Evaluating the Impact of Transformational Leadership Style in the Successful Execution of Construction Projects

by

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DECLARATION

I, Claudia Tjamburo, declare that the contents of this thesis represent my own unaided work, and that the thesis/dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

Signed _____   Date_____

ABSTRACT

This study aims to investigate or explore how project managers' transformational leadership skills contribute to the accomplishment of building projects and what can mitigate the high rate of construction project failures. An effective leadership style in construction projects is crucial for achieving success and ensuring that the project contributes positively to the organisation's growth strategy. Leadership comprises many styles, as discussed in the literature, and two leadership styles are discussed as most effective, namely, transactional and transformational. The study used a descriptive research design, utilising questionnaires to collect both qualitative and quantitative data. Data were collected from 100 project managers selected randomly around the Western Cape. The study found that both transformational and transactional leadership styles play crucial roles in the successful execution of construction projects. While transformational leadership fosters motivation and individual responsibility, transactional leadership is essential for task management, ensuring adherence to timelines, budgets, and quality standards. Respondents indicated a preference for transactional leadership in highly structured environments, though they also valued the motivational elements of transformational leadership. The study highlights the need for a balanced leadership approach, where leaders adapt their style based on worker skills, project demands, and organizational goals. The study is beneficial for everyone who is involved in construction projects.

ACKNOWLEDGEMENTS

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Abbreviations

PM	Project Manager
HR	Human Resource Manager
CP	Construction Project
TL	Transformational Leaders
EQ	Emotional Intelligence

Glossary & Terms

Evaluation

The process of measuring the success of a project, program or portfolio

Fail Project

The one whose results do not meet its objectives or does not deliver what was planned on time and on budget

Leadership Styles

Creating the culture and working environment within the project that contributes to its success and performance

Project Execution

Phase in the project life cycle when the work is performed, and everything in the project plan is put into action

Project Manager

Person in overall charge of the planning and execution of a particular project

Training

Equips the participant with the skills to ensure their projects are completed on time and on budget and according to expectations

Terms

Technical Specifications - Commonly referred to as the triple constraints or iron triangle

Congruence - As a condition of broadly corresponding to something or being in agreement with it in essentials

Dedication

El Roi, the God who sees me.

I dedicate this work to the Almighty God, Who has been my source of Strength, Grace and Wisdom throughout the period of my course, through whose Grace and Favor I have been able to run my course and scale the hurdles of my academic pursuit.

Thank you, Father Lord, for connecting me to the altar of fire on

The New Season Prophetic Prayers and Declarations.

What God cannot do does not exist. Pastor Jerry Eze.

CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1   Introduction

Project management has existed since humanity started building structures for accommodation, shelter and other purposes. This suggests the extent to which this has been part of the human life journey and will continue to be in the future. The definition of a project itself defines what successful project execution is. Checkland and Poulter (2020:201-253) assert that a project entails a collection of linked activities carried out in an organised manner with a clearly defined start and finishing point. This is repeated by Brookes *et al.* (2017:201-253), who state that "*a project is a temporary endeavour undertaken to create a unique product or service.*" Since the project is defined as having a fixed start and end date, time is a critical element in determining the successful execution of the project product.

In reality, successful project execution is determined by three major components, which are the time (start and end date), the cost (the budget for the undertaking) and the quality (technical specifications), which are commonly referred to as the triple constraints or iron triangle. Advancements in technology and the subsequent operational efficiency of different tasks, including those of construction, have changed the face of task performance, cutting down on time **(**ElZomor *et al.* 2018**)**. With such advancement, construction project execution has faced challenges, with a global failure rate of between 47%-52%, and these projects are managed by qualified and experienced engineers in the building industry **(**Mishra *et al.* 2020:281-309**)**.

The presence of hard skills does not help the situation, and research is turning to the human element since this is a key variable that is underrated. Studies on leadership have indicated that leaders are employed in organisations to motivate employees to perform and thus meet the schedules (Veretekhina *et al.* 2018:75). Leadership itself comprises many styles talked about in literature, and there are

two leadership styles talked of as most effective, namely; transactional and transformational leadership style (Iyer & Banerjee 2016:219-236).

This study focused on transformational leadership due to its ability to inspire and motivate teams, which is crucial in the complex construction environment. While transactional leadership has been applied in several industries, it often lacks intrinsic motivation (Afsar et al., 2017) and was found to have no significant effect on long term sustainability of projects in construction industry (Dartey-Baah 2022). Other styles like situational and servant leadership are valuable, but transformational leadership was chosen for its proven impact on driving change and enhancing project outcomes (Purwadi 2024).

1.2 Problem Statement

The economic development of any country is closely associated with infrastructure development. The increase in the population on the African continent shows what the needs of the economies are, and infrastructure development was identified as the weakest point by the IMF director (Cerra *et al.* 2017:113-126). Technological advances has improved operational performance, however, due to challenges brought on by fragmentation and the difficulty in technology adoption, impact of technological advances on improving project performance have been limited in the construction industry (Alaloul et al., 2020). The focus is now on the human element since projects are conceptualised by people and executed through people for the benefit of people. Leadership has become the perceived panacea to this problem, yet more than 21 leadership styles are known globally. This study focused on transformational leadership as it is prominent for fostering motivation and innovation within teams, essential for overcoming the challenges presented by construction's multifaceted environment. In contrast, transactional leadership, while effective for short-term goals, often lacks intrinsic motivation required for long-term project success and sustainability (Afsar et al., 2017; Dartey-Baah, 2022). Other leadership styles, such as situational or servant leadership, offer valuable approaches, but transformational leadership stands out for its ability to adapt to complex social dynamics and drive impactful change (Busari et al. 2020; Purwadi, 2024). The research sought to identify the effectiveness of transformational leadership style

at construction sites and identify leadership style elements that are valuable to the project management discipline in the Western Cape, South Africa. Western Cape, has a comparatively lower percentage of households living in informal housing, with 15.1%, compared to Gauteng province (20.4%), the economic hub of South Africa (Marutlulle, 2021). This lower rate of informal housing can be indicative of a more stable socio-economic environment, which may facilitate more structured and formal construction projects.

1.3 Significance of the Study

Projects continue to fail for several reasons, and this high failure rate creates the need to study better ways of solving the project failure rate. This triggered the research so that we could implement all the necessary policies to improve project leaders and enlighten them on how leadership affects project performance. Consequently, the demand for well-trained and seasoned project managers has increased amidst the differences in expectations on what constitutes effective project leadership. Mohammed *et al.* (2014:1-11) posit that leadership styles are influenced by the type of task and the individual followers involved in the process. However, it is accepted that generic leader behaviours may be applied across the project management discipline. This study contributed to the existing body of knowledge on project management leadership by investigating how transformational leadership impacts success of construction project. This will fill the knowledge gaps in leadership effectiveness within the construction industry in the Western Cape. With an increasing demand for qualified project managers, this study provides evidence-based insights into the success of transformational leadership in complex construction environments. Present results from this study can be used to enhance policy formulation and improve project managers' leadership competencies. Furthermore, the study contributes to the scholarly discussion of how transformational leadership influences project success in the construction sector. This can be used to inform future studies.

1.4   Research Objectives

To evaluate the role and impact of transformational leadership in enhancing the successful execution of construction projects and its influence on organisational performance. The following were the specific objectives:

- To explore the importance of having effective leaders in construction projects
- To identify whether transformational leadership has any role in the success of projects
- Assess the impact of transformational leadership in projects on construction organisations
- Explore the importance of leadership skills in organisations

1.5   Research Questions

What is the role and impact of transformational leadership in enhancing the successful execution of construction projects and its influence on organisational performance? The specific questions were as follow:

- How does transformational leadership influence the success of construction projects?
- What are the key leadership skills that contribute to organizational effectiveness in construction?
- In what ways does transformational leadership contribute to project success in the construction industry?
- What is the role of effective leadership in enhancing construction project performance?

1.6   Conceptual Framework

The relationship between transformational leadership and organisational performance can be defined using social exchange theory (Katou, 2015). It describes how transformational leaders can influence employee engagement through social interaction by creating a friendly and rusting environment based on trust in developed business systems and, most importantly, economic transformation and increased contract work (Weller et al., 2020). Social exchange theory assumes that followers reward their supportive leaders by

exhibiting optimistic attitudes and behaviours that contribute to good organisation, e.g., organisational commitment, job satisfaction, organisational citizenship behaviour, job performance, and innovative work behaviour (Xuecheng et al., 2022). Additionally, transformational leaders can promote high staffing levels by creating a positive and trusting environment in that organisation (Ukachi *et al.* 2021).
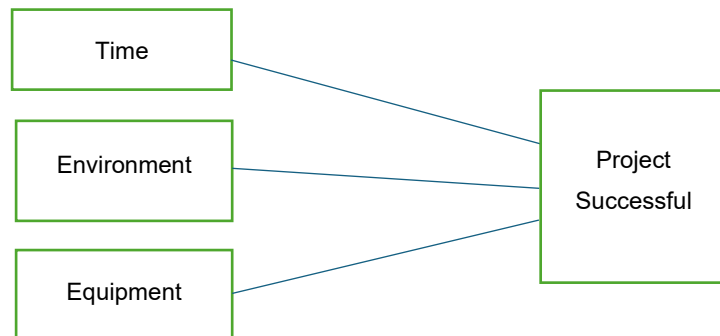
Figure 0.1 Conceptual framework

Accordingly, to support project managers in creating a supportive environment for project success, it is essential to introduce the factors of transformational leadership in depth and ensure that a transformational leadership style is present to inspire and engage project resources to work toward achieving the ultimate objective for a project which is project success.

1.7   Background Literature Review

1.7.1   Project management literature on project success

According to the Project Management Institute (PMI 2017), a successful project is completed within the scope, schedule, budget, quality, resources, and risk limitations. However, in the construction context, project success extends beyond these constraints and should be assessed across short, medium, and long-term dimensions. In the short term, success may be measured by the timely and on-budget completion of construction activities. In the medium term, operational performance and the satisfaction of stakeholders, including end-

users, become important. Long-term success focuses on sustainability, the durability of the structure, and the long-term value it brings to the community or organization (Atkinson, 1999; Chan, Scott & Lam, 2002). This multidimensional approach reflects the complexity of defining project success in construction.

1.7.2 The project manager's leadership style as a success factor

Several scholars have investigated the factors that can increase the possibility of a project's success. One of the biggest reasons for delay impacting labour productivity in the construction sector, according to Owolabi James *et al.* (2014:197-208), is contractors' incapacity to arrange site activities. Because of fundamental differences in their underpinning ideologies, operations, and results, leadership and management are two fundamentally separate roles. Several studies have investigated the impact of management and various leadership styles on project performance. According to Opoku *et al.* (2015a:154-169)) the establishment of policies, the execution of processes, and the dissemination of the best practices are critical tasks of intra-organizational leadership within construction enterprises. Zhao, Hwang and Lee (2016:150-160) said that the literature on project success factors, surprisingly, is very quiet about the role of the project manager and his or her leadership style or competence. Leadership style and competence are seldom identified as critical success factors in projects.

The literature on project success factors has largely ignored the impact of the project manager and his or her leadership style and competence on project success. Thus, the authors have been commissioned by the Project Management Institute to study whether the leadership style and competence of the project manager is a success factor in projects and whether different styles are appropriate for different types of projects (Koops *et al.* 2017:1294-1318).

An effective leader who knows the in-house well and how to run a successful project always identifies the best leadership style to manage their employees. Alkahtani (2016:23) argues that leadership style is the most prevalent factor that influences employees' attitudes and behaviours, including organisational commitment. Critical success factors increase the potential for project success, while project success can be evaluated using success criteria.

1.7.3 The project manager's leadership style

Although the project success literature has largely ignored the project manager (and their competence, personality, or leadership style) as a project success factor, much has been written on those subjects. Gomes and Romao (2016:490) say that project managers are fundamental role players in the final results of projects while managing contributors and the likely outcomes while driving different means to satisfy their different stakeholders' needs. Too and Weaver (2014:1382-1394) say that the management literature has accepted the value of structured, disciplined management of various projects. To create value for their organisations, the projects should be interconnected with the corporate objectives as part of the support and beginning procedures.

This is all due to a lack of transferring tacit knowledge and experiences from experienced project managers to others (Jergeas 2015:47). Is understood that the experience of project managers will enable institutions to address educational factors more effectively in the future (Ramazani 2014:42). Overall, the aim is to identify what changes are needed to further mend the quality of project management training and education. Professional organisations support developing leadership skills and establishing a professional community of continuous learning (Antinluoma, Lahti-Nuuttila & Toom 2018:76-91). Volunteering in professional associations and organisations is also a good way of leadership development (Farrell 2014:14).

1.7.4 Personality traits as aspects of effective leadership

Leadership traits or personality are the qualities and characteristics that make a leader different from other leaders or competitive with all other leaders. These traits are the personal attributes of the leader that he/she should demonstrate when exercising leadership and management responsibilities (Baum, Frese and Baron, 2014:73-98).

1.8 Research Design and Methodology

The design is the plan and structure for collecting, measuring and analysing the data to answer the research questions (Taherdoost 2021:10-38). This plan discussed what would be done step by step, and the descriptive research design was used. This design was chosen because of its focus on describing situations,

thereby allowing a deeper understanding of the study object. The design was chosen because it is compatible with quantitative and qualitative data. The quantitative research methodology was used with the assistance of well-structured questionnaires with a component of open-ended questions. This allowed for more interaction and enabled the respondents to discuss other facts that had not been asked for in the questionnaire but were relevant to the study. The methodology primarily focuses on how the research was to be conducted; the choice was to be made between qualitative and quantitative methodologies. The research used quantitative and qualitative data to provide both depth and breadth, allowing for a better description of the phenomenon under study.

1.8.1 Population

The population comprised project practitioners (below the position of manager) working in the organisation at different sites in the Western Cape and who were available for the survey. It is specifically important to study this group as they are their managers' first line of influence.

