of two or more different methods for cross-validation (Noble and Heale, 2019:67). To cross validate data from the quantitative and qualitative data, researchers can use either the independent or the interactive levels approaches (Creswell, 2014; Barnes and Vidgen, 2006: 770). For this study, an independent approach was used in data collection and analysis of both quantitative and qualitative research questions. Consequently, a sequential design was employed by focusing on quantitative data first (Creswell and Plano Clark, 2011). Quantitative data were then collected with

the use of questionnaires and analysed. Subsequently, the researcher carried out interviews (qualitative data) and explored deep insights using thematic and content analysis approach.

In so doing, the researcher gained a better understanding of government construction project success. To realise data integration, the findings realised from qualitative and quantitative approaches were discussed jointly. Therefore, we argue that the triangulation of the two sources of data and their respective findings increased the robustness of our empirical results (Kasikako, 2021:45; Moon, 2019:103; Junk, 2011:89). The study population, sample, sampling method, measuring instrument, data collection and data analysis adopted by this study are presented in the next section.

## 4.5 POPULATION OF THE STUDY

In a research study, the concept "population" refers to all individuals, groups, or units relevant to the study (Lelon, Odera, and Agalo, 2018:248). It also refers to the parent group with unique traits, from which the sample is derived (Pandey and Pandey, 2015:40).  In the study both, quantitative and qualitative data were used. Therefore, an explanation of the population for both methods is provided. To begin with, it was necessary to explain the unit of analysis and inquiry.

### 4.5.1 Unit of analysis and inquiry

The study focused on government (road) construction projects implemented by KCCA. The unit of inquiry was project stakeholders who included project managers, engineers, contractors and local council leaders due to their involvement in the daily execution of construction project activities (Mugarura, 2019:66; Forsman, 2017:11). Next is the explanation of the quantitative population used in the study.

### 4.5.2 Quantitative population for the study

The population for this study included government construction projects mainly roads embarked on in the city of Kampala. Being the capital city of Uganda, several road construction projects are on-going for betterment of the people in

the city. The total population for this study was 120 road construction projects drawn from the following 5 divisions of Kampala indicated in Table 4.1.

**Table 4.1: Population and sample for the study**

| Kampala district division | Population (Road projects) | sample |
|---|---|---|
| Kawempe Division | 23 | 19 |
| Central division | 22 | 19 |
| Rubaga Division | 24 | 19 |
| Makindye Division | 24 | 19 |
| Nakawa Division | 27 | 24 |
| **Total** | **120** | **100** |

Source: KCCA Website

## 4.5.3 Sampling design and sample procedure

Sampling was used to select a representative quota from the identified study population. Sampling refers to the selection of a portion that represents a given population, in which the same characteristics can be found in similar propositions (Nakato, 2019:152; Bryman and Bell, 2014:176). In this study, both quantitative and qualitative sample were drawn. To begin with is the quantitative sample.

## 4.5.3.1 Quantitative Sample

The population for this study was based on the KCCA sampling frame of 120 road construction projects (KCCA website). Basing on Krejcie and Morgan (1970:608) table, the researcher selected 100 projects to form the sample as illustrated in Table 2, Section 1.9.4.1, Chapter 1. These projects were stratified according to the divisions that make up Kampala, namely, Central, Makindye, Rubaga, Nakawa and Kawempe. The researcher chose stratified random sampling method to reduce on bias and to get deeper insights from all respondents in all the divisions (Sharma, 2017:750). The researchers selected participants with varying roles, experiences and perceptions about the study (Pinsonneault and Kraemer, 1993:84).

Besides, government construction projects have several stakeholders performing different roles and functions at the different stages of its implementation (Kariuki, 2015:21). This implies that these stakeholders have differing experiences and perceptions of leadership styles and project success. Hence, the researcher selected four participants, namely, a project manager, contractor, engineer and local council leader from each of the 100 selected construction projects to arrive at 400 respondents in total for the study. In this study, only participants who were over 18 years of age, had worked in KCCA construction projects for more than 1 year, and had a primary level of education certificate were included, as they were considered confident and experienced to share their experiences. Since this study selected a mixed research approach, qualitative sample was also drawn.

### 4.5.3.2 Qualitative sample

In this study, qualitative data were collected to support quantitative findings. Qualitative data were collected through interviewing local council leaders from the five divisions that make up Kampala. Since the study required opinions from stakeholders actively involved in government road construction projects on whether leadership styles contribute to government project success, purposive sampling (Young and Casey, 2019) was used to select participants (local council leaders) to participate in the interview. Only local council leaders who were above 18 years of age, residents of any of the 5 Divisions of Kampala district, with knowledge and experience of KCCA projects implementation in KCCA for atleast one year and had attained a primary level of education certificatewere selected. They were selected because of their involvement in supervision and monitoring of government construction projects implemented by KCCA in their areas (KCCA Act, 2010). Purposive sampling refers to the selection of individuals with particular characteristics who can provide an understanding of the issue that is being investigated (Gilakjani et al., 2019:826; Piaw, 2014). Accordingly, the researcher purposively selected 15 local council leaders from each of the five divisions of KCCA based on their involvement, experience and role played in construction projects implemented by KCCA. Consensus on the adequate sample size for qualitative studies is still lacking

among scholars. Where researchers suggest that six to eight interviewees for a homogeneous study (Kuzel, 1992); In a multiple case study four to five participants and a minimum of three per case study are sufficient (Creswell and Clark, 2017) allowing for in-depth analysis (Baker and Edwards, 2012:8, 21). Accordingly, the researcher reached the point of saturation at eight interviews (Sim, Saunders, Waterfield and Kingstone, 2018:622). The researcher selected and interviewed local council leaders discovering emerging new information until no more subsequent new information could emerge (Low, 2019:132-134; Van Rijnsoever, 2017; Baker and Edwards, 2012:5). Next is the discussion of how variables were measured and operationalised.

## 4.6    OPERATIONALISATION AND MEASUREMENT OF VARIABLES

Variable operationalisation involves developing operational definitions to facilitate measurement of the study variables (Kariuki, 2015:43). In this study, theoretical reviews and conceptualisation were used to translate research variables into measurable indicators.   Moreover, the study adopted and modified scales from previous studies to successfully measure study variables, and questionnaire items were modified to suit the Ugandan context. In the study, the independent variable leadership style was conceptualised as the approach, method, outlook attitude and behaviour that a project leader employs to influence stakeholders towards accomplishment of project goals and objectives (Nakato, 2019:14; Hersey and Blanchard, 1982). Therefore, leadership styles was operationalised into two variables, namely, communication and participation. Participation leadership was measured using a modified tool of Arnstein (1969) adopted by other researchers (Ondiba, Cheruiyot and Sulo, 2019:969; Mwaisaka, 2019; Nangoli, Namiyingo, Kabagambe, Namono, Jaaza and Ngoma, 2016; Namiyingo, 2013; Agbanu, 2010; Kanungo, 1982; Schriesheim and Neider, 1988). An abridged version of Goldhaber and Rogers (1979:10) communication audit survey questionnaire was used to measure communication adopted by several scholars (Nangoli, 2010:34; Arthur and Sudi, 2012; Ssenyange, 2011; Agbanu, 2010).

The mediating variable stakeholder engagement was conceptualised as the process stakeholders undertake to be emotionally attached to the project and

112

its outcomes (Tomlinson, 2010:26); and give the necessary support, trust, commitment and cooperation towards the success of project work (OECD, 2015:22; Greenwood, 2007:318). As highlighted in Chapter 3, section 3.2.1, stakeholder engagement was operationalised into cooperation, commitment and trust (Ekung et al., 2014:104; Singh and Avital, 2007: Krick, Forstater, Monaghan and Sillanpaa, 2005).

Lastly, the dependent variable project success was conceptualised as the ability to complete projects on time, within budget/ cost while meeting quality expectation (Project Management Institute, 2013; Musekura, 2013:20; Pinto, 2010:35). Project success was operationalised into adherence to budgeted cost, time schedule and project quality (Project Management Institute, 2013; Ssenyange, 2011:26; Atkinson, 1999; Chan, 2003). Table 4.2 provides a summary of operationalisation of all research variables.

**Table 4.2: Operationalisation of variables**

| Variable | Nature | Source | indicator |
|---|---|---|---|
| Leadership styles: Communication | Independent variable | Goldhaber and Rogers (1979:10) | Intra project communication |
| | | | Extra communication |
| Leadership style: participation | Independent variable | Schriesheim and Neider(1988); Kanungo (1982) | Delegation |
| | | | Consultation |
| | | | Joint decision-making |
| Stakeholder engagement | Mediating variable | Ahimbisibwe, Nangoli and Tusiime, (2017); Namiyingo et al 2016; | Commitment |
| | | Shockley-Zalabak, Ellis and Winograd, 2000; Lewicki and Stevenson, 1997. | trust |
| | | Cole, Cox and Stavros, 2019; Bond-Barnard et al., 2017; Rahim (1983a, 1983b); Aram and Morgan, 1976 | cooperation |
| Project success | Dependent variable | Yang, Chen, Wu, Huang and Cheng, 2015; Kahura,2013; Ssenyange, 2011:26; Nangoli, 2010; Kuen, Zailani and Fernando, 2009; PBOK, 1996; Atkinson, 1999; Pinto, and Slevin,1988 | Cost |
| | | | Time |
| | | | quality |

Source: Researcher's own construction

## 4.7    DATA COLLECTION

Primary data were collected for this study. To collect responses on certain aspects of the study, self-administered questionnaires and semi-structured interview guides were used. Questionnaires helped the study obtain quantitative data while interview guides were used to collect qualitative data. In this study, questionnaires were used to gather reliable data from a large number of respondents who were required to be covered in a short time frame (Mwesigwa, 2019:68). Also, a questionnaire was preferred for allowing respondents' anonymity which promoted truthfulness of their responses as their responses could not be tagged back to particular respondents (Raudeliunine, 2018:62; Coldwell and Herbst, 2004:48). In the questionnaire, closed-ended questions were drafted in simple and concise English and put on a six Likert scale point as seen in the questionnaire snippet.

**Figure 4.2: Excerpt of the study questionnaire**

Below is a series of statement about your experience with construction projects embarked on by Kampala Capital City Authority. For each of the statements, please circle a number from 1-6, depending on your view about the statement; please complete all items in all sections.

| SECTION B: LEADERSHIP STYLES | | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|---|
| **COMMUNICATION** | | | | | | | |
| 1 | Information concerning project activities is always shared to project stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | The language used in project correspondences is familiar to all project stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |

Source: Researcher's own construction

Through the use of a six-point Likert scale, the researcher avoided respondents' bias by removing a middle point always chosen by respondents who do not wish to think much about questionnaire items (Bashir, 2018:92). Using a six-likert scale prevented respondents from being overwhelmed with longer and more time-consuming scales (Podsakoff, MacKenzie and Podsakoff, 2012:547,550). When designing the questionnaire, a multiple item approach was used to measure each construct to ensure all psychometric properties were met (Robinson, 2018; Miller, Reynolds, Itternbach, Luce, Beauchamp and Nelson, 2009:22-23). Equally, attention was given to the length and structure of

the questionnaire considering the busy schedules of the respondents. This way, a minimum of four and a maximum of 20 items per construct were observed (Hair, Black, Babin and Anderson, 2014:608), keeping in line with the SEM that recommends a minimum of 3-items per construct to avoid under-identification and parameter instability (Babin and Svensson, 2012:322). As mentioned earlier, semi-structured interviews were also conducted using an interview guide to collect qualitative data to explain quantitative data.

Semi-structured interviews gave an opportunity to respondents to freely speak about the study questions (O'Keeffe, Buytaert, Brozovic and Sinha, 2016:1913; Ekberg and Gao, 2018). Moreover, semi-structured interviews accorded the researcher chance to change the order in which questions were flowing during the conversation as well as a chance to ask extra questions that were necessary. To this effect, the researcher obtained previously unknown information and understanding from the respondents that would not be collected through closed-ended questionnaires (O'Keeffe et al., 2016: 1913; Marshall and Rossman, 2011:142). In this study, respondents (local council leaders) were asked the same questions and answers were recorded for later analysis.

While observing the COVID-19 Standard Operating Protocols (SOPS) set by the University of South Africa (Unisa) and Ministry of Health in Uganda, telephone interviews following an interview guide were the main method of collecting data from identified local council leaders using the interview guide. Face-to -face interviews with strict observance of COVID-19 SOPs were conducted in extreme cases where respondents refused phone interviews. The researcher chose telephone interviews over other virtual networks because of the limited internet coverage in Uganda which did not favour other virtual interview platforms (Gillwald, Mothobi, Ndiwalana and Tusubira, 2019).

Before conducting interviews, the researcher first introduced himself to the key respondents, briefed them the purpose of the research, possible risks involved, how the data would be used after the study and what participants were

expected to do for the successful interview. Respondents had a choice not to participate in the research and their freedom to cease participation at any stage during the research. This was done to ensure that potential participants fully understood what they were agreeing to do which increased on validity and reliability of their responses. Moreover, the researcher's contact details and a brief of what the research was about were provided to the participants for their personal records. Participants were also made aware of their right to check how they were represented in transcripts and field notes during the data analysis and interpretation phase. To ensure dependability, consistency and conformability of the research, an audit trail of everything in the interview was documented, and field notes for all transcript documenting thoughts and feelings was kept.

## 4.8 Pilot study

To determine the suitability, accuracy and effectiveness of research instruments for the current study, a pilot study was conducted (Atsebeha, 2016:109). In conducting a pilot study, researchers are advised to involve a small number of participants who shared the same characteristics as those of the participants selected for the main study (Bukhari, Lukman, Zulaikha, Nurun and Kamal, 2018:147; Johanson and Brooks, 2010:394). Accordingly, closed-ended questionnaires were distributed among 20 respondents in selected projects. These respondents were selected with guidance from the project managers of the identified projects which ensured representation of all stakeholder categories. Results obtained after the pilot study enabled the researcher to determine how much time respondents would take to fill the final questionnaire (Gill and Johnson 2014:144).

Secondly, these results enabled the researcher to address issues related to language, unclear and numerous questions, improper design and the structure of the questionnaire (Wolfe, 2013:194). Lastly, pilot results enabled the researcher to learn the behaviours of the respondents towards the study with ease and detect unclear, biased questions and language errors (Dikko, 2016:521).

## 4.9    DATA COLLECTION PHASES

In this study data collection was conducted in phases. First, the researcher collected quantitative data. In this phase a structured closed-ended modified, accurate and effective questionnaire was distributed to project managers, contractors, engineers and local council leaders to seek their views about the study variables (Creswell and Hirose,2019:2; Clark and Creswell, 2011:2014). The exercise of filling this questionnaire was set not to last more than an hour of the respondents' time. The second phase involved conducting interviews to gather qualitative data to explain and verify quantitative data gathered in phase one.

## 4.10    RELIABILITY AND VALIDITY OF RESEARCH INSTRUMENT

### 4.10 .1 Reliability of the study

Reliability checks were performed on all study variables using composite reliability. Composite reliability was adopted owing to its robustness compared to Cronbach Alpha coefficient (Hair et al., 2018:262). Again, since the study used SEM with reflective measures, composite reliability was found to be ideal for testing reliability (Hair et al., 2018:659; Cooper and Schindler, 2011:322). As such, assessing composite reliability helped to assess whether the results obtained from items that measure the same construct are consistent with the results of other items measuring the same construct (Hair, Black, Babin, & Anderson, 2010: 271; Saunders et al., 2016; 184). As a general guideline to realise reliability, composite reliability should be above 0.70 but not greater than 0.95 (Hair et al., 2019; Hensele et al., 2015:119). In that regard, test results as showed in Table 5.6revealed that all variables had composite reliability above the 0.7 threshold and below the 0.95 cut off point. An explanation of how quality qualitative results was realised is also given under section 4.9.6 in Chapter 4.

### 4.10.2 Validity of the study instrument

The researcher also tested for validity of the quantitative instrument. Validity is concerned with the ability of the measurement instrument to give true results in what it is supposed and claims to measure (Mohajan, 2017:15; Aravamudhan

and Krishnaveni, 2015:133). Construct validity focuses on measurements of theoretical constructs that it intends to measure (De Souza, Alexandre and Guirardello, 2017:649; Collis and Hussey, 2014:53). It is concerned with the theoretical relationship between the variable with other variables under study (Balkin, 2017:264; Newman, Lim and Pineda, 2013:243). The researcher ensured that the instrument was valid in measuring what it was intended by assessing its face validity, content, construct, convergent and discriminant validity.

**(a) Face validity of the instrument**

Face validity involves scanning through the surface of the instrument to form an opinion whether the tool looks right and can measure what it is meant to measure (Panahi, 2014:328). In most studies, face validity is always determined by experts who are given the study instrument to peruse through (Bolarinwa, 2015:196). In the study, a questionnaire was given to supervisor and experts in project success to establish whether the items measured the intended study variables on the face of it (Bolarinwa, 2015:196). Their comments helped the researcher to refine the study research instrument to reflect the meaning of the study variables. Also, the completed questionnaire was given to a statistician to confirm his understanding of the questions and help to translate the questions to a statistical framework which guided analytical decisions in the study (Brownstein, Louis, O'Hagan and Pendergast, 2019:58). Content validity is described next.

**(b) Content validity**

Content validity refers to the degree to which items of a measuring instrument are representative of a given construct that is pertinent to the study (Lyon, Mollering and Saunders, 2012:260). It helps researchers to examine the applicability of their research constructs. Further, a test of Content Validity Index (CVI) is conducted to ensure that the measuring instrument provided items that were relevant to the subject covered (Zohrabi, 2013:258). In the current study, content validity was determined by giving the instrument developed to ten experts that included academic experts, practitioners and

policy makers in government construction projects (Gravetter and Wallnau, 2017:234). Their responses were rated based on a six-point Likert scale where strongly disagree (1), disagree (2), somewhat disagree (3), somewhat agree (4), agree (5) and strongly disagree (6) of the items used in measuring the study constructs (leadership styles, stakeholder engagement and project success). This means that the expert evaluation was used to rate the instrument. CVI was obtained by getting the proportion of the items that were declared valid and divided them by the total number of items (Nakato, 2019:185; Amin, 2005).  All items that were above CVI=0.7 as recommended by Bashir (2018:79) and Natalio et al., 2014:355) were included. Next is construct validity.

**(c) Construct validity**

Construct validity refers to the degree to which the study instrument questions are relevant to what they claim to measure (Masuwai and Saad, 2017:13). According to Bashir (2018:82), a construct depicts the extent to which the study instruments measures reflect behaviours of the study variable. In the current study, convergent and discriminant validity tests were performed to determine construct validity (Zinbarg, Pinsof, Quirk, et al,, 2017:736). Convergent validity refers to the extent to which a measure correlates positive with alternative measures (Hair et al., 2013: Brown, 2010:39). In contrast, discriminant validity refers to the extent to which construct measures are disassociated to form distinct variable components. Discriminant validity occurs when constructs in an inquiry are opposite and unrelated to other substantially comparable constructs (Nakato, 2019:186). In this study, convergent validity revealed items homogeneity within the same construct, while discriminant validity indicated heterogeneity between different constructs.

In this study, to assess convergent validity and discriminant validity of the study constructs, exploratory factor analysis (EFA) was conducted on all items in the study variables and inter construct correlations values were compared to square root Average Variance Extracted (AVE) at confirmatory factor analysis (CFA). The purpose of EFA and the subsequent CFA was to test and confirm

whether the measurement model is sufficiently valid (Hair et al, 2017; 2010). Bashir (2018:82) stresses that this is a condition for constructing a structural model/framework for the studies. In conducting this assessment, separate measurement models for leadership style, stakeholder engagement and project success were specified as presented in Chapter 5. Equally, EFA and CFA results as presented in Chapter 5 revealed the extent to which the operationalisation of the study construct did actually measure what theory purports (Marsh, Morin, Paker and Kaur, 2014; Brown and Moore, 2012:3-4).

**(d) Convergent validity**

To test for convergent validity, AVE and the composite reliability were calculated. AVE represents the proportion of variance captured by the construct versus the variance caused by measurement error (Bashir, 2018:83). The AVE is calculated as the sum of the squared loadings divided by the number of indicators. Debate exists on the acceptable threshold of AVE to realise convergent validity. Convergent validity is realised when the composite reliability is above 0.7 with an AVE greater than 0.5 (Henseler, Ringle and Sarsted, 2015:119; Field, 2009) while others indicate that convergent validity is acceptable when the AVE is less than 0.5; yet the composite reliability is above 0.7 (Zanganeh shahraki, Ahmadifard, et al., 2020:7; Lam, 2012:1331; Hair, Black, Babin, Anderson and Tathan, 2009; Fornell and Larker,1981). For the instant study, the composite reliability of all latent variables is above 0.7 and the AVE of all latent variables are above 0.5 (Chapter 5, Table 5.6), which meets the acceptance level (Hensele et al., 2015:119; Field, 2009; Fornell and Larker, 1981). This demonstrated that the construct measures were valid and could measure the variables correctly.

(**e) Discriminant validity**

Discriminant validity is always assessed to determine the extent to which a factor truly differs from other factors (Irtema, Ismail, Borhan, et al., 2018:868). In this study, an evaluation of discriminant validity was carried out using Heterotrait-monotrait (HTMT) ratio ratios after CFA.

HTMT ratios were chosen for the study because scholars deem them to be a superior criterion over Fornell-Larcker criterion (Voorhees, Brandy, Calantone and Ramirez, 2016; Henseler et al., 2015:116). In this study, HTMT ratio was calculated as the mean of the correlations of the indicators measuring different constructs relative to the geometric mean of the average correlations of the indicators measuring the same construct. For HTMT criterion to establish discriminant validity, two thresholds of 0.85 and 0.90 need to exist (Henseler et al., 2015:121,123; Yusoff, Peng, Abd Razak, and Mustafa, 2020:4). However, a level of 0.90 was adopted by the study to assess discriminant validity. It should be noted all values for our variables were below the critical cut off value of 0.90. Therefore, discriminant validity was established.

## 4.11    AUTHENTICITY OF QUALITATIVE RESULTS

While quantitative results measure the quality of research findings through reliability and validity, qualitative studies ensure quality through trustworthiness and authenticity (Bryman and Bell, 2011:395; Krefting, 1991:215). To achieve trustworthiness of findings, the four trustworthiness criteria include transferability, credibility; dependability and conformability were upheld (Pandey and Patnaik, 2014:5752). To begin with is an explanation of how transferability was achieved.

### 4.11.1 Transferability

Transferability refers to the possibility of the results being transferred to other contexts or being generalised in positivistic studies (Hammarberg et al., 2016:500). Transferability helps to assess the degree to which research findings can be utilised in another setting (Bryman and Bell, 2011:396). To achieve this, researchers are expected to provide adequate evidence in a rich detailed form (Bakibinga, 2012:45). In the current study, transferability was achieved by giving a detailed account of the context, data collection and analysis procedures, findings as well as themes that emerged made the research protocol transferable to other circumstances.

### 4.11.2 Credibility

Credibility refers to the criterion adopted to evaluate the truth value of conclusions arrived at (Hammarberg et al., 2016:500; Krefting, 1991:216). In research, this is achieved through triangulation (Fitzpatrick, 2019:214), member checks and peer debriefing as well as prolonged engagement with respondents (Chodokufa, 2018:112; Cope, 2014:89). In this study, credibility was achieved through engaging respondents for a long period of time whenever questions were asked during interviews which allowed participants to express their views in a way they deemed satisfactory. Furthermore, the researcher sent a copy of the transcribed work to the respondents to clarify some information and to confirm whether what was written down was the actual information they had intended to give (Hammarberg et al., 2016:500).

### 4.11.3 Dependability

According to Tobin and Begley (2004), dependability refers to whether or not a study's results are consistent over time and across researchers. For this study, dependability was realised by ensuring that the researcher keeps in line with an established audit trail (Merriam, 2009:221). With this, the researcher maintained and preserved all transcripts, record of participants, notes, and audiotapes. In addition, the researcher assisted by the study supervisor ensured that the correct transcription and validation procedure of analysed data was followed (Nxumalo and Mchunu, 2017:205). Once again, the researcher hopes to write several journal articles out of the study and its findings (Chodokufa, 2018:112).

### 4.11.4 Confirmability

Confirmability in qualitative research ensures that the finding is a reflection of the participants' perspectives rather than the researcher's own reflection (Cope, 2014:89; Bryman and Bell, 2011:396). Confirmability ensures that data and interpretations are not influenced by personal values of the researcher or inclination but from data (Tobin and Begley, 2004:391). It also ensures that a degree of objectiveness is achieved (Polit and Beck, 2012:554). This was achieved in the study by presenting a general view of what the various respondents perceived.

Also, the researcher provided in detail the entire process that was followed in collecting, transcribing and interpreting the data. The research's documents such as audio recordings and transcribed work are kept ensuring that a trail of the complete process can be traced. Again, the researcher was objective as possible to ensure that personal bias did not affect the result by considering each statement mentioned in the interview. Lastly, researcher submitted the collected data to the supervisor to assist in identifying themes and subthemes in the data and later compared them with those of the researcher to determine resemblance (Nxumalo and Mchunu, 2017:205).

### 4.11.5 Authenticity

Authenticity refers to a situation in which qualitative researchers depict a range of different realities and their associated concerns, issues, and underlying values (Chodokufa, 2018:113). To achieve authentic results, researchers must express the feelings and emotions of participants' experiences in an accurate way (Polit and Beck, 2012:540). In the current study, authenticity was achieved firstly through fairness; with this. the researcher presented results about phenomena in a fair way; secondly, through educative authenticity, where the researcher helped other participants appreciate realities and constructions of others of their settings.

Lastly, through ontological authenticity where the findings of the study helped in understanding how success is achieved in government-funded construction projects in Uganda.

### 4.12    DATA ANALYSIS

Primary data only makes sense, meaning and based on to make conclusions by researchers when it has been analysed (de Casterle, Gastmans, Bryon and Denier, 2012:369). Data analysis is understood as the systematic reduction and transformation of data into meaningful information (Dooly and Moore, 2017:3). In this study, primary data analysis was handled to realise credibility of research findings (Singh and Singh, 2015:50). Adopting a mixed methods approach, both quantitative and qualitative data were collected and analysed (Bulti, 2016:105).

The quantitative and qualitative data were analysed independently. However, the findings were integrated and interpreted together at the end. Consequently, the study conducted quantitative data analysis first as explained in the next section.

### 4.12.1 Quantitative Data Entry and Analysis

To understand the meaning of quantitative data, data analysis was conducted in phases (Nsereko, 207:57). The study begun with data preparation. Under this, out of 400 questionnaires administered to respondents, 335 usable returned questionnaires from the field were counted, serialised from 1-335, verified, sorted, and edited (Hoogland, van der Loo, Pannekoek and Scholtus, 2011:4). In this way, we were able to ensure the questionnaires were accurate, consistent and complete. For data cleaning, the verified and collected questionnaires were entered into Statistical package for Social Sciences (SPSS) software version 27. To ensure that the collected data was complete and reliable, all errors were checked before any analysis was conducted (Field, 2013). For example, errors such as incomplete questionnaires realised at the time of picking the questionnaire, the researcher requested the participants to have them completed. In cases where questionnaires were three quarters filled and inconsistent responses on age and position, the researcher considered them as non-responses. In addition, the researcher checked for errors arising out of incorrect data entry, out of range values and missing values (Nair, Odrovakavula, Muhammednezhad, et al., 2021; Hubbard, 2017; Hair, Black, Babin and Anderson, 2010).

After data cleaning, reliability tests were performed through Cronbach alpha and composite reliability tests. The data were then assessed through parametric tests to ensure they were suitable for multivariate analysis. The tests included assumption of data normality, linearity assumptions, collinearity and homogeneity of variance. CFA and EFA were also conducted to assess the construct validity of the items. In addition, descriptive statistics were run to determine and explain the characteristics of the study participants. Equally, Pearson's correlation analysis was conducted to determine the relationships

124

between leadership styles, stakeholder engagement and project success. Lastly, Covariance-based Structural Equation Modelling (CB-SEM) was carried out to estimate the study's hypothesised relationships. In addition, mediation testing using SEM (Hair et al., 2020) was performed. An explanation of how missing values was handled is explained next.

**Missing Values**

It is always unavoidable to have missing values, inconsistent and illogical data in survey studies (Hair, et al., 2018:63; Humphries, 2013). Such errors originate from the researcher when entering data or due to the respondents' intended or unintended omissions and failure to match information (Malaguti, Lourenco and Silva, 2021; Sekaran and Bougie, 2010:276; Field, 2009). Missing data cause problems in research as they reduce the accuracy of calculated statistics, reduce the statistical power and sample size, therefore, leading to misrepresentation of study (Michielsen et al., 2021:7; Hair, Sarstedt, Hopkins, & Kuppelwieser, 2014: 8). In the current study, descriptive statistics, namely, means, maximum and minimum range were used to analyse missing data. This was done to describe the pattern of missing data, their extensiveness, whether pairs of variables tend to have values missing in multiple case and extremity of data.

**Outliers**

After replacing missing values, an assessment for outliers was done. Outliers in research are values/data that are significantly different from the rest of the data (Igbal, Habib, Khan and Kashif, 2020:865). While assessing for outliers, values that differed uniquely or distinctly from the majority of the data set and observations were identified (Grentzelos, Caroni and Barranco-Chamorro,2021:1). When these extreme values are not removed, they can negatively impact the conclusions derived from the data, as they skew correlation coefficients and lines of best fit. Also, once outliers are not removed, they are likely to bias the mean and inflate the standard deviation (Begashaw and Yohannes, 2020:4; Field, 2009). In other words, outliers affect the normality of data distribution, and it was imperative to examine their existence in the data

set before conducting any further parametric tests. After performing the necessary data cleaning, data were subjected to further statistical tests.

.

### 4.12.2 Factor analysis

Factor analysis describes whether the items in a questionnaire are indeed separate measures of the underlying dimensions that they are supposed to measure (Mohajan, 2017:15; Klami, Virtanen, Leppäaho and Kaski, 2015:1). Furthermore, factor analysis helps to reduce redundancy and duplication of scales and measurements (Williams, Brown and Onsman, 2010:1). More so, it helps to reveal any latent variable that causes the manifest variables to vary in the correlation with another related variable (Fabrigar and Wegener, 2012:20). In other words, factor analysis helped to establish adequacy of the sample. Accordingly, Nesselroade and Cattell (2013:235) and Zikmund et al. (2009:593) advance CFA and EFA as types of factor analysis that can be used by researchers.

In this research, A Kaiser- Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity were used to determine the effectiveness of factor analysis in this study. Hence, KMO values more than or equal to 0.5 met the criteria to be used in factor analysis and the chi-square for Bartlet's test were significant to authenticate the fitness of factor analysis (Field, 2013). In this research, KMO values signified adequate sampling and the outcome factor scores were used in correlation analysis and linear regression model. The Kaiser- Meyer- Olkin (KMO) values for the study variables were .916 (leadership style), 0.924 (stakeholder engagement and .894 (project success). According to these findings, all study variables had KMO values above 0.70, as recommended by Field (2009) and Tabachnick, Fidell, and Ullman (2007). Results also indicated that the Bartlett's test of sphericity of all study variables was significant (sig. <. 05). The results reveal that there was sampling adequacy and correlations existed among the variables.

### 4.12.3 Quantitative data analysis procedure

The researcher conducted quantitative data analysis first through descriptive and inferential statistical analysis (Bulti, 2016:107). Descriptive statistical

analysis provided a summary of the population or the sample under study (Nakato, 2019:190; Zikmund, Babin, Carr and Griffin, 2009:55). For this research, the researcher used percentages and frequencies to reflect the distribution of demographic values (Loeb, Morris, Dynarski, et al., 2017:6: Saunders et al., 2012). These results were presented using pie charts, bar graphs and tables for easy interpretation (Nakato, 2019:190). In order to further identify the meaning, trend, pattern of the descriptive data, the research used mean, mode, median and standard deviation (Kern, 2014:3; Al-Benna, Al-Ajam, Way and Steinstraesser, 2009:345; Charmaz, 2006).

Inferential statistical analysis was also conducted. Inferential statistics were conducted to aid the researcher in making conclusions about the population from which the samples are taken from (Marshall and Jonker, 2011:2). Inferential statistics also aided the researcher to detect minor or major differences and relationships between study variables (Sinkovics and Alfoldi, 2012) namely, the relationship between leadership style and project success; the relationship between stakeholder engagement and project success; the relationship between leadership style and stakeholder engagement and lastly, the relationship between leadership style, stakeholder engagement and project success. Arising out of Cooper and Schindler (2014:526-553) detailed explanation of the different techniques under inferential statistics, this study adopted the following techniques below to conduct inferential statistics analysis.

### 4.12.4 Structural equation modelling (SEM)

SEM is a second-generation modelling technique employed to assess reliability, validity and relationships between variables simultaneously (Hutchens, 2017; Nsereko, 2017:64). It was adopted to measure the relationships among study variables following the set study hypotheses. In addition, SEM was employed to establish the mediating effect of stakeholder engagement in the relationships between leadership styles and project success (Gunzler, Chen, Wu and Zhang, 2013:391). Through SEM, the researcher was able to test the structures of interrelationships expressed in several equations by estimating multiple and interrelated dependent relationships (Bashir, 2018:59; Hair et al., 2018: 603).

SEM, being a statistical data analysis model, employs a confirmatory approach when analysing structural theory about a phenomenon (Bollen and Brand, 2010: 13). This method was considered suitable because it enables researchers to examine a series of interdependent relationships concurrently (Clark, Black and Judson, 2017:46; Hair et al., 2010:542). Further, SEM was adopted as it combines multiple regression analysis and factor analysis unlike multivariate techniques that adopt either factor analysis or regression analysis (Hair et al., 2018: 607). This method was also ideal because compared to CFA, SEM gives the possibility of interrelationships among unobserved variables through measurement and structural model (Lee & Song, 2014: 8).

According to Meyers et al. (2013: 420), with SEM the exogenous variables represent the variables that exert influence on the other (endogenous) constructs under study and no other factor must influence the exogenous constructs in the model. Therefore, researchers must rely on prior experience, theory and study objectives to differentiate between exogenous and endogenous variables (Hair et al., 2010: 598). Feinian, Curran, Bollen, Kirby and Paxton (2008: 21) posit that under SEM, endogenous constructs in one relationship can act as exogenous constructs in ensuing relationships, creating the interdependent form of the structural model. Therefore, with SEM the measurement model is the CFA that indicates behaviours of the unobserved and observed variables in the hypothesised model (Field, 2017: 110).

According to Hair et al. (2018: 658), when studying more than one endogenous variable, it requires researchers to have separate reduced form equations to include all endogenous variables and only one exogenous construct. Yet, endogenous variables cannot predict other endogenous variables. Hence, it requires parsimonious structural equations that include exogenous or endogenous predictors, which are theoretically connected to the outcome variable (Meyers et al., 2013; 426). As such, structural equations are solved simultaneously in SEM by examining the structure of interrelationships indicated in a series of equations (Hair et al., 2018: 607). It should be noted that

the structural model depicts the interrelationships that exist among observed and unobserved constructs in a hypothesised model as a sequence of structural relationships based on theoretical underpinning (Hair et al., 2010: 532). Structural equation models provide three distinct effects namely, the total, direct and indirect effects. The direct effect represents the independent variable effect on the dependent variable whereas the indirect effect reflects the effect of the independent variable on the dependent variable through a mediating variable (Baron and Kenny, 1986: 6). In contrast, the total effect shows the overall effect through the mediated and non-mediated relationship in the model. Therefore, SEM enables researchers to test hypotheses concerning how variables are theoretically related and the direction of relationships (Graham, 2003: 11). Accordingly, the current study used SEM to establish the indirect, direct and total effects among the unobserved constructs based on the theoretical propositions.

In the study, SEM was assessed to establish whether it fitted well with the observed data using various goodness of fit indices. The study employed the Comparative fit index (CFI), Degree of freedom (DFI), Tucker Lewis Index (TLFI), Chi- square($\chi$2), Root Mean Square of Error Approximation (RMSEA) and adjusted goodness of fit index (AGFI). These fit indices were chosen because a combination of these fit indices provides a more robust goodness of fit for models when adopted in social science research (Hair et al., 2018; Graham, Guthrie and Thompson, 2003: 5). Table 4.3 summarises the fit indices selected and the cut off points for evaluating model fit in this study.

**Table 4.3: Summary of fit indices used in this study**

| Fit index<br>*Absolute fit indices* | Acceptance level | Remarks |
|---|---|---|
| GFI | 0.90 or greater | value close to 1 indicates perfect fit |
| RMSEA | 0.05 – 0.08 | value less than 0.50 is considered |
| *Incremental fit indices* | | |
| **NFI** | 0.90 or greater | value close to 1 indicates perfect fit |
| **TLI** | 0.90 or greater | value close to 1 indicates perfect fit |
| **CFI** | 0.90 or greater | value close to 1 indicates perfect fit |
| *Parsimonious fit indices* | | |
| **CMIN/DF** | 1.0≤χ2/df≤5 | lower limit is 1.0, upper limit is 3.0 or as high as 5 |

Source: Hair et al. (2018) and Hair et al. (2010)

### 4.13.1 Control for common methods bias

Common methods bias occurs because of difference (errors) in results owing to the measurement method used rather than the construct the measures represent (Geuens and Pelsmacker, 2017:93; Podsakoff, Mackenzie, Lee and Podsakoff, 2003:879). Common methods bias if not controlled can lead to type I and II errors that might affect the validity of the research findings and conclusions about the relationship between variables (Flynn, Pagell and Fugate, 2018:7; Podsakoff, Mackenzie, Lee and Podsakoff, 2016:167). Therefore, studies that adopt cross-sectional survey design are advised to control for common method bias (Rodriguez-Ardura and Meseguer-Artola, 2020: iv; Spector, 2006). Common bias was controlled in the study through procedural remedies that included removal of vague concepts, decomposing questions into simpler and more focused questions and avoiding double barrelled questions (Bashir, 2018:92; Podsakoff et al., 2012:547,550). In addition, the study kept respondents' identity anonymous and reduced the evaluation apprehension, the researcher assured the respondents that there was no right or wrong answer as well as encouraging them to respond to questions as honestly as they could (Podsakoff et al., 2003:887-888). To control for non-response bias is described next.

### 4.13.2 Control for response bias

Response bias is a situation that occurs when responses from respondents are influenced by other factors other than reason and free mind of the issue at hand (Mikhail, 2021:215; Bektas, Demir, Ayar and Kudubes, 2020:347). Response bias was controlled in the study through adopting a six Likert point scale questionnaire without a middle point preferred by respondents who do not want to think and always settle for a middle ground (Bashir, 2018:92; Krishnaveni and Deepa, 2013). This made respondents think through their responses other than just settling for a middle point. Furthermore, numerous reminder calls were made to ensure maximum retrieval and filling of the questionnaires.

Lastly, the researcher explained to the respondents in the questionnaire covering letter that their responses were for academic purposes and would be

kept anonymous which increased on their truthfulness (Saunders et al., 2012). Control for endogenous bias is described next.

### 4.13.3 Endogenous Bias

Endogeneity occurs when other variables external to the study influence either or both the independent and dependent variables (Peel, 2014:548). It also occurs when researchers neglect relevant independent variables from the study, errors in measuring variables, common methods variance and omitting organisational factors (Antonakis, Brendahan, Jacquart and Lalive, 2014:29). Failure to control for endogeneity bias could mislead the researcher to think that the increase in the dependent variable is a result of the increase in the independent variable as well as false rejection/acceptance of hypothesis (Field, 2009). Therefore, endogenous bias was controlled through adopting theoretically underpinned variables, adopting measures that were derived from previous studies to suit the study context (Antonakis et al., 2014). In addition, confirmation of all measurement models was done using CFA (Podsakoff et al. 2012:547-550). Qualitative data analysis is described next.

### 4.14 QUALITATIVE DATA ANALYSIS

Qualitative data were used to support quantitative findings. Accordingly, the researcher collected and analysed qualitative data. In qualitative studies, several processes and procedures were adopted to obtain the perceptions, understanding, interpretation and explanation of people in certain situations (Bryman and Bell, 2014:344). The following processes that included transcription, content analysis and thematic analysis were followed in this study (Quinlan, 2011:182).

### 4.14.1 Transcription

Transcription is always the first phase in qualitative data analysis. It entails transformation of audio or video data such as recordings of interviews into written format for close study is done (Phala, 2019:42; Tracy, 2013:178). The recorded telephonic and face-to-face semi-structured interviews using the Otter.ai application was translated into written form for analysis. The transcribed interviews were later coded in terms of themes proposed by the theories

employed as analytical senses. This was intended to obtain the interview participants' view concerning the influence of leadership style on project success in relation to the projects they were involved in. Thereafter, the researcher was able to convert the verbal interview responses into verbatim text and later used the written text/data to perform content analysis.

### 4.14.2 Content analysis

Content analysis refers to the stage at which gathered data from interviews is categorised into themes and subthemes for comparison (Bryman and Bell, 2014:354). Content analysis was used to analyse the data gathered from interviews to develop a better understanding of how government project success can be achieved. To successfully undertake this process, a six-step process was used that included preparation and organisation of the data, exploration of data through coding and use of codes to generate descriptions and themes, presentation of findings by means of narrative and visuals (Creswell, 2014:200). Interpretation and validation of the accuracy of findings to effectively carry out content analysis is required (Creswell, 2014:200). Accordingly, appropriate verbatim quotations from the collected data were used to substantiate the narratives provided by the researcher when discussing the themes and subthemes (Babirye, 2020:189). Equally, suitable literature from relevant studies was also used to compare and contrast the research findings relating to government project success as well as experiences shared by the interview participants. This was later followed by thematic analysis as discussed next.

### 4.14.3 Thematic analysis

Thematic analysis refers to the identification, analysing, organising, describing and reporting themes/ repeated patterns established within a qualitative data set (Braun, Clarke, Hayfield and Terry, 2019:6; Kamali, 2018). More importantly, thematic analysis is so helpful to researchers in conducting qualitative analysis (Kiger and Varpio, 2020:1; Ryan & Bernard, 2000:78). A theme refers to a summarised statement that reflects people's idea developed from stories or written work in a field of study (Vaismoradi, Jones, Turunen and Snelgrove, 2016:101). Thematic analysis was used to develop themes.

Verbatim quotations were extracted from the data to develop themes and subthemes. For comparative analysis, the researcher reviewed themes in line with the quantitative research findings and compared data across themes to identify connections between qualitative results and themes to provide well-grounded interpretation of research findings that explain how leadership styles explain the success of government construction projects in Uganda.

## 4.15   ETHICAL CONSIDERATIONS

Ethics are guidelines to behaviour which provide compass of choices made as people relate with each other (Mamabolo, 2019:69; Fouka and Mantzorou, 2011:4). Ethical considerations deal with conforming to a code of conduct during research and bearing the responsibility of honesty and accuracy in mind (Creswell, 2014:200; Streubert and Carpenter, 2011:56)). Ethical issues and standards are always necessary (Atsebeha, 2016:111), hence were critically considered in research.   The three broad ethical principles were upheld. namely, beneficence, respect for human dignity and justice (Belmont report, 1979:4-5).

Ethical principles, such as non-maleficence, veracity, privacy and confidentiality were also considered.  The ethical clearance was obtained in terms of Policy on Research Ethics of University of South Africa (Unisa) approved in 2016 (No: 2021_CEMS_BM_118) from the Department of Business Management and strictly adhered to. The obtained ethical clearance offered guidance to the researcher on how to protect the rights of participants who were involved in research (Parameshwara, 2019:40; Coldwell and Herbst, 2004). In addition, ethical clearance served as a professional indemnity if the researchers were not seen to adhere to the appropriate code of ethics as governed by the ethics committee. Therefore, Unisa's Code of Ethics as detailed in the ethical clearance obtained was considered and followed.

The general ethical guidelines of informed consent were followed by issuing each respondent with a consent form at the study site. This provided chance to respondents to decide on whether to participate in the study or not (Leady and

Ormrod, 2001:101-108). This enabled the respondents to get detailed information and procedure about the study before taking any decision to participate in the study. This also enabled the researcher to collect information for the study from only those respondents who had agreed to the study (Leady and Ormrod, 2001:101-108). While conducting interviews, permission was sought from the respondents to record proceedings using a recorder and writing down notes.

The right to privacy and protection from harm (physical, emotional or any other kind) was observed. Permission was also sought from the executive director of KCCA (gatekeeper letter) to interface with the authority staff and local council leaders to safeguard their jobs owing to the sensitivity of the information they provided. The identity of participants who provided vital information was concealed by assigning pseudo names and codes to interviews when filling the recordings and transcripts. Lastly, there was adherence to Unisa's COVID-19 protocols that limited the spread of the pandemic when obtaining the required data. The standard operating procedures as set out by the Ministry of Health in Uganda and Unisa were strictly followed. These included screening, sanitisation, social distancing of 2 meters, no meeting of more than 200 people, curfew starting at 21hrs Ugandan time, among others.

## 4.16    SUMMARY

This chapter presented the purpose of the study and the research objectives. This was followed by an explanation of the philosophical foundation that was adopted by the current study. In addition, the study's blueprint was explained in the methodology section. This explained how the research was conducted where an explanatory sequential mixed method approach was adopted and found to be ideal for this study. The study population, sample size, sampling procedure, data collection and analysis methods adopted were presented. In addition, an explanation of how validity and reliability of the study results was realised is also provided. An explanation of how bias was controlled is provided.

Lastly, a discussion on how the study adhered to ethical considerations as directed by Unisa was provided. In the next chapter, empirical findings are presented.

# CHAPTER FIVE
## EMPIRICAL QUANTITATIVE RESULTS PRESENTATION AND ANALYSIS

## 5.0     INTRODUCTION

This chapter presents a report of the quantitative empirical findings of the study. They are generated from data collected and presented according to the objectives of the study. The quantitative results presented in this chapter enabled the study to achieve its main objective of examining the relationship between leadership styles and government-funded construction project success.

The following empirical objectives of this study were addressed which were to:

- *examine the relationship between leadership style and project success.*
- *examine the mediating role of stakeholder engagement on the relationship between leadership style and project success.*
- *develop a framework and recommendations on how project managers can improve the success of their government-funded projects.*

Before presenting quantitative results, a report on data management is provided first followed by the several diagnostic tests that were conducted to identify and correct aspects that would have biased the study findings. Later, multivariate analysis techniques were used with Covariance Based Structural Equation Modelling (CB-SEM) to analyse the data. In this chapter, descriptive statistics using means and standard deviations will also be presented. Equally, results from estimation of measurement models for the study's global variables using CFA establishing whether the manifest variables loaded well on the global variables will be presented. Later, the chapter will present a SEM to estimate the total, direct and indirect effects and confirm whether the structural model fits the theory. How data were managed is explained first.

## 5.1     DATA MANAGEMENT

In this study, the researcher found it essential to manage and clean up the collected data before subjecting it to any further analysis. The researcher ensured that the responses as indicated in the filled questionnaires had been

entered well, checked for missing values and decided on ways of managing them as well as check for outliers. Under data management, the researcher also conducted diagnostic tests that involved testing for assumptions of normality, homogeneity, linearity, independence error and collinearity. The first to be discussed will be how missing values were treated.

### 5.3.1 Missing values

The analysis on values, variables and cases were carried out to determine the extent to which the values were missing in the data. Results are indicated in Figure 5.1 and the pattern of missing in Figure 5.2.

**Figure 5.1: Amount of missing values**
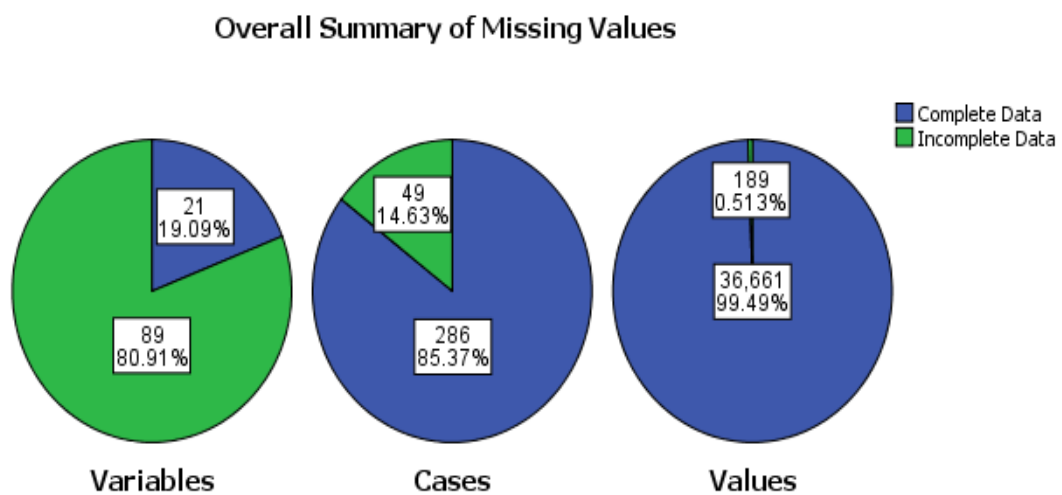


Source: Researcher's Own Construction

**Figure 5.2: Missing Value Pattern**
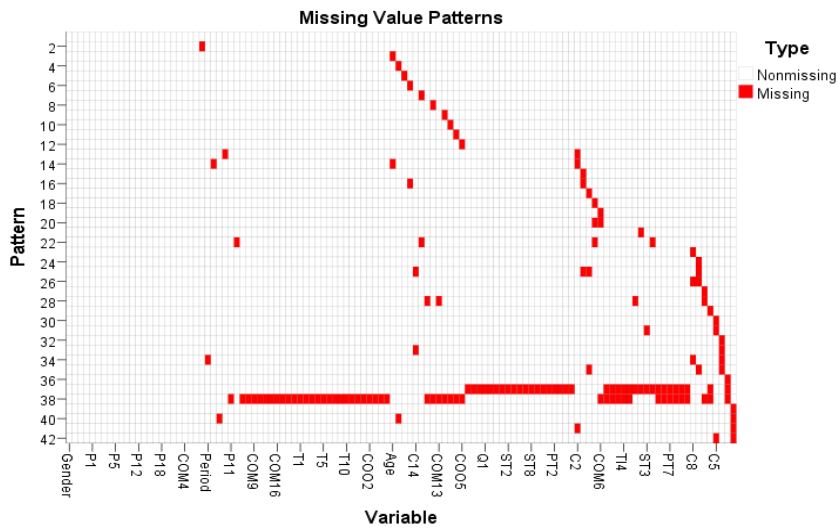


Source: Researcher's Own Construction

The results indicate that 21(19.09%) of the variables were complete, while 89 (80.91%) were incomplete. Further, the results reveal that 286 (85.37%) cases were complete, yet 49 (14.63%) cases were incomplete. Results also indicate that 38 661 (99.50%) of the values were complete and 189 (0.513%) of the values were incomplete. Therefore, it was necessary to manage the missing values.

**Dealing with Missing Values**

There are three methods for managing missing values. According to Pratama, Permanasari, Ardiyanto and Indrayani (2016:2), one can choose to ignore the missing data, or another can delete cases with missing values or decide to replace the missing values. Missing values in this research were replaced instead of deleting those cases with missing values as more data could be lost as the missing values were for cases on different variables (Cokluk and Kayri, 2011:308). This was done in accordance with the guidelines provided by Field (2009). Field argues that when the missing value in the data are less than 2%, the researcher can decide to do nothing, delete cases with missing values or replace the missing values. In addition, researchers Chigavazira, Fernandez, Mackay and Lapkin (2018) and Courtney-Pratt et al., (2015:532) advocate that replacing missing values is the best option when the rate of missing value is below 2% (in this particular research 189 missing values, 0.513%) conditions

found in this research. Hence, the series mean method was used to replace the missing values as more complex models were likely not to change value estimates owing to the small number of missing items (Little and Rubin, 2014; Cokluk and Kayri, 2011:308). With this method, all the missing data were replaced as illustrated in Figure 5.3 and 5.4, where in a new data set that was used to conduct further tests was created.

**Figure 5.3: Missing values replaced**
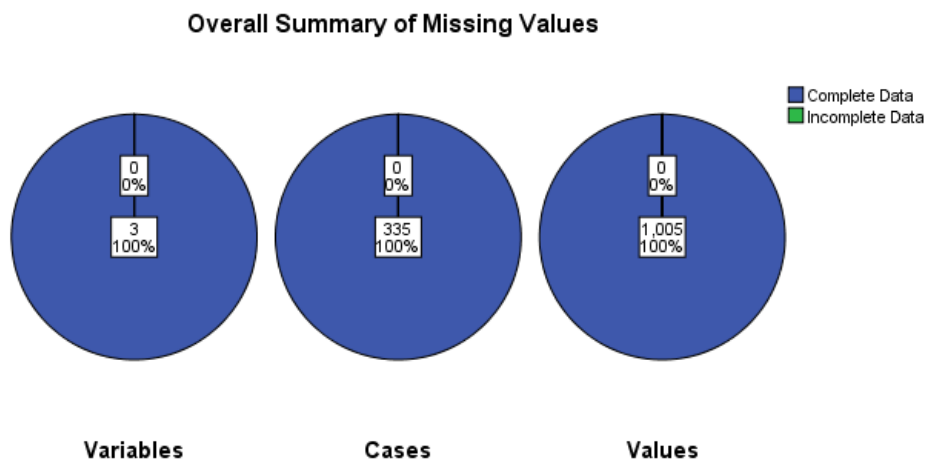


Source: Researcher's own construction

**Figure 5.4: Missing value pattern after replacement**
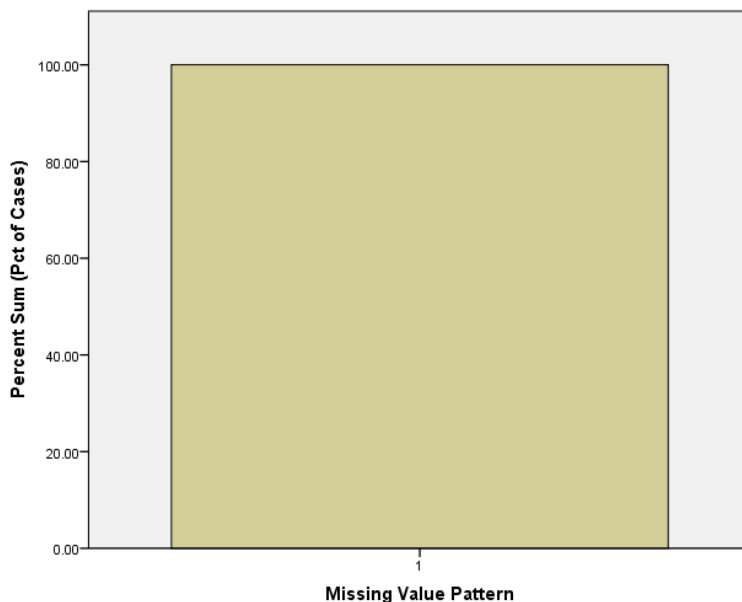


Source: Researcher's Own Construction

As reflected in the preceding figures, all the missing variables, cases and values were replaced and this was followed by checking for outliers.

