

**AN EVALUATION OF THE IMPACT OF TRANSACTIONAL LEADERSHIP STYLE IN
MOTIVATING EMPLOYEES AT A CONSTRUCTION SITE IN CAPE TOWN.**

By

Sibulelo Mpe

Dissertation submitted in fulfilment of the requirements for the degree
Master of Technology: Business Administration in Project Management
in the Faculty of Business and Management Sciences

Supervisor: Dr L E Jowah

Co-Supervisor: Mr Stanley Fore

Cape Peninsula University of Technology

District Six Campus

May 2024

CPUT copyright information

The dissertation/thesis may not be published either in part (in scholarly, scientific or technical journals), or as a whole (as a monograph), unless permission has been obtained from the University.

ABSTRACT

This study examines the influence of transactional leadership style on employee motivation within the context of a construction site in Cape Town. Transactional leadership, characterized by a focus on the exchange of rewards and punishments for performance, has been widely studied in organizational settings but is relatively underexplored within the construction industry, particularly in the South African context. Drawing on a mixed-methods approach, including surveys and interviews, data were collected from employees and management personnel at a construction site in Cape Town.

The findings indicate that transactional leadership behaviors, such as setting clear goals, providing feedback, and rewarding achievements, positively impact employee motivation within the construction site. Employees perceive transactional leadership as providing structure and clarity, which enhances their understanding of expectations and fosters a sense of accountability. Moreover, the contingent reward aspect of transactional leadership, wherein rewards are tied to performance, serves as a motivating factor for employees striving to meet or exceed expectations.

However, the study also identifies limitations of transactional leadership within the construction context. Employees express a desire for greater autonomy and empowerment, suggesting that a purely transactional approach may not fully satisfy their intrinsic motivational needs. Additionally, the reliance on extrinsic rewards may lead to short-term motivation without necessarily fostering long-term engagement or commitment.

In conclusion, while transactional leadership plays a significant role in motivating employees at the construction site, its effectiveness may be enhanced by incorporating elements of transformational or servant leadership to address intrinsic motivational factors and promote a more collaborative and empowering work environment. This study contributes to the growing body of literature on leadership styles in the construction industry and provides insights for practitioners seeking to optimize employee motivation and performance in similar contexts.

KEYWORDS: transactional leadership, employee motivation, heavy-duty construction tasks, follower perceptions, performance.

ACKNOWLEDGEMENTS

This thesis is the culmination of many years of study and a direct result of the hard work, financial support, and encouragement of many: My mother, Nokwanda Mpe, my siblings, Sithembele Patrick Mpe, Monde Mpe, Anna Bukiwe Shasha and Lizeka Mpe. I am overwhelmed by the sacrifices you have made to help me get where I am today—I hope I have made you proud.

I sincerely thank my Cape Peninsula University of Technology supervisor, Dr Larry Jowah- your expert direction has proved crucial throughout this process.

Most importantly, I owe a debt of gratitude to Jesus Christ, the author of life and giver of all good things. Without His blessings and guidance, this achievement would not have been possible.

DEDICATION

To my mother and siblings

TABLE OF CONTENTS

ABSTRACT	II
ACKNOWLEDGEMENTS	IV
DEDICATION	V
TABLE OF CONTENTS.....	VI
LIST OF FIGURES.....	XI
LIST OF TABLES	XII
CHAPTER 1 INTRODUCTION	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND TO THE STUDY	2
1.2.1 <i>Transactional leadership and the success of building projects.....</i>	<i>7</i>
1.2.2 <i>Transactional leadership outcomes in construction projects.</i>	<i>7</i>
1.3 PROBLEM STATEMENT	9
1.4 RESEARCH OBJECTIVES	9
1.4.1 <i>The aims of the study:</i>	<i>10</i>
1.5 RESEARCH QUESTION.....	10
1.6 RESEARCH METHODOLOGY	10
1.7 ETHICAL CONSIDERATION.....	13
1.8 CHAPTER CLASSIFICATION	14
1.9 CHAPTER SUMMARY	15
CHAPTER 2 THEORIES OF LEADERSHIP	16
2.1 INTRODUCTION.....	16
2.1.1 <i>Historical views.....</i>	<i>Error! Bookmark not defined.</i>
2.2 THEORIES	17
2.2.1 <i>Early western history</i>	<i>17</i>
2.2.2 <i>Rise of alternative theories.....</i>	<i>Error! Bookmark not defined.</i>
2.2.3 <i>Re-emergence of trait theory</i>	<i>17</i>
2.3 BEHAVIOURAL AND STYLE THEORIES	ERROR! BOOKMARK NOT DEFINED.
2.3.1 <i>Positive reinforcement.....</i>	<i>18</i>
2.3.2 <i>Situational and contingency theories</i>	<i>19</i>
2.3.2.1 Situational theory	19
2.3.2.2 Situational contingency.....	20

2.3.3	<i>Functional theory</i>	21
2.3.4	<i>Integrated psychological theory</i>	22
2.3.5	<i>Transactional and transformational theories</i>	22
2.3.6	<i>Leadership emergence</i>	23
2.3.6.1	Assertiveness	23
2.3.6.2	Authenticity	23
2.3.6.3	Character strengths.....	23
2.3.6.4	Dominance	23
2.3.7	<i>Emotional intelligence</i>	23
2.3.7.1	Narcissism	24
2.3.7.2	Self-efficacy for leadership.....	24
2.3.7.3	Self-monitoring	24
2.3.7.4	Social motivation	24
2.4	LEADERSHIP STYLES	24
2.4.1	<i>Autocratic</i>	24
2.4.2	<i>Transformational leadership style</i>	25
2.4.3	<i>Transactional leadership style</i>	26
2.4.4	<i>Participative or democratic</i>	27
2.4.5	<i>Laissez-faire</i>	27
2.4.6	<i>Leadership differences affected by gender</i>	28
2.5	PERFORMANCE	28
2.6	TRAITS	29
2.7	ONTOLOGICAL-PHENOMENOLOGICAL MODEL	30
2.8	CONTEXTS	30
2.8.1	<i>Organisations</i>	30
2.8.2	<i>Management</i>	31
2.8.3	<i>Group</i>	31
2.8.4	<i>Leadership teams have specific characteristics</i>	Error! Bookmark not defined.
2.8.5	<i>Self-leadership</i>	Error! Bookmark not defined.
2.8.6	<i>Myths</i>	31
2.8.7	<i>Leadership is innate</i>	32
2.8.8	<i>Leaders are positively influential</i>	32
2.8.9	<i>Leaders entirely control group outcomes</i>	32
2.8.10	<i>Group members resist leaders</i>	32
2.8.11	<i>Action-oriented environments</i>	33
CHAPTER 3	THEORIES OF MOTIVATION	34

3.1	INTRODUCTION.....	34
3.1.1	<i>Neuroscience</i>	34
3.1.2	<i>Psychological theories</i>	34
3.2	RATIONAL MOTIVATIONS	35
3.2.1	<i>Incentive theories: intrinsic and extrinsic motivation</i>	36
3.2.1.1	Intrinsic motivation.....	36
3.2.1.2	Extrinsic motivation	36
3.2.2	<i>Behaviourist theories</i>	39
3.2.3	<i>Classical and operant conditioning</i>	39
3.2.4	<i>Incentive motivation</i>	40
3.2.5	<i>Motivating operations</i>	41
3.2.6	<i>Socio-cultural theory</i>	42
3.2.7	<i>Push and Pull motivation</i>	42
3.2.7.1	Push theory.....	42
3.2.7.2	Pull motivation.....	43
3.2.8	<i>Drives</i>	43
3.2.9	<i>Drive-reduction theory</i>	43
3.2.9.1	Content theories	43
3.2.10	<i>Maslow’s Hierarchy of Needs Pyramid</i>	45
3.2.11	<i>Herzberg’s two-factor theory</i>	47
3.2.12	<i>Cognitive theories</i>	48
3.2.13	<i>Expectancy theory</i>	49
3.2.14	<i>Goal-setting theory</i>	49
3.2.15	<i>Models of behaviour change</i>	50
3.2.16	<i>Intrinsic motivation and the eight basic desires theory</i>	50
3.2.17	<i>Approach versus avoidance</i>	51
3.2.18	<i>Attribution theory</i>	51
3.2.19	<i>Practical applications</i>	51
3.3	EMPLOYEE MOTIVATION IN THE WORKPLACE	52
3.3.1	<i>Jobs characteristics model</i>	52
3.3.2	<i>Motivating potential score</i>	52
3.3.3	<i>Employee recognition programs</i>	52
3.4	WORK MOTIVATION AND ORGANIZATIONAL BEHAVIOUR & MOTIVATION.....	53
3.5	FINANCIAL MOTIVATION VS NON-FINANCIAL MOTIVATION	54
3.5.1	<i>Financial</i>	54
3.5.2	<i>Non-financial motivation</i>	55

3.6	PROJECT TEAM MOTIVATION VS ORGANIZATIONAL MOTIVATION	55
3.7	PROJECT MANAGER’S TOOLKIT FOR MOTIVATING THE PROJECT TEAM MEMBERS.....	57
3.8	EVALUATING DIFFERENT ERAS OF MOTIVATIONAL THEORIES	57
3.9	CHAPTER SUMMARY	58
CHAPTER 4	RESEARCH DESIGN AND METHODOLOGY.....	59
4.1	INTRODUCTION.....	59
4.2	THE RESEARCH DESIGN	59
4.3	THE RESEARCH METHODOLOGY	60
4.4	DIFFERENTIATING DESIGN FROM METHODOLOGY.....	60
4.5	TYPES OF RESEARCH METHODOLOGIES.....	63
4.6	TARGET POPULATION.....	66
4.6.1	<i>Sampling method and size.....</i>	<i>66</i>
4.7	THE RESEARCH INSTRUMENT	66
4.7.1	<i>Advantages of using the questionnaire method.....</i>	<i>69</i>
4.7.2	<i>The disadvantages of using a questionnaire</i>	<i>69</i>
4.7.3	<i>The reliability and the validity of the questionnaire.....</i>	<i>70</i>
4.8	DATA COLLECTION TECHNIQUE	70
4.9	DATA ANALYSIS	71
4.10	ETHICAL CONSIDERATIONS	72
4.11	LIMITATIONS OF THE RESEARCH	72
4.12	CHAPTER SUMMARY	73
CHAPTER 5	PRESENTATION OF DATA ANALYSIS AND RESULTS.....	74
5.1	INTRODUCTION.....	74
5.2	LEADERSHIP STYLE ANALYSIS	74
CHAPTER 6	RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSIONS	100
6.1	INTRODUCTION.....	100
6.2	SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	ERROR! BOOKMARK NOT DEFINED.
6.2.1	<i>Section A - Biography</i>	<i>ERROR! Bookmark not defined.</i>
6.2.2	<i>Section B – The Likert Scale</i>	<i>ERROR! Bookmark not defined.</i>
6.2.3	<i>Section C - Open Ended Questions.....</i>	<i>ERROR! Bookmark not defined.</i>
6.3	CONCLUSION.....	101
6.4	RECOMMENDATION FOR FUTURE STUDIES	102
REFERENCES.....		103

LIST OF FIGURES

FIGURE 1.1: COMPLEXITY OF CONSTRUCTION PROJECTS	5
FIGURE 2.1: A GRAPHICAL REPRESENTATION OF THE MANAGERIAL GRID MODEL	ERROR! BOOKMARK NOT DEFINED.
FIGURE 3.1: MASLOW’S HIERARCHY OF NEEDS.....	45
FIGURE 3.2: FACTORS THAT LEAD TO EMPLOYEE SATISFACTION.....	48
FIGURE 5.1: RESPONDENTS’ VIEWS ABOUT LEADERS GIVING SPECIFIC TASKS	75
FIGURE 5.2: GOOD LEADER TELLS SUBORDINATES EXPECTATIONS AT THE END OF THE DAY.....	76
FIGURE 5.3: RESPONDENTS’ VIEWS ON PERSONAL PROBLEMS AND WORK EXPECTATIONS.....	77
FIGURE 5.4: IMPACT OF PERSONAL PROBLEMS ON PERFORMANCE AT WORK	78
FIGURE 5.5: RESPONDENTS’ VIEWS OF MICRO-MANAGEMENT BY MANAGER	79
FIGURE 5.6: ASSOCIATION BETWEEN INNOVATION AND GOOD MANAGEMENT.....	81
FIGURE 5.7: GOOD LEADERSHIP AND TIME FOR RELATIONSHIPS	82
FIGURE 5.8: TARGET SETTING AS AN INDICATION OF THE EFFECTIVENESS OF A LEADER.....	83
FIGURE 5.9: RESPONDENTS’ VIEWS ABOUT BEING MONITORED WHILST WORKING	84
FIGURE 5.10: PERCEPTION OF REWARD AS A MOTIVATION FOR GOOD PERFORMANCE.....	87
FIGURE 5.11: VIEWS ABOUT REWARDING PERFORMANCE BY PROMOTION	88
FIGURE 5.12: OPINIONS ABOUT QUALIFICATION AND JOB COMPETENCY.....	89
FIGURE 5.13: RESPONDENTS’ VIEW ON ACTION TO NON-PERFORMANCE	91
FIGURE 5.14: RESPONDENTS’ SATISFACTION WITH TARGET SETTING FOR THEM AS INDIVIDUALS	92
FIGURE 5.15: RESPONDENTS’ FEELINGS AFTER PERFORMING WELL.....	93
FIGURE 5.16: VIEWS ABOUT EQUAL REWARDS FOR DIFFERENT PERFORMANCE	95
FIGURE 5.17: RESPONDENTS’ VIEW OF LEADER’S VIEW ABOUT WHY PEOPLE PERFORM	96
FIGURE 5.18: A GOOD LEADER DOES NOT CARE ABOUT MY ABILITY TO COMPETE.....	99
FIGURE 6.1: RESPONDENTS’ VIEW ABOUT THE LEADER GIVING SPECIFIC TASKS	ERROR! BOOKMARK NOT DEFINED.
FIGURE 6.2: GOOD LEADER TELLS SUBORDINATES EXPECTATIONS AT THE END OF THE DAY.....	ERROR! BOOKMARK NOT DEFINED.
FIGURE 6.3: ASSOCIATION BETWEEN INNOVATION AND GOOD MANAGEMENT.....	ERROR! BOOKMARK NOT DEFINED.

LIST OF TABLES

TABLE 3.1: RATIONAL MOTIVATIONS AND DEFINITIONS.....	35
TABLE 3.2: TYPES OF EXTRINSIC MOTIVATION AND EXAMPLES	38
TABLE 3.3: THE NEEDS AND EXAMPLES	46
TABLE 3.4: MOTIVATORS AND HYGIENE FACTORS.....	47
TABLE 4.1: DIFFERENTIATING THE RESEARCH DESIGN FROM THE RESEARCH METHODOLOGY	62
TABLE 4.2: DIFFERENTIATING QUANTITATIVE FROM QUALITATIVE RESEARCH	64
TABLE 5.1: MICROMANAGEMENT AND THE RATE OF RESPONSIVENESS AS GOOD LEADERSHIP	85
TABLE 5.2: SAME REWARDS FOR DIFFERENT PERFORMANCES AT THE SAME JOB LEVEL	86
TABLE 5.3: FEAR OF PUNISHMENT AS A MOTIVATING FACTOR	94
TABLE 5.4: INDIVIDUALS' VIEWS ABOUT PERFORMANCE AND REWARDS.....	97
TABLE 6.1: RESPONDENTS' VIEWS ON PERSONAL PROBLEMS AND WORK EXPECTATIONS	ERROR! BOOKMARK NOT DEFINED.
TABLE 6.2: IMPACT OF PERSONAL PROBLEMS ON PERFORMANCE AT WORK	ERROR! BOOKMARK NOT DEFINED.
TABLE 6.3: RESPONDENTS' VIEWS OF MICRO-MANAGEMENT BY MANAGER.....	ERROR! BOOKMARK NOT DEFINED.
TABLE 6.4: GOOD LEADERSHIP AND TIME FOR RELATIONSHIPS.....	ERROR! BOOKMARK NOT DEFINED.
TABLE 6.5: TARGET SETTING AS INDICATION OF EFFECTIVENESS OF A LEADER.....	ERROR! BOOKMARK NOT DEFINED.
TABLE 6.6: RESPONDENTS' VIEWS ABOUT BEING MONITORED WHILST WORKING.....	ERROR! BOOKMARK NOT DEFINED.
TABLE 6.7: MICROMANAGEMENT AND THE RATE OF RESPONSIVENESS AS GOOD LEADERSHIP	ERROR! BOOKMARK NOT DEFINED.
TABLE 6.8: SAME REWARDS FOR DIFFERENT PERFORMANCE AT SAME JOB LEVEL	ERROR! BOOKMARK NOT DEFINED.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The working conditions in the construction projects environment are primarily harsh, involving the pushing of wheelbarrows with cement, blocks, bricks, concrete and sand that needs to be moved from one place to another on the construction site. Bear in mind that every day after work, these people need to clean up. The study of the following factors differentiates between transaction and transformational leadership styles. Most leadership styles that emphasize ties between leaders and followers are based on transactional leadership. It is an extrinsic incentive-based strategy in which leaders achieve their objectives while followers are rewarded for their efforts (Krakow, 2015:20-24). A boss who rewards staff who surpass their goals with promotions raises, or time off exemplifies this sort of leadership. Interactive goal formulation, contingent monetary reward, contingent personal reward, and personal recognition are all transactional leadership attributes.

Transformational leadership is defined as where the leader and the follower discuss the needs in the operations and collaborate to bring about the necessary change. This they do while taking the workforce and their ability to execute the tasks into account (Barth-Farkas and Vera, 2014:217-232). The leader controls their employees using these leadership styles to ensure that they perform as required by the construction company.

The study sought to investigate what impact did transactional leadership style have on employees performance on selected construction in the Cape Town industry. The study used a descriptive research design as it wanted to get a better understanding of the research plan. The research methodology that the study used was a mixed method of qualitative and quantitative, as the study wanted to get the phenomenal and generalisation of the study.

1.2 Background to the Study

The construction industry, more than any other, clearly requires more leadership. Numerous valid reasons support this belief; this can be seen in construction projects and finished goods. The true meaning of construction management can be described in one or two words: responsibility and accountability because project managers are accountable for everything that occurs during a construction project. This implies they are in charge of the project (Ben, Etim-Udoh and Agu, 2015:239-240). To put it another way, the project manager is ultimately accountable. Because construction projects are massive and technically complex, they necessitate the collaboration of specialized abilities. Construction teams are large and multi-disciplinary, necessitating a strong leadership approach.

The evaluation of the impact of transactional leadership in motivating employees in a construction project is a fascinating topic as it meets the needs of employees in a macho environment. Transactional leadership provides many advantages for people working in macho environments as it rules in a manner that satisfies an individual's needs. This research aims to look into the impact of transactional leadership on a construction project (Liphadzi, 2015:21-24). The broad topic has piqued the interest of academics and practitioners for decades and remains so today.

Transactional leadership in construction projects allows project team members to pursue their own self-interest while reducing workplace anxiety and focusing on clear project objectives such as increased quality and output (Sadeghi and Pihie, 2012:14-17). In exchange for loyalty from followers, transactional leaders can always be counted on to deliver. A positive performance evaluation, a salary increase, a promotion, increased responsibilities, or the desired change in responsibilities are all possibilities. Transactional CEOs have attributes related to charismatic leaders and can effectively inspire people in various circumstances. They are adept at negotiating enticing deals, which can help a building project succeed. The problem becomes one of long-term viability.

Transactional leadership in construction projects rewards those who follow instructions out of self-interest, provides an unambiguous structure for massive building projects,

systems requiring repetitive procedures and settings that can be replicated endlessly, achieves short-term goals quickly, and explicitly defines worker rewards and punishments (Muller and Turner, 2007:21–32).

Similar attempts to link leaders and project team members (followers) within a motivation theory framework are made by Bass (2007:142-143, 2008:45), Bass and Avolio (2008:97, 2010:76), Benis and Nanus (2007:32-35), Burns (2005:51-57), and Tichy and Devanna (2006:34). These authors consider transactional leadership as closely tied to the needs of building project teams. In order to attain both leader and follower goals, effective leaders must be able to comprehend and tap into their followers' needs and motives (Fry, 2003:693).

Transactional leadership motivates most leadership approaches that concentrate on the interactions between leaders and followers (Northhouse, 2001:71). It is an extrinsic motivation strategy in which leaders achieve their objectives while project team members gain external advantages for completing a specific task. For example, this would be a manager who offers promotions, more salary, and time off to staff who fulfil predetermined goals. The management process strives to keep the project going smoothly and efficiently, and this leadership form is at its heart. Rather than supporting change or adjustments, transactional leadership focuses on keeping control via adherence to regulations (Galbraith, 1977:678) and maintaining stability within the construction organization. By clearly communicating expectations and satisfying the external needs of project team members, the leader develops confidence and morale in the team (Daft et al., 2001:694).

Transactional leadership in building projects fosters trust in one's own personal characteristics, values, intentions, sentiments, and cognitions. Self-awareness entails understanding one's naturally contradictory self-needs and the role these conflicts play in shaping one's attitudes, beliefs, actions, and behaviours (Ilies et al., 2005; 377). Self-awareness is defined as "a maturing process through which leaders come to understand their distinctive capabilities, knowledge, and experience" (Avolio & Gardner, 2005:345), and it is frequently associated with self-reflection as a critical tool for leaders to clarify

their essential beliefs and mental models (Gardner et al., 2005; Chan et al., 2005:378-401).

In concept, transactional leaders emphasize relations with the project team members. It is reactive, best suited for settled environments, and works to develop the existing culture (Surbhi, 2015:3-4). In style, it is bureaucratic, with only one leader in the group, and its main focus is planning and execution (Bass, 2010:19). It attracts followers by putting their self-interest in the workplace as a motivational tool.

Transactional leadership is concerned with improving the current state of the construction project by defining the steps and controlling the construction activities. The primary goal of this type of leadership is to improve existing corporate culture, policies, and procedures (Weber et al., 2009:64-73). The leader wields power through his position of authority and accountability in transactional leadership, and the style is formal. Prizes in the form of money and penalties are two primary tools leaders use to motivate their subordinates. For example, if a project team member or an employee achieves the target within the specified time frame, they will be rewarded, whereas If the assignment is not finished within the allotted time frame, they will be penalized (MacGregor, 2004:73).

Transactional leaders seek a cost-benefit economic exchange to supply subordinates' current material and mental demands in exchange for contracted construction services given by subordinates. (Bass, 2007:484-5). The leader in this leadership understands the demands of potential project team members (followers) but goes above and above to arouse and satisfy more significant needs, engaging the follower's whole person to a high level of needs according to Maslow's hierarchy of needs. Transactional leaders, work within the existing organizational culture, but transformational leaders change the company culture.

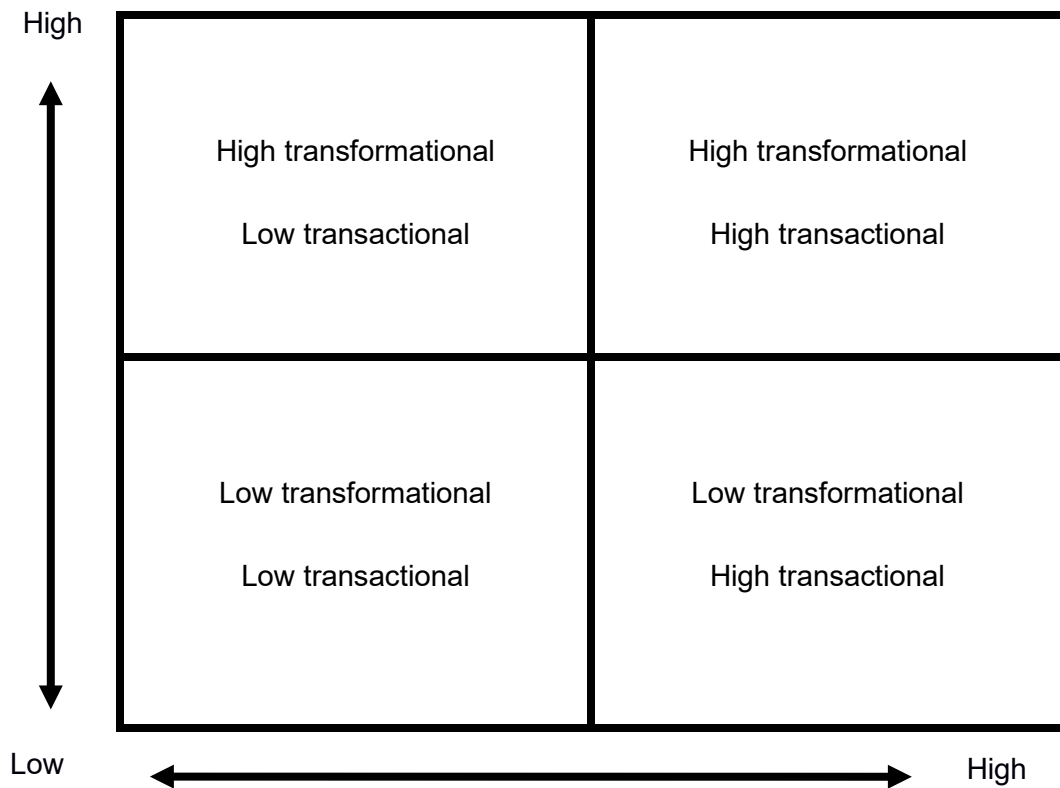


Figure 1.1: Complexity of construction projects

Source: Wang, Chen, Zhang and Wang (2018:46-61)

Transactional leadership stresses work standards, assignments, and task-oriented goals and is based on bureaucratic authority and credibility inside the construction project. Transactional leaders are said to focus on job completion and project team compliance, and after the project is over, project team members are rewarded for their efforts (Emery and Barker, 2007:77). In the construction sector, this leadership style serves as a catalyst for change and achievement; when a leader collaborates well with his or her project team, productivity rises (Al-Mailam, 2004:11).

Bass et al. (2010:77) define transactional leaders as either passive or active. Management by exception (MBE), also known as passive transactional leadership, allows

the status quo to stay as long as the existing approaches operate. Active transactional leadership entails a more proactive exchange between the project leader and project team members. In construction projects, transactional leadership focuses on obtaining information to assess subordinates' present needs and aiding them in meeting task and role criteria that result in desired outcomes. Individual requirements can be linked to what the leader intends to achieve, as well as rewards wanted by project team members, in order to increase project team members' motivation. (Emery and Barker, 2007: 28-31).

Transactional leaders work by building clear procedures that explain what their project team members are expected to do and the benefits they earn for following directions. When a transactional leader gives work to members of a project team, they are responsible for it, regardless of whether they have the resources or capability to accomplish it (Louis, 2013:8). The leader uses management by exception in this leadership style, operating on the idea that if something is performing as predicted, it does not require attention.

According to Bassey (2005:234), transactional leadership tries to maintain organizational stability rather than promote change through frequent economic and social exchanges that achieve specific goals for both leaders and followers. It is predicated on the assumption that subordinates work to be compensated (Michael, 2005:38). According to Philip (2000:45) contingent remuneration, the four main components of transactional leadership are active management by exception, passive management by exception, and laissez-faire.

Contingent rewards: Transactional leaders link the aim to the incentives, explain expectations, provide essential resources, establish mutually agreed-upon goals, and provide a selection of awards for successfully completing the work. They establish SMART (specific, measurable, achievable, realistic, and time-bound) goals for their employees. (Philip, 2000:45). Transactional leaders closely supervise their subordinates' work, detecting violations of norms and regulations and taking corrective measures to avoid disasters (Philip, 2000:45).

Transactional leaders use exception management to interfere only when standards are not met or performance falls short of expectations. Penalties can also be a reprisal for poor performance (Philip, 2000:46). Allowing: The leader creates an environment in which project team members have several opportunities to make decisions. However, the group is usually disorganized because the leader abdicates responsibility and avoids making choices (Philip, 2000:46).

1.2.1 Transactional leadership and the success of building projects

According to Premack (2009:132), transactional leadership fosters goal commitment by raising individuals' self-efficacy and outcome expectations. This leadership style is a viable method of increasing project team members' goal commitment by clarifying how to achieve work goals, and the intrinsic and extrinsic rewards project team members will receive upon goal achievement, motivating them to contribute significantly to improving organizational productivity.

Johnson (2012:142-147) developed a table demonstrating the relationship between transactional leadership and construction project performance. Coded replies are provided for transactional leadership style and construction project performance. He also proved that there is no significant link between transactional leadership style and construction project performance using descriptive statistics on the connection between a transactional leadership approach and organizational performance.