1.8.2 Sample, sampling methods and sample size

The sample was exclusively project practitioners, employed or working in or involved with projects; they would ordinarily have a boss. Systematic random sampling was used, starting with the first individual; every third (one in every three) was selected for the research. Three hundred and nine people qualified, and the survey was done on 100 individuals; this was considered large enough for generalisation.

1.8.3 Data Collection Instrument

Questionnaires were the primary data-gathering tool for this study. They are a popular research approach because they provide a quick, efficient, and, most significantly, low-cost method of gathering large amounts of data from large sample volumes. Questionnaires are particularly effective for assessing behaviour, preferences, intentions, attitudes, and opinions (Jowah 2016:83). The best part about using questionnaires as a data collection tool is that participants may complete them at their own pace.

1.8.4 Ethical Conduct

The researcher requested permission from the authorities to conduct the research in an accessible organisation. During the research, the process was clearly stated to the prospective respondents, and it was clearly stated that

- they did not need to take part in the survey,
- they were free to withdraw from the survey at any stage.

The respondents were also informed that the questions they were unsure about or uncomfortable with could be skipped. The research was confidential, and they were directed not to put their names on the questionnaire or any marks that could identify them as the respondents.

1.9 Theoretical Framework

The adopted theoretical framework (Fig.1.2) integrates two key factors: Project Manager Training and Competence and Leadership Skills, both essential for achieving Project Success. On one side, project managers' competence is enhanced through structured training, continuous professional development, and the transfer of tacit knowledge, which is critical for improving project outcomes (Jergeas 2015:47; Ramazani 2014:42). Professional organisations and learning communities play a significant role in building these skills and knowledge (Antinluoma, Lahti-Nuuttila & Toom 2018:76-91). On the other side, leadership skills, particularly the project manager's leadership style, influence employee attitudes, behaviours, and organisational commitment (Alkahtani 2016:23). Despite the limited attention in project success literature, leadership style is a crucial factor in shaping project outcomes (Zhao, Hwang & Lee 2016:150-160), and different styles may be appropriate for different project types (Koops et al. 2017:1294-1318). By combining leadership and competence, project managers can better align projects with corporate objectives and meet stakeholder needs, thereby increasing the likelihood of project success (Too & Weaver 2014:1382-1394).

Project Manager	Training Competence
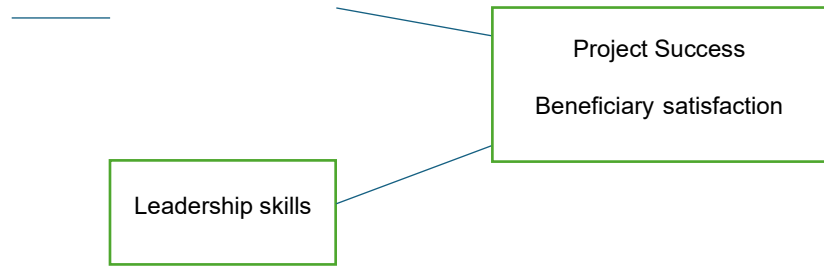
Figure 1.2 Theoretical framework

1.10 Chapter Summary

In conclusion, leadership personalities or traits are the qualities that make a specific leader different from other leaders. Having leadership traits to lead successfully as a project leader is important. In a project, a leader cannot work alone. They need a project team to work with, especially a diverse team, to have all kinds of different skills within the project.

CHAPTER 2

LITERATURE REVIEW OF TRANSACTIONAL LEADERSHIP STYLE

2.1 Introduction

Researchers have identified many leadership styles over years of studying leaders and leadership. The present-day situation seems to assume that the two most popular leadership styles are transformational and transactional (Purwanto et al., 2020). There have been different views about which leadership style is the best, but there has been no universal agreement on which one is the best (Lukman & Nirwati Yapardy, 2019).

Partly because there has not been an agreed-upon or universal definition of leadership, there are as many definitions as people are defining the concept. Jowah (2014:7) posits that the type and style of leadership are not an individual leader's decision but that the leadership style is a function of followership. The type of followers may decide how leaders would behave, considering their power and the other environmental factors around the particular tasks to be undertaken. The contingency theory also subscribes strongly to the view that no "cast-in-stone leadership style" is ideal for all situations. Leadership is contingent on the organisational culture, the tasks to be performed, the people to perform the tasks, and the leader's views about working with people (Xenoku 2017:2 -3). Numerous other leadership styles have been known to work in specific situations and not in all situations. The transactional leadership theory was first described by a sociologist, Max Weber, but studied in detail by Erciyes (2019). Before this, many other leadership styles were studied, which are stated briefly below.

2.2 Different Types of Leadership Styles

Leadership style is how an individual in a leadership position approaches and directs the implementation of an undertaking and how the leader relates to the people involved (Mansaray 2016). Leadership is about directing people towards a common goal, and the approach used by the leader towards the tasks and the people determines or because of the leadership style. One element of leadership is the ability of the leader to know the different types of power at the leader's disposal. Power is the ability to influence, and there are five common forms.

According to Jones and York (2016), leaders must utilise and "marry" the people they will lead. Influence on followers is manifested through these powers or combinations of these forms of influence. These powers are illustrated in the table 2.1.

Table 2.1 Types of Power That Are Used to Influence Followers

Coercive	This rests in the ability of the leader to force compliance on the follower or subordinate with the possibility of punishing the subordinate. This generally leads to short-term compliance and may not attract loyalty, which may result in dysfunctional conflicts once the subordinate is no longer afraid of the punishment. Typical of army or police force structures.
Expert	Based on the expectation that the individual has high knowledge in a particular trade, either by qualification or experience known by the followers. An engineer in an engineering workplace may be considered to know what is wrong and how it can be corrected, and so does a medical doctor in the ward with nurses. When the employees get to know the same things the expert knows, their respect may diminish because they also know the source of their power.
Legitimate	This is the authority vested in an individual by virtue of them being the legitimate manager, and the manager is expected to have the right to give orders. Too often, with the fear of using coercive power—it is called insubordination and may be punishable by dismissal. This may not attract commitment from the employees, but they do it because it has to be done, and compliance is compulsory.
Referent	Common where the manager leads by example and shows great human friendliness to the extent that the employees may want to emulate her/him. Leaders are respected for who they are and generally get the employees' trust; this, too, often leads to empowerment. It does take time to build and is not ideal for places or workplaces with a rapid turnover like short-term projects. It may not work well in multicultural structures, but this is, in a way, the basis for transformational leadership

Reward	This rests in the ability of the leader or manager to reward the employee for being obedient or fulfilling and completing the expected tasks. The rewards may be promotion, salary increase, or merely acknowledging the individual or subordinate complying with management expectations. It is more like transactional leadership, but research has shown that too much reliance on this may backfire.

2.2.1 The impact of leadership power

Individuals can have two or all of the powers discussed in the table 2.1 above. It should also be mentioned that power does not always have the same impact on all subordinates in that same organisation or similar circumstances (Xenoku 2017:2 -3). Depending on who they are, their knowledge, and their objectives in the organisation, they may not be influenced by certain power bases (Xenoku 2017:2 -3; Maseko and Proches, 2013:4). By their nature, relationships are multidimensional; it can be concluded that power and authority are equally multidimensional Gil-Garcia, Zhang, and Puron-Cid, (2016: 524-534).

2.2.2 Types of leadership styles

Therefore, a leader's behaviour is informed by a "big basket" of multi-factors, which inform how the manager thinks and behaves. Some of these would be cultural, involving power distance, and others would be a personal experience or what was observed from other leaders, and even perception of oneself about the employees. Hoffmeister *et al.* (2014) suggest that the connections within the organisation or how the person was recruited may also affect the leader's behaviour. With all these factors and the earlier discussion (not exhaustive), the leader develops a leadership style they will use on their employees and subordinates.

Sethole (2020) believes in a full range theory and postulates that transactional and transformational leadership styles are not two ends of the same continuum but leadership patterns inherent in all leaders. These are used interchangeably according to the situation; thus, the ability of a leader to know when to switch constitutes competency (Bhargavi & Yaseen 2016). The finding is that leadership style is situational, and the leader needs to assess what fits where and when.

The researcher Fadare (2016) identified the eight leadership styles listed in the table above (laissez-faire, passive management by exception, active management by exception, contingent reward, individualised consideration, idealised influence, intellectual stimulation and inspirational motivation) as additional to the popularly known transactional and transformational leadership styles.

The styles are blended to illustrate the other factors that inform the multi-structure of society in general and the employees in particular (Sethole 2020). It may be important to state also that culture, religion, level, and type of education and the experience of an individual leader may have an impact on how the leader perceives the workers (followers) as that directly impacts how they will deal with the subordinates in the workplace (Feyes 2018). The full range model for leadership, as prescribed by Yahaya and Ebrahim (2016:190-216), is illustrated in Table 2.2.

Table 2.2 The Full Range Model of Leadership Styles

Laissez-Faire Leadership (LF)
Leaders avoid intervening or accepting responsibility for follower actions.

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Transactional Leadership Elements
Management by exception, passive (MBE-P): Only intervenes when standards are not met.
Management by exception, active (MBE-A): Monitors follower performance and takes corrective action when deviations occur.
Contingent reward (CR): Clarifies what needs to be done and exchanges psychic and material rewards for services rendered.

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Transformational Leadership Elements
Individualized consideration (IC): Diagnoses and elevates the needs of each follower.
Idealized influence (II): Becomes a source of admiration by followers, often functioning as role models; enhances follower pride, loyalty, and confidence.
Intellectual stimulation (IS): Stimulates followers to view the world from new perspectives; questions old assumptions, beliefs, and paradigms.
Inspirational motivation (IM): Articulates in simple ways an appealing vision and provides meaning and a sense of purpose in what needs to be done.

Source: Bass (1996) as cited by Yahaya and Ebrahim (2016:190-216)

Leadership relies on the ability of the leader to persuade employee behaviour through their power, to fodge congruence to work to achieve the objectives.

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Maseko and Proches (2013:4) posit that leadership styles and characteristics can be identified as critical successful factors in motivating team performance. Each leader has their own technique they may rely on to get their subordinates to perform. Since leadership styles are combinations of tasks and relationship behaviours utilised in the process of influencing others, Huber (2014:9) argues that they need wisdom. So, the behaviour of the leader enables the leader to influence the followers (Feng, Stocklin & Wang 2015:20). A leadership style can therefore be explained as a pattern of behaviour that an individual exhibits to followers or subordinates to get them to achieve desired goals. What is critical in the study of leadership is to know that the style to be used should be contingent on the environment in which the leadership will occur (Chemers 2014).

There are various leadership styles from which leaders can choose. A project manager should know the full range of leadership styles they can adopt for the various situations being managed (Reddy 2017:23). The leadership styles discussed include transformational, transactional, and other contemporary leadership styles. The transactional leadership style emphasises efficient task-focused outcomes, and transformational leadership focuses on using charismatic power to engender greater employee commitment and motivation. According to Burke (2014:83), when project leaders develop their leadership skills, they must decide which leadership styles work for them in their projects.

The autocratic leadership style allows a manager to make decisions without getting input from subordinates. Authoritarian leaders clearly know what should be done and how the task should be done without getting the team's input. Ghuman and Aswathapa (2010:398) described a leader who uses the autocratic leadership style as highly dictatorial and lacking trust in those he leads. The autocratic leadership style is based on the concept of centralisation of power and those who practice this leadership style make all decisions by themselves. Daft (2015:44) also described an autocratic leader as one who tends to centralise authority and derive power from position, control of rewards, and coercion. This type of leadership is commonly preferred in the military and police forces and is also used by production line supervisors in manufacturing firms. Appiah-Adu and Bawumia (2016:98) argue that even though this leadership style is not the best, it does have some benefits; for example, when there is a breakdown of law and

order, autocratic leaders are needed to restore law and order. The autocratic leadership style is also said to work well in the fast food industry, especially because there is a high labour turnover and most employees are relatively young and inexperienced (Daft 2015:44).

Pardey (2016) states that different leadership styles can be observed in a leader's behaviour and personality traits. Effective leaders need to recognise these types of behaviours so that they can gain insight into their own and other leadership styles. These behaviours can be grouped into two main types, which are authoritative and supportive (Lee *et al.* 2020). Authoritative behaviour is generally associated with authoritative and consultative leadership styles. Supportive behaviours are associated with the supportive leadership style and less with the delegating leadership style. These two sets of leadership behaviour are described as overlaying two leadership styles in that they have certain aspects in common. This is illustrated in the Figure 2.1 below.
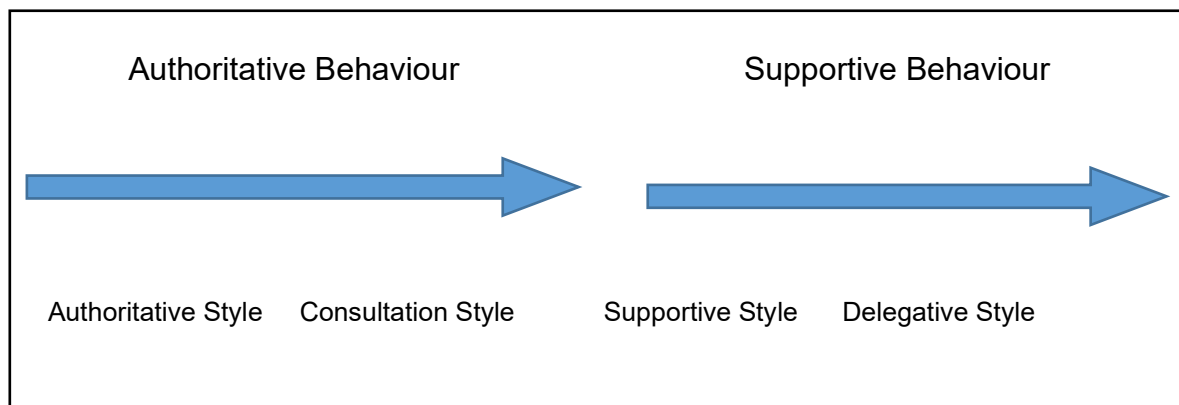
Figure 2.1 Authoritative and Supportive Leadership Behaviours
Source: Pardey (2016)

As illustrated above, these two sets of behaviours are interchangeable or can be swapped to fit the project leader's focus. There is a need to focus on tasks as a basic requirement to reach objectives Dikert et al., (2016:87-108), yet the tasks are performed by people who should be attended to if there are performance expectations. The team members may know their tasks to be performed, but they must feel involved and appreciated to excel (Neeley 2016). Authoritative leaders

adopting authoritative behaviours will focus strongly on the tasks that must be completed, while delegation leaders will most strongly focus on the team.