## 5.3.2 Outliers

After replacing missing values, outliers were assessed. In research, an outlier is an observation or data point that differs from other observations in a significant way (Cao, Wu, Yu and Liang, 2021:1). Outliers always exist owing to respondents responding with outlier values and can also be owing to data entry error. Outliers always bias the mean and inflate the standard deviation, therefore, arrive at wrong conclusions (Mwesigwa, Bagire, Ntayi and Munene, 2020:894). Hence, outliers had to be found and corrected as this rendered the data normal and fit for further statistical tests. Consequently, box plots were used to identify outliers (Hair et al., 2018: 490; Field, 2017: 381; Pallant, 2010: 14). Figure 5.5 shows box plots results for all the global variables before and after data cleaning.

**Figure 5.5: Box plots for all the global variables before data cleaning**
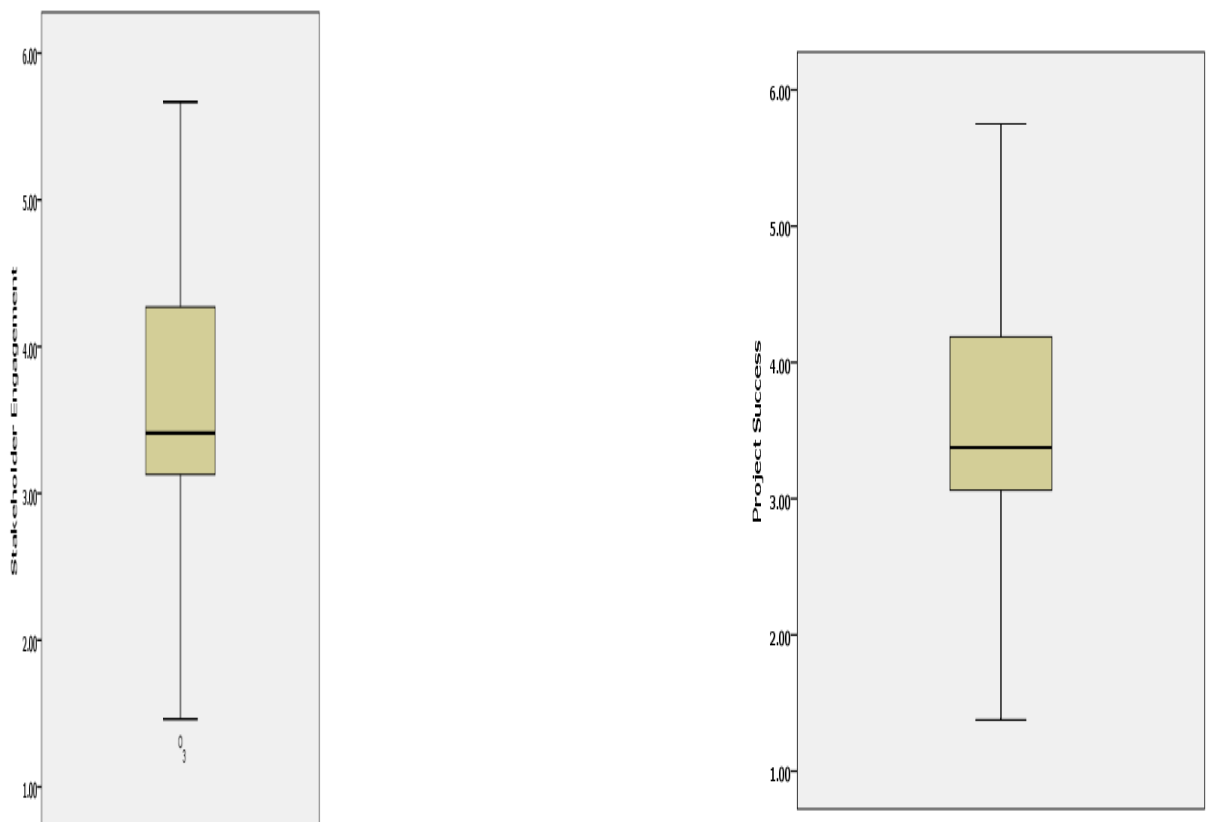
**Box plots for stakeholder engagement after data cleaning**
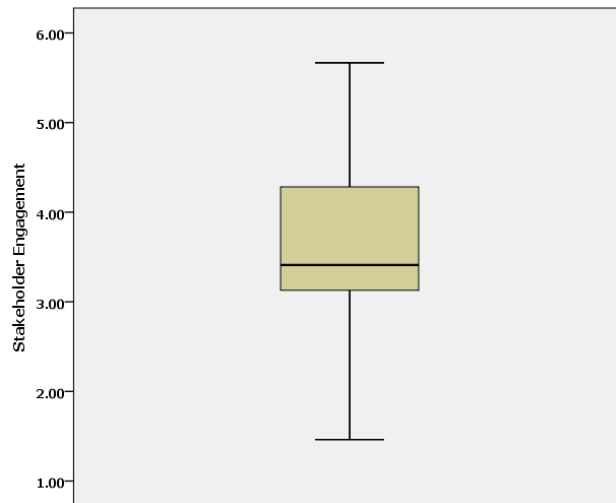


Results illustrated in Figure 5.5 revealed that leadership styles and project success variables had no outliers. The same figure reveals that outliers were only found in the stakeholder engagement variable which necessitated taking correction actions. The identified outliers in the stakeholder engagement variable were corrected by entering the right value (Figure 5.5) as they were because of data entry error (Leys, Delacre, Mora, Lakens and Ley, 2019:6; Osborne and Overbay, 2004:2). In summary, outliers affect the normality of data distribution, and it was imperative to examine their existence in the data set before conducting any further parametric tests. After performing the necessary data cleaning, data were subjected to further statistical tests. This study undertook several parametric assumption tests as highlighted in the next section.

## 5.4. PARAMETRIC TESTS

The aim of the research was to examine the relationship between leadership styles and success of government construction projects (Chapter 1 section 8.3). To undertake this task, parametric tests were employed to explore the data and determine the distribution (Bashir, 2018: 86). However, before performing any parametric test, it was necessary to establish whether data meets the assumptions of normal distribution, linearity, independent and variance in data categories (Fernandes and Sarmento, 2013:159; Hair et al., 2010:68-84). Once data violate any of these assumptions, the results of the analysis can mislead

or become erroneous. Violation of these assumptions also changes the conclusion and interpretation of the research (Field, 2009). Hence, the data were tested to confirm whether it corresponds with the parametric statistical assumptions before any further analysis could be done to ensure reliable results. Therefore, the following diagnostic tests were undertaken normality, homogeneity, linearity and collinearity.

## 5.4.1 Assumption 1: Normality Test

In simple terms, normality of data means the distribution of the data test is normal (bell-shaped). As a rule of thumb, most parametric tests require that the assumption of normality be met. Normality corresponds to the shape of the distribution which is symmetrical and pointy with a mean of zero and standard deviation of 1 (Mafarja, Zulnaidi and Fadzil, 2022:6; Field, 2009). It should be noted that non-compliance of a set of data to the normal distribution makes all subsequent statistical tests such as F and t-statistics invalid (Hair et al., 2010). The assumption of normality was tested to determine whether our data were normally distributed (Field, 2013). The test for normality included graphical and statistical tests.

❖ **Graphical tests of assumptions of normality**

T**he normal probability plots (Normal P-P plots)**

Test results showed that the data were normally distributed. Accordingly, P-P plots for leadership styles, stakeholder engagement and project success all values (dots) were close to the ideal diagonal. All the values (dots) fairly lie along the straight line, although with slight deviations (Aksa, Utaya, Bachri and Handoyo, 2020:12). This test proved that the data were normally distributed, as indicated in the P-P plots in Figure 5.6. This indicated that our data were good for further statistical tests as assumption of normality using normal P-P plots was achieved and tenable.

**Figure 5.6: Testing for data normality using P-P plots**
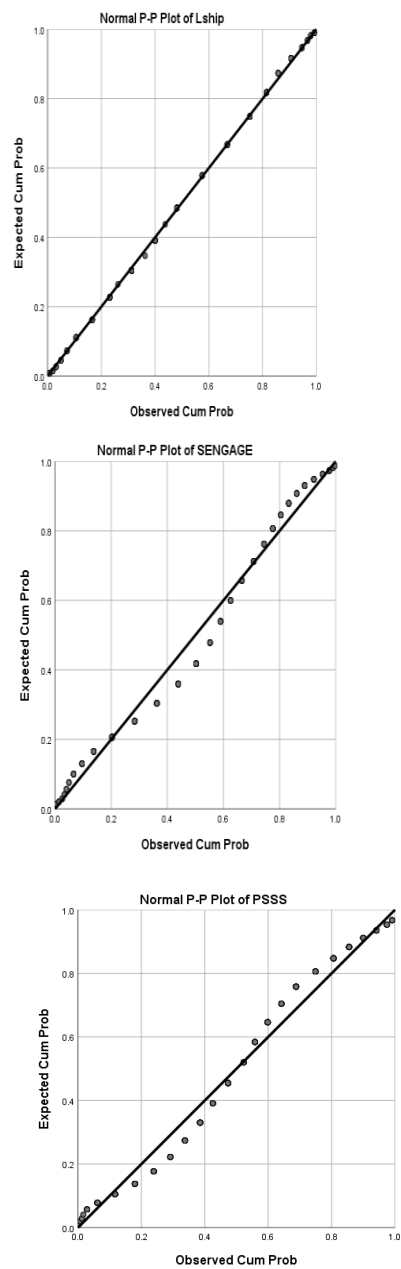


**Histogram**

In this study, a bell-shaped curved histogram representing normal distribution of data was used to test for normality. From the results as highlighted in Figure 5.10, it can be seen that all the histograms were bell-shaped, a manifestation that our data was normally distributed and good for further statistical tests as normality assumption was met. This was followed by conducting a statistical test.

**Figure 5.10: Histograms showing normality**



Leadership Styles Histogram with Normal Curve
Mean = 3.56    Std. Dev. = .819    N = 335



Stakeholder Engagement Histogram with Normal Curve
Mean = 3.66    Std. Dev. = .846    N = 335



Project Success Histogram with Normal Curve
Mean = 3.62    Std. Dev. = .886    N = 333
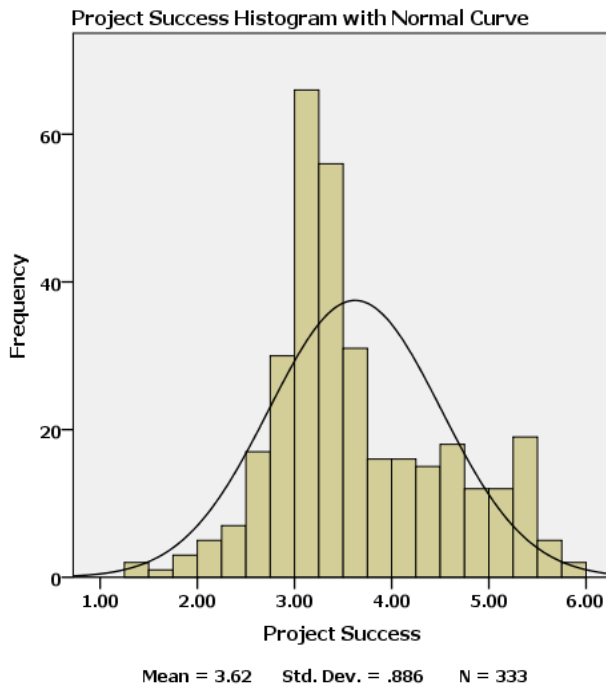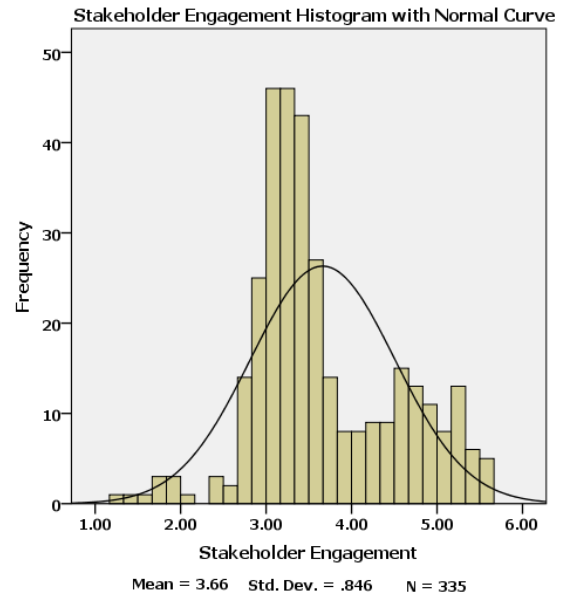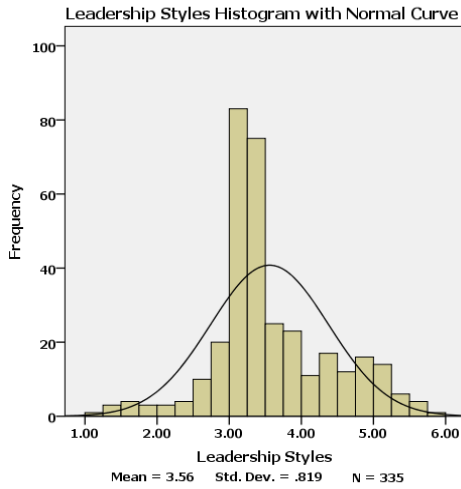
❖ **Statistical test of the assumptions of normality**
   **Skewness and Kurtosis**

In addition to graphical tests the study employed skewness and kurtosis to assess for assumptions of normality.  Kurtosis refers to the relative flatness or peakedness of the distribution of data in comparison to the normal distribution while skewness refers to the degree of asymmetry around the mean of a given set of data (Wang and Zuo, 2020:4; Chattopadhyay, Sarkar and Das, 2020:50).

144

Skewness measures the symmetry, or more precisely, the lack of symmetry. A data set is asymmetric if it looks the same to the left and right of the centre point. For data to meet the normality distribution test assumptions, the acceptable values of skewness fall between -3 and +3, while kurtosis ranges between -10 to +10 (Amin, Shah, Khattak, et al., 2019:9; Brown, 2015; Alotaibi and Al-Matari, 2015:367). Table 5.1 shows the results of the kurtosis and skewness tests we conducted.

**Table 5.1: Skewness and kurtosis statistics**

| | Mean | SD | Skewness | Std. Error | Kurtosis | Std. Error |
|---|---|---|---|---|---|---|
| Leadership Styles-3 | 3.649 | 0.476 | .256 | .133 | -.503 | .266 |
| Stakeholder Engagement-7 | 3.491 | 0.497 | -.222 | .133 | -.488 | .266 |
| Project Success | 3.623 | 0.886 | .530 | .134 | -.225 | .266 |

Source: Researcher's own construction

Table 5.1 indicates that skewness and kurtosis values for all study variables fall within the range (Amin et al., 2019:9; Brown, 2015). For example, the skewness value of leadership style is .256, stakeholder engagement is -.222 and .530 for project success. Furthermore, the kurtosis value leadership styles is -.503, stakeholder engagement is -.488 and project success is -.225. Therefore, our data were good and fit for further statistical tests as skewness and kurtosis normality tests were realised.

## 5.4.2 Assumption 2: Homogeneity of Variance

Assumptions of homogeneity of variances indicate that the variances should be the same throughout the data. In this study, the Levene's test was employed to establish whether the variances in the groups are equal and the difference between the variance is zero (Pallant, 2010; Field 2009; Pallant, 2007). The assumptions of homogeneity of variance are upheld when Levene's value is insignificant where the variances should be the same throughout the data at all levels of the variables (Hair et al., 2010: Field, 2009). Results are shown in Table 5.2.

**Table 5.2: Homogeneity of variances**

|  | *Levene Statistic* | df1 | df2 | Sig. |
|---|---|---|---|---|
| Leadership Styles | .243 | 1 | 333 | .622 |
| Stakeholder Engagement | .559 | 1 | 333 | .455 |
| Project Success | .636 | 1 | 331 | .426 |

Source: Researcher's own construction

Results in Table 5.2 show that for all variables, the Levene's values are insignificant at p>.05 and the variances were within the same range. This implied that the data were fit for further statistical tests as assumptions of homogeneity of variances were realised and acceptable.

### 5.4.3 Assumptions 3: Linearity

Linearity assumptions suggest that the relationship between two variables is linear. Linearity signifies the extent to which the change in the dependent variable is associated with change in the independent variable. Therefore, it is relevant to examine any divergences from the linearity that could affect the relationship between the study variables. Linearity assumption is always tested by scrutinising the bivariate correlations between each pair of variables under study (Mutebi, 2020: 386). Pearson correlation coefficients were examined for the three constructs and results are as showed in Table 5.3.

**Table 5.3: Testing for linearity using zero order correlation between variables**

|  | Mean | SD | 1 | 2 | 3 |
|---|---|---|---|---|---|
| Leadership Styles-1 | 3.559 | .819 | 1.000 |  |  |
| Stakeholder Engagement -2 | 3.661 | .846 | .609** | 1.000 |  |
| Project Success-3 | 3.623 | .886 | .673** | .662** | 1.000 |

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

Source: Researcher's own construction

The Pearson correlation statistics results as seen in Table 5.3 reveal that the variables correlate significantly. Hence, the linearity assumption was met. This was followed by testing for collinearity assumptions.

### 5.4.5   Assumption of Independence of Error

Independence of error assumptions mean that responses provided by study participants are influenced by other respondents (Gravetter and Wallnau, 2017:511). Assumptions of independent error imply that errors in the model are

146

not related. Therefore, as the model to predict responses is estimated, errors in the predictions arising from the dependence of responses are not expected (Field, 2017:405). Subsequently, the independence of errors was of interest in this study. Researchers such as Field (2009:374) favour using the Dubin Watson test to establish the independence of error, unfortunately it was not adopted in the study. The study relied on procedural remedies of questionnaire administration to manage the independence of error (Archiles, 2023:117). Independence of error is violated when respondents are known to each other and are part of the same study as one respondent's response might be influenced by another's response, therefore, violation of the independence of the error assumption. Since respondents were not physically and socially connected, this study never violated the independence of errors.

### 5.4.5 Assumption 4: Collinearity

Collinearity depicts a situation where the independent variables in the research study are correlated with others (Li and Wang, 2019:687; Hair et al., 2017). It is important to establish the level of collinearity as it can increase the variance of the regression coefficients, making them unstable and difficult to interpret (Wu and Xu, 2019:4; Hair, Black, Babin and Anderson, 2014). Therefore, it was vital to identify collinearity problems if any early enough and deal with them by deleting the offending before further tests could be conducted with the data. Scholars can either adopt the Klein rule, VIF and Tolerance rule method, Eigenvalues method, CVIF rule or leamer's method to assess collinearity among variables (Imdadullah, Aslam and Altaf, 2016:496-497). However, the study adopted VIF and the Tolerance values to evaluate pairwise and multiple variables collinearity (Hair et al., 2018; Field, 2017). VIF and tolerance values method was adopted because unlike other methods, the VIF can demonstrate how much variance is inflated by collinearity (Imdadullah et al., 2016:496). Furthermore, a combination of VIF and TOL gives rise to reliable collinearity statistical results (Oke, Akinkunmi and Etebefia, 2022: 655). Collinearity always occurs when the tolerance values are low while VIF values are high (Hair et al., 2019:12). A general rule of thumb for cut-off points is that VIF and tolerance values should not exceed 10 and should not be less than 0.20, respectively

(Hair, Ringle and Sarstedt, 2011; Petter, Straub and Rai, 2007:641). Table 5.4 displays the results for VIF and tolerance.

**Table 5.4: Collinearity results**

|  | Tolerance | Variance Inflation Factor (VIF) |
|---|---|---|
| Communication | .599 | 1.667 |
| Participation | .721 | 1.386 |
| **Leadership Styles** | **.655** | **1.526** |
| Commitment | .528 | 1.895 |
| Trust | .770 | 1.298 |
| Cooperation | .741 | 1.349 |
| **Stakeholder Engagement** | **.661** | **1.514** |
| Cost | .720 | 1.388 |
| Quality | .686 | 1.457 |
| Time | .727 | 1.375 |
| **Project Success** | **.711** | **1.407** |

Source: Researcher's own construction

Results in Table 5.4 indicate that the VIF is below 10 and the tolerance value above 0.2, which implies that there is no Collinearity problem. Therefore, our data conformed to both assumptions and qualify for further statistical tests. It should be noted that our data passed all assumptions of parametric tests carried out; therefore, the study proceeded to conduct quantitative data analysis. Also, it was so important to test for reliability and validity of the study instrument first is the reliability

## 5.5 RELIABILITY AND VALIDITY OF THE MEASUREMENT INSTRUMENT OF THE STUDY

To achieve quality results, the measurement instrument used in the study must be reliable and valid. As a result, it was crucial to evaluate the measurement instrument's reliability and validity. The results on reliability are presented next.

### 5.5.1 Reliability of the Study

Reliability tests were performed on all study variables using composite reliability. As a general guideline to realise reliability, composite reliability should be above 0.70 but not greater than 0.95 (Hair et al., 2019; Hair et al.,

2018:262). Accordingly, test results in Table 5.6 revealed that all variables had composite reliability above the 0.7 threshold and below the 0.95 cut off point (Hair et al., 2018:262). Precisely, study variables yielded composite reliabilities as follows: communication (0.877), participation (0.831), commitment (0.892), trust (0.826), cooperation (0.816), cost (0.834), quality (0.844) and time (0.864). So, this revealed that the construct measures were valid and could correctly measure the study variables. Construct validity will be discussed next.

### 5.5.2 Test for validity

Validity of the research instrument was conducted to ensure that the instrument measures what it is intended to measure (De Souza, Alexandre and Guirardello, 2017:649; Aravamudhan and Krishnaveni, 2015:133). To achieve this, tests to establish construct and content validity of the research instrument were carried out.

### 5.5.2.1 Content Validity

Experts (academic experts, practitioners and policy makers in government construction projects) evaluated the items adopted to measure the study construct on a six-point likert scale, namely, 1 Strongly Disagree, 2 Disagree, 3 Somewhat Disagree, 4 Somewhat Agree, 5 Agree, 6 Strongly Agree. After congregating their responses, the CVI was determined by getting the proportion of the valid items divided by the total number of items (Nakato, 2019:185; Amin, 2005: 15) and results are showed in Table 5.5.

**Table 5.5: Content validity Index Estimates**

| *Variable* | Number of Items | Content Validity Index |
|---|---|---|
| Leadership Styles | 34 | .882 |
| Stakeholder Engagement | 39 | .821 |
| Project Success | 16 | .875 |

Source:  Researcher's own construction

The results in Table 5.5 show that the CVI for all constructs was above 0.7 (leadership styles=0.882, stakeholder engagement =0.821 and project success=0.875) which was acceptable (Bashir, 2018:79; Natalio, Faria,

Teixeira-Salmela and Michaelsen, 2014:355). Therefore, the instrument was valid. Convergent validity is assessed next.

### 5.5.2.2 Convergent Validity

The instrument was tested for convergent validity. To test convergent validity, the AVE and composite reliability were calculated for each of the study variables. Table 5.6 shows the AVE values and composite reliability results for latent variables used in the study.

**Table 5.6: Reliability and Validity Results**

| Latent variables | Composite Reliability | Average Variance Extracted (AVE) |
|---|---|---|
| Communication | .877 | .641 |
| Participation | .831 | .552 |
| **Leadership Styles** | **.854** | **.597** |
| Commitment | .892 | .624 |
| Trust | .826 | .613 |
| Cooperation | .816 | .596 |
| **Stakeholder Engagement** | **.845** | **.611** |
| Cost | .834 | .626 |
| Quality | .844 | .574 |
| Time | .864 | .761 |
| **Project Success** | **.847** | **.654** |

Source: Primary Data

Table 5.6 shows that the results of composite reliability of all latent variables is above 0.7 (leadership styles=0.854, stakeholder engagement=0.845, project success = 0.847). It also shows that the average variance extracted from all latent variables is also higher than 0.5. From the results, the composite reliability of all latent variables is above 0.7 while the AVE of all latent variables is above 0.5, which meets the acceptance level (Hensele et al., 2015:119; Field, 2009; Fornell and Larker, 1981). So, this revealed that the construct measures were valid and could correctly measure the study variables. Construct validity will be discussed next.

### 5.3.2.3 Discriminant Validity

After CFA, heterotrait-monotrait (HTMT) ratios were used to assess discriminant validity. As seen in HTMT results reflected in Table 5.7, values stood below the critical threshold of 0.90, therefore, discriminant validity was established (Yusoff, Peng, Abd Razak, and Mustafa, 2020:4; Henseler et al., 2015:121,123). The HTMT ratios for discriminant validity for leadership styles, stakeholder engagement and project success are presented in Table 5.7.

**Table 5.7: Hetero-Trait Mono-Trait (HTMT) Discriminant Validity Assessment**

| *Leadership Style* | Communication | Participation | |
|---|---|---|---|
| Communication | | | |
| Participation | .834 | | |
| ***Stakeholder Engagement*** | Commitment | Cooperation | Trust |
| Commitment | | | |
| Cooperation | .855 | | |
| Trust | .811 | .892 | |
| *Project Success* | Cost | Quality | Time |
| Cost | | | |
| Quality | .573 | | |
| Time | .857 | .619 | |

Source: Primary data

### 5.5.3 Exploratory factor analysis (EFA)

In this study, EFA was performed through principal component analysis (PCA) to test the interrelationships among questionnaire items measuring the manifest variables (Hair et al., 2018: 25). In this study, the measurements for leadership styles, stakeholder engagement and project success were adopted. As such, several items were rephrased for easy comprehension and to suit our study. Following such changes with guidance from Young and Pearce (2013:80) and Hair et al. (2018:124), EFA was adopted:

- To understand the structure of the underlying variables.
- Confirm that the questionnaire items measured the underlying variables.
- To reduce the data set to a more manageable size while retaining the core information intended to be measured by the study variables.

As such, summarised scales that provided an empirical estimate of the underlying structure of the variables in consideration were generated (Field, 2017:1130; Field, 2009). In conducting EFA, researchers can either adopt PCA, maximum likelihood method (MLM) factor analysis or common factor analysis (Taherdoost, Sahibuddin and Jalaliyoon, 2022: 378). However, this study adopted the PCA to execute EFA. The study chose PCA because it reduces factor indeterminacy exposure that always impacts on other factor analysis methods (Meyer et al., 2013: 223). Again, PCA was adopted for being a less complex technique compared to other techniques (Field, 2017). As such, this study conducted EFA through PCA to determine factors that correlated and explained common variance among study variables.

In EFA, all items that were retained loaded well into their intended factors with factor loadings greater than 0.5 and eigenvalues greater than 1.0 (Hayton, Allen and Scarpello, 2004:193; Zikmund et al., 2009:594). As such, items that grouped together were presumed to be measuring the same underlying construct, we deleted all items that were cross loading on other components and had loading values above 0.5 and below 0.5 (Tran and Keng, 2018:284). While undertaking this process, at least three items were retained as going below this number would have made the construct weak and unstable to be used for the study (Costello and Osborne, 2005:5).

Again, both the Kaiser- Meyer- Olkin (KMO) and Bartlett test were conducted in the study to assess sampling adequacy and to confirm whether there was correlation between items. As a general rule, Bartlett's significance test cut-off is at $p<0.05$ (Field ,2009: 15). Also, Kaiser (1974:35) indicates that KMO values ranging around .90 are marvellous, indicating 0.80 are meritorious, within 0.70 is seen as middling, within 0.60 viewed as mediocre, in the 0.50s miserable; below .50 are viewed as unacceptable. The Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity results in depicted in Table 5.8.

**Table 5.8: Kaiser-Meyer-Olkin Measure and Bartlett's Test of Sphericity.**

| | Kaiser-Meyer-Olkin Measure | Bartlett's Test of Sphericity | | |
| --- | --- | --- | --- | --- |
| | | Approx. Chi-Square | df | Sig. |
| Leadership styles | 0.916 | 3886.890 | 561 | 0.000 |
| Stakeholder engagement | 0.924 | 5023.288 | 741 | 0.000 |
| Project success | 0.894 | 1687.755 | 120 | 0.000 |

-

Source: Researcher's own construction

Test results in Table 5.8 indicate that all KMO values for all variables were above the recommended 0.8 and the Bartlett test values were all significant at 0.000 below the recommended 0.05 (Kaiser, 1974:35). This indicated that the sample data was adequate, and items of all constructs correlated which is a condition for factor analysis (Lloret, Ferreres, Hernandez and Tomas, 2017:419; Kaiser, 1974:35). This implied that the components or dimensions used to measure the study variables were related. Accordingly, EFA and PCA could be performed. EFA was performed on all items of the constructs in our study variables. The results presented next are for EFA for all study constructs starting with leadership styles.

### 5.5.3.1 Exploratory Factor Analysis for Leadership Styles

PCA using Varimax with Kaiser normalisation was performed to reduce the number of variables under leadership styles. Results indicated that 17 out of 34 items loaded well on the construct of leadership styles with a total component of 2 dimensions based on theory and conceptualisation. The KMO and Bartlett test values were all sufficient at 0.916 and 0.00 significant, respectively. This meant that the sample data was adequate, and items of the constructs correlated. Only items with absolute values above 0.50 were taken into consideration to determine the loadings on each of the factors of leadership style. PCA using Varimax with Kaiser normalisation was performed on the data to test the components of leadership styles which yielded two factors with Eigen values of greater than 1. Two (2) factors of communication (39.4%) and participation (21.8%) accounting for 61.2% of the total explained variance in leadership styles. EFA was performed to test instrument item validity. Results

153

indicated that nine items of communication loaded well on factor 1 with significant loadings between .526 and .796, which explained 39.4% of the variance with an eigenvalue of 13.393. Furthermore, eight other items of participation loaded well on factor 2 with significant loadings between .511 and .670 which accounted for a variance of 21.8% with an eigenvalue of 7.429. Lastly, it was discovered that communication explained more of the variance in leadership styles by 39% compared to participation with 22%. Therefore, items that loaded above 0.5 adequately explained the global variable leadership styles. The results of EFA for leadership styles are showed in Table 5.9.

**Table 5.9: Exploratory Factor Analysis for Leadership Styles (Rotated component matrix)**

| Item scale | | communication | participation |
|---|---|---|---|
| LDCM1 | Information concerning project activities is always shared to project stakeholders. | .777 | |
| LDCM2 | The language used in project correspondences is familiar to all project stakeholders. | .572 | |
| LDCM3 | The channel used to share information is liked by all project stakeholders. | .625 | |
| LDCM 4 | New project information usually circulates amongst project stakeholders on time. | .595 | |
| LDCM8 | Meetings are held to share information regarding performance of project tasks. | .796 | |
| LDCM9 | Information about project progress is always shared among project members. | .585 | |
| LDCM11 | Project targets are always explained to project stakeholders in a meaningful way. | .639 | |
| LDCM13 | Sharing of information has improved commitment among project stakeholders. | .589 | |
| LDCM15 | The project information provided clearly indicates the roles and responsibilities of each stakeholder. | .526 | |
| LDCM 5 | There are reliable avenues for receiving reactions about project activities from project stakeholders. | .322 | |
| LDCM 6 | Opinions from project stakeholders are always given attention. | .124 | |
| LDCM 7 | Reactions from project stakeholders are always given attention. | .452 | |
| LDCM10 | Interactions amongst project stakeholders is guided by a communication policy. | .278 | |
| LDCM 12 | Sharing of information has resulted into improved cooperation among project stakeholders. | .301 | |
| LDCM 14 | Sharing of information has improved the level of trust among project stakeholders. | .426 | |
| LDCM16 | Sharing information among stakeholders improves performance of projects. | .311 | |
| LDPT1 | Project stakeholders are always asked for suggestions on | | .567 |

| | | | |
|---|---|---|---|
| | how to carry out project assignments. | | |
| LDPT2 | Project stakeholders participate in project design. | .554 | |
| LDPT7 | Project supervisors/ leaders do not require project stakeholders to get their input or approval before making decisions. | .511 | |
| LDPT10 | Project stakeholders participate in deciding the project site. | .526 | |
| LDPT11 | Project stakeholders participate in deciding the time frame for the project. | .512 | |
| LDPT13 | Project stakeholders participate in deciding the sanction measures for the project misuse. | .608 | |
| LDPT17 | Project stakeholders participation has improved the level of cooperation among project stakeholders. | .670 | |
| LDPT18 | Project stakeholder's participation contributes to project success. | .624 | |
| LDPT3 | Project stakeholders participate in needs identification for the project. | .434 | |
| LDPT4 | Project stakeholders participate in the monitoring and evaluation of the project. | .034 | |
| LDPT5 | Project stakeholders are left to make decisions on their own without consulting their leaders. | .345 | |
| LDPT6 | Duties and tasks are delegated among project stakeholders according to the capacity of each project stakeholder | .278 | |
| LDPT 8 | Project supervisors/leaders permit project stakeholders to get the necessary information from them and then make decisions on their own. | .389 | |
| LDPT 9 | Project stakeholders are involved in making decisions on how project tasks and duties should be performed. | .287 | |
| LDPT12 | Project stakeholders participate in deciding the budget for the project. | .345 | |
| LDPT14 | Project stakeholders participate in deciding the sanctions imposed for not participating in project maintenance. | .456 | |
| LDPT15 | Project stakeholders' participation has improved on their commitment towards projects. | .326 | |
| LDPT16 | Project stakeholders' participation has improved the level of trust among project stakeholders. | .434 | |
| *Eigen Value* | | 13.393 | 7.429 |
| *Variance %* | | 39.391 | 21.849 |
| *Cumulative %* | | 39.391 | 61.240 |

Researcher's own construction

### 5.5.3.2 Exploratory factor analysis for stakeholder engagement

Likewise, PCA using Varimax with Kaiser normalisation was conducted to condense the number of variables under stakeholder engagement and results indicated that 19 out of 32 items loaded well on the construct of stakeholder engagement with a total component of three dimensions. The KMO was adequate at 0.924 with a significant Bartlett test for sphericity. In addition, only items with absolute values above 0.50 were retained for each factor of stakeholder engagement. PCA using Varimax with Kaiser normalisation was

performed and yielded three factors with eigenvalues of greater than 1 were retained. EFA test result for item validity revealed three factors of commitment (32.9%), trust (19.9%) and cooperation (9.2%) accounting for 62.0 % of the total explained variance in stakeholder engagement. Nine items of commitment loaded well on factor 1 with significant loadings between .528 and .790, which explained 32.9% of the variance with an eigenvalue of 6.259. Furthermore, results showed that five items of trust loaded well on factor 2 with significant loadings between .530 and. 629, which accounted for 19.9% of the variance with an eigenvalue of 3.784. Lastly, five items of cooperation loaded well on factor 3 with significant loadings of .583 and .682 accounting for 9.2% of the variance with eigenvalues of 1.765. Decisively, it was revealed that commitment explained more of the variance in stakeholder engagement (32%), followed by trust (20%) and lastly cooperation (9%). The results for EFA are illustrated in Table 5.10.

**Table 5.10: EFA for Stakeholder Engagement (Rotated component matrix)**

| Item scales | | commitment | Trust | Cooperation |
|---|---|---|---|---|
| SGCT1 | I feel very happy to stay with this project | .790 | | |
| SGCT3 | I enjoy discussing the project with people outside it | .717 | | |
| SGCT4 | This project has a great deal of personal meaning for me | .586 | | |
| SGCT5 | I really feel as if this project's problems are my own. | .647 | | |
| SGCT6 | I think that I could easily become as attached to another project as I am to this one. | .786 | | |
| SGCT7 | I am willing to exert more effort to guarantee successful execution of the project | .675 | | |
| SGCT9 | I think it wouldn't be right for me to avoid taking part in the projects' activities. | .624 | | |
| SGCT12 | I am committed to completing this project within budget | .528 | | |
| SGCT16 | It would be very hard for me to abandon this project even if I wanted to. | .528 | | |
| SGCT2 | I feel emotionally attached to this project | .029 | | |
| SGCT8 | I feel I have an obligation to remain part of this project | .347 | | |
| SGCT10 | I would feel guilty to abscond from taking part in project activities. | .236 | | |
| SGCT11 | I have a sense of obligation to the recipients of projects. | .389 | | |
| SGCT13 | I have invested a considerable amount of effort on this project. | .411 | | |
| SGCT14 | I feel a strong sense of belonging to this project. | .034 | | |
| SGCT15 | I think no other activities can match the benefits that Kampala Capital City Authority project activities present to me. | .429 | | |
| SGCT 17 | My life would be upset if I decided not to engage in project activities. | .318 | | |

| | | | | |
|---|---|---|---|---|
| SGCT 18 | It would be too costly for me to quit this project right now. | .298 | | |
| SGCT 19 | I feel that I have too few options to consider leaving this project. | .390 | | |
| SGTU3 | Promises and commitments are kept in this project | | .610 | |
| SGTU7 | Project members can accurately predict how each other will react in this project | | .530 | |
| SGTU9 | In this project stakeholders have similar goals and objectives | | .615 | |
| SGTU10 | Project stakeholders believe they would do similar things in a similar project situation | | .629 | |
| SGTU11 | In this project stakeholders have similar values | | .624 | |
| SGTU 1 | This project meets stakeholders' expectations | | .278 | |
| SGTU 2 | The perceived benefits of trusting each other in this project outweigh the liabilities | | .198 | |
| SGTU 4 | Every project member is always considered trust worthy. | | .200 | |
| SGTU 5 | Project decisions and events are communicated regularly | | .236 | |
| SGTU 6 | Project members are open with each other in the project | | .449 | |
| SGTU 8 | In this project stakeholders have similarproject interests | | .397 | |
| SGTU12 | personal values of stakeholders match the values of the project | | .311 | |
| SGCP2 | Project stakeholders work together to arrive at project targets | | | .682 |
| SGCP3 | Conflicts and concerns are openly discussed in project task groups | | | .656 |
| SGCP6 | Project stakeholders are aware of the objectives of the project and are committed to achieving them | | | .583 |
| SGCP7 | Project stakeholders regularly engage in dialogue in the process of working together | | | .664 |
| SGCP8 | Project stakeholders coordinate efforts of each other to achieve common project goals | | | .622 |
| SGCP1 | Decisions in the project are made by consensus. | | | .299 |
| SGCP4 | Conflicts and concerns are timely resolved in project task groups | | | .237 |
| SGCP5 | There is a common sense of purpose for all stakeholders in the project | | | .471 |
| | | | | |
| *Eigen Value* | | 6.259 | 3.784 | 1.765 |
| *Variance %* | | 32.943 | 19.918 | 9.289 |
| *Cumulative %* | | 32.943 | 52.861 | 62.149 |

Source:  Researcher's own construction


### 5.5.3.3 Exploratory Factor Analysis for Project Success

Results from our data showed that 12 out of 16 items loaded well on the construct of project success with a total component of three dimensions. The KMO and Bartlett test values were all sufficient at 0.894 and 0.00 significant respectively. This meant that the sample data was adequate, and items of the constructs correlated. In addition, only items with factor loadings above 0.50 were retained on each project success factor. PCA was run and retained three factors with eigen-values above one. EFA was carried out to test instrument item validity. The results indicated that three factors of quality (45.8%), time

(11.7%) and cost (10.0%) accounting for 67.5% of the total explained variance in project success. Five items of quality loaded well on factor 1 with significant loadings between .513 and .803 which accounted for 45.8% of the variance with an eigenvalue of 1.606. Furthermore, four other items of time loaded well on factor 2 with significant loadings between .705 and. 886, which accounted for 11.7% of the variance with eigenvalues of 1.874. Lastly, three items of cost loaded well on factor 3 with significant loadings of .580 and .836, which accounted for 10.0%% of the variance with eigenvalues of 3.666. Therefore, the items that loaded above 0.5 adequately explained the global variable stakeholder engagement as shown in Table 5.11.

**Table 5.11: EFA results for Project Success (Rotated component matrix)**

| Item scales | | time | cost | quality |
|---|---|---|---|---|
| PSTM1 | Reliable time estimates are often set ahead of project. | .705 | | |
| PSTM2 | Project stakeholders are always committed to beating set deadlines. | .733 | | |
| PSTM4 | The project was completed on schedule. | .862 | | |
| PSTM5 | Necessary project information is provided to stakeholders on time. | .886 | | |
| PSTM 3 | Project activities from initiation to closure are always timely. | .478 | | |
| PSCO1 | The actual total cost of the project was significantly under authorized budget. | | .607 | |
| PSCO3 | Reliable cost estimates are often set before project implementation. | | .580 | |
| PSCO4 | The cost objectives were met for the project. | | .836 | |
| PSCO2 | The final budget for each phase of the project was essentially the same as planned. | | .464 | |
| PSQU1 | Projects outputs have greatly improved the livelihood of many stakeholders. | | | .803 |
| PSQU2 | The project's deliverables complied with the set requirements. | | | .605 |
| PSQU4 | The project's output meets stakeholders' expectations. | | | .513 |
| PSQU5 | The project improved performance for stakeholders. | | | .624 |
| PSQU6 | Project end product is accepted and used by the stakeholders for whom the project is intended | | | .588 |
| PSQU3 | The quality of the project targets achieved is always high | | | .361 |
| PSQU6 | Project end product is accepted and used by the stakeholders for whom the project is intended | | | .098 |
| *Eigen Value* | | 3.666 | 1.874 | 1.606 |
| *Variance %* | | 45.830 | 11.711 | 10.036 |
| *Cumulative %* | | 45.830 | 57.541 | 67.577 |

**Source:** Researcher's own construction

## 5.5 DESCRIPTIVE STATISTICS

In this section, descriptive statistics are highlighted that were generated to determine the demographic information of the sample before examining the association among variables in the study. The demographic information presented in this section included gender, age group, level of education and period involved in KCCA projects respectively. Also, this section highlights the descriptive statistics of mean and standard deviation of latent variables performed to enable the researcher to understand how well the sample data accurately represented the population. It should be noted that this section deals with quantitative data obtained from selected project stakeholders (project managers, engineers, contractors, and local council leaders) in the form of questionnaires. However, before giving a report on the background information, it is necessary to describe the response rate.

### 5.5.1 Response Rate

Table 5.12 provides a summary of the response rate.

**Table 5.12: Response Rate**

|              | frequency | percentage |
|--------------|-----------|------------|
| Response     | 335       | 83.8       |
| Non-response | 65        | 16.2       |
| Total        | 400       | 100        |

Source: Researcher's own construction

There were 400 questionnaires that were distributed to project stakeholders who were the respondents. In spite of this, 335 (83.8%) of the 400 questionnaires distributed were filled out and returned to the researcher. Several reminder phone calls, emails and at times physical visit to duty stations of the respondents ensured that the questionnaires were filled and retrieved. While doing all these, the researcher was always reiterating the importance of the study to the respondents. Only 65(16.2%) questionnaires were not received after several reminders and visits by the researcher. A response rate of above 80% was found sufficient and adequate for reporting as well as data analysis (Debela, Kassa and Mokonnon, 2021:172; Mugambi and Kinyua, 2020:19). In the next section, we will present the background / demographic information of the 335 participants.

## 5.6 DEMOGRAPHIC INFORMATION OF THE RESPONDENTS' SAMPLE

There was need to establish the demographic information of the sample before embarking on the relationships of the study variables. The demographic information presented in this section included, gender, age group, level of education and period involved in KCCA projects respectively.

### 5.6.1 Gender

Table 5.13 provides a breakdown of the gender profile of the respondents.

**Table 5.13: Gender**

| Variable | Measurement | Count | Valid percentage |
|----------|-------------|-------|------------------|
| Gender | Male | 198 | 59.1 |
| | Female | 137 | 40.9 |
| | Total | 335 | 100 |

Source: Researcher's own construction

The results revealed that out of the 335 questionnaires received and used, males posted a higher percentage of representation (59.1%) compared to females who accounted for 40.1%, implying that more males take part in government construction projects than females. This also probably means that majority of government construction project stakeholders are males who strive hard to see that government construction projects succeed. This demographic statistic supports findings from construction studies which indicate that men are more involved in construction initiatives than women (Boca et al., 2021:7; Rozaki et al., 2021).

### 5.6.2 Age group

The age group categories of the respondents that participated in the study are summarised in Table 5.14.

**Table 5.14: Age group**

| Variable | Measurement | Count | Valid percentage |
|----------|-------------|-------|------------------|
| Age group | 18-30 | 59 | 17.6 |
| | 31-45 | 183 | 54.6 |
| | 46-65 | 70 | 20.9 |
| | 66-74 | 19 | 5.7 |
| | 75+ | 4 | 1.2 |
| | Total | 335 | 100.0 |

Source: Researcher's own construction

Results in Table 5.14 show that majority (54.6%) of government project stakeholders are aged between 31-45 years, followed by those aged between 46-65 (20.9%), followed by those aged between 18-30 years (17.6%). Stakeholders aged between 66-74 years accounted for 5.7% and lastly, those aged above 75 years accounted for only 1.2%. This result implies that most government construction projects are dominated by the youth (31-45 years). Musarurwa (2019:47) confirms that it is at the youth stage where people are still energetic to execute project tasks diligently.

### 5.6.3 Highest Level of Education

Table 5.15 shows the education characteristics of the respondents in this study.

**Table 5.15: Highest Level of Education**

| Variable | Measurement | Count | Valid Percentage |
|---|---|---|---|
| Highest level of education | Primary | 7 | 2.1 |
| | O' Level | 13 | 3.9 |
| | A' Level | 12 | 3.6 |
| | Certificate | 30 | 9.0 |
| | Diploma | 104 | 31.0 |
| | Bachelors | 99 | 29.6 |
| | Postgraduate | 59 | 17.6 |
| | Degree | 10 | 3.0 |
| | Masters | 1 | 0.3 |
| | Others | **335** | **100.0** |
| | **Total** | | |

Source: Researcher's own construction

In terms of the highest level of education, results indicate that majority (31.0%) of respondents had a diploma qualification, followed by 29.6% who had bachelor's degree and 17.6% had postgraduate degrees. According to the responses  master's degree accounted for only 3% and certificate holders were only 9%. These results showed that most respondents had a diploma followed with bachelor's degree holders, implying that most of the respondents were knowledgeable and could easily understand the items in the questionnaire which partly accounted for a good response rate of 83.8%. Next is the presentation of results on period spent with KCCA projects.

### 5.6.4 Period spent working with KCCA projects

In terms of period spent working in KCCA projects/ experience, results are summarised in Table 5.16.

**Table 5.16: Period spent with KCCA projects**

| Variable | Measurement | Count | Valid percentage |
|---|---|---|---|
| Period involved in Kcca projects | 1-5 years | 111 | 33.1 |
| | 6-10 years | 150 | 44.8 |
| | 11-15 years | 55 | 16.4 |
| | Above 15 years | 19 | 5.7 |
| | **Total** | **335** | **100.0** |

Source: Researcher's own construction

Results in Table 5.16 reveal that majority (44.8%) had spent between 6-10 years working on KCCA project. Off the 335 responses, 33.1% (n-111) had spent 1-5 years, then 11-15 years (16.4%) and lastly, 5.7%(n-19) of the respondents had spent above 15 years working in government construction. Having majority of respondents having spent between 6- 10 years implies that most were experienced in running projects and could also competently share their experience on the relationship between leadership styles, stakeholder engagement and project success among KCCA projects. This is line with Takase (2013:105) who discovered that the more years someone works in a project the higher the competence gained to speak about it. The next section will describe how data were managed.

## 5.7    DESCRIPTIVE STATISTICS OF LATENT VARIABLES

Quantitative primary data concerning the latent variables was summarised and described through means and standard deviations. According to Field (2018:72) and Field (2009:35-40), mean represents a summary of the data while standard deviation shows how well the means represent the data. The objective of running these descriptive statistics was to establish whether the statistical means are a good fit of the observed data (Field, 2017: 393; Field, 2009:32). Table 5.17 presents the descriptive statistics of the latent variables.

**Table 5.17: Descriptive statistics for latent variables**

| Latent variables | N | Min. | Max. | Mean | Std. Error | SD |
|---|---|---|---|---|---|---|
| Leadership Styles | 335 | 1.000 | 5.882 | 3.559 | 0.049 | 0.819 |
| Stakeholder Engagement | 335 | 1.308 | 5.667 | 3.661 | 0.046 | 0.846 |
| Project Success | 335 | 1.375 | 5.938 | 3.623 | 0.048 | 0.886 |

Source: Researcher's own construction

Results in Table 5.17 indicate that the mean scores study variable range from 3.559 to 3.661 anchored on a 6-point Likert scale. Also, there was a range of 0.819 to 0.886 in standard deviations. These results show relatively small deviations. Because of small standard deviations compared to mean values, it is clear that the data are well spread out, data points are close to the means and hence calculated means highly represented the observed data (Warsame, 2021:26; Field, 2018:71; Field, 2009:42). This also implied that the respondents' understanding of study variables and the views about the questions asked were closely the same (Bashir, 2018:97). Results in Table 5.17 indicate a relatively small standard error. This implies that the sample means are similar to the population where they were obtained, thus an indication that the sample for the data accurately represented the population.

### 5.7.1 Confirmatory factor analysis

To arrive at valid conclusions in research, it requires the use of a measurement model that is valid (Field, 2017:1141). In this study, CFA was conducted to evaluate the validity of measurement models. In other words, CFA helped the study to assess the extent to which measured variables represented unobserved theoretical concepts (Hair et al., 2018:658). In choosing CFA, the researcher was guided by the ability to analytically test a conceptually grounded theory by explaining how diverse measured variables represent important sociological and psychological constructs (Hair et al., 2018:658). As such, CFA enabled the testing of the consistency of construct measures with how the researcher understood the nature of the construct. According to Brown (2015:352) and Meyers et al. (2013:352), CFA can only be conducted with a measurement theory as it majorly employs multivariate techniques to approve a pre-specified relationship. Therefore, CFA enabled the assessment of how well pre-specified measurement theory entailing measured variables fits reality with observed data (Field, 2017).

In the study, a model that represented how measured variables integrated to represent the constructs represented the measurement theory and through combining CFA fit results with construct validity test. This enabled the determination of the quality of the theoretical model by merging CFA fit results

with the construct validity tests (Meyer et al., 2013: 356). Equally, through CFA, the researcher was able to evaluate each item's contribution and consider the extent to which the scale measured the concept (Hair et al., 2010: 613). Lastly, measurement models helped the researcher to adopt several indicators for a single exogenous or endogenous variable. Conclusively, CFA was performed to establish how well the manifest variables converged as valid indicators of the global latent variables (Hair et al., 2018:658). The goodness of fit indices (GOF) can be adopted to measure the extent to which the observed data fits the model (Hair et al. 2018: 687). GOF shows how well a prespecified model replicates the covariance matrix among the measured variables. As such, adopting three (3) to four (4) fit indices provides adequate proof of model fit (Hair et al., 2018: 687). It is on record that a number of fit indices have been advanced (Hu and Bentler 1995; Hair et al., 2010). However, it is not wise to use all of them to avoid their redundancy as specific indices perform well in many situations (Brown, 2015:254; Hair et al., 2010).

In addition, Hu and Bentler (1995) suggest that some indices depend on the sample size while others are not. They point out that Tucker Lewis Index (TLI), the Comparative Fit Index (CFI), the Incremental Fit Index (IFI) and the Standardized Root Mean Residual (SRMR) as fit indices that are not affected by sample size. Among those that are sample size-sensitive are the Chi-square index and the Root Mean Square Error of Approximation (RMSEA). Therefore, one should consider the sample size when reporting the indices. There is no consistent standard for evaluating an acceptable model, but emphasis is on CFI, TLI and RMSEA as commonly used fit indices (Hai et al., 2018:687). However, Hair et al. (2010) recommends the use of a subset of fit indices from the major categories (absolute, incremental and parsimonious indices). The objective is to reflect different criteria and provide the best overall scenario of a model fit. Following these insights, this study utilised a subset of fit indices from the major categories. In the category of absolute fit indices, the Goodness-of-fit index (GFI) and RMSEA were considered in this study. Table 5.18 summarises the fit indices selected and the cut off points for evaluating model fit in this study.

**Table 5.18: Summary of fit indices used in this study**

| Fit index<br>*Absolute fit indices* | Acceptance<br>level | Remarks |
|---|---|---|
| GFI | 0.90 or greater | value close to 1 indicates perfect fit |
| RMSEA | 0.05 – 0.08 | value less than 0.50 is considered |
| *Incremental fit indices* | | |
| **TLI** | 0.90 or greater | value close to 1 indicates perfect fit |
| **CFI** | 0.90 or greater | value close to 1 indicates perfect fit |
| *Parsimonious fit indices* | | |
| **CMIN/DF** | 1.0≤χ2/df≤5 | lower limit is 1.0, upper limit is 3.0 or as high as 5 |

Source: Hair et al. (2018) and Hair et al. (2010)

Table 5.18 reveals the model fit indices and there respective cut off points selected in the study. The GFI was adopted because it indicates how much variance and covariance the model explains together. In general, 0.90 is an acceptable rule of thumb. Also adopted is the RMSEA that helps correct chi-square's tendency to reject certain models. As the name implies, it considers errors of approximation in the population and relaxes the stringent requirement that the model holds exactly in the population. Based on Hair et al.'s (2010) recommendation, RMSEA should be less than .05. The incremental fit indices are the second category of indices selected in as reflected in Table 5.15. These measures provide a comparison between the proposed model and some baseline model fit criteria. For this study, the TLI and CFI indices were selected in this category. The recommended value ranges from .90 to .95 to indicate very well fit (Hair et al., 2018: 687; Brown, 2015: 254).