1.2.2 Transactional leadership outcomes in construction projects.

Three measurable indicators demonstrate transactional leadership's outcomes: (Limsila and Ogunlana, 2008:101)

1. Effectiveness: the leader's ability to meet organizational results, objectives, and goals, as well as the job needs of subordinates.
2. Satisfaction: the degree to which subordinates are pleased with their boss's behaviour and the leader's interpersonal skills.
3. Extra effort: the degree to which a leader may encourage and motivate followers to put forth greater effort than usual.

There are many advantages and disadvantages to the transactional leadership style. For example, some of the advantages are:

- The leader monitors the work of the project teams.
- Also monitors every individual performance.
- Provides rewards to those who meet the performance expectations.
- There is also a clear chain of command.

Unfortunately, this leadership style has some drawbacks:

- Team members may not be satisfied with their jobs due to the reward/punishment system.
- It presupposes that individuals are driven by money and not by the reason they desire to do it in the first place.
- Transactional leaders are often found in firms where individuals are rewarded with bonuses, training, or time off if they demonstrate a positive attitude.

Although transactional leadership is akin to authoritarian leadership, most transactional leaders in building projects employ a bureaucratic leadership style. This helps them to create teams and manage essential teamwork characteristics, including communication, cooperation, and collaboration. It also aids them in instilling principles in their employees, such as open communication, honesty, quality, respect, and mutual support. Self-managed teams and shared leadership among team members produce suitable results in the construction business. Transactional leaders have progressive leadership styles because they promote the growth and survival of construction enterprises in South Africa in the next millennium (Hunter et al., 2007:465-471).

This leadership style can be seen in a mother-and-child relationship. If the mother tells the child to do something and the child does not comply, the response could be that money to buy the shoes that the child wanted would not be given as a result of the noncompliance with the direction given by the mother. This leadership style compels an individual to perform a task expecting something in return. It does not matter how it is done or how difficult it is; it just needs to be done. It is suitable for the South African construction industry because the authors support the statement, "transactional leadership appeals better to workers in a macho environment".

1.3 Problem Statement

While transactional leadership has been extensively studied in various organizational contexts, its specific impact on employee motivation within the construction industry, particularly in Cape Town, remains relatively understudied. The construction sector presents unique challenges, including high-pressure work environments, safety concerns, and project complexities, which may influence the effectiveness of leadership styles in motivating employees. Therefore, there is a need to evaluate the efficacy of transactional leadership in addressing the motivational needs of construction workers in Cape Town.

Transformational leadership in the South African construction industry makes it difficult for people working in a hard-labour-type environment like construction projects. In this workplace environment, people come from different backgrounds and have different qualifications and opportunities, and their levels are not the same. Some are in the lower, middle, and upper levels. The working conditions in the construction projects environment are mostly macho, involving the pushing of wheelbarrows with cement, blocks/bricks, concrete and sand that needs to be moved from different places to different places of the construction; bear in mind each day after work, that these people need to clean up.

Despite the prevalence of transactional leadership in the construction industry, there is limited empirical evidence regarding its effectiveness in motivating employees at construction sites in Cape Town. Existing research predominantly focuses on other leadership styles or organizational contexts, thus leaving a gap in understanding the

specific impact of transactional leadership on employee motivation within this regional context.

1.4 Research Objectives

1.4.1 The aims of the study:

- To assess the effectiveness of transactional leadership in construction projects.
- Give the background/ overview of transactional leadership in a macho environment.
- Discuss leadership styles by understanding the links between positive meaning, positive emotions, positive relationships, and signature strength.
- Investigate the role of transactional leadership in motivating and satisfying the needs of construction project teams.
- Conduct in-depth interviews on the relationship of transactional leadership to construction project performance.

1.5 Research Question

- Why is it challenging to be transformational in a hard-labour-type environment?
- What are the characteristics of an effective transactional leader?
- What are the important traits of transactional leadership that should be considered for project success?

1.6 Research Methodology

The approach used was to apply the current theory while collecting information through interviews with management and staff of construction enterprises in South Africa's Western Cape Province. The research methodology that the study utilised was the mixed method the combination of quantitative and qualitative. The overarching goal and fundamental tenet of mixed methods research is that, when combined, quantitative and

qualitative methods offer a deeper comprehension of complex events and study issues than do either method by itself (McBeath and Bager-Charleson, 2020:1-12). It is probable that rich and thorough data will be gathered. Data that is both quantitative and qualitative can enhance and support one another. Methodologies used should be flexible because both quantitative and qualitative approaches might be employed.

The A questionnaire was designed specifically to gather data for this study; it was used to acquire a better knowledge of the influence of transactional leadership in a macho setting and its alignment with theory, as stated in the literature review. The responses were examined and compared to the review of the literature. The information collected from the analysis was based on theoretical suggests to determine each company's level of conformance to theoretical teachings and investigate differences in management and employee perspectives on transactional leadership conception and application in each company. Based on the findings of the analysis, areas for improvement were identified, and recommendations were provided.

(a) Explanation of what Research Methodology and Research Question are:

- Research methodology refers to the process of gathering information and data in order to make business decisions (Taherdoost, 2021:10-38). A deeper and better understanding is what the mixed-methods study design aims to achieve by giving a more comprehensive picture that can improve the phenomena' description and comprehension.
- Academic research in the social and scientific fields begins methodologically with the research issue. The study's direction, so that it knows which way it needs to proceed, was the research question. In this instance, the study's research aim was to determine how transactional leadership affected worker performance in a particular Cape Town construction industry.

(b) Target population:

- The term "population" In this study, things with specified characteristics comprise a whole collection of persons from the current examination (Welman, Kruger and Michell, 2008:54). As stated in the above information of research methodology, our target population is project managers, Engineers, Contractors, team leaders and project team members. All these people are directly involved in project activities.

(c) Sample frame:

- The list of individuals in the population of interest from which a probability sample is drawn is called a sample frame (Rahman, Tabash, Salamzadeh, Abduli and Rahaman, 2022:42-51). Sometimes not every member of the population of interest is included in a sample frame. Pandey And Pandey (2021:50) a sampling frame is a list or tool used by researchers to define their target population. A researcher can utilize this collection of elements to choose a sample from the population. It may not be possible for researchers to gather data from every target population segment due to limited resources and accessibility. The sample frame of the study was all the relevant stakeholders in the construction industry that the study selected which were the project team.

(d) Sampling methods and size:

- The sampling method used in the study was the probability sampling which state that when a sample is chosen from a population using the randomization principle—that is, chance or random selection—it is referred to as probability sampling (Pace, 2021:1-15). The probability sampling method that the study used was random sampling which meant every sample from the population had a chance to be selected. The sampling method made it easier to select every qualified participant member in the sample. The computation of sample size has a direct impact on research outcomes. Small sample sizes compromise a study's external and internal validity. Even when a difference is clinically minor, very large samples have the tendency to make it statistically significant (Alvarez, Núñez-Cortés, Solà, Sitjà-

Rabert, Fort-Vanmeerhaeghe, Fernández, Bonfill and Urrútia, 2021:96-106). The sample size of the study was 100 participants of the research which was one third of the population that was 300. According to Creswell (2009:45) one third of the population makes a great significance to select a sample size which was above of the quarter of the population had a chance to be selected and any number above 50 would be able to generalise according to the collected information.

(e) Data analysis:

The two primary aspects of data analysis are descriptive statistics and statistical inference; it is vital to remember that information about any population will never be 100% accurate (Cooksey and Cooksey, 2020:61-139). This gives data analysis a new dimension. According to Kyngäs, (2020:3-11), data analysis approaches and procedures are defined by the type of data, whether quantitative or qualitative. According to Yousefi Nooraie, Sale, Marin and Ross (2020:110-124), after the survey data is obtained, regardless of the methodologies utilized, it must nearly always be translated into a form suitable for analysis. The study used two data analyses to analyse since the methodology was a mixed method; for quantitative, it was using SPSS, which was the one to do the graphs on sections A and B; compare and contrast was the analysis that was used for qualitative, as it was selecting from the responses to the qualitative questions in section C of the questionnaire, which were open-ended questions.

1.7 Ethical Consideration

After the Project Managers, Construction Managers, Quantity Surveyors, Architects, Project Team Members, and Engineers have agreed to participate in the research; their informed consent will be sought. This will be performed by reading both informed consents of participation to the participants and having them sign to indicate their agreement. In addition, participants will be informed about the confidentiality agreement.

Confidentiality indicates that the dignity of the subject should be protected. As a result, participants must be assured that any identifying information they disclose will be kept strictly secret (Ferreira et al., 1988:13).

Participants will be told that their sensitive information will be accessible only to the researcher and the supervisor. They will also not be forced to disclose any identifying information; thus, qualifications and the final report will not include the subjects' identifying information, such as their names, unless some participants are comfortable with their personal information being written. The book containing participants' information and the tape recording will be maintained in a safe and confidential location until the study is completed and a report is made, at which point the book with the information and tape record will be destroyed.

1.8 Chapter Classification

Chapter 1; The chapter will introduce the study and provide an initial literature review based on the problem statement, research objectives, research question, and research methodology developed.

Chapter 2; This chapter focused on the definition of leadership, then it look at the leadership style and leadership theories. This is a section of the literature review where it state what are other scholars

Chapter 3; The study has two main variables where the first is the leadership which the study discussed in chapter 2. In chapter 3 the study discusses the motivation and motivation theories on what makes project team to be motivated the study dwells more in on types of motivation.

Chapter 4 Research Methodology – detail of the research methodology section in the proposal – questionnaire structure

Chapter 5; Data recording, interpretation, and analysis.

Chapter 6; Recommendations and conclusion

1.9 Chapter Summary

In conclusion, the study used coded responses on transactional leadership style and construction project performance, a correlation matrix on the relationship between transactional leadership and organizational performance, and descriptive data on the association between transactional leadership and organizational performance, all of which were essential tools in a research paper.

The study also examined the relationship between transactional leaders and project teams regarding the impact of transactional leadership in a macho environment. The findings conclude that transactional leaders and project teams have a strong relationship that leads to good performance, as evidenced by coded responses on transactional leadership style and construction project performance, descriptive statistics on the relationship between transactional leadership style and organizational performance, and a correlation matrix on the relationship between transactional and organizational performance.

Transactional leaders in South African construction companies are more likely than other leadership styles to succeed in construction projects, according to the study (Turner and Pearce, 2015:15).

CHAPTER 2

THEORIES OF LEADERSHIP

2.1 Introduction

Leadership is both a research area and a practical skill encompassing the ability of a person to lead people, team members, or the whole organisation. Leadership literature shows that theories have been refined and improved over time, and none of the theories is entirely irrelevant. Reference is made in the previous chapter indicating that relevance depends on the context in which it is applied. The style of leadership used in roles requiring a high level of accuracy, assurance, sensitivity, care, and technical expertise may differ from that used in straightforward management-oriented portfolios since one style of leadership does not fit all responsibilities (Dess & Picken, 2000:98-102). The style of leadership used in roles requiring a high level of accuracy, assurance, sensitivity, care, and technical expertise may differ from that used in straightforward management-oriented portfolios since one style of leadership does not fit all responsibilities (Dess & Picken, 2000:98-102). The type of leadership applied in functions entailing a high degree of precision, confidence level, sensitivity, care and technical expertise may be different than in simple management-oriented portfolios, as one that does not fit all heads (Dess & Picken, 2000:98-102).

It means that situations, contexts, culture, working environment, new laws and regulations, information overload, organisational complexities and psycho-socio developments remarkably impact the leadership concept, making it commensurate to the changing organisational dynamics (Amabile, Schatzel, Moneta & Kramer, 2004:77).

Leadership theories also determine that "a person does not become a leader merely by possessing some combination of traits" (Samad, 2012:2422-8397). On the amount of direction and guidance, the dynamic among these factors was established; socio-emotional support and task behaviour in performing a task, the readiness level (commitment and competence) of the followers and relationship behaviour required by the followers' functions and objective (Ryan & Tipu, 2013:587-603). Without involving subordinates, the autocratic leader makes decisions. The laissez-faire leader lets

subordinates make the decision and hence takes no real leadership role other than assuming the position, and the democratic leader accesses his subordinates and then takes his decision.

2.2.2 Rise of alternative theories

In reviewing the literature, it was found that some traits were the same across several studies. Although according to Subramaniam (2023:175), leaders may not best fit in all situations, the leaders that are good in one situation may not necessarily be good in other situations. In addition, there are situational approaches where individuals can be effective. Therefore, the focus moved away from traits of leaders to a study of effective leader behaviours.

2.2 Theories

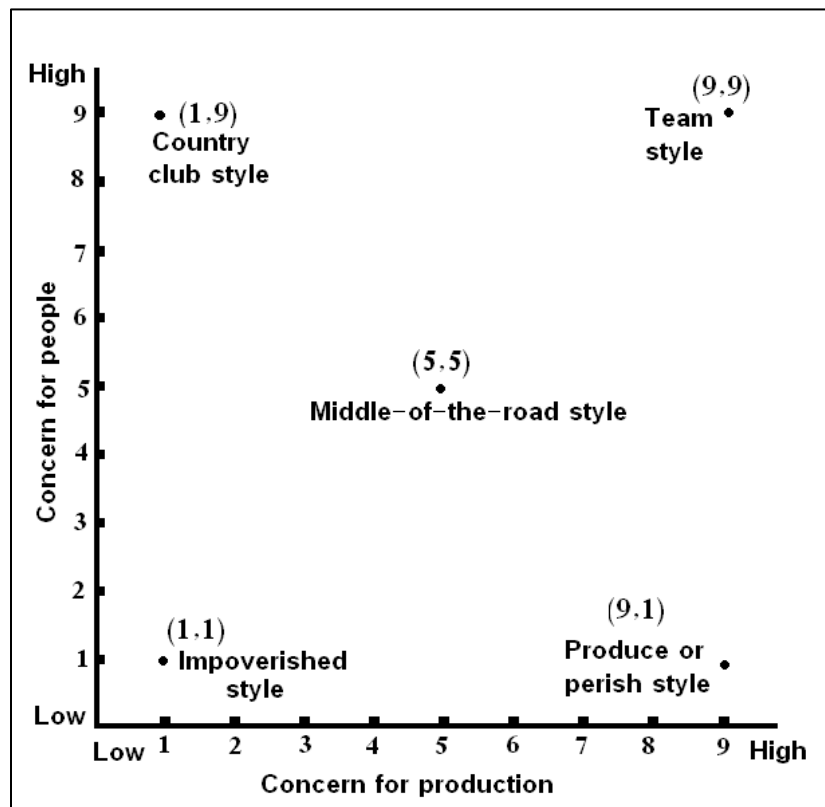
2.2.1 Early western history

The leader's traits have continued for centuries. Plutarch's *Lives* adopted the philosophical style of writing from Plato's *Republic*, which is believed to have explored the question of what abilities differentiate an individual as a leader. The early search has recognised the importance of leadership and assumed that leadership comes from certain qualities that a person possesses. The trait theory of leadership is known as the idea that leadership is an individual attribute (Dimitrov, 2020:65-87).

Thomas Carlyle and Francis Galton have incited decades of research. In *Heroes and Hero Worship*, Carlyle has identified the skills, physical characteristics and talents of men who rose to power. Leadership qualities in the families of powerful men have been examined ; Galton says leadership was inherited, which means leaders were born, not made. Galton supports the idea that leadership is deep-rooted in the characteristics of a leader (Simonton, 2019:271).

2.2.2 Re-emergence of trait theory

Developed measurements and new methods were introduced after the influential reviews that would re-establish trait theory as a viable approach to the study of leadership. The research design methodology was used for improvements by researchers and has allowed them to see what individuals can do to emerge as leaders in various situations. In the 1980s, the researchers conducted meta-analyses to quantitatively analyse and summarise the information from a comprehensive collection of studies. The trait theorists could create a broader picture of prior leadership research instead of relying on past qualitative reviews (Njukunye and Waithaka, 2020:104-128).



2.2.3 Positive reinforcement

Positive reinforcement happens when positive standards are in place to ensure good behaviour stays the same even in the future (Renzulli, and Reis, 2021:335-355). Positive reinforcement can be used in settings of business. For example, the manager can use

praise as a positive reinforcer for a particular employee. For example, if an employee does not come to work on time most days, and the company's branch manager praises that particular employee for being punctual when they arrive early, that employee will try to arrive at work early every day Encorporado, Razonable, Ababon, Pasilang, Regulacion and Sasan (2023:34-51) Some employees like to be praised; as a result, they will come to work on time more often because the manager has praised them for coming to work early every day. This is called (the stimulus), a positive reinforce for this individual; it positively changes an individual's behaviour.

2.2.4 Situational and contingency theories

2.2.4.1 Situational theory

The situational theory can be regarded as an answer or a response to the leadership trait theory. Hunt and Fedynich, (2019:22-26) suggested that the social scientist argued that history was more than the results of the intervention of great men. It was said that the person was produced by the times and not in any other method or any other way round by Oreg And Berson (2019:272-307). It is said that in this theory, different characteristics are used in different situations. The single-leader optimal psychographic profile does not exist in this group of theories. According to the theory, "what an individual does when acting as a leader is largely dependent upon characteristics of the situation in which he functions".

Some theorists synthesised the trait and situational approaches. Researchers stated standardising the descriptive models of leadership climates, outlining the three leadership styles, and identifying situations in which each style works (Tortorella Fettermann, Fogliatto, Kumar And Jurburg, 2021:1282-1294) for example, the authoritarian leadership style is approved in periods of crisis but does not win the "hearts and minds" of the subordinates in daily management; in situations that need consensus building, democratic leadership is adequate. Finally, in the leadership style that provides freedom, the leaders do not take "overall control or charge"; these leaders are perceived as failures in protracted; this leadership style is known as the laissez-faire leadership style (Hasija, Hyde and Kushwaha, 2019:150-161).

The theorists say the leadership style may be contingent on the situation; the leadership style may also be classified as contingency theory. There are four contingency leadership theories; the Vroom-Yetton decision model, the Hersey-Blanchard situational theory, the Fiedler contingency model, and the path-goal theory (Shala, Prebreza and Ramosaj, 2021:1-20).

Zulu and Khosrowshahi (2021:565-578) to describe leadership situations, they developed a taxonomy used in a normative decision model where situational variables were connected to leadership styles. Looking at the approaches, one has to decide what is best for a particular situation. This was a unique approach in which the same manager could rely on different group decision-making approaches depending on the aspects of each situation. Later this model was referred to as contingent on the situation.

Mirčetić, and Čudanov (2021:225-234). proposed situational leadership models that suggest four levels of follower-development and four leadership styles. The model suggests that the leadership style must have an appropriate follower development level for effectiveness. This model emphasises leadership behaviour as a function not only because of the leader's characteristics but also because of the characteristics of followers.

2.2.4.2 Situational contingency

According to Egge (2019). situational contingency is based on the leader's effectiveness. This results from the collaboration of leadership style and situational favourability that later forms situational control. The two types of leaders are defined in theory: the ones who have a prime concern with carrying out the task (task-oriented) and those who tend to complete a task by developing good relationships with the team members in their group (relationship-oriented). Mirzal, and Ninglasari, (2021:163-190) says there is no perfect leader. However, the leaders can be influential if task- and relationship-oriented fits the situation. For example, the situation is favourable in an organisation with an excellent leader-member relationship and a high-power leader position. Fiedler state that he finds task-oriented leaders as more effective leaders in highly favourable or unfavourable

situations. Fiedler also states that relationship-oriented leaders only perform well in situations with intermediate favourability.

Saleem and Noshaba (2021:44-63) developed a path-goal theory of leadership, and this theory was based on the theory of Victor Vroom (expectancy theory). House said, "the core of the theory is the meta proposition that leaders, to be effective, involve behaviours that complement worker's environments and the leader's development of structures to reward and satisfy the subordinates on their work performance. Deshwal and Ali (2020:38-43) identifies four leader behaviours in his theory; the first one is directive, the second is participative, the third is achievement-oriented, and the fourth is supportive. These leader behaviours are contingent on the follower's characteristics and environment factors. In contrast to Fiedler's contingency model, the four leadership behaviours are fluid in the path-goal model, and the leader can use any of the four leadership behaviours depending on what the situation requires.

2.2.5 Functional theory

Functional leadership theory (Elsing, 2022) is a very useful and the best theory in addressing leader behaviours that are needed to ensure the effectiveness in the organisation. The leader's main job in this theory is to ensure that group needs are met; thus, it is said that the leader has done their job well when the group needs are met, and the leader has contributed to organisational effectiveness (Paais and Pattiruhu, 2020:577-588). At the same time, functional leadership theory has often been applied to team leadership (Hajjali, Kessi, Budiandriani, Prihatin and Sufri, 2022:57-69). Leadership functions include teaching and coaching subordinates, motivating others, environmental monitoring, organising subordinates' activities, and intervening actively in the group's work (Hussein, Ibrahim and Ismael, 2022:43-60).

A variety of leadership behaviours enable functional leadership. According to Faraz, Ahmed, Ying and Mehmood, (2021:1171-1184), there are two broad categories in which subordinates perceive their team leader's behaviour: initiating structure and consideration. A leader's actions aim to complete a specific task called initiating structure. The initiating structure involves setting performance standards, role clarification, and

holding the workers accountable to those standards. Consideration involves the development of effective relationships. Consideration shows a leader's behaviour that is very supportive of their subordinates (Elisado, 2022:90-96).

2.2.6 Integrated psychological theory

The integrated psychological theory of leadership aims to put together the strengths of older theories (for example, behavioural styles, traits, situational and functional), look at the limitation, and invent new elements. Leaders must develop their leadership existence, attitude, and behavioural flexibility by practising psychological mastery (Nawaz Khan, 2023:1962-1982).

The key to growing someone's leadership presence is self-mastery. It helps a leader to build trust relationships with subordinates and dissolve an individual's limiting beliefs and habits through behavioural flexibility as circumstances change while remaining authentic. To aid in a leader's development, a brand-new model of the human psyche was presented. The model also described the ideas and methods of self-mastery (Lundmark, Nielsen, Hasson, von Thiele Schwarz and Tafvelin, 2020:173-188).

2.2.7 Transactional and transformational theories

Bernard Bass and his colleagues came up with the idea of two different leadership styles, a transactional leadership style that involves an exchange of labour for compensation and transformational leadership that is concerned about the employees, motivating workers, and providing a vision to the organisational team. The transactional leader (Alrowwad, Abualoush and Masa'deh, 2020:196-222) gets punished for the team's poor performance; it is given the power to perform specific tasks and get the reward.

Frangieh and Rusu (2021:242-252) in transactional leadership, the manager gets an opportunity to lead workers, and the workers have to agree to follow the manager to accomplish set goals in exchange for a reward. The leader is given the power to evaluate, correct and provide training to underperforming workers or when productivity is not up to the desired level, and the reward is given when the results are what was expected.

2.2.8 Leadership emergence

Various personality characteristics relate to leadership emergence: assertiveness, authenticity, character strengths, dominance, emotional intelligence, gender identity, narcissism, self-efficacy for leadership, self-monitoring, and social motivation. A detailed description of each leadership emergence is given below (Kelly, 2023:17-52).

2.2.8.1 Assertiveness

The relationship between leadership emergence and assertiveness is rounded; people who are very high in assertiveness are not identified as leaders (Kelly, 2023:17-52)

2.2.8.2 Authenticity

The individuals who are likely to be more accepted as leaders are individuals who know their personality traits, their values and beliefs and individuals who are not judgmental (Kelly, 2023:17-52).

2.2.8.3 Character strengths

Individuals with character strengths have the following qualities: bravery, honesty, loyalty, hope and teamwork. It is likely to be the military captains and officers with such qualities (Kelly, 2023:17-52).

2.2.8.4 Dominance

Dominance is when a team leader controls and influences team members and does not take other team members' opinions, only taking their opinion as a valid opinion for a particular situation (Kelly, 2023:17-52).

2.2.9 Emotional intelligence

Leaders with high emotional intelligence can effectively read the emotions of their subordinates. In a bad situation where there is conflict, they can control their emotions, and they do not get angry quickly. Leaders with emotional intelligence can adapt positively to every situation (Kelly, 2023:17-52).

2.2.9.1 Narcissism

The leaders who are faced with challenging situations, such as the threat of rivals, and intense competition among rivals within the group, become narcissistic, hostile, arrogant, and self-absorbed (Kelly, 2023:17-52).

2.2.9.2 Self-efficacy for leadership

Leaders with confidence and willingness to accept are the best leaders and are likely to be more successful leaders in leading organisations (Kelly, 2023:17-52).

2.2.9.3 Self-monitoring

Low self-monitors are less likely to emerge as the leaders of the project team, and high self-monitors are more likely to emerge as project team leaders. Low self-monitors are always concerned with meeting the demands of a particular situation; they are also more concerned about status enhancement (Kelly, 2023:17-52).

2.2.9.4 Social motivation

Individuals who are more active in problem-solving settings and who can help workers faced with complex challenges at work (Kelly, 2023:17-52).

2.3 Leadership Styles

Mansaray (2019:8-31) a leader's style of providing direction, implementing plans, and motivating employees is called leadership style. All leadership styles are used in different situations. In a case of an emergency where there is little time to complete a task, and skilled workers who are more experienced are needed, an autocratic leadership style may be the best for that situation; however, in a highly motivated team, a laissez-faire style may be more effective.

2.3.1 Autocratic

Setiawan, Cavaliere, Navarro, Wisetsri, Jirayus, Chauhan, Tabuena and Rajan (2021:382-404) autocratic leadership is a leadership style where leaders have much

power over their employees. The team members and staff have little opportunity to make suggestions, even if these suggestions would be in the project's or team's best interests. The autocratic leadership style is efficient, decisions are made quickly, and work gets done efficiently.

Autocratic leaders, when faced with a need to provide a decision on a situation or issue, are the ones who would come up with a solution for the entire group. Utilizing observations and what they believe to be the needs or priorities of most of the group members at the time, the leader would typically solve a problem and make decisions for the group using this leadership style (Webber, Detjen, MacLean, and Thomas, 2019:741-750).

Ajeigbe, Owolabi, and Alasinrin (2021:11-19) In this leadership style, all decision-making powers are centralised in the leader, as with dictator leaders. They do not take any suggestions or initiatives from project team members or employees. Autocratic management has been successful as it provides strong motivation to the manager. It permits quick decision-making, as only one person decides for the whole group and keeps each decision to himself until he feels it is needed to be shared with the rest of the group. In the autocratic leadership style, there is a high degree of dependency on the leader (Joseph-Williams, Williams, Wood, Lloyd, Brain, Thomas, Prichard, Goodland, McGarrigle, Sweetland and Edwards, 2019:1774-1785).

2.3.2 Transformational leadership style

The transformational leadership style is the best style to use. However, no leadership style fits all situations, so it helps to understand other leadership styles. Transformational leaders inspire and expect everyone to bring out the best in their teams and themselves. This will result in more productivity and engagement from everyone on the team (Baig, Iqbal, Abrar, Baig, Amjad, Zia-ur-Rehman and Awan, 2021:1085-1105).

Wilson (2020:731-744) this leadership style links with positive outcomes on individual and company levels. Project Managers who use this leadership style in construction projects encourage followers to attain higher-order needs like self-actualisation and self-esteem

and are influential in surging followers' motivation in the direction of "self-sacrifice and achievement of organisational goals over personal interests.

Leaders with perfect Influence demonstrate heightened concerns and understanding of followers' needs and make sense of shared risk-taking" (Udovita, 2020:16-23). Inspirational motivation affords a cradle of encouragement and challenges followers to achieve the set goals, whereas Intellectual Stimulation inspires followers to be more creative and innovative in their problem-solving skills.

2.3.3 Transactional leadership style

Hajjali, Kessi, Budiandriani, Prihatin and Sufri, (2022:57-69). this leadership style starts with the idea that the team members or employees must agree to obey their leader when they accept a job. In this leadership style, the team members get punished if their work does not meet an appropriate standard. The team members get paid in return for their effort and compliance. This leadership style is a type of management, not an authentic one. One of the reasons is that it focusses on short-term tasks and has limitations on knowledge-based or creative work; however, it can be the best in other situations.