2.2.2.1 *Laissez-faire leadership style*

Allows group members to make their own decisions whilst the leader uses a hands-off approach. According to Robinson (2023), a laissez-faire leader believes in hiring good people and allowing them to do their work without standing in their way. This leadership style offers employees great autonomy, ideal for technically skilled subordinates who know what they are up to and may be self-motivated (Espinoza & Ukleja 2016). Laissez-faire leaders also believe that people will do their best when left alone to respond to responsibilities and obligations in ways they see best. This leadership style can be described as the opposite of the autocratic one. The laissez-faire leadership style can be quite efficient if used in the right circumstances (Stam 2019).

2.2.3 A participative leadership style

This is often called the democratic leadership style, which values the inputs from subordinates, unlike the autocratic leadership style. This style offers more guidance than the laissez-faire leadership style and has less control than the autocratic leadership style Garcia (2023). Participative leadership style, according to Aamodt (2016:455), involves getting the opinions and assistance of others. Leaders practising participative leadership style attempt to include all group members in decision-making. Jowah and Beretu (2019:264-273) say this type of leadership leads to employee engagement and, consequently, high productivity. This will allow the utilisation of the best ideas from the team members, leading to a possible remodelling and incorporation of the ideas into the strategies. Gracia (2023) argues that this leadership style is considered the best when faced with crises. Peterson (2019) states that managers who have applied the participative leadership style have done so with great success. Some of the downsides of participative leadership include delaying the decision-making process as more than one person is involved in the decision-making process, and this style cannot yield maximum results when subordinates prefer minimum interaction with the leader (Peterson 2019).

2.2.3.1 Transactional leadership style

Transactional leadership is based on the understanding that there is a need for a clearly defined chain of command. This clearly states who is responsible for what and who reports to whom on what issues, thereby not allowing any authority gap in the system. The followers or workers are expected to obey instructions from their leader, and failure to do that would be punishable (Rokham 2023). On the other hand, the leadership style requires subordinates to be closely monitored and controlled; otherwise, they may not perform as expected. This is a behavioural approach to the motivation of workers through rewards, hence the term transactional leadership, "you get what you have worked for". Rokham (2023) observed that the system can be likened to athletics in that the athletes are expected to stick to the sport's rules. If they manage to win the trophy or match, they will be rewarded but may be reprimanded or punished if they do not win. In business, the leader assigns specific tasks to individuals, and rewards are given for successful completion within the schedules (Martela 2019). The relationship between subordinates and managers is viewed as an exchange contingent upon successfully doing what management requests within the rules and standards. The assumptions of this leadership style are illustrated in figure 2.3 and lead to the conclusion that it is only appropriate in certain situations.

Figure 2.2 Assumptions of Transactional Leadership. Source: Tannenbaum and Schmidt (201.

Followers are monitored closely and expected to stay within the stipulated standards, rules, and norms set by management. The leaders generally set expectations that increase productivity and improve organisational efficiency (Sonmez & Adiguzel 2020). The style promotes constructive feedback on performance, reinforcing the idea of micro-managing subordinates. Where the situations are clearly defined, some solutions to the problems are already stated, and no employee has to crack their minds to try to identify which solution would be best for which problem (Von Hippel & Von Krogh 2016:207-221). The group structure is well maintained, and subordinates are educated on the rewards for good performance and punishments for poor performance.

Project managers commonly use transactional leadership in construction projects, possibly because of the nature of the tasks. Construction plays a critical role in economic growth and industrial development by constructing a country's infrastructure (Sinesilassie *et al.* 2019:2410-2431).

The successful completion of the construction project depends on several participants, such as project management and the project members. Each of the participants in the project is responsible for specific tasks, with the leadership having the role of ensuring that all these tasks are carried out effectively and within the constraints of the project (Ling, Zhang & Wong 2020:89). How project members behave and perform is then dependent on the traits that the leadership demonstrates. Therefore, the outcome of the project depends on the traits of the leadership and on how they influence the performance of the project team members.

Management traits

Management traits is linked to leadership style in relation to how a leader's personality traits directly shape their behaviour, values, and overall management approach, which in turn influences project outcomes. As noted by Henkel, Haley, Bourdieu, and Marion (2019:3), interpersonal skills are essential for motivating project members and achieving objectives, and these skills are rooted in the leader's personality. Management traits is particularly relevant to construction projects, where the project manager's behaviour and interpersonal skills directly impact team motivation, collaboration, and overall project success (Silva *et al.*

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2016). Leadership styles are often an expression of these underlying traits, dictating how a leader manages and interacts with the team. For instance, a leader with strong communication and empathy skills may adopt a more participative leadership style, fostering collaboration and positive team dynamics. Conversely, a leader with more authoritarian traits may employ a directive style, which could either streamline decision-making or demotivate the team, depending on the situation. Thus, the personality traits of the leader directly influence the chosen management style, which in turn impacts the project's success and the team's performance (Ling et al. 2020).

Style of leadership

Transactional leadership focuses on exchanging knowledge, resources, and skills between the leader and the subordinate; this style prioritises individual interests. Motivation is extrinsic and has to be reinforced by continued monitoring and reminding the prospective beneficiaries that there is a reward for their effort (Cherry & Blackburn 2022). This is characterised by two factors, namely contingent rewards and management-by-exception. Contingent rewards are granted as recognition of the effort an individual has put into the process to get work completed. Management-by-exception is about keeping the status quo and intervening when necessary.

Primarily, the attitude towards the employees and perceptions about the employees, positive or negative, inform how the leader will treat the subordinate (Prottas 2013:51-60). They believe that the employees are generally lazy, not prepared to think independently and need close supervision if they are to work. The creation of structure and a fixed reporting system is meant to increase accountability and maximise supervision of the subordinates, or else they would not do what they are expected to do (Duggal 2023). To ensure that they perform, they have to be given specific tasks and targets to complete in a given time; this will constitute good performance for the employee. Herrmann and Felfe (2014:209-227) suggest that the transactional leader believes that the employee works better when given a daily quota of what they should do, thus compelling them to focus on the tasks to be completed. From the onset, the employee also knows that failure to meet those daily targets comes with punishment, which is

usually thought to hurt the most. Alternatively, if the employee meets the targets, they may be rewarded in ways considered good enough to motivate them to perform (Nnaji-Ihedinmah, Egbunike & 2015:80:88). A transactional model for effectively leading people through extrinsic motivation is shown in Figure 2.3 below.

Figure 2.3 Transactional Model

Source: Lindberg (2022)

The transactional style is well-suited for highly organised and disciplined environments such as the military and police service, where strict adherence to rules and regulations is necessary. In places where innovation and thinking outside the box may not be the best place for such leadership style, it would do well with self-reliant people who cherish a well-structured environment (Anderson, Potočnik & Zhou 2014:1297-1333).

Transactional leadership has no room for people who need to be inspired; the focus is on the result and achievement of success within the existing organisational structure. Performance review is the common method used to evaluate and judge the employee by looking at the goals they managed to attain.

As alluded to above, leaders spend their time working on setting goals and supervising to ensure the goals have been attained. Aboramadan and Dahleez

(2020:869-893) state that a typical transactional leader will not spend time thinking of innovative ways to do things but rather working out, setting goals, and ensuring they comply with existing rules. Time is spent trying to see how best to maintain the normal or traditional flow of operations and instil discipline in the followers.

Motivation theories are the basis for using tangible or observable motivation factors in transactional leadership, and goals are used to measure performance (Chemers 2014). Interaction between the followers and the leader is commonplace, enabling the leader to provide the necessary detail of what is expected of the follower (Norman *et al.* 2020:279-295). Organisations employ leaders or managers to motivate employees to perform; employee performance means the organisation may be able to reach its objectives.

A transactional leader, therefore, seeks to reach the targets set by senior management by using targets as a measure of performance. Kalogiannidis, Kontsas and Chatzitheodoridis (2021:1234-44) state that, whilst the leadership style may be ideal for tasks limited by time, it however "kills" the sense of creativity and innovation from the employees. This will negatively impact the growth and development of these subordinates in their area of occupation as they are not allowed to think of solutions and help with suggestions on how things should be done. Fewings and Henjewele (2019) state that in the case of teamwork, it will be frustrating for project team members who may not contribute to the solutions needed for operational effectiveness. Brooke-Sumner *et al.* (2019132-140) state that prominent world leaders in business and politics are known to have been transactional in their leadership style.

2.3 Project Teams and Their Performance

According to Davis (2016: 621-661), a team is a group of individuals who work interdependently to achieve individual and organisational goals. The team tends to perform well because of the common commitment shared by the team members. Bittner and Leimeister (2014:111-144) concur and state that a team involves a group of people working together and sharing a common goal or objective, in which the different tasks performed will all add to the common product.

The characteristics of effective teamwork are presented in Table 2.3:

Table 2.3 Characteristics of Effective Teams

The first assumption is that the team has good leadership	
1	Works together to combine their thinking, innovation and creativity towards meeting known or common objective(s)
2	Team members generally feel empowered to combine ideas to take innovative approaches to address problems and find solutions
3	Tend to motivate individuals to give their best to the team as they help each other where other team members may be weak or need assistance
4	The roles are clearly assigned, but coordination and cooperation help to reduce what might have been stressful moments for individuals
5	It has open communication between the members and allows for diverse thinking to address any issues that may arise as a team
6	Tends to be a learning curve for most of the individual team members as they interact freely with other members with different ideas
7	What constitutes success is clearly defined to the members, and each member corporates to meet the mission and vision of the organisation
8	High level of trust and interdependence among the team members with much of the focus on success as a team and not individuals
9	Successful teams have agreed on methods to resolve conflicts or disagreements, which should work towards achieving together the team objectives
10	Effective teams use conflicts and differences in opinion as a tool to assist in understanding different opinions and finding each other for the good of the team

Source: Jowah, 2016

The effectiveness of a team is contingent (depends) largely on the type of leadership, the culture of the organisation, and the tasks to be performed (Schippers & Rus 2021). This is the postulate of the contingency theory; the team members' characteristics and interests cannot be excluded from the team's overall makeup. A flexible and influential leader may enable adjustments of some of the extremities of the individual members to form an effective team. A team that works and celebrates success is more likely to motivate its members to perform even better in future undertakings. Effective teams have clarity of purpose and develop their own culture that is unique to them and appropriate for executing their intended goals. The individuals have specific knowledge about the planned execution, which is shared amongst the team members and becomes team knowledge. Cardno, Handjani and Howse (2018:101-117) state that team operations are focused on the achievement of the task, on team building and the development of individual team members.

Team building is critical for a team's success, and the strength of the cohesion in a team largely indicates the type of leadership. It is not always thought that the project leaders are necessarily the ones who select a team, but they have to work with the team they are given to work with (Salas *et al.* 2015). Team building and maintenance activities are intended to enhance team member interdependence and interpersonal relationships, increasing team cohesiveness (Burke 2014:326). Team building should not be a once-off event; the team building program should be regular throughout the project's life cycle. It may be considered costly, but it is worth the while, as the team cohesiveness assures the possibility of successfully executing the project (Lim 2022). The activity will include defining team member roles, identifying overlaps wherein interdependency is developed and acknowledged, and emphasising task performance collaboration. Traxia suggested a model for high-performing teams, as illustrated in Figure 2.4 below.

Figure 2.4 SSS High-Performance Team Model

Team performance is behaviours and ways in which team members collaborate and engage in the process of working towards the achievement of goals (Salas *et al.* 2015:599-622).

Dasborough, Hannah and Zhu (2020:433) state that team performance is working together as team members and collectively accomplishing their intended goals and objectives. Inevitably, this will involve procedures and operational and managerial roles, all intended for the successful execution of the project (Ekung, Oluseun & Ebong, 2015:21). Projects are generally based on meeting time schedules and working to meet and fulfil all the milestones within the stipulated time. This is very much in line with the modus operandi of a transactional leader, a style that may be more relevant for construction industries. Project and sub-team leaders need competency and the ability to motivate and influence the workers' behaviours towards performing well to achieve the goals (Chiocchio, Kelloway & Hobbs 2015:137-164).

2.4 Transactional Leadership Style in Construction

Transactional leadership is a positive attribute that focuses on monitoring, evaluating, and controlling (Edelbroek, Peters & Blomme 2019:5-17). This is one of the phases in the PMBOK five phases of the life cycle of a project. Even though this is done based on individual performance, it can help predict exactly when the tasks can be done. Corrective measures can be taken early in the execution process to avert possible failure risks and thus enable timely delivery (Tiwari 2018).

There was extended use of transactional leadership after the Second World War as governments needed to reconstruct destroyed buildings and had to bring these to use quickly. Alshammari, Almutairi and Thuwaini (2015:108) posited that "transacting and converting leaders" can be moral and work towards achieving organisational objectives.