The third category adopted is parsimonious fit indices. This category tests the parsimony of the proposed model by evaluating the fit of the model to the number of estimated coefficients required to achieve the level of fit. In this category, the normed chi-square index was considered for testing the data fit. Varying limits for the normed chi-square (χ2) value have been set by different scholars ranging from less than 2.0 (Hair et al., 2010; Tabachnick and Fidell, 2007) through less than 3.0 (Smith, Leahy, Anderson and Davenport, 2013:2), to more liberal limits of less than 5.0. Chi-square is the main component in computing the normed chi-square; so, this measure is also affected by sample size. Therefore, this study used this measure as an indicator of the overall fit,

not just as a basis for rejecting or accepting the model. Overall, sample sensitivity and model complexity effect was taken into account.

To assess a measurement model for leadership styles, stakeholder engagement and project success, only those items dimensions and their respective items retained at EFA for each construct were used to carry out CFA using analysis of moment structures (AMOS). Through CFA, the researcher was able to establish whether the shared variance-covariance of the variables defines our latent construct and provided a more precise way to account for errors variance associated with the study variables that affect parameter estimates if undetected (Schumacher and Lomax, 2010).

### 5.7.4.1 CFA Model fit for leadership styles

After performing EFA to reduce the number of indicators for leadership styles, CFA was performed to confirm that the extracted indicators converged as manifest variables of communication and participation. The confirmatory measurement model, fit statistics and standardised regression estimates output is depicted in Figure 5.11 and Table 5.19

**Figure 5.11: CFA Measurement Model for Leadership Styles**



Chi-square = 45.080; Degree of Freedom(DF) = 42; Probability (P) = .344
;Incremental Fit Index (IFI) = .996 ; Tucker Lewis Index (ITL) = .995
;Comparative Fit Index (CFI) = .996
;Root Mean Square Error of Approximation (RMSEA) = .015
;Normed Fit Index (NFI) = .945
;Goodness of fit index (GFI) = .976
;Adjusted Goodness of Fit Index (AGFI) = .962
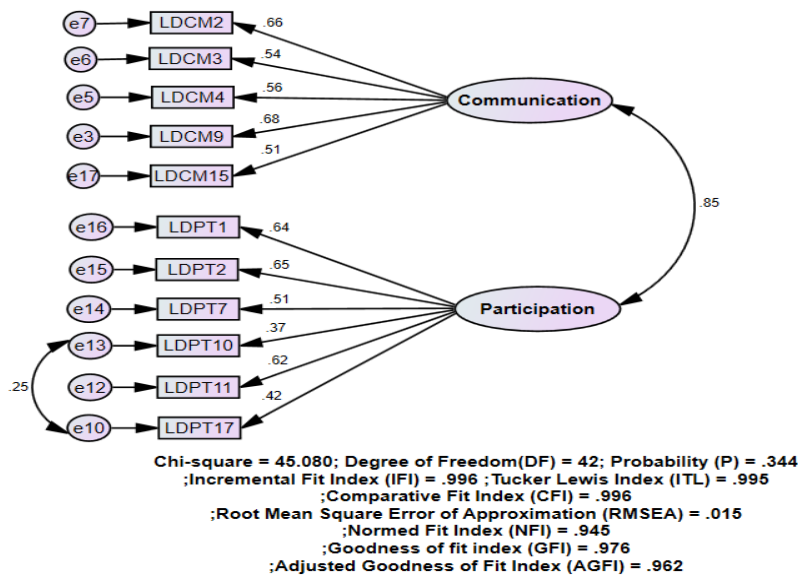
**Table: 5.19: Standardised Model Estimates for Leadership Styles**

|  |  |  | β | S.E. | C.R. | p |
|---|---|---|---|---|---|---|
| LDCM15 | ◄— | Communication | .514 |  |  |  |
| LDCM9 | ◄— | Communication | .680 | .160 | 7.929 | *** |
| LDCM4 | ◄— | Communication | .559 | .153 | 7.134 | *** |
| LDCM3 | ◄— | Communication | .538 | .149 | 6.968 | *** |
| LDCM2 | ◄— | Communication | .658 | .163 | 7.803 | *** |
| LDPT17 | ◄— | Participation | .420 |  |  |  |
| LDPT11 | ◄— | Participation | .621 | .230 | 6.356 | *** |
| LDPT10 | ◄— | Participation | .373 | .157 | 5.661 | *** |
| LDPT7 | ◄— | Participation | .507 | .213 | 5.816 | *** |
| LDPT2 | ◄— | Participation | .653 | .220 | 6.470 | *** |
| LDPT1 | ◄— | Participation | .638 | .242 | 6.419 | *** |
| LDPT17 | ◄— | Participation | .420 |  |  |  |
|  |  | *** p<.01 |  |  |  |  |

Source: Researcher's own construction

CFA results as indicated in Figure 5.11 revealed that five manifest variables familiar language (LDCM2), communication channel (LDCM3), circulation of new information (LDCM4), frequent information sharing (LDCM9) and information clarity (LDCM15) have significant loadings on the latent variable

167

communication. CFA results further revealed that six manifest variables provide suggestion (LDPT1), participation in project design (LDPT2), no need for stakeholder input (LDPT7), participation in project site selection (LDPT10), participation in setting time (LDPT11), and improved level of cooperation (LDPT17) loaded significantly on the latent variable participation. These results revealed that not all items retained at EFA were used in the CFA process. As such, modifications were made to the manifest variables derived from EFA to fit the model to the actual data. As such, communication dimension items like sharing project information (LDCM1), LDCM8, LDCM11, LDCM13 and participation items like LDPT13, LDPT18 were removed.Truly, 11 items were retained as significant indicators for the two constructs of leadership styles. Also, results revealed that all standardised parameter estimates of the leadership styles measurement model were significant (p<.001) with no correlated error terms. The leadership styles model was assessed for GOF to assess its validity and results showed significant fit statistics between the model and the observed data (Hair et al., 2010; Hair et al., 2018:639). For example, the model GFI was 0.976, CFI was 0.945, RMSEA was 0.015 and the model chi-square was 45.080. As reflected in the fit indices results explained above, all the goodness of fit indices were above 0.90 a recommended cut-off. Therefore, the CFA results revealed the presence of convergent validity of the items towards measuring the latent construct.

**5.7.4.2 CFA Model Fit for Stakeholder Engagement**

EFA was again undertaken to condense the number of indicators under stakeholder engagement prior to performing a CFA and results presented section 5.5.3.2. After CFA was performed to establish whether the extracted stakeholder engagement indicators at EFA converged as manifest variables of commitment, trust and cooperation. The CFA measurement model, fit statistics, and standardised regression estimate output for stakeholder engagement are indicated in Figure 5.20 and Table 5.12.

## Figure 5.12: CFA Measurement Model for Stakeholder Engagement



Chi-square = 35.156; Degree of Freedom(DF) = 30; Probability (P) = .237
;Incremental Fit Index (IFI) = .992 ;Tucker Lewis Index (ITL) = .988
;Comparative Fit Index (CFI) = .992
;Root Mean Square Error of Approximation (RMSEA) = .023
Goodness of fit index (GFI) = .979
;Adjusted Goodness of Fit Index (AGFI) = .962
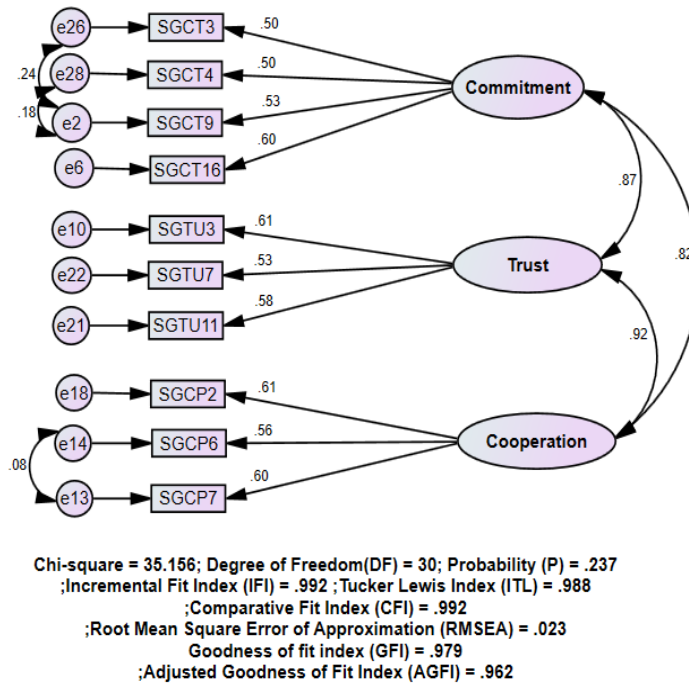
**Table: 5.20: Standardised Model Estimates for Stakeholder Engagement**

|  |  |  | β | S.E. | C.R. | *p* |
|---|---|---|---|---|---|---|
| SGCT4 | ◄— | Commitment | .500 |  |  |  |
| SGCT3 | ◄— | Commitment | .499 | .170 | 6.020 | *** |
| SGCT9 | ◄— | Commitment | .526 | .170 | 6.928 | *** |
| SGCT16 | ◄— | Commitment | .604 | .226 | 6.682 | *** |
| SGTU11 | ◄— | Trust | .582 |  |  |  |
| SGTU7 | ◄— | Trust | .531 | .124 | 7.283 | *** |
| SGTU3 | ◄— | Trust | .612 | .121 | 8.010 | *** |
| SGCP7 | ◄— | Cooperation | .597 |  |  |  |
| SGCP6 | ◄— | Cooperation | .564 |  |  |  |
| SGCP2 | ◄— | Cooperation | .615 | .118 | 8.850 | *** |

*Source: Researcher's own construction*

As illustrated in our measurement model (Figure 5.12), it is evident that the confirmatory analysis fit indices are within the recommended range (Hair et al., 2010), for example the GFI is 0.979 which is greater than 0.90, CFI is 0.988 which is greater than the recommended 0.95 as well as the TLI, which is 0.966 which is greater than 0.95 for a very well fit. This is an indication of presence of convergent validity of the items towards measuring the latent constructs. CFA

results as seen in Figure 5.12 revealed that only four manifest variables; *enjoy discussing the project with people outside it* (SGCT3), *project has a great deal of personal meaning for me* (SGCT4), *I think it will be wrong for me to avoid taking part in the projects' activities* (SGCT9) and *it is hard to abandon this project even if I wanted to* (SGCT16) have significant loading on the commitment latent variable. Equally, results revealed that three manifest variables: *promises and commitments are kept in this project* (SGTU3), *Project members can accurately predict how each other will react in this project* (SGTU7) and *project stakeholders have similar values* (SGTU11) converged well on the trust variable. CFA results also revealed that only three manifest variables: *Promises and commitments are kept in this project* (SGCP2), *openness among project members* (SGCP6) and *accuracy in predicting reactions of project stakeholders in the project* (SGCP7) loaded significantly on the latent variable of cooperation. When undertaking CFA process, not all items generated from EFA were maintained. For example, commitment dimension items, namely; *happiness to stay with the project* (SGCT1), *feeling of ownership of project's problems* (SGCT5), *feeling attached to the project* (SGCT6), *willingness to exert more effort to guarantee successful execution of the project* (SGCT7) and *commitment to complete the project within budget* (SGCT12), trust dimensions namely; *believe in doing similar things in a similar project situation* (SGTU10) and *in this project stakeholders who had similar values* (SGTU11) were deleted including cooperation dimension items namely; *conflicts and concerns are openly discussed in project task groups* (SGCOP3) and *stakeholders coordinate efforts of each other to achieve common project goals* (SGCOP8). At the end of this re-specification process, not all items derived from EFA fit the model to the observed data as only ten items were significant indicators of the three constructs of stakeholder engagement. Results also revealed that all standardised parameter estimates (Table 5.20) of the stakeholder engagement measurement model were significant (p<0.001). The findings confirmed the validity of the final model with excellent model fit statistics for the stakeholder engagement construct measure.

### 5.7.4.3 CFA Model fit  for project success

Finally, after conducting EFA with a purpose of reducing the number of indicators under project success, CFA was conducted to establish whether the extracted indicators converged as measured variables of time, cost and quality. The CFA measurement model, fit statistics and standardised regression estimate output for project success are illustrated in Figure 5.13 and Table 5.21.

**Figure 5.13: CFA Measurement Model for Project Success**



Chi-square = 30.083; Degree of Freedom(DF) = 23; Probability (P) = .147
;Incremental Fit Index (IFI) = .992 ;Tucker Lewis Index (ITL) = .988
;Comparative Fit Index (CFI) = .992
;Root Mean Square Error of Approximation (RMSEA) = .030
Goodness of fit index (GFI) = .980
;Adjusted Goodness of Fit Index (AGFI) = .962
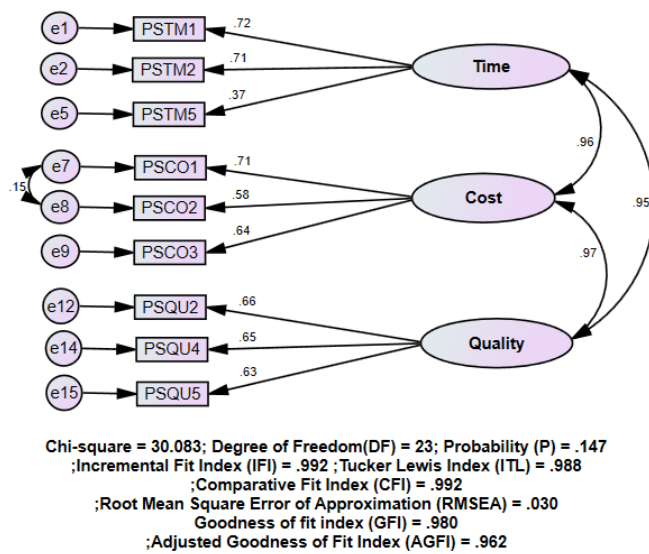
**Table 5.21: Standardised Model Estimates for *Project* Success**

|        |     |       | β    | S.E. | C.R.   | *p*  |
|--------|-----|-------|------|------|--------|------|
| PSCO1  | ←   | COST  | .708 |      |        |      |
| PSCO2  | ←   | COST  | .578 | .061 | 10.236 | ***  |
| PSCO3  | ←   | COST  | .636 | .064 | 10.238 | ***  |
| PSTM1  | ←   | TIME  | .717 |      |        |      |
| PSTM2  | ←   | TIME  | .707 | .066 | 11.428 | ***  |
| PSTM5  | ←   | TIME  | .372 | .065 | 6.171  | ***  |
| PSQU2  | ←   | QUALT | .660 |      |        |      |
| PSQU4  | ←   | QUALT | .651 | .108 | 9.967  | ***  |
| PSQU5  | ←   | QUALT | .632 | .110 | 9.725  | ***  |

*** *p*<.01

*Source: Researcher's own construction*

As illustrated in our measurement model (Figure 5.13), it is evident that the confirmatory analysis fit indices are within the recommended acceptable range (Hair et al., 2010), for example the chi-square is 30.08, GFI is 0.980 which is greater than 0.90, CFI is 0.992, which is greater than the recommended 0.95 as well as the TLI which is 0.988 which is greater than 0.95 for a very well fit. Results also revealed that all standardised parameter estimates (Table 5.21) of the stakeholder engagement measurement model were significant (p<0.001). Therefore, this is an indication of presence of convergent validity of the items towards measuring the latent constructs. Again, results of CFA revealed three manifest variables: *reliable time estimates are often set ahead of project* (PSTM1), *project stakeholders are always committed to beating set deadlines* (PSTM2), and *necessary project information is provided to stakeholders on time* (PSTM5) had significant loadings on the latent variable time. Equally, CFA results revealed three manifest variables: *the actual total cost of the project was significantly under authorised budget* (PSCO1). *The final budget for each phase of the project was essentially the same as planned* (PSCO2) and *reliable cost estimates are often set before project implementation* (PSCO3) loaded significantly on the latent variable cost. CFA results also revealed three (3) manifest variables; PSQU2 *project's deliverables complied with the set requirements*, PSQU4 (*project's output meet stakeholders' expectations*), and PSQU5 (*project improved performance for stakeholders*) loaded well on the quality variable.

From the results, it is evident that not all items derived from EFA were retained during the CFA process. For example, two items of quality; *projects outputs have greatly improved the livelihood of many stakeholders* (PSQU1) and *project end product is accepted and used by the stakeholders for whom the project is intended* (PSQU6); one item of cost; *the cost objectives were met for the project* (PSCO4) and one item of time; *project activities from initiation to closure are always timely* (PSTM3) were deleted. During the re-specification process to fit the model to the observed data, we aimed at retaining at least three items for each construct because constructs with a lesser number are viewed as weak and unstable (Costello and Osborne, 2005:5). As such, nine items were

retained as indicators for the three constructs. As seen in Figure 5.13, CFA results show that each of the three constructs of project success retained three items.

## 5.8.    PRESENTATION OF FINDINGS

The previous section presented diagnostic results, reliability and validity of the measurement instrument, descriptive statistics, response rate as well as the background information of respondents who participated in the quantitative study. This section of the study will now present quantitative results of the study. Precisely, correlation analysis was performed, direct and indirect paths were examined and interpreted using SEM and bootstrapping.

### 5.7.1 Correlation results

As a first step to data analysis, the zero-order correlation was performed. This was performed to establish the relationship among study variables. Pearson correlation analysis was performed since tests for statistical assumptions were met. The Pearson correlation results from zero order correlation analysis in Table 5.22 revealed that the study leadership styles, stakeholder engagement and project success were all positively and significantly correlated. Subsequently, SEM and bootstrap analyses were performed. The results of correlation among study variables are presented in Table 5.22.

**Table 5.22:  Pearson's Correlation Results between study variables**

| Factors | Valid N | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Communication-1 | 335 | 3.675 | .467 | 1.000 | | | | | | | |
| Participation-2 | 335 | 3.622 | .486 | .540** | 1.000 | | | | | | |
| Leadership Styles-3 | 335 | 3.649 | .476 | .646** | .574** | 1.000 | | | | | |
| Commitment-4 | 335 | 3.443 | .497 | .449** | .316** | .596** | 1.000 | | | | |
| Trust-5 | 335 | 3.569 | .496 | .415** | .399** | .553** | .559** | 1.000 | | | |
| Cooperation-6 | 335 | 3.460 | .497 | .388** | .423** | .613** | .551** | .526** | 1.000 | | |
| Stakeholder Engagement-7 | 335 | 3.491 | .497 | .606** | .541** | .609** | .493** | .489** | .489** | 1.000 | |
| Project Success- 8 | 335 | 3.623 | .886 | .574** | .532** | .673** | .600** | .635** | .609** | .662** | 1.000 |

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

Source: Researcher's own construction

Results in Table 5. 22 reveal a significant relationship between leadership styles and project success (r=0.673, P≤0.01, N=335). Communication and project success (r= 0.574, P≤0.01, N=335) are significantly correlated. Participation and project success are significantly correlated (r=0.532, P≤0.01, N=335). Leadership styles and stakeholder engagement are significantly correlated (r=0.609, P≤0.01, N=335). Communication and stakeholder engagement are significantly correlated (r=.606, P≤0.01, N=335). Participation and stakeholder engagement are significantly related (r=.541, P≤0.01, N=335). Results also revealed that stakeholder engagement and project success are significantly correlated (r=.662, P≤0.01,N=335). Results also revealed that trust and project success are significantly correlated (r=.635, P≤0.01, N=335). Commitment and project success are significantly and correlated (r=.600, P≤0.01, N=335). Cooperation and project success (r=.609, P≤0.01,N=335) are significantly related. After establishing that the study variables were associated as indicated above, we proceeded to carry out hypotheses tests using SEM.

## 5.9    STRUCTURAL EQUATION MODELING RESULTS

SEM was employed to measure the relationships among study variables. Scholars can use CFA or EFA with SEM. However, CFA was used because SEM employs a confirmatory approach to analyse the structural theory about the phenomenon (Priyadarshinee, Jha, Raut and Kharat, 2018:488; Bollen and Brand, 2010:13). In addition, CFA was adopted because it provides a more parsimonious measurement model compared to EFA (Tóth-Király, Bothe, Rigo and Orosz, 2017:1968). In addition, CFA was adopted owing to its versatility and incremental usage (Ali and Naushad, 2022: 6). Furthermore, CFA was employed owing to the need to verify the factor structures of the observed variables to assess the model fit (Haba and Dastane, 2018:57). It is always advisable to refine the measurement model before undertaking SEM (Anderson and Gerbing, 1988). As such, the study had to establish how well the manifest variables converged as valid indicators of the global latent variables (Bedi, Kaur and Lal, 2017:470; Anderson and Gerbin, 1988). Hence, three models: leadership styles, stakeholder engagement and project success were assessed for GOF. It should be noted that all variables in the three measurement models were found valid and fit. Subsequently, the manifest and global latent variables

were specified into a structural model to represent exogenous and endogenous constructs. Two exogenous variables (leadership styles, stakeholder engagement) and one endogenous variable (project success) were specified in the structural model. Conversely, not all manifest variables of the latent constructs in CFA were retained while estimating the structural model.

The CFA measurement model for leadership styles had confirmed 11 manifest variables as indicators of leadership styles. However, only four manifest variables LDCM9 for communication and LDPT1, LDPT2 and LDPT11 for participation were retained in the structural model as measurements of the leadership styles variable after estimating the structural model to establish model fit. Equally, the measurement model for stakeholder engagement established ten manifest variables as indicators for the latent variable of stakeholder engagement (SGCT3, SGCT4, SGCT9, SGCT16, SGTU3, SGTU7, SGTU11, SGCP2, SGCP6 and SGCP7). However, when estimating the structural model to fit the theory, only three (SGTU11, SGTU7, SGCT16) out of the ten manifest variables were retained and used in the final structural model. Hence, the exogenous variable stakeholder engagement was measured with three manifest variables: SGTU11, SGTU7 for trust and SGCT16 for commitment. Lastly, the project success measurement model established nine manifest variables as indicators of project success in the model. However, the entire three manifest variables originally retained for time (PSTM1, PSTM2, PSTM5) and 1 item for cost (PSCO1) were dropped while estimating the overall structural model for theory fit. As such, the endogenous variable project success in the final structural model was measured by only five manifest variables (PSQU2, PSQU4; PSQU5) for quality and (PSCO2, PSCO3) for cost thus omitting time as none of its items had survived.

Generally, SEM was evaluated using goodness of fit indices before assessing whether its structural relationships were consistent with theoretical predictions. In undertaking this task, the study chose the degree of freedom (DFI), CFI, Adjusted Goodness of Fit Index (AGFI), Chi-square ($\chi$2), Tucker Lewis Index (TLFI) and RMSEA. As elaborated in section 5.6 and with guidance from Hair et al. (2010:646), these fit indices were adopted because they provide better

evidence when reporting model fit results. The results for the overall SEM for project success are shown in Figure 5.14

**Figure 5.14: Overall structural model for project success**



Chi-square = 62.449; Degree of Freedom(DF) = 49; Probability (P) = .094
;Incremental Fit Index (IFI) = .988 ;Tucker Lewis Index (ITL) = .983
;Comparative Fit Index (CFI) = .987
;Root Mean Square Error of Approximation (RMSEA) = .029
;Goodness of fit index (GFI) = .971
;Adjusted Goodness of Fit Index (AGFI) = .953
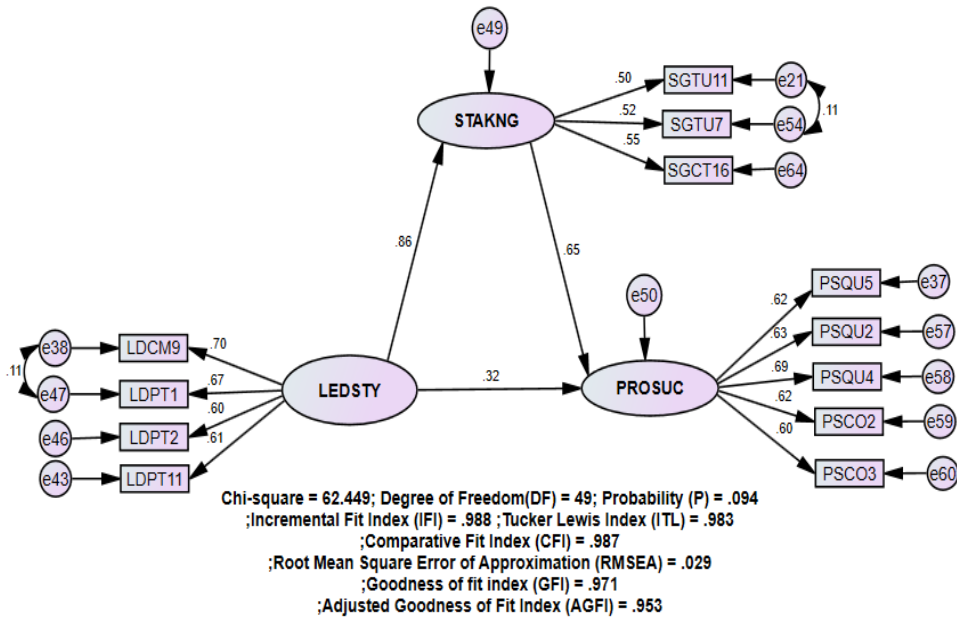
As indicated in Figure 5.14, all the indices for goodness of fit showed that all fit measures where within range, hence achieving SEM fit. For example, Chi-Square ($\chi2$) = 62.449, the degree of freedom = 49, CFI = .987 and TLI= .983, AGFI= .953 and lastly RMSEA was .029. As seen above, all the GOF indices fit within the recommended thresholds and was subsequently used to test for both the direct and indirect hypothesis.

## 5.10    HYPOTHESIS TESTING

In the study, the significance of relationships and proposed hypothesis were tested using SEM. From the review of literature, it was hypothesised that leadership styles and success of government construction projects in Kampala, Uganda are positively related ($H_1$); stakeholder engagement mediates the relationship between leadership styles and success of government construction projects in Kampala, Uganda ($H_2$). As seen in Figure 5.14 and Table 5.23, test results for direct relationships / effect between variables indicate that direct

176

paths were significant. The findings regarding the direct hypothesis as hypothesised in the study ($H_1$) are elaborated next.

## 5.10.1 Testing for direct path effect

To test for direct path effect, the researcher examined the direct paths between leadership styles and project success, leadership styles and stakeholder engagement and later stakeholder engagement and project success as seen in Table 5.23.

**Table 5.23: Structural Equation Modelling Results on Direct Paths**

| Mediated Model Statistics | | | Unstandardised Coeff. | S.E. | C.R. | Standardised Coeff. | p |
|---|---|---|---|---|---|---|---|
| Stakeholder Engagement | ◄— | Leadership Styles | .706 | .098 | 7.178 | .840 | *** |
| Project Success | ◄— | Leadership Styles | .441 | .162 | 2.727 | .511 | .006 |
| Project Success | ◄— | Stakeholder Engagement | .464 | .205 | 2.262 | .452 | .024 |
| *Direct Effect Statistics* | | | | | | | |
| Project Success ◄— Styles | | Leadership | .756 | .090 | 8.440 | .890 | *** |
| *p* (Two Tailed) *** < .01 | | | | | | | |

Source: Researcher own construction

## 5.10.1.1 Hypothesis 1: Leadership styles and project success

An investigation was conducted into the following hypothesis:

> *$H^0$: There is a positive relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda.*

> *$H^1$: There is no positive relationship between leadership styles and success of government-funded construction projects.*

An investigation was conducted to establish the relationship between leadership styles and project success. Results in Table 5.23 indicate that there is a positive relationship between leadership styles and project success (β =0.511, SE=0.162, p<.006), therefore, *the **null hypothesis** is **accepted** and reject the alternative hypothesis ($H_1$)* as there is a positive relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda.

It follows that positive changes in leadership styles are associated with positive changes in project success. In other words, when leaders adopt a suitable leadership style in projects such as communication and participation, government construction success of government construction projects is enhanced.

## 5.10.2.2 Hypothesis 2: Stakeholder engagement mediates the relationship between leadership styles and project success

According to hypothesis 2 ($H^0$), stakeholder engagement mediates the relationship between leadership styles and project success.

$H^2$: Stakeholder engagement does not mediate the relationship between leadership styles and project success

In mediation, an independent variable account for a certain variance in the mediator variable as well as the dependent variable (Hair et al., 2020:5). To test this hypothesis, the study adopted SEM usage guidelines (Hair et al., 2018: 656; Baron and Kenny, 1986:11). The researcher also used the bootstrapping procedure to be able to arrive at reliable stakeholder engagement mediation results (Preacher and Hayes, 2008). The choice of the SEM approach was informed by its strength in estimating multiple regressions and its ability to provide information regarding the model with controlled measurement error.

To examine the mediation effect of stakeholder engagement, the researcher adopted Baron and Kenny (1986:11) guidelines namely first; The independent variable (leadership style) must affect mediator (stakeholder engagement), second; the mediator variable (stakeholder engagement)  must affect dependent variable( project success), third; the  independent variable (leadership styles)  must affect dependent variable (project success)  when mediator is removed from the model, and lastly;  the association between independent variable and dependent variable must be significantly reduced when controlling the effect of mediating variable. In a full mediation model, the direct effect becomes insignificant when the mediator is introduced. Partial mediation happens when the direct effect reduces but remains significant when the mediator is introduced in the model (Baron and Kenny, 1986:1176-1177). Therefore, Baron and Kenny's (1986:4) criteria for mediation testing were

performed, and the results are showed in Table 5.24 and Figure 5.14 shows the overall structural model.

**Table 5.24: Stakeholder Engagement SEM Mediation Results**

| | Leadership Styles | Stakeholder Engagement | Project Success |
|---|---|---|---|
| ***Standardised Direct Effects*** | | | |
| Stakeholder Engagement | .840** | .000 | .000 |
| Project Success | .511** | .452** | .000 |
| ***Standardised Indirect Effects*** | | | |
| Stakeholder Engagement | .000 | .000 | .000 |
| Project Success | .380** | .000 | .000 |
| ***Standardised Total Effects*** | | | |
| Stakeholder Engagement | .840** | .000 | .000 |
| Project Success | .891** | .452** | .000 |
| *p* (Two Tailed) ** < .05 | | | |

***Indirect effect for Leadership Styles and Project Success mediated by Stakeholder Engagement***

| *Mediator:* Stakeholder Engagement | *Leadership Styles* | *Bias Corrected p-value for Indirect Effect* | Type of Mediation |
|---|---|---|---|
| Project Success | .380** | .014 | *Partial Mediation* |
| *Bootstrap Confidence Interval Boundaries* | | | |
| Lower Bound | .187 | | |
| Upper Bound | .761 | | |

Source: Researcher's own construction

Pearson correlation analysis results in Table 5.22 indicate that there is a significant positive relationship between leadership styles and success of government construction projects. (r = 0.673, p< 0.01). Pearson correlation analysis results also presented a significant positive relationship between leadership styles and stakeholder engagement (r = 0.609, p< 0.01). Finally, results from correlation analysis revealed that there is a positive significant association between stakeholder engagement and success of government construction projects. (r = 0.662, p< 0.01). Having attained significant results, the study proceeded to establish the mediation effect of stakeholder

engagement on the relationship between leadership styles and success of government construction projects.

In that regard, results from mediation tests found that stakeholder engagement partially mediated the relationship between leadership styles and success of government construction projects. A partial mediation effect was realised because the relationship between leadership style and success of government construction projects remained significant ($\beta$ = 0.380, p< 0.01) when stakeholder engagement was introduced as a mediator in the model (Baron and Kenny, 1986:1176-1177).

Therefore, stakeholder engagement does not fully explain leadership styles effects on success of government construction projects. Correspondingly, results in Table 30 indicate that the confidence intervals represented by the lower and upper bounds for all the indirect effect do not contain a zero and the p-values for the indirect effects are below 0.05. This also indicates partial mediation (Hayes, 2009:410). The bootstrap results (Table 5.24) show a significant mediation effect of stakeholder engagement on the relationship between leadership styles and success of government construction projects. Furthermore, the standardised indirect effect of stakeholder engagement was 0.380 (95% confidence interval [0.380, 0.840]). This implies that success of government construction projects receives 38% of the indirect effect from leadership styles through stakeholder engagement, while 62% comes from direct effects. This indicates that leadership styles can directly cause variations in government construction project success without the indirect effect through stakeholder engagement. Therefore, we accept the hypothesis and reject the alternative hypothesis.

The study was guided by two hypotheses; leadership styles and government construction project success are positively correlated. Secondly, stakeholder engagement mediates the relationship between leadership styles and success of government construction projects. The results presented have all supported these hypotheses as summarized in the Table 5.25.

**Table 5.25: Summary of Hypotheses**

| No | Hypotheses | status |
|---|---|---|
| $H_0$ | There is no significant positive relationship between leadership style and success of government-funded construction projects in Kampala, Uganda. | Rejected |
| $H_1$: | *There is a positive relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda.* | Accepted |
| $H^0$ | Stakeholder engagement does not mediate the relationship between leadership styles and project success | Rejected |
| $H^2$ | Stakeholder engagement mediates the relationship between leadership styles and project success | Accepted |

## 5.11   CONCLUSION

The chapter presented the quantitative empirical findings of the study's research questions regarding government construction project success in Uganda. In line with objective one, to examine the relationship between leadership styles and project success, the results revealed that leadership styles have a significant positive relationship with project success. Under objective two, the study investigated whether stakeholder engagement mediates the relationship between leadership styles and project success. The findings revealed a partial mediation effect of stakeholder engagement on the relationship between leadership styles and project success. This resulted from the direct effect of leadership styles on project success reducing and remained significant when stakeholder engagement was introduced in the model. In this section, a report on how data were management is provided, representing several diagnostic tests which were conducted to identify and correct aspects that would have biased the study findings. Descriptive statistics using means and standard deviations were also presented. Equally, results from assessment of measurement models for the study's global variables using CFA were provided. The SEM presented, estimated the direct, total and indirect effects and confirmed whether the structural model fits the theory. In the next chapter, a presentation on qualitative empirical findings is provided.

## PRESENTATION OF QUALITATIVE EMPIRICAL FINDINGS

## 6.0    INTRODUCTION

In the previous chapter, empirical quantitative findings were presented.  In this chapter, qualitative data analysis and presentation are discussed with respect to the main aim of the study, which was to examine the relationship between leadership styles and government construction success in Uganda. A sequential mixed method approach was employed in this study. Hence, qualitative data was used to explain quantitative results. The following empirical objectives of this study were addressed and guided presentations in this chapter:

- *To examine the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda.*

- *To examine the mediating role of stakeholder engagement on the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda.*

- *To develop a framework and recommendations on how project managers can improve the success of their government-funded projects.*

Before presenting qualitative results obtained, characteristics of the participants including their gender, duration spent in project, division of Kampala and local council position held is presented.

## 6.1    CHARACTERISTICS OF QUALITATIVE PARTICIPANTS

The researcher had planned to interview 15 local council leaders in total which included three local council leaders from each of the five divisions that make up KCCA. However, a point of saturation was reached after eight interviews.  The demographic characteristics of eight interview participants are reflected below starting with gender.

### 6.1.1 Gender

Gender is one of the concepts that is explored in research that affects the daily activities, exchanges, guides laws, policies and institutions (Valcore and Pfeffer,

2018:333). Therefore, determination of gender will depict how project success is treated, viewed and described by others based on the predetermined expectations, understanding and conduct (Worthen, 2016:69). Figure 6.1 provides results for gender.

**Figure 6.1: Gender**
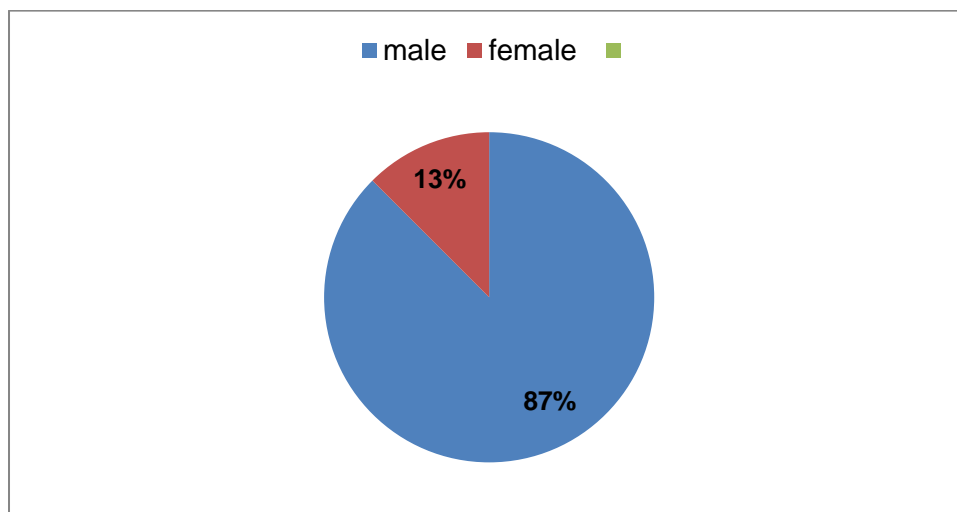


Source: Researcher's own construction

Results in Figure 6.1 illustrate that majority of the participants were male (87%) out of eight participants and the female only accounted for only 13 % of all the eight participants who took part in the study. Since this study targeted only elected local leaders, it is not surprising that majority of respondents were men. This corresponds to several studies that discovered that most political positions are male dominated in the world (Abbekerk, 2020; Bakwai, Muhammad and Yusuf, 2015:4).

**6.1.2 Project experience/Duration**

The period participants had spent with KCCA projects is depicted in Table 6.1 with the majority having spent at least five years in projects or in the position as local leaders. This implies that the majority of the participants were experienced and would be able to provide the required information related to success in the implementation of government construction projects by KCCA in Uganda.

**Table 6.1: Period spent with KCCA projects**

| Variable | Measurement | Count | Valid percentage |
|---|---|---|---|
| Duration handling | 1-5 years | 3 | 37.5 |
| KCCA projects | 6-10 years | 4 | 50 |
| | 11-15 years | 1 | 12.5 |
| | Above 15 years | 0 | 0 |
| | Total | 8 | 100.0 |

Source: Researcher's own construction

### 6.1.3 Division of Kampala

Kampala has a total of five divisions (KCCA, 2010). The geographical location of the participants in terms of division is presented in Figure 6.2.

**Figure 6.2: Participants Division of Kampala**
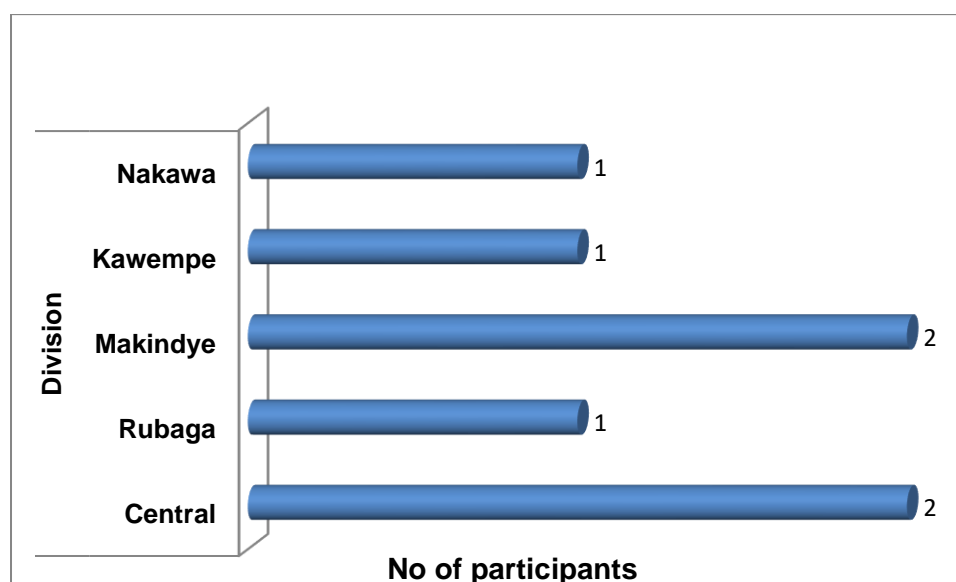


Source: Researcher's own construction

The analysis of the data revealed that at least every division of Kampala had a participant who was interviewed in the study. This gave chance to the study to receive an opinion and understanding of project success from all divisions that make up Kampala.

### 6.1.4 Local council division

The position held by an individual in an organisation has a bearing on an individual's personality and decision-making choices (Babirye, 2021:205). This affects the pattern of behaviour such as understanding of certain phenomenon.

Table 6.2 provides insight in the composition of the positions held by the participants in the local council.

**Table 6.2: Local Council position held by participants**

| Variable | Measurement | Count | Valid percentage |
|---|---|---|---|
| Local          council position | Chairperson | 6 | 75 |
| | Councillor | 2 | 25 |
| | **tota**l | 8 | 100.0 |

Source: Researcher's own construction

Table 6.2 shows that majority of participants were local council chairpersons (75%), and the rest were councillors (25%). The two categories of participants are elected by the people in the community and one of their mandate is to supervise and manage government construction projects on behalf of the city (KCCA Act, 2019; KCCA Act, 2010). Therefore, they were better positioned and qualified to provide the salient information about project success among KCCA projects.

## 6.2    PRESENTATION OF QUALITATIVE FINDINGS

The previous section presented characteristics of selected participants. In this section, a presentation of qualitative results based on the study objectives is made. The findings are obtained from eight interview participants composed of local leaders from the five divisions that make up the KCCA. The findings of the telephone interviews assisted in further refinement and confirmation of the quantitative survey conducted. First is the presentation of findings on objective one of the study.

### 6.2.1 The relationship between leadership styles and government-funded construction project success

To address the following empirical objective

- *To examine the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda.*

Content analysis was conducted and identified six main themes emerging from interviews with participants. The main themes with the corresponding

subthemes on the relationship between leadership styles and project success are presented in Table 6.3.

**Table 6.3: Main themes and subthemes emerging from participant interviews**

| Empirical Objectives | Main themes | Sub themes | Participants | Frequency *(fi)* |
|---|---|---|---|---|
| To examine the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda. | Participation | • Shared views<br>• Democracy<br>• Nomination<br>• Delegation<br>• Early engagement | P7;P1<br>P1;P8;P3<br>P7<br>P6;P3;P2<br>P6;P5;P8 | 2<br>3<br>1<br>3<br>3 |
| | communication | • Sensitization<br>• Feedback<br>• Listening<br>• Communication channel<br>• Information sharing | P7;P2;P5<br>P8;P7;P4;P3<br>P6;P3<br>P5;P2;P3<br><br>P5;P4;P7 | 3<br>4<br>2<br>3<br><br>3 |
| | Consultation | • Advise<br>• Consensus<br>• Selection | P7;P2<br>P7;P3;P3<br>P1;P2;P3;P5 | 2<br>3<br>4 |
| | Monitoring | • Supervision<br>• Visionary leadership<br>• Caring about the project | P7;P3;P1<br>P2;P3;P4<br>P7;P6 | 3<br>2<br>2 |
| | Planning | • Roundtable discussions<br>• Preparation<br>• Meetings<br>• advertising | P7;P6;P3<br><br>P5;P3;P4<br>P4;P5;P8<br>P7;P2;P5 | 3<br><br>3<br>3<br>3 |
| | Self interest | • Corruption<br>• Selfishness<br>• autocracy | P5;P3;P7<br>P5;P7<br>P8;P1 | 3<br>2<br>2 |

Source: Researcher's own construction

As portrayed in Table 6.3, six main themes with corresponding subthemes were observed from the participants' interviews. The main themes include participation, communication, consultation, monitoring, self-interest and planning. These themes and sub-themes represent the participants' views on the relationship between leadership styles and project success. Based on content analysis, participation in terms of subthemes as depicted in Table 6.3 is discussed in the subsequent sections.

186

### 6.2.1.1 Participation

One of the major themes that were identified was participation *fi* (12) which participants singled out that it contributes to project success. In a qualitative study, to realise project success participants confirmed that stakeholders should be allowed to participate in project decisions. Quantitative results confirmed a significant positive relationship between leadership styles and project success (β =0.511, p-value=.006). In Chapter 5, Section 5.7.1 participation as one of the leadership styles was highlighted to have a significant positive relationship with project success (r=0.532, p<.001). More importantly, several subthemes have emerged from participation, which plays a crucial role in project success. To begin with is shared views as explained.

(a) Shared views

It emerged from the interviews that having shared views *fi* (2) about the project among project stakeholders is a key element during project execution.

As noted by the interview participants:

P7: *"giving chance to everyone to say something, submit their views is very much important in projects because as everyone is giving his or her own view, each one can think of views that can support the project…"*

P1: *"…with shared views one language will always be spoken in projects because it will become unfortunate when the other one speaks A and the one speaks B the other one is saying C yet you're working together…"*

Most government construction projects are aimed at benefiting and solving community needs (Project Management Institute, 2013:38). Having a common understanding among project stakeholders creates value and enables project activities to move as planned (Batra, 2018:2). Furthermore, with shared views, project leaders are able to clarify and realign project goals in line with stakeholder's goals and views, thereby building their consensus and commitment to pursue a common goal (Nangoli et al*., 2016:184)

(b) Democracy

Participants noted that democracy *fi* (3) is crucial to the didactic process of inclusion in the project execution process.

The interview participants mentioned as follows:

P1: *"…yeah some leadership style can be adopted, for example, communication is very important and two democracy…."*

P8:     "…. there are decisions that should involve people; remember as a leader you're *representing people. When you want to represent them democratically you come and consult them to avoid sabotage…"*

P3:     "*…You cannot be democratic when you don't involve people, allow people to participate starting from the implementation..."*

It was identified that democracy in projects through stakeholders' participation in designing project strategies, goals and rewards contributes to project success. In line with the qualitative findings, it is on record that democracy in projects changes stakeholders' willingness and ability to cooperate to pursue a common goal (Pananrangi, 2017:37-38). Through democracy, tasks and duties are aligned and clarified which enables individuals to execute them with vigour and dedication (Sulismadi, 2020:1). In addition, Mwaisaka (2019:52) and Hassan (2019: 23) discovered that project decisions taken democratically are always embraced by all stakeholders that propel extra effort from stakeholders to achieve project success. It is paramount that the views and ideas raised by project stakeholders are heard and included in the project following democratic approach (Edinger-Schons et al., 2020:521).

(c) Nomination

Interview participants mentioned that nomination *fi* (1) of stakeholders to supervise the purchase of construction materials for the project contributes to the execution of quality, timely and cost-effective construction projects. As stated by the interview participants:

The interview participants said the following:

P7:     " *… when it comes to purchasing of construction materials, stakeholders should nominate one person among themselves to move with the purchasing officers to ensure that quality materials are bought and to also guard against inflation of prices that would increase project costs."*

Poor quality construction materials rank highest as one of the causes of project reworks that always escalate projects costs, time and compromise quality (Safapour and Kermanshachi, 2019:5; Ye, Jin, Xian and Skitmore, 2015:7). Government construction projects consist of several stakeholders of varying interests, skills and goals. Participation of stakeholders in the purchase process by nominating one stakeholder to join the procurement team will ensure that quality and cost-effective materials are bought. Therefore, participation of

stakeholders in supervising the construction materials purchase process ensures quality and cost-effective materials are used in projects.

(d) Early engagement

Interview participants noted that early engagement *fi* (3) of stakeholders is vital throughout the project execution process.

The interview participants said as follows:

P6: *"For these projects to gain acceptance, there is need to engage stakeholders before projects are implemented".*

P5: *"If you engage stakeholders early, like communicating to them through meetings they will know what is going on they are likely to start trusting whatever you say …"*

P8*: "…People have a feel of what exactly they want. If you do not engage them early that means you will just be imposing on them a particular project without any idea and will resist."*

Majority of project stakeholders have diverse needs, skills, concerns and preferences. Early stakeholder engagement enables project managers know stakeholder needs and aspirations to realign projects goals and objectives. This will enable the project to gain acceptance, support in terms of cheap labour, right of way and guard against any theft of materials. Di Maddaloni and Davis (2018:6) advise project managers in search for project success to always consider interests and concerns of stakeholders at an early stage which informs project designs. Malachira (2017:23) argues that stakeholders understand their needs better; so, it is important to involve them in decision-making from the outset of the project to capture their needs and aspirations. This motivates them to comply positively during project implementation in order to achieve set goals (Magassouba et al., 2019:1115).

(e) Delegation

Interview participants advanced that delegation *fi* (3) of authority to stakeholders is a significant factor in projects success.

The interview participants said:

P6: *"…through delegation, project managers at times assign junior staff to do some work on their behalf independently and at the end of the day they report back successfully…"*

*P3:* *"When you happen to know the expectations of these stakeholders you will be in position to identify a specific role they will have to play for you in the project. If you chose well definitely commitment will be there"*

*P2:* *"…. delegation was used …we had to delegate leaders to go and talk to vendors after we had talked to them about the project to give their support for the project"*

Choy et al. (2015:109) agree with interview participants when they noted that during delegation, stakeholder assigned project tasks are accountable for their decisions and outcomes; making them work hard to successfully execute the assigned tasks. Moreover, delegation encourages stakeholders to get a fair share of tasks to be completed by the entire team, thereby promoting teamwork and balanced workload (Matovu and Ssegawa, 2020:102). This too encourages flexibility – a key element earlier mentioned in realising construction project goals (Khosla and Gupta, 2017:15; Shahu, Pundir and Ganapathy, 2012:127). The second theme communication will be presented next.

### 6.2.1.2 Communication

Another theme that participants singled out is communication *fi* (15) that greatly contributes to the success of government construction projects. This is also in line with quantitative results elaborated under Section 5.7.1 where it was established that communication as one of the leadership styles contributes approximately 57.4% to the success of government construction projects. Based on content analysis, several subthemes of communication *fi* (5) have been identified explaining the role played by communication in project execution. The first communication subtheme as indicated in Table 6.3 is sensitisation.

(a) Sensitisation

It emerged from interview participants that sensitisation *fi* (3) of stakeholders about the project is important during project execution.

The interview participants said:

*P7: "The first important thing in project is those key individuals who are driving the project must ensure they do serious sensitisation if work is to progress well …"*

*P2: "… before starting any project you have to talk to the local leaders within the area to gain project support."*

*P5: "… people really need that sensitisation early to accept the project …"*

From the interviews, it was noted that all stakeholders need to be sensitised about the project early enough to enable project stakeholders to work together, support the project and guard against project resistance. Most government construction projects are implemented in local communities. These projects need support and assistance from local stakeholders in terms of free land, cheap labour and safety of construction materials owing to the limited capital to achieve their success (Di Maddaloni and Davis, 2018:6). Sensitisation of stakeholders enable stakeholders know about project activities, their roles, goals, benefits, structural plans, location and all necessary information about the project, thereby enabling them to engage and realise project goals (Nangoli et al., 2016). Therefore, to avoid project failure, stakeholders must be sensitised to the large gaps that often exist between project designs and what stakeholders expect (Kipkoech, 2018:68). Furthermore, through sensitisation mistrust among stakeholders is addressed as stakeholders get a chance to present their concerns and have a collective project vision (Ololo, Unit, Dieke and Uze-Uzomaka, 2018:138).

(b) Feedback
Interview participants noted that giving and receiving feedback *fi* (4) between project managers and stakeholders is an important aspect in projects. Challenges, concerns and issues raised by stakeholders involved in projects are addressed through feedback.
As mentioned by interview participants
*P7: "….ensure that as the work is being carried out, the stakeholders are always given feedback on how far and what are the challenges that have been faced as the project is being carried out…giving feedback to project leaders; helps in the monitoring and bridging the gap between project leaders and project users."*
*P4        "when I go to the division I communicate to them what my community needs, and then also give feedback".*
*P3        … "When you effectively communicate you will get effective and timely feedback…"*
*P8: "At the time of project execution you must give feedback to realise acceptance…"*

Stakeholders and project managers need feedback to boost their project ownership, grievance resolution, project monitoring, coordination, project acceptance, and improve their performance which are vital elements in realising

project success. Feedback especially 360° helps to improve stakeholders work skills and behaviours which lead to project success (Engerer, Berberat, Dinkel, et al., 2016:2). Through internal communications such as performance reports, leaders provide stakeholders feedback on their performance on tasks, which helps to improve their performance on tasks (Arisi and Mugambi, 2015:8). These feedback reports also help project leaders assist stakeholders improve their performance on tasks through training, plan modifications and strategies (Mohammed and Hamdi, 2014). Besides, this feedback helps leaders to identify stakeholders' strength on tasks and weaknesses that require assistance to remedy project failure (Elliot, 2021:72). Hence, project managers should provide stakeholders with feedback regarding their performance and communications received to enable them to stay on course to realise set project goals.

(c) Listening

It emerged from the interview participants that listening *fi* (2) to stakeholders in relevant in project execution. The interview participants mentioned the following:

*P6: "...we need to listen to every voice from the stakeholders, even the lowest person in the village, the locals we could engage them, listen to their views and opinions regarding the project and we get to know their concerns as well."*

*P3 "But when you listen to them, then you happen to create that coordination…"*

Stakeholders such as local leaders mentioned that it is vital to listen to all views from stakeholders while implementing government projects. In support of their viewpoint, Ostuzz et al. (2015:498) found that project managers gather stakeholders with various backgrounds and experience to execute a project (contractors, engineers, electricians, local community) who meet for the first time while executing the project. It is not simple for these stakeholders meeting for the first time to trust each other. It requires leaders and stakeholders, listen to each other, share information on project goals, tasks and vision with a view of building their trust, satisfaction and collaborative relationships (Ssenyange at al., 2017:78). This increases stakeholders' reciprocal coordination of project activities and support that will enable attainment of project goals (Arisi and

Mugambi, 2015:8). Therefore, project managers need to listen to both internal and external stakeholders to complete quality projects, on time and within budget.