1. "The transactional leadership style comprises three components contingent reward, management-by-exception (active) and management-by-exception (passive).
2. Contingent reward - Transactional leaders link the goal to rewards, clarify expectations, grant required resources, set mutually agreed upon goals and provide rewards for doing well at assigned tasks. They set SMART (specific, measurable, attainable, realistic, and timely) goals for their subordinates (Philip, 2000:45).
3. Active management by exception - Transactional leaders actively monitor the work of their subordinates, watch for deviations from rules and standards and take corrective action to prevent mistakes (Philip, 2000:45).
4. Passive Management by Exception: Transactional leaders intervene only when standards are not met or the performance is not according to expectations. They

may even use penalties in response to undesirable performance (Philip, 2000:46 as cited by Hajjali, et al., 2022:57-69).

Transactional leaders motivate their employees through an exchange; for instance, completing the task given for a reward (compensation). Many researchers have found that transactional leaders tend to focus on task-completion and employee-compliance. Therefore, these leaders rely heavily on organisational rewards and punishments to influence employee performance. The transactional leader will first validate the relationship between performance and reward and then exchange it for an appropriate response that encourages employees to improve performance (Nielsen, Boye, Holten, Jacobsen and Andersen, 2019:413-428).

2.3.4 Participative or democratic

In a democratic leadership style, decision-making authority is shared, the project group members are involved in the decision-making process, and the project team members are allowed to state their points on how a specific task should be done. As a result, project team members become more productive because they are motivated by the fact that some of the tasks are done exactly the way they want them to be done (Agarwal, Dixit, Nikolova, Jain and Sankaran, 2021:249-258).

Hilton, Arkorful and Martins (2021:1042-1058) in the participative or democratic leadership style, individual skills are developed, and the project team members feel they are in control of what they need to do to accomplish a task. Therefore, it is not just the reward (compensation) that motivates them to work hard; they are motivated by the fact that they are involved in the decision-making process even though the leader makes the final decision. Although this shared-leadership style can slow the decision-making process, it always comes with good results.

2.3.5 Laissez-faire

Norris, Ghahremani and Lemoine (2021:322-339) laissez-faire is also known as a free-rein leadership style in which the decision-making is done by the subordinates. The

project team members are given the rights and the power to decide how things should be done to achieve company goals and work out problems. In this leadership style, there is no direction from a leader; the workers are free.

Akparobore and Omosekejimi (2020:677-687) it is an effective style to use when employees are highly skilled, experienced, and educated, staff have pride in their work and the drive to do it successfully on their own, outside experts, such as staff specialists or consultants used, and employees are trustworthy and experienced.

2.3.6 Leadership differences affected by gender

Dastane (2020:27-52) when women and men work together in project teams, they do not take the same leadership styles. Men are active, independent, decision-focused, task-oriented, and goal-oriented. Women are more helpful, show concern for others' feelings, more understanding, and relate warmly to others. When women are asked to introduce themselves in a newly formed group, they will start by emphasising the following qualities: openness, fairness, and responsibility. Women are good at managing conflicts, and they are also good at maintaining positive relations among the project team members. Women have beautiful smiles and good eye contact and respond positively to group members' comments, which is why they connect easily with their group members (Rispen, Jehn and Steinel, 2021:220-242).

Bhatti, Kiyani, Dust and Zakariya, (2021:982-998) men can be described as more influential and very powerful individuals. Men's focus is more on making structure within the group, identifying roles, setting standards and objectives, proposing solutions to problems, defining responsibilities and standard operating procedures, monitoring compliance with procedures, and emphasising efficiency in the tasks that need to be accomplished. Men leaders are found to be more primarily task-oriented, while women are found to be task-oriented and relationship-oriented.

2.4 Performance

Researchers and practitioners have recognised and accepted that leadership are crucial in every organisation, and research supports the idea that organisational success is

mainly because of the leader's and subordinates' contributions to the organisation (Akdere and Egan, 2020:393-421). Therefore, successful performance is the outcome of leadership performance.

Several types of Job performance are required to contribute to the business's success. Campbell identified several performance dimensions; among them, leadership was found to be the most effective and crucial dimension. However, the leadership performance definition is not consistent. Many distinctive notions are always on the same umbrella of leadership performance, including the results of leader advancement, leader effectiveness, and leader emergence (Hanna, Smith, Kirkman and Griffin, 2021:76-104). For example, a leader's career success may be referred to as outcomes of leadership performance and leader emergence.

2.5 Traits

Hunt and Fedynich (2019:22-26) many researchers support the idea that great leaders were not made; they were born. The researchers could only find that leadership traits do not change from situation to situation; such traits include assertiveness and intelligence. The traits may not be applied in similar situations but in different situations, depending on the circumstances.

Uslu (2019:161-172) leaders with determination and drive have qualities such as energy, perseverance, assertiveness, and dominance. Leaders with these qualities are ambitious, and they like competition. On the other hand, leaders who have the following traits: good judgment, analytical, intelligent, and verbal ability can come up with solutions to solve complex problems, they are able to adapt quickly in changing situations, and they also work well under a stressful environment.

Hutagaluh, Aslan and Mulyono (2020:1-7) Self-confident leaders doubt themselves; they have high self-esteem, emotional stability, and self-assurance. Leaders with self-confidence can project this confidence to their subordinates and build trust within the group. Leaders with integrity are consistent, loyal, truthful, trustworthy, not deceptive, and principled. Leaders with integrity are open to their employees, they keep their

promises/words, and they can share these values with their employees. Sociability describes a friendly, flexible, talkative, and interpersonally competent leader. Subordinates accept leaders with such qualities. Few great leaders have applied these traits in organisations, and their organisations are thriving (Jones, 2021:359-382).

2.6 Ontological-phenomenological Model

The modern descriptions of leadership are from these researchers; Fatimah and Syahrani, (2022:282-290) they define leadership as "an exercise in language that results in the realisation of a future that was not going to happen anyway, which future fulfils the concerns of the relevant parties". This definition is about leadership future; it involves fundamental concerns of relevant groups. So, modern leadership aims to find the underlying concerns of the individuals impacted by the leadership.

2.7 Contexts

2.7.1 Organisations

Fuertes, Alfaro, Vargas, Gutierrez, Ternero and Sabattin (2020:1-21) a formal organisation is defined as an organisation that is established to achieve specific objectives. Formal organisation design states how main goals should be subdivided and how they should be reflected in the company's subdivisions. Its structure is made up of this structure; divisions, departments, sections, positions, jobs, and tasks. The people in higher positions in the hierarchy are the ones with expertise and can deal with problems that may arise from the lower levels of the organisation. In formal organisations, the bureaucratic structure forms heads of administrative subdivisions in the company and gives them authority close to their positions.

Ophilia and Hidayat (2021:24-34) leaders that appear in the informal organisational structure, their qualities, demands of the situation and other factors attract the employees to accept their leadership within the organisational information structure. Instead of the authority of the position held by a leader, the growing leader exercises influence. An ability of a leader to gain support from subordinates using persuasion is called influence. Power

is a more robust form of influence; it is used to enforce actions on employees through the control of a leader utilizing punishment.

A leader is not dependent on formal authority (Karim, Syamsuddin, Jumarding and Amrullah, 2022:114-126.), describes an effective leader as someone who always succeeds under any conditions and meets the company's expectations. Good leaders have the capacity for clear communication, caring for others and commitment to persist. The people in managerial positions are given the right to command obedience using the advantage of the authority of their positions. However, these people must have some personal attributes to match this authority.

2.7.2 Management

Rivaldo and Nabella (2023:182-188) in management, some people work for managers. The management process includes operating procedures and standards and establishing working rules and processes. In addition, managers are responsible for looking after their employees, satisfying their needs, and accepting their ideas. Management also provides a strategic vision to be followed by the team within an organisation. As a result, managers can find resources needed and anticipate needs along the way.

2.7.3 Group

Han, Yoon, Choi and Hong (2021:593-605) Group leadership is called shared leadership; each person can provide direction for the group. In group leadership, responsibility is shared, and teamwork and mutual influence among the group members. Group leadership in the organisation increases creativity and reduces costs. In most situations, the individuals who can control any project phase are appointed temporary leaders. Giving the team members an opportunity to be in control of their own decisions, and experience high levels of empowerment, energises them and feeds the success cycle.

2.7.4 Myths

Evans (2022 413-435) leadership is the least understood concept in all cultures, even though people talk about it everywhere. Academics have emphasised the occurrence of

this misunderstanding of leadership, mentioning that the myths that already exist concerning leadership often interfere with individuals' conception of what leadership is all about.

2.7.5 Leadership is innate

According to some Daniel (2019) leadership is inborn, for example, intelligence, extraversion, and ingenuity. However, leadership is developed through careful observations and hard work. Thus, effective leadership is the result of innate talents as well as acquired skills.

2.7.6 Leaders are positively influential

The teams perform very well when guided by effective leaders. For example, according to O'Donovan, Rogers, Khurshid, De Brún, Nicholson, O'Shea, Ward and McAuliffe (2021:1420-1443) the failure to offer assistance in a group faced with an emergency is significantly reduced in group teams guided by a leader. Group performance and creativity increase in organisations with designated leaders.

2.7.7 Leaders entirely control group outcomes

Leaders generally influence group members and overall goal attainment. Influential group leaders are aware of the factors that influence group dynamics. For instance, communication patterns, group cohesion among group members, the nature of work, individual personality traits, behavioural norms, group context, and established standards influence group functionality in varying capacities (Elyousfi, Anand and Dalmasso, 2021:508-528).

2.7.8 Group members resist leaders

Academics have shown that team members' dependence on group leaders can lead to reduced overall group strength and self-reliance. People prefer someone who will show them a way forward (Jason, Richardson and Dennis, 2022:8-33). The need for a leader is vital within a group faced with an emergency and in groups experiencing conflict.

Employees become productive when they have a leader to guide them. Many people appreciate the leader's work to contribute to a group.

2.7.9 Action-oriented environments

Wilk, Clarke-Walper, Nugent, Curley and Crouch, (2022:473-479) sometimes the groups are tasked to do work in changeable environments with little support. This environment requires leaders with a different set of skills. These leaders must be able to negotiate the team's needs and operate effectively within changeable environments. Examples of oriented leaders involve rescuing a team member from a potentially hazardous environment and extinguishing a rural fire.

CHAPTER 3

THEORIES OF MOTIVATION

3.1 Introduction

Motivation is the inner drive that pushes people to act in a goal-oriented manner. It's commonly viewed as a force that explains why individuals or animals start, maintain, or stop a specific behaviour at a specific moment. It is a complicated phenomenon, and there is disagreement over the exact meaning. It stands in contrast to a motivation, which is apathy or lethargic behaviour. Many academic disciplines, including psychology, motivation science, and philosophy, study motivation. Motivation can be defined as a reason for the group team's actions, needs, and desires or what makes them want to repeat the behaviour. Motivation is also defined as an individual's direction to behaviour. However and Meyer describe motivation as a word that is part of popular culture. A motive develops an individual to behave in a certain acceptable way or required in an organisation.

3.1.1 Neuroscience

Lesch, Walter, Wetschka, Hesselbrock, Hesselbrock, Pombo, Lesch, Walter, Wetschka, Hesselbrock and Hesselbrock, (2020:195-270). motivation has two parts: directional, which includes directions towards a positive stimulus or away from a negative stimulus, and the seeking phase and liking phase. Neuroscience motivation has neurobiological roots and mesolimbic dopaminergic pathways. The dopaminergic drugs influence activated behaviour, such as locomotor activity, and the micro dialysis tests show that dopamine is shown during the anticipation of reward. The behaviour of wanting is associated with the stimulus rewarding, and microinjections of dopamine in the dorsal rostral can increase it. Opioid injections produce pleasure; however, the increased desire is created outside the hedonic hotspots.

3.1.2 Psychological theories

McEachern, Middleton and Cassidy (2020:397-418) motivation can be imagined as a cycle where thoughts influence behaviours, behaviours drive performance and thoughts

are affected by performance; and the cycle starts again. Several stages in the cycle are made up of many dimensions, including beliefs, effort, attitudes, intentions, and withdrawal. All these dimensions can affect the motivation that an individual experiences. The researchers of psychological theories state that motivation exists purely within an individual, but motivation in sociocultural theories is expressed as the result of participation in activities within the cultural context of a particular social group.

3.2 Rational motivations

The below table provides rational motivations and definitions

Table 3.1: Rational motivations and definitions

Rational Motivations	Definition
Perfect rationality	A decision strategy that is geared toward maximum profit.
Bounded rationality	A behavioural bias occurs when the human decision-making process attempt to satisfice rather than optimize.
Behavioural economics	A process that combines elements of economics and psychology to understand how and why people behave the way they do in the real world.
Homo economicus	The portrayal of humans as consistently rational and narrowly self-interested agents who pursue their subjectively

	defined ends optimally. It is a wordplay on Homo sapiens, used in some economic theories and pedagogy
--	---

Source: Own construction adopted from Bhui, Lai and Gershman (2021:15-21)

3.2.1 Incentive theories: intrinsic and extrinsic motivation

Motivation can be intrinsic, which means it can be internal or inherent. It can also be extrinsic, which means external.

3.2.1.1 Intrinsic motivation

The study of intrinsic motivation started in the early 1970s. Intrinsic motivation (internal motivation) is a self-desire in an individual that seeks out new things and experiments, analyses the individual's capacity, perceives, and gains knowledge. The interest in the task determines it and is within a person rather than a desire for consideration. Internal motivation is also a natural motivational tendency and is a serious element in cognitive and physical development (Em, Yun, Dorn, Sao and Sin, 2022:104-114). Intrinsic motivation has two necessary elements: increased perceived competence and self-determination.

Ali, Ashfaq, Begum and Ali, (2020:281-291) an example of intrinsic motivation is when a project team member wants to become a professional Project Manager because he/ she wants to learn how project departments interact with other departments to make a project successful. In addition, the project team member is motivated to gain more knowledge on how different tasks are handled in each project department.

3.2.1.2 Extrinsic motivation

Liu, Hau, Liu, Wu, Wang and Zheng (2020:584-595) extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation refers to performing specific tasks to get the desired results. Extrinsic motivation is an influence from a particular individual influencing

others to carry out and continue to push with persistence until the desired results are met. The results attained from extrinsic motivation are fewer chances than a person can get from intrinsic motivation. In extrinsic motivation, individuals do activities simply because they enjoy doing those activities (enjoyment of activities). Extrinsically motivated individuals perform very well in their jobs not because they avoid sanctions; they know that performing well is an instrumental value for the company rather than avoiding sanctions (Kusumawati, Fauziddin and Ananda, 2023.:183-192.). Table 3.1 provide the types of extrinsic motivation and examples.

Table 3.2: Types of extrinsic motivation and examples

Types of extrinsic motivation	Examples
External regulation	Such behaviours are performed to satisfy an external demand or obtain an externally imposed reward contingency. Individuals typically experience externally regulated behaviour as controlled or alienated, and their actions have an external perceived locus of causality.
Introjected regulation	Ego involvement (Nicholls, 1984: 54-67), in which a person performs an act in order to enhance or maintain self-esteem and the feeling of worth. An internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride.
Identification	A person that has identified the personal importance of behaviour and has thus accepted its regulation as his or her own.
Integrated regulation	This occurs through self-examination and bringing new regulations into congruence with one's other values and needs. The more one internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become self-determined. Integrated forms of motivation share many qualities with intrinsic motivation, being both autonomous and no conflicted.

Source: Adapted from Marewo, Mutongi, Nyoni and Nyoni, (2020:1487-1502)

3.2.2 Behaviourist theories

Ryan, Bradshaw, Deci, Sternberg and Pickren (2019:391-411) most motivational theories have a mentalist perspective, while behaviourists focus on observable behaviour and theories founded on experimental evidence. In behaviourism, motivation is a question about what factors prevent various behaviours, while the question of conscious motives can be ignored. Others would think about drives, needs, and values that may not be directly observed. The behaviourist's interest is only in the observable variables affecting the frequency and intensity of the observable behaviour. Scientists such as Pavlov, Watson and Skinner, through primary research, identified several basic mechanisms that govern behaviour. The most important thing about these basic mechanisms is that they are classical and operant conditioning.

3.2.3 Classical and operant conditioning

Classical conditioning is also called respondent conditioning. In classical conditioning, the behaviour is understood as responses triggered by physical stimuli. These physical stimuli can be unconditioned, for example, in-born reflexes, or learned through combining an unconditioned stimulus with a different stimulus, becoming a conditioned stimulus (Torracinta, 2023:3-30). For example, classical conditioning in motivation can be seen as an explanation as to why certain people respond and behave differently in certain situations. For example, a lecturer might wonder why a student does not seem motivated to show up for a test, with the explanation being that the student associated the lecture with the fear that elicits a failure response of a test, leading to the student being unenthusiastic towards his/her studies.

The type and frequency of the behaviour in operant conditioning are mainly determined by its consequences. In the presence of a particular motivation, if a desirable consequence follows specific behaviour, the frequency of the emitted behaviour will increase in the presence of the stimulus that preceded the behaviour. In opposition, where behaviour is followed by punishment, the behaviour is less likely to occur where there is a stimulus (Thoma, 2021:163-187).

In some other cases, removing a motivation directly following specific behaviour might lead to positive or negative reinforcement in the future. For example, a project team member who received praise after completing a task very well might seem more motivated to do that task in the future (positive reinforcement). On the other hand, if the same project team member puts in much work on a task without getting any praise for it, they might become less motivated to do that work in the future (negative reinforcement). Similarly, if project team members cause trouble at work and get punished with something they do not like (positive punishment), that behaviour would decrease. The project team members might seem more motivated to do the right thing at work to avoid punishment (Xiao, Deng, Furlan, Yang, Zhang, Hwang, Tucciarone, Wu, He, Palaniswamy and Ramakrishnan, 2020:211-227).

The strength of a reinforce affects the future occurrence of specific behaviour most strongly if it happens within seconds of the behaviour. A behaviour reinforced sporadically, at unpredictable intervals, will be compared to one reinforced every time the behaviour is performed. For instance, if a misbehaving project team member in the above example was punished two weeks after troublesome behaviour, which will not affect future behaviour, its effectiveness must be called into question (Cowie and Davison, 2020:340-362).

3.2.4 Incentive motivation

Madhani (2021:.43-52) the most common incentive is paying employees or compensating them. This form of incentive can be tangible or intangible and plays a significant role in motivating employees and inspiring them to be more productive in their organizations. The academics show that once a project team member receives a reward, the effect is more significant, and there will be no delays.

Jeha, Knio and Bellos, (2022:131-149) in psychology, the incentive theory treats the behaviour and motivation of the individual as they are influenced by beliefs, such as engaging in activities that are expected to be profitable. According to B.F Skinner, in his radical behaviourism philosophy, people's actions have social ramifications, which means

optimistic actions received by people make them act in that manner; if they are pessimistically received, they will be less likely to act in that manner.

3.2.5 Motivating operations

This motivational theory was created to help and improve the understanding of aspects of behaviour that were not covered in operant conditioning. The reinforce influences the future behaviour in operant conditioning. The factors that affect learned behaviours are known as motivating operations in certain contexts. There are two effects in motivating operations; the first is a behaviour-altering effect which modifies learned behaviour that has been reinforced before by a stimulus. The second is a value-altering effect that impacts decreasing or increasing a reinforcer's effectiveness (Akpan, 2020:71-84).

The increase in the efficiency of a reinforce is caused by the motivating operations, for example, the increasing frequency, duration of behaviour, and intensity. Once there is an increase in the speed of behaviour, frequency, and intensity, the motivating operation functions as an establishing operation. A typical example of establishing an operation would be a plumber working on a construction project earning a minimal wage, forced to work more than one job to make a project run fast; that plumber would be highly motivated by the increase in wages because of the current deprivation of money. Therefore, the plumber would work very hard to increase wages, and getting the increase would be a strong motivation for work behaviour (Van der Oord. and Tripp, 2020:.577-604).

Conversely, the decrease in the efficiency of a reinforce caused by the motivating operations functions as an abolishing operation. Think of a big construction company like WBHO, Group Five, Power construction and Lafarge concerned with a too-small profit margin, deciding to give the project manager a new incentive package as motivation to increase the company's profit margin. If the project manager is rich already, the incentive package might not be the best way to motivate the person who already has lots of money. Getting more money would not be a strong motivation for profit-increasing behaviour and would not increase the intensity and frequency of profit-increasing behaviour (Ugwuanyi, Okeke and Ageda, 2020:215-222).

3.2.6 Socio-cultural theory

The sociocultural theory is also known as social motivation. This theory denotes a shift from traditional motivational theories, which shows the individual's mechanistic learning as a determining factor of motivation (Walton, Gregory, Cohen & Geoffrey, 2011:79–101). Social motivation generates a feeling of acceptance and belonging by the reinforcement team in dynamics. The vital elements in sociocultural theory include social interactions and the role of culturally based knowledge. This theory gives us the social aspects of cognitive evaluation, which shows the importance of positive feedback from a project team member during the action, but it needs the project team member as the internal locus of causality. Therefore, the socio-cultural environment is created among the project team members.

Feyzi Behnagh and Yasrebi (2020:1907-1919) a typical example of socio-cultural theory would be social settings in a building construction project where the team members work to solve collective problems. Even though some project team members may have internalized goals, some may develop those internalized goals of others and new goals and interests with those to whom they feel socially connected.

3.2.7 Push and Pull motivation

3.2.7.1 Push theory

Masood, Hoda and Blincoe (2020:4962-5005) in push theory it is where project team members push themselves to achieve specific tasks, such as meeting the project deadlines. However, with this motivation, it is also easy to discourage project team members when there are obstacles in their path of achievement, such as a shortage of resources, delays in material delivery from the suppliers or poor weather conditions. Nevertheless, on the other hand, this motivation acts as willpower, and the project subordinates' willpower is as strong as the desire behind their willpower.

3.2.7.2 Pull motivation

Agarwal, et al. (2021:249-258) the pull motivation in construction projects can be seen as a desire to meet the project deadline so badly that it seems that the goal is pulling the project teams towards it. That is why this motivation is stronger than push motivation. It is also simple to be dragged to something rather than for an individual to push themselves to something they desire. It can also be a good option when compared to negative force.

3.2.8 Drives

Drive can also be described as an individual's need for a reward or an incentive. These drives are inherited within the individual and may not need external stimuli to encourage the behaviour. For example, the drive can be encouraged by deficiencies such as hunger, which motivates a person to work very hard to get a better salary, and a particular individual is driven by the desire to get more money and praise for being a hard worker. Money is a fundamental drive because it is essential to survival; the study buy food with it (Morris, Grehl, Rutter, Mehta and Westwater, 2022:1-16).

3.2.9 Drive-reduction theory

Coco, Heidler, Fischer, Albanese, Marzo and Kozon (2023:.898) the drive-reduction theory of motivation was developed by a behaviourist called Clark Hull in the 1940s. The drive theory is supported by anthropological evidence. For instance, while doing a task with the anticipation of earning a reward, the drive model demonstrates that the expectation of receiving an incentive works as a motivator to complete the activity. After the task is completed, the worker's anticipation of receiving a new incentive decreases because they are aware that they will receive a new incentive.

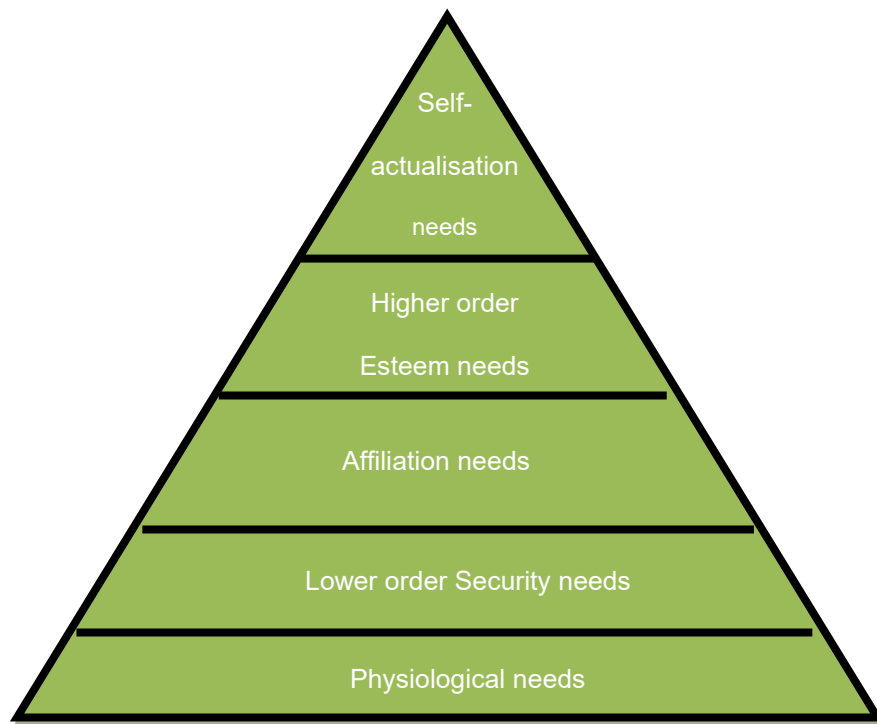
3.2.9.1 Content theories

Seth and Bayne, (2022:439-452) the content theory is one of the theories primarily used in the earliest theories of motivation. This theory can also be referred to as the needs theory because it focuses on the essential things that motivate people (needs). This theory identifies people's needs and how those needs relate to motivation so they can be

fulfilled, the content theory is the process of placing the energy to maximize the satisfaction of needs.

3.2.10 Maslow's Hierarchy of Needs Pyramid

Figure 3.1: Maslow's Hierarchy of Needs



Source: Numonjonovich, (2022:5-10).

According to Maslow cited by Hale, Ricotta, Freed, Smith and Huang, (2019:109-118) individuals are motivated by unsatisfied needs. These needs are listed in Table 3.3 from the lowest-earliest to the most complex, highest-latest with the examples.

Table 3.3: The needs and examples

Needs	Examples
Physiology	Sleep, breathing, homeostasis, water, food, and excretion
Safety	Personal security, financial security, health and well-being, and a safety net or insurance for accidents/illness and adverse impacts.
Social	There is a need in to feel accepted and a sense of belonging. They need to love and be loved.
Self-esteem	One's internal needs for self-respect, autonomy, and achievement, as well as one's external needs for status and recognition.
Self-actualization	Achievement of full potential, training, advancement, growth, and creativity.

Source: Adapted from Maslow cited by (Hopper, 2020:1-3).

Maslow's Hierarchy of Needs are thus summarized:

- People have desires and needs that influence their behaviour. Satisfied needs do not influence the behaviour; only unsatisfied needs influence behaviour.
- Needs are arranged in order of importance to human life, from the basic to the complex.
- An individual can only move to the next level of needs after the lower-level need is at least minimally satisfied.
- The more originality, humanity, and psychological wellness a person exhibits, the higher up the scale they are.

3.2.11 Herzberg's two-factor theory

Thant and Chang, (2021:157-175) in this two-factor theory, certain organisational factors result in job satisfaction, but there is no satisfaction or dissatisfaction if those factors are absent. These factors that motivate individuals in the workplace can change over the individual's lifetime, but respect is one of the motivating factors at any stage of life in any organization. See Table 3.4 below, which distinguishes between motivators and Hygiene factors with examples.

Table 3.4: Motivators and Hygiene factors

Two-factor theory	Examples
Motivators	Challenging work, recognition, and responsibility-which give positive satisfaction.
Hygiene factors	Status, job stability, pay, and perks do not motivate when they are there, but they demotivate when they are not.

Source: Adapted from (Chiat and Panatik, 2019:10-15).

Herzberg's two-factor theory focuses on the factors in the workplace that result in positive outcomes and lead to employee satisfaction. See figure 2.2 below, which gives us the extreme factors that lead to employee satisfaction based on the survey conducted by Wang, Zhang, Sun, Chen and Yang, 2020:40-47).

Factors that lead to extreme employee satisfaction in the workplace.