The transactional leadership style has advantages and disadvantages and is more effective in certain environments than in others. It may also depend on the individual leader and employee and the task to be performed, as stated in the contingency theory (Fiedler 2015:1-2015). The effectiveness may, therefore, be industry-specific, allowing for context, the type of tasks, organisational culture, and followership. While it may be ideal in projects (construction and sales), it may not be relevant to administrative personnel working in an office or customer counter sales (Jackson, 2020). Some advantages and disadvantages of using transactional leadership are listed in Table 2.4 below.

Table 2.4 Advantages (Pandey (2023) and disadvantages (Bwalya, 2023) of Transactional Leadership.

Advantages/Disadvantages	Description
Advantages	
Success is clearly defined	Lazy employees have no way of hiding
Expectations and job roles are clear	Beginners will get direct assistance
Problem areas are easily Identified	Low-performers easily identified
Cost-effective decisions are easy to make	Leader personally knows the workers

Workers can be motivated to compete	Feedback time for employees is short
Constant rewards for High-performers	No room for errors by employees
Project completion time is easier to tell	Risks identified early by the leader
Disadvantages	
Limited creativity and innovation	Discourages creativity and innovation as the focus is primarily on meeting predetermined goals and targets
Lack of long-term motivation	Transactional leaders' rewards and punishments may primarily focus on short-term goals
Inflexibility and limited adaptability to change	Transactional leaders often face challenges in adapting to rapidly changing environments and circumstances due to their reliance on established rules and procedures.

2.5 Chapter Summary

This study report aims to assess the influence of transformational leadership style on the successful completion of construction projects. The literature review yielded a wealth of data and models, traits, and behaviours related to leadership style competencies and emphasised the high failure rate of construction projects. In light of this report aims to determine and evaluate the most effective leadership style for various projects with varying scopes, sizes, environments, timelines and budgets.

When it comes to construction project execution, leadership is a key factor in determining the project's success or failure. Project outcomes are affected differently by different leadership philosophies (Silva & Warnakulasooriya 2016). Sustainable success in construction projects requires a balanced approach to leadership that considers the unique requirements of the project and the team. In order for an organisation to operate effectively, its leaders must possess qualities such as creativity, respect for others, politeness, sensitivity, and a

willingness to exceed expectations. Leaders should possess self-assurance, honesty, exceptional perseverance, diligence, responsiveness, and high levels of energy. Additionally, they should actively strive to cultivate humility. Based on the results indicating the various leadership elements required in the project setting, over 50% of the responses were favourable towards successfully accomplishing a large, demanding project.

CHAPTER 3   LITERATURE REVIEW OF TRANSFORMATIONAL LEADERSHIP STYLE

3.1   Introduction

Transformational leadership is people-focused outside personal interests and seeks to identify the change needed to achieve specific objectives (Jensen, Andersen & Jacobsen 2019:12-24). The style is based on the creation and focus of the vision for the undertaking, or the common cause for which people have come together, which is emphasised as the most important concern. The theory may be a derivation of Lawter, Kopelman and Prottas (2015:84-101) Y theory, which is based on the leader's perception of the people of whom the leader is in charge. The theory postulates that leadership styles are a result of the leader's perception of the people the leader is expected to work with (Brown 2014:66). A negative perception of the followers will inform or influence the leader's thinking about how to deal with the subordinates, as in the X theory from which transactional leadership comes. The Y theory views subordinates as responsible people who can think and do things independently; they are perceived to love their work and are ready to tackle any tasks within their means (Odumeru & Ogbonna 2013:355). The attitude of the leader towards the subordinates (Y theory) enables the leader to work with teams amicably by giving them their due respect and empowering them to perform. The focus on the vision by the transformational leader enables the leader to influence and inspire the followers towards the achievement of the tasks they are committed to, thereby increasing productivity (Long *et al.* 2014:117-124). This shift from the leader's self-interests boosts the followers' maturity levels and enables them to participate in finding solutions to any problems that may come. It is considered one of the most prevalent forms of leadership and is widely believed to motivate followers and encourage them to perform exceptionally well.

3.2   Origins of Transformational Leadership Style

The concept was initially coined by Lewa & Mutuku (2018:137-157) based on the observation that the leadership style led to the transformation of behaviour patterns in both the leader and the follower. It was observed that the leadership style benefits and uplifts both the follower and the leader as they interact and

work towards a set goal. Brown (2014:66) expanded on the concept and identified that the leadership style enabled both the leader and the followers to have a symbiotic relationship that enabled them to flourish. This allows the participants in the relationship to advance to higher levels of morality and motivation, leading to performance and high productivity, which is what organisations seek to achieve (Caillier 2014:218-239). The strength of the vision complemented by their personality enables them to inspire their followers, changing their poor perceptions about themselves and making them excel. The theory also postulated that transformational leaders can move followers on Maslow's hierarchy of needs up to self-esteem and self-actualisation (Nyakomitta 2021).

The leadership style is not based on a give-and-take basis (transactional) but on the leader's personality and views of the people they work with and the tasks to be performed. Goals are clearly stated, and the vision of the organisation and the tasks to be performed are the central focus on which basis all put their heads together to accomplish the objectives (Amanchukwu, Stanley & Ololube 2015:6-14). They tend to be generally authentic and "live what they preach," serving as an example for followers to emulate and influence their behavioural patterns. Therefore, according to (El Toufaili 2017:153-163), transactional and transformational leadership styles are mutually exclusive, leading to the current concept of Bass' Transformational Leadership Theory. This seeks to emphasise that transformational leadership should be measured based on its effect on the followers, identified as growth in admiration of the leader, levels of trust, and respect for followers.

Therefore, transformational leadership focuses on the followers, the human element—the only constant in the project execution process. Advances in technology have provided efficiency in the execution of tasks, but the projects' failure rate has remained high, averaging 40% in construction projects (Poveda-Bautista, Diego-Mas & Leon-Medina 2018).

Consequently, the research focus has moved to leadership styles and the impact on project execution success or failure, understanding that there is a direct relation between employee motivation and performance. Therefore, influencing

subordinates is a critical and indispensable competency that will encourage employee trust and loyalty, which is necessary for motivation (Shahid 2017). If high motivation can be coupled with job satisfaction, the only way forward would be performance above original expectations. These outcomes are possible with transformational leaders, assuming that the followers also have intrinsic motivation that will propel them to cooperate in reaching the vision. Pawar (2016:14-21) is of the view that transformational leadership offers followers intangible benefits that are more focused on the future, such as empowerment and the ability to develop on their own and mature in the workspace. The transformation of the employees is primarily a result of the idealised influence, individual consideration and intellectual stimulation, enabling the followers to come up with innovative ways of attending to the problems they come across (Ghasabeh, Soosay & Reaiche 2015:459-467). When employees are asked to take part in solving problems and in making decisions, they become engaged, and it has been confirmed in research times without number that if employees are allowed to participate, they become engaged and more productive (Jowah & Beretu 2019:264-273). This provides room for innovation and development of not only the individual but the team at large will share in the intellectual stimulation resulting from the exercises, which may assist in changing the modus operandi for more productive means, where possible.

Ahmad (2022:53-65) says Bass contradicts Burns in that the researcher believes that transformational leadership may not be a one-size-fits-all and too often leaders may have to utilise both transactional and transformational leadership behaviours contradicts Burns in that the researcher believes that transformational leadership may not be a one-size-fits-all and too often leaders may have to utilise both transactional and transformational leadership behaviours. Transformational leaders possess optimistic attitudes and perceptions towards their followers as a whole (Y theory) and firmly believe that the followers can perform effectively when provided with opportunities (Steinmann & Maier 2018:2338). Consequently, everything they say and how they lead the followers instil confidence, self-esteem, and self-efficacy, which propels the followers to want to excel because they can. There is a positive attitude and care for the followers, including their personal needs, resulting in

them developing loyalty and love for the leader and feeling recognised and valued (Petan 2017). This style fits in well with working with and leading complex groups and organisations where multiple groups are involved in different tasks that speak to the same goals. The intrinsically motivated will excel, and those with little motivation may be made to do so because of the environment where everyone seeks to perform better and be recognised for what they do. According to Nielsen and Daniels (2016:193-208), transformational leadership comprises many aspects that work towards establishing a transformational leader; these are displayed in Table 3.1 below.

Table 3.1 Bass' Transformational Leadership Aspects

Common Themes	Description
Intrinsic Motivation	Emphasising intellectual stimulation, personal growth, and allowing freedom of choice to motivate followers.
Moral and Ethical Standards	Raising awareness of integrity, honesty, and high ethical standards, fostering a moral environment for followers.
Focus on Vision and Mission	Highlighting the importance of the organisation's mission, vision, and shared goals, aligning individual and team efforts.
Personal Development	Providing coaching, mentoring, and opportunities for personal and intellectual growth, fostering an environment for learning.
Teamwork and Cooperation	Promoting collaboration, harmony, and aligning individual objectives with team goals to ensure organisational success.

Source: Bass and Yammarino (1988)

Whilst it is understood that the employees look for jobs to sell their skills to the employer who needs extra hands to meet their set objectives, the work environment is critical. Brewer *et al.* (2016:2879-2893) found a noticeable increase in employee commitment to the organisation in work environments where transformational leadership was used. This was accompanied by high

interaction between the subordinates and the management, enabling shared views on how to tackle any work-related problems and ownership. In their study, Luo *et al.* (2022*)* noticed that transformational leadership effectively increased cognitive effort and created an environment full of interaction and competition for "the best ideas" to solve existing problems. This increased the levels of openness and views about specific systems, methods and or means to address pressing issues, aware that they, as employees, had room to make mistakes without being punished for trying new things, while transactional leadership decreases it (Argyris 2017).

Darlage (2017) opined that their studies strongly implied that transformational leadership positively associated team members with role clarity, worker commitment and the well-being of the follower. It was, however, observed that the effectiveness depended on the situation, which may be defined as the organisational culture, the type of tasks to be performed and the people who will be performing the tasks, contingency theory (Hartnell *et al.* 2016:846). This agrees with the theory of leadership as being contingent on the situation and thereby demanding a leader who is flexible and can adjust according to circumstances (Ondari 2019). This speaks to the theory that there is no universal fit-for-all leadership style but that transformational leadership may be more appropriate and effective if applied to privately held firms, which may be smaller than to complex organisations.

Transformational leaders tend to encourage employees to perform, and they (the leaders) can facilitate behavioural change amongst the subordinates, which will assist with development and innovation (Schuckert *et al.* 2018:776-796). When employees observe or perceive that they are making progress in their work environment and that some of their expectations are being fulfilled and their goals are achieved, there is a potential for them to experience job satisfaction. Motivation theories and research around job satisfaction have confirmed times without number that job satisfaction has a link with the increase in motivation. Gaviria-Rivera and Lopez-Zapata (2019) posit that some of the critical factors towards both job satisfaction and motivation relate to the working relationship at work, which is positively shown by the behaviours of transformational leaders.

When subordinates feel valued in the workplace, they tend to show positive signs of cooperation and ownership of their duties and roles in which they are expected to participate. These employees will make a positive contribution to identifying more efficient methods for carrying out tasks and reducing the risk of project failure (Schwarcz 2016:1). Risk management is a critical aspect of project execution, so it is important that probable risks be identified and actions taken to mitigate them. Transformational leadership is closely associated with emotional intelligence (EI), where high levels of EI are associated with understanding oneself, understanding the social environment, and responding to the situation accordingly (Ugoani, Amu & Emenike 2015).

Baba, Makhdoomi and Siddiqi (2021) designed a model for transformational leadership whose factors relate closely to the EI, and the higher the emotional intelligence levels, the more effective a leader can be. EI focuses on human relations and soft skills, which in turn allow for an environment conducive to performance, which is the primary purpose for employing a manager, to make people perform. Figure 3.1 is a detailed model by Sunaengsih *et al.* (2021:41-54), which includes intellectual stimulation, individualised consideration, idealised influence, and inspirational motivation.

Figure 3.1 Transformational Leadership Model

Source: Sunaengsih *et al.* (2021:41:54)

The model refers to the four components that differentiate transformational leadership from the other leadership styles. These characteristics may not be practised in their fullest form by a transformational leader, but they are identifiable. Considering the difference in the phenomenon, this should be in consideration of the fact that there is no one-size-fits-all leadership style. The four components (4Is) are discussed in detail below:

1. **Idealised Influence (II)** refers to followers wanting to emulate the leader because they admire what the leader stands for, more like authentic personalities with constant value systems (Copeland, 2014:105). The leader's character may be reflected by the followers, who normally come because they are sold out on the leader, which also builds trust, which makes them want to impress their trusted leader. There are elements of charisma in a

transformational leader with a personality that is admired and desirable to the followers (Kuantan, 2015:9286). The followers consider their leader to be the role model of whom they want to be, keep their values, never waver from principles, and enthusiastically interact with the followers.

2. **Inspirational Motivation (IM)** – When subordinates know and understand clearly what is expected of them (the vision) with clearly stated objectives, possibly reminded repeatedly, that motivates. With such clarity, the subordinates know where they are going, which results in them thinking ahead and developing their own milestones in the execution process (Reeves & Haanaes 2015). Encouragingly, involving subordinates in project progress meetings allows them to share their accomplishments, tasks that still need to be completed, and any difficulties or obstacles encountered and how they were successfully resolved. Redmond and Dolan (2016:261-271) are of the view that the clearer the vision is, the easier it is for the junior practitioners to follow and get inspired as they feel led by an able leader, they will follow confidently, and where there is a good relationship, they will openly Transformational Leadership Model express their views.

3. **Individualised Consideration (IC)** – Transformational leaders (TL) show interest directly to the individuals and, therefore, personalises the interaction, allowing the subordinate to feel valued and appreciated. Paying personal attention to employees or followers enables them to reach the pinnacle of Maslow's hierarchy of needs—self-actualisation (Conley, 2017). Personalising a relationship enables the recognition of vulnerabilities in the individuals involved, permits focused instruction, and facilitates efforts to enhance their aptitude and guidance. Personal attention helps build trust and may result in the subordinate opening up to the leader and possibly other followers if there are any specific concerns (Bushardt, Young, & Bari 2018). Mentorship means growth and empowerment, skilling the individual and motivating them to aspire to higher satisfaction levels.