(d) Information sharing

The interview participants noted that exchange of information *fi* (3) concerning the project goals, activities, decisions and processes is vital throughout the project execution process.

The interview participants said:

P5 *"... if information is shared at the early stage at the planning stage like you come and consult these people you hear their views then you go and work on the information, they have given you then work will proceed smoothly…"*

P4*: "…whenever there is communication in a project you get feedback the dos, the goals, don'ts is important in the execution of the project."*

P7: *"…information was not being relayed too there we realise a delay in certain project activities…"*

All information about the project needs to be provided early enough throughout all stages of the project. Contractors, local communities, engineers, project managers need access to information about the project activities to decide early engagement and execution of project activities (Weldearegay, 2014:14). Information sharing eases stakeholders' access to information which assists them in decision-making in projects (Yoon, Talluri and Rosales, 2020:136) Sharing and exchange of information with stakeholders provide an opportunity for stakeholders to be heard and emphasise collaboration and self-satisfying relationships to enhance work unit cohesion, reduce work stress and attrition (Ssenyange at al., 2017:77-78). Therefore, stakeholders should be provided with relevant information on each of the completed stages, project activities, goals to enable a smooth transition from one stage to the other to realise project success (Ruzgar, 2018:52).

(e) Communication channels

From the interview data, participants highlighted that the communication channel *fi* (3) used to communicate project information is important during project execution.

The interview participants responded as follows:

*P5: "We use meetings, which makes it easy to communicate to stakeholders about the project…"*

*P7: "…when I move talking to the people door to door they trust the message am delivering and act     accordingly …"*

*P2: "… they get information about projects through the notice boards that are always pinned which makes them support the project."*

*P3: "Sometimes we use oral communication and written communication to reach out to the different people where we are going to implement the project."*

It is evident that project managers, contractors, engineers, and local community leaders that use the right communication channels in projects achieve stakeholder commitment, support, cooperation and trust (Amimo et al., 2019:916), which are vital in realising project success. It is easier to engage stakeholders in projects when clear communication channels are adopted while executing projects (Akaba, Norta, Udokwu and Draheim, 2020:12).   By implementing this, project leaders raise the quality and quantity of social ties that commit stakeholders towards project success (Weldearegay, 2014:14; Ahimbisibwe and Nangoli, 2012:4). It was discovered that project managers in government construction projects who establish and maintain clear, well laid out communication channel realise project goals. The third theme self-interest will be presented next.

### 6.2.1.3 Self-interest

It emerged from interview participants that self-interest *fi* (7) affects the success of a project. Based on content analysis, self-interest in terms of subthemes as indicated in Table 6.3 are discussed in the subsequent sections.

(a) Corruption

From the interview participants, it emerged that corruption *fi* (3) is a factor that obstructs government construction projects in Uganda.

This is confirmed by interview participants who noted

*P5: "…generally, projects also fail because of corruption. Corruption is too much …"*

*P3 "…people who always procure for government projects always want to go for the cheapest materials/products to steal this money …".*

*P7: "...the final project implementers sometimes are looking for money. They are simply workers, looking for money and you may find that they do not know about the project itself but rather want money."*

The qualitative results are not surprising because corruption is a major concern in most developing counties projects (D'Agostino, Dunne and Pieroni, 2016:28). Damoah, Akwei, Amoako and Botchie (2018: 25-26) discovered that first, government officials only go into construction projects with the sole aim of making money for personal gain. Indeed, most government construction projects are abandoned because project managers and government officials request for bribes from contractors who in turn do shoddy work. In some incidents, government officials request for fuel money from contractors before they even certify work or complete projects and when they fail to complete, projects are stopped. In most cases, contractors and project managers steal construction materials. Therefore, project managers should devise strategies to guard against corruption to achieve project success. Another issue is selfishness.

(b) Selfishness

The interview participants indicated that selfishness *fi* (2) is rampant in government construction projects. Most stakeholders are after benefiting themselves, work is done haphazardly, some stakeholders/leaders want to exercise their rights at the expense of others, sources of funds are not clear and mostly project information is hidden. All these activities negatively impact on the quality, time and the budget of the final project output.

The interview participants said:

*P7: "If there is no leadership that cares, you will find that work is done haphazardly because some of the people we call project implementers, the final project implementers sometimes are looking for money and benefiting themselves."*

*P5: "... some projects delay because everyone like the leaders want to exercise their rights over others, they always feel they own every right above others and when not consulted they sabotage project, yet it was not necessary to involve a single individual when most stakeholders have been involved ...*

(c) Autocracy

Interview participants noted that autocracy *fi* (2) impacts on project success.

The interview participants said:

P1: "…*Then dictatorship, for me I don't buy it because when you use force it may not work when you're a leader of a project.*"

P8: "*if you just impose the project on people they will not be committed to using it that means the resources will be wasted…*"

Project leaders who adopt autocracy always use force, do not consult stakeholders when implementing projects and impose projects decisions on stakeholders (Bhatti, Maitlo, Shaikh, Hashmi and Shaikh, 2012:197). These practices always derail stakeholders' commitment, trust, project acceptance, cooperation which affect project success negatively (Gjerløw and Knutsen, 2019:507). The fourth theme monitoring is presented next.

### 6.2.1.4 Monitoring

It emerged that monitoring *fi* (8) is important in projects. Project managers that monitor every stage of the project take corrective action towards project success. Based on content analysis, monitoring in terms of subthemes are discussed next.

(a)     Supervision

It emerged from the interview participants that supervision *fi* (3) is key in projects.

The interview participants said:

*P7: "When it comes to construction implementation, stakeholders/ local community should nominate someone amongst themselves to supervise the ongoing construction of the project throughout the  day. To ensure that everything is done as it's supposed to be and also guard against theft of materials like cement. Because however much you have supervised the whole purchasing process and quality materials are procured during execution/ use of these materials the contractors end up stealing them"*

*P3: "I also watch closely when they don't involve stakeholders. They construct out of politics reasons they put but in actual sense people don't follow up, they don't involve stakeholders and we don't know who supervises…"*

*P1: "follow up what should be implemented builds commitment."*

Interview participants mentioned that supervision is a significant element in government construction project success. It is on record that supervision that

cuts across all stages of the construction project refreshes, controls, enhances, revives and empowers stakeholders to execute project tasks as desired (Song, Li and Tian, 2019; Ogunsaju, 1983). Correspondingly, supervision that concentrates on procurement of materials, storage and workers selection building component assemblage, equipment and tools throughout the stages enables successful project execution (Ogundipe, Olaniran, Ajao and Ogunbayo, 2018:436). Hence, project supervision should be a continuous and a participatory process that should involve all stakeholders to solve any problems that may impede project success (Tonui, 2020: 66).

(b) Visionary Leadership

Interview participants mentioned that visionary leadership *fi* (3) is necessary during project implementation.

The interview participants said:

*P2: "the leadership style used should depend on the nature of the people in the area, the leadership styles used should be welcomed by the people in the area."*

*P3: "transparency and communication. a combination of the two will bring what we call good leadership and when you have that one in place then your project will succeed" …If you communicate, you're transparent then you will get good leadership and in the end the project will succeed, and you will have sustainability.*

*P4: "…without leadership how are you going to decide who takes what responsibility, who is in charge, who does what when and how they are important that's why leadership is important a key element in project design and execution"*

As a project leader, it is crucial to guide the performance of project members towards project success (Kerzner, 2013:216). Visionary leadership communicates ideas, mobilises resources, coordinates activities and mobilises stakeholder engagement towards project success (Lin et al., 2015:2). However, in the absence of suitable leadership style and skills, projects will stagnate, experience hostilities and achieve poor results (Liphadzi et al., 2015:285).

(C) Caring about the project

One of the most important actions in realising project success is caring about the project *fi* (2). This is as explained by the interview participants:

*P7: "If there is no leadership that cares, you will find that project work is done haphazardly because some of the people we call project implementers, sometimes are looking for money.*

*…So, if we have the leadership doing the right thing in pursuing the main mission of the project then projects will succeed."*

*P6: "...We mind so much about people's interests because at the end of the day they can mobilize and endanger the project. So, we intend not to get into projects without listening to various stakeholders".*

Stakeholders who care for the project are always responsible and accountable for their actions, thereby performing to their best (Wen et al., 2017:04017021-11). Equally, stakeholders who care about the project always execute project tasks with limited wastage and delays (Kyarimpa, 2010:67-68). Stakeholders need to have a feeling of responsibility, attachment and care for the project while executing its assigned tasks. The fifth theme planning will be presented next.

## 6.2.1.5 Planning

It emerged that planning *fi* (12) during project execution contributes to project success. Based on content analysis, planning in terms of subthemes as indicated in Table 6.3 are discussed in the subsequent sections.

(a) Round table discussion

It was discovered from interview participants that round table discussions *fi* (3) contribute greatly to project success. As mentioned by interview participants:

*P7: "…as you are making some decisions on what exactly should be put into consideration, we always sit on a roundtable, we consider the number, but we arrive at decisions by consensus.*

*P6: "Everything is done jointly. As I said we convene meetings, people bring several ideas and at the end of the day we incorporate them"*

*P3: "We also call our stakeholders and chat with them and out of that you get information on whatever we do".*

Roundtable discussions involve contractors, project leaders, local council leaders and engineers sitting together to discuss and agree on decisions concerning the project. Roundtable discussions enable all participating parties to accept and embrace project decisions from the onset of the project (Ademola et al., 2017:1). It also permits generation of a variety of acceptable ideas that increases the likelihood and successful fulfilment of stakeholder needs and priorities (Franco-Trigo et al., 2019:8). Besides, stakeholders have the expertise and knowledge of the true problems the project intends to solve which makes

them suited to take part in project decisions Therefore, it requires leaders and stakeholders to sit together to generate decisions for a smooth project transition and execution (Mwaisaka, 2019:52). The next subtheme under planning is preparation.

(b) Preparation

From the interview participants, it emerged that preparation *fi* (3) is vital in construction projects.

The interview participants said:

*P5: "communicate to your people about what is going on to prepare them because some projects are affecting some people in the area and they are going to bring changes. Once you prepare them that is how you can come to good terms when everyone is in a win-win situation unlike when you are affecting others and others are left out."*

*P2: "Now before any project comes, those members must come on ground and communicate what is going to take place. Now through communication members, the community gets prepared about the new project that is coming".*

*P4: "I think cooperation, commitment and trust can be realised in projects once stakeholders are trained and prepared.,*

Construction projects involve displacement of people, complex, difficult, hazardous and integrated activities that require preparation of stakeholders to adopt and adjust to support the project. In agreement with qualitative findings above, preparation of stakeholders makes them ready to work together, know how to adapt to different project activities and environments which increases chance of project success (West, Homer and Dawson, 2016:540). It also provides information to stakeholders on project activities, benefits and goals for them to decide whether to commit or not (Mendoza Jimenez, Hernandez Lopez and Franco Escobar, 2019:1). Therefore, project leaders should prepare stakeholders early enough before commencement of the project.

**(c) Meetings**

Interview participants mentioned that meetings *fi* (3) are an integral part of planning during construction project execution.

The interview participants said:

*P4 "...through meetings you meet different stakeholders and you give them information about the project which makes them accept projects."*

*P5 "...through meetings they will know what is going on, they are likely to start trusting whatever you say but if you just come and do the project in the areas and leaders or local people are not engaged in the project, they can produce any sort of wording."*

*P8: "When we hold meetings as leaders, we engage the people's representatives. We hold meetings and give them feedback; we also inform them the period it will take when it is to start and when it is going to be completed."*

During project execution, several meetings are conducted during the entire process. Through meetings, ideas and strategies are generated as well as project plans. Meetings enable leaders to listen to stakeholders' concerns, aspirations, share information on project goals, tasks and vision which builds project acceptance, ownership, trust, satisfaction and collaborative relationships among stakeholders (Ssenyange et al., 2017:78). Therefore, project leaders should ensure that they organize meetings with stakeholders to realise project goals.

## (d) Advertising

Interviewee participants highlighted the need for advertising *fi* (3) of incoming projects. It is necessary that projects are advertised during the planning stage of a project to create awareness among stakeholders. Advertisement involves forms of communication either paid or non-paid that inform the public or stakeholders about the project (Keegan, 2015:420). These projects can be advertised through websites, notice boards, flyers, t-shirts, packages and signposts (Kotler and Keller, 2012:479). Project managers always advertise projects contractors, source of funds, project engineers, the project duration, project scope and the source of funds. This helps to attract and change stakeholders' opinion towards a common project goal (Raza, Abu Bakar and Mohamad, 2019:446). Therefore, project leaders need to advertise projects in order to realise their success.

The interview participants said:

*P7: "KCCA always uses signposts to communicate to stakeholders the contractors and sponsors about the project and its objectives, which enable stakeholders to choose either to support or reject the project. These signposts are always put along roads to be constructed to be seen by stakeholders."*

*P2: "They get information about projects through the notice boards that are always pinned."*

*P5: ".... we use local radios; we have flyers and normally do t-shirts for some projects. We wear t-shirts if the project is going to affect a given area you hold meetings, but you wear these t-shirts. Whoever sees these t-shirts ask what is that then we explain.*

The sixth theme consultation will be presented next.

### 6.2.1.6 Consultation

Based on content analysis, consultation *fi* (9) in terms of subthemes as indicated in Table 6.3 are discussed in the subsequent sections.

(a) Advice

Interview participants mentioned that advice *fi* (2) is important in projects during their implementation.

As shared by two interview participants:

*P7: "Stakeholders help in advising where the project should be located according to the geographical location of the given area where the project is to be built, which avoids losses.*

*P2: "... Stakeholders have different technical know how about a given project and some stakeholders are good in certain areas. So, when we involve the stakeholders, stakeholders are going to suggest that we have so and so in this area who is good at doing ABC."*

Qualitative results indicate that advising involves provision of guidance, alternatives, information, support, which are important in projects. It is on record that advice from stakeholders speeds up project activities as it generates ideas, increases project acceptance and limits conflicts that encourage smooth project execution (Yuta, 2021: 32). More importantly, leaders need to avoid making decisions on their own instead should act as coaches who facilitate and allow stakeholders to freely express their ideas (Bhatti et al., 2019:4). Such gives stakeholders an opportunity to seek for any clarifications on set project objectives and tasks through their individual or group consultations (Rok, 2009:468). It also makes stakeholders feel valued as being part of the project (Kiplangat, 2017:437). Project leaders need to be creative and provide conditions that enable stakeholders to provide advice during project execution (Mwaisaka, 2019:24; Rathenam and Dabup, 2017:422-423).

**(b) Consensus**

Consensus *fi*(3) involves stakeholders and leaders reaching a collective agreement. It was discovered that consensus is important in projects if projects are to be successful.

The interview participants said:

*P7: "...when planning and developing strategies, each stakeholder should be allowed to submit, however, the person in charge should take the decision by consensus because if something goes wrong when we all agreed on it, we shall find away together on how to start or solve it.*

*P3: "... sometimes we need to agree as a community during project implementation…"*

*P5: "... projects come to good terms when everyone is in a win win situation unlike when you are affecting others and others are left out."*

Projects host a variety of stakeholders with varying interests and aspiration. Contractors, project leaders, local community and engineers need to consult each other to reach an agreeable position during projects.  It is on record that consensus, especially in project decisions, builds commitment, trust and overcomes challenges which in turn positively affects project success (Abazeed, 2017:186; Ates, 2014:57). In agreement, Nangoli et al. (2016:184) concur that consensus enables leaders to clarify and realign goals. As such, stakeholders are less likely to withdraw from project work, therefore, saving the project time of supervision and costs of replacing as well as training new stakeholders who would be quitting every time (Nakato, 2019:143; Zaefarian et al., 2017:71). Project leaders need to consult stakeholders throughout the project to arrive at consensus in projects (Magassouba et al., 2019:1115; Malachira, 2017:23).

(d) Selection

Participants noted that there is a need to appraise views from stakeholders during the selection *fi* (4) of those relevant for the project. During consultations, contractors, local leaders, engineers as well as the local community all advance views and strategies that in their view will help in the implementation of projects. These views should be appraised and only those that will take the project further should be selected. Selection involves identification of the best from a variety of views which requires expertise, knowledge, creativity and methodology to choose ideas that will propel the project to success (Gans,

Stern and Wu, 2019:752). Therefore, during selection, all ideas should be received, listened to, but only the best ideas should be selected (de Buisonje, Ritter, de Bruin, ter Horst and Meeldijk, 2017:175).

The interview participants said:

*P1: "…of course I cannot say that 100% of all those views can be taken but only those that will help the project progress further should…"*

*P2: "…not all their views should be given equal attention, but we need to first generate their view after we start appraising one by one to choose the best…"*

*P3: "You must be a creative thinker; you do not have to just take on everything. you allow people to participate but you pick the best".*

*P5: "Not all views should be given equal attention. But hear all their views and sieve because they may be taking you off guard... ".*

**6.2.1.7 Summary of how leadership styles influence project success**

In this section, participants in this section feel that leadership styles have an impact on government construction projects' success. Participants emphasised the role participation through shared views *fi*(2) , democracy *fi*(3), nominationfi(1), early engagement fi(3) and delegation *(fi3)* as key issues that impact on project success. Again, participants revealed that communication through sensitisation of stakeholders about project *(fi3),* information sharing (*fi3*) provision of feedback about performance *(fi4),* listening to all stakeholders *(fi2)* and use of a suitable communication channel (*f*3) are vital issues under communication leadership that contribute to project success. Results also confirmed that consultation among stakeholders builds consensus among stakeholders (fi3), enables selection of the right stakeholders' views *(fi4)* and encourage advice from stakeholders *(fi2*) that enable successful project execution. Participants also emphasised the role of monitoring of projects through supervision (f3), visionary leadership *(fi3)* and caring about the project from stakeholders *(fi2)* which are key issues in successful project execution. Interview participants also stressed the importance of planning in projects through roundtable discussions in the project *(fi3),* preparations in projects (*fi3),* importance of meetings to share project information *(fi3*) and advertising to stakeholders about the project (f3) as key leadership issues that enhance project success. Lastly, interview participants warned against self-interests that

obstruct project progress through corruption (*fi3),* selfishness *(fi2)* and autocracy *(fi2).*

### 6.2.1.8 Relationship between Leadership styles and Project Success

Several themes that explain the relationship between leadership styles and project success were identified (see Table 6.3). From quantitative findings, it was discovered that leadership styles, especially participation *fi* (12) and communication *fi* (15), contribute to project success. Equally, the same result was confirmed through themes such as participation and communication. However, new themes, namely, adequate planning *fi* (12) that contributes to project success through round table discussion *fi* (3), preparation *fi* (3), meetings *fi* (3) and advertising *fi* (3) emerged. Also, emerged is self-interest *fi* (7) that results into corruption *fi* (3), selfishness *fi* (2) and autocracy *fi* (2), which obstruct project success. Furthermore, interview participants revealed that monitoring *fi* (8) through supervision *fi* (3), visionary leadership *fi* (3) and caring for the projects *fi* (2) as key issues that project managers should put emphasise on to realise government construction projects in Uganda. In the next section, a presentation of empirical qualitative findings on the second objective of the study is made.

### 6.2.2 Mediating role of stakeholder engagement on the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda

To address the second empirical objective

- *Stakeholder engagement mediates the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda.*

Content analysis was conducted and identified two main themes emerged from interviews with participants regarding the mediating role of stakeholder engagement on the relationship between leadership styles and government construction project success. The main themes with the corresponding subthemes are presented in Table 6.4.

204

**Table 6.4: Main themes and subthemes emerging from participant interviews**

| Empirical Objectives | Main themes | Subthemes | Participants | Frequency (fi) |
|---|---|---|---|---|
| To examine the mediating role of stakeholder engagement on the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda. | Accountability | • Project Ownership<br>• Trust<br>• Flexibility<br>• Resistance<br>• Embracing | P4,P5,P7,<br><br>P3,P4,P6<br>P6,P5<br>P8,P6,P4<br>P6,P4 | 3<br><br>3<br>2<br>3<br>2 |
| | Adaptability | • Community service<br>• Teamwork<br>• cooperation | P5,P7<br><br>P8,P1,P4<br>P1,P4,P5 | 2<br><br>3<br>3 |

Source: Researcher's own consideration

As portrayed in Table 6.4, two main themes adaptability and accountability with corresponding subthemes were observed from the participants' interviews. These themes and subthemes represent the participants' views on the mediation role of stakeholder engagement to the relationship between leadership styles and project success. Accountability in terms of subthemes as depicted in Table 6.4 are discussed in the subsequent sections.

### 6.2.2.1 Accountability

Quantitative results revealed a partial mediation role of stakeholder engagement in the relationship between leadership styles and project success ($\beta$ =0.380, p< 0.01). One of the main themes that emerged from the description of qualitative results is that key respondents understand the mediation role of stakeholder engagement on the relationship between leadership styles and project success in terms of accountability *fi* (13). Once stakeholders adapt to the project, they own the project, trust, embrace decisions, become flexible and reduce their resistance. An explanation of project ownership from the interview participants' perspective starts off this section.

### (a) Project ownership

It emerged from interview participants that project ownership *fi* (3) is a significant aspect of stakeholder engagement.

The interview participants said:

*P4: "It's important to involve stakeholders in the process to own the project to take personal responsibility, to be proactive this is all important for the project ownership."*
*P7: "If there is no communication, someone may not feel that he is part of the project but if there is communication, he or she feels he is part and partial of the project."*
*P5: "… if you did not take their views seriously or they will not own it. So, projects can fail. But if you hear their views and you try to amend what you had already planned, it makes more sense because there is that ownership of the project that is why I think their views should be really heard out."*

Whenever stakeholders engaged project ownership increase, they become proactive, responsible, motivated, committed, cooperative and offer support to the project. All these are key ingredients in realising project success. Correspondingly, most government construction projects are poorly implemented because of absence of ownership of these projects from the public (Martin, Lawther, Hodge and Greve, 2013:17). These scholars further contend that in these projects, most stakeholders do not feel recognised and appreciated and this affects their pride and project ownership. As such, these stakeholders do not provide right of way, cheap labour necessary resources and support which increases costs in acquiring these resources as stakeholders do not see value in offering them cheaply to the project (Sally and Rosemary, 2017:16; Sunjika and Jacob, 2013). Therefore, project managers who devise strategies that develop a sense of project ownership among stakeholders trigger their support and cooperation (Daniel et al., 2019:164). Next to be discussed is trust.

## (b) Trust

Trust is a belief that a stakeholder can have faith and be confident in the fairness, honesty and integrity of the other stakeholders. Interview participants noted that trust *fi* (3) is relevant in the engagement of stakeholders in project execution

The interview participants said:

*P6 "…trust contributes to project acceptance; if there is trust, a project will be accepted. Besides acceptance when these people have the trust in the project itself, the project becomes sustainable because they feel it's part of them."*

*P4: "For sure trust among stakeholders is key because people feel more valued if they are trusted to implement the project to me that's commitment. You can't say that I will implement the project unless you trust the people who are going to implement it."*

*P3 "When you trust one another, it's automatic that people will cooperate… When those two are there then commitment will be automatic. But you cannot start from commitment then you build people's cooperation and then trust. You need to start with trust, people will love what they are doing, they will cooperate and at the end of the day you will find them committed."*

In agreement with the interview participants, researchers contend that trust enables delegation of duties, acceptance of projects, minimises hostilities among stakeholders, increases information flow which are key pillars in realising project targets (Nyong'a and Maina, 2019:144; Ferris et al., 2009:1389). In addition, when stakeholders trust each other, their working relationship improves (Omer and Gabra, 2021:47; Lee, Gillespie, Mann and Wearing, 2010:487). This enables them to communicate freely and reduces hostilities, thereby supporting each other to complete assigned tasks as expected (Lehti, Määttä and Viuhko, 2021:15). Also, this enables developing joint solutions to project challenges, uncertainties and ambiguities to remedy poor quality, time and cost escalations (Karlsen et al., 2008:9). Since construction projects are human endeavours, it follows that issues of trust are vital for stakeholder relationships and interactions that delivers the eventual project results (Strahorn et al., 2017:12).

**(c) Flexibility**
Interview participants noted that flexibility *fi* (2) while executing project tasks and roles is important in the engagement and implementation of construction projects.

The interview participants said:

*P5: "When you do the project, you are doing it for the community. And if you are doing it for the community you need to hear their views … But if you hear their views try to amend what you had already planned; I think it makes more sense …."*

*P7: "A project leader who is not adjustable, who doesn't have different leadership style may just always use one style… So, if that leader has a different style, it helps him to handle and also have a different style of engaging with those different stakeholders and even sometimes how to deal with each project depending on that area".*

It transpired that flexibility is a requirement for leaders to accommodate requested changes to realise project success. Flexibility is identified as the ability to accommodate changes over time. Moreover, flexibility helps to manage effects of uncertainty, accommodate stakeholders' requirements, adjustments in plans to realise project acceptance (Liphadzi et al., 2015:285). Recently, construction projects are more complex and dynamic in terms of finances and stakeholders' requirements unlike in the past where processes were very structured (Cao et al., 2020:1). These situations call for flexibility on the side of project leaders and implementers to accommodate any applicable requests to execute successful projects (Shahu, Pundir and Ganapathy, 2012:125).

**(d) Resistance**

Resistance in projects is not completely insolvable to project leaders and stakeholders need to find strategies and solutions to mitigate this challenge. It emerged from interview participants that resistance *fi* (3) derails project activities.

The interview participants said:

*P8: "If community leaders are not given chance to participate, they resist the project."*

*p6: "Projects can't succeed if some people are left out. Because as stakeholders, project success depends on them when some stakeholders are left out what do you think? Automatically, they might fight the project, they may see the project with suspicion and the project may fail… once they are aware or informed about the project and its activities and take part in project decisions, they tend not to resist the project."*

*P4"… the project will be fought by local leaders; so, it is important to communicate clearly and follow the hierarchy of leadership so every stage matters in the project implementation while you are communicating…"*

Project resistance arises out of inadequate stakeholders' participation, communication and lack of training, personal, financial and emotional disparities among stakeholders (Jiya, 2018:33; Nangoli, 2010:9). Project leaders that allow stakeholders take part in generating project decisions overcome resistance (Mwaisaka, 2019:52; Ahimbisibwe and Nangoli,

2012:221). Equally, when resistance occurs, leaders should call a meeting of the affected stakeholders to resolve the stalemate (Rodionova, 2020:4).

### (e)    Embracing

Participants noted that embracing *fi* (2) is one of the significant factors in projects. Embracing involves welcoming and working hard to realise set project decisions and goals. It emerged from interview participants that embracing projects is a key element in projects.

Participants described the following:

*P6: "Participation, besides awareness, builds acceptance to projects to everyone engaged in a project. There is that kind of win-win among people engaged in the projects without conflicts. People feel they are part of the project, they have not been side-lined and the project is part of them and all these lead to project success."*

*P4 "Once there is clear communication about the project, people will own it they will not look at it in terms of political motives because its well communicated people understand it, there is information flow, there is feedback so it brings about a team that will own and embrace the project other than when there is a communication gap; that's why communication is a key issue to bring all stakeholders to own the project, avoid conflict of interest"*

Interview participants revealed that when there is clear communication and participation of stakeholders, stakeholders embrace projects, resulting into their support in terms of right of way, cheap labour and guard against theft of materials and conflicts (Yao, 2018:415). Hence, project managers need to adopt suitable leadership styles to realise stakeholder engagement through embraced decisions to achieve project success. The next theme discussed is adaptability.

### 6.2.2.2. Adaptability

Based on content analysis, adaptability *fi* (8) in terms of subthemes as indicated in Table 6.4 is discussed in the subsequent sections.

### (a) Teamwork

Teamwork *fi* (3) involves the interpersonal interaction among stakeholders that are essential for developing and maintaining communication patterns, exchanging project information, maintaining order and coordinating activities in

projects. Participants noted that teamwork among project stakeholders is vital in projects.

This was elaborated by participants explained in the following ways:

*P8: "… as you work as a team you will get better results…"*

*P1: "When you work as a team and a general meeting is called you find that different stakeholders come and present their issues; so, it becomes easier to execute projects."*

*P4: "Once you build teamwork, it helps you to stay on track, and where there is a synergy of working together, projects move on …"*

From the interview participants, it is evident that project leaders, contractors, engineers, local council leaders, the community that work as a team realise set project goals. In agreement, project leaders that communicate effectively clarify project tasks and goals, which builds teamwork in projects (Ssenyange et al., 2017:77). Accordingly, productivity, planning, problem solving and team effectiveness shall increase that enable project success (Corsello, 2012:29; Ssenyange, 2011:54). Hence, project leaders need to communicate and allow participation of stakeholders to boost levels of teamwork among stakeholders.

### (b)    Cooperation

Cooperation *fi* (3) occurs when all project stakeholders come together to build a fruitful relationship to achieve a common goal. Interview participants highlighted that cooperation which is a component of stakeholder engagement among stakeholders is vital in realising project success.

The interview participants said:

P4:     *"…if there is no cooperation among stakeholders, that means the project will be doomed; the project will not be valued. When there is cooperation, people are motivated to work together..."*

P1: *"…cooperation is important in one way that one language will always be spoken in projects … so   cooperation has to be there because at any moment you can call and find out how far the project is progressing."*

P5:     *"…cooperation is very key. Because you need each other but projects cannot be there when people who are going to benefit from it are not cooperative... So, when cooperation is there, there will be smooth running of the project…"*

In agreement with qualitative results, it is on record that cooperation among stakeholders reduces hostilities, increases information sharing and motivates stakeholders to pursue a common project goal (Saunders and Corning 2020:453; Bond-Barnard, Fletcher and Steyn, 2017:437). Cooperation in a project is boosted by the interdependencies that exist among stakeholders (Chodokufa, 2018:72). Therefore, project leaders need to increase trust, coordination, participation, communication and commitment among project stakeholders to realise project goals (Dubey, Altay and Blome, 2019:174-174). Leaders in the telephone interview stated that having cooperation between beneficiaries and the leaders is a strategy that creates a smooth project, which ultimately leads to project success.

**(c) Community Service**

Interview participants highlighted that most government construction projects are implemented as a form of community service *fi* (2). In most cases, projects aim to raise people's standard of living. Project leaders need to take into consideration stakeholders' views who are the intended beneficiaries of the project when executing them. This will boost their ownership, acceptance and support.

As highlighted by interview participants:

P5:     *"…When you do the project, you are doing it for the community…"*

P7:     *"I would think that stakeholder engagement is very much important for the betterment of the community, accountability and the development of the project."*

It was highlighted that community service is a beneficial outcome of construction projects. Therefore, the local community where the projects are implemented needs to be engaged and consider their views while executing projects to realise their success.

### 6.2.2.3 Summary of the mediating effect of stakeholder engagement on the relationship between leadership styles and project success

In this section, many participants feel stakeholder engagement mediates the relationship between leadership styles and project success through adaptability *fi*(8). The latter contributes to stakeholder teamwork *fi*(3), increased cooperation

*fi*(3) and community service *fi*(2). Results also confirmed that accountability *fi(13*) plays a very important role through project ownership *fi*(3), enhancing trust *fi*(3*),* flexibility *fi*(2) embracing projects fi(2*)* and reduced resistance *fi*(3*).* Also highlighted are the new themes, namely, teamwork, project ownership and flexibility that have emerged out of qualitative interviews that had not originally been envisaged by quantitative results. The next subsection to the new themes that emerged from the study.

### 6.2.2.4 New themes that emerged

Several themes that explain the mediating effect of stakeholder engagement on the relationship between leadership styles and project success were identified (Table 6.3). From the review of literature and quantitative results, trust, cooperation and commitment were revealed as factors that explain the mediating effect of stakeholder engagement in the relationship between leadership styles and project success. However, qualitative data analysis resulted in themes such as trust *fi*(6) and cooperation *fi*(5) as factors that explain stakeholder engagement. Stakeholder commitment, a factor that had been established under quantitative results, was not confirmed under qualitative results as an additional factor that explains the mediating role of stakeholder engagement. Instead new themes namely, accountability *fi (13)* through project ownership *fi*(3), flexibility *fi*(2), resistance *fi*(3), and embracing *fi*(2) emerged. Teamwork *fi*(3) and community service *fi*(2) under the theme of adaptability which explains the mediative effect of stakeholder engagement also emerged. Equally, the same result found with quantitative findings that stakeholder engagement mediates the relationship between leadership styles especially participation and communication and project success. Therefore, intergrating trust, cooperation, accountability and adaptability provides a better explanation of the mediating effect of stakeholder engagement in the relationship between leadership styles and project success.

### 6.3    CONCLUSION

In this chapter, the characteristics of the eight interview participants in the study was provided, indicating that majority of the participants were male, who had experience of working for five years on KCCA projects. In addition, one person

represented each of the five divisions that make up KCCA giving chance the study to get information and experience on KCCA construction projects from each division. Two empirical objectives were handled, namely, examining how leadership styles influence project success and examining the mediation role of stakeholder engagement on the relationship between leadership styles and project success. New themes that emerged under each empirical objective have been highlighted that will form part of the study contribution to literature. A discussion of study findings is presented in the following chapter.

# CHAPTER SEVEN
## DISCUSSION OF RESULTS

## 7.0    INTRODUCTION

This chapter presents a discussion of results as presented in Chapter 5 and 6 based on the study objectives and corresponding hypotheses. Two hypotheses guided the study namely;

- Leadership styles are positively correlated with project success (H1).
- Stakeholder engagement is a mediator between leadership styles and project success (H2).

This section is organised as follows: section 7.1 presentes the summary of findings. Section 7.2 provides the discussion of beginning with the relationship between leadership styles and project success afollowed with the mediation role of stakeholder engagement in the relationship between leadership styles and project success. Section 7.3 discusses the framework that explains success of government construction projects in Uganda. Finally, section 7.4 provides the summary of the chapter. This section begins with a summary of findings.

7.1 Summary of findings
Table 7.1 provides that summary of the findings of both the quantitative and qualitative analysis.

**Table 7.1: Summary of findings**

| Empirical objectives | Hypothesis | Result | Verdict | Main themes | Subthemes |
|---|---|---|---|---|---|
| To examine the mediating role of stakeholder engagement on the relationship between leadership styles and government construction project success in Uganda, Kampala | Stakeholder engagement mediates the relationship between leadership styles and success of government-funded construction projects in Uganda, Kampala | ($\beta$ = 0.380, p< 0.01) | Supported | Accountability | • Project Ownership<br>• Trust<br>• Flexibility<br>• Resistance<br>• Embracing |
| | | | | Adaptability | • Community service<br>• Teamwork<br>• Cooperation |
| To examine the relationship between leadership styles and government construction project success in Uganda, Kampala | There is a significant and positive relationship between leadership styles and success of government-funded construction projects in Uganda, Kampala | ($\beta$ =0.511, SE=0.162, p-value=.006). | Supported | Participation | • Shared views<br>• Democracy<br>• Involvement<br>• Nomination<br>• Delegation |
| | | | | Communication | • Sensitization<br>• Feedback<br>• Listening<br>• Communication channel<br>• Information sharing |
| | | | | Consultation | • Advise<br>• Consensus<br>• Selection |
| | | | | Monitoring | • Supervision<br>• Visionary leadership<br>• Caring about the project |
| | | | | Planning | • Roundtable discussions<br>• Preparation<br>• Meetings<br>• advertising |
| | | | | Self interest | • Corruption<br>• Selfishness<br>• Autocracy |

Source: Researcher's own construction

## 7.2    DISCUSSION OF RESULTS

This section presents a discussion of findings based on the two study hypotheses. The study was based on three objectives that were examined through two hypotheses. As seen in Table 7.1, the two study hypotheses were supported. The discussion starts with direct hypothesis (hypothesis 1) and then followed by the indirect hypothesis (hypothesis 2).

215

### 7.2.1 First research objective and hypothesis

The first objective was to :
> examine the relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda.

H$_0$:    There is a significant positive relationship between leadership styles and success of government-funded construction projects in Kampala, Uganda.

The debate on success of government-funded construction projects has been on-going where earlier studies established factors like team effectives (Azmy, 2012) and professional teamwork (Mungeria, 2012) are vital in realising project success. In spite of these factors, achieving success remains a big challenge for most government construction projects in developing countries, such as Uganda. The findings of the study contribute towards the current debate on how leadership styles influence success of government-funded construction projects in Uganda. There is a significant positive relationship between leadership styles and project success, therefore supporting H$_0$. This means that leaders that adopt suitable leadership styles such as communication and participation during the implementation of projects realise project success. This assertion was supported by evidence obtained from the interview that confirmed the importance of leaders choosing suitable leadership styles fi(2) in realising project success. Drawing from the path-goal theory, these leaders are flexible; choose leadership styles that correspond with the project situation and nature of the stakeholders to achieve project success. The study results agree with previous studies that already established that there is no single leadership style that fits all project situations (Rana et al., 2019). In line with this, Oyaya (2016:44) and Robbins (2001:318-326) alluded that government construction projects that yield good results have leaders who keep interchanging leadership styles depending on the project situations. Since leadership is a skill that is different from other skills, these skills manifest in the style adopted (Lategan and Fore, 2017:50). Hence, adopting a suitable leadership style depending on the situation increases stakeholders' motivation and zeal towards achieving set project goals (Zulch, 2014:172; Martin, 2012:1). Therefore, this calls for leaders

to be flexible (fi2) as mentioned by (P7, P5) interview participants to realise project success.

Literature further lends support to the study finding when it agrees that project managers with good project results are always flexible, persuade stakeholders to undertake tasks by adopting suitable leadership styles depending on the situation (Acquah and Xing,2021:95-96; Frigenti and Cormninos, 2002:25). Correspondingly, this finding confirms the path goal theory which posits that leaders that adopt appropriate leadership styles are able to clarify and remove obstacles that stand in the path stakeholders take to attain their goals and organisation goals. The theory notes that leaders who choose styles they are comfortable with that suit project situations and stakeholders always motivate stakeholders to accomplish set goals. In this study, it was confirmed that leadership styles especially participation and communication affect public construction project success. Such leaders always motivate stakeholders to accomplish set goals.

## 7.2.2 Mediating role of stakeholder engagement on the relationship between leadership styles and project success

Second objective:
> examine the mediating role of stakeholder engagement on the relationship between leadership styles and government construction project

To that effect, the following hypothesis was formulated:

$H_{02}$: Stakeholder engagement mediates the relationship between leadership styles and success of government-funded construction projects in Uganda, Kampala.

Quantitative results of the study established a partial positive significant mediation effect of stakeholder engagement on the relationship between leadership styles and project success ($\beta = 0.380$, p< 0.01). Therefore, providing support to hypothesis two ($H_{02}$). The results show that stakeholder engagement acts as a partial channel through which leadership styles affect government construction project success. This indicates that although leadership styles have a direct effect on government construction project success, the effect is more if it goes through stakeholder engagement. This could be explained by the

fact that stakeholder engagement involves cooperation, trust and commitment. Whenever any of these increases, it has a positive effect on how stakeholders react towards projects. Also, the study result means that leadership style and stakeholder engagement are significant predictors of government construction project success. The study results are supported by interview participants who agreed that stakeholder engagement brings about trust among stakeholders *fi*(3), embracing projects *fi*(2), and cooperation from stakeholders (*fi*3), which are key issues in realising project success. In line with the study results, government construction projects leaders that effectively communicate project information and encourage participation of stakeholders in projects decision through delegation, consultation and joint decision-making, enhance cooperation and trust among stakeholders which are key in projects (Ahmad et al., 2018:1020).

It is on record that the styles leaders adopt during project execution determine the behaviour and direction stakeholders take in projects (Nakato (2019:14). When leaders choose to communicate to stakeholders and clarify project tasks, goals, benefits, stakeholders gain the information about the project to engage a key element in realising project success (Zulch, 2014:172; Gupta, Singh and Bhattacharya, 2017:9-10). Qualitative results revealed that engaged stakeholders are cooperative *fi*(3), often flexible *fi*(2), have a sense of project ownership fi(3), trust each otherfi(3), have teamwork *fi*(3), always embrace projects *fi*(2) with minimum resistance *fi*(3) which are key elements in delivery of timely, cost effective and quality projects. In agreement with the study results, literature proves that engaged stakeholders show much attention and cooperation at work that sees them execute project tasks successfully (Jalil, 2017:16). Besides, engaged stakeholders develop a sense of belonging and project ownership which ultimately improves their performance in projects (Obop, 2016:46; Johnson, 2014). Besides, engaged stakeholders develop a sense of belonging and obligation to exchange ideas with other stakeholders which ultimately improves their performance in projects (Obop, 2016; Johnson, 2014). More importantly, these exchange relationships involve a series of interactions among stakeholders that generate reciprocal commitments and

218

responsibilities to execute projects successfully (Saks, 2006). Equally, Matloob (2018) and Schneider and George (2011) exposed that when stakeholders feel that the style of a leader is participative and fair, they show more trust and commitment towards the project. Moreover, stakeholders develop confidence in their leaders which enhances their cohesion in projects a key element in realising desired project goals (Mwaisaka, 2019).

The current study findings support the stakeholder theory and previous studies by indicating that projects that have engaged stakeholders are always successful. In addition, when there is effective exchange of project information and participation of stakeholders in setting project activities, decisions and strategies, stakeholders' aspirations and interests are taken care of resulting into their cooperation and trust  towards achieving the desired project results. Hence, stakeholder engagement mediates the relationship between leadership style and government construction project success.

## 7.3    FRAMEWORK ON HOW PROJECT MANAGERS CAN IMPROVE THE SUCCESS OF THEIR GOVERNMENT-FUNDED PROJECTS

The third objective for this study was to:

develop a framework on how project managers can improve the success of their government-funded project.

In Figure 7.1, we propose a model based on literature reviews and theories to explain government construction project success.

**Figure 7.1: Hypothesised Model of Government Construction Project Success**
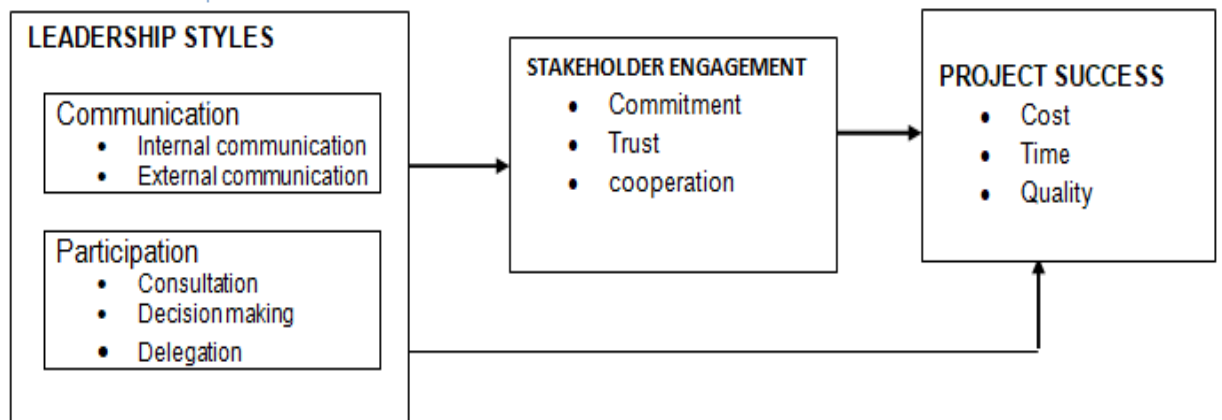


Source: **Adapted and modified by the** Researcher

As depicted in Figure 7.1, leadership styles, stakeholder engagement, and project success are all related. It depicts that to realise project success leaders need to adopt leadership styles specifically communication and participation resulting into the stakeholder engagement through commitment, trust and cooperation. It also shows that project success means that the project was completed within allocated cost/ budget, within the estimated time frame while meeting the quality expectation of the project. It also shows that as proposed by the path goal theory and stakeholder theory, leadership styles and stakeholder engagement (independent variables) explain project success.

**7.3.1    Structural    equation    model    explaining    government-funded construction project success**

SEM was conducted to confirm the model hypothesised in Figure 7.1. Responses in the form of quantitative data were solicited from project stakeholders to capture their views on whether leadership styles and stakeholder engagement explain project success. Accordingly, SEM that explains project success was developed and is depicted in Figure 7.2.

**Figure 7.2: Structural Equation (SE) model explaining government-funded construction project success.**



Chi-square = 62.449; Degree of Freedom(DF) = 49; Probability (P) = .094
;Incremental Fit Index (IFI) = .988 ;Tucker Lewis Index (ITL) = .983
;Comparative Fit Index (CFI) = .987
;Root Mean Square Error of Approximation (RMSEA) = .029
;Goodness of fit index (GFI) = .971
;Adjusted Goodness of Fit Index (AGFI) = .953
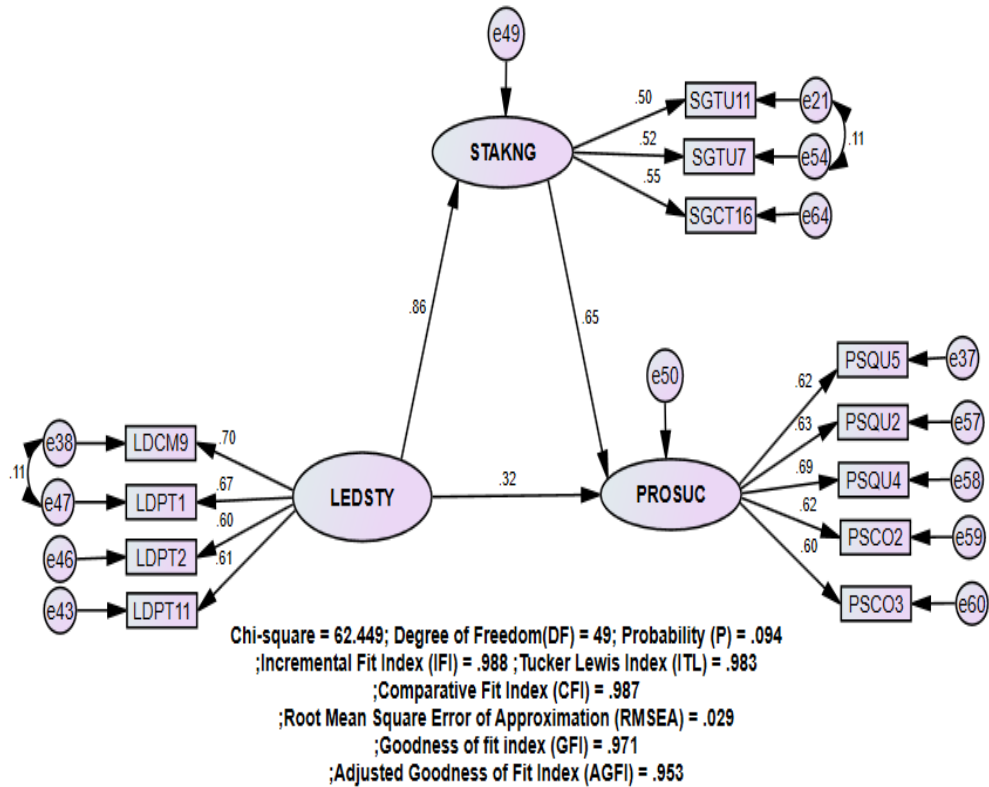
Source: Researcher's own construction

SEM in Figure 7.2 revealed that to achieve project success, there must be suitable leadership styles and stakeholder engagement. The model also revealed that in stakeholder engagement, project managers should only concentrate on building commitment and trust among stakeholders to realise project success. The model also reveals that government construction project success means adherence to project cost and quality unlike the first model (Figure 7.1) that included adherence to time among measures of project success. In addition, communication and participation as leadership styles are vital in realising project success. Communication is paramount as project managers should ensure that information about project is shared adequately among stakeholders. Under participation, project leaders should ensure project stakeholders participate in project design and also participate in deciding the time frame for the project to realise project success. For stakeholder

221

engagement that yields project success in terms of trust, project stakeholders should ensure that stakeholders have similar values and ensure that stakeholders can accurately predict how each other will react in this project. Similarly, under commitment, project leaders should devise strategy that makes stakeholders stay in projects for a long time to realise project success. The models also reveals that a successful project involves adherence to the project budget and quality, where the budget should be the same at the end of each stage, and cost estimates must be reliable before the project starts. As far as quality success measurement is concerned, the model reveals that project success means improving stakeholder performance, meeting stakeholder expectations and staying on track with project requirements.Therefore, to achieve project success, project managers should adopt leadership styles, especially communication and participation as well, to ensure stakeholder engagement in terms of commitment and trust among stakeholders.

### 7.2.3 Overall framework that explains project success

After quantitative data analysis, qualitative data collection and analysis was conducted to verify and explain quantitative results. Qualitative and quantitative results on the relationship between leadership styles and project success were discussed together. A model that explains project success generated from quantitative data using SEM is indicated in Figure 7.2. The overall framework that combines both quantitative and qualitative results is indicated in Figure 7.3.

**Figure 7.3: Overall Framework That Explains Project Success**
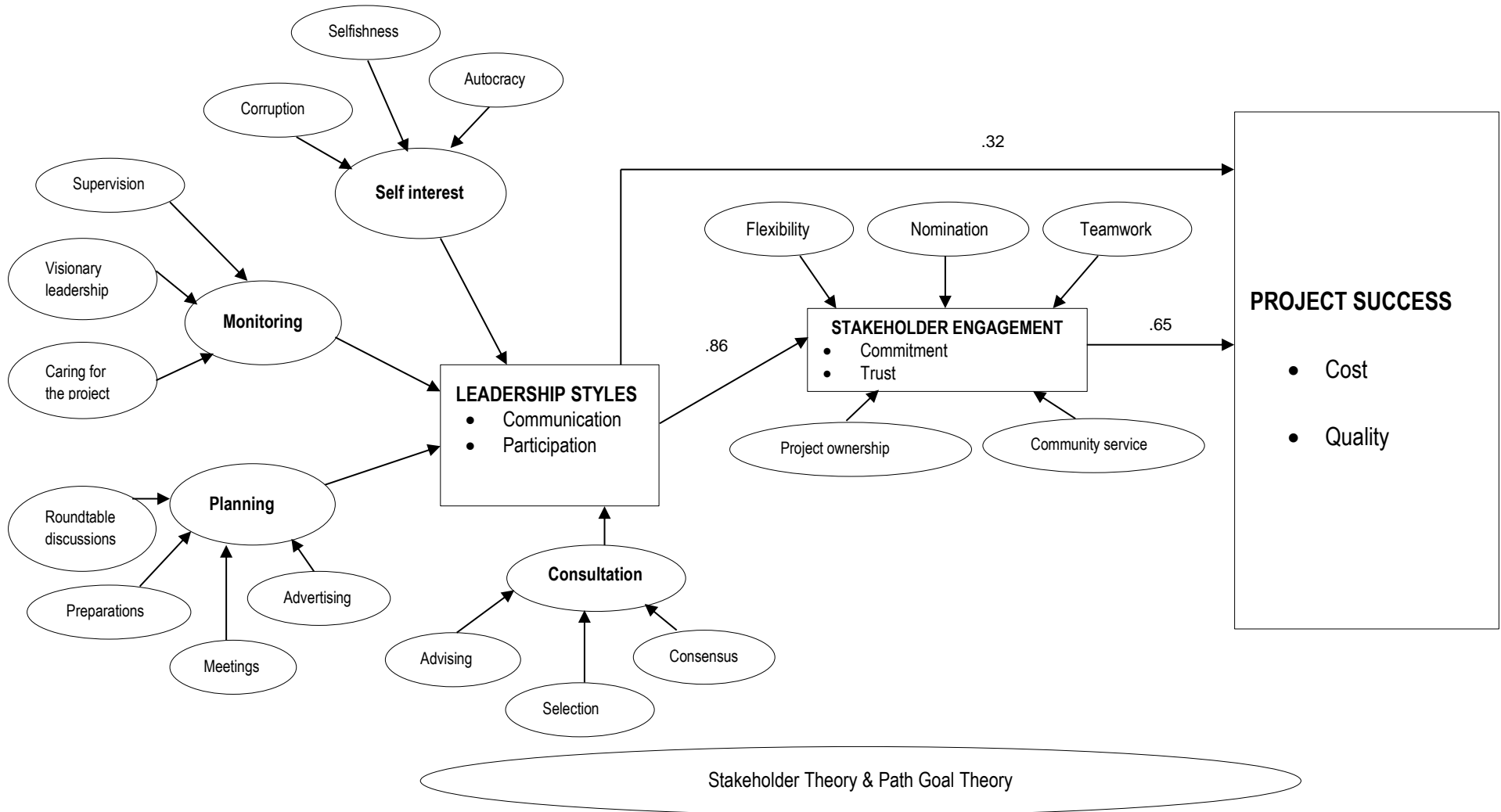
Source: Researcher's own construction

As illustrated in Figure 7.3, leadership styles and stakeholder engagement explain project success as stressed by the stakeholder and path goal theory. Leadership styles, especially communication and participation, are showed to contribute to project success. However, as seen in Figure 7.3 from the thematic analysis of qualitative data, important themes emerged. Leadership styles are viewed in terms self-interest, monitoring, consultation, participation, communication and planning that contribute to the engagement and project success. Therefore, this is linking well with the path goal theory that asserts that the qualities and behaviours of a project leader have an impact on the motivation, satisfaction and performance of stakeholders. Therefore, in addition to adopting a suitable leadership style (communication and participation), it is important to monitor the performance of stakeholder, plan for projects, always consult stakeholder and avoid self-interests that breed corruption, selfishness and autocracy to realise government project success.