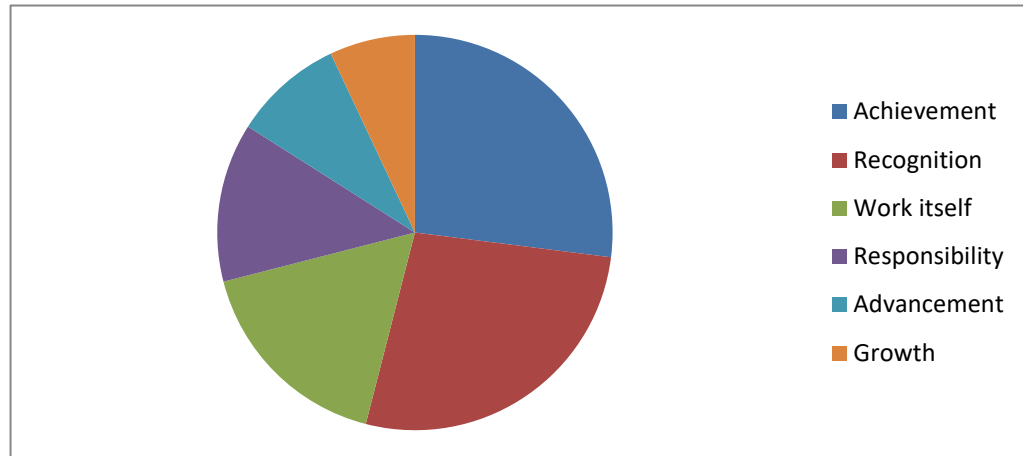


Figure 3.2: Factors that lead to employee satisfaction

Source: Dziuba., Ingaldi and Zhuravskaya (2020: 18-25)

3.2.12 Cognitive theories

Cognitive theories define motivation as the way people perceive and think about situations. Cognitive theories include expectancy theory and goal-setting theory. The cognitive theory is a psychological theory that studies the internal state of the mind and explains human behaviour by studying the thinking process. It is based on the idea that we are like a computer when processing information and have an input, storage and retrieval functions (Cristofaro, 2020:344-355). Its core focus is therefore acquisition, processing, and storage of information.

The key figures of the cognitive theory are memory, perception, attention, language, intelligence, and problem solving. It deals with the processes in absence of response to external stimuli and even explores abstract aspects such as dreams and hallucinations. Whereas behaviourism concentrates on external behaviours, the cognitive theory concentrates on the internal working of the mind.

There has been a variety of works and experiments concerning the cognitive theory. The theory has been applied to experiment and determine the extent of normal cognition in studies related to neuropsychology to investigate whether cognition is normal or abnormal. In addition, it has been used to indicate the time or location at which a particular brain activity occurred in the study of neuro-images (Cuzzolin, Morelli, Cirstea and Sahakian, 2020:1057-1061).

3.2.13 Expectancy theory

In the expectancy theory, an individual decides to select a certain type of behaviour over another, and that individual has reasons for making that decision about their goals (Vroom, 1992: 102-110). The expectancy theory equation is MEIV which goes as follows:

M (Motivation)—is how much an individual will be motivated by the environment in which they are placed.

E (Expectancy)—is an individual's assessment of how well they are doing and what effort will relate to better performance.

I (Instrumentality)—an individual's perception that a good job performance will be rewarded.

V (Valence)—is the perceived reward amount that will result from excellent performance.

3.2.14 Goal-setting theory

This theory is based on the belief that the individual sometimes has the drive to reach a defined end state. This clearly defined end state is a reward in itself. The efficiency of goals is affected by three features: difficulty, specificity, and proximity. The SMART criteria are one standard goal-setting methodology which gives us goals that are; specific, measurable, attainable, relevant, and time-bound (Desjardins, 2021:73-87). Time management is a critical aspect, especially when time is a factor contributing to goal achievement. Too much time creates the area of procrastination, which takes the individual's attention away from the original goal. The ideal goal is for an individual to reach the goal on time, as expected (Khooei-Oskooei, Ahangari and Seifoori, 2021: 243-259).

3.2.15 Models of behaviour change

Models of behaviour change include the contrasts of volition and motivation. In the behaviour change models, motivation is perceived as a course of action that leads to behavioural intentions. Volition is perceived as the course of action which leads from intention to actual behaviour. That means these models of behaviour change are goal settings and goal pursuit. Self-efficacy is constructed from motivation and volition. Self-efficacy is supposed to develop plans, facilitate the formation of behavioural intentions, and initiate actions. Self-efficacy can support the translation of intentions into action (Yang, 2020:315-333).

3.2.16 Intrinsic motivation and the eight basic desires theory

This theory of motivation is all about finding out about challenges, discovering more, and learning as much as possible. It motivates individuals to reach their most potential possible. The eight basic desires theory motivates the way the study do things, and best describes our personalities (Reiss, 2014:68-78).

The eight basic desires that motivate our actions and define our personalities are:

- Independence, the need for individuality.
- Power, the need for the influence of will.
- Acceptance, the need for approval.

- Curiosity, the need to learn.
- Vengeance, the need to strike back and compete.
- Tranquillity, the need to be safe in the workplace.
- Order, the need for organized, stable, predictable environments.
- Honour, the need to be loyal to the traditional values of one's ethnic group.

3.2.17 Approach versus avoidance

Approach motivation can be described as a reaction to a situation which results in a desirable outcome. Avoidance motivation is also called aversive salience; it is the opposite of approach motivation. It can be described as a reaction to a situation that results in undesirable or adverse outcomes. Researchers have proven avoidance motivation to be more powerful than approach motivation. This is because people take more risks to avoid a loss than to achieve a gain (Scholer, Cornwell and Higgins, 2019:111-124).

3.2.18 Attribution theory

According to psychologist Martinko and Mackey (2019:523-527) the attribution theory is the process in which individuals explain the causes of their behaviour and events. This type of theory describes individuals' beliefs about how the causes of failure affect their emotions and motivations. This theory can be described from two perspectives which are interpersonal and intrapersonal. The first perspective, which is interpersonal, includes beliefs about the actions of others and how their emotions are directly affected. A typical example of an interpersonal perspective is that if an individual did something wrong at work would want to shift the blame to someone else. The second perspective is intrapersonal and includes emotions and self-directed thoughts attributed to an individual self (Weiner, 2014:234-239).

3.2.19 Practical applications

It is said that the control of emotions is understood to a certain limited extent. Many different approaches to training motivation are considered to be pseudoscientific by

critics. In any organisation, if the study can be able to understand why people lack motivation, in that way the study can be able to control motivation (Sinatra, 2022:1-10).

3.3 Employee Motivation in the Workplace

3.3.1 Jobs characteristics model

Hackman and Oldham cited by Siruri and Cheche (2021:162-167) designed job characteristics to improve employee motivation in the workplace. The following five key characteristics can describe an individual's job.

1. Skill variety - the degree to which a task/job requires the individual to apply their skills and talents.
2. Task identity - the degree to which an individual's job has contributed to an identifiable project.
3. Task significance - the degree to which an individual's job affects other people's work.
4. Autonomy - the degree to which the project team members have independence and freedom to carry out the tasks that need to be done.
5. Task feedback - the degree to which the project team leaders, supervisors and supervisors provide project team members with clear, detailed, specific and actionable information about the effectiveness of their job performance.

These five key job characteristics combined form a motivating potential score. These characteristics increase the growth potential of an individual.

3.3.2 Motivating potential score

The autonomy and feedback-motivating potential must be very high. If a job has a high motivating potential score, the job characteristics motivation, performance, and satisfaction will be positive and reduce adverse outcomes such as absenteeism and turnover (Alves and Lourenço 2023:1-33).

3.3.3 Employee recognition programs

These programs will be introduced to change the organizational culture that will help the organization meet its goals and initiatives and, most importantly, connect the workers to the company's vision and values. Employee recognition is essential in improving worker retention and motivation and positively influencing financial situations. The best strategy that most managers in organizations use as employee recognition is giving the excellent performing individuals the rewards such as gifts, praises, and incentives (Madhani, 2019:162-172).

3.4 Work Motivation and Organizational Behaviour & Motivation

In Maslow's hierarchy of lower-level needs, such as physiological needs, a monetary reward can be a motivator. However, it has a motivating effect that lasts for a shorter period than an incentive, such as a promotion to a more significant job title (Herzberg's two-factor model of motivation). There are far more powerful motivators than a reward of money in the high levels of hierarchy, such as respect, recognition, empowerment, and a sense of belonging (Yang, Du, He and Qiao, 2021:146-160).

According to Acquah, Nsiah, Antie and Otoo, (2021:25-29) subordinates are motivated by unsatisfied needs. Lower-level needs in the hierarchy, such as safety and physiological needs, must be satisfied before the higher levels of needs, such as respect, recognition, empowerment, and a sense of belonging, are addressed. The study can relate to the theory of motivation and Maslow's hierarchy. For instance, if a project manager is trying to motivate his or her project team members by satisfying their needs; according to Maslow, he or she should start by satisfying the lower level of needs before he/she tries to satisfy the upper-level needs or the employees will not be motivated. He or she has to remember that not every individual will be satisfied with the same needs. Therefore, a manager must determine which levels of needs in Maslow's hierarchy of needs are active for certain individuals.

3.5 Financial Motivation Vs Non-Financial Motivation

Many studies have shown that most managers believe that money is everything in motivating employees in the working environment (Chien, Mao, Nergui and Chang, 2020:473-495). However, most people prefer non-financial rewards or recognition as they serve better as a motivation than money. Furthermore, non-financial rewards can be achieved in groups where project team members have the same common goals and are very motivated, which could also increase the project team's productivity. In addition, through shared goals among the team members, the communication between project team members and upper management would increase due to the project team atmosphere.

Here are some examples of financial and non-financial rewards, either individually or as a group.

3.5.1 Financial

Olaniran, Madaj, Bar-Zeev, Banke-Thomas and van den Broek, (2022:112-132) financial motivators spend much money on the rewards of employees. Financial rewards can be considered short-term motivation because they are forgotten later in the project team member's career. This method of motivation does not last for too long and does not have a lasting effect on the employee's performance. Financial rewards could be a salary raise, a cash bonus after 11 months, or a commission. A salary raise is an increase in an employee's current salary; it is usually done once or twice a year. The raises of salaries are usually based on the individuals who perform very well in an organization. Raises motivate employees to perform at their best level of performance. The bonuses benefit both employers and employees. The employer gets the best work performance from the employees, and the employees receive the money they would not have had. A commission can be added to an employee's salary or a commission-based salary, depending on performance; the more one performs, the more one gets paid (Sharma, Daniel, Chung and Grover, 2022:165-195).

If used properly, all these financial motivations could lead to an organization with well-performing and highly motivated employees. However, financial tools are limited due to changes in the economy, and challenging economic times make it difficult for organizations to implement financial tools. For example, if the workers are used to getting bonuses, when a country faces challenging economic times, the business will not be able to pay its workers bonuses; they may become discouraged and less productive (Chen, Kumara and Sivakumar, 2021:1-22).

3.5.2 Non-financial motivation

Thompson (2021). Non-financial motivation has a long-lasting effect on the employee's behaviour and performance, unlike financial motivation. Non-financial motivation focuses more on the individual's emotional needs rather than monetary rewards given to the individual. Non-financial motivators use the idea of recognition, which is the most effective motivation in motivating individuals in the working environment. There are special incentives that employees appreciate a lot from the managers. The first one is a personal thank you from the boss, and the second one is public praise (Maharvi and Ahmad, 2022:510-523). Employees must know that the offered reward is meaningful to them for it to make the reward meaningful. Recognition of employees is done in many different ways; it can be done publicly or privately by giving a verbal or written compliment to an employee who has done exceedingly well for the organisation. For example, a written letter or email shows employees that their manager took the time to write a message to them to show appreciation for the work done. Another non-financial reward is for a manager to allow job rotation so that the employees can explore other jobs within the company. This tool can allow the employees to experience different aspects of the work that is done within the organization. This tool allows employees to do something different from their regular jobs (Malik, 2023).

3.6 Project Team Motivation vs Organizational Motivation

Project management differs from general management because project teams always get temporary leaders and project managers. They do not get permanent guidance from a leader like in organizations where teams are led by the same person for more than

ten years and get used to that individual. Another thing that makes project management different from general management is that projects go through five stages that need to be drafted in every project plan: initiating, planning, executing, monitoring, and controlling, and closing (Sankaran, Vaagaasar and Bekker, 2020:1381-1402).

The project team members need to go through four stages: forming, storming, norming, and performing to complete the task the project manager gives. Therefore, the project manager must look for different motivation approaches that may motivate project team members depending on the stage of the project. The current investigation is based on how project managers will address different stages and how they may relate to the motivation of project teams (Vaagaasar, Müller and De Paoli, 2020:256-276).

The project team members need strong support from the upper management to be motivated. In addition, the project team members need to be motivated and committed to remaining productive in order to be productive. According to Vaagaasar, et al, (2020:256-276), the three ideas of building a motivated team are summarized as follows.

Project managers must focus more on the different varieties of subordinates involved with the project. The project managers deal with many people with different personalities, different levels of expertise, and people with much experience, well-educated, unique backgrounds, and cultures. Therefore, the project manager must pay close attention to the team members' traits (Podgórska and Pichlak, 2019:869-887).

The project manager must understand the project team members (Tam, da Costa Moura, Oliveira, and Varajão, 2020:165-176). Once project managers can understand the team members' needs and wants, they will be able to motivate them. If a project manager understands the individual desires, it will be easier to fulfil the project team members desired needs. A better understanding of project team members' wants and needs will improve the project manager's ability to motivate them.

The project manager must continually engage the team members throughout the stages of initiating, planning, and executing the project. During the early stages of the project, the project team's motivation can be strongly influenced by the project manager. Good

communication from start to finish is critical in developing high motivation throughout the whole project. At the start of a project, all stakeholders must be involved in order for a project to gain full support from the top management; the project manager must provide a clear project scope, including clients' requirements and sponsors. The project team members need to be involved from the beginning to develop a sense of belonging and take ownership of the project (Khosravi, Rezvani and Ashkanasy, 2020:36-46).

3.7 Project Manager's Toolkit for Motivating the Project Team Members

The project manager's primary responsibility is to motivate his or her project team members, individually and, to deliver exceptional results and develop satisfaction from those results.

The main tools for project managers to motivate their project team members are as follow:

- Project managers must trust, respect, and have high expectations from their team members.
- Build loyalty among the project team members.
- Create good and clear communication methods.
- Must be able to provide financial incentives to the most performing individuals from the team.
- The project manager must remove barriers that hinder the project team member's performance, create smooth business processes, systems, and methods, and provide the resources required by the project team.
- Job enrichment.

3.8 Evaluating Different Eras of Motivational Theories

Motivation can be regarded as a tool that many organizations use to drive their employees to behave in a certain way that will enable the organization to achieve its and the employee's goals. The early theories of motivation are Maslow's Hierarchy of Needs, Herzberg's Motivation/Hygiene theory and the contemporary theories of motivation (Expectancy theory) (Peramatzis, and Galanakis, 2022:971-978). The study takes an in-

depth look at shared grounds and any differences that these motivational theories may have.

Motivating project team members is one of the most critical aspects of project management. The overall performance of a construction project indeed depends on its motivated team members. That is why the human resources management department mainly focuses on this matter in many companies (Mehrad, 2020:157-166).

3.9 Chapter Summary

Motivation can be very helpful or harmful in the organisation, depending on how it is used. Other than managers, the individuals within the organization can also motivate each other by showing recognition, support, and sharing of material or ideas.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter looks at the various research design and research methods that are commonly used by researchers in the field of information systems. The research methodology and research method used in this research is acknowledged and discussed.

The chapter starts off by providing a comprehensive introduction to research. Then the research methodologies and research methods particularly used in information systems are discussed. A significant effort has been made to clarify and provide distinctions between research methodology and research method. During the course of this research, when investigating the literature on research methodology and research methods, it was found that many researchers were using the two interchangeably. Therefore, the two sections on research design and research methods have been treated separately.

The development of science has resulted in understanding procedures, processes and methods that need to be followed to have credible research. Over the years, it has become apparent that the research process involves two closely interrelated activities, too often wrongly used interchangeably. These are the research design and methodology; these two follow each other in that order. Research design is the pathway and activities stipulated for the research, clearly determining what is to be done (Jawah, 2015:77). The Business Dictionary (2015) refers to the design as a blueprint or roadmap to guide the research. This is contrary to the research methodology, which is how the research design activities will be conducted. The two follow each other in this order.

4.2 The Research Design

Research design is a set of instructions that tells what steps to be followed. In this research, specific steps are followed to ensure the trustworthiness and legitimacy of the research findings (Shufutinsky, 2020:50-58). The framework of research methodologies

and techniques selected by a researcher to carry out a study is known as research design. The design enables researchers to focus on the most effective research techniques for the topic at hand and organize their investigations for success. A research design's main goal is to offer a study plan that enables precise evaluation of the causal links between independent and dependent variables. A well-designed controlled experiment is a prime illustration of excellent study design (Tobi and Kampen, 2018:1209-1225).

4.3 The Research Methodology

Nayak and Singh, (2021:68) there is a common confusion between the terms “research methodology” and “research methods.” In actuality, they differ from one another and are not the same. The fact that research methods are the means by which you investigate a subject or issue is one of their main distinctions. Research methodology, on the other hand, describes the approaches you can use to continue your investigation. Conducting tests, surveys, experiments, and other similar activities are part of research methodology.

A problem can be solved systematically using a research methodology. It is a science that studies the best ways to do research. In essence, research technique refers to the processes that scientists use to describe, interpret, and forecast events. It might also mean studying the ways in which information is acquired. Its goal is to provide the research work execution plan. The study used the mixed method to determine the research which is the qualitative and quantitative (Newman and Gough, 2020:3-22).

Research can be quantitative or qualitative, with quantitative focusing on quantity measurement and qualitative focusing on qualitative phenomena. Both approaches aim to understand and describe situations, but patterns cannot be measured or weighed. Researchers often debate the merits of quantitative and qualitative strategies, with some viewing them as separate or combining them. Understanding the distinctions between qualitative and quantitative research requires considering ontological and epistemological questions, positivism, interpretivism, and critical paradigms.

4.3.1 Differentiating Design from Methodology

The design and methodology discussed above and can be considered closely related yet demonstrably two distinct concepts. Research Methodology can be defined as the process used to collect information and data to make business decisions. The methodology may include publication research, interviews, surveys, and other research techniques and could include both present and historical information (Jowah, 2015:18). This is shown below.

Table 4.1: Differentiating the research design from the research methodology

Research design	Research methodology
Strategic master plan	Operational or execution plan
Emphasizes the road to be walked	Emphasizes how the walking is done
Emphasis on what results are expected	Emphasis on tools/techniques for results
Guided by research problem/question	Guided by the tasks and work packages
Focuses on the rationality of research	Focuses on procedures and processes
Focuses on the “what should be done?”	Focuses on “how should it be done?”

Source: Jowah, (2014:77)

Jowah, (2014:77) states that the research methodology is “derived from the stipulates of the research design,” meaning that the methodology is the next step after setting up the design. The methodology is the design in operation. The design and the methodology will comprise the population, sampling, sample size, data collection, data analysis, and reporting. The strategy of the research, the expected results, and the research's rationality are all design characteristics. How to walk the road to the expected results using the tools provided by design explains the research methodology?

4.4 Types of Research Methodologies

Two kinds of research methodologies given in the literature on research: quantitative and qualitative research methods. These two differ in many respects but appear to complement each other in certain types of research. Although the major differences are tabled in the illustration (Table 4.2) below, there are marked differences between these two.

Table 4.2: Differentiating quantitative from qualitative research.

Quantitative [positivist approach]	Qualitative [anti-positivist approach]
1. Asks specific narrow questions	1. Asks broad, general questions
2. Collects data from participants	2. Collecting data consisting largely of words
3. Analyses numbers using statistics	3. Descriptions and analysis of words for themes
4. Conducts the enquiry in an unbiased, objective manner	4. Conducts enquiry in a subjective, biased manner
5. Focusses on observable behaviour	5. Focusses on laws of relationships
6. Focusses on universal relationship laws	6. Focusses on the human experience
7. Focusses on the causes of the phenomenon	7. Focusses on the experience of phenomena
8. Uses the natural science model	8. Uses the experiential model
9. Is aided by firm checks and balances	9. Does not have firm checks and balances
10. Emphasises on measurement and analysis	10. Emphasises investigating processes
11. Have natural science-built structures	11. Have a socially built nature of reality

12. Focusses on causal relationships and variables	12. Focusses on the object's relationship with the researcher
13. Ideal for objective data with numbers	13. Uses subjective data from opinions
14. Uses rigidly structured methods	14. Uses flexible exploratory methods
15. Tries to understand from outside	15. Tries to be involved with subjects
16. Needs a static environment	16 Works with non-static realities
17. Uses of a particularistic approach	17. Uses a holistic [comprehensive data] approach
18. Uses large samples	18. Uses small samples

Source: Jowah, (2015:103)

The researcher has opted to use both methodologies to take advantage of the positive attributes of each methodology to assist in bringing up the expected results. Since the research process is used to collect and analyse data better to understand the study (Creswell, 2008:18), using both methods will benefit the research. Burns & Grove (2005:23) define quantitative research as a formal, objective, systematic process where data (numerical) is collected and interpreted to convey meaning about a study. Qualitative research seeks to understand the personal meanings of individual experiences in the subject's environment and realities. The two methods (mixed methods) have been adopted for the research to take advantage of this wealth of knowledge. This type of method it enables investigators conceptually and analytically to integrate qualitative and quantitative.

4.5 Target Population

Population in this study refers to objects with specific characteristics, which consist of a total collection of individuals from the ongoing study (Welman, Kruger and Michell, 2005:54). As stated in the above information of research methodology, our target population is Project Managers, Construction Managers, Engineers, Architectures, Contractors, team leaders and project team members. All these people are directly involved in project activities.

4.5.1 Sampling method and size

The sample involves the populations directly involved in the transactional leadership style in the construction industry. Random sampling will be used to identify how transactional leadership differs from transformational leadership and how effective transactional leadership is in the South African construction industry; questionnaires set by the research will be the tool used to obtain necessary information (Oswald, Lingard and Zhang, 2022:374-390).

4.6 The Research Instrument

This is an essential part of the research, where the tools used to gather the information are decided; the researcher opted to use a questionnaire. Jowah (2015:163) defines a

questionnaire as a set of questions logically constructed to derive from the respondents' data that will help answers to reach the objectives. The approach that was followed is to use existing theory and collect information by interviewing the management and employees of construction companies in South Africa in Cape Town. A questionnaire designed specifically for this study was used to gather information on the impact of transactional leadership in a macho environment and its alignment to theory as presented in the literature review. The responses was analysed and compared to the literature review. Information obtained from the analysis will be based on theoretical postulations to establish the level of conformance by each company about theoretical teachings and to look at differences in the opinion of management and employees on transactional leadership conception and application in each company. Based on the outcomes of the theoretical analysis, areas for improvement was identified, and recommendations will be made where applicable.

The instrument used in this research was a structured questionnaire with semi-structured (qualitative) questions. The questionnaire was divided into three (3) sections: Section A, Section B, and Section C.

Section A: Biography

This section was used to gather the personal details of our respondents, their age group, years of experience, level of education, the projects they are involved in, and their work industry that would qualify them to participate in the survey. The study gave questionnaires to qualifying respondents, and only the relevant respondents had their questionnaires included in the findings.

Section B: The Likert Scale

This scale measured the perceptions, experiences and understanding of the respondents about the decisions of strategic processes, motivation on operational processes, decision on human capital issues, and decision on salary structuring process. The scale measured 1-5 with strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and strongly agree = 5.

Section C: Open-ended Questions

These questions allowed the respondents to discuss their understanding of transactional leadership and why it is difficult to transform in a demanding labour-type environment. What essential traits of transactional leadership should be considered for project success, and understanding what an effective transactional leader's characteristics are and matters deemed necessary.

The questionnaire was handy since data could be gathered under anonymous and confidential circumstances and be kept for future use. Therefore, this data could be converted to information and revisited at will should other questions arise about the research. Furthermore, the three-page questionnaire allowed for broader participation and provided an opportunity for respondents to express their views about the matter at hand without fear of reprisals. The questionnaire also allowed for targeting a wider audience than a few interviews. After its construction, the questionnaire went for a pre-run, was reconstructed, assisted by the statistician, and then sent for ethical clearance. After this, it was used to collect the data from the respondents.

4.6.1 Advantages of using the questionnaire method

Questionnaires were used to collect information from the respondents from various construction companies from Cape Town in the Western Cape Province, such as Civils2000 and ASLA. The questionnaire method was chosen for this nature of research as it comes with advantages such as follow;

- A large number of respondents possible
- Representative sample possible
- Question responses can be highly structured and easily coded
- Statistical tests possible (depending on the nature of data collected)
- Respondent has time to consider questions (especially so as it is not face-to-face)
- Inexpensive was to cover a large geographical area
- Questionnaires are replicable and can be used in later studies; they should be reliable if well-constructed and adequately piloted.
- Standardised questionnaires have already been validated; the study can be directly compared to other studies.

4.6.2 The disadvantages of using a questionnaire

The questionnaires had a very positive impact in collecting data that was required for the study; the study also found a negative impact of using questionnaires to collect data which were as follows;

- The study cannot get contextual and meaning behind a response by using questionnaires.
- The questions sometimes can be misinterpreted by respondents, and the study cannot get the exact answers for which the study are looking.
- Possibility of socially desirable responses to specific questions.

Face-to-face interviews were the most appropriate way of getting the correct answers compared to questionnaires. Moreover, Section C contained open-ended questions and respondents were allowed to state their own views based on the study, it was possible to interact directly with the respondents, and the study managed to get a high response rate.

4.6.3 The reliability and the validity of the questionnaire

As this study uses qualitative and quantitative research data, the concepts used to express validity and reliability are broader than those traditionally associated with quantitative research. When working with qualitative data, dependability, trustworthiness, transferability, and credibility are also used. According to Hayashi, Abib and Hoppen, (2019:98-112), validity is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher. On the other hand, according to Guzzo, Schneider and Nalbantian (2022:495-515), reliability is the degree to which research findings are independent of accidental circumstances. It is closely related to assuring the quality of field notes and guaranteeing public access to the publication process of the research results. Reliability is the degree to which results are stable over time and accurately reflect the entire population under investigation, according to Kiley and Vaisey (2020:477-506).

The instrument is regarded as reliable if study results can be replicated using a similar methodology. The official statisticians reviewed the questionnaires from the Department of Statistics at the Cape Peninsula University of Technology to ensure the validity and reliability of the content of the two questionnaires. The questionnaires were distributed to two construction companies in Cape Town in the Western Cape Province to test their validity and reliability. The following processes for ensuring validity and reliability, legitimizing the data, and finally lending credibility to the research report were used for this study.

4.7 Data Collection Technique

The questionnaires were distributed to two big construction companies in Cape Town in the Western Cape, Civils2000 and ASLA, to collect data. These questionnaires were used

to collect quantitative data that provided statistical analysis, descriptions, and relationships. Although the questionnaires had open-ended questions, the respondents were given a chance to raise their questions or ask the researcher to give clarity were necessary since the researcher administered the questionnaires. Therefore, the open-ended section attracted more attention from the respondents, where they could ask questions and give their views on certain leadership styles. This was the qualitative aspect of the questionnaire in line with the decision to use the mixed methods approach for the survey.

4.8 Data Analysis

Two data sources were identified for this study: questionnaires and interviews. The questionnaire is the primary source of data, and interviews secondary data (Alam, 2021:1-31). The interviews were conducted to re-analyse the data remove any unambiguity about underlying assumptions and theories about the data.

According to Dawadi, Shrestha and Giri (2021:25-36), when analysing qualitative and quantitative data within a mixed methods framework, researchers need to undergo seven stages, which is the procedure that was adopted in this study. These stages are as follows;

- **Data reduction:** reducing the dimensionality of the qualitative and quantitative data.
- **Data display:** Describing the qualitative and quantitative data in a visual representation.
- **Data transformation:** Quantitative data are converted into narrative data that can be analysed qualitatively. Qualitative data are converted into numerical codes that can be represented statistically.
- **Data correlation:** Quantitative data is correlated with qualitative data. Qualitative data is correlated with quantitative data.
- **Data consolidation:** Both qualitative and quantitative data are combined to create new or consolidated variables.

- **Data comparison:** Involves comparing data from qualitative and quantitative data sources.
- **Data integration:** This is the final stage wherein qualitative and quantitative data are integrated into either a coherent whole or two separate sets of coherent wholes.

4.9 Ethical Considerations

After Project Managers, Construction managers, Quantity Surveyors, Architectures, Project team members, and Engineers agreed to participate, informed consent was first sought from them. This was achieved by reading with the participants both informed consents of participation and asking them to sign to grant their consent. Participants were informed of the confidentiality clause. Confidentiality implies that the dignity of a subject should be respected.

Therefore, participants did not doubt that any identifying information provided would be confidential (Mozerky, Parsons, Walsh, Baldwin, McIntosh and DuBois, 2020:13-27). Participants were informed that the researcher and the supervisor would only access their confidential information. They were also not required to provide any identifying details, and as such, qualifications and the final report will not reflect the subjects' identifying information, such as their names, although certain participants were comfortable with their details being printed. After taking down their information and recording, the book with the information and tape recording was kept in a safe and confidential place. After the study and a written report have been submitted and approved, the book containing the information and tape recordings would be destroyed (Cychosz, Romeo, Soderstrom, Scaff, Ganek, Cristia, Casillas, De Barbaro, Bang and Weisleder, 2020:1951-1969).