4. **Intellectual Stimulation (IS)** – an employee who has bought into the vision cannot help but start thinking about the situation and how else they could do certain things too often. Intellectually, the employee is challenged to think and suggest other ways to do certain things, even if they may not work. Akdere and Egan (2020:393-421) assert that transformational leaders allow room for learning and space for mistakes made out of a desire to contribute to the common good, except as a learning process. Transformation occurs when engagement with subordinates results in increased morality and growth for the employees and leader involved in the execution process (Yahaya and Ebrahim 2016:190-216). A leader who sees an opportunity for growth in others and works to help them grow will inevitably enhance intellectual stimulation, allowing for a conducive environment where they "feel wanted" and aspire for the best. As Al-Maqbali (2017) stated, the need to transcend self-interests is unfortunately missed by leaders who perceive the ultimate maturity as merely that of growing to self-actualisation.

It should be acknowledged that there is more to the leader's ability to be transformational and that there is no dogma about transformation to be recited. The need for flexibility by the leader remains a critical competency that cannot be substituted for any other (Hargett *et al.* 2017:69-78) because the leader works in a dynamic environment, which requires the leader to be appropriate. The team led by the project coordinator (leader) is heterogeneous in composition, including different levels of education, different types of skills, and different gender and cultural backgrounds. Too often, the followers already have in their minds a "cognitive prototype" of what a leader should be and should do, taking from where they come from with varying experiences from different leaders (Jowah 2015:040-047).

3.3 Transformational Leadership Qualities

Even though certain aspects of personality may be difficult or impossible for everyone to learn, there are some qualities that one may learn. Without

exaggerating the abilities of being an effective transformational leader, it has been alluded that followership plays a critical role in shaping the type of leader one will be (Qaiyum & Rao 2015). Cognizance is based on the heterogeneous nature of the followers because of education, experience, implicit prototypes, religion, culture, and many other factors. According to Craig (2015), eight must-have and essential transformational leadership qualities will enable an individual to become classified as transformational. Table 3.2 below identifies and illustrates the most essential qualities.

Table 3.2 Essential Transformational Leadership Qualities

1. An Understanding of What Needs to Change: an effective transformational leader should be able to start by identifying what needs to be changed amongst the followership. This should be followed by working out effective means to influence the thinking patterns of the followers in line with organisational objectives. This change may be for the leader, too; something must be adjusted to create harmony
2. The Ability to Stimulate the Intellect: should know and understand the situation (follower, tasks and organisation) to develop appropriate programs to stimulate the follower (and indeed the leader) to think by providing adequate contextual information. This should make them ask questions for which answers should be provided.
3. A Knack for Encouraging Participation: should have the skills to present information to the subordinates. Effective leaders attract participation by soliciting followers' ideas, questions, and requirements. One can ask the followers to send questions anonymously before the meeting, but some may not want to participate publicly.
4. A Talent for Genuine Communication: good and candid communication will produce understanding, resulting in honesty and compassion for one another. This should be done both ways. The leader-follower needs to listen to each other clearly; this may help avert conflicts and tends to bring long-lasting relationships. Make them feel that they are genuinely listened to.
5. Loyalty — Within reason: genuine commitment to the followers can be a positive attraction for cooperation. Building that trust may bring long-term effects when they observe that you are authentic, you have values, and you understand that they have their value system. You need to sell the organisation's mission and make them part of it.

6. A Sense of the Bigger Picture: your (leader) loyalty to the organisation and its vision (step one) and commitment (step two) should be accompanied by your integrity and ability to talk to them into changing their opinions towards the common good. There may be a need to influence their behaviour positively towards the goals ahead; you need to keep the vision as everyone's goal, the big picture.
7. Personal Integrity: there is a need for integrity, not as you see yourself, but as the followers see you, because it builds trust and some dependency, and you may be the one they need to emulate; this will help in influencing the followers to be loyal and motivated.
8. An Inspiring Bearing: being humble but firm does not make a leader weak; the leader becomes accessible and can have more influence because they can interact. That provides the leader with an opportunity to be understood better and most probably have the ability to know particular problems or issues of the follower, keeping it between themselves if it is personal. You must exude kindness, openness, logic, understanding and confidence in what you do – be honest.

Source: Own construction adopted from Bass' writings

It is critical for the subordinates to feel safe and protected so that they can focus on executing their tasks. Some behaviours distinguish transformational leaders from other leadership styles, but not all those behaviours will be found in one individual. A leader's effectiveness is a direct function of their relationship with the followers, who convert the organisational objectives into deliverables (Onyeneke & Abe 2021:403-415). It will be to the leader's advantage if the followers are intrinsically motivated, as that may take little effort to get them to comply and change their behaviours for the greater good. (Hassan & Hatmaker 2015:1127-1155) For the last decade, considerable research has been conducted on transformational leadership as an effective strategy. The focus of the study was to ascertain if this leadership style applies equally well in private and public organisations.

3.4 The Generic Characteristics of Effective Leaders

Apart from the fact that leaders have to be relevant to the situation, there are basic characteristics for leaders in general; a leader's ability to lead would, therefore, start with what characteristics would attract attention from an individual follower. The individual's personality plays a critical role in attracting loyalty from the followers. Biyana (2021) stated that a leader's ability (any leader) is determined by the characteristics that make a leader a leader. By implication, followers have their own expectations of what constitutes an effective leader, informed by their background experience and many other factors (Collinson & Tourish 2015:576-594). They (followers) will not always get what they expect, as they have different expectations, which need to be modelled towards one organisational culture. Researchers have been and are still working to understand leadership fully, and too often, findings overlap, but there are always areas of difference.

Though the realities of the different communities that have been studied may be similar in some respects, they may not be identical as communities are comprised of diverse realities (Durkheim 2016:52-67). The differences in culture, upbringing, value systems, attitudes, follower expectations and other socio-economic factors breed a different community from the ones that may have been studied. Today's leadership theories come largely from America and Europe, which have different cultural structures from those of Africa and Asia (Prasad 2015:161-99). Consequently, this has contributed to the unavailability of one universal definition for leadership and the inability of researchers to develop a book definition of a one-size-fits-all style (Paone 2018). Understandably, the reason is that leadership takes different forms depending on who is leading, whom they are leading, and what goals they are achieving. Too often, leaders and the study of leadership have not been successful because there appears to be the notion that what is important is the leader and not the follower.

Jennings and Stahl-Wert (2016) emphatically state that followers cannot be excluded or treated as a by-the-way because leaders are only there because they are followers. In the context of this study, the leader may face rejection or

resentment from their followers, leading to unsuccessful project execution. Researchers need to focus on followership; if necessary, organisations may train followers on what is required of them (Malakyan 2014:6-22). Studies should rather focus simultaneously on understanding effective followership, without which leadership is ineffective; followers are arguably the single most important stakeholder in this relationship. This is precisely what management seeks to achieve by interviewing job aspirants and trying to find if they are suitable for performing the tasks in place for the organisation to achieve its goals (Kivunja 2015:1-11). If leaders are not born and, equally, followers are not born, thus organisations need to focus on developing the subordinates to be effective followers; all existing studies focus on training leaders and not followers. According to Engelbrecht (2015), Hellriegel has identified six generic characteristics expected of an effective leader: ability to supervise, confidence, initiative, intelligence, vision and wisdom. These are discussed briefly below.

- **Ability to supervise:** a supervisor provides guidance and assists the subordinates with the tools for the tasks, which may entail training. This may involve coaching, directing, mentoring, and participatory management, depending on the individual's shortcomings and the tasks to be performed (Mullen & Klimaitis 2021:19-35).
- **Confidence and self-efficacy:** knowledgeable leaders, possibly with experience in that field, will be shown by their confidence. This means clarity for the follower and enables building trust and loyalty towards the leader; the end product is high morale and motivation to perform (Belias & Koustelios 2014:187-200). The level of confidence of the leader will enable the subordinates not to go through difficulties of uncertainty and anxiety but rather propel them to perform with confidence.
- **Initiative:** a leader who can be innovative will, at appropriate times, be needed to "think outside of the box" to address issues pertaining to the tasks to be performed. Behrendt, Matz and Göritz (2017:229-244) state that when there is a problem to be attended to or confusion over certain issues pertaining to the objectives, goals and vision, leaders must initiate and provide direction – leadership**.**

- **Intelligence:** the ability to remember or recollect incidents, people's names, and important issues, including the individual's retention capability of a person. Intelligence makes people pass exams, but some intelligent people never have the privilege to study further; they remain intelligent. The ability to recall events in specific details, recall lessons learnt, and provide solutions will earn the followers' respect, impacting their performance.

- **Visionary:** an individual is considered to be visionary when they are purposeful in their approach to things–looking forward to the future with clearly explained goals (Waddock & Steckler 2016:719-734). The ability to make others see what will be in the future is "contagious" as it can spread easily amongst the followers and make them buy into the vision, encouraging followership.

- **Wisdom:** there is a vast difference between wisdom and intelligence. Wisdom is an individual's ability to judge between two or more things to be chosen from (Intezari & Pauleen, 2014:393-404). This more often results from the kind of information one has acquired (education, reading, lessons learnt, etc.) that will be put to good use by analysing carefully (consulting too) and making appropriate, relevant and effective decisions considering the goals and purpose for the undertaking.

Apart from qualifying by having the above characteristics, transformational leaders (TL) inspire their members to perform to their best potential. Similarly, these members who transform subsequently become leaders in their own right, indicating that a leader leaves a legacy that others will emulate. (Avolio *et al.* 2014:105-131). Personalised behaviour is a soft skill competency ideal for any long-term approach to leadership, allowing for empowerment and boosting morale and motivation to perform. This will most certainly allow for team unity. Interaction amongst peers and an individual's leadership with the above characteristics reduce dysfunctional conflicts and allows for integrating different ideas (Yuan & Zhou 2015:990-1007). As a worker thinks, so shall they perform, emphasising the need for the ability of the leadership to come to the level of their followers and interact with them; this leaves an indelible mark in their minds. The

level of interaction will determine how close the leader can be to the individuals, which will help psychologically put them at rest, focus on their tasks, and not feel unsafe (Schein 2018). When individuals experience a sense of security, it enhances their sense of purpose. This, in turn, facilitates accelerated learning and a broader acquisition of knowledge. Furthermore, it serves as a catalyst for improved performance, positive thinking, and proactive behaviour, fostering aspirations of future leadership. In such an environment, followers have reduced burnout, low-to-no anxiety, less labour turnover, and engaged and motivated employees. Tiekam (2019) states that transformational leaders believe no one is too "dull" to learn and produce results. Rather, they need assistance to develop the needed unique talents and skills. Having the vision clearly defined to the subordinates inevitably stimulates their intellectual capacity and allows them to look for more information and better ways of contributing to the goals (Salas-Vallina *et al.* 2017:314-338). Cognisance should be taken here because the team members are not homogeneous in their thinking, expectations, and socio-economic conditions, and not everyone will respond positively to the leader's effort. The leader aims to provide an atmosphere enabling the followers to perform their tasks effectively with diverse attitudes and behaviours; the leader has to adapt to meet that requirement (Shabbir & Hassan 2022:243-262).

According to Pieterse (2010:610), a dedication to work, long-term objectives, and being principled and with a clear and known vision benefits the employees and makes organisations reach their objectives. This is found in transformational leadership, as evidenced by the willingness to boost and develop knowledge and responsibility in the workplace. Matthews and McLees (2015) opine that leadership is the most crucial need for effective project execution because it is necessary to convince workers to perform certain tasks while working towards the execution of the set objectives. They are inclined to think proactively about their work and typically identify, plan and mitigate failure instead of waiting to encounter problems before reacting to the situation. This is reflected in the model by Malik, Javed and Hassan (2017:147-166):

Figure 3.2 Malik's model for Transformational Leadership

Source: Malik, Javed and Hassan (2017:147-166)

The need for a vision to be shared with subordinates is an extension of the qualities of a leader, and it appears throughout the literature about transformational leadership. Organisations employ managers to motivate the employees to perform so that the organisation meets its objectives and achieves what the project was set up for in the first place (Maduka & Okafor 2014:137-147). Therefore, the leader's role cannot be ignored in executing these tasks, as set out in the project charter and the project plan. Xenikou (2022:23-38) stated that, unlike the transactional leader who tries to conform to the existing organisational culture, transformational leaders want to change the organisational culture to fit the present.