Furthermore, the framework (Figure 7.3) illustrates that to achieve project success through stakeholder engagement, trust and commitment from stakeholder should be present. The qualitative results revealed that in addition to trust and commitment from stakeholders, there should be project ownership, teamwork, flexibility, nomination and community service as key issues under stakeholder engagement. All these are important factors in creating value for stakeholders as advanced by the stakeholder theory. Therefore, project leaders can enhance project success through adopting leadership styles that encourage communication, participation, planning, monitoring and avoid self-interest within projects. For stakeholder engagement, leaders should ensure that there is flexibility, commitment from stakeholders, trust among stakeholders, teamwork, project ownership and community service. With these in place, they will be able to complete quality projects while meeting the set project costs. For project success the framework reveals adherence to project cost and quality. In terms of cost success means ensuring that the final budget of each stage of aproject at the time of completion is the same as planned as well as ensuring that reliable cost estimates are set before project commencement. In terms of quality measurement project success means

improvement in the performance of stakeholders, project outputs meeting stakeholder's expectations and ensuring that project comply with the set project requirements.

## 7.4    SUMMARY OF THE CHAPTER

This chapter discussed the results presented in Chapters 5 and 6. The study employed a sequential explanatory mixed research design. As such, quantitative and qualitative findings were discussed together in this section. First, we discussed the relationship between leadership styles and project success as confirmed by the study. Next was a discussion on the mediation effect of stakeholder engagement on the relationship between leadership styles and project success. In this section, a hypothesised model from theory and literature is given, followed by a model that explains project success generated from SEM results is provided. Lastly, the overall model as objective three that explains project success is also provided. Based on the discussions, several conclusions have been generated and are further discussed in the next chapter from which recommendations are generated.

# CHAPTER EIGHT
# CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

## 8.1    INTRODUCTION

This chapter presents the conclusions drawn from the study. Also, the chapter presents the theoretical, practical/ managerial and policy contribution, the framework that explains success of government-funded construction projects in Uganda. This chapter concluded with a discussion of the limitations and future research potential areas. The main aim of this study was to examine the relationship between leadership styles and government constructions projects success, and thereafter develop a model to aid in enhancing success of government construction projects in Kampala, Uganda. Specifically, to achieve the main objective, secondary objectives were formulated. The researcher examined whether leadership styles (communication and participation) influence success (quality, time, and budget) of government-funded construction projects in Uganda. Secondly, the study examined the mediating effect of stakeholder engagement in the relationship between leadership styles and project success. To achieve the aim of the study, both qualitative and quantitative data was collected from stakeholders involved in the execution of government construction projects under KCCA. Qualitative data were collected through interviews and quantitative data through questionnaires. SEM was adopted to analyse quantitative data while thematic analysis done for qualitative data. Before highlighting the conclusions extracted from the study, a brief summary of the chapters of the study is provided.

**Chapter 1** provided an overview of the study is provided. The background to the study, problem statement, justification for the study and scope of the study are discussed. Also elaborated in this chapter is the delimitation of the study, research questions and hypothesis as well as the purpose of the study.

In **Chapter 2**, an overview of the path goal theory and literature concerning the relationship between leadership styles and government construction success is presented. Under this chapter, participation and communication leadership styles adopted from the path goal theory were elaborated. Also, in this chapter

empirical study on the relationship between leadership styles and project success is articulated.

**Chapter 3** reviews the theoretical and research literature on the mediating role of stakeholder engagement in the relationship between leadership styles and project success. In this chapter, the stakeholder theory that provides foundation for the mediation effect of stakeholder engagement was explained. In this chapter, the concept of stakeholder engagement and an analysis of the literature on stakeholder engagement as a mediating factor on in the relationship between leadership styles and project success was discussed. Highlighted in this chapter is a review of the research gap that exists in the body of literature on the mediating role of stakeholder engagement.

**Chapter 4** presented the methodology that was adopted by the study. A sequential explanatory mixed research design adopted in the study is highlighted. Also highlighted in the chapter is the study population that composed of government construction projects, the adopted sample, how data were analysed especially through SEM and thematic analysis for quantitative and qualitative data respectively. Also, explained in this chapter is how data were managed through checking for incomplete data, outliers. Issues of data validity, sampling, data collection techniques and coding, challenges, risks, assumptions among others are also explained.

**Chapter 5** presented the empirical quantitative results in line with the study objectives clearly highlighting the process and quantitative results of the study.

In **Chapter 6** a presentation of qualitative empirical findings was made in line with the study objectives.
**Chapter 7** provides the discussion of the results following the set study objectives. In this chapter, a framework that aids project success is also highlighted. The next section presents the conclusions.

**8.2    CONCLUSIONS**

From the findings and discussions in the previous chapters, the following conclusions are derived based on the study objectives

**8.2.1 The relationship between leadership styles and project success**

The current study examined the relationship between leadership styles and success of government construction projects. It was hypothesised that leadership styles have a positive impact on the success of government construction projects based on extensive empirical and theoretical literature review. The research findings supported this hypothesis. The leader who chooses a style that suits the project environment especially communication and participation can clarify stakeholders' paths to achieving individual and project goals and remove obstacles that stand in their way. In line with the path goal theory, such leaders provide expected performance levels and means of achieving them and guide stakeholders to choose the best path for reaching their individual goals. Since leaders understand stakeholders, their needs and abilities, they are able to assign stakeholders specific duties that they can accomplish. Armed with a clear path, stakeholders become confident, motivated, enthusiastic, and empowered to work hard to deliver set project goals. Therefore, project leaders need to provide enough information about tasks and also allow their participation in project decisions in order for stakeholders to accomplish tasks. As per the theory, collaborative interactions among project teams and sharing information on each completed phase activity (reports) enable a smooth project transition from one phase to another. Under participative leadership, the theory explains that when leaders involve stakeholders in defining performance goals, strategies for executing tasks, standards and rewards, project targets become clear and stakeholders feel valued. This results in their motivation, commitment, trust and support as well as the acquisition of creative change ideas and knowledge that trigger project success.

### 8.2.2 The mediative effect of stakeholder engagement in the relationship between leadership styles and project success

The mediating effect of stakeholder engagement in the relationship between leadership styles and project success was addressed. Originating from the extensive review of stakeholder theory and empirical literature review, it was hypothesised that stakeholder engagement mediates the relationship between leadership styles and project success. The results of the current study supported this hypothesis. The results reveal that there is a statistically significant partial mediation effect of stakeholder engagement in the relationship between leadership styles and project success. Based on these results, it can be concluded that part of the contribution of leadership styles towards project success goes through stakeholder engagement. This confirms that leadership styles are essential in achieving high levels of stakeholder engagement. This is because adopting leadership styles, especially communication and participation as desired by stakeholders, brings about high levels of commitment and trust among stakeholders. Projects have a variety of stakeholders of different background and aspirations who meet for the first time. Therefore, it is important that through communication and participation stakeholders come to understand each other to choose to cooperate, trust and commit while in projects.  With stakeholder participation rewards become clear, stakeholders know the path to individual and project goals thereby boosting their levels of commitment, trust and cooperation as they see how they will benefit from the project. Therefore, the result reveals that leadership styles especially communication and participation, influence the level of engagement (commitment, trust, cooperation) which contribute greatly to project success. Hence, when stakeholders cooperate and trust one another or the project managers, creative ideas emerge and support the project in the form of  labour, free land, and supporting each other to complete their assigned tasks. In addition, when cooperation, commitment and trust exist in projects, reworks, wastage and costly conflicts are minimised which make projects to succeed. Furthermore, when trust exists in projects, information sharing, cooperative behaviours that promote adaptive project reforms, conflict resolutions and harmony in opinion are enhanced, that increase chances of project success.

The findings reveal that a suitable leadership style (participation and communication) builds stakeholder engagement (trust and commitment) that enables completion of quality projects within budget.

### 8.2.3 Framework on how project managers can improve the success of their government-funded projects

The third objective of the study was to develop a framework on how project managers can improve success of government construction projects. The analysis and discussion of quantitative and qualitative results led to the development of a framework for improving project success. From the framework, it can be seen that for project managers to improve government project success they should avoid pursuing self-interests in projects. In addition, the managers should adequately monitor project performance and adequately plan for all activities in a project coupled to adopting communication and participation leadership styles. In the same spirit, such leaders under stakeholder engagement should note that raising trust and commitment among stakeholders is not adequate to realise project success. Leaders should ensure that there is project ownership, teamwork, flexibility and community service as key issues under engagement to realise government project success.

## 8.3    CONTRIBUTION OF THE STUDY

This study produced reliable and valid results that may have theoretical, policy and practical contributions. These contributions can be centred on by researchers and academicians to build more knowledge in government-funded construction project practice.

### 8.3.1 Theoretical Contribution

This section provides the theoretical implications of this research and supports the facts that the thesis not only made asignificant contribution to knowledge in its immediate study, but also it has had implications for the wider body of knowledge where other studies could benefit from its findings. As previously noted in Chapter 1, a review of the different Electronic and physical Thesis and Dissertation Collections (ETD), literature as well as a search on the Southern African Bibliography Information Network and Uganda online library, did not

reveal any study conducted on the influence of leadership styles and stakeholder engagement on success of government-funded construction projects in Kampala, Uganda. Existing research on government construction project success focused on project management methodology (Pace, 2019), project management maturity factors (Antantatmula and Rad, 2018), impact of project manager (Blaskovics, 2016), professional teamwork (Mungeria, 2012) and stakeholder engagement process (Bal et al., 2013). Consequently, limited knowledge existed on the relationship between leadership styles (participation, communication), stakeholder engagement (trust, commitment and cooperation) and success of government-funded construction projects in Kampala, Uganda.This study is unique because it significantly contributes knowledge towards disclosing the importance of leadership styles and stakeholder engagement on success of government construction projects in Kampala, Uganda. Therefore, this study brings insights about the contribution of leadership styles and stakeholder engagement that have not been investigated in government construction project studies.

Secondly, whereas studies exist on the impact of leadership styles on success of projects, limited evidence is available to test the mediating effect of stakeholder engagement in the relationship between leadership styles and success of government construction projects, especially in Uganda. To the best of the researcher's knowledge, this is the first study to investigate the mediating role of stakeholder engagement in the relationship between leadership styles and government construction project success in Uganda. For the first time, the study adds to existing literature and practice by integrating the mediating role of stakeholder engagement in the relationship between leadership styles and success of construction projects, especially among governments in sub-Saharan Africa. As evidenced in our study frame work the introduction of stakeholder engagement as the mediator variable improved the performance of projects more than when the direct relationships were considered independently during the theoretical analysis. Our results indicated that stakeholder engagement boosts leadership styles by 45 percentage points to promote government construction projects success in Uganda This study

reveals that it is difficult to omit stakeholder engagement from government construction project practice in sub-Saharan Africa.

Furthermore, whereas prior studies have investigated the relationship between leadership styles and government construction project success, such studies have largely been descriptive, without employing techniques to test theory. Thus, this study tested and confirmed the strength and direction of the relationship between leadership styles and government construction project success. Also, the study adopted amixed methods approach yet prior studies have only adopted asingle method to test theory. This study adopting amixed method where the weaknesses of one method were remided by the other, it was able to arrive at justified conclusions. Therefore, future studies that require justified results can replicate this method for justified results. In addition, the study developed and used communication and participation as measures of leadership styles, commitment and trust as measures of stakeholder engagement as well as quality and cost.as measures of project success. These developed measures can be adopted by future project research studies to arrive at reliable conclusions. More so, the study provides maiden evidence of commitment and trust as dimensions of stakeholder engagement in the success of government construction projects.

Lastly, the study revealed that a multi-theoretical approach could be adopted in explaining government construction project success. Amulti-theoretical approach based on the stakeholder theory and path goal theory was adopted to develop a framework that explains government construction project success in Uganda. This was because as a single theory could not adequately explain government construction project success (Chijioke, Ikechukwu and Aloysius, 2020:17; Nag, Hamrick and Chen, 2007:952). Accordingly, the researcher combined elements of these two theories to develop aframwork that explain projects success. As such the framework (figure 7.3) developed by the study can be adopted by project practitioners to influence government construction project success in Uganda. Also this implies that if one wants to replicate such a study, a multi-theoretical approach would provide better insights.

### 8.3.2 Practical and managerial contribution

This study sought to assist government construction practitioners in achieving project success. The framework developed under the theoretical implication reveals that government construction project success is associated with leadership styles and stakeholder engagement. This study also establishes that stakeholder engagement partially mediates the relationship between leadership styles and success of government construction projects. For the preceding reason, the following practical contributions are proposed as explained next.

This study established that leadership styles especially communication and participation contribute to government construction project success. Specifically, with communication, project managers and practitioners need to ensure that Information about the project is shared adequately among stakeholders through the stakeholders' desired channels to make project goals, benefits and tasks clear as this limits on disagreements in projects that delay projects. Under participation, project managers should ensure that project stakeholders participate in project design, deciding the project site and also participate in deciding the time frame that project will take. Further project managers should avoid pursuing self-interests in projects, ensure they adequately plan for all activities and monitor project performance. In the same spirit, under stakeholder engagement on addition to being flexible, raising levels of trust and commitment among stakeholders, project managers and practitioners should ensure they build asense of project ownership, teamwork to realise government project success. This may reduce on shoddy works and promote certified construction project completion to eliminate resource wastage by controlling government development fund leakages.

Furthermore, our study revealed that government project success means adherence to project cost and quality. In terms of time project leaders and practitioners who adopt suitable leadership styles should aim at meeting the set time frame for the project to be judged successful. In terms of quality measurement project success means improvement in the performance of

stakeholders, project outputs meeting stakeholder's expectations and ensuring that project comply with the set project requirements.

The empirical findings of the study indicated that stakeholder engagement contributes to government construction project success. Based on this finding, the study advocates for the project managers to devise strategies to realise the engagement of stakeholders. This can be achieved by adopting leadership styles especially communication and participation that make stakeholders stay in projects, get attached to each other, ensure that stakeholders have similar goals and work together while executing project tasks. This will enhance them to give all their support and energy towards achieving the desired project goals.

### 8.3.3 Policy contributions

Having established that leadership styles especially communication and participation contribute greatly to government construction projects' success, government through the Ministry of Works and Transport charged with enacting construction policies and other relevant government organs, should constantly remind government project managers to always ensure adequate internal and external communication. This should happen concurrently with participation of stakeholders through their consultation, decision-making, and always delegate roles to stakeholders during the implementation of government projects. This would prevent several negative behaviours that always hamper project success such as litigations, theft of materials, conflicts, mistrust, wastages, resistances and absence of commitment of stakeholders.

Secondly, government ministries and agencies responsible for construction projects should create an environment that encourages stakeholder engagement in projects. This could be achieved through coming up with favourable policies such as project communication and participation policies. The policies should be tailored to help stakeholders understand and follow whatever is happening in projects during their implementation. This will give stakeholders chance to understand project goals, benefits, tasks, project plans and how the project will benefit them.

Governments in developing countries Uganda inclusive should have strong policy towards stakeholders' inclusiveness in government construction projects. Collective decision making involving all key stakeholders in construction projects can promote efficiency and proper resources allocation to achieve construction milestones. This may reduce on shoddy works and promote timely and certified construction project completion to eliminate resource wastage by controlling government development fund leakages.

The government through the Ministry of Education and Sports should consider incorporating project practice and implementation literacy education in the secondary education curriculum. This will impart project knowledge and skills onto learners at an early stage. Additionally, the learners will develop a positive attitude towards projects. Furthermore, the National Council for Higher Education should encourage institutions of higher learning to introduce construction project education in their programmes.

Uganda's Ministry of Works and Transport can collaborate with private project practitioners like engineering associations to develop project literacy programmes and to provide comprehensive project practice knowledge training to the public, especially local leaders who supervise most government construction projects. This will facilitate rising of project implementation knowledge, skills and public awareness about projects.

### 8.3.4 Methodological implications

This section of the study presents methodological implications that resulted from from the exploratory sequential mixed method research design, philosophical underpinnings and data analysis methods as discussed below;

This study adopted and used a sequential mixed method approach where both quantitative and qualitative data was used to investigate the relationship between leadership styles, stakeholder engagement and government construction project success. A quantitative approach was used to collect data regarding leadership styles, stakeholder engagement, and the success of

government construction projects, whereas a qualitative approach was used to collect excerpts from respondents about leadership styles, stakeholder engagement and the success of government construction projects. Hence, quantitative and qualitative data was triangulated to improve on the validity and reliability of the study in answering to the research question and the hypotheses generated in this study. Therefore, to obtain valid and reliable results, researchers need to adopt a mixed method.

Furthermore, the study employed a critical realism approach that combines positivistic and interpretivist assumptions. By doing so, we were able to blend the ontological and epistemological viewpoints of government construction project success implemented by KCCA to understand both the structured and unstructured reality of the concepts. Consequently, critical realism provided a better and more complete understanding of social reality regarding leadership styles, stakeholder engagement and success of government construction projects implemented by KCCA. Therefore, from a philosophical perspective, the study significantly contributes to the available literature about government construction success.

Lastly, this study generated constructs and items used for measuring the study variables that is leadership styles, stakeholder engagement and government construction project success. Using exploratory factor analysis with SPSS and confirmatory factor analysis using structural equation modeling based on Analysis of Moments of Structures, constructs and items were found to be valid and reliable. In future empirical studies, these elements can be adapted to different contexts to create new knowledge. Thus, providing a new direction to research.

## 8.4    LIMITATIONS

It is important to note that the study adopted across sectional survey design that is prone to non-response bias (Kusemererwa, 2021:240; Van Wilder et al., 2020). It is difficult to avoid non-response bias except to minimise it by putting good measures in surveys of this nature (Wittwer and Hubrich, 2015:82-83). In this study, non-response bias was controlled by assuring respondents of

confidentiality of their responses during questionnaire administration. Also, the researcher obtained a certificate of ethical clearance from the Department of Business Management from the University of South Africa indicating that the research had been approved and that the information being collected was purely for academic reasons, but not other reasons outside the study context.

The study focused only on government construction projects implemented by KCCA in Uganda a developing country. Therefore, further investigation is needed before generalising the findings to government construction projects in other countries. Therefore, there is a need to conduct similar studies in government construction projects in other countries.

This study examined the relationship between leadership styles, stakeholder engagement and project success. As a result, the main objective of this study was to examine the impact of leadership styles and stakeholder engagement on government construction projects in Kampala, Uganda. This limited the conceptual scope of the study. Hence, future studies may consider other factors that can explain government construction project practice in Uganda or other settings. This study discovered that stakeholder engagement partly explains the relationship between leadership styles and project success. There is need for future studies to establish other factors that explain government construction project success in Uganda.

Despite the cited limitations, this study provides an explanation of government construction project success from the perspective of leadership styles and stakeholder engagement and consequently validates the adopted study context and methodological approaches.

## 8.5    AREAS FOR FURTHER STUDY

The current study focused on only government construction projects implemented by KCCA in Uganda a developing country. Therefore, generalising the findings to government construction projects in other countries requires further investigation. This signals a need to conduct similar studies in government construction projects in other countries.

Secondly, future studies could consider undertaking a longitudinal study to establish whether leadership styles and stakeholder engagement influence government construction project success in Uganda.

The current study examined stakeholder engagement as a mediating variable between leadership styles and project success. Future studies could examine stakeholder engagement as a moderating variable in the relationship between leadership styles and project success.

Lastly, this study examined the relationship between leadership styles, stakeholder engagement, and government construction project success. Hence, the main purpose was to examine how leadership styles and stakeholder engagement affect government construction project success in Uganda. This limited the conceptual scope of the study; hence, future studies may consider other factors that can explain project success in Uganda.

In conclusion, the study suggests a framework to be adopted by project managers to improve success of government construction projects in Uganda. Accordingly, project managers should be flexible, adequately monitor project performance, avoid self-interests, ensure project ownership, teamwork, plan for all project activities, adopt communication and participation leadership styles, engage all stakeholders to realise their trust and commitment to improve project success. Moreover, the study demonstrates that path goal theory and stakeholder theory together offer a better explanation of government construction project success.

# REFERENCES

Ahimbisibwe, A. & Nangoli, S. 2012(a). 'Project Communication, Individual Commitment, Social Networks, and Perceived Project Performance', *Journal of African Business,* 13(2):101-114.

Ahimbisibwe, A. & Nangoli, S. 2012(b). 'Using the behavioural factors to explain perceived project performance of Ugandan citizenship projects: A multivariate analysis', *International Journal of Business & Social Science*, *3*(10): 208-224.

Ahimbisibwe, A., Nangoli, S. & Tusiime, W. 2017(a). 'Project Communication and Perceived Project Performance: The Mediating Influence of Individual Commitment in Uganda's Citizenship Projects', *ORSEA Journal*, *3*(3).

Ahimbisibwe, A., Tumuhairwe, R. & Tusiime, W. 2015(b). 'Mediating influence of Individual Commitment  and Social Networks on the relationship between Project Communication and Perceived Project Performance: A Structural Equation Modelling Approach', *European Journal of Business and Management,* 7(23):126-135.

Ahmad, M., Saleh, M. & Dash, A .2018. 'Collaboration Impact on the performance in  Construction projects:  Case  study  Selangor Malaysia', *IJSART*, 4(1):1019-1028.

Ahmed, R., Azmi, N., Masood, M.T., Tahir, M. & Ahmad, M.S. 2013. 'What does project leadership  really do', *International Journal of Scientific and Engineering  Research*, *4*(1):1-8.

Aidoo, E., Donkor, J., & Odoi, A. 2018. 'Effect of Employee Morale on Productivity in the Ghanaian Public Sector. The Mediating Role of Delegation', *Archives of Business Research,* 6*(8):* 365-375.

Aiyewalehinmi, E. O. 2013. 'Factor Analysis of Communication in the Construction   Industry', *the International Journal of Engineering &Science (IJES),* 2(10):49-57.

Akaba, T.I., Norta, A. Udokwu, C. & Draheim, D. 2020. A framework for the adoption of blockchain-based e-procurement systems in the public sector. In *Conference on e-Business, e-Services and e-Society* (3-14). Springer, Cham.

Aki, A. & Harri, H. 2014. 'A framework for stakeholder identification and classification in construction projects', *Open Journal of Business and Management*, (2):43-55.

Akpoviroro, K. S., Bolarinwa, K. I. & Owotutu, S. O. 2018. 'Effect of participative leadership style on employee's productivity', *Journal of Economic Behavior*, 8(1), 47-60.

Al-Ababneh, M. 2020. 'Linking ontology, epistemology and research methodology', *Science & Philosophy*, 8(1):75-91.

Ali, I. & Naushad, M. 2022. 'A study to investigate what tempts consumers to adopt electric vehicles', *World Electric Vehicle Journal*, 13(2):1-15

Alaloul, W. S., Liew, M. S. & Zawawi, N. A. W. A. 2016(a). 'Identification of coordination factors affecting building projects performance', *Alexandria Engineering Journal*, 55(3):2689–2698.

Alaloul, W.S., Liew, M.S. & Zawawi, N.A.W. 2017(b). Communication, coordination and cooperation in construction projects: business environment and human behaviours. In *IOP Conference Series: Materials Science and Engineering, 29*1(1).012003). IOP Publishing.

Al-Benna, S., Al-Ajam, Y., Way, B. & Steinstraesser, L. 2009. 'Descriptive and inferential statistical methods used in burns research', *Burns,* 36(3):343-6.

Albrecht, J.N. 2013. 'Networking for sustainable tourism–towards a research agenda', *Journal of Sustainable Tourism*, 21(5):639-657.

Alchian, A. & Demsetz, H. 1972. 'Production, Information Costs and Economic Organization', *American Economic Review*, 62(4):777-795.

Alexander, C.S., Miesing, P. & Parsons, A. L. 2005. 'How important are stakeholder relationships?', *Academy of Strategic Management Journal*, 4: 1-7.

Al-Fedaghi, S. 2020. 'Conceptual Modeling of Time for Computational Ontologies', *International Journal of Computer Science and Network Security*, 20(6):1-14.

Alotaibi, B. H., & Al-Matari, E. M. 2015. 'The Relationship between Demographic Characteristics, Personality Traits and Users' Seek Values in Multiple Service Industries in Saudi Arabia', *Mediterranean Journal of Social Sciences*, 6(2): 363–371.

Al-Shbiel, S.O., Ahmad, M.A., Al-Shbail, A.M., Al-Mawali, H. and Al-Shbail, M.O., 2018. 'The mediating role of work engagement in the relationship between organizational justice and junior accountants' turnover intentions ', *Academy of Accounting and Financial Studies Journal, 22*(1) :1-23.

Alvi, M. 2016. *A Manual for Selecting Sampling Techniques in Research.* Retrieved from*:* https://mpra.ub.uni-muenchen.de/id/eprint/70218.

Amimo, K., Gekara, G. M. & Moronge, M.2019. 'Factors Affecting Effective Internal Communication Among Selected Hotels in Nairobi City County, Kenya', *The Strategic Journal of Business & Change Management* 6(3):915- 932.

Amin, A., Shah, B., Khattak, A.M., Moreira, F.J.L., Ali, G., Rocha, Á. & Anwar, S., 2019. 'Cross company customer churn prediction in telecommunication : A comparison of data transformation methods', *International Journal of Information Management, 46*:304-319.

Amin, M. E. 2005. *Social Science Research: Conception, Methodology and Analysis.* Makerere University Press, Kampala.

Anantatmula, V.S. & Rad, P.F., 2018. 'Role of organizational project management maturity factors on project success', *Engineering Management Journal, 30 (3*):165-178.

Andersen, E.S., Grude, K.V., Haug, T., Katagiri, M. & Turner, R.J. 2004. *Goal Directed Project Management*, 3rd ed, Kogan Page, London*.*

Anderson, J. & Gerbing, D. 1988. 'Structural equation modelling in practice: A review and recommended two-step approach', *Psychological Bulletin*, 103(3): 411–423.

Andrei, I. G., & Johanna, H. G. 2017. Delegation of Responsibilities and Decision-Making Authority in a low trust Countries. Thesis in Business Administration. Malardalan Universities.

Ani, G.J., Oliver, C.N, Okpala, P.U., Dyages, E.O. & Akese, M.I .2017. 'Using the Path Goal Theory of leadership to Enhance Administration of Nursing care Service', *Journal of Harmonised Research Management*, 3(2):95-105.

Ankrah, N. A. & Proverbs, D.2005. 'A framework for measuring construction project performance: Overcoming key challenges of performance measurement'. In: Khosrowshahi, F (Ed.), 21st *Annual ARCOM*

*Conference, SOAS, University of London, 7-9 September 2005. Association of Researchers in Construction Management*, 2:959-69.

Ansong, A.2017. 'Corporate social responsibility and access to finance among Ghanaian SMEs: The role of stakeholder engagement', *Cogent Business and Management*, 4: 1-13.

Antonakis, J., Bendahan, S., Jacquart, P. & Lalive, R. 2014. Causality and endogeneity: Problems and solutions. *The Oxford handbook of leadership and organizations.*1-54.

Anumba C. J., Baron G. & Evbuomwan N. F. O. 1997. 'Communications Issues in Concurrent Lifecycle Design and Construction', *BT Technology Journal*, 15(1): 209-216.

Apolot, R., Alinaitwe, H., &Tindiwensi, D. 2012. 'An Investigation into the Causes of Delay & Cost Overrun in Uganda's Public Sector Construction Projects', *Second International Conference on Advances in Engineering & Technology*

Apuke, O.D. 2017.'Quantitative Research methods a synopsis approach', *Arabian Journal of Business and Management Review (Kuwait chapter*), 6(10):40-47.

Arain, M., Campbell, M. J., Cooper, C. L. & Lancaster, G. A. 2010. 'What is a pilot or feasibility study? A review of current practice and editorial policy', *BMC Medical Research Methodology,* 10(67):1- 7.

Aram, J. D. & Morgan, C. P. 1976. 'The role of project team collaboration in R&D performance', *Management Science,* 22(10): 1127–1137.

Aravamudhan, N. R. & Krishnaveni, R. 2015. 'Establishing and Reporting Content Validity Evidence of New Training and Development Capacity Building Scale (TDCBS)', *Management,* 20(1):131-158.

Archibald, R. D., Di Filippo, I. & Di Filippo, D. 2012. 'The six-phase comprehensive project life cycle model including the project incubation/feasibility phase &the post-project evaluation phase', *PM World Journal*, 1(5):1-40.

Argenti, P. 2007. *Corporate Communication.* 4th Edition. New York: McGraw-Hill.

Arisi, K.E. & Mugambi, F. 2015. 'Factors Affecting Performance of Corporate Social Responsibility of Equity Group Foundation Kenya Ltd', *International Journal of Scientific and Research Publications*, 5(10):1-21.

Arnstein, S,R. 1969. 'A ladder of citizen participation', *Journal of the American Institute of Planners,* 35(4):216-224.

Arthur, A & Sudi, N. 2012. 'Project Communication, Individual Commitment, Social Networks, and Perceived Project Performance', *Journal of African Business,* 13(2): 101-114.

Ashiono, B.L. 2018. Determinants of Information and Communication Technology Integration in Learning of Numeracy Concepts in Lower Primary Schools in Mombasa County, Kenya.Phd     Thesis. Kenyatta University, Kenya.

Asiimwe, F. 2016. Corporate government practices an performanceof Kampala Capital City Authority (Uganda) and City of Kigali (Rwanda): Acorrelational comparative study. PhD Thesis. Mbarara University of science an Technology, Uganda.

Aspers, P. & Corte, U.2019.'What is qualitative in qualitative Research', *Qualitative sociology*, 4:139-160.

Assaf, S., Hassanaian, M. A. & Mughal, H. 2014. 'Effectiveness of project teams & their impact on   the performance of Saudi construction projects', *Research Journal of Applied Sciences, Engineering and Technology,  7*(24):5148 -5156.

Atamba, B. 2016. Stakeholder management and project success: case of integrated financial Management information system project in Kenya. Master's Thesis. School of Business, University of Nairobi, Kampala.

Atencio, M. 2013. A critical success factors framework that includes leadership competencies for Successful delivery of projects. PhD thesis. University of Salford.Available :<http://usir.salford.ac.uk/30638/>.

Ates, N., 2014. *The Strategy Process: A Middle Management Perspective* (No. EPS-2014-302-ORG).

Ateş, N.Y., Tarakci, M., Porck, J.P., van Knippenberg, D. & Groenen, P.J. 2020. 'The dark side of visionary leadership in strategy implementation: Strategic

alignment, strategic consensus, and commitment ', *Journal of Management* , *46*(5):637-665.

Atkin, B. & Skitmore, M. 2008. 'Editorial: stakeholder management in construction', *Construction Management and Economics*, 26(6):549-552.

Atkinson, R. 1999. 'Project management: Cost, time, & quality, two best guesses & a phenomenon, its time to accept other success criteria', *International Journal of Project Management,*17(6):337-342.

Atsebeha, A.T. 2016. Principals' leadership style and their effects on teachers' performance in the Tigray region of Ethiopia. Doctor of Education. University of South Africa, South Africa.

Azmy, N.2012.The role of team effectiveness in construction project teams and project performance. PHD Thesis. Iowa State University.

Babbie, E. & Mouton, J. 2010. *The Practice of Social Research*. 10th Ed. Oxford.

Babin, J.B. & Svensson, G. 2012. 'Structural equation modeling in social science research: Issues of validity and reliability in the research processes', *European Business Review,* 24(4), 320-330.

Badewi, A.2015. 'The impact of project management (PM) & benefits management (BM) practices on Project success: Towards developing a project benefits governance framework', *International Journal of Project Management,* 34 (2016): 761–778.

Badrianto, Y. & Ekhsan, M.2019. 'The effect of work environment and motivation on employee performance of pt. Hasta multi-Sejahtera Cikarang', *Journal of Research in Business, Economics, and Education, 1(1):64-70.*

Baker, S.E. & Edwards, R. 2012. How many qualitative interviews is enough.

Bakibinga, P. 2012. The Experience of Job engagement and Self-care among Ugandan Nurses and Midwives. Dissertation for the Degree Philosophiae Doctor. University of Bergen.

Bakker, A. B., Demerouti, E. & Sanz-Vergel, A.I .2014. 'Burnout and work engagement: The JD–R approach', *Annual Review of Organizational Psychology and Organizational Behavior*, 1: 389–411.

Bakker, A.B. & Schaufeli, W.B., 2008. 'Positive organizational behavior: Engaged employees in flourishing organizations. *Journal of Organizational Behavior', the International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 29(2):147-154.

Bakwai, B. Muhammad, U. & Yusuf, A. 2015. Politics of Management in Basic Schools: Women Leadership in Focus. In N.M. Abraham, D. O. Durosaro, M. Nwadiani, G. G. Kpee, J. E. Okon and I. A. Odiba (eds.). *Politics of Education and National Development in Nigeria* (pp. 431- 438). Port Harcourt, Nigeria: University of Port Harcourt Press Ltd.

Bal, M., Bryde, D., Fearon, D. & Ochieng, E. 2013(a). 'Stakeholder Engagement: Achieving Sustainability in the Construction Sector', *Sustainability,* 5(2):695-710.

Bal, M., Bryde, D., Fearon, D. & Ochieng, E. 2013(b). 'Stakeholder Engagement: Achieving case of Housing projects in Westlands Sub County, Nairobi Kenya.MA Thesis. University of Nairobi.

Balakrishnan. & Masthan, D. 2013. 'Impact of Internal Communication on Employee Engagement –A Study at Delhi International Airport', *International Journal of Scientific and Research Publications, 3*(8):1- 13.

Balkin, R.S.2017. 'Evaluating evidence regarding relationships with criteria', *Measurement and Evaluation in Counselling and Development, 50*(4):264-269.

Balyejjusa, M. S. 2015. 'Uganda's vision 2040 and human needs promotion', *Africa Development*, 40(4):61–90.

Barkley, B. T. & Saylor, J. H. 2001. *Customer Driven Project Management: Building Quality into Project Processes.* (2nd ed.). New York: McGraw-Hill Companies, Inc.

Baron, R. M. & Kenny, D. A. 1986. 'The Moderator-Mediator Variable Distinction in Social Psychological Research : Conceptual, Strategic, and Statistical Considerations', *Journal of Personality and Social Psychology,* 51(6): 1173–1182.

Basheka, C.B. & Tumutegyereize, M.2013. 'Measuring the performance of contractors in government construction projects in developing countries:

Uganda's context', *African Journal of Environmental Economics & Management*, 1(4):106-1112.

Bashir, H. 2018(a). Strategic Communication: A case of Ugandan Health Sector Organizations. Degree of Doctor of Philosophy. Makerere University, Kampala.

Bashir, H. 2010(b). Stakeholder involvement, Project Ethical Climate, Commitment to the project and performance of Poverty Eradication projects in Uganda: A study of NAADS projects in Mukono District. MBA Dissertation. Makerere University, Kampala. Retrieved from: https://www.mak.ac.ug/documents/Makfiles/theses/HASSAN%20BASHIR.pdf.

Bass, B.M. 1990. *Bass and Stogdill s handbook of leadership.* New York: Free Press.

Bates, S. 2004. 'Getting engaged', *HR Magazine*, 49(2): 44-51.

Batista-Taran, L., Shuck, M., Gutierrez, C.& Baralt, S. 2013. The role of leadership style in employee engagement, 15-20. [Online]. Available: <https://digitalcommons.fiu.edu/cgi/viewcontent.cgi?Article=1143andcontext=sferc>. [Accessed: 14 may, 2020]

Bauer, T.N. & Green, S.G. 1996.'Development of leader-member exchange: a longitudinal test', *Academy of Management Journal*, 39(6):1538-1567.

Bédard, A., Garcia-Aymerich, J., Sanchez, M., Le Moual, N., Clavel-Chapelon, F., Boutron Ruault, M.C., Maccario, J. & Varraso, R. 2015. 'Confirmatory factor analysis compared with principal component analysis to derive dietary patterns: A longitudinal study in adult women', *The Journal of Nutrition*, *145*(7):1559-1568.

Bedford, L.E.2016. Social media: enhancing the U. S. Military's communication with its target audience. Master of Science in Public Relations. Georgia Southern University.

Begashaw, G.B. & Yohannes, Y.B., 2020. 'Review of Outlier Detection and Identifying Using Robust Regression Model', *International Journal of Systems Science and Applied Mathematics*, *5*(1):4- 11.

Beleiu, I., Crisan, E. & Nistor, R. 2015. 'Main Factors Influencing Project Success', *Interdisciplinary Management Research*, 11: 59-72.

Bell, R.L. & Bodie, N.D. 2012. 'Delegation, Authority and Responsibility: Removing the Rhetorical Obstructions in the Way of an Old Paradigm', *Journal of Leadership, Accountability and Ethics,* 9(2):94-108.

Bello, W.A. 2017. Project Performance Diagnostics: A Model for Assessing Construction Project Performance in Nigeria. Degree of Doctor of Philosophy. University of Salford, Manchester, UK.

Benna, S., Abratta, R. & O'Leary, B. 2016. 'Defining and identifying stakeholders: Views from management and stakeholders', *South African Journal of Business Management*, 47(2):1-11.

Berard, O. B., Vestergaard, F. & Karlshøj, J.2012. 'Building Information Modeling for Managing Design and Construction: Assessing Design Information Quality. Kgs. Lyngby: Technical University of Denmark.(BYGRapport).Available: 2012:orbit.dtu.dk/files/51481374/Ole_Bengt_Berard_Thesis.pdf.

Bhatti, M. H., Ju, Y., Akram, U., Bhatti, M. H., Akram, Z., & Bilal, M. 2019. 'Impact of participative leadership on organizational citizenship behavior: Mediating role of trust and moderating role of continuance commitment: Evidence from the Pakistan hotel industry', *Sustainability,* 11(1170):1-21.

Bilczynska-Wojcik, A.2014. Communication management within virtual teams in global projects Doctoral dissertation, Dublin Business School.

Bindhe,E.2011.'Government Demolishes Mutukula Buildings amid Resistance', URN. 26 October . Available:<https://ugandaradionetwork.com/story/ government-demolishes-mutukula buildings-amid-resistance>.

Bireda, H.2020.*The effects of promotion strategies on performance (from employees' perspective).* PhD dissertation. St. Mary's University, Ethiopia.

Blaskovics, B., 2016. 'The impact of project manager on project success—the case of ICT sector', *Society and Economy*, *38*(2):261-281.

Blumberg, B., Cooper D. & Schindler: 2011. *Business Research Methods.* McGraw-Hill Education, Berkshire.

Bogere, G., Kayabwe, S., Kabasweka, F. G. & Achola, I. 2014. Assessing Public Expenditure governance in Uganda's Road Sector: Application of an Innovative Framework & Findings from the Sector. Kampala. *ACODE*

*Policy Research Series*, 66, 2014. Available: http://wwwacodeu.org/Files/Publications/PRS_66.pdf>.

Bogere, M. 2019. Project Utilisation, Stakeholder engagement &Project Performance, A case Study of Uganda Women Entrepreneurship Association LTD Projects (UWEAL). MBA thesis. Makerere University, Uganda.

Bolarinwa, O. A. 2015. 'Principles and methods of validity and reliability testing of questionnaires used in social and health science researches', *Nigerian Postgraduate Medical Journal,* (22):195-201.

Bond-Barnard, T.T., Fletcher, L & Steyn, H. 2017.'Linking Trust and collaboration in project teams to project management successes', *International Journal of Managing Projects in Business*, 11(2):432-457.

Borcaa, C., Baesu, V., 2014. 'A possible managerial approach for internal organizational communication characterization', *Procedia – Social and Behavioural Sciences*, 124: 496-503.

Bosse, D.A. and Coughlan, R. 2016. 'Stakeholder relationship bonds', *Journal of Management Studies*, 53:1197- 1222.

Bourne, L. 2005(a). *Project relationship management and the Stakeholder Circle.* Doctor of Project Management thesis, RMIT University, Melbourne.

Bourne, L. 2015(b). 'Series on effective Stakeholder engagement. Stakeholder Theory', *PM World Journal*, IV (II):1-6.

Bourne, L. 2006(c). Project relations Management and stakeholder Circle. Graduate School of Business, RMIT University, Melbourne.

Bourne, L. 2016(d). 'Targeted communication: The Key to Effective stakeholder engagement', *Procedia - Social and Behavioural Sciences*, 226: 431 – 438.

Braun, V. & Clarke, V. 2006. 'Using thematic analysis in psychology', *Qualitative Research in Psychology,* 3(2):77-101.

Brown, T. 2010. 'Construct validity: A unitary concept for occupational therapy assessment measurement', *Hong Kong Journal of Occupational Therapy,* 20(1):30-42.

Brown, T.A. 2015(a). *Confirmatory Factor Analysis for Applied Research, Second Edition.* New York: Guilford Publications.

Brown, T.A. 2015(b). *Confirmatory Factor Analysis for Applied Research.* Guilford Press.

Brownstein, N.C., Louis, T.A., O'Hagan, A. & Pendergast, J., 2019. 'The role of expert judgment in statistical inference and evidence-based decision-making', *The American Statistician*,*73*(sup1) :56-68.

Brunton, M, Eweje, G &Taskin, N.2015.'Communicating Corporate Social Responsibility to Internal Stakeholders: Walking the Walk or Just Talking the Talk?', *Business Strategy & the Environment*, 36:31-48.

Bryman, A. & Bell, E. 2014. *Research Methodology: Business and Management Contexts.* Cape Town: Oxford University Press Southern Africa.

Bryman, A., Bell, E., Hirschsohn, P., Dos Santos, A., Du Toit, J., Masenge, A., Van Aardt, I.& Wagner, C.2011. *Research methodology: Business and management contexts.* Cape Town: Oxford University Press.

Bryson, J. M., Quick, K. S., Slotterback, C. & Crosby, B. C. 2013. 'Designing public participation process', *Public Administration Review*, 73(1): 23-34.

Budayan, C.2018. 'Evaluation of Delay Causes for BOT Projects Based on Perceptions of Different Stakeholders in Turkey', *Journal of Management in Engineering*, 35(1): 04018057-1-13.

Buil, I., Martinez, E.& Matute, J. 2018.'Transformational leadership and employee performance: The role of identification, engagement and proactive personality', *International Journal of Hospitality Management*, 1-12.

Bukhari, W. M. Y., Lukman, Z .M., Zulaikha, M. Z., Nurun, S.S. & Kamal,M.Y. 2018. 'Do Volunteer Management Practices Retain a Volunteer? A Case Study in Global Peace Malaysia (GPM)', *International Journal of Research and Innovation in Social Science* (IJRISS), II(X):145-150.

Bulti, T.F.2016. Fostering collective teacher efficacy through values-based leadership in Ethiopian institutions for higher Education.Doctor of Education. The University of South Africa, South Africa.

Burns, J.M. 1978. *Leadership*. New York: Harper and Row.

Bussell, H. and Forbes, D. 2002. 'Understanding the volunteer market: The what, where, who and why of volunteering', *International Journal of Non-profit and Voluntary Sector Marketing*, 7(3):244-257.

Bygballe, L. E. & Ingemansson, M. 2014. 'The logic of innovation in construction', *Industrial Marketing Management,* 43(3):512-524.

Byrd, E.T. & Gustke, L.2011. 'Using decision trees to identify tourism stakeholders', *Journal of Place Management and Development*, 4(2): 148–168.

Cain, M.K., Zhang, Z. & Yuan, K.H., 2017. 'Univariate and multivariate skewness and kurtosis for measuring non normality: Prevalence, influence and estimation', *Behavior Research Methods*, *49*(5):1716-1735.

Cameron, R. 2011. 'Mixed Methods Research: The Five Ps Framework', *Electronic Journal of Business Research Methods,* 9(2):96-108.

Cao, F., Wu, X., Yu, L. & Liang, J. 2021. 'An outlier detection algorithm for categorical matrix-object data', *Applied Soft Computing journal, 104*:1-10.

Cao, J., Liu, C., Zhou, Y. & Duan, K., 2020. 'Work-to-family conflict, job burnout, and project success among construction professionals: The moderating role of affective commitment', *International Journal of Environmental Research and Public Health*, *17*(8):1-22.

Carine, G. & André Sobczak.2012. 'Towards a Model of Corporate and Social Stakeholder Engagement: Analysing the Relations between a French mutual bank and Its Members', *Journal of Business Ethics*, 107 (2):215-225.

Carr, P.G., Garza, J.M. & De, Vorster, M.C. 2002. 'Relationship between personality traits and performance for engineering and architectural professionals providing design services', *Journal of Management in Engineering*, 18:158–166.

Carson, D., Gilmore, A., Perry, C. & Gronhaug, K. 2001. *Qualitative Marketing Research*. London: Sage.

Chan, A .P. C. & Oppong, G. D. 2017. 'Managing the expectations of external

stakeholders in construction projects', *Engineering Construction and Architectural Management*, 24(5):736-756.

Chan, A, P, C.2003. Framework for measuring success of construction projects. Available:https://eprints.qut.edu.au/26531/1/2001-003-C1_Framework_ for_Measuring_Success.pdf.

Chan, A.P.C., &Chan, A.P.L.2004. 'Key performance indicators for measuring construction success. Benchmarking', *an international Journal*, 11(2): 203– 221.

Chapman, A. L. N., Johnson, D. & Kilner, K. 2014. 'Leadership styles used by senior medical leaders: Patterns, influences and implications for leadership development', *Leadership in Health Services*, 27(4):283-298.

Charmaz, K. 2006. *Constructing grounded theory: A practical guide through qualitative analysis.* Los Angeles, CA: Sage Publications.

Chattopadhyay, S., Sarkar, G. & Das, A. 2020. 'Wavelet-Based Classification of Myocardial Ischemia, Arrhythmia, Congestive Heart Failure and Sleep Apnea', *International Journal of Medical and Health Sciences*, *14*(2):49-52.

Chee,W. & Nordin, N. 2020. 'Green entrepreneurial intention of MBA students: A Malaysian Study', *International Journal of Industrial Management*, *5*(1):38-55.

Chen, X. & Zhou, W.X. 2019. *Robust Inference via Multiplier Bootstrap.* The Annals of Statistics, in press.

Cheong, Y.Y. & Mustaffa, N. E.2017. 'Critical Success Factors for Malaysian Construction Projects: An Investigative Review', *International Journal of Built Environment and Sustainability*, 4(2): 93-104.

Cheung, S. O., Yiu, T. W. & Lam, M. C. 2013. 'Interweaving trust and communication with project performance', *Journal of Construction Engineering and Management*, 139(8): 941-950.

Chidiebere, E. E. & Ebhohimen, I. J.2018. 'Impact of Rework on Building Project & Organisation Performance: A View of Construction Professionals in Nigeria', *International Journal of Sustainable Construction Engineering &Technology*, 9(1):29-43.

Chigavazira, J., Fernandez, R., Mackay, M. & Lapkin, S. 2018. 'Adaptation and

validation of the clinical supervision self-assessment tool among registered nurses', *Nurse Education Today*, *70*:28-33.

Chijioke, O. C., Ikechukwu, A. & Aloysius, A. 2020. 'Understanding theory in social science research: Public administration in perspective*', Teaching Public Administration,* XX(X):1-19.

Chinyio, E. A. & Akintoye, A. 2008. 'Practical approaches for engaging stakeholders: Findings from the UK', *Construction Management and Economics*, 26(6): 591-599.

Chiu, C.C. 2005.'Cynicism about community engagement in Hong Kong', *Sociological Spectrum*, *25*(4):447-467.

Chodokufa, K. 2018. Stakeholder Relationship Management of a Chinese Mining Organisation in Zimbabwe. PhD Thesis. Rhodes University.

Chowdhury, R, G . 2014. A study on the impact of leadership styles on employee motivation and commitment: An empirical study of selected organisations in corporate sector. Unpublished PhD thesis, Padmashree DR. D.y. Patil University.

Choy, J., McCormack, D.& Djurkovic,N.2015.'Leader-member exchange and job performance: The mediating roles of delegation and participation', *Journal of Management Development,*35(1):104-        119.

Chrysochou, P. 2017. Consumer behavior research methods. In *Consumer Perception of Product Risks and Benefits* (409-428). Springer, Cham.

Civil Society Budget Advocacy Group.2018. Cso position paper on the works and transport sector budget fy2018/19.Available:http://csbag.org/wp-content/uploads/2018/05/CSO-position-paper-on-Works-and-Transport-Sector-Budget-Ministerial-Policy-Statement-FY-2018-19.pdf.

Clark, M., Black, H. G. & Judson, K. 2017. 'Brand community integration and satisfaction with social media sites: A comparative study*', Journal of Research in Interactive Marketing, 11(1): 39–55.*

Clarkson, M.B.E. 1995. 'Stakeholder framework for analysing and evaluating Corporate social performance', Academy *of Management Review*, 20(1):92-117.

Cokluk, O. & Kayri, M., 2011. 'The Effects of Methods of Imputation for Missing

Values on the Validity and Reliability of Scales. *Educational Sciences: Theory and Practice*, *11*(1):303-309.

Coldwell, D. & Herbst, F. 2004.Business research. Cape Town: Juta and Co Ltd.

Cole, G. A. 2004. *Management Theory and Practice* (6th ed.). University of Sussex: Sussex: McGraw Hill.

Cole, M.L., Cox, J.D. & Stavros, J.M. 2019. 'Building collaboration in teams through emotional intelligence: Mediation by SOAR (strengths, opportunities, aspirations, and results)', *Journal of Management and Organization,25(2):*263-283.

Collis, J. & Hussey, R. 2013. *Business research: A practical guide for undergraduate and postgraduate students*. Macmillan International Higher Education.

Colquitt, J. A., Scott, B. A. & LePine, J. A.2007. 'Trust, Trustworthiness, and Trust Propensity: A Meta- analytic Test of Their Unique Relationships with Risk Taking and Job Performance', *Journal of Applied Psychology*, 92: 909-927.

Conway, N. & Briner, R. B. 2002. 'A daily diary study of affective responses to

psychological contract breach and exceeded promises', *Journal of Organizational Behavior*, 23: 287–302.

Coombs, W.2007. 'Protecting organisation reputations during a crisis. The development and application of situational crisis communication theory', *Corporate Reputation Review*, 10(3):163-176.

Cooper, D. R. & Schindler, P. S. 2011(a). *Business Research Methods.* 11th ed. New York: McGraw Hill/Irwin.

Cooper, D. R. & Schindler, P. S. 2014(b). *Business Research Methods.* New York: McGraw Hill.

Cooper, D.R. & Schindler, P.S. 2006(c). *Business Research Methods* (9th edition), USA: McGraw-Hill.

Cooper, L. 2013. 'A beginner's guide to effective delegation', *Veterinary Nursing Journal,*28(4):136-137.

Cope, D. G. 2014. 'Methods and Meanings: Credibility and Trustworthiness of Qualitative Research', *In Oncology Nursing Forum,* 40(1):89-91.

Coronado, R. B. & Anthony, J. 2002. 'Critical success factors for the successful implementation of six sigma projects in organizations', *The TQM Magazine*, 14 (2): 92- 99.

Corsello, J. 2012. 'Maximizing talent management through the cloud: New technologies offer opportunities to develop skills and careers', *Human Resource Management International Digest,* 20(4):27-30.

Costello, A.B. & Osborne, J. 2005. 'Best practices in exploratory factor analysis: Four recommendations for getting the most from your analysis', *Practical Assessment, Research and Evaluation*, *10*(1):1-9.

Courtney-Pratt, H., Levett-Jones, T., Lapkin, S., Pitt, V., Gilligan, C., Van der Riet, P., Rossiter, R., Jones, D. & Everson, N., 2015. 'Development and psychometric testing of the satisfaction with cultural simulation experience scale', *Nurse Education in Practice*, *15*(6):530-536.

Creswell, J .W. 2003. *Research design: Qualitative, quantitative, and mixed methods approaches.* 2nd ed. New Delhi: SAGE.

Creswell, J. W. & Clark, V. L. 2011. *Designing & conducting mixed methods research.* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. & Hirose, M. 2019. '*Mixed methods and survey research in family medicine and community health', Family Medicine and Community Health, 7(2).*

Creswell, J.W. 2014. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. Pearson Education Limited.

Creswell, J.W. 2014. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* SAGE Publications.

Creswell, J. W. 2014. *Research design: qualitative, quantitative, and mixed methods Approaches.* 4th ed. Thousand Oaks, California, USA: SAGE Publications, Inc.

Creswell, J. W., & Plano Clark, V. L. 2018. *Designing and conducting mixed methods research.* Thousand Oaks, CA: SAGE.

Creswell, J.W. and Clark, V.L.P., 2017. *Designing and conducting mixed methods research.* Sage Publications.

Creswell, J.W., Fetters, M.D. & Ivankova, N.V. 2004. 'Designing a mixed methods study in primary care', *Annals of Family Medicine*, 2(1):7-12.

Crotty, M. 1998. *The Foundations of Social Research: Meaning and Perspective in the research Process*. London Sage.

Currie, R. R., Seaton, S. & Wesley, F., 2009. 'Determining stakeholders for feasibility analysis', *Annals of Tourism Research*, 36(1): 41-63.

Daft, R.L. 2008. *The leadership experience*. Mason, OH: Thomson.

Damoah, I. S. 2015. *An investigation into the causes and effects of project failure in government projects in developing countries: Ghana as a case study*. A thesis submitted in fulfilment of the requirements for the Degree of Doctor of   Project Management. Liverpool John Moores University.

Damoah, I. & Kumi, D. 2018. 'Causes of government construction projects failure in an emerging economy: evidence from Ghana', *International Journal of Managing Projects in Business* , 11 (3) :1-46.

Daniel, E.U., Maxwell, A.O., Mercy, E.O. & Tolulope, M, A. 2019. 'Achieving Zero   Waste Operation in a Private Organisation through Extended Stakeholders Consultation: A Case in the Niger Delta   Region, Nigeria',*International Journal of Mechanical Engineering and Technology*, 10(2): 155-168.

Datche, E.A.2015. *Influence of transformational leadership on organisation performance of state corporations in Kenya*. PhD. Jommo Kenyatta University of Agriculture and Technology, Kenya.