4.10 Limitations of the Research

The research was carried out very well, and all the processes, policies and procedures were followed. However, even if things are done correctly, some limitations may occur. The limitations observed are:

- The study only focused on two construction companies which might give results that could be seen as unbalanced.
- Other construction companies have the same leadership styles and may allocate resources differently and get different results.
- Time, costs, and permission constrained the researcher from covering more construction companies in Cape Town in the Western Cape Province.
- The questionnaire being in English might have resulted in the misinterpretation of the questions as, for the most part, English is the participants' second language.

4.11 Chapter Summary

The focus of this chapter was on the research methodology that strengthened this study. This study gave us detailed information about the mixed methods design, the relevance of mixed methods to this study and general characteristics were explored in this chapter. The following chapters build on the methodological propositions made in this chapter by employing the proposed data presentation and analysis approaches to analyse the quantitative and qualitative data.

CHAPTER 5 PRESENTATION OF DATA ANALYSIS AND RESULTS

5.1 Introduction

This section was constructed based on the theory of transactional leader behaviour as stated in the existing theory. The basic assumptions are that the leader thinks for the subordinates and clarifies the tasks and expectations (Chemers, 2000:27–35). This may be daily or periodically, but the leader should be specific and leave no room for any form of error or deviation, and taking orders from the leader by the subordinates is considered appropriate loyalty. The leadership style is based on the carrot-stick method, where the leader pushes for performance but rewards performance, creating loyalty and perceived efficiency (McGrath, 2021:332).

5.2 Leadership Style Analysis

STATEMENT 1: A good leader specifically tells you what your tasks for the day are.

RESPONSE: the statement sought to measure the acceptability of the leadership style that identifies tasks and assigns them to the subordinate in specific terms. The manager's assumption, as per the theory (Masterson et al., 2007: 42), is that the subordinates cannot, on their own, identify and determine tasks without the leader's assistance. This method may be ideal for construction tasks considering that the project execution success is measured by time, budget, and quality (Harrison, 2017:193-197). The respondents expressed their views on the statement, as reported in Figure 5.1 below.

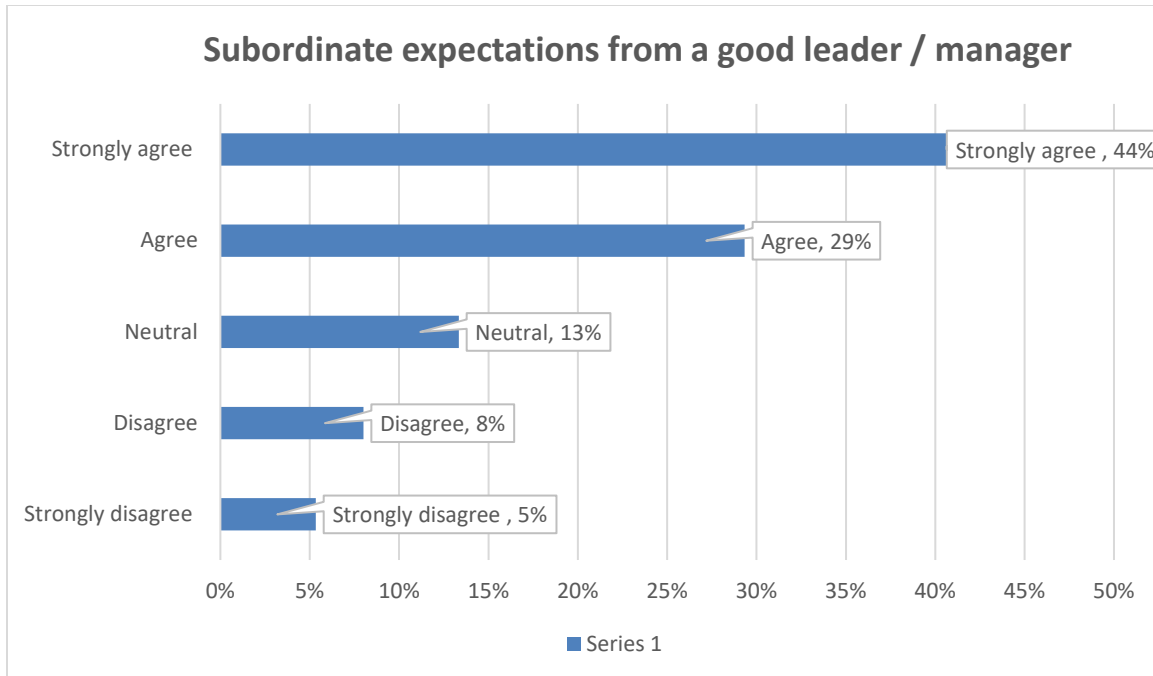


Figure 5.1: Respondents' views about leaders giving specific tasks

Source: own construction

A total of 13% (strongly disagreeing – 5% and disagreeing – 8%) believe that they do not want to be "micro-managed," be told in specific terms as to what they should do. These could be observed in more experienced personnel who know what to do and do not want to be treated as juniors in work they know well. Ambivalence (neutral) equals the total of those in disagreement, at 13%; it is unclear why these did not want to state their position. On the other hand, surprisingly, a total of 73% (agreeing 29% and strongly agreeing at 44%) think it is good leadership to be told what specific tasks are to be done for the day.

STATEMENT 2: An effective leader clearly states the expectations for the day

RESPONSE: transactional leadership is known for following the book and explaining every stage of its operations as the process unfolds (Kassotaki, 2019:78-96). This leaves little room for manoeuvre or suggestions by the subordinates; the approach is considered ideal by other researchers on project execution processes (Whelan, 2011: 675-687). The subordinate is left with

doubt about the expectations at the end of the day; this is a transaction, and performance is rewarded. The views of the respondents are detailed diagrammatically in Figure 5.2 below.

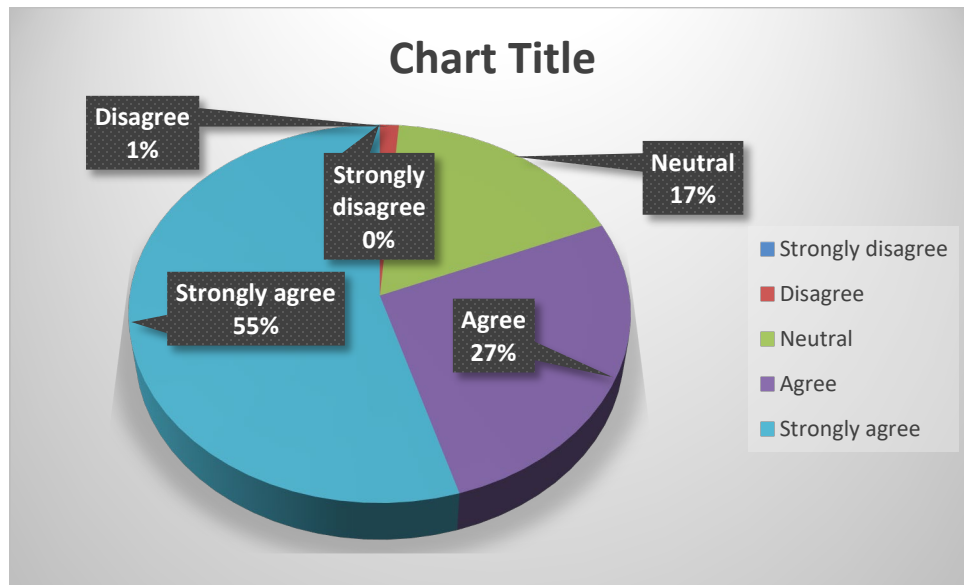


Figure 5.2: Good leader tells subordinates expectations at the end of the day

Source: own construction

The number of neutral respondents, 17%, regarding this statement increased slightly compared with the previous statement; 1% disagreed, and no one strongly agreed. Those who believe that good leadership means getting the subordinate to know exactly the manager's expectations total an overwhelming 82% (55% strongly agree, and 27% agree). Some of these transactional traits are well received by subordinates; this agrees with the literature on this aspect (Collins, 2014: 140-148).

STATEMENT 2: A good leader does not allow excuses for not doing good work

RESPONSE: transformational leaders are known to be patient and relationship-focused (Hammer, 2017:59) with subordinates. Contrary to this, transactional leadership is not interested in employees' personal problems, choosing to be task-focused (Herrmann, 2014: 82-86). As a result, the transactional leader does not see the relationship between personal problems and the work an individual is employed and paid to do. The respondents aired their views on the subject, and these views are illustrated in Figure 5.3 below.

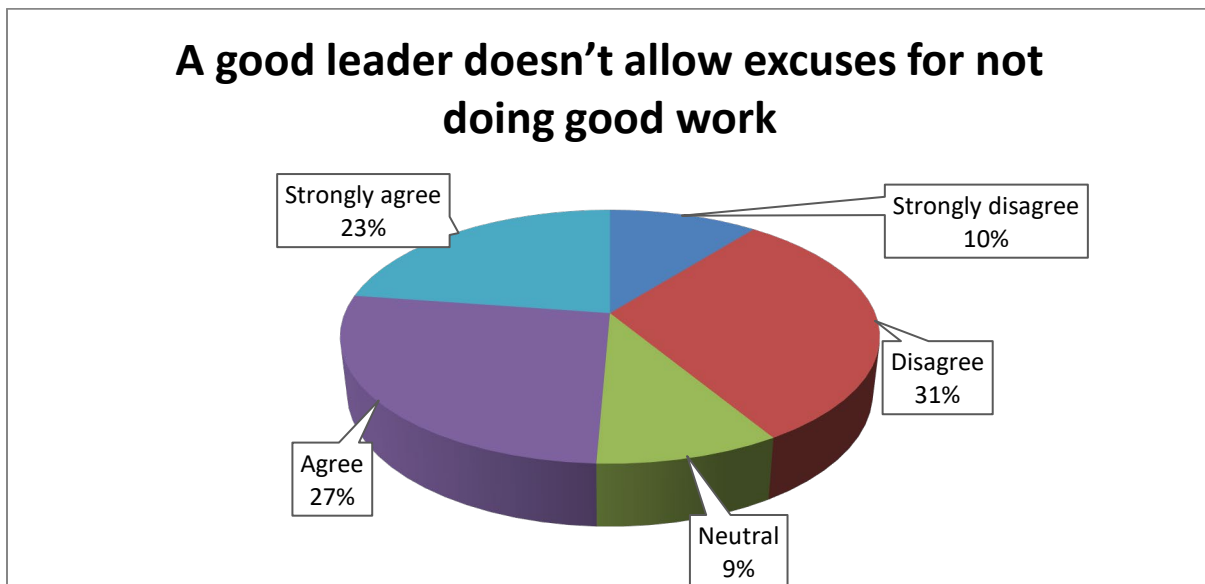


Figure 5.3: Respondents' views on personal problems and work expectations

Source: own construction

Neutral has decreased considerably and has recorded an all-time low of one digit 9%, even though there is no understanding of why they would be ambivalent. Those agreeing and disagreeing seem to have come much closer to each other compared to the previous scores; those in disagreement totalled 41% (11% strongly disagreeing and 31%

disagreeing). This is compared to 50% (27% agreeing and 23% strongly agreeing) who agree with the statement. It cannot be conclusively stated that the majority prefer or do not prefer that type of leadership.

STATEMENT 3: Tasks should be the only focus; that is what we are employed for

RESPONSE: admittedly, people come to work to do just that – to work. Prevailing literature indicates that the individual's life is a circle of sorts (Oakley, 2018:36), and people carry personal problems from home over to their workplaces. Psychologists state categorically that the performance of an individual at work is affected by their situation and well-being in their other social circles (Herzberg, 2017:35-36). Their views of the subordinates were of critical importance here, and below (Figure 5.4) is how the respondents reported their beliefs.

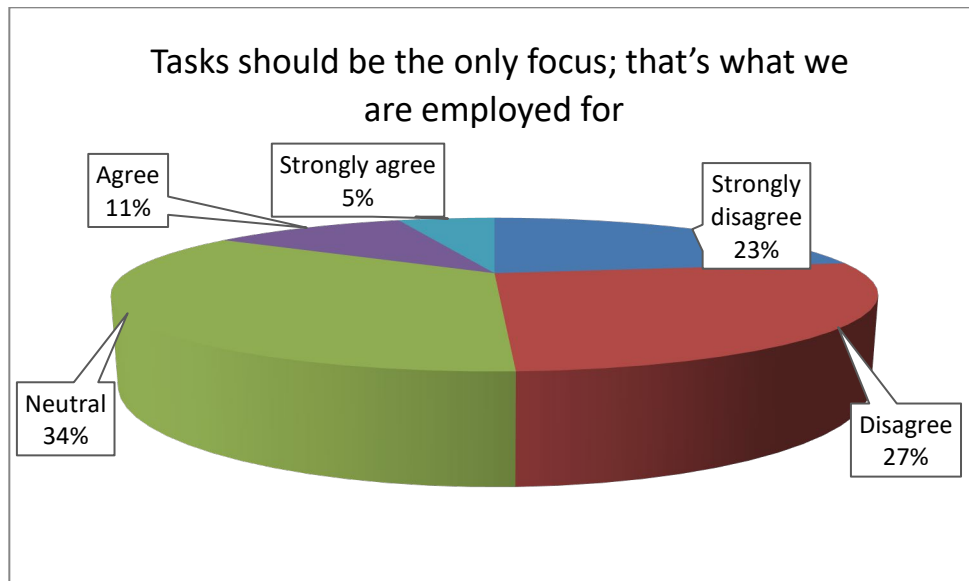


Figure 5.4: Impact of personal problems on performance at work

Source: own construction

Exactly 50% of the respondents disagreed with the view that all that matters is the tasks to be performed and not personal issues. Surprisingly, more than 1/3 (35%) of the respondents opted to be neutral on such an important issue. It is critical for leaders to know their subordinates' feelings and thus know how best to lead. Only 16% of the respondents think that task focus should be primary because, after all, people come to work to work.

STATEMENT 4: Excellent leaders monitor performance closely and no faltering

RESPONSE: micromanagement is one of the characteristics of the transactional leadership style (Lai, 2011:63). Those in support of this style suggest there are very few deviations from the plan. Other researchers feel that it makes some workers, specifically professional or experienced senior employees, may view it as an underestimation of their abilities (Finkelstein, 2009:301). Whichever way, the respondents could, and indeed they did, provide guidance on this issue, as illustrated in Figure 5.5 below.

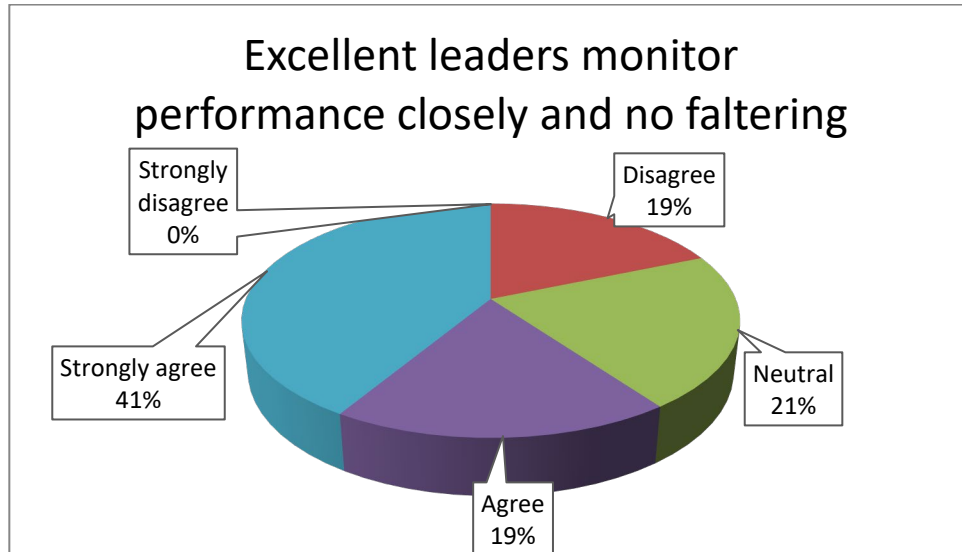


Figure 5.5: Respondents' views of micro-management by manager

Source: own construction

The majority of the respondent, 60% (19% agree, and 41% strongly agree), affirm the statement; they see nothing wrong with micro-management. Neutral is at 21%, just over $\frac{1}{5}$ of the respondents, whereas the opposed are at 19%, with none strongly disagreeing.

STATEMENT 5: Good managers have no time for innovations; work must be done

RESPONSE: innovations, by their nature, are experimental, and it can be expected that things may not work as expected and thereby cause deviations from the planned course. Construction projects, by their nature, have a high failure rate even though qualified and experienced engineers manage them for most of the time (Drucker, 2013:48). The failure is attributed largely to the leadership of the execution processes and the assumption made in other research circles is that transactional leaders focus on production and not experiments (Grint, 2010: 393). Innovations may take time to complete the project as scheduled and may not be considered important for a time-sensitive operation. The opinions of the subordinates were asked for, and Figure 5.6 illustrates those responses from the project practitioners themselves.

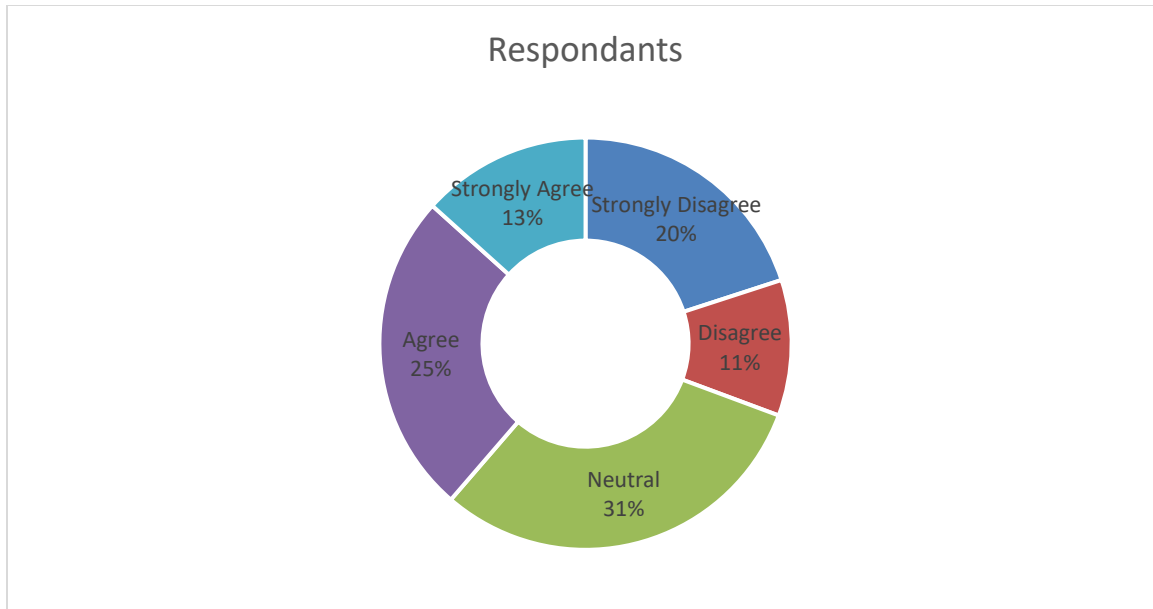


Figure 5.6: Association between innovation and good management

Source: own construction

Again, neutral responses have increased, accounting for almost a $\frac{1}{3}$ of the respondents (31%), seriously impacting the possibility of generalisations. Those strongly agreeing (13%) and those agreeing (25%) make a total of 38%, and those disagreeing (11%) and strongly disagreeing (20%) make a total of 31%. However, no generalisation can be made since none of them passed the 50% plus 1% threshold, and many respondents were neutral. Surprisingly, the respondents have no clear view about innovation, which is a weak point for transactional leaders and a strong point for transformational leaders.

STATEMENT 7: A good leader is task-focused and has no time for relationships

RESPONSE: Task-focusing is a critical component and characteristic of the transactional leadership style because performance is rewarded as an acknowledgement of compliance (Qolo, 2018:29-33). No individuals will be compensated for focusing on relationships if the work is not done; this refers specifically to hard or heavy tasks in construction. Therefore, relationship focus is central to transformational leadership (Bolden, 2003:803), and the approach works effectively. It may be important to note that,

as stated in the contingency theory, the tasks, the subordinate, the environment, and the organisation determine how leadership will behave (Nunes, 2011:88). The respondents' views are recorded in Figure 5.7 below.

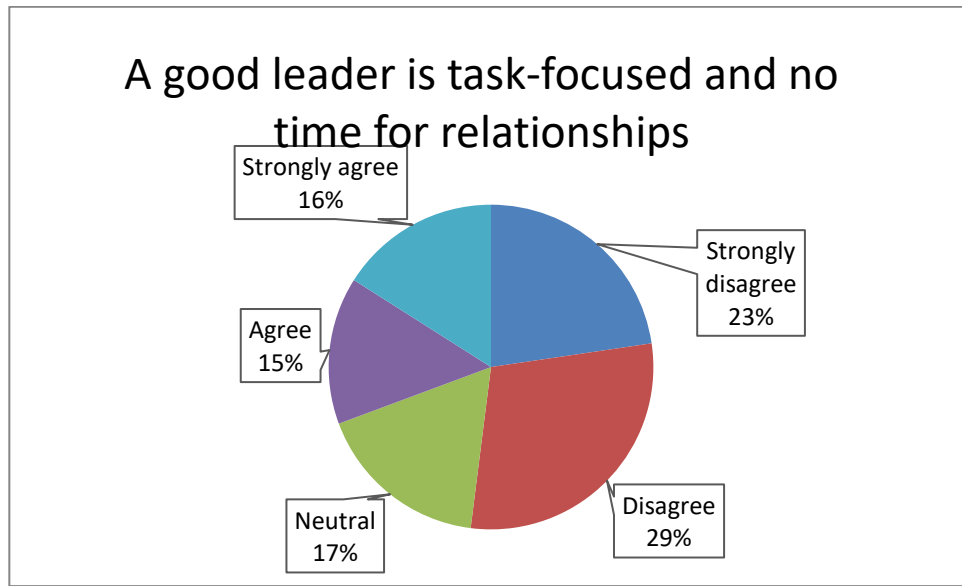


Figure 5.7: Good leadership and time for relationships

Source: own construction

Neutral has come down somewhat but is still uncomfortable at 17%, considering that issues concerning personal matters are important. It would have been within the researcher's expectations if neutral was much lower or non-existent. The highest score comes from those disagreeing at 52% (23% strongly disagreeing and 29% disagreeing), suggesting one more time that relationships are generally important for people. Those who agree with the statement and think relationships are not critical comprise 31% of the respondents (15% agreeing and 16% strongly agreeing). It can be generalised that effective leadership involves a relationship-focused leadership style, which is more transformational than transactional.

STATEMENT 8: A target-setting leader can know or tell when tasks can be completed

RESPONSE: construction projects are generally known to have a failure rate averaging 47% (Metelski, 2021:57), and much of the failure is because of cost overruns and extended time beyond the plan. The two are related, the more time taken, the higher the costs of labour for the same amount of work done slowly (Metelski, 2021:57). Setting targets may assist the project leader in controlling time, and this can also be used effectively for monitoring and evaluation at all stages of the project processes (Schwalbe, 2009: 77-81). The respondents' views were important because it is a typical transactional method to get people to perform. Figure 5.7 details the beliefs of the respondents about this matter.

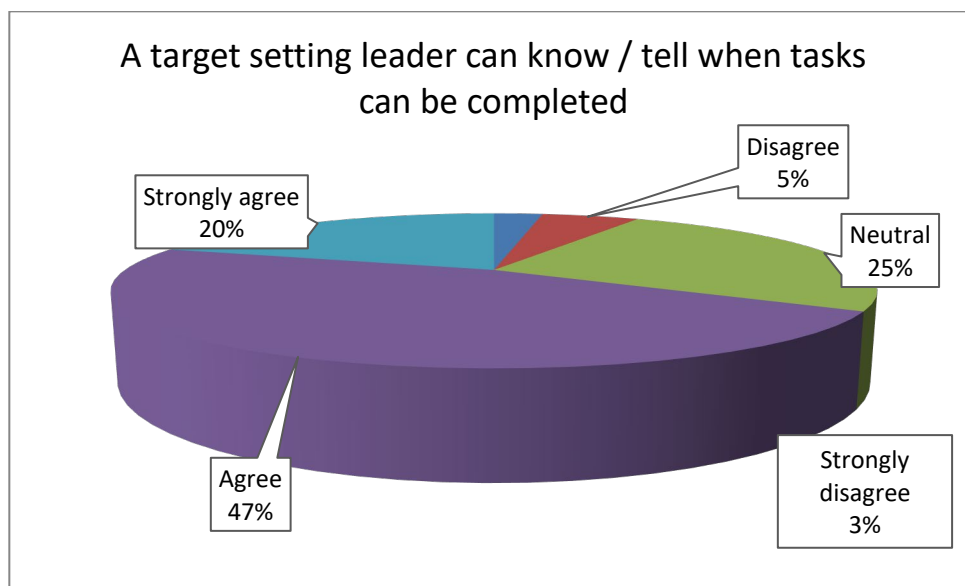


Figure 5.8: Target setting as an indication of the effectiveness of a leader

Source: own construction

A significant number of respondents do not know what they believe or possibly do not understand what is asked for, neutral again high; this time, $\frac{1}{4}$ (25%) of the respondents are indifferent. There is, however, a decided lot, with 67% (47% agreeing and 20%

strongly agreeing); this will allow for a generalisation though neutral is too high for comfort. Only 8% disagreed with the statement that target setting is important in the execution of projects.

STATEMENT 9: I prefer a leader who monitors me closely to avoid any mistakes

RESPONSE: monitoring and evaluation is one of the ten project knowledge management areas according to the PMBOK (2013 and 250). Monitoring the project execution processes may not be the same as monitoring an individual's performance, even though that is aligned to budget, quality of performance and the time taken. The broad picture must be considered because each performance measure is related to another and may lead to the failure or success of the execution process (Tatikonda, 2000:39). It is also surmised that monitoring of individuals may also depend on who is being monitored reasons, experience, or nature of the tasks. The respondents provided the data in Figure 5.9 below.

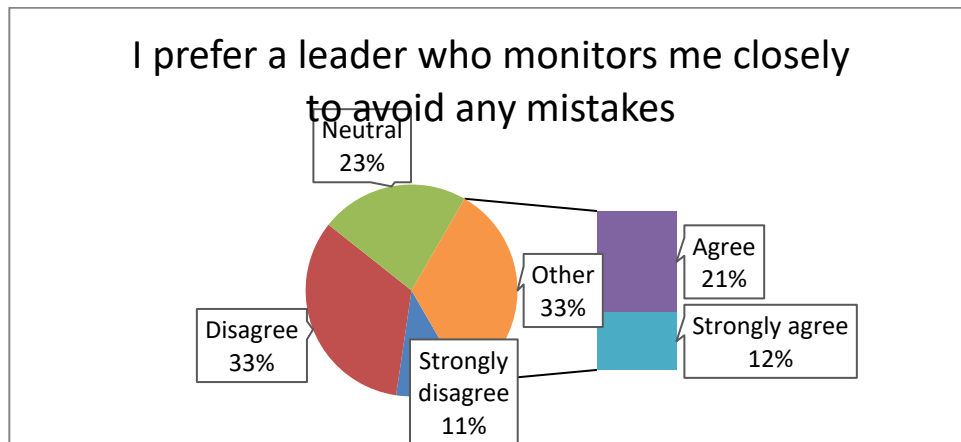


Figure 5.9: Respondents' views about being monitored whilst working

Source: own construction

Again, neutral has gone up to above $\frac{1}{5}$ and just below $\frac{1}{4}$ (23%), suggesting a split between those agreeing and those disagreeing. Those who disagree (11% strongly disagree and 33% disagree) total 45%, suggesting that more people do not want to be

monitored. This compared to 21% in agreement and 12% strongly agreeing, totalling 33% of those in agreement, making it difficult to generalise.

STATEMENT 10: A leader who micromanages responds to problems faster

RESPONSE: this is a characteristic predominant in transactional leaders, micromanagement, but it has its benefits, as stated by those that support transactional leadership. Transactional leaders generally have fewer deviations from the prescribed paths or task operational plan (Kahai, 2013:101). This is attributed to the nature of their hands-on approach and close supervision of subordinates, suggesting they are more responsive because they are there where problems and operations take place (Vakola, 2005:19). The respondents had their own views about the statement, as reported in Table 5.10 below.