They are quick to want to find new ways to change organisational culture; this will be focused or based on the leader's vision for successfully executing the tasks ahead (Alvesson & Sveningsson 2015). Pragmatic leaders will study all the elements within the organisation closely and identify any lessons learnt within or outside the organisation to determine how to lead and motivate performance. A good understanding of the type of followership is critical for the effective management of the project team (Jowah & Laphi 2015:1-31), not forgetting the need for self-awareness, others awareness and social awareness (emotional intelligence), elements of which will enable a leader to know when and what would be needed in order to prepare in time. An individual possessing a high EI level comprehends their strengths and weaknesses. Bausseron (2018) states that such a person understands the other individual's emotions and can manage

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the situation properly. The ability to handle the situation comes primarily from the leader's focus on human relationships, which always initiate and develop in a state where mutual understanding prevails between the leader and individual members and between the leader and the project team. Figure 3.3 is a model developed for the transformational leader (Matzler, Bauer & Mooradian 2015:815-831).
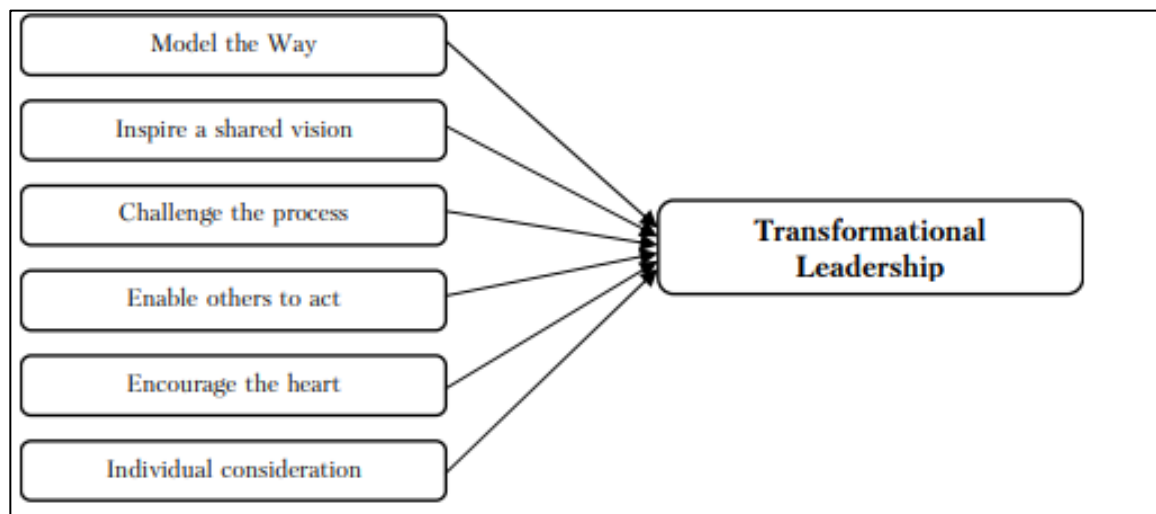
Figure 3.3 Model of Transformational Leadership
Source: Matzler, Bauer & Mooradian (2015:815-831)

Generally, transformational leaders are more interested in the people given to execute the project (or any undertaking) and focus largely on human relations. They are not conformists, seeking to "experiment" and find new ways to adapt to work better and more efficiently (Fatas, Heap & Arjona 2018:71-82). By so doing, they expose themselves to risks, which, if predetermined, may be responded to before they occur (avert) or be met with ready solutions when they arrive, thus mitigating the impact of the risk. This should be considered within the context of a construction project with a fixed budget and specified technical requirements and to be delivered on time (Albtoush & Doh 2019:015-022). Even though technology has enabled efficient ways of executing tasks previously done by hand, that has not been realised in terms of reducing construction projects (CP) with a failure rate of 47%-52%. Extensive studies on projects and why they have

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such high failure rates continuously point to the human element, suggesting a need to focus on the human element in the form of soft skills (Blomquist, Farashah & Thomas 2016:1417). Projects are unique undertakings; no two projects are alike, and the failures are measured based on the type of industry. The human element is the single aspect with no constancy; people change their feelings, perceptions, attitudes and all the related very easily, suggesting the need for a determined, flexible leader. Transformational leadership has often been referred to as the best method to lead people, but there is no universal standard of living that all individuals learn and know.

3.5 Transformational Leadership Style Benefits

Transformational leadership has attracted the attention of most researchers in that there is a perception or belief that research on leadership is coming of age, and we may have a one-size-fits-all scenario. As long as the individuals to be led have different views, it may be difficult to have a one-size-fits-all, recalling that leadership and responding are contingent upon heterogeneous factors (Minelgaite & Frederick Littrell 2018:1-27). As a theory, it promotes the concept of a leader working with team members (in the case of projects), moving their thinking and elevating it above their immediate self-interests (Cohen 2016:180). This is only possible if a force pulls the followers towards the leader and makes them see the need for change, to which they will also be attracted. The character of the leader and the way they carry themselves should be to the extent that the followers are comfortable and may want to be identified with the leader, and this commonness is critical for the relationship (Zhu & Akhtar 2014:373-392). The approach of sharing and promoting the vision has a greater impact than what has always been practised; the typical manager is the only one who knows the vision and the project's purpose. By sharing and emphasising the vision, the leader promotes the desire to work because they fully understand what they are doing, including its purpose. Pietraszewski (2020:101299) states that knowledge about what is to be done, why it is to be done and how it should be done puts the follower at rest as they can plan together with or contribute the bit they know to the execution process. It is much easier to influence and inspire followers who know what they are in for; this will inevitably involve them wanting to participate where they have ideas and ask questions where they need clarity. Personality

traits become important as these will be a critical aspect of leadership and the ability to influence the followers; being able to influence followers positively has long-term effects (Salas-Vallina, Simone & Fernández-Guerrero 2020:162-171). This inspires people to achieve remarkable results they may never have imagined, and this, accompanied by mentoring and training, will motivate them to perform. Transformational leaders generally can easily adjust and adapt to different situations, and their ability to be flexible works positively for them because they have a collective consciousness and can manage different personalities individually. This critical competency enhances morale, job satisfaction, and motivation and boosts the employees' job performance (Bhatnagar *et al.* 2020:691-709). This promotes the employees' sense of self-identity by connecting them to the collective identity of the organisation and making the followers take ownership of what they do. Such employees will have increased commitment to their work and organisation and will be involved and loyal to the organisation as they (the employees) emulate their leader and identify with the leader.

3.6   Transformational Leadership Weaknesses

Drew (2023) states that the transformational leadership style positively enables everyone to see the broader picture, making it comparatively simpler to inspire others. That transformational leader skillset is indispensable and cannot be wished away, but it is equally important to note that the followership matters. This indicates that there is no one-leadership-style-fits-all situation, considering the differences in the situation, the environment, the tasks, the people, and the leader's personality traits. The researcher (Drew 2023) identified ten weaknesses that may need to be complemented by other leadership styles to produce the best results. Beyond inspiring words, there is a need to quantify the production levels and specifics necessary to measure the performance of the employees (Kaydos 2020). Beyond having a good and clear vision, which is what transformational leadership focuses on, an organisation needs individuals to control the processes effectively. The ten weaknesses in the transformational leadership style are outlined in the sections below.

3.6.1 There is high employee dependency

It is fairly easy for the leader to be idolised because of their charisma, leading to much influence, which ends up with employees attaching values to the leader's opinion. Much dependency on the leader becomes unhealthy and unproductive. Wegge, Jungbauer and Shemla (2022:1201-1218) posit that followers of charismatic leaders report that their self-esteem depends on the leader's evaluation and that their main motivation is to obtain recognition and approval from the leader.

3.6.2 The need for continuous and sustained feedback

Persuading senior management that change is needed is not all that is necessary for transformational change, which should be the beginning (Hamstra, Van Yperen, Wisse, and Sassenberg, 2014:413-425) Transformational leadership must be maintained so the employee and the leader can focus on objectives. Constant feedback and encouragement become the norm, suggesting the importance of high levels of emotional intelligence

3.6.3 This leader sometimes lacks patience

There is a great demand for patience as people working under the leader are not homogeneous, and it may take a long for other employees to adjust and show the importance of the envisaged change and goals (Vasconcelos, 2015:352-372). However, changing employees from one procedure or policy to another (new terrain) may be met with resistance.

3.6.4 Cross-cultural limitations

Frequently, being in a position of authority allows one to be listened to, but this should be implemented at all levels of the organisation (Elmore, 2014:241-271). A transformational individual will find it difficult where their voices or suggestions may not be listened to because they are not senior enough to speak out.

3.6.5 Leader's poor attention to detail

Transformational leaders are distinguished by their capacity to conceptualise a broad vision and articulate this to inspire others within the organisation (Bass & Riggio, 2006). Their focus on overarching goals enables them to motivate and

engage followers, fostering a shared sense of purpose (Northouse, 2018). However, this strength may simultaneously present a significant weakness. The change process initiated by transformational leaders is often organisation-wide and protracted, necessitating a detailed implementation plan and consistent oversight to ensure its success (Kotter, 1996). Consequently, leaders who are primarily visionary may neglect the mundane yet crucial details required for effective change management. This tendency to overlook operational specifics can impede progress, as transformational leaders may become overly fixated on the ultimate objectives, described metaphorically as the "gold at the end of the rainbow" (Sosik & Godshalk, 2000). Thus, the greatest limitations of transformational leadership lie in a potential lack of attention to detail and a disengagement from the day-to-day realities of organisational operations, which can undermine the overall effectiveness of their leadership (Alimo-Metcalfe & Alban-Metcalfe, 2005).

3.6.6 Enthusiasm can be risky

Transformational leadership is characterised by visionary thinking, charisma, and the ability to inspire followers toward ambitious goals (Bass & Riggio, 2006). However, even influential leaders can misjudge situations, leading their organisations into unwise ventures, especially when an organisation becomes overly enamoured with a leader's vision, bypassing essential deliberation before taking significant risks (Gibb, 2018). A notable example is Richard Branson, founder of Virgin Group, whose charismatic style led to the ill-fated introduction of Virgin Cola, an unsuccessful attempt to enter the competitive soft drink market. This case illustrates how the allure of transformational leadership can overshadow critical analytical processes, resulting in detrimental decisions (Pfeffer, 2010). However, Virgin Cola ultimately failed to gain traction, capturing only 0.5% of the market share in the US over three years and experiencing similar disappointments in Canada and the UK (Shah & Haines, 2020). This case illustrates that while transformational leaders can galvanise support and foster enthusiasm, their visions do not inherently guarantee success. As noted by Bass and Riggio (2006), the effectiveness of transformational leadership must be tempered with critical analysis and grounded decision-making to avoid misguided ventures that may detract from an organisation's overall objectives.

3.6.7 Transformational Leadership can undermine innovation

As research on transformational leadership has progressed, scholars have identified the pros and cons of how this style manifests itself in the workplace in much greater detail. Although transformational leaders are great at inspiring others to venture into new realms of business, they can undermine the in-house development of new products and services. For example, as Gerpott, Bledow and Kühnel (2022:372) found in their research, "the inspirational core of transformational behaviour is attenuated by the often-co-occurring instructional tone of process management".The term "micro-management" is probably too strong, but their enthusiasm to move forward can sometimes undermine the natural flow of project development and impede its success.

3.6.8 Transformational Leadership can cause employee burnout

Transformational change is not a walk in the park. It is extremely stressful, and the work involved can be exhausting (Bissell, 2014 :191-201). In organisational transformations, employees often face significant pressure, leading to long hours without overtime or bonuses due to declining profits (Kahn, 1990). This situation can result in workforce reductions, causing distress as colleagues witness peers losing their jobs, thereby heightening anxiety and depression (Sonnentag & Frese, 2002). While transformational leaders are typically charismatic and inspiring, their drive can sometimes push employees too hard, contributing to burnout (Bass & Riggio, 2006). Even dedicated individuals have limits, and the demands of change can negatively impact employee well-being (Maslach & Leiter, 2016). Therefore, leaders must balance their transformational energy with an understanding of its potential effects on their workforce (Sonnentag, 2018).

3.6.9 Unidirectional benefits

When a genuinely charismatic transformational leader guides an organisation, employees may feel compelled to exert considerable effort for the benefit of the company. This motivation can manifest in employees working overtime without additional remuneration or sacrificing vacation time to ensure critical projects remain on schedule (Bass & Riggio, 2006). In cases where a necessary organisational turnaround spans several years, it is not uncommon for employees to experience prolonged periods without bonuses or promotions,

leading to financial stagnation (Northouse, 2018). Consequently, staff may face difficulties in making significant life purchases, such as homes, or managing the escalating costs associated with their children's higher education (Kirkpatrick & Locke, 1996). Meanwhile, senior executives may continue to enjoy substantial compensation and benefits, fostering a sense of resentment among employees (Moynihan & Pandey, 2007). This situation illustrates a unidirectional benefit where the organisation reaps rewards while employees make considerable sacrifices, highlighting a critical tension within transformational leadership dynamics (Podsakoff et al., 1990).

3.6.10 Organisation dependency

The transformational leader can convince the Board of Directors, top executives, and employees that change is the only way for the company to survive. Their influence spreads throughout the organisation. They drive everyone's motivation to push through difficult times and embark on a bold journey to reinvent the company. However, what happens if the transformational leader leaves? They were the focus of everything that transpired, which resulted in "followers who perceive the leader as extraordinary and exceptional and therefore become dependent on the leader for guidance and inspiration" (Chen, Zhu & Zhou 2015:511). When that leader is no longer present to provide that guidance and motivation, it will leave an incredible hole in the lifeblood of the organisation that no one else can fill. It is a huge risk for a company to become overly dependent on one individual.

3.7 Difference Between Leader and Manager

Too often, the two words are interchangeably used when they do not always mean the same thing; a close look at the characteristics of leaders will distinguish leadership from traditional management. This is further compounded by the nature of projects and how project execution uniquely differs from traditional operational management (Jeston & Nelis 2014). There is a clear distinction between the two, and when the organisation loses a leader and replaces the leader with a manager, productivity generally suffers, specifically after losing a transformational leader. Watson (2020:241-243) summarises the differences between managers and leaders in one sentence: "Managers do things properly;

leaders do the right things." Despite the glaring parallels in their different roles, leadership and management can be separated; the main difference is how the goals are achieved. Leaders encourage people by communicating the vision and the purpose and communicating and providing knowledge, while managers use formal power and threats to get things done (Gardiner 2018:592-608). The difference between these is illustrated in Table 3.3 below.

Table 3.3 Leadership Skills vs Management Skills

Leadership Skills	Management Skills
• Communication to disseminate information and listen actively • Motivation to get people want to do what leader's need them to do • Delegation to help leader carry the load by completing assigned tasks • Positivity regardless situation to help improve morale • Trustworthiness to make people believe in you • Creativity to come up with unique solutions • Feedback – leaders should listen to individuals and take their opinion seriously • Responsibility • Commitment • Flexibility to adapt and not hold too tightly to anything	• Interpersonal skills to deal better with people and create smoother management process • Communication to communicate what manager need to who needs to do it • Motivation to make people follow your management lead • Organisation as management is made up of many parts • Delegation – the ability to share responsibility sand tasks with others • Forward planning • Strategic thinking on how to align project organisation with future success • Problem solving as they will face issues daily • Commercial awareness • Mentoring to provide employees guidance or training where it is needed

SOURCE: Pek, Wong and Wong (2018:2104)

The methods used by managers are similar to those used by transactional leaders based on extrinsic motivation, resulting in rewards or punishment. People perform largely out of fear of the unknown in the event they fail to perform; leaders, in the transformational leadership model, move in concert with their followers.