Davis, K .2014. 'Different stakeholder groups and their perception of project successes',  *International Journal of Project Management*, 32:189-201.

de Buisonje, D.R., Ritter, S.M., de Bruin, S., ter Horst, J.M.L. & Meeldijk, A., 2017. 'Facilitating creative idea selection: The combined effects of self-affirmation, promotion focus and positive affect', *Creativity Research Journal*, *29*(2):174-181.

de Casterle´, B. D., Gastmans, C., Bryon, E. & Denier, Y. 2012. 'QUAGOL: A guide   for qualitative data analyses,' *International Journal of Nursing Studies,* (49):360–371.

de Souza, A. C. D., Alexandre, N. M. C. & Guirardello, E. D. B. 2017. 'Psychometric properties in instruments evaluation of reliability and validity', *Epidemiol.Serv.Saude, Brasília*, 26(3):1-10.

Debela, M.B., Kassa, D.H. & Mokonnon, T.M. 2021. 'Prevalence of Onchocerciasis Infection in the Sub-Saharan Africa Countries: A Systematic Review and Meta-analysis', *International Journal of Medicine and Public Health*, *11*(4): 170-178.

Dekkar, A. & Qing, Y. 2014.'Stakeholder management issues and leadership in project management: The way forward', *International Journal of Education and Research*, 2 (2):1-8.

Delerue, H. & Sicotte, H .2017.'Effective communication within project teams: the role of social media', *International Journal of Conceptions on Management and Social Sciences*, 5(1):1-6.

Deloitte. 2017. Kenya Budget Highlights 2017. Available: https://www2.deloitte .com/content/dam/Deloitte/ke/Documents/tax/Budget%highlights%20KE% 202    017.pdf.

Demerouti, E. & Cropanzano, R. 2010. From thought to action: Employee work engagement and    job performance. In A. B. Bakker and M. P. Leiter (Eds.),   *Work engagement: A handbook   of essential theory and research* (147–163). New York: Psychology Press.

Devin, B. L. & Lane, A. B. 2014. 'Communicating engagement in corporate social responsibility: A metal-level construal of engagement', *Journal of Public Relations Research*, 26: 436–454.

Di Maddaloni, F & Davis, K. 2018. 'Project Manager's perception of the local communities' stakeholder  in megaprojects. An empirical investigation in the U', *International Journal of Project Management*, 36: 542–65.

Diallo, A. & Thuillier, D. 2005. 'The success of international development projects, trust  and communication: an African perspective', *International Journal of Project Management,* 23 (3):237–252.

Dias, M. & Borges, R. 2017. 'Performance and leadership style: when do leaders and followers disagree', *Mackenzie Management Review*, 18: (2):104–129.

Dibben, M. R., Morris, S. E.& Lean, M. E. 2000. 'Situational trust and co-operative partnerships between physicians and their patients: A theoretical explanation transferable from business practice', *QJM: Monthly Journal of the Association of Physicians*, 93: 55-61.

Dietz, G. & Den Hartog, D.N. 2006. 'Measuring trust inside organisations', *Personnel Review,* 35(5):557-588.

Dikko, M. 2016. 'Establishing Construct Validity and Reliability: Pilot Testing of a Qualitative Interview for Research in Takaful (Islamic Insurance)', *The Qualitative Report,* 21(3):521-528.

Dionisios, N. K.2007. The lack of internal communication as a factor which affects the performance of project based companies or organizations. Masters in Project Management thesis. City University.

Dionne, S. D., Yammarino, F. J., Atwater, L. E. & Spangler, W. D. 2004. 'Transformational leadership and team performance*, Journal of Organizational Change Management, 17(2): 177–193.*

Dirks,K.T. & Ferrin, D.L.2002. 'Trust in leadership: Meta analytic findings and implication for research    and practice', *Journal of Applied Psychology*, 87:611-628.

Dolatabadi, H., Safa, M. 2010. 'The Effect of Directive and Participative Leadership   Style on Employees' Commitment to Service Quality', *International Bulletin of Business  Administration*, 31-42.

Doloi, H.2009. 'Relational partnerships: the importance of communication, trust and confidence and joint risk management in achieving project successes', *Construction Management and Economics*, 27: 1099–1109.

Donaldson, T. & Preston, L. E. 1995. 'The stakeholder theory of the corporation: Concepts, evidence, and implications', *The Academy of Management Review,* 20(1):65-91.

Dooly, M. & Moore, E. 2017. 'Introduction: qualitative approaches to research on plurilingual education. In E. Moore & M. Dooly (Eds). *Qualitative approaches to research on plurilingual education*, 1-   10.

Dougill, A.J., Fraser, E.D.G., Hubacek,K., Prell,C., Reed,M.S., Stagl, S.T.& Stringer, L.C.2006.'Learning from doing participatory rural research:

Lessons from the peak District National park', *Journal of Agricultural Economics,*57:259-275.

Dubey, R., Altay, N. & Blome, C. 2019. 'Swift trust and commitment: The missing links for humanitarian supply chain coordination?', *Annals of Operations Research,*283:159–177.

Durdyev, S. & Hosseini, M.R. 2018. 'Causes of delays on construction projects: a comprehensive list', *International Journal of Managing Projects in Business* (forthcoming), available at: https://doi.org/10.1108/IJMPB-09-2018-0178.

Durham, E., Baker, H., Smith, M., Moore, E. & Morgan, V. 2014. The BiodivERs: A stakeholder engagement handbook. *BiodivERsA, Paris, 108.*

Durrheim, K. 2004. Research Design. In Terre Blanche, M. & Durrheim, K. (Eds.), *Research in practice*: Cape Town.

Edkins, A.J. & Smyth, H.J. 2006. 'Contractual management in PPP projects: evaluation of legal versus relational contracting for service delivery', *Journal of Professional Issues in Engineering Education and Practice*, 132(1): 82-93.

Ekberg, S.& Gao, S. 2018. '*Understanding challenges of using ICT in secondary schools in Sweden from teachers' perspective', International Journal of Information and Learning Technology,35(1):43–55.*

Ekung, S. B., Okonkwo, P. & Odesola, I.2014. 'Factors Influencing Construction Stakeholders' Engagement Outcome in Nigeria', *International Letters of Natural Sciences*, 20:101-114.

Elliot, A., 2021. *Strategies for Reducing Voluntary Turnover in the Nonprofit Sector* Doctoral dissertation, Walden University.

Emina, K. & Ukwamedu,N.U. 2020.'Empiricism Beyond Dogmas: An existential Analysis of Quine's Pragmatic Epistemology', *COOU Journal of Arts and Humanities*, 5(3):1-9.

Engerer, C., Berberat, P. O., Dinkel, A., Rudolph, B., Sattel, H. & Wuensch, A. 2016. 'Integrating 360 behavior-orientated feedback in communication skills training for medical undergraduates: concept, acceptance and

students" self-ratings of communication competence', *BMC Medical Education,*16(1):1-8.

Eppler. & Mengis, M. J. 2004. 'The Concept of Information Overload: A Review of Literature from Organization Science, Accounting, Marketing, MIS, and Related Disciplines', *The Information Society*, *20*, 325-344.

Esperance, R. 2015. Leadership style and project success in Rwanda a case of Kirehe Community- based water shed management project  (KWAMP). Masters Dissertation. Mount Kenya University, Kenya.

Evans, S., Vladimirova, D., Holgado, M., Fossen, V.K., Yang, M., Silva, E.A. & Barlow, C. 2017. 'Business Model Innovation for Sustainability: Towards a Unified Perspective for Creation of Sustainable Business Models', *Business Strategy and the Environment*, 26:597-608.

Eyisi, D. 2016. 'The Usefulness of Qualitative and Quantitative Approaches and Methods in   Researching Problem-Solving Ability in Science Education Curriculum', *Journal of Education and Practice,* 7(15):91-100.

Fabrigar, L. R. & Wegener, D. T. 2012. *Exploratory factor analysis.* New York, NY: Oxford University Press.

Famakin, I. O. & Abisuga, A.O. 2016. 'Effect of path-goal leadership styles on the commitment of employees on construction projects', *International Journal of Construction Management*, 16(1): 67-76.

Faniran, O. O., Love, P. & Smith, J. 2000. 'Effective Front-End Project Management  A Key to Achieving Project   Success   in   Developing Countries'. In A. B. Ngowi,   & J. Ssegawa (Eds.), *Proceedings of the 2nd International Conference of the    CIB    Task    Group    29    (TG29): Challenges facing the construction industry in     developing        countries International Council for Research and Innovation      in      Building and Construction (CIB)*

Farhan, B.Y. 2018. 'Application of path-goal leadership theory and learning theory in a learning organization', *Journal of Applied Business Research (JABR)*, *34*(1):13-22.

Fathimath, A.2015.The role of stakeholder collaboration in sustainable Tourism Competitiveness: The case of Auckland, New Zealand. Doctor of

philosophy in Tourism.Auckland     University of  Technology,New
Zealand.

Fellows, R. & Liu, A. 2003. *Research methods for construction students*. 2nd ed.
Oxford,UK: Blackwell.

Felsinger, K. 2011.Public-Private Partnership handbook for Asian Development
Bank.Online].Available:http://documents.worldbank.org/curated/en/4905
11468  331774007/Public-  Private Partnership-handbook.

Fernandes, C. D. & Sarmento, M. 2013. 'Analysis of Inter Railers satisfaction
regarding tourism services and activities in Italy, Greece and Croatia',
*World Review of Entrepreneurship',Management and Sustainable
Development, 9(2): 152-165.*

Ferris, G. R., Liden, R. C., Munyon, T.P., Summers, J.K., Basik, K.J. & Buckley
,M.R.2009.  'Relationships  at  work:  toward  a  multidimensional
conceptualisation of dyadic work relationships', *Journal of Management,*
35 (6): 1379-1403.

Field, A. 2005. *Discovering statistics using SPSS*. 2nd ed. London: Sage.
Sandra C. Duhé. University of Louisiana, Lafayette.

Field, A.P. 2009. *Discovering statistics using SPSS.* London, England: SAGE.

Field, A.P. 2013. *Discovering statistics using IBM SPSS Statistics: And sex and
drugs and rock 'n' roll* .4th ed. London: Sage.

Field, A., 2018. *Discovering statistics using IBM SPSS statistics* 5th ed.

Fischer, A.R.H., Wentholt, M.T.A., Rowe, G. & Frewer, L.J. 2014. 'Expert
involvement in policy development: A systematic review of current
practice', *Science and Public Policy*, 41: 332–343.

Fitzpatrick, B.2019. 'Validity in qualitative health education research', *Currents
in Pharmacy Teaching and Learning,* 11(2):211-217.

Flynn, B., Pagell, M. & Fugate, B. 2018. 'Survey research design in supply
chain  management: The  need  for  evolution  in  our  expectations',
*Journal of Supply Chain Management*, 54(1): 1-15.

Fornell, C., & Larcker, D. F. 1981. 'Evaluating structural equation models with
unobservable variables and measurement error', *Journal of Marketing
Research*, 39-50.

Forsman, P.A.2 017. *A study of construction project stakeholders' management methods & the critical success factors essential for successful management in Stockholm Region.* Masters Thesis. Royal Institute of Technology.

Fouka, G. & Mantzorou, M. 2011. 'What are the Major Ethical Issues in Conducting Research? Is there a Conflict between the Research Ethics and the Nature of Nursing?', *Health Science Journal,* 5(1):3-14.

Franco-Trigo, L., Marqués-Sánchez, P., Tudball, J., Benrimoj, S.I., Martínez-Martínez, F. & Sabater-Hernández, D., 2020. 'Collaborative health service planning: a stakeholder analysis with social network analysis to develop a community pharmacy service', *Research in Social and Administrative Pharmacy*, *16*(2):216-229.

Franklin, A. L. 2020. *Stakeholder Engagement.* Springer Nature Switzerland AG.

Freeman, E.1984. *Strategic management – A stakeholder approach.* Boston: Pitman.

Freeman, E.R. 2017. 'Five challenges to stakeholder theory: a report on research in progress', *Business and Society*. 360 (1): 1-20.

Frese, R. & Sauter, V. 2003.Project success and failure: what is success, what is failure, and how can you improve your odds for success? Available: http://www.umsl.edu,2003.

Frigenti, E. & Comninos. 2002. *The practice in project management: a guide to the business focuses approach.* Kogan Page Publishers

Gallivan, M.J. 1997. Value in triangulation: a comparison of two approaches for combining qualitative and quantitative methods. In *Information systems and qualitative research* (417-443). Springer, Boston, MA.

Gans, J. S., Stern, S., & Wu, J. 2019.' Foundations of entrepreneurial strategy', *StrategicManagement Journal*, 40:736–756.Available: https://onlinelibrary. Wiley .com/doi/abs/10.1002/smj.3010.

Gawande, S.S., Shukla, P. & Mishra, A. A.2017. 'Study on wine policies, regulations and standards in Maharashtra, India', *International Journal of Food Science and Biotechnology*, 1(1):6-16.

Geuens, M. & De Pelsmacker, P.2017. 'Planning and conducting experimental advertising research and questionnaire design', *Journal of Advertising*, *46*(1):83-100.

Ghafoor, A., Qureshi, M.T., Khan, M.A. & Hijazi, S.T. 2011. 'Transformational leadership, employee engagement and performance: Mediating effect of psychological ownership', *African Journal of Business Management*, 5(17):7391-7403.

Ghazinejad, M., Hussein, A. B. & Zidane, T, J.Y. 2018. 'Impact of Trust, Commitment, and Openness on Research Project Performance: Case Study in a Research Institute', *Social Sciences*, 7(22):1-11.

Giaccio, M., Canfora, M. & Signore, A.D. 2013. 'The first theorization of quality: Deutscher Werkbund', *Total Quality Management & Business Excellence*, 24(3):225-242.

Gikonyo, S, C.2018. *Employee Engagement and Performance of Research and Training State Corporations in Kenya*. Unpublished PhD's Thesis, Kenyatta University.

Gilakjani, A.P., Sheikhy, R., Montashery, I. & Alizadeh, M. 2019. 'A Mixed Method Study of Teachers' Attitudes towards Computer Pronunciation Software in Teaching English Pronunciation', *International Journal of Instruction*, *12*(1): 821-840.

Gillwald, A., Mothobi, O., Ndiwalana, A. & Tusubira, T. 2019. The state of ICT in Uganda. Research ICTAFRICA.
Available:https://researchictafrica.net/wp/wp-content/uploads/2019/05/2019_After-Access-The-State-of-ICT-in-Uganda.pdf.

Glass, J. and Simmonds, M.2007. "Considerate construction": Case Studies of Current Practice*', Engineering, Construction and Architectural Management*, (14)2: 131-149.

Golafshani, N. 2003. 'Understanding reliability and validity in qualitative research', *The qualitative Report*, 8(4):597-607.

Goldhaber, G. & Rogers, E.M. 1979. *Auditing Organizational Communication systems*: The ICA Communication Audit, Duvuque Brown Publishers, Dubuque.

Goldhaber, G.M. 1979. *Organizational Communication*, Wm. C. Brown Company Publishers, Dubuque, IA.

Gonos, J. & Gallo, P. 2013. 'Model for Leadership Style Evaluation', *Management*, 18(2):157-168.

Gottlieb, E. 2012. 'Mosaic leadership: Charisma and bureaucracy in Exodus 18', *Journal of Management Development*, 31(9):974-983.

Gray, D. E. 2013. *Doing research in the real world*: Sage.

Greenwood, M. 2007. 'Stakeholder engagement: Beyond the myth of corporate responsibility', *Journal of Business Ethics, (*74):315-327.

Greenwood, M.& Van Buren, H. J.2010. 'Trust and Stakeholder Theory: Trustworthiness in the organisation Stakeholder Relationship', *Journal of Business Ethics,* 95:425–438.

Grentzelos, C., Caroni, C.& Barranco-Chamorro, I., 2021. 'A comparative study of methods to handle outliers in multivariate data analysis', *Computational and Mathematical Methods, 3*(3): 1-20.

Grimm, R.2017. The Link between leadership style & job satisfaction in the Don Civilian Workforce.    Unpublished DBA. Liberty University.

Grove, S., Burns, N. & Gray, J. 2013. *The practice of nursing research.*8th ed. St Louis,MO:   Elsevier Saunders.

Gruman, J. A. & Saks, A. M. 2011. 'Performance management and employee engagement', *Human Resource Management Review,* 21:123–36.

Guangdong, W.   , Cong, L., Xianbo, Z. & Zuo, J.2017. 'Investigating the relationship between communication-conflict interaction and project success among construction project teams', *International Journal of Project Management*, 35:1466–1482.

Guetterman, T.C., Babchuk, W.A., Howell Smith, M.C. & Stevens, J. 2019. 'Contemporary approaches to mixed methods–grounded theory research: A field-based analysis', *Journal of Mixed Methods Research, 13*(2):179-195.

Gunnthorsdottir, A., McCabe, K. and Smith, V., 2002. 'Using the Machiavellianism instrument to predict trustworthiness in a bargaining game', *Journal of Economic Psychology, 23*(1):.49-66.

Gunzler, D., Chen, T., WU, P. & Zhang, H. 2013. 'Introduction to mediation analysis with  structural equation modeling', *Shanghai Archives of Psychiatry'*, 25(6):390-394.

Guo, F., Chang-Richards, Y., Wilkinson, S. & Li, T. 2014. 'Effects of project governance   structures   on   the   management   of   risks   in   major

infrastructure projects: A comparative analysis', *International Journal of Project Management*, 32(5): 815–826.

Gupta, V., Singh, S. & Bhattacharya, A. 2017.'The relationship between leadership, work engagement and employee innovative performance: Empirical evidence from the Indian R and D context', *International Journal of Innovation Management,* 1750055-1-1750055-30.

Gyasi, F. 2015. Academic and social experiences of the disabled students at the University of Education, Winneba. Unpublished Master of Philosophy thesis, University of Education, Winneba, Ghana.

Haba, H. F. & Dastane, D.O. 2018. 'An empirical investigation on taxi hailing mobile app adoption: A structural equation modelling', *Business Management and Strategy*, *9*(2):48-72.

Haffer, J. & Haffer, R. 2015. 'Positive employee attitudes as a determinant of project success and business excellence of Poland', *Journal of Positive Management*, 6(4):15-28.

Hair, J. F., Black, W. C., Babin, B. J. & Anderson, R. E. 2010(a). *Multivariate data analysis.* 7th ed. Englewood Cliffs: Prentice Hall.

Hair, J. F., Black, W. C., Babin, B. J. & Anderson, R. E. 2014(b). *Multivariate data analysis.* 7th ed.Pearson New İnternational Edition.

Hair, J. F., Hult, G. T. M., Ringle, C. M. & Sarstedt, M. 2013. *A primer on partial least squares structural equation modeling (PLS-SEM). Qualitative research* .vol. 6. Thousand Oaks, CA: SAGE Publications, Inc.

Hair, J.F., Black, W.C., Babin, B.J., Anderson, R.E. & Tatham, R.L. 2006. *Multivariate Data Analysis*, 6th ed., Pearson, Prentice Hall, United States of America.

Hair, J.F., Howard, M.C. & Nitzl, C. 2020. 'Assessing measurement model quality in PLS-SEM using confirmatory composite analysis', *Journal of Business Research,* 109: 101-110.

Hair, J.F., Black, W.C., Babin, B.J. & Anderson, R.E. 2019. *Multivariate data analysis.* Eighth edition. Andover, Hampshire, UK: Cengage Learning, EMEA.

Hambrick, D. C. 2007. 'Upper Echelons Theory: An Update*', Academy of Management Review, 32(2): 334–343.*

Hammad, S.2013. Investigating the Stakeholder Management in Construction Projects in the Gaza Strip. *Master of Science in Civil Engineering Dissertation*. The Islamic University-Gaza.

Hammarberg, K., M. Kirkman, M. & S. de Lacey, S. 2016. 'Qualitative research methods: When to use them and how to judge them', *Human Reproduction*, 31(3): 498–501.

Hargie, O., Tourish, D. & Wilson, N.2002. 'Communication audits and the effects of increased information: a follow-up study', *Journal of Business Communication*, 39 (4): 414-36.

Harrison, R.L., Reilly, T.M. & Creswell, J.W., 2020. 'Methodological rigor in mixed methods: An application in management studies', *Journal of Mixed Methods Research*, 1-23.

Harter, J.K., Schmidt, F.L. & Hayes, T.L.2002. 'Business-unit level relationship between employee satisfactions, employee engagement, &business outcomes: a meta- analysis', *Journal of Applied Psychology*, 87: 268-79.

Harvey, S. 2018. *External communication strategies*: Finding your marketing megaphone. Available:https://fabrikbrands.com/external-communication-strategies/

Harwell, M. R. 2011. Research design: Qualitative, quantitative, and mixed methods pursuing ideas as the keystone of exemplary inquiry. In C. Conrad, &R.C. Serlin (Eds.), *The Sage handbook for research in education: Pursuing ideas as the keystone of exemplary inquiry* (Second Edition ed.).Thousand Oaks, CA: Sage.

Hassan, A. I. 2017. Evaluation of the performance of donor funded road construction projects in Kenya. Doctoral of Philosophy (Project management). Jomo Kenyatta University of Agriculture and Technology, Kenya.

Hassan, B. 2010. Stakeholder Involvement, Project Ethical Climate, Commitment to the Project and Performance of Poverty Eradication Projects in Uganda: A study of NAADS Projects in Mukono District. Master's thesis. Makerere University, Kampala.

Hassan, J.M., 2019. *A Comparative evaluation of the implementation of public participation guidelines in Kenyan county governments* .Doctoral dissertation. Strathmore University.

Hayes, A. F. 2009. 'Beyond Baron and Kenny: Statistical mediation analysis in the new millennium*', Communication Monographs*, 76(4): 408-420.

Hayes, A.F. & Preacher, K.J. 2013. 'Statistical mediation analysis with a multicategorical independent variable', *British Journal of Mathematical and Statistical Psychology*, 67(3):451-470.

Hayton, J.C., Allen, D.G. and Scarpello, V., 2004. Factor retention decisions in exploratory factor analysis: A tutorial on parallel analysis. *Organizational Research Methods*, 7(2):.191-205.

Hayward, S. 2010. 'Engaging employees through whole leadership', *Strategic HR Review*, 9(3):11-17.

Hee, O. C., Ibrahim, R., Kowang, T. O. & Fei, G. C. 2018. 'Employee engagement as a mediator between transformational leadership and employee performance', *Asian Journal of Scientific Research*, 11(3): 441-448.

Heidari, A., Yazdani, H.R., Sanghafi, F. and Jalilvand, M. R.2020. 'A networking approach to analysing religious tourism businesses. The case of Al-Atabat Al-Aliyat in Iraq', *Journal of Islamic Marketing*.

Henseler, J., Ringle, C. M. & Sarstedt, M. 2015. 'A new criterion for assessing discriminant validity in variance-based structural equation modelling', *Journal of the Academy of Marketing Science*, 43(1):115–135.

Herremans, I. M., Nazari, J. A. & Mahmoudian, F. 2016. 'Stakeholder Relationships, Engagement, and Sustainability Reporting', *Journal of Business Ethics*, 138(3):417-435.

Hersey, & Blanchard, K, H. 1982. 'Leadership style: Attitudes and behaviours', *Training and Development Journal*,36:50–52.

Heywood, C. & Smith, J. 2006. 'Integrating stakeholders during community FM's early project phases', *Facilities*, 24(7/8): 300-313.

Hillebrand, B. & Biemans, W.G.2003.'The relationship between internal and external cooperation: literature review and propositions', *Journal of Business Research*, 56:735 – 743.

Hoffmann, A. O. I., Joost, M. E. & Wies, S. 2011. 'Relationship marketing's role in managing the firm- investor dyad', *Journal of Business Research*, 64: 896-903.

Hoogland, J., van der Loo, M., Pannekoek, J. & Scholtus, S. 2011. *Data editing*. Statistics Netherlands: The Hague/Heerle.

House, R. 1996. 'Path-goal theory of leadership: Lesson, legacy, and a reformulated theory', *Leadership Quarterly*, 3:323-352.

House, R.J. & Mitchell, T.R.1974(a). 'Path-goal theory of leadership', *Journal of Contemporary Business*, 3:81–97.

House, R.J. & Mitchell, T.R.1997(b). 'Path-goal theory of leadership', University of Washington,       1-17.

Hox, J. J.  & Bechger, T. M. 2007. An introduction to structural equation modelling. Utrecht University       Repository.

https://www.kcca.go.ug/

Hu, L.-T. & Bentler, P. M. 1995. Evaluating model fit. In R. H. Hoyle (Ed.), *Structural equation modeling:       Concepts,       issues,       and applications* (76–99).Sage Publications, Inc.

Hubbard, A. 2017. Data cleaning in mathematics education research: The overlooked     methodological step. In A. Weinberg, C. Rasmussen, J. Rabin, M. Wawro, and S.     Brown (Eds.), *Proceedings of the 20th Conference on Research in Undergraduate Mathematics Education* (129-140).

Hubbard, T. N. 2016. Research: Delegating More Can Increase Your Earnings. *Business Review*. Accessed: https://hbr.org/2016/08/research-delegating-more-can-increase-your-earnings

Hughes, D. L., Dwivedi, Y. K., Simintiras, A. C. & Rana, N. P. 2016. 'Project Failure and Its Contributing Factors', *Springer Briefs in Information Systems*, 3–25.

Humala,I.2017.'Typology on leadership toward creativity in virtual work', *Interdisciplinary Journal of Information, Knowledge, and Management*, 12:209-243.

Humphries, M. 2013. *Missing Data and how to deal: An overview of missing data*. Population Reteach Center.

Hutchens, M.J. 2017. Structural Equation Modeling. *The International Encyclopedia of Communication Research Methods*,1-9.

Ihugba, B. U. & Osuji, O, K. 2011. 'Corporate Citizenship and Stakeholder Engagement: Maintaining an Equitable Power Balance', *Electronic Journal of Business Ethics and Organisation Studies*, 16(2): 28 -38.

Imdadullah, M., Aslam, M. & Altaf, S., 2016. 'mctest: An R Package for Detection of Collinearity among Regressors', *R J.*, 8(2):495.

International-American Development Bank .2017. Meaningful Stakeholder Consultation.Available:https://publications.iadb.org/publications/english/do cument/Meaningful-  Stakeholder-Consultation.pdf.

Iqbal, M.Z., Habib, S., Khan, M.I. & Kashif, M., 2020. Comparison of different techniques for detection of outliers in case of multivariate data', *Pakistan Journal of Agricultural Sciences*, 57(3):    865-869.

Irtema, H.I.M., Ismail, A., Borhan, M.N., Abdelsalam, H.M., Alshetwi, A.B., Albrka, S.I. & Das,A.M. 2018. 'Perceptions Passengers on Service Quality: Public Transport in  Kuala  Lumpur', *International    Journal    of Engineering & Technology*, 7(2.29) :865-870.

Ishaq, I.M., Omar, R., Yahya, M.Y. & Sarpin, N.2019. 'Improving Communication between Client and    contractor during construction project in Nigerian construction industry', *Journal of Technology Management and Business*, 6(3):060–075.

Jackson, E. M. & Rossi, M. E., Hoover, E. R. & Johnson, R. E. 2012. 'Relationships of leader reward behavior with employee behavior: Fairness and morale as key mediators', *Leadership and Organization Development Journal*, 33(7):646-   661.

Jacobs, M. A., Wantao, Y. & Chavez, R. 2015. 'The effect of internal communication and  employee satisfaction on supply chain integration', *International Journal of Production Economics*, 171:60-70.

Jahansoozi, J. 2006. 'Organisation-stakeholder relationships: exploring trust and transparency', *Journal of Management Development*, 25(10): 942-955.

Jalil, T. 2017. Impact of inclusive leadership on project success with mediating role of work engagement and person job fit. Master's thesis. Capital University of science and technology, Islamabad.

Jameson, D.A. 2013. 'New Options for Usability Testing Projects in Business Communication Courses', *Business Communication Quarterly*, 76(4):397-411.

Jarvenpaa, S.L.& Leidner, D.E., 1999. 'Communication and trust in global virtual teams', *Organization Science*, 10: 791–815.

Jayed, I.2014. 'Why Managers don't Delegate and How to get them do so', *Journal of Managerial Sciences*, 1(2):57-73.

Jeffery, N. 2009. Stakeholder Engagement: a Road Map to Meaningful Engagement, Doughty Centre 'How to do Corporate Responsibility' series. University:

Cranfield.Available:https://www.fundacionseres.org/lists/informes/attachm ents/1118/stakeholdr%20engagement. pdf.

Jerono, M.V.2018. Critical Success Factors on Sustainability of Corporate Social Responsibility Projects in Cement Manufacturing Companies in Machakos County, Kenya. Degree in Master of Business Administration (Project ). KenyattaUniversity, Kenya.

Jiya, T. 2018. An evaluation of Stakeholder Engagement in ICT Research Projects. Unpublished PhD Thesis, De Montfort University, Leicester, UK.

Johanson, G. A. & Brooks, G. P. 2010. 'Initial Scale Development: Sample Size for Pilot Studies', *Educational and Psychological Measurement*, 70(3):394–400.

Johnson, D, W. 2014. External stakeholder salience in the Canadian college sector: who and what really counts? PhD thesis. University of Saskatchewan.

Joiner, T.A., Bakalis, S. & Choy, J .2016. Delegation, job satisfaction and subordinate performance: The mediating effect of leader-member exchange, 1-19.Available: ://www.anzam.org/wpcontent/upload s/pdfmanager/2158_

Jones, K.R., Gwynn, E.P. & Teeter, A.M. 2019. 'Quantitative or qualitative: Selecting the right methodological approach for credible evidence', *Journal of Human Sciences Extension*, 7(2):61-87.

Jones, T. M. & Wicks, A, C. 1999(a). 'Convergent stakeholder theory', *Academy of Management Review*, 24(2):206–21.

Jones, T. M. & Wicks, A.C. 1999(b). 'Letter to AMR regarding convergent stakeholder theory', *Academy of Management Review*, 24(4): 621–3.

Jong, C.Y., Sim, A.K. and Lew, T.Y., 2019. The relationship between TQM and project performance: Empirical evidence from Malaysian construction industry. *Cogent Business & Management*, *6*(1), p.1568655.

Josephine, B., Schmitt, C.A., Debbelt & Frank M. 2018. 'Too much information? Predictors of information overload in the context of online news exposure', *Information, Communication & Society*, 21(8): 1151-1167.

Jung, J. Y. 2016.Top managers' environmental values, leadership, and stakeholder engagement in promoting environmental. Graduate thesis and Dissertation. Iowa State University.

Junk, J. 2011. 'Method parallelization and method triangulation: Method combinations in the analysis of humanitarian interventions', *German Policy Studies*, 7(3): 83-116.

Kahn,W.A.1990.'Psychological conditions of personal engagement and disengagement at work', *Academy of Management Journal*, 33(4):692-724.

Kahura, N. M. 2013. 'The Role of Project Management Information Systems towards the Success of a Project: The Case of Construction Projects in Nairobi Kenya', *International Journal of Academic Research in Business and Social Sciences*, 3(9):104-116.

Kaiser, H. F. 1974. 'An index of factorial simplicity', Psychometrika, (39): 31–36.

Kalpana, G. 2014. Public Private Partnerships. A study in Organizational Design. [Online].Available:https://papers.ssrn.com/so/0l3/papers.cfm?abstract_id=2382648

Kamalirad, S., Kermanshachi, S., Shane, J. & Anderson, S. 2017. 'Assessment of construction projects' impact on internal communication of

primary stakeholders in complex projects', *Proceedings for the 6th CSCE International Construction Specialty Conference*, Vancouver, May 31-June 3.

Kamau, G.C. & Mohamed. B. M. 2015. 'Efficacy of Monitoring and Evaluation Function in Achieving Project Success in Kenya: A Conceptual Framework', *Science Journal of Business and Management*, 3(3): 82-94.

Kamoga, J. 2018. 'Poor planning failing government projects', *The Observer*, 19 May. Available:<https://observer.ug/education/57708-poor-planning-failing-government-projects-first- lady.html>.[Accessed: 29 October 2019].

Kampala Capital city authority. Completed road construction roads during the period of 2015 2016. (Online).Available:https:/www.kcca.go.ug/road-constructions. (Accessed on 30 September 2020).

Kampala Capital city authority. On-going road construction projects report. (Online). Available: https://WWW.kcca.go.ug/road-construction. (Accessed on 30 September 2020).

Kanungo, R.N. 1982. 'Measurement of job and work involvement', *Journal of Applied Psychology*, 67: 341-9.

Kaplan, B., D. & Duchon, D. 1988. 'Combining qualitative and quantitative methods in information systems research: A case study', *Management Information System Quarterly*, 12(4):571–586.

Kaplan, R.S. & Norton, D.P. 1996. Using the balanced scorecard as a strategic management system Havard Business review( January- February).1-61

Karanges, E. 2014. Optimising employee engagement with internal communication: A social exchange perspective. Masters thesis. Queensland University of Technology, Queensland, Australia.

Karin, B.2006. 'Multi-Stakeholder Partnerships for Sustainable Development: Rethinking Legitimacy, Accountability and Effectiveness', *European Environment*, 16:290-306.

Kariuki, J.T. 2015. Project Manager Leadership Style, Teamwork, Project Characteristics and Performance of Water Projects in Kenya. Doctor of philosophy in Business Administration Thesis. University of Nairobi, Kenya.

Karlsen, J. T., Græe, K. & Massaoud, M .J .2008. 'Building Trust in Project –
Stakeholder    Relationships', *Baltic Management Journal*, 3(1):7-23.

Kashaka, U. 2014. 'Kampala Capital City Authority (KCCA) has been
overstrained',The New Vision, 12 March 2014, p. 5.

Kasikako, S., 2021. Teachers' experiences of the inclusion of learners with
diverse barriers to learning  in an  ordinary foundation phase classroom.
Masters Dissertation. University of South  Africa.

Kaslow, N. J., Finklea, J. T. & Chan, G. 2018. 'Personality assessment: A
competency– capability perspective', *Journal of Personality Assessment*,
100(2): 176-185.

Keles, A.E. & Ocal, M.E.2018. 'A study about external communication of
construction firms', *Journal of Construction Engineering, Management &
Innovation*, 1(4):157-161.

Kemper, E.A., S. Springfield, & C. Teddlie. 2003. Mixed methods sampling
strategies in social science research. In A. Tashakkori, and C. Teddlie
(Eds.) *Handbook of mixed methods in social and behavioral research*, ,
273–296. Thousand Oaks, CA: Sage.

Kennedy, D.M., McComb, A.S & Vozdolska, R.R.2011. 'An investigation of
project complexity's  influence on team communication using Monte Carlo
simulation', *Journal of Engineering and Technology Management*, 28:109-
127.

Kern, S. E. 2014. Inferential statistics, power estimates, and study design
formalities continue to suppressbiomedical innovation,1-18.Available :
<https://arxiv.org/abs/1411.0919>.

Kerzner, H .2013. *Project Management a Systems Approach to Planning,
Scheduling,   and Controlling*, 11th Edition, John Wiley & Sons, Inc.,
Hoboken.

Khalid, K., Abdullah, H. H. & Kumar M, D. 2014. 'Get along with quantitative
research process', *International Journal of Research in Management*,
1(2):23-25.

Khan, I. Y. 2020. The Impact of Shared Leadership on Team Effectiveness, in
Project Teams, with Mediating Role of Trust and Moderated by Project
Team Commitment. Masters of Science Thesis. Capital University of
science and Technology,Islamabad.Available:https://thesis.cust.edu.

pk/Uploadedfiles/MPM181016.pdf.

Khosla, A. & Gupta, P. 2017. 'Traits of successful entrepreneurs', *The Journal of Private Equity*, 20(3):12-15.

Kiiza, P. & Picho, E.O .2015(a). 'Delegation and staff commitment in the school of finance and banking in Kigali, Rwanda: An empirical study', *Global Journal of Commerce and Management Perspective*, 4(3):50-54.

Kiiza, P. & Picho,E.O.2015(b). Delegation and Staff Commitment in the School of Finance and Banking,Kigali, Rwanda. *Makerere Journal of Higher Education*, 7(2):3-13.

King, S.C., Feltey, K.M. & Susel, B. O .1998. 'The Question of Participation: Toward Authentic Public Participation in Public Administration', *Public Administration Review*, 58(4): 317-326.

Kipkoech, C.S., 2018. 'Determinants Of Implementation of Income Generating Projects In Public Secondary Schools In Konoin District, Bomet County, Kenya', *Journal of Business and Management*, 20(3):64-68.

Kiplangat, H. K. 2017. 'The Relationship between Leadership Styles and Lecturers' Job Satisfaction in Institutions of Higher Learning in Kenya', *Universal Journal of Educational Research*, 5(3): 435-446.

Kivunja, C. & Kuyini, A. B. 2017. 'Understanding and Applying Research Paradigms in Educational Contexts', *International Journal of Higher Education*, 6(5):26-41.

Klami, A., Virtanen, S., Leppäaho, E. & Kaski, S. 2015. 'Group factor analysis', *IEEE transactions on neural networks and learning systems*, 26(9):2136-2147.

Klaus-Rosinska, A. & Iwko, J. 2021. 'Stakeholder Management—One of the Clues of Sustainable Project Management—As an Underestimated Factor of Project Success in Small Construction Companies', *Sustainability*,13:1-27.

Knight, S. & Cross, D. 2012. 'Using contextual constructs model to frame doctoral research methodology', *International Journal of Doctoral Studies*, 7:39-62.

Koeberich, S., Glattacker, M., Jaarsma, T., Lohrmann, C. & Dassen, T. 2013. 'Validity and    reliability of  the German version of the 9-item European

Heart Failure Self-care Behaviour Scale', *European Journal of Cardiovascular Nursing*, 12(2):150-158.

Koelmans, R. G. 2004. 'Project success and performance evaluation'. Paper presented at the *International Platinum Conference Platinum Adding Value, South African Institute of Mining and Metallurgy South Africa: Read, Swatman & Voigt (Pty)Limited*. 229–236.

Kombo, B.W., Obonyo, G. O. & Oloko, M. 2014. 'Effects of delegation on employee performance in savings and credit cooperative societies in Kisii County, Kenya', *The International Journal of Business and Management*, 2(7): 22-31.

Kometa,T.S., Olomolaiye, P.O. & Frank, C.H .1996. 'Validation of the Models for Evaluating Client- Generated Risk by project Consultants', *Construction Management & Economics*, 14(2): 131- 145.

Kotler, P. & Keller, L. 2012. *Marketing Management.*14th Global Edition. Pearson Boston, Psychology, 98, 191-205. Columbus, Indianapolis etc., Edinburg.

Kovjanic, S., Schuh, S. C. & Jonas, K. 2013.' Transformational leadership and performance: An experimental investigation of the mediating effects of basic needs satisfaction and work engagement', *Journal of Occupational and Organisational Psychology*, 86:543-55.

Krefting, L. 1991. 'Rigor in qualitative research: the assessment of trustworthiness', *The American Journal of Occupational Therapy*, 45(3): 214-222.

Krejcie, V. R. & Morgan, W.D. 1970. 'Determining sample size for research activities', *Educational and Psychological Measurement*, 30: 607-610.

Krick, T., Forstater, M., Monaghan & Sillanpaa, M. 2005. 'From words to action, the stakeholder engagement manual, Volume 2: The practitioner's handbook on stakeholder engagement', Accountability, United Nations Environment Programme, Stakeholder Research Associates.

Krishnaveni, R. & Deepa, R. 2013. 'Controlling common method variance while measuring the impact of emotional intelligence on well-being', *vikalpa* 38(1):41- 47.

Krueger. F. & Meyer-Lindenberg, A .2019. 'Toward a model of interpersonal trust drawn from neuroscience, psychology, and economics', *Trends in Neurosciences*, 42(2):92–101.

Kuen, C.W., Zailani, S. & Fernando, Y. 2009. 'Critical factors influencing the project success amongst manufacturing companies in Malaysia', *African Journal of Business Management*, 3(1):016-027.

Kumar, N., Scheer, L.K. & Steenkamp, J.B.E. 1995. 'The effects of perceived interdependence ondealerattitudes', *Journal of Marketing Research*, 32(3) :348-356.

Kung, M. & Sung, M. 2017. 'How symmetrical employee communication leads to employee engagement and positive employee communication behaviors the mediation of employee organization relationships', *Journal of Communication Management*, 21(1): 82 – 102.

Kuria, L. K., Namusonge, G. S. & Iravo, M. 2016. 'Effect of leadership on organisation  performance in the health sector of Kenya', *International Journal of Scientific and Research Publications*, 6(7):658-6683.

Kusemererwa, C .2021. Self employment among youths in Uganda. PhD. Makerere University, Kampala.

Kuye, O.L. & Sulaimon, A.A.2011. 'Employee involvement in decision making & Firms  performance in the manufacturing sector in Nigeria', *Serbian Journal of Management*, 6 (1):1-15.

Kuzel, A. J. 1992. Sampling in qualitative inquiry. In B. F. Crabtree & W.L.Miller (Eds.), *Research methods primary care, Vol.3. Doing qualitative research* (31-44). Thousand Oaks, CA: Sage Publications.

Kwofie, E.T.2015. Contribution of unique features of mass housing projects to project team  communication  performance. PhD. Kwame Nkrumah University of Science and Technology, Ghana.

Kwofie, T.E., Fugar, F. & Adinyira, E. 2015. 'Contribution of multiple construction site management Features to project team communication effectiveness: The case of mass housing projects', *The Engineering Project Organization Journal*, 5(4): 180–193.

Kyarimpa, M. 2010. Delegation and Job Satisfaction of Secondary School Teachers in  Mukono District: A Case of Mukono Town Council Schools.

Degree of Master of Arts in Educational Management. Makerere University. Available: https:// www.mak.ac.ug/documents/makfiles/theses/ Kyar impa_Mary.pdf

Ladegard, G. & Gjerde, S. 2014. 'Leadership coaching, leader role-efficacy, and trust in subordinates. A mixed methods study assessing leadership coaching as a leadership development tool', *The Leadership Quarterly*, 25(2014): 631–646.

Lam, L. W. 2012. 'Impact of competitiveness on salespeople's commitment and performance', *Journal of Business Research*, 65(9): 1328-1334.

Landrum, N.E.,& Daily, C.M. 2012. 'Corporate accountability :A path -goal perspective', *International journal of Business insights and transformation*,4(3):50-61).

Larsen, S, L. & Brunoe. 2016. 'Factors Affecting Schedule Delay, Cost Overrun, and Quality Level in Public Construction Projects', *Journal of Management in Engineering*, 32(1): 04015032-1-10.

Lategan,T. & Fore,S. 2017. The impact of leadership styles on project success: case of atelecommunications company', *Journal of Governance and Regulation*,4(3):48-56.

Leady, P.D. & Ormrod, J. E. 2001. *Practical research: Planning and design*. 7th ed. New Jersey: Prentice Hall.

Lee, P., Gillespie, N., Mann, L. and Wearing, A.2010. 'Leadership and trust: Their effect on knowledge sharing and team performance', *Management Learning,* 41(4): 473–491.

Leenders, R.T.A.J., Van Engelen, J.M.L. & Kratzer, J. 2003. 'Virtuality, communication, and new product team creativity: a social network perspective', *Journal of Engineering and Technology Management*, 20:69–92.

Lehti, L., Määttä, S. and Viuhko, M., 2021. 'Guiding refugee women who have experienced violence: representation of trust in counsellors' journals', *Journal of Refugee Studies*,0(0):1-20

Lehtinen, J. & Aaltonen, K.2020. 'Organizing external stakeholder engagement in inter- organizational projects: Opening the black box', *International Journal of Project Management*, 38: 85–98.

Lelon, L.J., Odero, D. & Agalo, J. 2018. 'Harnessing ICT Use in Poverty Reduction: A Case Study of Rural Women in Keiyo South Constituency', *African Journal of Education, Science and Technology*, 4(3):244-257.

Leong, K.T., Zakuan, N., Saman, M.Z.M., Ariff, M.S.S. &Tan, S.C.2014. 'Using Project Performance to Measure Effectiveness of Quality Management System Maintenance & Practices in Construction Industry', *The Scientific World Journal*, 2014:1-9.

Leviton, C.L. & Melichar, L. 2016. 'Balancing stakeholder needs in the evaluation of healthcare quality improvement', *BMJ Quality Safety*, 25:803–807.

Lewicki, R. J. & Bunker, B.B.1996. Developing and maintaining trust in work relationships. In: Kramer RM, Tyler TR, editors. *Trust in organizations: Frontiers of theory and research*. Sage Publications, 114–39.

Lewicki, R.J. & Stevenson, M.A. 1997. 'Trust development in negotiation: Proposed actions and a research agenda', *Business & Professional Ethics Journal*, 16(1/3) :99-132.

Lewicki, R.J., Tomlinson, E.C. & Gillespie, N., 2006. 'Models of interpersonal trust development: Theoretical approaches, empirical evidence, and future directions', *Journal of Management*, 32(6):991-1022.

Leys, C., Delacre, M., Mora, Y.L., Lakens, D. & Ley, C. 2019. 'How to classify, detect, and manage univariate and multivariate outliers, with emphasis on pre-registration', *International Review of Social Psychology*, 32(1):1-10.

Li, S. & Wang, S., 2019. 'Examining the effects of socioeconomic development on China's carbon productivity: Apanel data analysis', *Science of the Total Environment*, 659:681-690.

Lievens, A. & Moenaert, R.K. 2000. 'Communication flows during financial service innovation', *European Journal of Marketing*, 34(9/10):1078-110.

Lim, C.S. & Mohammed, M.2000. 'Criteria of project success: an exploratory re-examination', *International Journal of Project Management*, 17(4):243-248.

Limsila, K., and Ogunlana, S. O. 2008. 'Performance and leadership outcome correlatesof leadership styles and subordinate commitment', *Engineering, Construction and Architectural Management,* 15 (2):164-184.

Liphadzi, M., Aigbavboa, C. & Thwala, W. 2015. 'Relationship between LeadershipStyles and Project Success in the South Africa Construction Industry', *Procedia Engineering*, 123: 284-290.

Little, R.J.,&Rubin, D.B., 2014. *Statistical analysis with missing data*. John Wiley & Sons.

Liu, A.N.N. & Walker, A. 1998. 'Evaluation of project outcomes', *Construction Management & Economics*, 16: 209–219.

Lloret, S., Ferreres, A., Hernandez, A., & Tomas, I. 2017. 'The exploratory factor analysis of items: Guided analysis based on empirical data and software', *Anales de Psicologia*,(33): 417-432.

Loeb, S., Morris, P., Dynarski, S., Reardon, S., McFarland, D. & Reber, S. 2017. *Descriptive analysis in education: A guide for researchers*. (NCEE 2017–4023). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.1-40.

Loo, R. 2002.'Working towards best practices in project management: A canadian study', *International Journal of Project Management*, 20:93-98.

Low, J. 2019. 'A Pragmatic Definition of the concept of theoretical saturation', Sociological Focus,52(2):131-139.

Lumbasi, G. W., K'Aol, G .O. and Ouma, C. A. 2016. 'Effect of participative leadership  style on the  performance  of  COYA  senior  leaders  in Kenya', *Journal of Management*, 4(5):1-12.

Luvuga, L. L. & Ngari, C.2019. 'Determinants of Successful Completion of Housing Projects at National  Housing  Corporation  in  Kenya', *International Journal of Entrepreneurship and Project Management*, 1(4): 71 -84.

Lyon, F., Möllering, G. & Saunders, M.LYRIA N. K. 2012*. Handbook of Research Methods on Trust Cheltenham.* Glos, GBR: Edward Elgar Publishing.

Maame, A .W.A.2012.  An assessment of Project communication Management on Construction Projects in Ghana. Executive masters. Kwame Nkrumah University of Science and Technology.

Macey, W.H. & Schneider, B. 2008. 'The meaning of Employee Engagement', *Journal of Management*, 7(14): 96-113.

Mack, N., Woodsong, C., MacQueen, K., Guest, G. & Namey, E. 2005. Qualitative Research Methods: A Data Collector's Field Guide. PDF document. North Carolina: Family Health International. Available<https://www.fhi360.org/sites/ default/files/media/documents/Qualitative%20Researh%20Methods%20% 20A%20Data%20Collector's%20Field %20Guide>.[Accessed18 July 2020].

Mafarja, N., Zulnaidi, H. & Fadzil, H.M. 2022. 'Using Reciprocal Teaching Strategy to Improve Physics Students' Critical Thinking Ability', *Eurasia Journal of Mathematics, Science and Technology Education*, 18(1):1-14.

Magassouba, S. M., Tambi, A. M. B. A., Alkhlaifat, B. I. & Abdullah, A. A. Bin. 2019. 'Influence of Stakeholders Involvement on Development Project Performance in Guinea', *International Journal of Academic Research in Business & Social Sciences*, 9(1):1111–1120.

Maina, B. M.2013. Influence of stakeholders' participation on the success of the economic stimulus programme: a case of education projects in Nakuru county, Kenya. Masters Thesis. University of Nairobi.

Mainardes, E.W., Alves, H. & Raposo,M. 2012. 'A model for stakeholder classification andstakeholder relationships', *Management Decision*, 50(10):1861–1879.

Majeed, I. 2019. 'Understanding positivism in social research: A research paradigm of inductive logic of inquiry', *International Journal of Research in Social Sciences*, 9(11):118-125.

Malachira, A, R.2017. Six key components of Collaboration in Higher Education buildings: acase study of Stakeholder Engagement at the University of Washington. Masters of Science in Construction Management Dissertation, University of Washington.

Malaguti, R., Lourenço, N. & Silva, C., 2021. Wear and tear: a data driven analysis of the operating condition of lubricant oils. In *IFIP*

*International Conference on Advances in Production Management Systems* (217-225). Springer, Cham.

Malik, S. H., Aziz, S. & Hassan, H. 2014. 'Leadership behaviour and acceptance of leaders by subordinates: Application of path goal theory in telecom sector', *International Journal of Trade, Economics and Finance*, 5(2): 170-175.

Mamabolo, T.M.M. 2019. The Impact of environmental management of the Industrial sector on sustainable community development in selected municipalities in the Mopani District of the Limpopo province. Masters of development. University of Limpopo, South Africa.

Manowang, E. & Ogunlana, S. 2010. 'Strategies and tactics for managing construction stakeholders',In:Chinyio, E. and Olomolaiye: (Eds.) *Construction Stakeholder Management*, John Wiley & Sons Ltd, United Kingdom, 121 – 137.

Maritz, D. 2001. Leadership and trust. In Robbins., S.P., Odendaal, A. and Roodt, G. (Eds.). *Organisational behaviour: Global and Southern African perspectives.* Cape Town: Person Education South Africa, 241-267.

Marsh, H.W., Morin, A.J., Parker, P.D. & Kaur, G. 2014. 'Exploratory structural equation modeling: An integration of the best features of exploratory and confirmatory factor analysis', *Annual Review of Clinical Psychology*, 10:85-110.

Marshall, C. & Rossman, G.B. 2011. *Designing qualitative research*. 5th ed. Thousand Oaks: Sage Publication Ltd.

Marshall, G. & Jonker, L. 2011. 'An introduction to inferential statistics: A review and practical guide', *Radiography*, 17: e1-e6.

Martin, L., Lawther, W., Hodge, G. & Greve, C. 2013. 'Internationally recommended best practices in transportation financing public-private partnerships (P3s)', *Public Administration Research*, 2(2):15-25.

Martin, R. 2012. Path-goal theory of leadership. .In Levine, J.M. & Hogg, M.A. (Eds.). *Encyclopaedia of Group Processes and Intergroup Relations.* Thousand Oaks, CA: Sage, 636-637.

Masuwai, A. M. & Saad, N. S. 2017. 'Evaluating the face and content validity of a Teaching and Learning Guiding Principles Instrument (TLGPI): A

perspective study of Malaysian teacher educators', *Geografia-Malaysian Journal of Society and Space*,12(3):11-21.

Mathebula, B. &Banard, B.2020. 'The Factors of Delegation Success: Accountability, Compliance and Work Quality', *Expert Journal of Business*, 1-60.

Matloob, M. 2018. 'Impact of Ethical Leadership on Project Success: Mediating role of Employee Trust and Moderating role of Ethical Orientation', *Jinnah Business Review*, 6(1):42-49.

Matovu, M. & Ssegawa, D. 2020. 'Head teachers' Delegation Practices and Teachers' Psychological Job Commitment in Secondary Schools in Kira Municipality Wakiso District, Uganda', *European Journal of Special Education Research*, 6(1):101-114.

Mavuso, N.M. & Agumba, J.N.2016. 'Factors of communication management for successful project delivery in the Swaziland construction industry'. *Proceedings of the 9th Annual Quantity Surveying Research Conference*, Port Elizabeth, 19-21 October 2016.

Maxwell, J. A. 2016. 'Expanding the History and Range of Mixed Methods Research', *Journal of Mixed Methods Research*, 10(1):12–27.

Mayer, R.C. & Gavin, M.B. 2005. 'Trust in management and performance: who minds the shop while the employees watch the boss?', *Academy of Management Journal*, 48 (5): 874–888.

Maykut, P. & Morehouse, R. 1994. *Beginning qualitative research: a philosophic and practical guide*. London: The Falmer Press.

Mazur, A. K. and Pisarski, A. 2015. 'Major project managers' internal and external stakeholder relationships: The development and validation of measurement scales', *International Journal of Project Management*, 1-12.

Mazzei, A. 2010(a).'Corporate communication', an international Journal, 15(3): 221-234.

Mazzei, A., 2014(b). 'Internal communication for employee enablement: Strategies in American and Italian companies', *Corporate Communications: An International Journal*, 19 (1):82-95.

McCoy, F.A. 1986. 'Measuring success: Establishing & maintaining a baseline', *PMI Annual Seminar & Symposium*, Montreal, Canada.

McIntosh, M. J. & Morse, J. M. 2015. 'Situating and constructing diversity in semi-structured interviews', *Global Qualitative Nursing Research*, 2:1–12.

Meltzer, M., Stefănescu, L. & Ozunu, A.2018. 'Keep Them Engaged: Romanian County Inspectorates for Emergency Situations' Facebook Usage for Disaster Risk Communication and Beyond', *Sustainability*, 10(1411):1-24.