Table 5.1: Micromanagement and the rate of responsiveness as good leadership

Strongly disagree	8	11%
Disagree	9	12%
Neutral	14	19%
Agree	29	39%
Strongly agree	15	20%

Source: own construction

While neutral has come down somewhat from the previous highs, it remains a two-digit 19%, which the researcher would prefer to be less than half the current. Those opposed to the statement totalled 23% (11% strongly disagreeing and 12% disagreeing) with the statement, suggesting that they do not think the style has benefits in this regard. The

majority, which will allow for a generalisation, is 39% agreeing and 20% strongly agreeing, giving 59% in the affirmative.

STATEMENT 11: An efficient leader pays the same for different performances

RESPONSE: the concept or philosophy of transactional leadership is to give (or discriminate) rewards according to performance (Golla and Johnson, 2013:217-222). That is used to entice subordinates to cooperate, comply and be rewarded according to performance; hence the transactional method seeks to reward. Therefore, the respondents were called to indicate how the subordinates view the idea of different rewards for people at the same level but performing differently. Table 5.2 addresses the issue, and the views are diagrammatically represented.

Table 5.2: Same rewards for different performances at the same job level

Strongly disagree	7	9%
Disagree	29	39%
Neutral	19	25%
Agree	8	11%
Strongly agree	12	16%

Source: own construction

Ambivalence is high at 25%; possibly, those who may not be selected as good performers feel they still need to be rewarded as those perceived as good performers. Those in agreement are 27%, which comprises 11% who agree and 16% who strongly agree. This

is compared to 9% strongly disagreeing and 39% disagreeing, totalling 48%, though more in number but just below the level at which generalisation can be justified.

STATEMENT 12: A good leader rewards well for performance within the schedule

RESPONSE: motivation is a social construct based on a factor or an object that may be used to change the behaviour of an individual to act in a particular way (Finkelstein, 2009:309). Positive motivation and permanent change behaviour in a work environment may be associated with "getting a reward, " material or otherwise, for performance. Therefore, the statement suggests that when a leader gives motivation or justifiable actions to make an individual perform, that constitutes good leadership. Figure 5.10 expresses the position of the respondents diagrammatically.

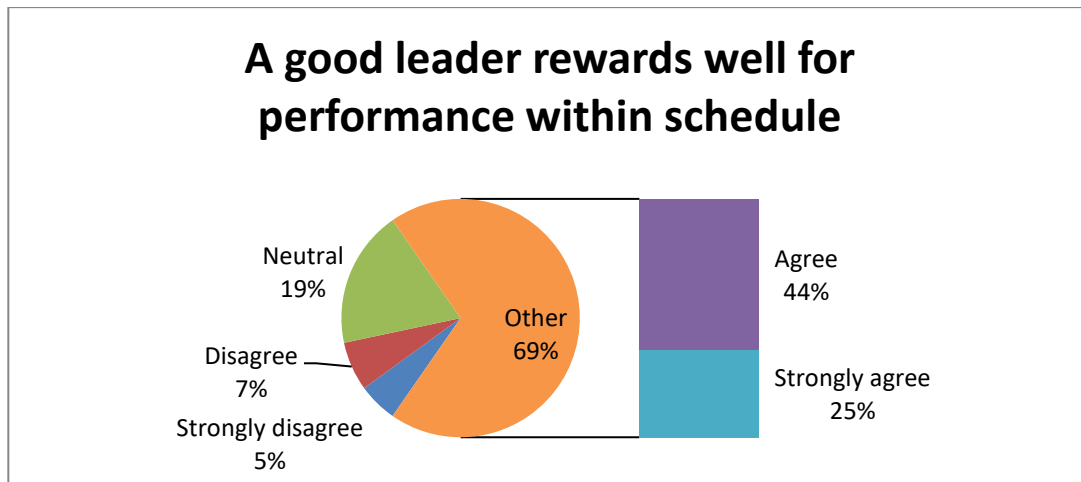


Figure 5.10: Perception of reward as a motivation for good performance

Source: own construction

Neutral is high at 19%, and those disagreeing together make up 12% from 7% disagreeing and 5% strongly disagreeing. The remaining 69% agree, suggesting a relationship between rewarding performance and the respondents' push for performance (rewards). It can be generalised that certain motivational acts attract positive behaviour, which is the central theme of transactional leadership.

STATEMENT 13: A better worker in the team can be promoted as a reward

RESPONSE: the ability to work or to show skill and good performance is one of the characteristics of loyalty and is demanded in the workplace (Turner, 2013:106). On the other hand, a hard worker and an expert in the workspace become a good example that is emulated and or admired by other employees (Baron and Delp, 2014:52-57). Therefore, going by the principles of transactional leadership, such an individual would feel honoured if their performance is rewarded by giving them a promotion, presumably with a higher salary and higher position than before. The respondents "voted" according to Figure 5.11 below.

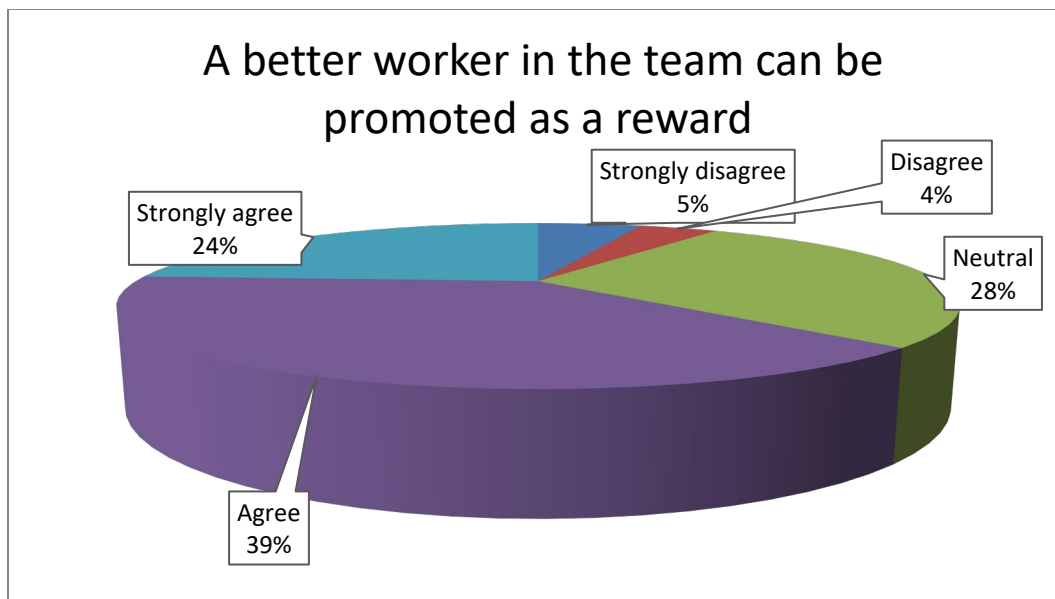


Figure 5.11: Views about rewarding performance by promotion

Source: own construction

Neutral (ambivalence) is surprisingly high, creating discomfort in that more than ¼ (28%) of the respondents decided not to air their opinions on this matter of importance – rewarding performance. However, only 9% disagreed with the statement, with most respondents (63%) agreeing. Of those agreeing, 24% strongly agreed, and 39% agreed;

it can be generalised that promotion could be used as a reward for performance, which is very much in line with the philosophy of transactions.

STATEMENT 14: Good leaders do not look at qualifications but at performance

RESPONSE: qualifications are generally a form of acknowledgement by an institute that an individual has attained a certain level of education. More than the paper qualification, it is the observable skills and production competencies that are needed in the workplace (Goleman, 2000: 24). Research findings have consistently indicated that in many instances, academic institutions do not provide education in line with industry needs (McKee, 2001: 99). There is not always a relationship between classroom teaching and industry job expectations. The respondents needed to evaluate their perception of good leadership in this aspect, and their opinions are illustrated in Figure 5.12 below.

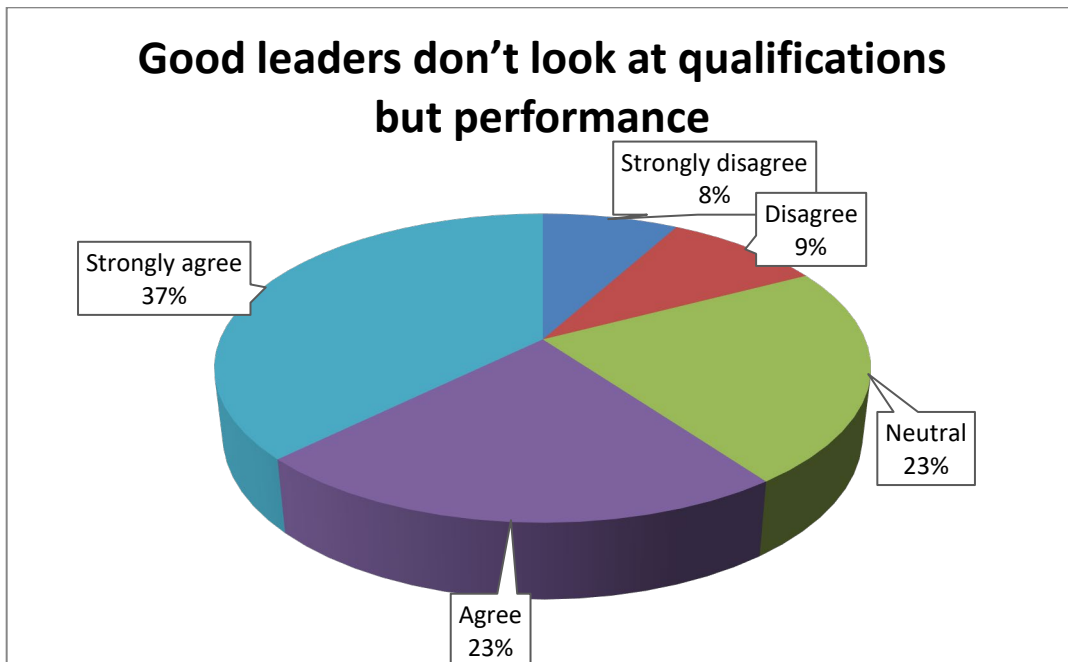


Figure 5.12: Opinions about qualification and job competency

Source: own construction

Performance appears to have more value than the qualification that one has; rather, people see performance and the results as more important than having passed a certain qualification. This is indicated by the 60% of the respondents who agreed (37% strongly agree and 23% agree), many were neutral, 23% and more than 1/5 were indifferent to the statement. Only 17% in total disagreed with the assertion. Therefore, it can be generalised that one's ability to transfer one's education (if any) to a skill or competency and ability to deliver on the tasks is considered much more important.

STATEMENT 15: Good managers train bad performers or retrench them

RESPONSE: the generality of the individuals when they start working, regardless of the level of education and placement, will almost definitely need to be inducted into the system for them to belong (Chubb and Brown, 2011:77). Some individuals learn faster than others, and the leader may sit with problems of poor performers, which impacts on productivity if they are kept in the system. Therefore, the statement seeks the opinion of the respondents on this matter; what would good leadership do in such cases, fire, or train? The responses are below in Figure 5.13.

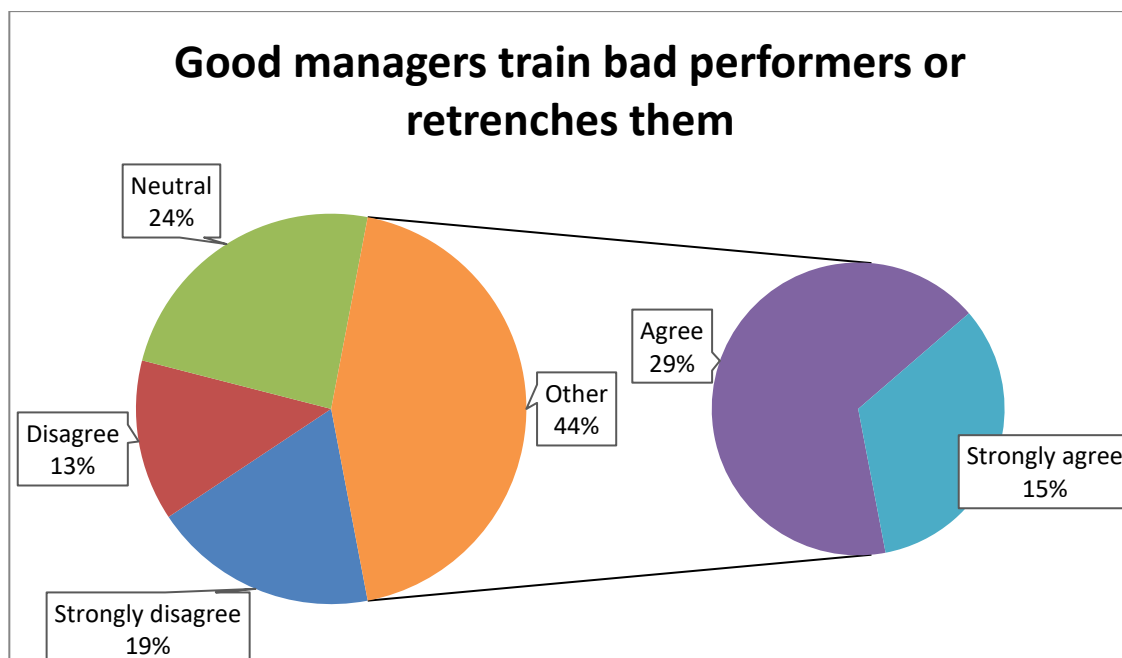


Figure 5.13: Respondents' view on action to non-performance

Source: own construction

Retrenchment is an intense experience for an individual, and one supposes the same goes for managers too, but something has to be done. The neutrals are high at 24%, those disagreeing totalled 32% (strongly disagree at 19% with those disagreeing at 13%). Those in agreement, suggesting that the status quo should not be maintained either the individuals are trained or retrenched, totalled 44%, leaving no room for generalisation.

STATEMENT 16: I like leaders who set targets because that motivates me

RESPONSE: setting targets for subordinates is a typical transitional operational strategy (Locke, 1996: 211), and sometimes it works. It should, however, be considered that it works well as a correct competency-task-fit which allows efficiency. There is a need for the leader to have a "scientific" formula that will be able to estimate the ability correctly according to the task to be performed. The respondents' views are expressed in Figure 5.14 below

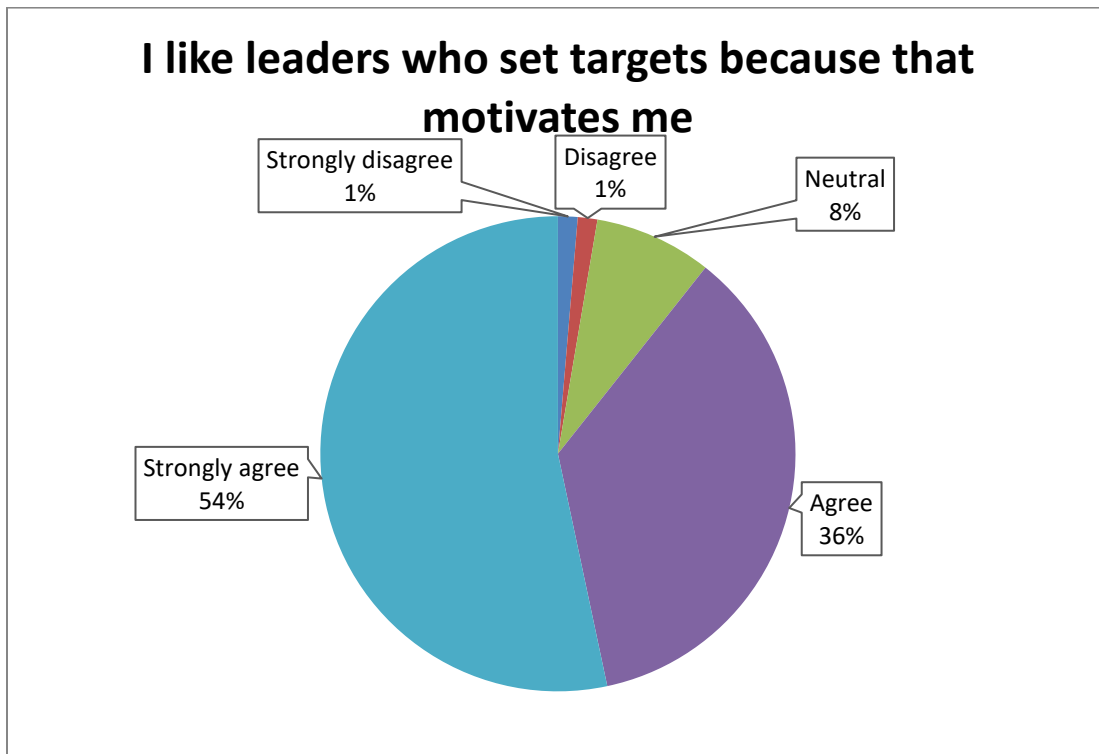


Figure 5.14: Respondents' satisfaction with target setting for them as individuals

Source: own construction

Neutral was at an all-time low of 8%, with only 2% disagreeing. An overwhelming 90% (strongly agree at 54% and agree at 36%) of respondents agree. Individuals, in their

capacity, believe very strongly that it is ideal for them to be given targets and that they are motivated by such an operational strategy. That is a strong vote in favour of a transactional leadership style and may also be ideal in construction, where time is a serious factor.

STATEMENT 17: I feel heroic when I am given a task, and I do it in record time

RESPONSE: when an individual successfully executes a task, there is a sense of satisfaction, and the individuals may be willing to do other tasks because they know they are able to do so (Patwari and Hero, 2003: 111). The opposite would be equally true when individuals feel that they let themselves down or possibly the target was unfairly set or measured. Too often, one's performance (positive or negative) may include high levels of learning and lessons learnt (Perkins, 2005:88). It was the late President Nelson Mandela who stated, "I never fail; each time I failed, I simply did not fail but learnt." The respondents had their own views, expressed in Figure 5.15 below.

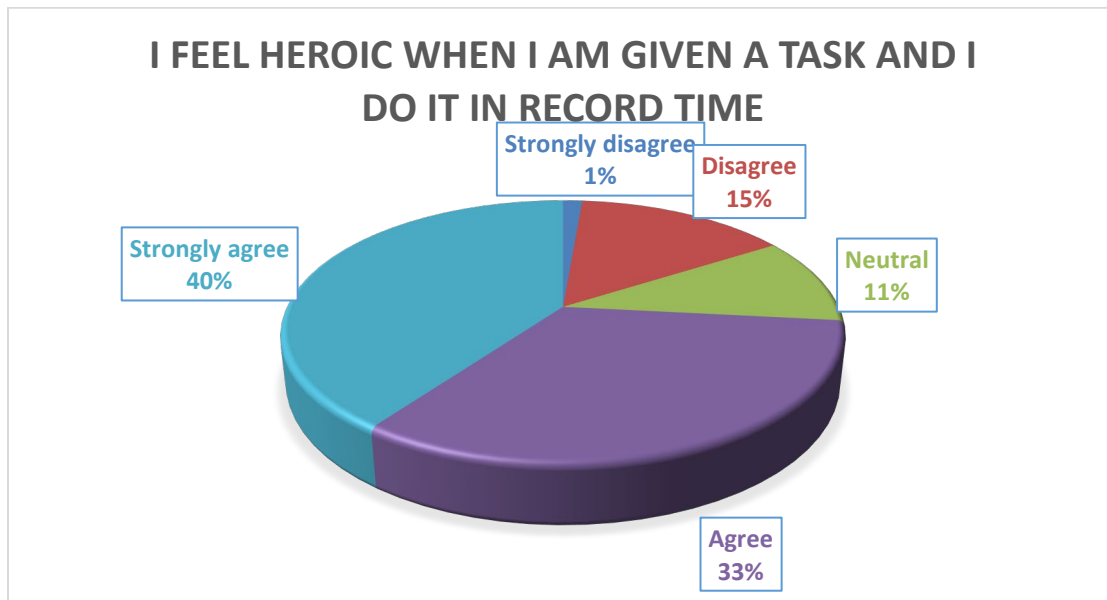


Figure 5.15: Respondents' feelings after performing well

Source: own construction

A resounding 73% of the respondents (40% strongly agreed and 33% agreed) will feel heroic if they meet the targets assigned; neutral is low at 11% with only 16% (15% disagreed and 1% strongly disagreed). A generalisation can be made here that if the leader gives targets that are achievable, this may result in a team of motivated employees.

STATEMENT 18: I do not want to be punished for failing to finish my tasks early

RESPONSE: fear itself is a powerful motivator, specifically when the individual knows that they will be punished if they do not do or attain certain standards (McCown, 1995:47). More often than not, most students study hard to achieve certain standards or pass a subject because if they do not it will lead to failure. (Johnson, 1996: 50) states that negative motivation in the case of employees may have to do with fear of loss of earnings or opportunity by failing to meet a desirable or expected outcome.

Table 5.3: Fear of punishment as a motivating factor

Strongly disagree	5	7%
Disagree	6	8%
Neutral	12	16%
Agree	28	37%
Strongly agree	24	32%

Source: own construction

It is unclear why 16% of the respondents were indifferent to the statement, as this would be easy to associate since it involves personal experience. The expectation was that no respondents would be neutral or possibly disagree (15% from 7% strongly disagreeing and 8% disagreeing). A total of 69% would respond positively to negative motivation (37% agreed and 32% strongly agreed)

STATEMENT 19: A leader rewards equally for work done and not for efficiency

RESPONSE: the transactional leadership style, as it states, is transactional where rewards are given should be commensurate with the service provided (Bass and Avolio,1994:81). The statement is meant to probe further the respondents' perception about the idea of a transaction and how the respondents' transaction processes as a measurement of leader effectiveness. Their perceptions are expressed in the diagram below (Figure 5.16).

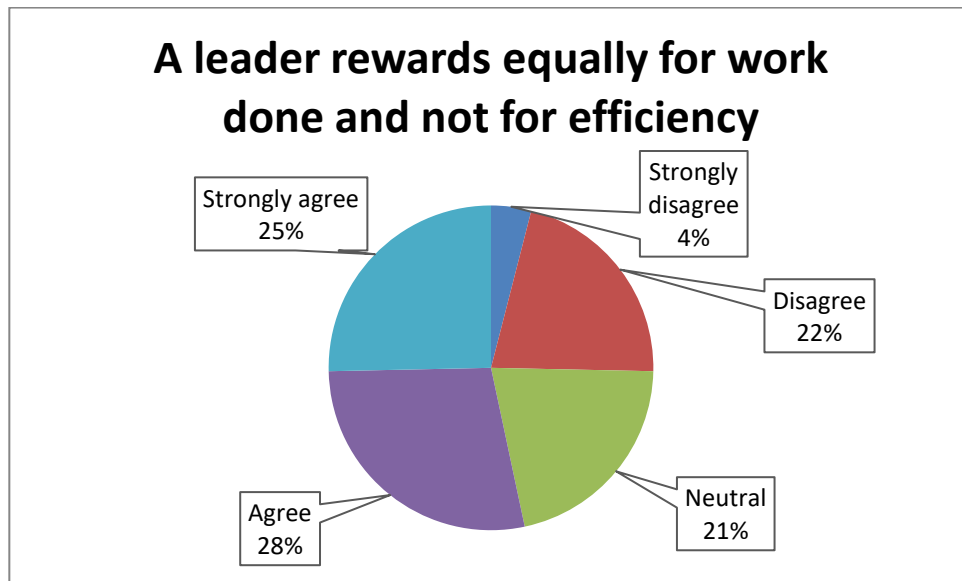


Figure 5.16: Views about equal rewards for different performance

Source: own construction

The concern is always with the level of neutrality, 21% on an issue the researcher thinks is straightforward, but that is how the respondents felt about it. Those in agreement comprised 53% (25% strongly agree and 28% agree); this contrasted with 22% disagreeing and 4% strongly disagreeing, totalling 26%. It can be generalised that the slight majority do not think efficiency is important as long as the work is done. This means

good leadership focuses on the accomplishment of the task and not the efficiency during the execution of the task

STATEMENT 20: A leader knows that people work better to get the rewards

RESPONSE: people look for jobs and get employed to get paid and thus earn a living, and this is a foregone conclusion. Performing beyond measure should, therefore, be because of other motivating factors which involve rewards (Hope and Frazer, 2003: 23) in transactional leadership. The statement seeks to establish what the respondents think about the leader and their work pattern, which might inform their motivation to exert themselves in the night.

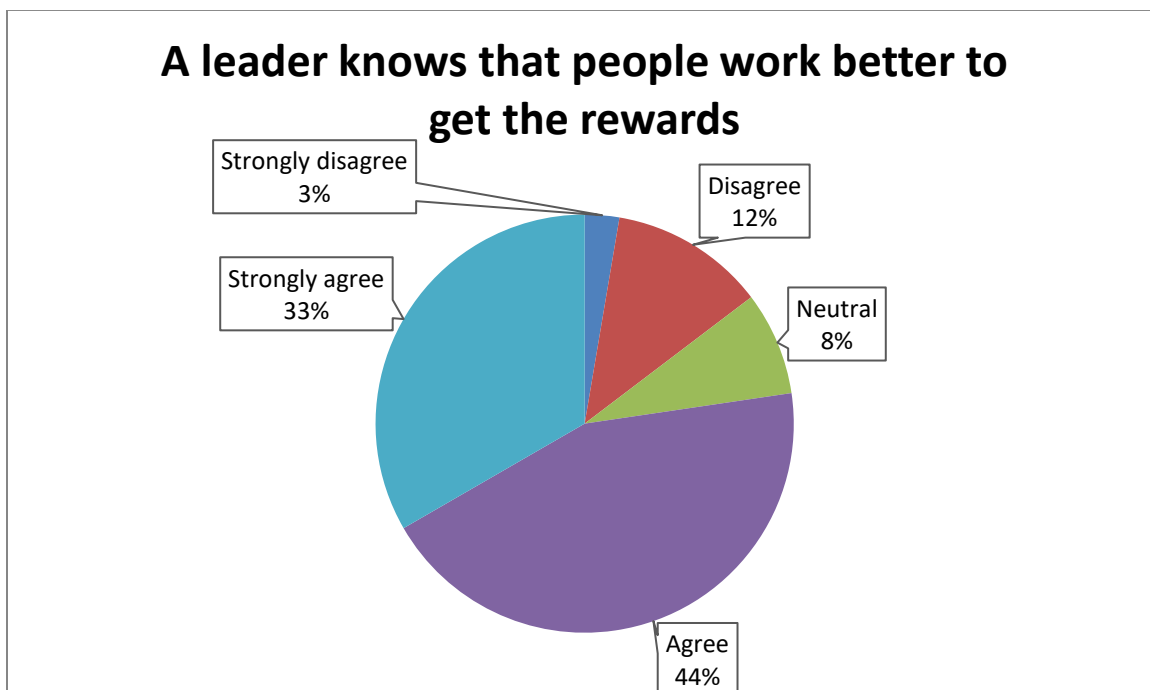


Figure 5.17: Respondents' view of leader's view about why people perform

Source: own construction

An encouraging 8% of respondents were neutral, suggesting that many are decisive about their situation and views regarding this statement. The majority of respondents, 77% (33% strongly agreeing and 44% agreeing), concur with the assertion that good

leaders know, or should know, that people work hard because they want to be acknowledged for their performance. Only 15% (in total) of the respondents disagreed. Therefore, it can be generalised that employees may perform better because they want to be rewarded, suggesting that they would be glad to have the manager near to confirm their activities.

STATEMENT 21: I prefer a leader that rewards me according to my performance

RESPONSE: employees will always expect the best rewards for their effort to motivate them to exceed expectations regarding existing performance (Taylor and Francis, 2012: 109). The performance of an individual signifies what contribution they can make to be evaluated against organisational and leader expectations for the performance of those tasks. Too often, there is a direct relationship between the "pay rise" and the performance during once-a-year performance appraisals and evaluations (Emery and Barker, 2007: 176) in many organisations. This statement was specifically included because there was a need to know what individuals felt about it as individuals. Table 5.4 illustrates the responses to this ranking.