3.8 Chapter Summary

When applied correctly, transformational leadership improves followers' morale, motivation, and output in several ways. An inspiring and imaginative leader, a transformational leader pushes employees to go beyond what they can do within the company and to create and innovate in their field of work. Theorists and academics contend that pragmatic leadership is less effective than transformational leadership management. Examining patterns and themes

will highlight the organisation's transformational leadership style and behavioural perspectives. Transformational leaders help their staff members see the value of what they do (Korejan & Shahbazi 2016). Gaining insight into individual experiences will enable the organisation to receive feedback on enhancing its leadership style and boosting overall performance.

CHAPTER 4

RESEARCH DESIGN AND RESEARCH METHODOLOGY

4.1 Introduction

One field of study that has been researched extensively is the study of leadership, to the extent that many people think there is nothing left to discover. Unfortunately, with all the studies conducted, there is no universal definition of leadership or what constitutes a leader. Different theories have emerged, causing more pressure to identify the working definition for academics and the industry. Over the years, increasingly, many leaders have been studied and believed in particular environments. The two most common leadership styles in contemporary research are transformational and transactional.

It should also be noted that these are not exclusive as they overlap too often during project execution depending on the leader's thinking patterns and the followership. Culture and religion are critical elements in the study of leadership, including the levels of understanding, be it because of education or exposure. Consequently, after centuries of studying leadership, there is no universal one-size-fits-all in leading people in both formal and informal structures.

4.1.1 The problem statement

A problem statement is defined as a brief explanation indicating the issue to be examined or interrogated to determine the correct position in relation to the challenge (Koterov 2019:1458-1488). Essentially, this gap needs to be explained through research to establish the realities of the situation, depending on the purpose of the research. In this case, the focus was primarily on understanding the effectiveness of the transformational leadership style in construction projects (CP) in the South African environment. Globally, projects have a high failure rate, with specific problems in construction, which experiences a global project failure rate averaging between 47% - 54% (Gunduz & Yahya 2018:67-80). This failure of CP is worrisome because of advanced technology that enables efficient execution of project tasks, complemented by highly qualified and experienced engineers. The human element is the only constant in the mix, as the Project Management Book of Knowledge (PMBOK) emphasizes ten project

management knowledge areas. The current emphasis on transformational leadership style as an effective style is what is at stake considering the high project execution failure rate

4.1.2 Research objectives

When a researcher sets out to conduct research, the researcher has some expectations of what should be revealed at the end of the project. The research objectives are divided into two parts: primary research and secondary research objectives, which are more of an elaboration of the primary research objective.

Primary research objective

The objective of this study is to contribute to the existing body of project management leadership research by

Secondary research objectives

- To explore the importance of having effective leaders in construction projects
- To identify whether transformational leadership has any role in the success of projects
- Assess the impact of transformational leadership in projects on construction organisations
- Explore the importance of leadership skills in organisations

4.1.3 Research question

The research question is constructed from the research objective as a question that needs an answer to address the problem statement. Like the project research objective, there are two types of research questions: the main research question and the sub-research questions.

Main question

What is the role and impact of transformational leadership in enhancing the successful execution of construction projects and its influence on organisational performance?

The specific questions were as follow:

Secondary research questions

- How does transformational leadership influence the success of construction projects?
- What are the key leadership skills that contribute to organizational effectiveness in construction?
- In what ways does transformational leadership contribute to project success in the construction industry?
- What is the role of effective leadership in enhancing construction project performance?

These questions (together with the objectives) defined the type of information to be gathered, including the structure of the questionnaire. Thus, the questionnaires derived from the research questions assisted in determining the type of information to be gathered and how it was to be gathered to address the study gap. The type of questions asked, and the structure of the questionnaire informed the type of research design and the research methodology to be used.

4.2 Research Design

Research design is a blueprint determining the plan (step by step) to be followed in conducting the research and what is to be used to collect the required data (Abutabenjeh and Jaradat, 2018:237-258). This provided a logical framework on which basis the project was executed from the beginning up to the conclusion. Collins, Joseph and Bielaczyc (2016:15-42) posit that the research design chosen makes the difference between good and not-so-good research and the findings and should be given good consideration. It is also equally important that the research design chosen should be compatible with the research methodology for the research objectives and questions. Different research designs can be used, and the decision is based on what the research is about and the research objectives and questions to be answered. There are five common or regularly used research designs as seen in the table below:

Table 4.1 Five Most Common Research Designs

Correlational research	Correlational research design is a non-experimental research design that helps establish relationships (if any) between two (2) variables to be studied. The design requires the use of two (2) different groups, and the statistical analysis calculates the relationship between the groups
Descriptive	In this design, the researchers are interested in understanding the phenomenon by describing the situation. This is a theory-based design emanating from the collection and analysis of the data and enables the researcher to get insights about the phenomenon and may assist with insights into the why and how of the research.
Diagnostic research	It focuses on establishing some causes of the occurrences or the absence of particular causes and their impact. This greatly assists in learning the factors that cause or prevent troublesome situations. **This design has three parts of the research:** 1. Inception of the issue. 2. Diagnosis of the issue. 3. Solution for the issue
Experimental	It seeks to establish a relationship between the cause and effect of the phenomenon under study. It is a causal research design focused on observing the impact caused by the independent variable on the dependent variable. It assists tremendously in solving problems, as

	the demand and supply factor affects price and customer purchases.
Explanatory research	It is based on the use of the researcher's ideas on a situation to further explain their theories about the topic under study. It focuses on the unexplored parts or ideas or beliefs about a subject in a given environment and assists in answering questions like what, how and why.

SOURCE: Rahi (2017:1-5)

A well-designed research plan will inevitably assist in clarifying the research objectives and allow for accuracy in getting the desired outcomes (Turner, Cardinal & Burton 2017:243-267). This assists in the validity and reliability of the findings from the research undertaking and may help remove bias and control extraneous variables. A properly chosen design will ensure that the data collected is systematic and consistent, allowing for easy or better analysis and reducing the risk of incorrect or irrelevant data (Ioannidis *et al*. 2014:166-175). A well-designed plan will increase the chances for successful project execution, address the research objectives, and provide efficient resource utilization.

The researcher opted for the descriptive research design because the phenomenon under study needed to be described accurately to measure and analyze the collected data properly. This research design was known to be simultaneously compatible with combined (mixed) research methodologies.

4.3 Research Methodology

This is about identifying procedures to be followed or used in the execution of the research and how the activities are conducted (Tremblay *et al.* 2016:311-327). The decision and execution of the stages outlined in the research design are critical because they determine the difference between just and research or a specific "the research" that responds to the research objectives and questions. The techniques used to identify the methodology and select the processes are of critical importance. This section (methodology) is almost always the first part

of a paper that faces criticism (Sovacool *et al*. 2018:12-42). Since research is a systematic process of inquiring about a phenomenon that involves the type and quality of data (Ngulube 2015**:**156), it is only important to take good care in the deciding process. The collected data still has to go through editing, cleaning, coding, capturing and finally, analysis. Suitable methodologies become indispensable if the data is to be considered valid and reliable.

Characteristics of research There are distinct characteristics of research that make it valid and reliable. Developed over the years by research professionals, certain characteristics distinguish good and valid research from poor research. Table 4.2 below highlights some of the important characteristics of research that build confidence in the users of the research findings.

Table 4.2 Expected Characteristics of Good Research

1	The procedures must be systematic in the collection of the data, and ethical considerations are primary. Rules should be laid down ideal for the collection of data, as well as methods of analysis and data reporting.
2	Both inductive and deductive methods need to be used supported by logical and ethical reasoning considering the objective of the study
3	The research focuses on the collection of data in real-time, which will be the knowledge derived in real-time in natural settings. An in-depth analysis of the data is needed to eradicate any possible anomalies
4	By nature, research is analytical; making use of the collected data and correctly applying it should remove ambiguous inferences and instead create a path for new research focus, questions and gaps.
5	Accuracy is critical. As such, the data collected should be accurate, collected in a manner befitting of good ethical research, producing true and relevant responses on which the findings will be made

6	The problem statement (study gap) should not be ambiguous and should be clearly stated and aligned with the research objectives and questions.
7	The research design should enable effective facilitation of the research steps and methodology used.
8	The research methodology must necessarily be the ideal means to extract the required information for the research.
9	The research instrument (questionnaire) must be equally aligned with the problem statement research objectives and should be derived from the research questions.

Source: Kim, Sefcik and Bradway (2017:23-42)

The research methodology used to provide the above characteristics has been the subject of scientific review over the years. This resulted in the two schools of thought, positivism and interpretivism, being the main schools of thought, and these inform the methods used currently in research.

1. Positivism is a paradigm that focuses on reason and measurement and is anchored in the belief that knowledge emanates from a measurable and neutral activity observation (quantitative). This is based on the belief that the certainty of knowledge only applies if the activity is neutral and measurable (quantifiable); if it cannot be measured, then it cannot be objective (Kure *et al*. 2021:204-230)**.** By implication, anything that cannot be measured and quantified has little value to add to the pool of knowledge; thus, measurability becomes the determinant of how good research findings are. Positivism is therefore associated with quantitative research methodology, commonly called scientific and objective (Park *et al*. 2020:690-694).

   By definition, therefore, positivism is a perspective that only systematic and scientific data-gathering methods add to knowledge if it can be observed and presented as a statistic (Haddadi *et al*. 2017:1080-1087). The natural science methods are therefore deemed to be the only

dependable source of knowledge because they follow the scientific methods this assists in, namely;

- Development of hypotheses that allow for predictable relationships in nature and thereby allow for informed decision-making
- Use systematic methods as they will assist in proving or disapproving the predictions emanating from hypotheses.
- Focus on trying to understand the phenomena that are observable directly and can be reported statistically with diagrams and all

2. Interpretivism is a paradigm based on the thinking that reality is multiple, socially constructed, and subjective, suggesting that an individual's reality can only be understood through experience (Pervin & Mokhtar 2022:419-428). Another individual in the same situation may have a different reality informed by their social perspective, like upbringing, culture, religion, education, and many other such experiences. The interpretivism approach largely depends on observation or questioning to enable an in-depth understanding of the individual and the phenomenon under investigation (Cuthbertson et al., 2020:94-102). It is difficult to measure or compare the realities of individuals in that situation, thus making it impossible to measure and quantify them. For this, qualitative data collection methods apply, generally considered subjective and thus not dependable.

By definition, Interpretivism theory states that the knowledge about humans and the society at large cannot be realistically known and thus cannot be objective (Ormston *et al*. 2014:52-55). The correct way to collect information (as per interpretivism) on the world is by exploring meanings attached to the environment to be able to get in-depth insights into how these are experienced by the subjects of the research (Paul 2017). The primary function of interpretivism is not to discover objective facts and findings but to provide a correct understanding of the phenomenon and how it is experienced by those in it.

In brief, positivism is closely associated with quantitative data collection methods (scientific and objective), whilst interpretivism is associated with qualitative data collection methods considered immeasurable and thus subjective. Therefore,

qualitative methods include interpretivism, constructivism, and exploratory research. At the same time, quantitative research methods involve positivism, deductive logic and confirmatory research. A comparison of the difference between these two research paradigms is made in Table 4.3 below.

Table 4.3 Difference Between Positivism and Interpretivism

Comparison of the Positivism vs Interpretivism		
	POSITIVISM	INTERPRETIVISM
DEFINITION	Is a sociological approach that states human behaviour and society should be studied using scientific methodology	Is a sociological approach that states it is important to understand or interpret the beliefs, motives and actions of individuals in order to understand social reality
BEHAVIOR	Believes that human behaviour is based on social norms as society shapes individuals	Believes that individuals are complex and that each has different experiences and view the same reality in different ways
AIM	Discover the laws that govern human behaviour	Gain an insight into individuals; understand why people behave in certain ways
METHOD	Quantitative methods such as statistics, surveys, and questionnaires	Qualitative methods such as participant observations and unstructured interviews

SSource: Uduma and Sylva (2015:44-52)

The two paradigms are generally studied as qualitative and quantitative research methodologies, and the onus is on the researcher's decision on which method to

use. It is important to illustrate the benefits of using a particular research methodology, mainly dependent on the nature and purpose of the research. Research methodology is defined as the specific technique or procedures applied to identify, process and interpret the findings from the research (Abutabenjeh & Jaradat 2018:237-258). This is the method or application of the processes of the research items and activities as identified in the design (Collins *et al*. 2016:15-42). The research design identifies the stages or the activities to be done, but the research methodology is about how those stages are executed. The research methodologies have their advantages and disadvantages, and the choice of which method to use was derived firstly after looking at the differences between the different methodologies and what they seek to achieve. Jowah (2015:52) illustrated the differences between these paradigms in Table 4.4 below.