Memon, A.H., Rahman, I.A., Abdullah, M.R. & Azis, A.A.A. 2011. 'Factors affecting construction cost in Mara large construction project: perspective of project management consultant', *International Journal of Sustainable Construction Engineering and Technology*, 1(2):41-54.

Mendoza Jimenez, J., Hernandez Lopez, M. & Franco Escobar, S. E. 2019. 'Sustainable Public Procurement: From Law to Practice', *Sustainability*, 11(22):1-23.

Meng, C., Ge, Y. & Abrokwah, E.2020. 'Developing Sustainable Decision Performance for Science and Technology Industries in China', *Sustainability*, 12:1-16.

Menoka, B.2014. Stakeholder engagement and sustainability –related project performance in construction. PhD Thesis. Liverpool John Moores University.

Merriam, S.B. 2009. *Qualitative research: A guide to design and implementation*. San Francisco: John Wiley and Sons.

Meyer & Allen. 2012. Commitment in the workplace theory research and application. California: Sage Publications.

Meyer, J. P. & Allen, N. J. 1997. *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage.

Meyer, J.P., Allen, N.J. & Smith, C.A., 1993. 'Commitment to organizations and occupations: Extension and test of a three-component conceptualization', *Journal of Applied Psychology*, 78(4):538.

Meyer, J.P., Stanley, D.J., Herscovitch, L. & Topolnytsky, L., 2002. 'Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences', *Journal of Vocational Behavior*, 61(1):20-52.

Meyer, C., Corten, K., Wesseling, M., Peers, K., Simon, J., Jonkers, I. & Desloovere, K. 2013a. 'Test-retest reliability of innovated strength tests for hip muscles', *PLoS ONE*, 8(11):

Meyer, C., Corten, K., Wesseling, M., Peers, K., Simon, J., Jonkers, I. & Desloovere, K. 2013b. Test-retest reliability of innovated strength tests for hip muscles. . *PloS One*, 8(11), e81149.

Michielsen, M., Kleef, D., Bijlenga, D., Zwennes, C., Dijkhuizen, K., Smulders, J., Hazewinkel, A., Beekman, A.T. & Kooij, J.S. 2021. 'Response and side effects using stimulant medication in older adults with ADHD: an observational archive study', *Journal of Attention Disorders*, 25(12):1712-1719.

Miller, V.A., Reynolds, W.W., Ittenbach, R.F., Luce, M.F., Beauchamp, T.L. &Nelson, R.M. 2009. 'Challenges in measuring a new construct: Perception of voluntariness for research and treatment decision making', *Journal of Empirical Research on Human Research Ethics*, 4(3):21-31.

Mitchell, R, K., Agle, B, R., & Wood, J. 1997. 'Toward a theory of stakeholder identification and salience: Defining the principle of who &what really counts', *Academy of Management Review*, 22(4): 853-886.

Mitkus, S. & Mitkus, T.2014. 'Causes of conflicts in a construction industry: a communicational approach', *Procedia-Social and Behavioral Sciences*, 110: 777–786.

Mohajan, H. 2017. 'Two Criteria for Good Measurements in Research: Validity and Reliability', *Annals of Spiru Haret University*, 17(3):1-31.

Mohammed, M., Haruna, A. & Musa, I, I.2016. 'Causes and effects of poor communication between the client and contractor during construction projects in Nigeria', *Journal of Multidisciplinary Engineering Science and Technology (JMEST)*, 3(4): 2458-9403.

Mohammed, R. & Hamdi, A. B.2014. 'Causes of Delay in Construction Projects in the Oil and Gas Industry in the Gulf Cooperation Council Countries: A Case Study', *Journal of Management in Engineering*, 31(3): 05014017-1-05014017-8.

Mokoena, T., Pretorios, J. & Van Wyngaard, C. 2013. 'Triple Constrain Considerations in the Managementof Construction Projects'. Proceedings of the 2013 IEEE International Conference on Industrial Engineering and Engineering Management. *IEEEConference Publications*. 813-817.

Molwus, J. J. 2014. Stakeholder management in construction projects: a life cycle based framework. PhD thesis. Heriot Watt University, Edinburgh.

Momanyi, M. S. & Sang, P. 2019. 'Project constraints influencing the construction of residential housing projects in urban centers in Kenya: A study of National Housing Corporation', *International Academi Journal of Information Sciences & Project Management*, 3(5):165-183.

Monyane,T.G.2019."A Lean-Led-Evaluation" of infrastructure development improvement programme in South Africa. PHD. Nelson Mandela University, South.

Monyazi, M. 2012. 'Job satisfaction of primary school, Teachers in Botswana', *The Social Science*, 2 (4): 412-415.

Monzani, L., Ripoll, P. & Peiro, J. M. 2015. 'The moderator role of followers' personality traits in the relations between leadership styles, two types of task performance & work result satisfaction', *European Journal of Work & Organizational Psychology*, 24(3):444-461.

Monzani, L., Ripoll, P. & Peiro, J. M. 2015. Winning hearts and minds of followers: the interactive effects of followers' emotional competencies and goal setting types on trust in leadership. *Revisita Latinamericana de psicologia*, 47(1).[Online]Available: http://www.scielo.org.co/scielo.php?script=sci_ arttext&pid=S0120-05342015000100001

Moon, M. D. 2019. 'Triangulation: A Method to Increase Validity, Reliability, and Legitimation in Clinical Research', *Journal of Emergency Nursing*, 45(1): 103–105.

Morake, N., Monobe, R. & Mbulawa, M.2012. 'The Effectiveness of Delegation as a Process in Primary Schools in South Central Region of Botswana', *International Journal of Education and Science*, 4(2): 153-162.

Morgan, R. M., & Hunt, S. D. 1994. 'The Commitment-Trust Theory of Relationship Marketing', *Journal of Marketing*, 58(3):20–38.

Morse, J. M. 2000. 'Determining Sample Size', *Qualitative Health Research*, 10(1): 3–5.

Msengana, L. 2012. *The missing link in the project*. Randburg: Knowres Publishing.

Mugarura, J.T. 2019. Public private partnership governance for developing road infrastructure in Uganda: a public sector perspective .Doctoral dissertation, Stellenbosch, Stellenbosch University.

Mugo, K.M. & Moronge, M.2018. 'Influence of organizational communication on implementation of building projects in Nairobi city county, Kenya', *The Strategic Journal of Business Change Management*, 5(2):1144-1183.

Muir, J .2006. 'Effective Management through Delegation', *Work Study*, 44 (7): 6-7.

Muller, R. & Turner, J. R. 2005(a). 'The impact of principal-agent relationship and contract type on communication between project owner and manager', *International Journal of Project Management*, 23(5), 398–403.

Muller, R. & Turner, J.R. 2007(b). 'Matching the project manager's leadership style to project type', *International Journal of Project Management*, 25(1),21-32.

Muller, R.& Turner, J. R. 2010(c). 'Leadership competency profiles of successful project managers', *International Journal of Project Management*, 28(5): 437-448.

Munđar, D., Matotek, D. & Jakuš, M. 2012. Quantitative research methods participation in the information sciences papers in Croatia. *Central European Conference on Information and Intelligent Systems*. Faculty of organisation and informatics Varazdin.

Mungenda, O. M. & Mungenda, A. G. 2003. "*Research Methods: Qualitative and Quantitative Approaches*" ACTS Press, Kenya.

Mungeria, K.2012. Professional Teamwork and Project Performance in the Building Construction Industry in Kenya. Master's Thesis. University of Nairobi.

Murithi, S. H., Makokha, E. N. & Otieno, C. 2017. 'Factors Affecting Timely Completion    of Public Construction Projects in Trans-Nzoia County', *International Journal of Scientific and Research Publications*, 7(4):404-434.

Murugesan, R. 2012. 'Attributes of leadership for success in project Management', *International Journal of Engineering and Management Sciences*, 3(3):326-335.

Musekura, R.2013. Leadership styles &project success in the not for profit health sector organisations: a case study of selected donor funded health projects in Uganda. Master's thesis. Uganda Management Institute, Uganda.

Musgrove, C. F., Ellinger, A. E. and Ellinger, A. D. 2014. 'Examining the influence of strategic profit emphases on employee engagement and service climate', *Journal of Workplace Learning*, 26(3/4):152-171.

Muszynska, K. 2015. 'Communication management in project teams – practices & patterns'. In *Proceedings of the Make Learn &TIIM Joint International Conference*, Bari, Italy, May 29-30, 2015. To Know Press, Bangkok, Thailand/ Celje, Slovenia / Lublin, Poland, 1359-1366.

Mutebi, H. 2020 Inter-organisational coordination in humanitarian relief delivery. Unpublished  Doctoral thesis. Makerere University, Uganda.

Mwaisaka, M. D. 2019. Influence of path goal leadership on employee job satisfaction in Commercial  Banks in Kenya. PhD thesis. United states International  University-Africa.  Available:<https ://s.docworkspace.com/ d/AGN-Y_3Wm7AvoL2Pw5edFA>

Mwaisaka, M.D., K'Aol, G. & Ouma, C.2019. 'Influence of participative leadership style on employee job satisfaction in commercial banks in Kenya', *European Journal of Business & Strategic Management*, 4(3):23-45.

Mwaisaka, M.D., K'Aol, G. & Ouma, C.2019. 'Influence of participative leadership style     and achievement oriented leadership style on employee job satisfaction in commercial banks in Kenya', *The International Journal of Humanities & Social Studies*, 7(6):100-112.

Mwesigwa, R., Ntayi, J., Bagire, V. & Munene, J.C. 2018. 'Stakeholder behavior, relationship building practices and stakeholder management in Public Private Partnership Projects in Uganda', *Makerere Business Journal*, 14(1/2):1-21.

Mwesigwa, R. 2019. Stakeholder management in public private partnership projects in Uganda. PhD thesis. Makerere University, Uganda.

Mwesigwa, M., Bagire,V., Ntayi,J. & Munene,J.2020. 'Contract completeness as a foundation to relationship building among stakeholders in public private partnership projects', *International Journal of Public Administration*, 43:10, 890-899.

Myrna, J. W. 2010. 'Strategic Delegation: The Key to Increased Productivity and Higher Performance', *Employment Relations Today* Spring: 51-60.

Myskova, R. 2011. 'A New Measure of Employee Satisfaction', *Global Journal of Business Research,* 5(1):101-110.

Nag R., Hambrick, D. C. & Chen, M. J. 2007. 'What is strategic management, really? Inductive derivation of a consensus definition of the field', *Strategic Management Journal*, 28(9):935-955.

Nair, R.D., Odrovakavula, L.L., Mohammadnezhad, M., Reddy, K.V.R., Gohil, D.A. & Sami, S.S.2021. 'Data Cleaning Needs and Issues: A Case Study of the National Reproductive Health Assessment (RHA) Data from Solomon Islands', *Global Journal of Health Science*, 13(3):1-23.

Nakato, J. 2019. Employee Talent Management in the Uganda health sector: A Public Institutions Perspective. PhD Thesis. Nelson Mandela University, south Africa.

Namiyingo, S.2013. Stakeholder Participation & Sustainability of Health projects among NGOs in Uganda. Master's Thesis. Makerere University, Uganda.

Namiyingo, S., Bagire, V., Nangoli, S., Kabogo, N.M., Nalweyiso, G. & Namono, R.2016. 'The Mediating Effect of Stakeholder Commitment in the Relationship between stakeholder Participation and Project Sustainability', *European Journal of Business and Management*, 8(15):21-26.

Nangoli, S., Namagembe, S., Ntayi, J, M. and Ngoma, M.2012. 'Towards building project stakeholder commitment: Case study - citizenship

projects in Uganda', *World Journal of Entrepreneurship, Management and Sustainable Development*, 8 (4): 233 –245.

Nangoli, S., Namiyingo, S., Kabagambe, L., Namono, R., Jaaza, M. & Ngoma, M.2016. 'Stakeholder participation: An empirical investigation', *African Journal of Business Management*, 10(8):182-186.

Nangoli, S.2010. Project communication, individual commitment, social networks & perceived project Performance: A study of citizenship projects in selected commercial banks. MBA thesis. Makerere University, Kampala. Retrieved from: http://makir.mak.ac.ug/handle/10570/2397.

Nanjundeswaraswamy, T, S. & Swamy, D. R.2014. 'Leadership styles', *Advances in Management*, 7(2):57-62.

Nantumbwe, S. 2019. Stakeholder power and sustainability of health projects in Uganda: The mediating role of stakeholder engagement' *World Sustainable Development*,67-82.

Naqvi, I.M., Aziz, S. & Kashif- ur- Rehman.K.2011. 'The impact of communication on stakeholder outcome', *African Journal of Business Management*, 5(14):5824-5832.

Natalio, M. A., Faria, C. D., Teixeira-Salmela, L. F. & Michaelsen, S. M. 2014. 'Content validation of a clinical assessment instrument for stair ascent and descent in individuals with hemiparesis', *Brazilian Journal of Physical Therapy*, 18(4):353-363.

NationalTreasury. 2018. Public-sector infrastructure update. Accessed. <http://www .treasury.gov.za/documents/national%20budget/2018/review/nnexure%20 D.pdf> (accessed: 21 March 2019).

Nauman, S. & Piracha, M.S.S.2016. 'Project Stakeholder Management –A developing country perspective', *Journal of Quality and Technology Management*, XII (II):1- 24.

Ndifuna, M.F.2015.Social Networks, Stakeholder involvement and performance of poverty eradicationprojects in Uganda: The case of NAADS Projects in Jinja District. Masters of Business Administration. Makerere University, Uganda.

Ndunda, A. N., Paul, S. N. & Mbura, L. K. 2017. 'Influence of stakeholder activities on implementation of rural road projects in Machakos County', *International Academic Journal of Information Sciences & Project Management*, 2(2):1-20.

Nemaei, B. 2012. The Impact of Participative Leadership on Employee's Motivation, Job Satisfaction and Innovation. Masters Dissertation. The British University in Dubai.

Nesselroade, J. R. & Cattell, R. B. 2013. *Handbook of multivariate experimental psychology*, 11. Springer Science & Business Media.

Neuman, W. L. 2007. *Basics of social research; Qualitative and quantitative approaches*. 2nd ed. Boston, USA: Pearson Education, Inc.

Neuman, W.2014. *Social Research Methods: Qualitative and Quantitative Approaches.* Pearson: Essex, UK.

Newman, I., Lim, J. & Pineda, F. 2013. 'Content validity using a mixed methods approach: Its application and development through the use of a table of specifications methodology', *Journal of Mixed Methods Research*, 7(3):243-260.

Ng'ethe J. M., Iravo M., E. and Namusonge, G. S. 2012. 'Determinants of Academic Staff Retention in Public Universities in Kenya: Empirical Review', *International Journal of Humanities and Social Science*, 2(13): 205-212.

Ngacho, C. 2013. An assessment of the performance of public sector construction projects: an empirical study of projects funded under constituency development fund (cdf) in western province, Kenya. Unpublished PhD thesis. Delhi University of Delhi.

Ngu, B.S and Amran, A. 2018. 'The Relationship between Corporate Governance and Stakeholder Engagement, and Materiality Disclosure in Sustainability Reporting', *Advances in Natural and Applied Sciences*, 12(3):41-45.

Nguyen, D. S.2013. 'Success Factors for Building and Managing High Performance Global Virtual Teams', *International Journal of Sciences: Basic and Applied Research*, 9(1):72-93.

Nguyen, T. S & Mohamed, S. 2020. 'Mediation Effect of Stakeholder Management between Stakeholder Characteristics and Project Performance', *Journal of Engineering, Project, and Production Management*, 11(2), 102-117.

Ni, N. J. 2016. 'The relationship among leadership style, employees' engagement and management performance in Grid Company', *International Conference on Applied Mechanics, Electronics and Mechatronics Engineering*, 2016. Beijing, PEOPLES RCHINA.

Nie, S. K., Ibrahim, F., Mustapha, M. S., Mokhtar, A.H.A., & Shan, H.S.J.F.D. 2019. 'A reflection on stakeholder theory: Impact of government policies', *Search Journal of Media and communication Research*, 11(3):111-126.

Niringiye, A. & Ayebale, C. 2012. 'Impact evaluation of the Ubudehe Programme in Rwanda: an examination of the sustainability of the Ubudehe Programme', *Journal of Sustainable Development in Africa*, 14(3):141-54.

Nkuruziza, G., Kasekende, F., Otengei, S.O., Mujabi, S. and Ntayi, J.M., 2016. 'An investigation of key predictors of performance of agricultural projects in Sub-Saharan Africa', *International Journal of Social Economics*, 4 (7):676-691.

Noland, J., and Phillips, R. 2010. 'Stakeholder engagement, discourse ethics and strategic management', *International Journal of Management Reviews*, 12: 39-49.

Northouse, P. G. 2007. *Leadership: Theory and practice* (4th ed.). California: Sage Publications, Inc.

Northouse, P. G. (2016). Leadership: Theory and practice (7th ed.): Thousand Oaks, CA: Sage.

Nsereko, I .2017. Social entrepreneurial venture creation in Uganda. PhD. Makerere University, Kampala.

Ntayi, J. M., Rooks, G., Eyaa, S., & Qian, C. 2010. 'Perceived project value, opportunistic behavior, inters organizational cooperation, and contractor performance', *Journal of African Business*, 11(1):124–141.

Ntayi, J.M. 2005. Career Resilience and Sales Performance. PhD Thesis. Makerere University.

Ntiyakunze, S.K. 2011. Conflicts in Building Projects in Tanzania: Analysis of Causes and management Approaches. Doctor Thesis. Building and Real Estate Economics Department of Real Estate and Construction Management Royal Institute of Technology, Sweden.

Nunnally, J.C. 1967. *Psychometric Theory*. New York: McGrawHill

Nxumalo, C.T. & Mchunu, G.G. 2017. 'Exploring the stigma related experiences of family members of persons with mental illness in a selected community in the iLembe district, KwaZulu-Natal', *health sa gesondheid*, 22:202-212.

Nyabera.T.M.2015. Influence of stakeholder participation on implementation of projects in Kenya: A case of compassion international assisted projects in Mwingi sub-county. Masters of Arts in project planning and management thesis. University of Nairobi, Kenya.

Nyong'a, T.M. & Maina, R. 2019. 'Influence of strategic leadership on strategy implementation at Kenya Revenue Authority, southern region in Kenya', *International Academic Journal of Human Resource and Business Administration*, 3(5):128-159.

Oates, B.J. 2005. *Researching Information Systems and Computing*, Sage

OBOP, P.O.2016. Effectiveness of Delegated Authority on project completion: The case of Aphia Plus project Nairobi County, Kenya. Masters Thesis. University of Nairobi, Kenya.

Ochieng. E.G. & Price.A.D.F.2010. 'Managing cross-cultural communication in multicultural construction project teams: The case of Kenya and UK', *International Journal of Project Management*,1-12.

Odgórska, M. & Pichlak, M.2019. 'Analysis of project managers' leadership competencies: Project success relation: What are the competencies of polish project leaders?', *International Journal of Managing Projects in Business*, 12(4):869-887.

Odyek, J. 2017. 'Uganda looses $300m annual to poor execution of projects'. *New Vision*.(Online).
Available:<https://www.newvision.co.ug/new_vision/news/145863 0/uganda-loses-usd300m-annually-poor-execution-projects>.

Office of Auditor General. 2017. Annual Report of the Auditor General on the results Of Audits for theyear2017.Available:http://www.oag. go.ug/wpcontent /uploads/2018/01/Annual-Report-of-the-Auditor-General-FY-2017.pdf (Accessed:24May 2019).

Office of Auditor General. 2018. Report of the Auditor General to Parliament for the financial year ended 30th JUNE 2018.Available:http://www.oag.go.ug/wp-content/uploads/2019/01/Report-of-the- AuditorGeneral-to-Parliament-for-the-FY-ended-30-June-2018.pdf.(accessed 24 May 2019).

Ofori, D.F.2013. 'Project Management Practices &Critical Success Factors–A Developing Country Perspective', *International Journal of Business & Management*, 8(21):14-31.

Ogundipe, K. E., Olaniran, H. F., Ajao, A. M. & Ogunbayo, B. F. 2018. 'Assessing the Impact of Quality Supervision on Construction Operatives' Project Delivery in Nigeria', *International Journal of Civil Engineering and Technology*, 9 (9): 426–439.

Ogutu, B. A. 2019. Influence of donor requirements on the implementation of community projects in informal settlements: A case of output based aid (OBA) Funds project in Kayole, Soweto Nairobi County, Kenya. Masters of Arts in project planning and management thesis. University of Nairobi, Kenya.

Oke, J.A., Akinkunmi, W.B. and Etebefia, S.O., 2019. Use of correlation, tolerance, and Variance Inflation Factor for multicollinearity test. *GSJ*, 7(5):652-659.

O'Keeffe, J., Buytaert, W., Mijic, A., Brozović, N. & Sinha, R. 2016. 'The use of semi-structured interviews for the characterisation of farmer irrigation practices', *Hydrology and Earth System Sciences*, 20(5):1911-1924.

Okello, D, E.2018.Project procurement management, Stakeholder engagement and project performance of public infrastructure projects in the Electricity Sub sector of Uganda. Masters of Business AdministrationDissertation, MakerereUniversity , Uganda.

Okite-Amughoro, A. F.2017. The effectiveness of web 2.0 in marketing academic library services in Nigerian universities: case of selected universities in South- South Nigeria. PhD Thesis. University of KwaZulu-Natal.

Okuneye, M.Y., Lasisi, J.O., Omoniyi, C.O. & Shodiya, O.A .2014. 'Internal communication strategy and performance: Evidence from Nigerian service', *Journal of Research and Development*,1(11):29-37

Olander, S. & Landin, A.2005. 'Evaluation of stakeholder influence in the implementation of construction projects', *International Journal of Project Management Studies*, 23(4):321-328.

Olander, S. 2006. External stakeholder analysis in construction project management. PhD Thesis. Lund University.

Olanrewaju, A., Tan, S. Y. & Kwan, L. F. 2017. 'Roles of communication on performance of the construction sector', *Procedia Engineering*, 196:763-770.

Oliver. W. 2012. The Impact of Leadership Styles on Employee Engagement in a large Retail Organisation in the Western Cape. Masters thesis. University of the Western Cape.

Olofsson, N., Holmström, M. R. & Kristiansen, L. 2015. 'Assessing the Construct Validity and Reliability of School Health Records of the Health Dialogue Questionnaire in 7th Grade in Compulsory School', *MOJ Public Health*, 2(1):1-9.

Olowoselu, A., Mohamad, M. & Aboudahr, S. M.F, M. 2019. Path-Goal Theory and the Application in Educational Management and Leadership. In: *Education Quarterly Reviews*, 2(2): 448-455.

Olsson, B. & Johannsson. 2011. 'Projects as communication system: Creating a culture of innovation and culture', *Journal of International System*, 31: 30-37.

Omar, A.A.A. & Gabra, S.F., 2021. 'Workplace bullying and its effect on organizational trust and turnover Intention among nursing staff', *Assiut Scientific Nursing Journal*, 9(24.0):46-55.

Omar, M. A. A. 2015.Conceptualisation and measurement of employee engagement, and examining the antecedents of leadership styles and personality attributes. PhD thesis. Auckland University of Technology.

Omeihe, O.K., Gustafsson, V., Amoako, I.O & Khan, M.S. 2019. 'Trust and Distrust in Nigerian Supply Chain Relationships', *BAM 2019 Conference Proceedings*. 3RD- 4th September:1-29. Auston University, Birmingham united Kingdom,1-29.

Ondiba, P. K., Cheruiyot, T. K. & Sulo, T. 2019. 'Effect of Delegation of Responsibility on Corporate Financial Performance of Commercial Banks in Kenya', *International Journal of Academic Research in Business and Social Sciences*, 9(12): 961–974.

Onimole, S. O. 2015. 'Work Design and Job Satisfaction', *International Journal of Humanities and Social Science*, 5(1): 3-30.

Onwuegbuzie, A. J & Leech, N. L. 2006. 'Linking research questions to mixed methods data analysis procedures', *The Qualitative Report*, 11: 474-498.

Orewa, F.2019. 'Leadership styles as correlate of job performance in academic libraries in delta state, Nigeria', Library Philosophy and Practice (e-journal), 2564:1-13. [online] Available: https://digitalcommons .unl.edu/libphilprac/2564.

Organisation for Economic Co-operation and Development. 2015. Towards a framework for the governance of infrastructure. Public Governance and Territorial Development Directorate Public Governance Committee .ww.oecd.org/gover nance.

Osako, J. F.2018. Participative leadership and employee commitment in government secondary schools in Soroti District. Masters of Management Studies. Uganda Institute, Uganda.

Osborne, J.W. & Overbay, A., 2004. 'The power of outliers (and why researchers should always check for them)', *Practical Assessment, Research, and Evaluation*, 9(1):1-8.

Ostuzzi F, Rognoli V, Saldien J, Levi, M.2015. '+TUO project: low-cost 3D printers as helpful tool for small communities with rheumatic diseases', *Rapid Prototyping Journal*, 21:491–505.

Othman, S. A. 2014. 'Comparison between models with and without intercept', *Gen*, 21(1):118-127.

Otieno, A., Waiganjo, E.& Njeru, A. 2015. 'Effect of Employee Engagement on Organization  Performance in Kenya's Horticultural Sector', *International Journal of Business Administration*, 6(2): 77-85.

Otim, G. & Alinaitwe, H.M. 2013. 'Factors Affecting the Performance of Pavement Road Construction  Projects in Uganda', *International Journal of Project Management*, 22(2):115–134.

Otim, G., Nakacwa, F. & Kyakula, M.2011. 'Cost Control Techniques Used on Building Construction Sites in Uganda'. *Second International Conference on Advances in Engineering & Technology*, 367-373.

Oviawe, E.G.2015. Delegation: benefits, limitations & why managers find it difficult to delegate. Paper Presentation at the Nasarawa State University, Nigeria(January,2015).1-12.Available:    https://www.academia.edu/3902 5648/DELEGATION_-enefits__Limitations_and_Why_Managers _Find_It_Difficult_To_Delegate_2015.pdf

Owoo, N., & Lambon-Quayefio, M. 2018. 'The Role of the Construction Sector in Ghana'. WIDER   Working Paper 2018, forthcoming. Helsinki: UNU-WIDER.

Owusu, E.K., Chan, A.P., DeGraft, O.M., Ameyaw, E.E. & Robert, O.K., 2019. 'Contemporary review of anti-corruption measures in construction project management', *Project Management Journal*, 50(1):40-56.

Oyaya, W.O. 2017.Influence of leadership styles on performance of construction projects: A case of Housing projects in Westlands Sub County, Nairobi Kenya.MA Thesis. University of Nairobi, Kenya.

Pace, M. 2019. 'A correlational study on project management methodology and project success', *Journal of Engineering, Project, and Production Management*, 9(2): 56-65.

Pallant, J. 2007(a). *SPSS survival manual—A step by step guide to data analysis using SPSS for windows* (3rd ed.). Maidenhead: Open University Press.

Pallant, J. 2010(b). *SPSS survival manual: A step by step guide to data analysis using SPSS*. Maidenhead: Open University Press.

Panahi, A.2014. 'Threats to validity: Construct-irrelevant variances contributing to performance under-representation on Graduate Record Exam (GRE)', *Journal of Education & Human Development*, 3(1):327-346.

Pananrangi, A. 2017. Etika Birokrat. Makassar: CV Sah Media. ISBN 978-602-6928-18-4

Pandey, P. & Pandey, M. M. 2015. *Research methodology: Tools & techniques.* Bridge Center.

Pandey, S.C. & Patnaik, S., 2014. 'Establishing reliability and validity in qualitative inquiry: Acritical examination', *Jharkhand Journal of Development and Management Studies*, 12(1):5743-5753.

Parameshwara, N. 2019. 'Issues in Social Sciences and Ethical values-An over view', *Research Explorer*, VII (23): 38-42.

Pardo, A. & Román, M. 2013. 'Reflections on the Baron and Kenny model of statistical mediation', *Anales de psicologia*, 29(2):614-623.

Parfitt, M, K. & Sanvido, V.E. 1993. 'Checklist of critical success factors for building projects', *Journal of Management Engineering*, 9(3):243-249.

Parkin, J. 2007. 'Organizational decision-making and the project manager', *International Journal of Project Management Institute*, 14(5): 257-263.

Paulson, D.J.F.2009. Stakeholder decision making influence and Stakeholder Well-Being in Nursing Homes: The Case of Employees and Customers. PhD thesis. The University of Minnesota.

Pavan, G. K. & Nagarekha, K. 2014. 'Research Methodology: Review Article', *International Journal of Innovative Research & Development*, 3(7):168-173.

Peel, M. J.2014. 'Addressing Unobserved Endogeneity Bias in Accounting Studies: Control and Sensitivity Methods by Variable Type', *Accounting and Business Research*, 44 (5):545-571.

Pennstate, 2018. Is Path-Goal Theory A Practical Leadership Practice? https://sites.psu.edu/leadership/2018/02/19/is-path-goal-theory-a-practical-leadership-practice/ (Accessed 18 February 2023).

Petter, S., Straub, D. & Rai, A. 2007. 'Specifying formative constructs in information systems research', *MIS Quarterly*: 623-656.

Phua, T.T. & Rowlinson, S. 2004. 'How important is cooperation to construction projectsuccess? A grounded empirical quantification', *Engineering, Construction and Architectural Management*, 11(1):45-54.

Piaw, C. Y. 2014. *Kaedah Penyelidikan Edisi Ketiga*. Shah Alam: McGraw-Hill (Malaysia) Sdn. Bhd.

Pieterse, A. N., Knippenberg, D. V., Schippers, M. & Stam, D. 2010. 'Transformational and transactional leadership and innovative behavior: The moderating role of psychological empowerment', *Journal of Organizational Behavior*, 31: 609-623.

Pinsonneault, A. & Kraemer, K.1993. 'Survey research methodology in management information systems: an assessment', *Journal of Management Information Systems*, 10(2): 75–105.

Pinto, J. 2010. *Project Management: Achieving Competitive Advantage*. New Jersey: Pearson.

Pinto, J. K. & Slevin, D. P. 1988. 'Project success: definitions & measurement techniques', *Project Management Journal*, 19(1): 67-73.

Pinto, J. K., Slevin, D.P. & English, B. 2008. 'Trust in projects: An empirical assessment of owner/ contractor relationships', *International Journal of Project Management*, 27: 638–648.

Pinto, J.K. & Slevin, D. P. 1988. 'Critical success factors across the project life cycle', *Project Management Journal*, 19(3):67-75.

Pinto, M. B., Pinto, J. K. & Prescott, J. E. 1993. 'Antecedents and consequences of project team cross-functional cooperation', *Management Science*, 39: 1281-1297.

PM4DEV.2016.ProjectQualityManagement.Available: https://www.pm4dev.com /resour/freee-books/5-Project-quality management/file.html.

PMBOK (Project Management Body of Knowledge). 2013. *A guide to the project management body of knowledge (PMBOK® Guide)*. 5th ed. Newtown Square, PA: Project Management Institute.

Podsakoff, P. M., MacKenzie, S. B. & Podsakoff, N. P. 2012. 'Sources of method bias in social science research and recommendations on how to control it', *Annual Review of Psychology*, 63: 539–569.

Podsakoff, P. M., MacKenzie, S. B. & Podsakoff, N. P. 2016. 'Recommendations for Creating Better Concept Definitions in the Organizational, Behavioral, and Social Sciences', *Organizational Research Methods*, 19(2): 159–203.

Podsakoff, P.M., MacKenzie, S.B., Lee, J.Y. & Podsakoff, N. P. 2003. 'Common method biases in behavioral research: a critical review of the literature and recommended remedies', *Journal of Applied Psychology*, 88(5):879-903.

Polit, D.F. & Beck, C.T. 2012. *Nursing research: Generating and assessing evidence for nursing practice.* Philadelphia, PA: Lippincott Williams and Wilkins.

Pollack, J., Helm, J. & Adler, D.2018. 'What is the Iron Triangle, &how has it changed?', *International Journal of Managing Projects in Business*, 11(2): 527-547.

Polonsky, M.J., Schuppisser, S.T. & Beldona, S., 2002. 'A stakeholder perspective for analysing marketing relationships', *Journal of Market-Focused Management*, 5:109-126.

Polston-Murdoch, L .2013. 'An Investigation of Path-Goal Theory, Relationship of Leadership Style, Supervisor-Related Commitment, and Gender', *Emerging Leadership Journeys*, 6(1): 13- 44.

Ponce, O. A. & Pagán-Maldonado, N. 2015. 'Mixed Methods Research in Education: Capturing the Complexity of the Profession', *International Journal of Educational Excellence*, 1(1):111-135.

Potter, P., Deshields, T. and Kuhrik, M. 2010. 'Delegation practices between registered nurses and nursing assistive personnel', *Journal of Nursing Management*, 18: 157–165.

Pratama, I., Permanasari, A.E., Ardiyanto, I. & Indrayani, R. 2016. A review of missing values handling methods on time-series data. In 2016 *International Conference on Information Technology Systems and Innovation (ICITSI)* ( 1-6). IEEE.

Preacher, K.J. & Hayes, A.F. 2008. 'Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models', *Behavior Research Methods*, 40(3):879-891.

Pretorius, S., Steyn, H. and Bond-Barnard, T.J., 2017. Exploring project-related factors that influence leadership styles and their effect on project performance: A conceptual framework. *South African Journal of Industrial Engineering, 28*(4),95-108.

Priyadarshinee, P., Jha, M. K., Raut, R. D., & Kharat, M. G. 2018. 'To measure the business performance through cloud computing adoption in Indian scenario: structural equation modelling', *International Journal of Business Information Systems*, 28(4): 468-503.

Project Management Institute . 2013. *A guide to the Project Management Body of Knowledge.* 5th Edition. Newtown Square, Pennsylvania: PMI Publications.

Qi Wen, Q., Qiang, W. & An, N. 2017. 'Collaborating with Construction Management Consultants in Project Execution: Responsibility Delegation and Capability Integration', *Journal of Construction Engineering and Management*,143(7): 04017021-1-14.

Quinlan, C. 2011. *Business research methods.* Andover, Hampshire,UK: South Western Cengage learning

Rãducan , R. & Rãducan , R. 2014. 'Communication styles of leadership tools', *Procedia - Social and Behavioral Sciences*, 149: 813-818.

Rahim, M. A. 1983a. 'A measure of styles of handling interpersonal conflict', *Academy of Management Journal*, 26: 368–376.

Rahim, M. A. 1983b. *Rahim organizational conflict inventory – II: Forms A, B, and C.* Palo Alto,CA: Consulting Psychologists Press.

Rajablu, M, Marthandani, G. and Yusoffi, W.F. 2015. 'Managing for stakeholders: The role of stakeholder-based management in project success', *Asian Social Science*, 11 (3): 111-125.

Rajasekar, S., Philominathan, P. & Chinnathambi, V. 2013. Research Methodology (Online).Accessed<:https://www.researchgate.net/publication/2174858_R esearch_Methodology> [Accessed: 4 September 2020].

Ramsing, L.2009. 'Project communication in a strategic internal perspective', *Corporate Communications: An International Journal*, 14 (3), 345-357.

Rana, R., K'Aol, G. & Kirubi, M.2019. 'Effect of participative leadership style on employee performance of coffee trading companies in Kenya', *Journal of Human Resource and Leadership*, 4(2):29– 57.

Rana, R., K'Aol, G. & Kirubi, M.2019. 'Iinfluence of supportive and participative path goal leadership styles and the moderating role of task structure on employee performance', *International Journal of Research in Business and Social Science*, 8(5):76-87.

Rao, M. S. 2013. 'Soft leadership: a new direction to leadership', *Industrial and Commercial Training*, 45(3):143-149.

Rathenam, B. D. C. & Dabup, N, L. 2017. 'Impact of Community Engagement on Public Construction        Projects – Case Study of Hammanskraal Pedestrian Bridge, City of Tshwane, South Africa', *Universal Journal of Management*, 5(9): 418-428.

Raudeliūnienė, J. 2018. *Basic Research Methods. In Modernizing the Academic Teaching and Research Environment* ( 47-70). Springer, Cham.

Raulea, C. & Raulea, C. 2014. 'The impact of electronic communication technology on teamwork', *Latest Trends on Computers*, 2(1):23-34.

Raziq, M.M., Borini, F.M., Malik, O.F., Ahmad, M. and Shabaz, M. 2018. 'Leadership styles, goal clarity,     and project success: evidence from project-based organizations in Pakistan', *Leadership and Organization Development Journal*, 39: 309-323.

Renzl, B. 2008. 'Trust in Management and Knowledge Sharing: The Mediating Effects of Fear and Knowledge Documentation', *International Journal of Management Science*, 36(2): 206–20

Revelle, W. 2018. Using the psych package to generate and test structural models.

Riahi, Y., 2017. 'Project Stakeholders: Analysis and Management Processes', *SSRG International  Journal of Economics and Management Studies*, 6(2):40 – 41.

Riaz, A., Tahir, M. M. and Noor, A. 2013. 'Leadership is vital for project leaders to achieve project efficacy', *Research Journal of Recent Sciences*, 2(6): 99-102.

Rico, R., Sánchez-Manzanares, M., Gil, F., Alcover, M.C. & Carmen, Y.T.2011. 'Coordination Processes in Work Teams', *Papeles del Psicólogo*, 32(1): 59-68.

Riisgaard, H., Nexoe, J., V. Le, J., Sondergaard, J. & Ledderer, L .2016. 'Relations between Task Delegation and Job Satisfaction in General Practice: A Systematic Literature Review', *BMC Family Practice*, 17(168):1-8.

Ritchie, J., Lewis, J., Nicholls, C. M. & Ormston, R. 2013. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. Sage Publishing.

Robbins, S.2001.*Organisation behaviour: Leading and managing.* Wellington: Pretince Hall.

Roberts, O. I. & Okereke, C. I. 2017. 'Cultural beliefs on waste and the need for integration into present domestic waste management: Evidence from selected communities in Rives state, Nigeria', *International Journal of Social Science & Management Research*, 3(6): 1-12.

Robinson, M.A.2018.'Using multi-item psychometric scales for research and practice in human resource management', *Human Resource Management*, 57(3): 739-750.

Rocco, T. S., Bliss, L. A., Gallagher, S. & Perez-Prado, A. 2003. 'Taking the next step: Mixed methods research in organizational systems', *Information Technology, Learning, and Performance Journal*, 21:19-29.

Rodionova, Y. 2020. Conflict Resolution in Russian Public Procurement: Understanding Supplier Strategies in a State Dominated System. Higher School of Economics Research Paper No. WP BRP, 28. [Online]. Available:https://wp.hse.ru/data/ 2020/ 07/27/1599609366/28PSP2020.pdf [Accessed: 12 January 2022].

Rodríguez-Ardura, I.& Meseguer-Artola, A., 2020. 'How to prevent, detect and control common method variance in electronic commerce research', *Journal of Theoretical and Applied Electronic Commerce Research,* 15(2):I-IV.

Rok, B. 2009. 'Ethical context of the participative leadership model: taking people into account', *Corporate Governance*, 9(4): 461-72.

Rosalind, E & Janet, H.2020. 'Reviewing challenges and the future for qualitative interviewing', *International Journal of Social Research Methodology*, 23:5, 581-592.

Ross, J.A. & Gray, P. 2006. 'Transformational leadership and teacher commitment to organisational values: The mediating effects of collective teacher efficacy', *School Effectiveness and School Improvement*, 17(2):179-199.

Rowlinson, S., & Cheung, Y, K, F. 2008. 'Stakeholder management through empowerment: modelling    project success', *Construction Management and Economics*, 26(6): 611-623.

Rubin, A., & Babbie, E. 2005. *Research methods for social work* (5th ed.). Belmont, CA: Wadsworth.

Ruiz-Nuñez, F.,   &   Wei, Z. 2015.   Infrastructure Investment Demands in Emerging Markets and Developing Economies. World Bank Policy Research     Working Paper, 7414.

Rumman, M.A.A. & Alzeyadat, A.A. 2019. 'The Influence of Delegation of Authority and Management Control on the Effectiveness of Managerial Decision-Making in the Arab Pharmaceutical Manufacturing Company Limited in Al-Salt City in Jordan', *International Journal of Business Administration* ,10(4):13-29.

Russell, M. 2015. 'Continuous disclosure and information asymmetry', *Accounting Research Journal*, 28(2):195-224

Ruuska, K. 2016. Project Communication. *"IPMA 96" World Congress on Project Management*: Paris, France Ic8

Ruuska,K.1996. Project Communication. *"IPMA 96" World Congress on Project Management* – Paris, France Ic8 : 67-76.

Ruzgar, N. 2018. 'The Effect of Leaders' Adoption of Task-Oriented or Relationship-Oriented Leadership Style on Leader-Member Exchange (LMX), In the Organizations That Are Active in    Service    Sector:    A Research on Tourism Agencies', *Journal of Business    Administration Research*, 7(1):50-60.

Sabey, A. & Latta, T. 2017. 'Testing the convergent and discriminant validity of the Systemic Therapy Inventory of Change Initial scales', *Psychotherapy Research*, 28(5):734-749.

Safapour, E. & Kermanshachi, S. 2019. 'Identifying early indicators of manageable rework causes and selecting mitigating best practices for construction ', *Journal of Management in Engineering*, 35(2 ) :04018060-13.

Safapour, E., S. Kermanshachi, S. & Kamalirad, D. Tran. 2019. 'Identifying Effective Project-Based Communication Indicators within Primary &Secondary Stakeholders in Construction Projects', *ASCE Journal of Legal Affairs & Dispute Resolution in Engineering and Construction*, 11(4): 04519028-1-04519028-10.

Sagnak, M. 2016. 'Participative leadership and change-oriented organizational citizenship: The mediating effect of intrinsic motivation', *Eurasian Journal of Educational Research*, 62, 181-194.

Saha, S. & Kumar, S.P.2017. 'Influence of participation in decision making on job satisfaction, group learning, and group commitment: Empirical study of public sector undertakings in India', *Asian Academy of Management Journal*, 22(1):79–101.

Saks, A. M. 2006. 'Antecedents and consequences of employee engagement', *Journal of Managerial Psychology*, 21: 600-619.

Salari, M., Yousef, N & Asgary, M.M.2015. 'Cost Performance Estimation in Construction Projects Using Fuzzy Time Series', *International Journal of Information Technology Project Management*, 6(1): 66-75.

Salim,W & Neggara, S.D.2018. 'Infrastructure Development under the Jokowi Administration: Progress, Challenges and Policies,' *Journal of Southeast Asian Economies*, 35(3):386–401.

Sally, M.W. & Rosemary, J. 2017. 'Effect of Community Partcipation in the Implementation of Community Based Projects in Kieni Sub-County', *International Journal of Project Management*, 1(1):1-19.

Salman, M., Khan, M.N., Javaid, M. and Din, M.N.U.2016. 'Leadership Style and employee Performance through mediating role of work engagement', *American Journal of Business and Society*, 1(3):129-135.

Salter, A., Cricuolo, P., & Ter Wal, A. 2014. 'Coping with Open Innovation: Responding to the Challenges of External Engagement in R&D', *California Management Review*, 56(2): 77-94.

Sandell, K.2012. Transformational leadership, Engagement and Performance: A new perspective. Degree of Master of Science, Colorado State University.

Sarpin, O., Ling,C,Y.,Kasim,N. , Noh,H,M. , Omar,R., & Zainal,R.2019. Key Strategies in Undertaking International Construction Project: Contractors' Perspective. *MATEC Web of Conferences*, 266(03019):1-6.

Saunders, B., Kitzinger, J. Kitzinger, C. 2015. 'Anonymising interview data: challenges and Compromise in practice', *Qualitative Research*, 15(5):616–632.

Saunders, L. & Corning, S. 2020. 'From cooperation to collaboration: Toward a framework for deepening library partnerships', *Journal of Library Administration*, 60(5):453-469.

Saunders, M., Lewis, P. & Thornhill, A. 2012. *Research Methods for Business Studies*. 6th ed. England: Pearson Education.

Saunders, M., Lewis, P. &Thornhill, A. 2007. *Research Methods for Business Students*. 4th ed. London: Prentice-Hall.

Saunders, M.1999. 'Linking external communication & Organizational effectiveness', *Organization Development Journal*, 17(4):35-40.

Sawaki, Y. 2011. Exploratory Factor Analysis. Waseda University JLTA Workshop, Momoyama Gakuin University.

Schmitt, T. A. & Sass, D. A. 2011. 'Rotation Criteria and Hypothesis Testing for Exploratory Factor Analysis: Implications for Factor Pattern Loadings and Inter factor Correlations', *Educational and Psychological Measurement*, 71(1):95–113.

Schneider, S. K. & George, W. M. 2011. 'Servant leadership versus transformational leadership in voluntary service organizations', *Leadership and Organization Development Journal*, 32(1):60-77.

Schwardt, T.A. 2007. *The SAGE Dictionary of Qualitative Inquiry* .3rd ed. University of Illinois, Urbana-Champaign.

Schwartz, A. E. 2005. Performance Communication: How Can It Help You?. Ezine Articles.Available:http://ezinearticles.com/?Performance-Communication:-How-    Can-ItHelp You?&id =5     3054.

Sekaran, U. 2000. *Research Methods for Business: A Skill Business Approach*, John Wiley &Sons,    New York.

Shah, I.A & Baporikar,N.2012. 'Participatory Approach to Development in Pakistan', *Journal of Economic and Social Studies*, 2(1):111-143.

Shah, M. & Naqvi, I. H. 2014. 'Impact of external stakeholder's engagement on project portfolio Management success, IT industry in Lahore, Pakistan', *Elixir Project and Quality*, 72:25333-25337.

Shah, R.K.2016. 'An Exploration of Causes for Delay &Cost Overruns In Construction   Projects: Case Study of Australia, Malaysia and Ghana', *Journal of Advanced  College of Engineering & Management*, 2:41-55.

Shahu, R., Pundir, A. K. & Ganapathy, L. 2012. 'An empirical study on flexibility: A critical success factor of construction projects', *Global Journal of Flexible Systems Management*, 3(3): 123–128.

Sharma, A. & Bhatnagar, J. 2016. Enterprise social media at work: web-based solutions for employee engagement. *Human Resource Management International Digest*, 24(7):16-19.

Sharma, G. 2017. 'Pros and cons of different sampling techniques', *International Journal of Applied Research*, 3(7):749-752.

Sharma, N., Young, L. & Wilkinson, I. 2006. 'The commitment mix: Dimensions of commitment in international trading relationships in India', *Journal of International    Marketing,* 14(3):64-91.

Shie, Y. 2012. The Emergence of Collaborative Environmental Governance in Taiwan: A Changing  Landscape of Environmental Politics. PhD Thesis. University College London.

Shockley-Zalabak, P., Ellis, K. & Winograd, G. 2000. 'Organizational trust: what it means, why it matters', *Organization Development Journal*, 18(4):35-48.

Shokory, S.M. & Suradi, R.M.S. 2018. 'Transformation leadership and its Impact on extra role performance of project Team members: The mediating Role of Work     Engagement', *Academy of Strategic Management Journal*, 17(5).

Shrout, E. P. & Bolger, N. 2002. 'Mediation in experimental and non-experimental studies: New Procedures and Recommendations', *Psychological Methods*, 7(4), 422–446.

Sibiya, M., Aigbavboa, C. O. & Thwala, W. D. 2014. 'A Theoretical Harmonization of the Factors Affecting the Performance of Construction Projects'. *6th International Conference on Humanities, Geography and Economics*, Cape Town: ICHGE.130-134.

Siering, J. & Svensson, A. 2012. Managing external stakeholder relationships in PPP projects: A multidimensional approach. Department of Civil and Environmental Engineering, Division of Construction Management, Chalmers University of Technology, Gothenburg, Sweden, Report 2012:163.

Silva, C.2017. 'Research Design - The New Perspective of Research Methodology', *British Journal of Education, Society and Behavioural Science*, 19(2):1-12.

Silvius, G. & Schipper. R.2019. 'Planning Project Stakeholder Engagement from a Sustainable Development Perspective', *Administrative Sciences*, 9(46):1-22.

Sim, J., Saunders, B., Waterfield, J. & Kingstone, T. 2018. Can sample size in qualitative research be determined a priori?', *International Journal of Social Research Methodology*, 21(5):619-634.

Simion K. 2016. Practitioner's Guide: Qualitative and Quantitative Approaches to Rule of Law Research. INPROL – International Network to Promote the Rule of Law, 1- 58.

Simsek, Z., Veiga, J. F., Lubatkin, M. H., & Dino, R. N. 2005. 'Modelling the Multilevel Determinants of Top Management Team Behavioral Integration', *Academy of Management Journal*, 48(1), 69– 84.

Sinclair, D. & Zairi, M.1995. 'Effective process management through performance measurement: part III-an integrated model of total quality-based performance measurement', *Business Process Re-engineering and Management Journal*, 1(3):50-65.

Sinek, S. 2014. Why good leaders make you feel safe. London: Prentice Hall.

Singh, B. & Avital, M. 2007. 'The impact of collaboration and competition on project performance', Paper presented at *International Conference on Information Systems (ICIS),* Montreal, Canada.

Singh, N. & Singh, A. K. 2015. 'Data Analysis in Business Research: Key Concepts', *International Journal of Research in Management & Business Studies*, 2(1):50-55.

Singh, S., Chinyio, E. and Suresh, S. 2018 'the Implementation of Stakeholder Management and Building Information Modelling (BIM) in UK Construction Projects', in *Proceeding of the 34th Annual ARCOM Conference*: 776–785.

Sinkovics, R. R. & Alfoldi, E. A. 2012. 'Progressive focusing and trustworthiness in qualitative research', *Management International Review*, 52(6), 817-845.

Siyao, P. O. & Sife, A.S. 2020. 'Access to and use of climate change information covered in Tanzanian newspapers: A case of selected Peri-Urban Newspaper readers in Tanzania', *East African Journal of social and Applied Sciences*, 2(2):138-153.

Slabbert, Y. 2018. From monologue to dialogue: Key considerations for an approach to multiple stakeholder engagement. *8th Biennial conference of the Academy of World Business, Marketing and Management Development* 17-21 July, Athens, Greece, 8(1):104-121.

Slevitch, L. 2011. 'Qualitative and Quantitative Methodologies Compared: Ontological and Epistemological Perspectives', *Journal of Quality Assurance in Hospitality & Tourism*, 12(1):73-81.

Sloan, P. 2009.'Redefining stakeholder engagement: From control to collaboration', *Journal of Corporate Citizenship*, (36):25-40.

Smith, J.W., Leahy, J.E., Anderson, D.H. & Davenport, M.A., 2013. 'Community/agency trust: a measurement instrument', *Society & Natural Resources*, 26(4):472-477.

Smith, J.W., Leahy, J.E., Anderson, D.H. & Davenport, M.A., 2013. 'Community/agency trust: a measurement instrument', *Society & Natural Resources*, 26(4):472-477.

Smith, K. 2007. *Teamwork and project management*. (3rd ed.). New York: McGraw-Hill Companies, Inc.

Smith, L., & Mounter, P. 2005. *Effective Internal Communication*. London and Philadelphia: Kogan Page    Limited.

Sofi, M.A., & Devanadhen, K. 2015. 'Impact of Leadership Styles on Organizational Performance: An    Empirical    Assessment    of    Banking Sector in Jammu &Kashmir (India)', *IOSR Journal of    Business    and Management (IOSR-JBM),* 17(8):31-45.

Somech, A. 2005. 'Directive Versus Participative Leadership: Two Complementary Approaches to Managing School Effectiveness', *Educational Administration Quarterly*, 41 (5): 777-799.

Song, S.H., Lee, H.-S.  & Park, M. 2004. Development of quality performance indicators    for quality    management    in    construction    projects. Available: <https://www.irbnet.de/d aten /iconda/ CIB4 419 .pdf >.

Ssenyange, K. 2011.Project communication, Targets clarity, teamwork and project performance. Master thesis report. Makerere University, Uganda.

Ssenyange, K., Katerega, K.S.Y.N. & Sebunya, A.K.M.A., 2017. Project communication a dimension for improved project performance: The case of selected public university projects. *Journal of  Resources  Development and Management*, 30:77-84.

Stacciarini, T. S. G. & Pace, A. E. 2017. 'Confirmatory factor analysis of the Appraisal of    Self-Care    Agency    Scale-Revised',    *Revista    latino-americana de enfermagem*, (25):1-9.

Strahorn, S., Brewer, G. & Gajendran, T. 2017. 'The Influence of Trust on Project    Management    Practice    within    the    Construction    Industry', *Construction Economics and Building*, 17(1): 1-19.

Streubert, H.J., & Carpenter, D.R. 2011. *Qualitative Research in Nursing: Advancing the Humanistic Imperative.* (5th ed.). Wolters Kluwer, Philadelphia.

Struwig, F. W. & Stead, G. B. 2013. *Research: Planning, Designing and Reporting*. Cape Town: Pearson.

Studer, S. & von Schnurbein, G. 2013. 'Organizational factors affecting volunteers: A literature review on volunteer coordination. *VOLUNTAS:',*

*International Journal of Voluntary and Non-profit Organizations*, 24:403-440.

Subari, S. & Riady, H.2015.'Influence of Training, Competence and Motivation on Employee Performance, Moderated by Internal Communications', *American Journal of Business and Management*, 4(3):133-145

Suddaby, R. & Hardy, C. 2011. 'Where are the new theories of organization?', *Academy of Management Review* ,36(2):1–17

Suhr, D. D. 2006. Exploratory or Confirmatory Factor Analysis. Presented at San Francisco, CA, *SAS Users Group International Conference (SUGI31)*: SAS Institute Inc.

Sundler, E., Lindberg, E., Nilsson, C. & Palmer, L.2019. 'Qualitative thematic analysis based on descriptive phenomenology', *Nursing Open*, 6(3):733-739.

Sunjka, B. P. & Jacob, U. 2013. 'Significant causes and effects of project delays in the Niger delta region, Nigeria'. *25th Annual SAIIE Conference*, Stellenbosch, South Africa.