Table 5.4: Individuals' views about performance and rewards

Strongly disagree	0	0%
Disagree	2	3%
Neutral	9	12%
Agree	31	41%
Strongly agree	33	44%

Source: own construction

The response was as expected, with those agreeing at 41%, strongly agreeing at 44%, giving a total of 85%, and those disagreeing at 3%. Neutral, though, was at 12% higher than those disagreeing. Generally, individuals choose to be rewarded according to their performance, presumably with specified standards, to avoid disputes on what constitutes

good performance. Unfortunately, too often, during performance appraisal sessions, there are conflicts and disagreements between managers and subordinates whose performance is being evaluated.

STATEMENT 22: A good leader does not care about my ability to compete

RESPONSE: no individuals will have the same level or ability to compete even though they may have the same qualification or skills competency (Stalk, 2012: 50). Competition is defined as rivalry between two or more people striving for the same common goal, sometimes which cannot be shared (Evans, 2014: 63). Competing, among individuals in the same organisation, may bring about antagonism or motivate the levels of performance amongst the competitors. In the workplace, competition may be a motivator to get acknowledgement or a reward, and thus the managers can see who performs better in their own judgement (Menkes, 2006: 138). The respondents' views about employee competition are ranked as a measure of their views about the characteristics of a good leader. This is within the context of transactional leadership and its effect on employees' or project practitioners' views. Figure 5.18 illustrates the responses.

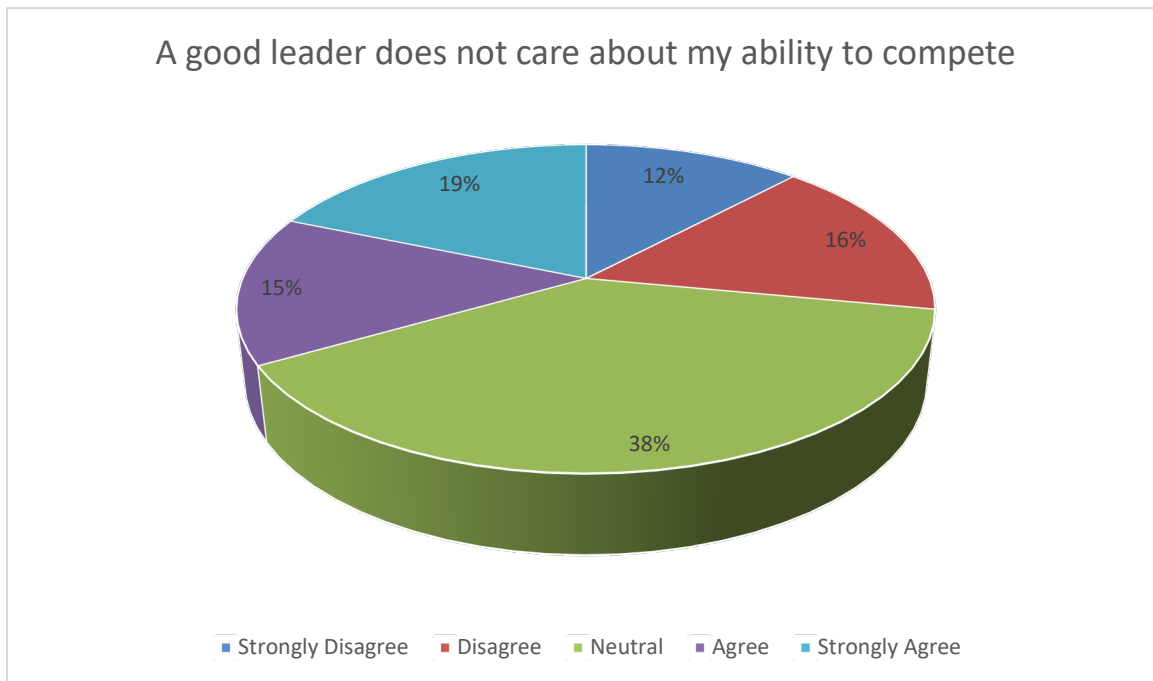


Figure 5.18: A good leader does not care about my ability to compete

Source: own construction

CHAPTER 6 : RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

As discussed, and reported in the previous chapter, the research findings are outlined in this chapter. Initially, a review of certain key components by the overview of previous chapters has been discussed. Furthermore, this chapter concentrates on the research outcomes and the researcher's reflections on the findings. This research primarily aims at determining the impact of transactional leadership style in a construction project in Cape town.

Chapter one: the study concept was introduced, which outlines the literature review, problem statement, research objectives, research questions, and research methodology. The target population was discussed, including the sample selection, sampling method, and data collection. The ethical considerations of the study were also discussed.

Chapter two: provided a detailed overview of the importance of teams, project teams, team building, group dynamics, team performance and the impact of leadership styles on teams. The phases of the team development process were discussed in this chapter.

Chapter three: the theoretical aspects of leadership theories were discussed, including the Great Man and Trait leadership theories. The researcher also discussed and compared leadership skills to leadership styles.

Chapter four outlines the research design and methodology in detail, emphasising the significance of the design and methodology per the project objectives and problem statement. The target population, sample size, sample frame, and sampling methods were discussed as to why they were chosen for this study. Information on data collection, the method used in data collection, and the instruments used during data editing and data analysis were also discussed in this chapter.

Chapter five: the research results were analysed, discussed, and presented. The data obtained from all the participants that participated in the research was presented in the

form of bar charts, histograms, pie charts, tables, and other data representation forms. As they appear in the questionnaire, questions/ statements were placed, and responses from the participants were represented in illustrations of bar charts, pie charts, graphs, and tables, followed by an interpretation by the researcher on the findings.

Chapter six focuses on the summary of the findings in chapter 5. The findings in chapter 5 have been used as a basis for conclusions and recommendations. The questionnaire is divided into three sections: A, B, and C.

6.2 Conclusion

The objective of the study was to assess the effectiveness of transactional leadership in construction projects, given the background/ overview of transactional in macho environment. Furthermore, the study want to understand the links between positive meaning, positive emotions, positive relationships, and signature strength by discussing leadership styles. The study aimed to investigate the role of transactional leadership in motivating and satisfying the needs of construction project teams. In-depth interviews of relationship of transactional leadership and construction project performance have been conducted.

It is also evident that the construction industry has a greater need for leadership than arguably any other industry. Many reasons support this notion, and it is evident in the nature of the construction projects, and constructed products. If one word could describe the essence of construction management, it is responsibility since project leaders are responsible for all that happens in a construction project. This does not mean that the project leader should or could do everything associated with the project; but it does mean that they have ultimate responsibility for the project. In other words, the buck stops with the project leader. Since construction projects are large and technically complex and they involve a combination of specialized skills. Likewise, construction teams are not only large but are also multidisciplinary and the members are from several different construction disciplines, and this makes good leadership style vital in this industry. Leadership can be summed up as joint outcome of the leader's self-related cognitive information, personality traits, the underlying motives, and his understanding of operating situational variables.

Moreover, researchers on leadership have proposed a number of leadership styles such as democratic, autocratic, consultative, and joint decision-making types, such as: transactional, transformational, and laissez faire. Besides, in the construction industry, project and construction management were developed in construction and engineering fields in order to improve planning and cost controls. Since construction and project managers in the construction industry are responsible for the productivity of the project members; they should maintain cohesion in the project. Hence, they should be leaders who can motivate and inspire construction workers within the given projects. This is because leadership is considered to be good if it is designed to accomplish the goal or mission of an organization which is done through project team leading and project time managing, within budget, to a high quality, and with a satisfied customer. Moreover, Price stated that the simplest model of leadership works with three dimensions: vision, values, and execution.

6.3 Recommendation For Future Studies

In Cape Town construction industry. The planning and money concerns are not the problem in projects, but leadership is the actual problem. Thus, leadership values such as morality and honesty are required from the project leaders, in addition linking different leadership styles for project success is also vital.

REFERENCES

Abend, G. (2008) 'The meaning of "Theory"', *Sociological Theory*, 26(2).

Acquah, A., Nsiah, T.K., Antie, E.N.A. and Otoo, B., 2021. Literature review on theories of motivation. *EPRA International Journal of Economic and Business Review*, 9(5), pp.25-29.

Agarwal, U.A., Dixit, V., Nikolova, N., Jain, K. and Sankaran, S., 2021. A psychological contract perspective of vertical and distributed leadership in project-based organizations. *International Journal of Project Management*, 39(3), pp.249-258

Ahmad, S., Mukaddes, A. M., Rashed, C. A., & Samad, M. A. (2010). Implementation of motivation - Theory in apparel industry. *International Journal of Logistics and Supply Chain Management*, 103-108.

Ajeigbe, I.Y., Owolabi, A.Y. and Alasinrin, S., 2021. Relationship between leadership styles of sports administrators and organisational development in Ilorin Metropolis, Nigeria. *Indonesian Journal of Sport Management*, 1(1), pp.11-19.

Akdere, M. and Egan, T., 2020. Transformational leadership and human resource development: Linking employee learning, job satisfaction, and organizational performance. *Human Resource Development Quarterly*, 31(4), pp.393-421.

Akpan, B., 2020. Classical and Operant Conditioning—Ivan Pavlov; Burrhus Skinner. *Science Education in Theory and Practice: An Introductory Guide to Learning Theory*, pp.71-84.

Akparobore, D. and Omosekejimi, A.F., 2020. Leadership qualities and style: a panacea for job productivity and effective service delivery among library staff in academic libraries in South South, Nigeria. *Library Management*, 41(8/9), pp.677-687.

Alam, M.K., 2021. A systematic qualitative case study: questions, data collection, NVivo analysis and saturation. *Qualitative Research in Organizations and Management: An International Journal*, 16(1), pp.1-31.

Ali, F., Ashfaq, M., Begum, S. and Ali, A., 2020. How “Green” thinking and altruism translate into purchasing intentions for electronics products: The intrinsic-extrinsic motivation mechanism. *Sustainable Production and Consumption*, 24, pp.281-291.

Alrowwad, A.A., Abualoush, S.H. and Masa'deh, R.E., 2020. Innovation and intellectual capital as intermediary variables among transformational leadership, transactional leadership, and organizational performance. *Journal of Management Development*, 39(2), pp.196-222.

Alvarez, G., Núñez-Cortés, R., Solà, I., Sitjà-Rabert, M., Fort-Vanmeerhaeghe, A., Fernández, C., Bonfill, X. and Urrútia, G., 2021. Sample size, study length, and inadequate controls were the most common self-acknowledged limitations in manual therapy trials: A methodological review. *Journal of Clinical Epidemiology*, 130, pp.96-106.

Alves, I. and Lourenço, S.M., 2023. An exploratory analysis of incentive packages and managerial performance. *Journal of Management Control*, pp.1-33.

Ames, H., Glenton, C. and Lewin, S., 2019. Purposive sampling in a qualitative evidence synthesis: A worked example from a synthesis on parental perceptions of vaccination communication. *BMC medical research methodology*, 19(1), pp.1-9.

Anntatmula, V.S. (2010) Project manager leadership role in improving project performance, *Engineering Management Journal* 22 (1):13-22.

Arnold, K.A. Turner, N., Barling, Kelloway, Ek and Mckee, M.C. (2007) “Transformational leadership and psychological well-being. The mediating role of meaningful work”, *Journal of Occupational Health Psychology* 12 (3):193-203

Baig, S.A., Iqbal, S., Abrar, M., Baig, I.A., Amjad, F., Zia-ur-Rehman, M. and Awan, M.U., 2021. Impact of leadership styles on employees' performance with moderating role of positive psychological capital. *Total Quality Management & Business Excellence*, 32(9-10), pp.1085-1105.

- Barth-Farkas, Faye and Antonio Vera. Power and Transformational Leadership in Public Organizations. *International Journal of Leadership in Public Services* 10.4 (2014): 217-232.
- Bass, B. M. (1990) From transactional to transformational leadership: Learning to share the vision. *Organisational Dynamics*, 18, 19-31.
- Bass, B. M. and Avolio, B. J. (1994) 'Transformational leadership, organisational culture', *International Journal of Public Administration*.
- Ben, Etim-Udoh and Agu O. (2012)." Impact of Transformational and Transactional Leadership on Organisational Performance." *International Journal of Current Research* 11(4):142-147.
- Bennett, T. M. (2009) A study of the management leadership style preferred by construction subordinates. *Journal of Organizational Culture, Communications and Conflict* 13(2):1-26.
- Bhatti, S.H., Kiyani, S.K., Dust, S.B. and Zakariya, R., 2021. The impact of ethical leadership on project success: the mediating role of trust and knowledge sharing. *International Journal of Managing Projects in Business*, 14(4), pp.982-998.
- Bhui, R., Lai, L. and Gershman, S.J., 2021. Resource-rational decision making. *Current Opinion in Behavioral Sciences*, 41, pp.15-21.
- Blake, R.; Mouton, J. (1964). *The Managerial Grid: The Key to Leadership Excellence*. Houston: Gulf Publishing Co.
- Blase, J.J., Dedrick, C and Strathe, M. (1987) Leadership behavior of school principals in relation to subordinates emotions, satisfaction and performance. *Journal of Humanistic Counselling, Education and Development* 24(4): 159-171.
- Bolden, R., Gosling, J., Marturano, A. and Dennison, P. 2003. A Review of Leadership Theory and Competency Frameworks: Edited Version of a *Report for Chase Consulting. Management Standards Centre*, 14, 38-41.

- Bryman, A. (2004) Qualitative research on leadership: A critical but appreciative review. *The Leadership Quarterly*, 15(6): 729–769.
- Carlyle, Thomas (1841). *On Heroes, Hero-Worship, and the Heroic History*. Boston: Houghton Mifflin.
- Chan, A. T. S. and Chan, E. H. W. (2005) 'Impact of perceived leadership styles on work outcomes: Case of building professionals', *Journal of Construction Engineering and Management*.
- Chen, Y. F. and Tjosvold, D. (2006) 'Participative leadership by American and Chinese managers in China: The role of relationships', *Journal of Management Studies*.
- Chen, Y., Kumara, E.K. and Sivakumar, V., 2021. Investigation of finance industry on risk awareness model and digital economic growth. *Annals of Operations Research*, pp.1-22.
- Chiat, L.C. and Panatik, S.A., 2019. Perceptions of employee turnover intention by Herzberg's motivation-hygiene theory: A systematic literature review. *Journal of Research in Psychology*, 1(2), pp.10-15.
- Chien, G.C., Mao, I., Nergui, E. and Chang, W., 2020. The effect of work motivation on employee performance: Empirical evidence from 4-star hotels in Mongolia. *Journal of Human Resources in Hospitality & Tourism*, 19(4), pp.473-495.
- Chua, J., Basit, A. and Hassan, Z. (2018) 'Leadership Style and its Impact on Employee Performance', *International Journal of Accounting & Business Management*.
- Chynoweth, C. (2008) 'Leaders who put onus on the led', *The Times and Sunday Times* (London), pp. 1–2.
- Coco, L.K., Heidler, P., Fischer, H.A., Albanese, V., Marzo, R.R. and Kozon, V., 2023. When the Going Gets Challenging—Motivational Theories as a Driver for Workplace Health Promotion, Employees Well-Being and Quality of Life. *Behavioral Sciences*, 13(11), p.898.

- Cooksey, R.W. and Cooksey, R.W., 2020. Descriptive statistics for summarising data. *Illustrating statistical procedures: Finding meaning in quantitative data*, pp.61-139.
- Cowie, S. and Davison, M., 2020. Being there on time: Reinforcer effects on timing and locating. *Journal of the Experimental Analysis of Behavior*, 113(2), pp.340-362.
- Cribbin, J. J. (1981) *Leadership: strategies for organisational effectiveness*. Published in 1981 in New York, NY) by AMACOM.
- Cristofaro, M., 2020. "I feel and think, therefore I am": An Affect-Cognitive Theory of management decisions. *European Management Journal*, 38(2), pp.344-355.
- Cronbach, L. J. (1951) 'Coefficient alpha and the internal structure of tests', *Psychometrika*.
- Cychosz, M., Romeo, R., Soderstrom, M., Scaff, C., Ganek, H., Cristia, A., Casillas, M., De Barbaro, K., Bang, J.Y. and Weisleder, A., 2020. Longform recordings of everyday life: Ethics for best practices. *Behavior research methods*, 52, pp.1951-1969.
- Daniel, J., 2019. Dignity as Respect: A Contemporary Hindu Understanding of Human Dignity. Biola University.
- Dastane, D.O., 2020. Impact of leadership styles on employee performance: A moderating role of gender. *Australian Journal of Business and Management Research*, 5(12), pp.27-52.
- Dawadi, S., Shrestha, S. and Giri, R.A., 2021. Mixed-methods research: A discussion on its types, challenges, and criticisms. *Journal of Practical Studies in Education*, 2(2), pp.25-36.
- Deshwal, V. and Ali, M.A., 2020. A systematic review of various leadership theories. *Shanlax International Journal of Commerce*, 8(1), pp.38-43.
- Desjardins, C., 2021. Don't be too SMART, but SAVE your goals: Proposal for a renewed goal-setting formula for Generation Y. *Journal of Applied Leadership and Management*, 9, pp.73-87.

- Dimitrov, A., 2020. The Concept of Leader and Leadership in the Proto-Studies of Leadership. The European Tradition. *Годишник на УНСС*, 1(1), pp.65-87.
- Dziuba, S.T., Ingaldi, M. and Zhuravskaya, M., 2020. Employees' job satisfaction and their work performance as elements influencing work safety. *System Safety: Human-Technical Facility-Environment*, 2(1), pp.18-25.
- Egge, M.S., 2019. The Impact of Situational Leadership Theory on Follower Development in Fitness: An Action Research Study with Camp Gladiator (Doctoral dissertation).
- Elisado, M., 2022. Management styles used in the selected secondary schools in Uganda. *IAA Journal of Education*, 8(1), pp.90-96.
- Elsing, J.T., 2022. Inspirational change leadership: A capability-based leadership model to motivate employees and manage resistance.
- Elyousfi, F., Anand, A. and Dalmasso, A., 2021. Impact of e-leadership and team dynamics on virtual team performance in a public organization. *International Journal of Public Sector Management*, 34(5), pp.508-528.
- Em, S., Yun, M., Dorn, B., Sao, V. and Sin, P., 2022. Cambodian students' motivation in the learning English language: A small-scale survey at a private high school in Phnom Penh. *Journal of Research on English and Language Learning (J-REaLL)*, 3(2), pp.104-114.
- Emery, R and Baker, J.2007.The Effect of Transactional and Transformational Leadership Styles on the Organizational Commitment and Job Satisfaction of personnel: *Journal of Organizational Culture, Communication and Conflict* 11(1):77
- Encorporado, M.V., Razonable, S.Y., Ababon, J.B., Pasilang, B., Regulacion, M.P. and Sasan, R.A.A., 2023. Correlation Between Reinforcers and Level of Self-Esteem. *Journal of Learning and Development Studies*, 3(3), pp.34-51.

Evans, L., 2022. Is leadership a myth? A 'new wave'critical leadership-focused research agenda for recontouring the landscape of educational leadership. *Educational Management Administration & Leadership*, 50(3), pp.413-435.

Faraz, N.A., Ahmed, F., Ying, M. and Mehmood, S.A., 2021. The interplay of green servant leadership, self-efficacy, and intrinsic motivation in predicting employees' pro-environmental behavior. *Corporate Social Responsibility and Environmental Management*, 28(4), pp.1171-1184.

Fatimah, H. and Syahrani, S., 2022. Leadership Strategies In Overcoming Educational Problems. *Indonesian Journal of Education (INJOE)*, 2(3), pp.282-290.

Feyzi Behnagh, R. and Yasrebi, S., 2020. An examination of constructivist educational technologies: Key affordances and conditions. *British Journal of Educational Technology*, 51(6), pp.1907-1919.

Fiedler, F.E. (1967). *A theory of leadership effectiveness*. McGraw-Hill: Harper and Row Publishers Inc.

Frangieh, M. and Rusu, D., 2021. The effect of the carrot and stick transactional leadership style in motivating employees in SMEs. *Revista de Management Comparat International*, 22(2), pp.242-252.

Fuertes, G., Alfaro, M., Vargas, M., Gutierrez, S., Ternero, R. and Sabattin, J., 2020. Conceptual framework for the strategic management: a literature review—descriptive. *Journal of Engineering*, 2020, pp.1-21.

Gallo, P., Tausova, M. and Gonos, J., 2016. Leadership style model based on managerial grid. *Актуальні проблеми економіки*, (4), pp.246-252.

George, O. and Shamas, R. (2012) Leadership and Construction Industry Development in Developing Countries, *Journal of Construction in Developing Countries* 1(2):284-290

Glassman, R.M. and Glassman, R.M., 2021. The Political Transition: From Traditional Authority (Monarchy) to Electoral Democracy with Legal-Rational Authority. *Can*

Democracy Survive in the 21st Century? Oligarchy, tyranny, and ochlocracy in the age of global capitalism, pp.253-264.

Green, W.S.M. and Leonard, E.E., 2019. *The Soft Skills of Leadership: Navigating with Confidence and Humility*. Rowman & Littlefield Publishers.,

Guzzo, R.A., Schneider, B. and Nalbantian, H.R., 2022. Open science, closed doors: The perils and potential of open science for research in practice. *Industrial and Organizational Psychology*, 15(4), pp.495-515.

Hadley, C. (1958) "Effective democratic leadership: a psychological interpretation", *Journal of Individual Psychology* 14: 128–138.

Hajjali, I., Kessi, A.M.F., Budiandriani, B., Prihatin, E. and Sufri, M.M., 2022. Determination of work motivation, leadership style, employee competence on job satisfaction and employee performance. *Golden Ratio of Human Resource Management*, 2(1), pp.57-69.

Hajjali, I., Kessi, A.M.F., Budiandriani, B., Prihatin, E. and Sufri, M.M., 2022. Determination of work motivation, leadership style, employee competence on job satisfaction and employee performance. *Golden Ratio of Human Resource Management*, 2(1), pp.57-69.

Hale, A.J., Ricotta, D.N., Freed, J., Smith, C.C. and Huang, G.C., 2019. Adapting Maslow's hierarchy of needs as a framework for resident wellness. *Teaching and learning in medicine*, 31(1), pp.109-118.

Han, J., Yoon, J., Choi, W. And Hong, G., 2021. The effects of shared leadership on team performance. *Leadership & Organization Development Journal*, 42(4), pp.593-605.

Hanna, A.A., Smith, T.A., Kirkman, B.L. and Griffin, R.W., 2021. The emergence of emergent leadership: A comprehensive framework and directions for future research. *Journal of Management*, 47(1), pp.76-104.

- Hargis, Michael B.; John D. Wyatt; Chris Piotrowski (1 September 2011). "Developing Leaders: Examining the Role of Transactional and Transformational Leadership Across Contexts Business." *Organization Development Journal* 29(3): 51–66.
- Hasija, K.G., Hyde, A.M. and Kushwaha, V.S., 2019. A Study of Management by Exception: Active, Passive & Laissez-faire Leadership Style of Leaders in B School. *International bulletin of management and economics*, 9, pp.150-161.
- Hayashi, P., Abib, G. and Hoppen, N., 2019. Validity in qualitative research: A processual approach. *The Qualitative Report*, 24(1), pp.98-112.
- Heifetz, R.(1994). *Leadership without Easy Answers*. Cambridge, Massachusetts: Harvard University Press.
- Hemphill, J.K. (1949). *Situational Factors in Leadership*. Columbus: Ohio State University Bureau of Educational Research.
- Hersey, P; Blanchard, K; Johnson, D. (2008). *Management of Organisational Behavior: Leading Human Resources* (9th ed.). Upper Saddle River, New Jersey: Pearson Education.
- Hilton, S.K., Arkorful, H. and Martins, A., 2021. Democratic leadership and organizational performance: the moderating effect of contingent reward. *Management Research Review*, 44(7), pp.1042-1058.
- Hopper, E., 2020. Maslow's hierarchy of needs explained. *ThoughtCo, ThoughtCo*, 24, pp.1-3.
- House, J. (1971). "A path-goal theory of leader effectiveness". *Administrative Science Quarterly*. Johnson Graduate School of Management, Cornell University. 16 (3): 321–339.
- Howell, J. M., and Avolio, B. J. (1993) Transformational leadership, transactional leadership, locus of control and support for innovation: Key predictors of consolidated-business-unit performance. *Journal of Applied Psychology* 3(78): 891–902.

- Howieson, W.B., 2019. What is leadership?—An academic perspective. In *Leadership: The Current State of Play* (pp. 35-149). Emerald Publishing Limited.
- Hunt, T. and Fedynich, L., 2019. Leadership: Past, present, and future: An evolution of an idea. *Journal of Arts and Humanities*, 8(2), pp.22-26.
- Hunt, T. and Fedynich, L., 2019. Leadership: Past, present, and future: An evolution of an idea. *Journal of Arts and Humanities*, 8(2), pp.22-26
- Hussein, B., Ibrahim, M.S. and Ismael, F., 2022. The influence of Perceived Leadership Styles on Employee Commitment: The Mediating Role of Conflict Management. *International Journal of Humanities and Education Development (IJHED)*, 4(1), pp.43-60.
- Hutagaluh, O., Aslan, P.P. and Mulyono, A.W.S.S., 2020. Situational leadership on islamic education. *International Journal of Graduate of Islamic Education*, 1(1), pp.1-7.
- Jay, L. (Spring 1974) Book Review: Leadership and Decision Making by Vroom & Yetton, *MIT Sloan Management Review* 15(3): 100
- Jeha, H., Knio, M. and Bellos, G., 2022. The Impact of Compensation Practices on Employees' Engagement and Motivation in Times of COVID-19. *COVID-19: Tackling Global Pandemics through Scientific and Social Tools*, pp.131-149.
- Jones, N.H., 2021. Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true. In *The Best American Magazine Writing 2020* (pp. 359-382). Columbia University Press.
- Joseph-Williams, N., Williams, D., Wood, F., Lloyd, A., Brain, K., Thomas, N., Prichard, A., Goodland, A., McGarrigle, H., Sweetland, H. and Edwards, A., 2019. A descriptive model of shared decision making derived from routine implementation in clinical practice ('Implement-SDM'): Qualitative study. *Patient Education and Counseling*, 102(10), pp.1774-1785.
- Jung, D. (2001) Transformational and transactional leadership and their effects on creativity in groups. *Creativity Research Journal* 13(2):185–95.

Karim, A., Syamsuddin, I., Jumarding, A. and Amrullah, A., 2022. The Effect of Gender Independence and Leadership Style on Audit Quality in Makassar Public Accounting Offices. *International Journal of Social Science Research and Review*, 5(7), pp.114-126.

Kelly, L., 2023. Authentic Leadership: Roots of the Construct. In *Mindfulness for Authentic Leadership: Theory and Cases* (pp. 17-52). Cham: Springer International Publishing.

Khooei-Oskooei, S., Ahangari, S. and Seifoori, Z., 2021. Procrastination in Language Learning Process: A Constructive Strategy or Merely a Destructive Time Loss?. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 9(1), pp.243-259.

Khosravi, P., Rezvani, A. and Ashkanasy, N.M., 2020. Emotional intelligence: A preventive strategy to manage destructive influence of conflict in large scale projects. *International Journal of Project Management*, 38(1), pp.36-46.

Kiley, K. and Vaisey, S., 2020. Measuring stability and change in personal culture using panel data. *American Sociological Review*, 85(3), pp.477-506.

Kyngäs, H., 2020. Qualitative research and content analysis. *The application of content analysis in nursing science research*, pp.3-11.

Lesch, O.M., Walter, H., Wetschka, C., Hesselbrock, M.N., Hesselbrock, V., Pombo, S.Jason, K., Richardson, S. and Dennis, K.N., 2022. Relieving the burden of self-reliance: Centering the experiences of Black women graduate students in predominantly White institutions. *Journal of African American Women and Girls in Education*, 2(3), pp.8-33.,

Lesch, O.M., Walter, H., Wetschka, C., Hesselbrock, M.N. and Hesselbrock, V., 2020. Therapeutic Strategies in Alcohol and Tobacco Addiction: The Psychology of Motivation and Change in Addiction: From Neuroscience to Clinical Practice. *Alcohol and Tobacco: Medical and Sociological Aspects of Use, Abuse and Addiction*, pp.195-270.

Lewin, K. (1939). "Patterns of aggressive behavior in experimentally created social climates". *The Journal of Social Psychology*: 271–301.