Sunindijo, R. Y. 2015. 'Project manager skills for improving project performance', *International Journal of Business Performance Management*, 16(1), 67-83.

Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. 2007. *Using multivariate statistics* (5,481- 498). Boston, MA: Pearson.

Taherdoost, H.A.M.E.D., Sahibuddin, S. and Jalaliyoon, N.E.D.A., 2022. Exploratory factor analysis; concepts and theory. *Advances in Applied and Pure Mathematics*, 27:375-382.

Takim, R. & Akintoye, A.2002. 'Performance indicators for successful construction project performance',In: Greenwood, D (Ed.), *18th Annual ARCOM Conference*, University of Northumbria, 2-4 September 2002. Association of Researchers in Construction Management, 2: 545-55.

Takase, M., 2013. 'The relationship between the levels of nurses' competence and the length of their clinical experience: A tentative model for nursing competence development', *Journal of Clinical Nursing*, 22(9-10):1400-1410.

Takim, R., Akintoye, A. & Kelly, J. 2004. 'Analysis of measures of construction project success in Malaysia'. *Proceedings of the 20th Annual ARCOM Conference in Heriot Watt University*, Edinburgh, 2, 1-3 September. Association of Researchers in Construction Management, 1123-33.

Taylor, S.P. 2018. 'Critical realism vs social constructionism & social constructivism: application to a social housing research study', International *Journal of Sciences: Basic and Applied Research*, 37(2):216-222.

Taylor, H.S. 2018. Participative Leadership & Project success. Doctor of Business Administration. Liberty University School of Business.

Terrell, S.R. 2012. 'Mixed-methods research methodologies', *Qualitative Report*, 17(1):254-280.

The Belmont Report. 1979. Ethical Principles &Guidelines for the Protection of Human Subjects of Research". Available:https://globalhealthtrainingcentre .tghn.org /site_media/media/medialibrary/2011/04/Belmont_ Report_1979.pdf.

The Law Library of Congress. 2014. National Funding of Road Infrastructure Australia • Brazil. Canada • China • Engl&&Wales.France • Germany • Israel • Italy • Japan • Mexico. Netherlands • South Africa • Sweden Global Legal Research Center.Wiid, J. & Diggines, C. 2013. Marketing research. Juta &Company Ltd.

Thwala, W.D. 2009. 'Experiences and challenges of community participation in urban renewal projects: The case of Johannesburg, South Africa', *Journal of Construction in Developing Countries*, 14(2):37-54.

Tobin, A.G. & Begley, C.M. 2004. 'Methodological rigor within a qualitative framework', *Journal of Advanced Nursing*, 48(4): 388-396.

Tóth-Király, I., Bõthe, B., Rigó, A. and Orosz, G., 2017. 'An illustration of the exploratory structural equation modeling (ESEM) framework on the passion scale', *Frontiers in Psychology*, 8:1968.

Tomescu-Dumitrescu, C. & Mihai, E.A.2019. 'Delegation as a management method', Annals of' Constantin Brancusi' University of Târgu Jiu, 3:182-187.

Tomlinson. 2010. How to Differentiate in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development [online]. Available: <http://www.ascd.org/publications/books/101043 /chapters/The-How-To's-of-PlanningLessons-Differentiated-by-Learning-Profile.aspx.> [Accessed:10 August 2020].

Tonnquist, B. 2008. *Project management: A guide to the theory and practice, project, programand portfolio management and business change*, Stockholm, Utbildning.

Tonui, E. 2020. Influence of Ict on Revenue Generation and Livelihoods of the Members of Sme-instituted Co-operative Societies a Study of Selected Co-operatives in Kiambu County. Doctoral dissertation. University of Nairobi, Kenya.

Tran, V.D. & Keng, C.J., 2018. 'The brand authenticity scale: Development and validation', *Contemporary Management Research*, 14(4):277-291.

Tsui H. D.2019. 'Trust, Perceived Useful, Attitude and Continuance Intention to Use E-Government Service: AnEmpirical Study in Taiwan', *IEICE TRANSACTIONS on Information and Systems*, 102(12): 2524-2534.

Tuuli, M, M., Rowlinson, S., Fellow s, R., Liu, A, M, M. 2012. 'Empowering the project team: impact of leadership style and team context', *Team Performance Management: An International Journal,* 18(¾):149-175.

Tumwebaze, S. 2014. 'Why some projects in Karamoja fail to work'. *Daily Monitor*, 2 January. Available: on<https://www.monitor.co.ug/artsculture /reviews/whysome-projects-in-Karamoja-fail-to-work/691232-213135 49tgghyz/index.html >.2017/18

Tunguta, E. 2018. Stakeholder Participation, Commitment and Project Performance in Road Construction Projects in Mbale District. Unpublished masters of Business Administration Dissertation. Makerere University, Uganda.

Tunji-Olayeni, P., Mosaku, T.O., Fagbenle, O.I., Omuh, I.O. & Opeyemi, J.2014. 'Evaluating Construction Project Performance: A Case of Construction SMEs in Lagos, Nigeria'. *Proceedings of the 23rd IBIMA Conference on Creating Global Competitive Economies: 2020 Vision*

*Planning & Implementation*, Rome, Italy,  13 –14 November, 2014:3116 – 3128.

Tunji-Olayeni:Mosaku,T,O.,  Fagbenle,O,I.,  Omuh,I,O,  &  Opeyemi,  J.2016. 'Evaluating    Construction Project Performance: A Case of Construction SMEs  in Lagos, Nigeria', *Journal of Innovation and Business Best Practices*, 2016(2016).

Turiman, P., Omar, J., Daud, A. M., & Osman, K. 2012. 'Fostering the 21st century skills  through  scientific  literacy  and  science  process  skills', *Procedia - Social and Behavioral Sciences*, 59:110–116.

Turner, J. R. & Muller, R. 2005. 'The project leader's leadership style as a successfactor  on  projects:  A  literature  review',  *Project  Management Journal*, 36 (2):49-61.

Turner, M. & Mariani, A. 2016. 'Managing the work-family interface: Experience of  construction  project  managers',  *International  Journal  of  Managing Projects in Business*, 9(2):243–58.

Turner, R. & Muller, R. 2005. 'The Project Manager's Leadership Style as success factor on Projects: A Literature Review', *Project Management Journal,* 36(1): 49-61.

Turner, R., 2004. 'Five necessary conditions for project success (Editorial)', *International Journal of Project Management*, 22: 349–35.

Uganda.Kampala Capital city act 2010.Available: https://www.kcca.go.u g/uploads/KCCA_ACT_2010.pdf.

Uganda.Kampala Capital City Authority. 2018. Ministerial policy statement for financial  year  2017/2018:  Vote122.Parliament  of  Uganda.Available: Https://www.kcca.go.go     ug/uDocs/KCCA%20Ministerial%20Policy %20Statement%20217/2018.pdf

Uganda.Ministry of works and transport. 2018. Annual sector performance report FY

Ukpong, N.N., Mbong, U.F. and Ekanem, E.E.2018. Effective leadership in administration  of  secondary  schools  in  the  21st  century  and  teachers' commitment to work. *Conference   Proceedings.     10th   International Conference on Education and New Learning Technologies Education* 18, Palma (Spain) 2nd – 4th of July 2018, 3461-3466:1-25.

Valcore, J. L., & Pfeffer, R. 2018. 'Systemic error: Measuring gender in criminological research', *Criminal Justice Studies*, 31(4): 333-351

Van den Steen, E .2005. The Origin of Shared Beliefs and Corporate Culture. MIT Working Paper.

Van der Hoorn, B. & Whitty, S. J.2015. 'Signs to dogma: A Heideggerian view of how artefacts distort the project world,' *International Journal of Project Management*, 33:1206–1219.

Van Rijnsoever, F.J.2017. (Ican't Get No) saturation: A simulation and guidelines for sample sizes in qualitative research. *PLos ONE*,12(7):e0181689.

Van Wilder, L., Clays, E., Devleesschauwer, B., Pype, P., Boeckxstaens, P., Schrans, D. and De Smedt, D., 2020. Health-related quality of life in patients with non-communicable disease: study protocol of a cross-sectional survey. *BMJ open*, *10*(9), p.e037131.

Vargas-Hernandez.J.G.2007. Relationships of cooperation between firms, institutions and government, 1-31. [online]. Available:<http://acacia.org.

mx/busqueda/pdf/P02T3.pdf>. [Accessed: 14 July, 2020].

Vasilev, A. & Todorova, T., 2016. Some Transaction Cost Effects of Authoritarian Management. Available on : https://www.econstor.eu/ handle/10419/145297

Vincent-Höper, S., Muser, C., & Janneck, M. 2012. 'Transformational leadership, work engagement, and occupational success', *Career Development International*, 17(7):663- 682.

Voorhees, C.M., Brady, M.K., Calantone, R. & Ramirez, E., 2016. 'Discriminant validity testing in marketing: an analysis, causes for concern, and proposed remedies', *Journal of the Academy of Marketing Science*, 44(1):119-134.

Wagner, J.A.1994. 'Participation's effect on performance & satisfaction: A reconsideration of research evidence', *Academy of Management Review*, 19(2): 312-330.

Wang, J. & Zuo, R. 2020. 'Quantifying the distribution characteristics of geochemical elements and identifying their associations in south western Fujian Province, China', *Minerals,* 10(2):183.

Wang, Q., Chui, Y. H., Ni, C., Smith, I. & Asiz, A. 2010. 'An empirical model to predict load- Slip response of laterally loaded nailed Joint', in Proceedings of the 11th World Conference on Timber Engineering, June 20-24, Riva del Garda, Italy.

Wang, S., Tang, W. & Li, Y. 2013. 'Relationship between owners' capabilities and project performance on development of hydropower projects in China', *Journal of Construction Engineering and Management*, 139 (9):1168-1178.

Wanjiru, V.M. 2016. Influence of stakeholder engagement on performance of street children rehabilitation programmes in Nairobi County Kenya. Masters Dissertation, University of Nairobi, Kenya.

Warsame, S.A.2021. 'The Relationship between Information & Communication Technology and Foreign Direct Investment Inflow to Africa', International Journal of Economics and Finance, 13(5):22-35.

Watson, W. 2008. *Secrets of top performers: how companies with highly effective employee communication differentiate themselves*. London: Watson Wyatt Worldwide.Executivesummary. [Online]. Available: www.watsonwyatt.com/<http://research/ reports.asp>. [Accessed: 20 June, 2020].

Watt, A. 2014. Project management. Available:https://app.livecarta.com /catalog/preview/project –Management.

Weldearegay.H.2014.The role of communication in managing projects. Case study: Umea 2014 European Capital Culture. Masters' thesis. Umea School of business.

West, F., Homer, C., & Dawson, A. 2016. 'Building midwifery educator capacity in teaching in low and lower-middle income countries. A review of the literature', *Midwifery*, (33): 12-23.

William, B. & Galden, D. 2015. Chapter 5: *Leadership and performance management from open for business: An introduction to into the Real world.* Kendall Hunt Publishing.Available:<https:/ /he.kendallhunt.com /he.kendallhunt.com/sites/default/files/heupload/Williams_Galden_1e_Ch5 10315.pdf>.

Williams, B., Brown, T. & Onsman. A. 2010. 'Exploratory factor analysis: A five-step guide for novices', *Australasian Journal of Paramedicine*, 8(3):1-13.

Williams, R. & Walton, A. 2013. *The social licence to operate and coal seam gas development*. Canberra: CSIRO.

Winch, G, M, 2010. *Managing construction projects: an information processing approach*, 2nd edition, Wiley-Blackwell, West Sussex, UK.

Winch, G, M. 2010. *Managing construction projects: an information processing approach*, 2nd edition, wiley-blackwell, west Sussex, UK.

Wittwer, R. & Hubrich, S. 2015. 'Nonresponse in household surveys: a survey of nonrespondents from the repeated cross-sectional study "mobility in cities–SrV"    in Germany', *Transportation Research Procedia*, 11:66-84.

Wolfe, B. E. 2013. 'The Value of Pilot Studies in Clinical Research: A Clinical Translation of the Research Article Titled in Search of an Adult Attachment Stress Provocation to Measure Effect on the Oxytocin System', *Journal of the American Psychiatric Nurses Association*, 19(4):192–194.

Wong, P. S. P. and Cheung, S. O. 2005. 'Structural equation model of trust and partnering    success', *Journal of Management in Engineering*,10.1061/ (ASCE)0742-597X(2005)21:2(70): 70–80.

Worthen, M. G. F. 2016. 'Hetero-cis-normativity and the gendering of transphobia', *International Journal of Transgenderism*, 17(1): 31–57.

Wright, S., O'Brien, B. C., Nimmon, L., Law, M. & Mylopoulos, M. 2016. 'Research Design Considerations', *Journal of Graduate Medical Education*, 8(1):97-98.

Wu, G., Liu, C., Zhao, X. & Zuo, J. 2017. 'Investigating the relationship betweencommunication-conflict    interaction and project success among construction project teams', *International Journal of Project Management*, 35 (2017):1466–    1482.

Wu, J. & Xu, H., 2019. Annual average daily traffic prediction model for minor roads at intersections. *Journal of Transportation Engineering, Part A: Systems*, 145(10):04019041.

Wu, J. & Xu, H., 2019. Annual average daily traffic prediction model for minor roads at intersections. *Journal of Transportation Engineering, Part A : systems*,    145(10): :04019041.

Yang, F.; Li, X.; Song, Z.; Li, Y.; Zhu, Y.; Asce, A.M. 2018. 'Job Burnout of Construction Project Managers: Considering the Role of Organizational Justice', *Journal of Construction Engineering and Management*, 144(11): 04018103-1-15.

Yang, L. R., Huang, C. H., & Wu, K. S. 2011. 'The association among project leader's leadership style, teamwork and project success', *International Journal of Project Management*, 29(3):258-267.

Yang, L., Wu, K. & Huang, C.2012.' Validation of a Model Measuring the Effect of a Project Manager's Leadership Style on Project Performance', *KSCE Journal of Civil Engineering*, 17(2):271-280

Yang, L.R., Chen, J.H., Wu, K.S., Huang, D.M. & Cheng, C.H., 2015. 'A framework for evaluating relationship among HRM practices, project success and organizational benefit', *Quality & Quantity*, 49(3):1039-1061.

Yang, L.R., Wu, K.S. & Huang, C.F. 2013. 'Validation of a model measuring the effect of a project leader's leadership style on project performance', *KSCE Journal of Civil engineering*, 17(2):271-280.

Yates, K .2006. 'Internal Communication effectiveness enhances bottom-lines results', Journal of Organizational Excellence, 25(3), 71-79.

Ylitolva, F.2015. Internal communications in project management: Case Company X. Available:https://core.ac.uk/download/pdf/38117556.pdf.

Yong, A.G. & Pearce, S. 2013. 'A beginner's guide to factor analysis: Focusing on exploratory factor analysis', *Tutorials in Quantitative Methods for Psychology*, 9(2):79-94.

Yoon, J., S. Talluri, & C. Rosales. 2020. "Procurement Decisions and Information Sharing Under Multi-tier Disruption Risk in a Supply Chain." *International Journal of Production Research* 58 (5): 1362–1383.

Young, D.S. & Casey, E.A., 2019. 'An examination of the sufficiency of small qualitative samples', *Social Work Research*, 43(1):53-58.

Yousaf, S.2018. 'Influence of Servant leadership on Project success with mediating role of Team building and moderating role of Trust in Pakistan', *Jinnah Business Review*,6(2):52-59.

Yu, M., Vaagaasar, A.L., Müller, R., Wang, L. & Zhu, F. 2018. 'Empowerment: The key to horizontal leadership in projects', *International Journal of Project management* , 36(7):1-38.

Yukl, G. 2002. *Leadership in Organizations*. 5th Ed. Upper Saddle River, NJ: Prentice Hall.

Yukl, G. 2006. *Leadership in organizations*. 6th ed. Upper Saddle River: Pearson Prentice Hall.

Yukl, G. 2010. *Leadership in Organizations*. 7th ed. New Jersey: Pearson.

Yukl, G. 2013. *Leadership in Organisation*, 8th ed., Upper Saddle River, Pearson Education, Inc.

Yusoff, A.S.M., Peng, F.S., Abd Razak, F.Z. & Mustafa, W.A. 2020. Discriminant validity assessment of religious teacher acceptance: The use of HTMT criterion. *Journal of Physics: Conference Series* (1529(4): 042045). IOP Publishing.

Zaefarian, G., Thiesbrummel, C., Henneberg, S.C. & Naudé, P. 2017. 'Different recipes for success in business relationship', *Industrial Marketing Management*, 63: 69-81.

Zainudin, A. 2012. *Research methodology and data analysis*. 5th Edn., Shah Alam: University Technology MARA Publication Centre UiTM Press.

Zanganeh Shahraki, S., Ahmadifard, N., Farhadikhah, H., Fotouhi Mehrabani, B., Haydari, A,       Abdali, Y., Abbasi Fallah, V., Farhadi, E., Cividino, S., Vinci, S.& Salvati, L. 2020. 'Spatial Planning, Urban Governance and the Economic Context: The Case of 'Mehr'Housing Plan, Iran', *Land*, 9(169):1-13.

Zeffane, R. 2003. 'Patterns of Organizational Commitment and Perceived Management Style: A Comparison of Public and Private Sector Employees', *Human Relations*. 47(8): 977-1010.

Zeffane, R., Tipu, S. A. & Ryan, J.C.2011. 'Communication, Commitment and Trust: Exploring the Triad', *International Journal of Business and Management*, 6(6):77-87.

Zhang, X. 2019. 'Research on the Influence Factors of Brand Experience on Consumers Brand Loyalty', *Open Journal of Business and Management*, 7, 556-561.

Zhang, X., Qian, J., Wang, B., Jin, Z., Wang, J. & Wang, Y. 2017. 'Leaders' Behaviours Matter: The Role of Delegation in Promoting Employees' Feedback-Seeking Behavior', *Frontiers in Psychology*, 8(920):1-10.

Zhao, X., Lynch, J. G & Chen,Q.2010. 'Reconsidering Baron and Kenny: myths and truths about mediation analyses, *Journal of Consumer Research*, 37(2):197-206.

Zhao, X., Hwang, B.G., Lee, H.N. 2016. 'Identifying critical leadership styles of project managers for green building projects', *International Journal of Construction Management*,16:150–160.

Zhao, X., Lynch Jr, J. G., & Chen, Q. 2010. 'Reconsidering Baron and Kenny: Myths and truths about mediation analysis', *Journal of Consumer Research*, 37(2):197- 206.

Zhou, Q. & Pan, W.2015. 'A cross-level examination of the process linking transformational leadership and creativity: The role of psychological safety climate', *Human Performance*, 28: 405–424.

Zikmund, W. G., Babin, B. J., Carr, J. C. & Griffin, M. 2009. *Business Research Methods.* 8th ed. New Castle: South-Western College Pub.

Zikmund, W. G., Babin, B. J., Carr, J. C. & Griffin, M. 2013. *Business Research Methods*. Cengage Learning.

Zikmund, W., Babin, B., Carr, J. & Griffin, M. 2012. *Business Research Methods.*Connecticut: Southern Western, Cengage Learning.

Zinbarg, R.E., Pinsof, W., Quirk, K., Kendall, A., Goldsmith, J., Hardy, N., He, Y., Sabey, A. & Latta, T. 2018. 'Testing the convergent and discriminant validity of the systemic. Theory Inventory of Change Initial scales', *Psychotherapy Research*, 28(5):734-749.

Zohrabi, M. 2013. 'Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings', *Theory and Practice in Language Studies*, 3(2):254-262.

Zulch, B. 2014. 'Leadership communication in project management', *Proceedings 27th IPMA World Congress on Social and behavioral Science 2014*, University of the Free State, Bloemfontein, South Africa. [Online]. Available:http://www.sciencedirect.com/science/article/pii /S1877042814021120.

ANNEXURE A : COVER LETTER AND QUESTIONNAIRE

**COVER LETTER TO QUESTIONNAIRE PARTICIPANTS**

**Ethical clearance number:**           **2021_CEMS_BM_118**

Dear Prospective participant,

My name is Ssenyange Kasimu; I am a PhD student in the College of Economic and Management Sciences at the University of South Africa under the supervision of Dr. Kudakwashe Chodokufa. You are invited to participate in a research study entitled: Leadership Styles and Success of Government-funded Construction Projects in Kampala: A Contingent Stakeholder Approach.

You have been selected to participate in this study because of your experience in KCCA construction projects of one year and above, above 18 years of age and above, having attained primary level education and above, participated in KCCA construction projects as a project manager, local council chairperson, contractor, engineer and with guidance from Kampala capital city authority (KCCA) for this study. Hence, your responses will assist in describing and better understanding the relationship between leadership styles and project success as well as the mediating role of stakeholder engagement on the relationship between leadership styles and project success.

The questionnaire you have received has been designed to study the relationship between leadership (participation and communication) and project success. As well as examine the mediating effect of stakeholder engagement on the relationship between leadership styles and project success. In the questionnaire, project success refers to the ability to complete quality projects on time and within budget. Stakeholder engagement refers to the trust, commitment and cooperation among stakeholders. Leadership style refers to the approach, method, outlook attitude and behavior that a project leader employs to influence stakeholders towards accomplishment of project goals and objectives. Participation leadership is where leaders delegate authority to stakeholders, consult and encourage stakeholders take part in project decisions. Communication is where leaders enable collaborative and positive interactions when resolving conflicts; share and exchange information with

stakeholders; give chance to stakeholders to be heard in order to complete assigned tasks.

It is anticipated that the information we shall gain from this study will provide useful insights on how to achieve government construction projects success. You are, however, under no obligation to complete the survey questionnaire and you can withdraw at any stage of the research without giving any reason and without any penalty.  The questionnaire is (developed to be) anonymous, meaning that we will have no way of connecting the information that you provide back to you. If you choose to participate in this survey it will take up no more than 1hour (s) of your time.

You will not benefit from your participation as an individual; however, your participation will contribute to a body of knowledge relating to leadership styles and success of government construction projects. We do not foresee that you will experience any negative consequences by completing the survey.  The researcher undertakes to keep the identity of the participant and their organisation confidential. The information provided will only be used for research purposes.

The records will be kept for five years for audit and verification purposes where after it will be permanently destroyed.  All hard copies will be shredded and electronic versions will be permanently deleted from the hard drive of the computer.  You will not be reimbursed or receive any incentives for your participation in the survey.

It is important for you to be aware that this study was reviewed and approved by the Research Ethics Review Committee of the Department of Business Management, College of Economic and Management Sciences, University of South Africa.  The primary researcher, ssenyange Kasimu, can be contacted during office hours on 0702933391, or via email at 67140645@mylife.unisa.ac.za. The study leader (supervisor), Dr. Kudakwashe Chodokufa, can be contacted during office hours at 012 429 4548 or via email at chodok@unisa.ac.za.

The participation in the study is much appreciated.

Yours sincerely

Ssenyange Kasimu

Researcher

**QUESTIONNAIRE**

**Section: A.   Background Information (Kindly tick the appropriate box)**

**Please indicate your Gender**

| Male | | Female | |
|---|---|---|---|

Please indicate your Age group

| 18-30 | | 31-45 | | 46-65 | | 66-74 | | 75 + | |
|---|---|---|---|---|---|---|---|---|---|

**Please indicate your highest level of education**

| Primary | O'Level | Certificate | A 'level | Diploma | Bachelors | Postgraduate Degree | other |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

**Please indicate the period you have been involved in Kampala Capital City Authority construction projects**

| 1-5 years | | 6-10 years | | 11-15 years | | Above 15 years | |
|---|---|---|---|---|---|---|---|

**Please indicate your position/ project stakeholder category**

| Project manager | Contractor | Engineer | Local council leader | others |
|---|---|---|---|---|
| | | | | |

**Please indicate the Division of Kampala Capital City Authority construction project you were involved in**

| Nakawa | Makindye | Kawempe | Rubaga | Central | All divisions |
|---|---|---|---|---|---|
| | | | | | |

**SECTION B-H**
**Instructions:**

Below is a series of statement about your experience with construction projects embarked on by Kampala Capital City Authority. For each of the statements, please circle a number from 1-6, depending on your view about the statement; please complete all items in all sections.

| SECTION B: LEADERSHIP STYLES | | | | | | | |
|---|---|---|---|---|---|---|---|
| **COMMUNICATION** | | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
| 1 | Information concerning project activities is always shared to project stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | The language used in project correspondences is familiar to all project stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | The channel used to share information is liked by all project stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 | New project Information usually circulates amongst project stakeholders on time | 1 | 2 | 3 | 4 | 5 | 6 |
| 5 | There are reliable avenues for receiving reactions about project activities from project stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 | Opinions from project stakeholders are always given attention | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | Reactions from project stakeholders are always given attention | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 | Meetings are held to share information regarding performance of project tasks | 1 | 2 | 3 | 4 | 5 | 6 |
| 9 | Information about project progress is always shared among project members | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 | Interactions amongst project stakeholders is guided by a communication policy | 1 | 2 | 3 | 4 | 5 | 6 |
| 11 | Project targets are always explained to project stakeholders in a meaningful way | 1 | 2 | 3 | 4 | 5 | 6 |
| 12 | Sharing of information has resulted into improved cooperation among project stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 13 | Sharing of information has improved commitment among project stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 14 | Sharing of information has improved the level of trust among project stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 15 | The project information provided clearly indicates the roles and responsibilities of each stakeholder | 1 | 2 | 3 | 4 | 5 | 6 |
| 16 | Sharing information among stakeholders improves performance of projects | 1 | 2 | 3 | 4 | 5 | 6 |
| **PARTICIPATION** | | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |

| 1 | Project stakeholders are always asked for suggestions on how to carry out project assignments | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| 2 | Project stakeholders participate in project design. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | Project stakeholders participate in needs identification for the project. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 | Project stakeholders participate in the monitoring and evaluation of the project. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5 | Project stakeholders are left to make decisions on their own without consulting their leaders. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 | Duties and tasks are delegated amongst project stakeholders according to the capacity of each project stakeholder | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | Project supervisors/ leaders do not require project stakeholders to get their input or approval before making decisions | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 | Project supervisors/leaders permit project stakeholders to get the necessary information from them and then make decisions on their own. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9 | Project stakeholders are involved in making decisions on how project tasks and duties should be performed | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 | Project stakeholders participate in deciding the project site. | | | | | | |
| 11 | Project stakeholders participate in deciding the time frame for the project. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12 | Project stakeholders participate in deciding the budget for the project | 1 | 2 | 3 | 4 | 5 | 6 |
| 13 | Project stakeholders participate in deciding the sanction measures for the project misuse. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14 | Project stakeholders participate in deciding the sanctions imposed for not participating in project maintenance. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15 | Project stakeholders' participation has improved on their commitment towards projects | 1 | 2 | 3 | 4 | 5 | 6 |
| 16 | Project stakeholders participation has improved the level of trust among project stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 17 | Project stakeholders participation has improved the level of cooperation among project stakeholders | | | | | | |
| 18 | Project stakeholders participation contributes to project success | 1 | 2 | 3 | 4 | 5 | 6 |

## SECTION C: STAKEHOLDER ENGAGMENT

| **Commitment** | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1 | I feel very happy to stay with this project. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | I feel emotionally attached to this project | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | I enjoy discussing the project with people outside it | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 | This project has a great deal of personal meaning for me | 1 | 2 | 3 | 4 | 5 | 6 |
| 5 | I really feel as if this project's problems are my own. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 | I think that I could easily become as attached to another project as I am to this one. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | I am willing to exert more effort to guarantee successful execution of the project | 1 | 2 | 3 | 4 | 5 | 6 |

| 8 | I feel I have an obligation to remain part of this project | 1 | 2 | 3 | 4 | 5 | 6 |
|----|----|----|----|----|----|----|----|
| 9 | I think it wouldn't be right for me to avoid taking part in the projects' activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 | I would feel guilty to abscond from taking part in project activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11 | I have a sense of obligation to the recipients of projects. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12 | I am committed to completing this project within budget. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13 | I have invested a considerable amount of effort on this project. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14 | I feel a strong sense of belonging to this project. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15 | I think no other activities can match the benefits that Kampala Capital City Authority project activities present to me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16 | It would be very hard for me to abandon this project even if I wanted to. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17 | My life would be upset if I decided not to engage in project activities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18 | It would be too costly for me to quit this project right now. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19 | I feel that I have too few options to consider leaving this project. | 1 | 2 | 3 | 4 | 5 | 6 |

| **Trust** | | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|----|----|----|----|----|----|----|----|
| 1 | This project meets stakeholders' expectations | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | The perceived benefits of trusting each other in this project outweigh the liabilities | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | Promises and commitments are kept in this project | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 | Every project member is always considered trust worthy. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5 | Project decisions and events are communicated regularly | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 | Project members are open with each other in the project | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | Project members can accurately predict how each other will react in this project | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 | In this project stakeholders have similar project interests | 1 | 2 | 3 | 4 | 5 | 6 |
| 9 | In this project stakeholders have similar goals and objectives | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 | Project stakeholders believe they would do similar things in a similar project situation | 1 | 2 | 3 | 4 | 5 | 6 |
| 11 | In this project stakeholders have similar values | 1 | 2 | 3 | 4 | 5 | 6 |
| 12 | personal values of stakeholders match the values of the project | 1 | 2 | 3 | 4 | 5 | 6 |

| **Cooperation** | | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|----|----|----|----|----|----|----|----|
| 1 | Decisions in the project are made by consensus. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | Project stakeholders work together to arrive at project targets | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | Conflicts and concerns are openly discussed in project task groups | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 | Conflicts and concerns are timely resolved in project task | 1 | 2 | 3 | 4 | 5 | 6 |

| | groups | | | | | | |
|---|---|---|---|---|---|---|---|
| 5 | There is a common sense of purpose for all stakeholders in the project | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 | Project stakeholders are aware of the objectives of the project and are committed to achieving them | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | Project stakeholders regularly engage in dialogue in the process of working together | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 | Project stakeholders coordinate efforts of each other to achieve common project goals | 1 | 2 | 3 | 4 | 5 | 6 |

**SECTION D: PROJECT SUCCESS**

| **Time** | | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|---|
| 1 | Reliable time estimates are often set ahead of project implementation | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | Project stakeholders are always committed to beating set deadlines | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | Project activities from initiation to closure are always timely | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 | The project was completed on schedule | 1 | 2 | 3 | 4 | 5 | 6 |
| 5 | Necessary project information is provided to stakeholders on time | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 | Project stakeholders respond quickly to requirements change | 1 | 2 | 3 | 4 | 5 | 6 |
| **Cost** | | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
| 1 | The actual total cost of the project was significantly under authorized budget | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | The final budget for each phase of the project was essentially the same as planned | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | Reliable cost estimates are often set before project implementation | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 | The cost objectives were met for the project | 1 | 2 | 3 | 4 | 5 | 6 |
| | **Quality** | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
| 1 | Projects outputs have greatly improved the livelihood of many stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | The project's deliverables complied with the set requirements | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | The quality of the project targets achieved is always high | | | | | | |
| 4 | The project's output meet stakeholders' expectations | 1 | 2 | 3 | 4 | 5 | 6 |
| 5 | The project improved performance for stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |

| 6 | Project end product is accepted and used by the stakeholders for whom the project is intended | 1 | 2 | 3 | 4 | 5 | 6 |

## SECTION E: STAKEHOLDER THEORY

| | | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|---|
| 1 | Project stakeholders play a great role in the success of projects | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | Project stakeholders' views should be considered throughout the   project | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | Project stakeholders' views should be given equal attention in projects | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 | All stakeholders require urgent attention | 1 | 2 | 3 | 4 | 5 | 6 |
| 5 | All stakeholders have legitimate interests in the project | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 | Categorizing stakeholders according to their importance helps to realize stakeholder engagement | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | Satisfying stakeholders expectations leads to stakeholder commitment | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 | Project goals and objectives should always be revised to accommodate stakeholder interests. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9 | Project leaders should adopt appropriate leadership style that suit a particular category of stakeholders. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 | The extent to which Project leaders strike a balance of the various stakeholder groups' interests and expectations determines the success or failure of the project | 1 | 2 | 3 | 4 | 5 | 6 |

### SECTION F: PATHGOAL THEORY

| | | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|---|
| 1 | Project leaders should always adopt a leadership style that suits the type of stakeholders to realize project success | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | Adopting a suitable leadership style motivates stakeholders to accomplish set project goals | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | Project leaders who provide stakeholders with expected performance levels and means of achieving these goals realize project goals | 1 | 2 | 3 | 4 | 5 | 6 |
| 4 | Project leaders should always adjust their leadership styles to suit the project situation at hand | 1 | 2 | 3 | 4 | 5 | 6 |
| 5 | The style a project leader adopts impacts the performance of the stakeholders | 1 | 2 | 3 | 4 | 5 | 6 |
| 6 | There is no single leadership style that suits all project situations | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | Project leaders who adopt styles that enhance stakeholders' empowerment and satisfaction realize project objectives | 1 | 2 | 3 | 4 | 5 | 6 |

| | | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| 8 | Project leaders should assist stakeholders to attain their individual goals | 1 | 2 | 3 | 4 | 5 | 6 |
| 9 | It is the responsibility of project leaders to ensure that stakeholders' goals are in line with the project goals | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 | Project stakeholders with a clear path are always confident to deliver set project goals | 1 | 2 | 3 | 4 | 5 | 6 |
| 11 | Project leaders that adopt suitable leadership styles are able to change the attitude of stakeholders towards the desired performance levels | 1 | 2 | 3 | 4 | 5 | 6 |

**Thank you for your time**

**PARTICIPANT INFORMATION SHEET**

<date>

**Title: Leadership Styles and Success of Government-funded Construction Projects in Kampala: A Contingent Stakeholder Approach.**

**Dear Prospective Participant**

My name is Ssenyange Kasimu and I am doing research with Dr. Kudakwashe Chodokufa, a lecturer in the Department of Business Management towards a degree of doctor of philosophy in Business Management at the University of South Africa. We are inviting you to participate in a study entitled Leadership Styles and Success of Government-funded Construction Projects in Kampala: A Contingent Stakeholder Approach.

I am conducting this research to find out the relationship between leadership styles (participation and communication) and project success as well as to examine the mediating effect of stakeholder engagement on the relationship between leadership styles and project success. It is anticipated that the information we shall gain from this study will provide useful insights on how to achieve government construction projects success which has been a challenge in many construction projects in Uganda.

You have been selected to participate in this study because of your experience in KCCA construction projects of one year and above, above 18 years of age and above, having attained primary level education and above and participated in KCCA construction projects as a local council chairperson for this study. Hence, your responses will assist in describing and better understanding the relationship between leadership styles and project success as well as the mediating role of stakeholder engagement on the relationship between leadership styles and project success.

The study involves semi structured interview guide. You will be asked to give your views on a number of questions as will be raised by the researcher

concerning your experience in implementation of KCCA projects. During the interview the researcher will need to record your responses using an audio recorder and may take down some notes for me to keep track of the interview as it progresses.  It is estimated the interview will take approximately one hour of your time.

Participating in this study is voluntary and you are under no obligation to consent to participation. However if you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason in case you have not submitted the study questionnaires. Your identity will be kept anonymous by using pseudonyms for interviews and we promise to uphold your confidentiality throughout the study. The data collected will be treated with confidentiality. The data will be deleted from personal computers and stored in a secure place. Your name and that of your position will not appear in any published or distributed materials. The information will only be used for research purposes. It is important for you to be aware that this study has been approved by Research Ethics Review Committee of the Department of Business Management, College of Economic and Management Sciences, University of South Africa.

You will not be reimbursed or receive any incentives for your participation in the interview. However, if you would like to be informed of the final research findings, please contact ssenyange Kasimu on 0702933391. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Ssenyange Kasimu on 0702933391. Should you have concerns about the way in which the research has been conducted, you may contact the study leader (supervisor), Dr. Kudakwashe Chodokufa, during office hours at 012 429 4548 or via email at chodok@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.
Thank you.

Ssenyange Kasimu

# INTERVIEW GUIDE

## Interview questions
## SECTION 1: Bibliography
   I.    Participant's Identity (e.g. P1, P2)………...
   II.   Which division of KCCA are you found………..
   III.  How long have you been working on KCCA projects (years)?
   IV.   Can you please explain your position and the responsibilities related to your position in KCCA project you were involved.
   V.    Briefly describe your job.

## Section: 2

1. In your opinion do you think project stakeholders views should be considered during project design? If yes please explain.

2. If your answer above is yes, do you think all stakeholders' views should be given equal attention? Kindly explain?

3. In your opinion do you think stakeholder engagement is important in projects execution? if yes explain

4. Kindly explain how effective stakeholder engagement is ensured in projects?

5. In your opinion, what are the driving factors of stakeholder engagement?

6. In your opinion what do u think are the challenges faced in trying to ensure stakeholder engagement?

7. In your opinion do you think leadership is important in project design, planning and execution? if yes explain

8. In your opinion do you think leaders should adopt different leadership styles that suit prevailing project situations during projects implementation?

9. What type of leadership is used in the projects you have been involved? Describe it

10. In your opinion, what is communication?

11. In your opinion what role do you think communication plays in project execution?

12. In your opinion do you think communication during construction project delivery affect the quality of project out comes?

13. In your opinion, does communication during construction project delivery affect project completion time?

330

14. In your opinion, does communication during construction project delivery have an impact on project cost?

15. What type of procedures and practices do leaders use when communicating to stakeholders during project implementation?

16. In your opinion what do understand by participation leadership?

17. In your opinion what role do you think participation plays in project execution?

18. From your experience in projects, explain the different participation leadership practices and processes practiced in the project?

19. Are there instances when projects you're involved are completed past time, beyond budget and post poor quality? If yes what are the reasons?

20. Explain what can be done to increase on the success of government construction projects in Uganda?

| Researcher(s) | Focus of the study | Methodology | Key study findings | Research gap |
|---|---|---|---|---|
| Jalil (2017) | Inclusive leadership; project success; work engagement; person job fit. | Quantitative research method adopted | Work engagement mediates the relationship between work inclusive leadership and project success | <ul><li>Study looked at individual and private projects instead of government construction projects.</li><li>Communication and participation leadership not covered.</li><li>Study did not focus on stakeholder engagement, leadership styles.</li></ul> |
| Salman, Khan, Javaid, M and Din (2016) | Participation, leadership style; employee performance; work engagement | Quantitative method, cross-sectional and correlation research design adopted | Work engagement has a Partial mediation between participative leadership style and employee performance | <ul><li>Study did not consider communication leadership styles.</li><li>Did not test engagement through commitment, trust and cooperation.</li><li>Study did not concentrate of government construction project performance.</li></ul> |
| Kariuki, 2015 | leadership styles; project characteristics; teamwork; project success | Adopted positivist research paradigm and descriptive cross sectional research design | Combined relationship between project manager's leadership, style, teamwork, project characteristics and project performance. | <ul><li>Mediation role of stakeholder engagement on leadership styles and project success was not examined..</li><li>Study did not adopt critical realism to validate quantitative results.</li><li>Study did not review both failed and successful projects.</li></ul> |
| Liphadzi , Aigbavboa and Thwala(2015) | leadership styles; transactional leadership; transformational leadership; | Quantitative approach adopted. Data from 111 questionnaires | Established that Transaction and transformation leadership styles contribute more to project success | <ul><li>Did not test the mediation effect of stakeholder engagement in the relationship between leadership styles and project success.</li></ul> |

| Researcher(s) | Focus of the study | Methodology | Key study findings | Research gap |
|---|---|---|---|---|
| | charismatic leadership; democratic leadership; Laissez- faire leadership; project success; Construction Industry; | analysed using spss 21.0 software | Democratic leadership styles contribute less to project success No relationship between laissez-faire leaders and project success | • Also tested other leadership styles instead of participation and communication leadership styles on project success |
| Ssenyange (2011) | Project communication; teamwork; targets clarity; project performance | Cross-sectional survey design quantitative in nature | Clarity and teamwork mediates the relationship between communication and project performance | • Mediating role of stakeholder engagement not examined. <br> • Relationship between participation and project success not examined |
| Maina(2013) | Stakeholder participation; project success; *User Involvement, Top Management, Stakeholder Interaction.* | ;A descriptive survey research design was adopted with the target population being 350 stakeholders in all secondary schools in Nakuru County | Established the relationship between participation and success on stimulus programs in projects | • Only tested participation leadership style. <br> • Mediation effect of stakeholder engagement not tested <br> • Consultation, delegation and joint decision-making as measures of participation not examined. |
| Hee et al., 2018 | Employee engagement; transformational leadership; Employee performance | Survey data was collected from 200 employees | Mediation effect of engagement on the relationship between transformation leadership and employee performance | • Concentrated on transformation leadership instead of communication and participation leadership. <br> • Looked at employee performance instead of project success. |

| Researcher(s) | Focus of the study | Methodology | Key study findings | Research gap |
|---|---|---|---|---|
| Okello (2018) | project procurement; stakeholder engagement , stakeholder management; performance of public infrastructure projects | Cross-sectional survey design quantitative in nature | Stakeholder engagement mediates relationship between project procurement and project performance | • Did not test cooperation and trust as measures of stakeholder engagement. <br>• Also, leadership styles (communication and participation) not studied. <br>• Did not look at both failed and successful projects. <br>• Critical realism method ignored |
| Limsila and Ogunlana (2008) | Project manager's leadership style, subordinates' commitment; work performance; Thailand's construction industry | Survey data was collected from 52 project managers,92 engineers and 12 architects | Study established that project managers switch leadership style based on the needs of the project. Transformation leadership was found to be the most dominant style in Thailand | • Effects of stakeholder engagement especially trust, cooperation not considered in the study. <br>• Also participation and communication leadership not considered. |
| Ghafoor, Qureshi, Khan and Hijazi (2011) | Transformation leadership, employee engagement and employee performance with The mediating effect of psychological ownership | Study adopted 270 that comprised of employees and managers as the sample and administered questionnaires to collect primary data | The study established a significant relationship between transformational leadership, employee engagement practices and employee performance. | • Psychological ownership was the mediating factor instead of stakeholder engagement <br>• Also the looked at transformation leadership instead of participation and communication |
| Rana, K'aol and | Participative leadership | Positivism philosophy and | Participative leadership strongly | • Communication leadership not studied |

| Researcher(s) | Focus of the study | Methodology | Key study findings | Research gap |
|---|---|---|---|---|
| Kirubi(2019) | styles; path goal theory; employee performance | descriptive correlation research design Population comprised of 180 senior managers | influence employee performance that supportive leadership task structure moderates the relationship between path goal leadership styles and employee performance. | • Stakeholder engagement not studied as a mediator<br>• Looked at employee performance |
| Haffer and Haffer (2015), | Positive employee attitudes; work engagement; job satisfaction; project success; business excellence. | The study collected data from 230 companies | The study established that engagement mediates the relationship between leadership and project success. The study also revealed that engagement results into positive work attitude towards success and business excellence | • Communication and participation leadership ignored |
| Sandell (2012) | Transformation leadership; engagement; work performance | 468participants Recruited voluntarily through Amazon's mechanical Tur | Engagement mediates the relationship between transformation leadership and performance by working beyond self interest | • Measures of engagement such as trust, commitment and trust not conversed.<br>• study concentrated on transformation leadership style unlike path goal (communication and participative) leadership style |
| Yang, Wu and Huang (2013) | Model measuring the | Data was collected from | Teamwork mediates the | • Tested the mediating effect of teamwork in terms of |

| Researcher(s) | Focus of the study | Methodology | Key study findings | Research gap |
|---|---|---|---|---|
| | effect of project managers' leadership style; projects performance; teamwork; leadership styles; project success | 213 interview respondents and adopted structural equation model | relationship between leadership styles and project performance measures such as cost and quality. | collaboration and cohesiveness instead of stakeholder engagement. <br>• Trust and commitment as measures of stakeholder engagement were omitted. <br>• Also the study measured performance in terms of cost and quality leaving out time measurement as adopted by the study. |
| Nantumbwe (2019:79). | Stakeholder power; project sustainability; health projects; stakeholder engagement | Adopted across section research design with a population of 130 health projects | confirmed that stakeholder engagement through vigour; dedication and absorption mediate the relationship between stakeholder power and sustainability of health | • Stakeholder engagement components as commitment, trust and cooperation not studies <br>• Also looked at health projects instead of government construction projects as adopted by this study <br>• Participation and communication leadership styles ignored |
| Ansong (2017) | Stakeholder engagement; corporate social responsibility; external finance | Study relied on data from 423 SMEs and data was analysed using partial least squares estimation technique | Established that stakeholder engagement mediates the relationship between corporate social responsibility and access to external finance | • The mediation effect of stakeholder engagement measured between other variables instead of leadership styles and project success. |
| Muller and Turner (2010) | Leadership; competency; Emotional intelligence; project | Snowball sampling technique was used. Study used | Differences in project manager's leadership competency | The study did not consider the effect of stakeholder engagement |

| Researcher(s) | Focus of the study | Methodology | Key study findings | Research gap |
|---|---|---|---|---|
| | management; Profiles; successful managers | data from 400 questionnaires received back. | profiles in successful projects of different types were found. | |
| Muller and Turner (2007) | Project Managers; leadership Style; project success; leadership styles | Snowball sampling technique was adopted. Primary data was gathered through 400 questionnaires and 14 interview results | Project manager's leadership style was found to influence project success and that different leadership styles were found to be appropriate for different project types. | • Study did not include government construction projects.<br>• Effect of stakeholder engagement was also not considered. |
| Jung (2016) | Top management values, leadership; stakeholder engagement; | Online survey design conducted. responses from 218 out of 240 respondents that included top management restaurant managers were considered for final analysis | Leadership and stakeholder engagement mediates the relationship between top management values and environmental sustainability | • Did not look at construction projects.<br>• Looked at both leadership and stakeholder engagement as mediators yet our study examines stakeholder engagement as a mediator between leadership styles and project success |
| Ahimbisibwe and Nangoli (2012) | Project communication, individual commitment, Social networks ; project performance. | Positivistic philosophical approach adopted. Data collected from 121 citizenship projects | Project communication, individual commitment and social network predict perceived project | • Study only looked at one component of engagement (commitment) leaving out trust and cooperation.<br>• Also, the study concentrated on citizenship projects in commercial banks instead of |

| Researcher(s) | Focus of the study | Methodology | Key study findings | Research gap |
|---|---|---|---|---|
| | | conducted by 16 commercial banks in Uganda | performance | government construction projects. |

# ANNEXURE D: GATE KEEPER REQUEST LETTER

UNISA | university of south africa

03rd March, 2021

The Executive Director,

Kampala Capital City Authority

Dear Madam,

**RE: Request for permission to conduct my research in the Five Divisions of Kampala Capital City Authority**

I, Ssenyange Kasimu a staff at Makerere University Business School am doing research with Dr. Chodokufa Kudakwashe a senior lecturer in the Department of Business management towards an award of Doctor of Philosophy in Business Management at the University of South Africa. We are requesting for your permission to conduct and also interface with the KCCA project engineers, project managers and local council chairpersons from the different divisions of Kampala who have been involved in the implementation and supervision of the different construction projects embarked on by the authority. The information they will provide is of great importance in my PhD Study titled "leadership styles and success of government construction projects: A case of Kampala Capital City Authority".

The study will entail collecting quantitative data through distributing questionnaires to project managers, project engineers and the local council leaders to collect their responses on the relationship between leadership styles (participation and communication) and success of government construction projects. I will also collect qualitative data to supplement quantitative data by conducting interviews to at least one local council leader from each of the five divisions that make up Kampala Capital City Authority because of their experience and involvement in overseeing government projects embarked on by KCCA.

Kampala Capital City Authority has been selected because of the integrity of its staff, large amount of invest in construction projects, the desire by its leadership to improve standard of living of its citizens through construction projects and the fluctuating KCCA construction project results. Once the study is concluded its findings and recommendations will aid project practitioners, policy makers and Kampala Capital city Authority in developing strategies on how to improve the rate of construction project success.

Yours sincerely

Ssenyange Kasimu

Supervisor: Dr. Chodokufa Kudakwashe
Department of Business Management
Unisa
Email: chodok@unisa.ac.za

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

# ANNEXURE E: GATE KEEPER PERMISSION LETTER

**KCCA**
KAMPALA CAPITAL CITY AUTHORITY
*For a better City*

OFFICE OF THE EXECUTIVE DIRECTOR

Our ref: ED/KCCA/201/17

6th April 2021

Ssenyange Kasimu
Makerere University Business School
Plot 21A Port bell Road Nakawa
P.O Box 1337
**KAMPALA**
Tel: +256702933391

**RE:  ACCEPTANCE TO CONDUCT A RESEARCH TITLED
"LEADERSHIP STYLES AND SUCCESS OF GOVERNMENT
CONSTRUCTION PROJECTS" A CASE STUDY OF KAMPALA
CAPITAL CITY AUTHORITY**

Reference is made to your letter dated 3rd March 2021 on the above
subject matter.

This is to inform you KCCA has no objection to your request to conduct
the above-mentioned study and grants you permission to conduct the
research. However, we request that you will share with us the report of
the findings of the research.

Please note that KCCA will have unrestricted use of the report for any
official purpose.

**Dorothy Kisaka**
**EXECUTIVE DIRECTOR**

**Copy:**    Deputy  Director  Strategy  Management  and  Business
Development
Manager, Strategy Management and Research

P.O. BOX 7010 Kampala – Uganda
Plot 1-3, Apollo Kaggwa Road
Tel: 0204 660 000 SMS code: 7010
Toll free line: 0800 99 00 00
WhatsApp: 0794 2744 444 Email: info@kcca.go.ug
@KCCAUG
WWW.KCCA.GO.UG

# ANNEXURE F: ETHICS CLEARANCE CERTIFICATE

UNISA | university of south africa

## UNISA ETHICS REVIEW COMMITTEE

Date 14 June 2021

NHREC Registration # : N/A
ERC Reference # 2021_CEMS_BM_118
Name : Mr S Kasimu
Student #67140645
Staff #N/A

Dear Mr S Kasimu

**Decision: Ethics Approval from
14 June 2021 to 13 June 2026**

Researcher(s): Name:    Mr S Kasimu
E-mail address: 67140645@mylife.unisa.ac.za
Telephone # 256702933391

Supervisor(s): Name:    Dr K Chodokufa
E-mail address # chodok@unisa.ac.za
Telephone # (012) 429-4548

| Working title of research: |
| :---: |
| **Leadership styles and success of government funded construction projects in Kampala: A contingent stakeholder approach** |

**Qualification:** PhD

Thank you for the application for research ethics clearance by the Unisa Ethics Review Committee for the above-mentioned research. Ethics approval is granted for 5 years.

The **low risk application** was **reviewed** by a Sub-committee (Department of Business Management Ethics Review Committee) of URERC on 08 June 2021 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The decision was approved on 08 June 2021.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone +27 12 429 3111 Facsimile +27 12 429 4150
www.unisa.ac.za

2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the Ethics Review Committee.

4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.

6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's Act, no 38 of 2005 and the National Health Act, no 61 of 2003.

7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

8. No field work activities may continue after the expiry date 13 June 2026. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Review Committee approval.

Note:

The reference number 2021_CEMS_BM_118 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,

Chairperson: Prof T Visser
Department of Business Management
E-mail: vissed@unisa.ac.za
Tel: (012) 429-2113

Executive Dean: Prof Thomas Mogale
Economic and Management Sciences
E-mail: mogalmt@unisa.ac.za
Tel: (012) 429-4805

URERC 16.04.29 - Decision template (V2) - Approve

# EDITING AND PROOFREADING CERTIFICATE

7542 Galangal Street

Lotus Gardens

Pretoria

0008

19 May 2023

**TO WHOM IT MAY CONCERN**

This certificate serves to confirm that I have language edited S Kasimu's thesis entitled, **"LEADERSHIP STYLES AND SUCCESS OF GOVERNMENT CONSTRUCTION PROJECTS IN KAMPALA: A CONTINGENT STAKEHOLDER APPROACH."**

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:

Jack Chokwe (PhD)

Contact numbers: 072 214 5489

jackchokwe@gmail.com

Professional **EDITORS** Guild

**Jack Chokwe**
Associate Member

Membership number: CHO001
Membership year: March 2022 to February 2023

076 471 6881 / 072 214 5489
012 429 3327
jackchokwe@gmail.com
www.academicproeditor.co.za

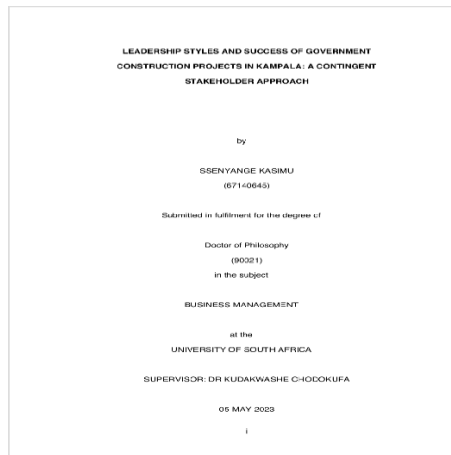www.editors.org.za

# ANNEXURE H: TURNIT IN REPORT

**feedback studio**™

Kasimu SSENYANGE...

**STAKEHOLDE**

by

SSENYANG

(6714(

Submitted in fulfilmen

Doctor of F

(900

in the su

BUSINESS MAI

at th

UNIVERSITY OF S

SUPERVISOR: DR KUDA

Match Overview

# 14%

Currently viewing standard sources

| EN | View English Sources (B

**Matches**

| 1 | vital.seals.ac.za:8080 <br> Internet Source |
| 2 | hdl.handle.net <br> Internet Source |
| 3 | Submitted to RDI Dista… <br> Student Paper |
| 4 | Submitted to University… <br> Student Paper |
| 5 | www.coursehero.com <br> Internet Source |
| 6 | uir.unisa.ac.za <br> Internet Source |
| 7 | pdfs.semanticscholar.… <br> Internet Source |
| 8 | Archillies Kiwanuka, At… <br> Publication |