- Limsila, K. and Ogunlana, S.O. (2008) Performance and leadership outcome correlates of leadership styles and subordinate commitment. *Construction and Architectural Management* 15(2):164-184
- Liphadzi, M. (2015) *Leadership style practices of construction and project managers in the South African construction industry.*
- Liphadzi, M., Aigbavboa, C. and Thwala, W. (2015) Relationship between leadership styles and project success in the South African construction industry. *Department of Construction Management & Quantity Surveying Journal* 7 (3):21-24.
- Liu, Y., Hau, K.T., Liu, H., Wu, J., Wang, X. and Zheng, X., 2020. Multiplicative effect of intrinsic and extrinsic motivation on academic performance: A longitudinal study of Chinese students. *Journal of personality*, 88(3), pp.584-595.
- Locke, E. A., Schweiger, D. M. and Latham, G. P. (1986) 'Participation in decision making: When should it be used?', *Organizational Dynamics*.
- Lok, P., Crawford, J. (2004), "The effect of organisational culture and leadership on job satisfaction and commitment – a cross national comparison", *Journal of Management Development* 23 (4):12-18.
- Louis, WF. (2003) Toward a theory of Transactional leadership, *The Leadership Quarterly* 14(10):693–727.
- Lundmark, R., Nielsen, K., Hasson, H., von Thiele Schwarz, U. and Tafvelin, S., 2020. No leader is an island: contextual antecedents to line managers' constructive and destructive leadership during an organizational intervention. *International Journal of Workplace Health Management*, 13(2), pp.173-188.
- Madhani, P.M., 2019. Rewards Strategy: A Key Driver of Service–Profit Chain. *Compensation & Benefits Review*, 51(4), pp.162-172.

Madhani, P.M., 2021. The rewards value chain: Optimal mix of tangible and intangible rewards for enhancing business performance. *The Journal of Total Rewards*, 30(2), pp.43-52.

Maharvi, M.W. and Ahmad, S., 2022. Investigate the Role of Non-Financial Rewards on Employee Performance: Mediating Role of Motivation. *Journal of Development and Social Sciences*, 3(3), pp.510-523.

Malik, S., 2023. *Impact of Organisational Culture on the Financial and Non-Financial Performance and the Moderating role of the Environment* (Doctoral dissertation).

Mansaray, H.E., 2019. The role of leadership style in organisational change management: a literature review. *Journal of Human Resource Management*, 7(1), pp.18-31.

Marewo, N.T., Mutongi, C., Nyoni, T. and Nyoni, S.P., 2020. The Impact of Employee Motivation on Employee Performance. *Int. J. Adv. Res. Innov. Ideas Educ*, 6(6), pp.1487-1502.

Martinko, M.J. and Mackey, J.D., 2019. Attribution theory: An introduction to the special issue. *Journal of Organizational Behavior*, 40(5), pp.523-527.

Masood, Z., Hoda, R. and Blincoe, K., 2020. How agile teams make self-assignment work: a grounded theory study. *Empirical Software Engineering*, 25, pp.4962-5005.

McBeath, A. And Bager-Charleson, S., 2020. Introduction: Considering qualitative, quantitative and mixed methods research. *Enjoying Research in Counselling and Psychotherapy: Qualitative, Quantitative and Mixed Methods Research*, pp.1-12.

McEachern, M.G., Middleton, D. and Cassidy, T., 2020. Encouraging sustainable behaviour change via a social practice approach: a focus on apparel consumption practices. *Journal of Consumer Policy*, 43, pp.397-418.

Mehrad, A., 2020. Evaluation of academic staff job satisfaction at Malaysian universities in the context of Herzberg's Motivation-Hygiene Theory. *Journal of Social Science Research*, 15(1), pp.157-166.

Memon, K. R. (2014) 'Effects of leadership styles on employee performance: Integrating the mediating role of culture, gender and moderating role of communication', *International Journal of Management Sciences and Business Research*.

Miner, J. B. (2005). *Organisational Behavior: Behavior 1: Essential Theories of Motivation and Leadership*. Armonk: M. E. Sharpe.

Mirčetić, V. and Čudanov, M., 2021, July. Revalidating Blanchard's Situational Leadership Model: Induction of the Unproductive Follower. In International Scientific Conference Strategic Management and Decision Support Systems in Strategic Management (pp. 225-234)

Mirzal, H. and Ninglasari, S.Y., 2021. Situational Leadership in Islam: An Analysis of the Leadership Model of the Prophet Muhammad. *Dialogia*, 19(1), pp.163-190.

Mohammad and Yarmohammadian (2006) 'A study of relationship between managers' leadership style and employees' job satisfaction', *Leadership in Health Services*, 19(2), pp. 11–28.

Morris, L.S., Grehl, M.M., Rutter, S.B., Mehta, M. and Westwater, M.L., 2022. On what motivates us: a detailed review of intrinsic v. extrinsic motivation. *Psychological medicine*, pp.1-16.

Mozersky, J., Parsons, M., Walsh, H., Baldwin, K., McIntosh, T. and DuBois, J.M., 2020. Research participant views regarding qualitative data sharing. *Ethics & human research*, 42(2), pp.13-27.

Müller, R. and Turner, J. R. (2007) Matching the project manager's leadership style to project type. *International Journal of Project Management* 25(1):21-32.

Nawaz Khan, A., 2023. Is green leadership associated with employees' green behavior? Role of green human resource management. *Journal of Environmental Planning and Management*, 66(9), pp.1962-1982.

Nayak, J.K. and Singh, P., 2021. *Fundamentals of research methodology problems and prospects*. SSDN Publishers & Distributors.

Newbon, P., 2019. *The Boy-Man, Masculinity and Immaturity in the Long Nineteenth Century*. Palgrave Macmillan.

Newman, M. and Gough, D., 2020. Systematic reviews in educational research: Methodology, perspectives and application. *Systematic reviews in educational research: Methodology, perspectives and application*, pp.3-22.

Newton, R. 2005. *The Project Manager*. London: Pearson Education.

Nielsen, P.A., Boye, S., Holten, A.L., Jacobsen, C.B. and Andersen, L.B., 2019. Are transformational and transactional types of leadership compatible? A two-wave study of employee motivation. *Public Administration*, 97(2), pp.413-428.

Njukunye, P.L. and Waithaka, P., 2020. Strategic leadership and performance of secondary schools in Samburu Central Sub-county. *International Academic Journal of Human Resource and Business Administration*, 3(9), pp.104-128.

Norris, K.R., Ghahremani, H. and Lemoine, G.J., 2021. Is it laissez-faire leadership or delegation? A deeper examination of an over-simplified leadership phenomenon. *Journal of Leadership & Organizational Studies*, 28(3), pp.322-339.

Northouse, PG. (2000) *Leadership Theory and Practice*. Thousand Oaks: Sage.

Numonjonovich, M.M., 2022. ECONOMIC DEVELOPMENT AND THE ROLE OF MASLOW'S HIERARCHY OF NEEDS. *Web of Scientist: International Scientific Research Journal*, 3(7), pp.5-10.

O'Donovan, R., Rogers, L., Khurshid, Z., De Brún, A., Nicholson, E., O'Shea, M., Ward, M. and McAuliffe, E., 2021. A systematic review exploring the impact of focal leader behaviours on health care team performance. *Journal of nursing management*, 29(6), pp.1420-1443.

Olaniran, A., Madaj, B., Bar-Zeev, S., Banke-Thomas, A. and van den Broek, N., 2022. Factors influencing motivation and job satisfaction of community health workers in Africa and Asia—A multi-country study. *The International Journal of Health Planning and Management*, 37(1), pp.112-132.

Ophilia, A. and Hidayat, Z., 2021. Leadership communication during organizational change: internal communication strategy: a case study in multinational company operating in Indonesia. *Academic Journal of Interdisciplinary Studies*, 10(2), pp.24-34.

Oreg, S. and Berson, Y., 2019. Leaders' impact on organizational change: Bridging theoretical and methodological chasms. *Academy of Management Annals*, 13(1), pp.272-307.)

Oswald, D., Lingard, H. and Zhang, R.P., 2022. How transactional and transformational safety leadership behaviours are demonstrated within the construction industry. *Construction Management and Economics*, 40(5), pp.374-390.

Ouchi, W. (1987). *Management in action, Theory Z, is it the key to motivation? In W. Ouchi, Fundamentals of Management* (6th ed.). Homewood Juinpis: Business Publication Inc.

Paais, M. and Pattiruhu, J.R., 2020. Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics and Business*, 7(8), pp.577-588.

Pace, D.S., 2021. Probability and non-probability sampling-an entry point for undergraduate researchers. *International Journal of Quantitative and Qualitative Research Methods*, 9(2), pp.1-15.

Pandey, P. and Pandey, M.M., 2021. *Research methodology tools and techniques*. Bridge Center.

Peramatzis, G. and Galanakis, M., 2022. Herzberg's Motivation Theory in Workplace. *Psychology*, 12(12), pp.971-978.

Phandle, N., 2022. *The role of leader behaviour on project team performance in the execution of construction projects* (Doctoral dissertation, Cape Peninsula University of Technology).

Podgórska, M. and 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), pp.869-887.

Rahman, M.M., Tabash, M.I., Salamzadeh, A., Abduli, S. and Rahaman, M.S., 2022. Sampling techniques (probability) for quantitative social science researchers: a conceptual guidelines with examples. *Seeu Review*, 17(1), pp.42-51.

Renzulli, J.S. and Reis, S.M., 2021. The three ring conception of giftedness: A change in direction from being gifted to the development of gifted behaviors. *Conceptions of giftedness and talent*, pp.335-355.

Ricky W. Griffin, *Management*, Tenth Edition, 2007.

Rispens, S., Jehn, K.A. and Steinel, W., 2021. Conflict management style asymmetry in short-term project groups. *Small Group Research*, 52(2), pp.220-242.

Rivaldo, Y. and Nabella, S.D., 2023. Employee Performance: Education, Training, Experience and Work Discipline. *Calitatea*, 24(193), pp.182-188.

Rosarius Jr, P.M., 2022. *Leadership Style Influence in Execution in Matrix Organizations: A Case Study of Naval Base Kitsap, Fleet and Family Readiness* (Doctoral dissertation, Trident University International).

Ryan, R.M., Bradshaw, E., Deci, E.L., Sternberg, R. and Pickren, W., 2019. A history of human motivation theories. *The Cambridge handbook of the intellectual history of psychology*, pp.391-411.

Salanova, A., and Kirmanen, S. (2010). *Employee Satisfaction and Work Motivation—Research in Prisma Mikkeli*. *Mikkeli University of Applied Sciences*.

Saleem, A. and Noshaba, A., 2021. Relationship between School Heads' Leadership Styles and Acceptance of Leader as moderated by Stress: testing path goal theory in educational setting. *Journal of Interdisciplinary Educational Studies*, 1(2), pp.44-63.

Saleem, A. and Noshaba, A., 2021. Relationship between School Heads' Leadership Styles and Acceptance of Leader as moderated by Stress: testing path goal theory in educational setting. *Journal of Interdisciplinary Educational Studies*, 1(2), pp.44-63.

Sankaran, S., Vaagaasar, A.L. and Bekker, M.C., 2020. Assignment of project team members to projects: Project managers' influence strategies in practice. *International Journal of Managing Projects in Business*, 13(6), pp.1381-1402.

Scholer, A.A., Cornwell, J.F. and Higgins, E.T., 2019. Should we approach approach and avoid avoidance? An inquiry from different levels. *Psychological Inquiry*, 30(3), pp.111-124.

Seth, A.K. and Bayne, T., 2022. Theories of consciousness. *Nature Reviews Neuroscience*, 23(7), pp.439-452.

Setiawan, R., Cavaliere, L.P.L., Navarro, E.R., Wisetsri, W., Jirayus, P., Chauhan, S., Tabuena, A.C. and Rajan, R., 2021. The impact of leadership styles on employees productivity in organizations: A comparative study among leadership styles. *Productivity Management*, 26(1), pp.382-404.

Shala, B., Prebreza, A. and Ramosaj, B., 2021. The contingency theory of management as a factor of acknowledging the leaders-managers of our time study case: The practice of the contingency theory in the company Avrios. *Open Access Library Journal*, 8(9), pp.1-20

Sharma, P.N., Daniel, S.L., Chung, T.R. and Grover, V., 2022. A motivation-hygiene model of open source software code contribution and growth. *Journal of the Association for Information Systems*, 23(1), pp.165-195.

Shufutinsky, A., 2020. Employing use of self for transparency, rigor, trustworthiness, and credibility in qualitative organizational research methods. *Organization Development Review*, 52(1), pp.50-58.

Simonton, D.K., 2019. Creativity in Sociocultural Systems. The Oxford handbook of group creativity and innovation, p.271.

Sinatra, G.M., 2022. Motivational and emotional impacts on public (mis) understanding of science. *Educational Psychologist*, 57(1), pp.1-10

Singh, N., 2023. Tracing the Origins of a Leader: A Study of Devdutta Pattnaik's Jaya: An Illustrated Retelling of the Mahabharata and John D. Smith's The Mahabharata: Volume 3 Issue 2 Monsoon Edition 2023. *The SPL Journal of Literary Hermeneutics: A Biannual International Journal of Independent Critical Thinking*, 3(2), pp.74-89.

Singh, S. and Aditi, M., 2019. Managing Emotional Intelligence for Effective Leadership in Organization. *International Journal of Trend in Scientific Research and Development*, 3(6), pp.515-519.

Siruri, M.M. and Cheche, S., 2021. Revisiting the Hackman and Oldham job characteristics model and Herzberg's two factor theory: Propositions on how to make job enrichment effective in today's organizations. *European Journal of Business and Management Research*, 6(2), pp.162-167.

Spencer, Herbert (1841). *The Study of Sociology*. New York: D. A. Appleton.

Spillane, J.P.; Halverson, R; Diamond, J.B. (2004). "Towards a theory of leadership practice". *Journal of Curriculum Studies*. 36 (1): 3–34.

Stephen P. Robbins & Mary Coulter, *Management*, Eleventh Edition, 2012.

Subramaniam, R., 2023. A Qualitative Examination of the Leadership Traits of Ram from Srimad Valmiki Ramayan. *Consciousness-Based Leadership and Management, Volume 1: Vedic and Other Philosophical Approaches to Oneness and Flourishing*, p.175.,

Taherdoost, H., 2021. Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects. *International Journal of Academic Research in Management (IJARM)*, 10(1), pp.10-38.

Tam, C., da Costa Moura, E.J., Oliveira, T. and Varajão, J., 2020. The factors influencing the success of on-going agile software development projects. *International Journal of Project Management*, 38(3), pp.165-176.

Thant, Z.M. and Chang, Y., 2021. Determinants of public employee job satisfaction in Myanmar: Focus on Herzberg's two factor theory. *Public Organization Review*, 21, pp.157-175

Thoma, J., 2021. In defence of revealed preference theory. *Economics & Philosophy*, 37(2), pp.163-187.

Thompson, M., 2021. *Financial vs Non-Financial Gifts and Workers' Performance: An Experimental Analysis of Reciprocity in the Workplace* (Master's thesis, Faculty of Commerce)

Tittmore, J .A. (2003). *Leadership at all Levels*. Canada: Boskwa Publishing. ISBN 0-9732914-0-0.

Tobi, H. and Kampen, J.K., 2018. Research design: the methodology for interdisciplinary research framework. *Quality & quantity*, 52, pp.1209-1225.

Torracinta, S., 2023. Maps of desire: Edward Tolman's drive theory of wants. *History of the Human Sciences*, 36(1), pp.3-30.

Tortorella, G.L., Fettermann, D., Fogliatto, F.S., Kumar, M. and Jurburg, D., 2021. Analysing the influence of organisational culture and leadership styles on the implementation of lean manufacturing. *Production planning & control*, 32(15), pp.1282-1294.

Udovita, V., 2020. Conceptual review on impact of leadership style on employee performance. *International Journal of Business and Management Invention (IJBMI)*, 9(9), pp.16-23.

Ugwuanyi, C.S., Okeke, C.I. and Ageda, T.A., 2020. Motivation and self-efficacy as predictors of learners' academic achievement. *Journal of Sociology and Social Anthropology*, 11(3-4), pp.215-222.

Uslu, O., 2019. A general overview to leadership theories from a critical perspective. *Маркетинг і менеджмент інновацій*, (1), pp.161-172.

Vaagaasar, A.L., Müller, R. and De Paoli, D., 2020. Project managers adjust their leadership: to workspace and project type. *International Journal of Managing Projects in Business*, 13(2), pp.256-276.

Van der Oord, S. and Tripp, G., 2020. How to improve behavioral parent and teacher training for children with ADHD: Integrating empirical research on learning and motivation into treatment. *Clinical child and family psychology review*, 23(4), pp.577-604.

Victor, H.; Jago, G. (1988). *The New Leadership: Managing Participation in Organisations*. Englewood Cliffs, New Jersey: Prentice-Hall.

Vroom, V., and Sternberg, J. (2002). "Theoretical Letters: The person versus the situation in leadership". *Leadership*. 13 (3): 301–323.

Vroom, V.H.; Yetton, P.W. (1973). *Leadership and Decision-Making*. Pittsburgh: University of Pittsburgh Press.

Wan, H. L. (2009). Employee Loyalty at the Workplace: The Impact of Japanese Style of Human Resource Management", *International Journal of Applied HRM*, 3 (1).

Wang, W., Chen, Y., Zhang, S. and Wang, Y., 2018. Contractual complexity in construction projects: Conceptualization, operationalization, and validation. *Project management journal*, 49(3), pp.46-61.

Wang, C., Zhang, J., Sun, J., Chen, M. and Yang, J., 2020. Public environmental facilities: Hygiene factors for tourists' environmental behaviour. *Environmental Science & Policy*, 106, pp.40-47.

Webber, S.S., Detjen, J., MacLean, T.L. and Thomas, D., 2019. Team challenges: Is artificial intelligence the solution?. *Business Horizons*, 62(6), pp.741-750.

Wilk, J.E., Clarke-Walper, K.M., Nugent, K.L., Curley, J.M. and Crouch, C., 2022. Far forward behavioral health service delivery in future combat environments: a qualitative needs assessment. *Military Medicine*, 187(3-4), pp.473-479.

Wilson, D.E., 2020. Moving toward democratic-transformational leadership in academic libraries. *Library Management*, 41(8/9), pp.731-744.

Xiao, X., Deng, H., Furlan, A., Yang, T., Zhang, X., Hwang, G.R., Tucciarone, J., Wu, P., He, M., Palaniswamy, R. and Ramakrishnan, C., 2020. A genetically defined compartmentalized striatal direct pathway for negative reinforcement. *Cell*, 183(1), pp.211-227.

Yang, H., Du, H.S., He, W. and Qiao, H., 2021. Understanding the motivators affecting doctors' contributions in online healthcare communities: Professional status as a moderator. *Behaviour & Information Technology*, 40(2), pp.146-160.

Yang, J.Y., 2020. A serial path model between autonomous motivation, behavioral intention, action planning, and after school physical activity of university students participating in Physical Education classes. *Cognition, Brain, Behavior. An Interdisciplinary Journal*, 24(4), pp.315-333.

Yousefi Nooraie, R., Sale, J.E., Marin, A. and Ross, L.E., 2020. Social network analysis: An example of fusion between quantitative and qualitative methods. *Journal of Mixed Methods Research*, 14(1), pp.110-124.

Yousif, A., Yousif, B., Hossan, C and McNeil. (2015)Evaluation of Leadership Styles in the Construction Sector of UAE: *International Journal of Business and Management* 10(12):104.

Zulu, S.L. and Khosrowshahi, F., 2021. A taxonomy of digital leadership in the construction industry. *Construction Management and Economics*, 39(7), pp.565-578.

QUESTIONNAIRE

TITLE; An evaluation of the impact of transactional leadership style in motivating employees at a construction site in Cape Town.

This is exclusively for project practitioners involved in the day to day activities in your industry. The survey is intended to measure your perception / views about specific leadership behavioural patterns, there is nothing sensitive about it. Help us know more about what leadership style motivates you in the workplace.

SECTION A. BIOGRAPHY

1. What is your function in the organisation?

Technician	Administration X	Accounts X	Other
------------	------------------	------------	-------

2. If other, please enter detail in the space provided

...Director.....

3. What is your current qualification?

No Matric	Matric +	Diploma / Degree	Other
-----------	----------	------------------	-------

4. If other please specify in space provided

5. How many years work experience do you have in total?

0-5 years	6-10 years	11-15 years	16+ years	
-----------	------------	-------------	-----------	--

6. Please state your age range by ticking / crossing the applicable box below

<20 years	21-25 years	26-30 years	31+ years
-----------	-------------	-------------	-----------

7. When last did you studied for a qualification [last highest qualification]?

< 5 years back	6-10 years back	11-15 years back	16 years plus back
----------------	-----------------	------------------	--------------------

8. Have you reached the highest qualification you wanted to achieve?

Yes I am happy	I still want to study	Haven't thought yet	Other
----------------	-----------------------	---------------------	-------

9. If other please specify

10. Have you ever been taken for training to improve your performance by your firm?

No	Once	From time to time	When necessary	Always
----	------	-------------------	----------------	--------

SECTION B

FACTORS THAT MAY MOTIVATE / DEMOTIVATE ACADEMIC PROGRESS OF WOMEN EMPLOYEES

Please rank the statements using the following values of the Likert scale; strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly agree = 5.

		Strongly disagree	Disagree	Neutral / ambivalent	Agree	Strongly agree
	DIRECTIVE AND ACTION ORIENTED LEADERSHIP	0	0	0	0	0
1	A good leader specifically tells you what your tasks for the day are	1	2	3	4	5
2	An effective leader clearly states the expectations for the day	1	2	3	4	5
3	A good leader doesn't allow excuses for not doing good work	1	2	3	4	5
4	Tasks should be the only focus; that's what we are employed for	1	2	3	4	5
5	Excellent leaders monitor performance closely and no faltering	1	2	3	4	5
	ORGANISATIONAL STRUCTURE AND GOALS	0	0	0	0	0
6	Good managers have no time innovations, work must be done	1	2	3	4	5
7	A good leader is task-focused and no time for relationships	1	2	3	4	5
8	A target setting leader can know / tell when tasks can be completed	1	2	3	4	5
9	I prefer a leader who monitors me closely to avoid any mistakes	1	2	3	4	5
10	A leader who micro-manages responds to problems faster	1	2	3	4	5
	CONTINGENCY REWARDS / MANAGEMENT BY EXCEPTION	0	0	0	0	0
11	An efficient leader pays the same for different performances	1	2	3	4	5
12	A good leader rewards well for performance within schedule	1	2	3	4	5

13	A better worker in the team can be promoted as a reward	1	2	3	4	5
14	Good leaders don't look at qualifications but performance	1	2	3	4	5
15	Good managers train bad performers or retrenches them	1	2	3	4	5
	MOTIVATING LEADER	0	0	0	0	0
16	I like leaders who set targets because that motivates me	1	2	3	4	5
17	I feel heroic when I am given a task and I do it in record time	1	2	3	4	5
18	I don't want to be punished for failing to finish my tasks early	1	2	3	4	5
19	A leader rewards equally for work done and not for efficiency	1	2	3	4	5
20	A leader knows that people work better to get the rewards	1	2	3	4	5
	REWARDS FOR GOOD WORK	0	0	0	0	0
21	I prefer a leader that rewards me according to performance	1	2	3	4	5
22	A good leader does not care about my ability to compete	1	2	3	4	5
23	A good leader always set goals and rewards per performance	1	2	3	4	5
24	Pay increases can be equal for all regardless of performance	1	2	3	4	5
25	There is no room for loitering around when there are set goals	1	2	3	4	5
	FRIENDSHIP AT THE WORKPLACE	0	0	0	0	0
26	Prefer a leader who focuses on the purpose of coming to work	1	2	3	4	5
27	A good leader does not concern himself with personal issues	1	2	3	4	5
28	People look for jobs to work and not for sympathy / company	1	2	3	4	5
29	A good leader states clearly the focus to work and not friends	1	2	3	4	5
30	I like a leader who has no time for excuses from subordinates	1	2	3	4	5

SECTION C

This section is for open ended questions, you are requested to fill in the required in point form under the subheadings.

REQUEST 1; Please state here in point form at most 5 leader behavioral patterns that motivate you to perform.

- Performance management champion
- Skills and development support
- Goal orientated
- Team building abilities
- Team player

REQUEST 2; state below, 5 only, what you consider to be demotivating leader behavior at your workplace.

- Work without setting targets
- No clear timelines
- No future planning or strategic management
- Fail to solve team challenges
- Promises without results

REQUEST 3; Provide here 5 things you would do to motivate employees to perform if you were the manager.

- Team inclusive on performance targets settings
- Organizational development plan integrated to individual development plan
- Clear incentive compensation based on performance
- Regular communication between management and employees
- The ability to apologies and act on corrective action

REQUEST 4; State 5 follower / employee behavior patterns that you think make managers behave the way they do sometimes.

- Disrespect
- Poor performance
- Lack of communication
- Absent from work without authorization
- Procedure no adherence

•
1 THANK YOU – confidentiality is guaranteed

Certificate of Editing

This serves to confirm that copy-editing and proofreading services were rendered to
for a master's thesis entitled
**AN EVALUATION OF THE IMPACT OF TRANSACTIONAL LEADERSHIP STYLE IN MOTIVATING
EMPLOYEES AT A CONSTRUCTION SITE IN CAPE TOWN.**
Sibulelo Mpe
with a final word count of 30 280 on 4 April 2023

I am a member of the Professional Editors' Guild (member number DUP015) and commit to the following codes of practice (among others):

- *I have completed the work independently and did not sub-contract it out*
- *I kept to the agreed deadlines and communicated changes within reasonable time frames*

- *I treated all work as confidential and maintained objectivity in editing*
- *I did not accept work that could be considered unlawful, dishonest or contrary to public interest*

I uphold the following editing standards:

- *proofreading for mechanical errors such as spelling, punctuation, grammar*
- *copy-editing that includes commenting on, but not correcting, structure, organisation and logical flow of content, formatting (headings, page numbers, table of contents, etc.), eliminating unnecessary repetition*
- *checking citation style is correct, punctuating as needed and flagging missing or incorrect references*
- *commenting on suspected plagiarism and missing sources*
- *returning the document with track changes for the author to accept*

I confirm I have met the above editing standards and professional, ethical practice. The content of the work edited remains that of
the student.

This edit was done to assist the student in paraphrasing significant portions of the thesis due to an initially high similarity index output from Turnitin.



Gerald T du Preez, PhD

Membership: Southern African Freelancers' Association and Professional Editors' Guild (Membership #DUP015)

An evaluation of the impact of transactional leadership style in motivating employees at a construction site in Cape Town.

ORIGINALITY REPORT

12%

SIMILARITY INDEX

6%

INTERNET SOURCES

3%

PUBLICATIONS

10%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to University of Exeter

Student Paper

1%

2

Submitted to University of Hertfordshire

Student Paper

1%

3

Daina Mazutis, Natalie Slawinski. "Leading Organizational Learning Through Authentic Dialogue", Management Learning, 2008

Publication

1%

4

Submitted to Cape Peninsula University of Technology

Student Paper

1%

5

Submitted to Segi University College

Student Paper

1%

6

media.proquest.com

Internet Source

1%

7

Submitted to Danford College

Student Paper

1%

8	Submitted to Myanmar Imperial College Student Paper	1 %
9	link.springer.com Internet Source	1 %
10	cedb.asce.org Internet Source	1 %
11	digitalcommons.liberty.edu Internet Source	1 %
12	m.scirp.org Internet Source	1 %
13	Submitted to Institute of Technology Carlow Student Paper	<1 %
14	Submitted to University of Sunderland Student Paper	<1 %
15	Submitted to Higher Education Commission Pakistan Student Paper	<1 %
16	Submitted to Symbiosis International University Student Paper	<1 %
17	Submitted to Intercollege Student Paper	<1 %

18 hdl.handle.net Internet Source <1 %

19 Submitted to Univerza v Ljubljani Student Paper <1 %

20 docplayer.net Internet Source <1 %

21 David M. Spatz. "Leadership in the Construction Industry", Practice Periodical on Structural Design and Construction, 1999 Publication <1 %

22 pt.scribd.com Internet Source <1 %

23 siteresources.worldbank.org Internet Source <1 %

24 Submitted to Charles Sturt University Student Paper <1 %

25 Submitted to London School of Business and Finance Student Paper <1 %

26 etd.cput.ac.za Internet Source <1 %

27 Samuel Nguni, Peter Slegers, Eddie Denessen. "Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case", School Effectiveness and School Improvement, 2007
Publication

<1 %

Exclude quotes On
Exclude bibliography On

Exclude matches < 5 words

An evaluation of the impact of transactional leadership style in motivating employees at a construction site in Cape Town.

[GRADEMARK REPORT](#)

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17