Table 4.4 Comparison of Quantitative and Qualitative Research Methodologies

	Quantitative [positivism]		**Qualitative [interpretivism]**
1	Focus on observable behaviour	**1**	Focus on laws of relationships
2	Focus on universal relationship laws	**2**	Focus on human experience
3	Focus on causes of phenomena	**3**	Focus on experience of phenomena
4	Uses the natural science model	**4**	Uses the experiential model
5	Is aided by firm checks and balances	**5**	No firm checks and balances
6	Emphasis on measurement and analysis	**6**	Emphasise investigating processes

7	Have natural science-built structures	7	Have socially built nature of reality
8	Emphasizes causal relationships and the variables	8	Focuses on relationship of object to researcher
9	Ideal for objective data with numbers	9	Uses subjective data from opinions
10	Uses rigidly structured methods	10	Uses flexible exploratory methods
11	Tries to understand from outside	11	Tries to be involved with subjects
12	Needs a static environment	12	Work with non-static realities
13	Uses of particularistic approach	13	Uses holistic [wide data] approach
14	Uses large samples	14	Samples are small

SOURCE: Jowah (2015:52)

Maree (2016:162) defined quantitative research methodology as an objective and well-structured systematic process which uses quantifiable data collection methods. The focus is on the ability of the researcher to produce quantifiable research findings with numerical value, which is thought to be the only way one can obtain dependable findings (Alase 2017:9-19). Generally, structured questionnaires are used as standard data collection methods, which assist in developing hypotheses and theories and allow for predictability. Based on the large samples used, the understanding is that a well-selected sample will produce findings with low errors (Dziak *et al*. 2020:553-565). It is often referred to as scientific because the process followed is the traditional natural sciences model, with its findings convertible or subjected to numerical values or

quantifiable data. It is also important in testing existing hypotheses and can allow for the generalization of the population understudy. Schick-Makaroff *et al*. (2016:172) agree with this assertion and refer to this as a formal methodology viewed as objective, systematic and therefore repeatable and providing similar findings. Holmes (2020:1-10) describes quantitative research as an outsider's view when studying the phenomenon, thereby removing themselves (researchers) from influencing the data collection process.

Mohajan (2018:23-48) defines qualitative research methodology as a process that involves direct interaction between the researcher and the subjects for the research. This is generally based on interviews that do not have structured questions (as in a structured questionnaire). The research process gathers information in Word format, which is not quantifiable. Consequently, it does not use numerical data or statistical representations for its findings. Malagon-Maldonado (2014:120-134) states that qualitative research seeks information from within to understand respondents and their experiences in their context. This is based on the premise that individuals experience the same environment differently, and their realities may not be the same as those in the same situation or environment (Baldassar *et al*. 2016:133-144). The realities between people in the same environment will be different because these individuals do not perceive the situation to be the same, considering their different backgrounds. Mohajan (2018:23-48) opines that much of the realities of the individuals in an environment are not known; thus, qualitative research assists in providing the necessary insight into the phenomena under investigation. This sense is a form of exploration that enables the researcher to discover many unknown or never-imagined aspects. This approach helps identify certain issues that may not have existed in the researcher's mind and thus broadens the scope of the phenomenon (Joslin & Müller 2016:1043-1056). The researcher becomes part of the system or phenomenon under investigation and shares the experiences that the respondents have within that environment. Though the situation may be covered with uncertainties, the presence of the researcher within the environment may identify some of the realities enshrouded by uncertainties. Zeidler (2014:711-740) is of the informed view that because the researcher becomes part of the environment and experiences, the researcher will most likely

identify the dimensions and characteristics of the problem. This approach is, in its processes and nature, a researcher-interaction activity that requires some level of experience and knowledge (by the researcher) about such environments (Patton 2020:278-286).

The researcher used both qualitative and quantitative data collected through a structured questionnaire to accommodate the divergences and allow for the concurrent implementation of both qualitative and quantitative research approach. The research design was the descriptive research design, which is compatible with the simultaneous use of qualitative and quantitative research methodologies (Abutabenjeh & Jaradat 2018:237-258).

4.4 Target Population

The target population is the population (objects) on which the data will be collected or gathered for the study (Sinha *et al*. 2019:759-794). In this study, the target population was project practitioners employed at sites in the Western Cape who work on a daily basis at construction sites. These were individuals working in the system (directly involved in project execution) and who reported to a line manager directly. This included team leaders, unit leaders, technicians, administrators, and others who would be classified as the workforce.

4.5 Sampling Method

The researcher opted for systematic random sampling to improve the probability of an individual being selected for the research. Every third person was selected for the survey as they worked on the site doing different tasks, each doing their own thing. The first individual was randomly sampled, and after that, every third person was nominated for the survey out of a total of 320 people in all.

4.6 Sample size

Kobus (2016:162) asserted that larger samples that are correctly sampled would help to reduce the margins of error and help produce better results that can be used for generalization. The estimated number for the population available was 304, and using systematic random sampling, every third person selected amounted to 100 people who responded to the survey.

4.7 Data Collection Instrument

The collection instrument used was a questionnaire, which was standard to all respondents as they needed to fill in and respond to the different questions. Considerations were made, and a few of the supposed advantages were explained using the questionnaire as a research tool. Story and Tait (2019;192-202) assert that the questionnaire is the common method of collecting research data and is considered largely standard and reliable as it allows the respondents to respond to specific questions. A few other considerations that led to this decision are listed below.

Table 4.5 Considerations for Using Mixed Research Methodologies

1	Structured and standard questions can be conveniently cleaned and edited before coding and capturing for analysis
2	A standard instrument would allow for uniformity of questions and understanding of what is required to be answered
3	The questionnaire can be stored and used many years later with the responses as was at the beginning.
4	Data was to be collected anonymously with no names or markings, no relationship or no connection to the respondents
5	The questionnaire had specific questions requiring specific answers, enabling the researcher to collect standard or uniform data
6	Respondents who may not be clear about the questions can read through them again to convince themselves of what would be required.
7	It was to be possible to reach out to many prospective respondents and thereby enlarge the pool of respondents and minimize error
8	A standard, well-constructed and structured instrument would be easily subjected to scrutiny for validity and reliability before the fieldwork started

All the reasons above helped make the research objective as much as possible, providing dependable data collection and findings after analysis. This enabled the researcher to hold up the standard of objectivity in the research process and the subsequent findings from the collected data. Understanding the questions asked was considered to give uniformity in understanding the required data and responses accordingly. A structured questionnaire was used to solicit the data and information necessary for the research. Jowah (2015:163) postulated that a good questionnaire is a logical collection of properly arranged questions aligned to the problem statement, the research objectives and derived from the research questions designed for data collection.

4.7.1 Structure of the research instrument

This was divided into three parts, namely,

- **Section A**—Biography,
- **Section B**—Likert scale was meant to measure attitudes, beliefs and perceptions which could not be quantified, and
- **Section C**—Open-ended questions (qualitative), and respondents were requested to put any information they had pertaining to the study at hand.

4.7.1.1 Section A – Biography:

This allowed for screening of the respondents to determine who would qualify. During cleaning, a handful (3) respondents could not be classified as having the desired characteristics for the study. These were removed from the list, and their questionnaires were discarded.

4.7.1.2 Section B – The Likert scale:

The research was about measuring the respondents' attitudes, feelings and opinions; the Likert scale was considered the most appropriate for this purpose. The scale was ranked from 1 to 5, with the rankings classified as: Highly disagree = 1. Disagree = 2, Neutral = 3, Agree = 4 and Highly agree = 5.

4.7.1.3 Section C – Open-ended questions;

It is not always possible for a researcher to cover all issues relating to the study, therefore probing the respondents to provide extra information within the limits of

the research, hence the open-ended questions. Respondents generally have experiences or matters they deem important, which may be omitted by the researchers when developing research instruments. For that reason, the opportunity was provided.

4.8 Data Collection Technique

The statistician helped with the reliability and validity testing of the instrument, and a trial run on 15 prospective respondents was conducted. To ensure the reliability and validity of the questionnaire, Cronbach's alpha was used to assess internal consistency. Additionally, the use of trained research assistants for systematic random sampling and face-to-face data collection is well-supported in the literature, particularly in contexts requiring high response rates and accurate data (Kang, 2013). This hands-on method allows for clarification of any ambiguities and helps ensure a high level of engagement from respondents, as evidenced by the 100% response rate achieved. Similar approaches have been validated in various research fields to enhance the quality and reliability of collected data (Creswell, 2014). By adhering to these established practices, the study ensures scientific rigour and integrity.

The questionnaire was reconstructed, adding elements that the statistician believed were necessary for the effective execution of the required data. Four research assistants (research methodology students) were trained in the collection of the data, ethical conduct, responding to different challenges and systematic random sampling methods. The training included explaining what the collection of this data using this method sought to achieve and that they were the "vehicle" to achieve the set goals. These assistants working together on the sites administered the questionnaires to the respondents they sampled as per instruction, and the researcher worked with them to coordinate the processes. The research team also took advantage of the respondents' project team meetings, which were always convenient for contacting the project practitioners. The data collection was done face-to-face, allowing the research assistants to clarify whatever assistance was needed for the research. Most critical was the ability of the assistants to collect the filled-in questionnaires, and the response

rate was 100%. After the sample was large enough, all the questionnaires were brought together to start the data analysis process.

4.9 Data Analysis

A total of 103 questionnaires were brought together, and the cleaning, editing and coding commenced, leading to data capturing. Descriptive statistics were used to analyse the quantitative data. Qualitative data from open-ended questions were analysed thematically were similar opinions were given same coded themes and the frequency of themes appearance in all responses were plotted. The data was captured in the Excel Spread Sheet (ESS) software. This captured data was then converted to illustrations in the form of tables, graphs, histograms, charts, and frequency polygons. The ESS was used because this was the only software readily accessible to the researcher, and it was equally good enough for the required functions needed to construct the illustrations. The researcher's decision on what illustration to use for what data amongst the many (graphs, histograms, pie and bar charts and frequency polygons) was aided by the statistician who advised on what illustrations would be ideal for what type of data. The ESS adequately provided all the needed diagrams, figures, tables, and frequency polygons to compare the relationship between the variables under research.

4.10 Ethical Considerations

At the top of the questionnaire, the conditions concerning ethics were clearly stated as per the research ethics and conduct prevailing in the research field today. The first move was to seek permission from the management, with the understanding that the respondent would remain anonymous. Since systematic random sampling was used, none of the respondents knew who would participate and what the questions entailed. No names or any markings were to be on the questionnaire, specifically to protect the identity of the individual respondents and give them confidentiality since these forms were to be treated as anonymous. Drachsler and Greller (2016:89-98) identified six critical ethics during the process of collecting data, and these are stated below as;

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- The respondents should get involved in this of their own free will, and no one should fill in if they are forced to do so.

- Permission should be sought from the authorities (the relevant people), and each respondent has to consent for them to take part

- Risk of harm: Protection from any physical, emotional, and other factors should be considered, and protection should be given to respondents.

- Confidentiality: No names of individuals or markings that could be traced back to the respondents were allowed on the instrument.

- Anonymity guarantees the right to privacy to the respondents, specifically if this would cause problems with their employer or relationship at work

These principles guided the researcher on what to do, how to conduct themselves, and what to allow and allow the environment to be congestive for good research. These principles were followed religiously, and the respondents were informed of their rights before the exercise started. True to the commitment assured to the respondents, no information of a personal nature was released to any authority, and confidentiality was observed.

4.11 Chapter Summary

Leadership is an indispensable attribute and necessity in human life, but there seem to be no answers that will fit all situations for the researchers to consider that the field of study is saturated. For this reason, the researcher focused mostly on maintaining the objectivity of the research to allow for reliable, realistic, and valid findings. Much work was done in comparing the different approaches existing in the literature to decide on the "fit for purpose" processes for the research. Getting permission to do research from the organization was difficult, but it was eventually achieved, and much assistance was provided afterwards. Extensive literature was undertaken to gather as much information as possible and ensure that the undertaking would bring objective findings. Many consulting, brainstorming, chats and interactions with other researchers in this discipline were deliberately entertained to open up new thinking around this research.

Time, costs and quality were the chief concerns, as the iron triangle would determine, amongst other things, successful execution. These constraints of project execution were conducted to the satisfaction of both the team and the researcher. All the scientific models and research processes were closely observed, and all the necessary precautions were taken to produce credible and usable research findings for this critical industry and discipline. The use of mixed research methodologies enabled the survey to describe the situation adequately to enable future studies and valid suggestions for the discipline.

CHAPTER 5

REPORTING OF DATA, ANALYSIS, INTERPRETATION AND COMPARISON OF VARIABLES STUDIED

5.1 Introduction

There may be as many leadership styles as researchers study this subject and theories, possibly because of the absence of a universal definition of "leadership." Each leader has their own behavioural patterns and methods they use to engage and motivate the followers to work towards agreed-on objects (Amankwaa, Gyensare & Susomrith 2019:402-420). The leadership style is seen in the way that the leaders interact with their followers or team members as they seek to direct them towards meeting the objectives. Muterera *et al.* (2018:131-162) believe a relationship exists between how a leader directs subordinates and their view about followership and performance. This may immediately introduce many other factors about culture, education, experience, and the type of tasks to be performed. With the numerous types of personality traits and the type of followers taken into consideration, the ability of a leader to impact team performance cannot be taken in isolation (Jowah 2013:708-719). The contemporary conviction amongst many researchers is that transformational, transactional and laissez-faire are the most effective leadership styles. Cognisance is taken that the most relevant style is contingent on the type of organisation, followers, and the tasks to be executed (Attar & Abdul-Kareem 2020:171-191).

This chapter reports on the effectiveness and acceptability of transformational leadership in a construction environment. Aldhaheri (2017:718-735) says this style is characterised by high levels of communication, good listening skills, leader adaptability, and high levels of emotional intelligence, amongst others. This survey was therefore based on trying to establish the acceptability of this style in a construction site characterised by hard labour, high injury risks, and sometimes demotivating low wages (Kuranchie-Mensah & Amponsah-Tawiah, 2016:255-309).

5.2 Reporting of Findings

As stated in the previous chapter, a questionnaire was used to collect the data, which is analysed herein in this chapter. The reporting pattern is based on the structure of the questionnaire and is reported in Sections A–Biography, B–Likert scale, and C–Open-ended questions. Each question is analysed/interpreted individually with adequate information describing the relationship of the variables concerned and is done sequentially as structured in the questionnaire.

5.2.1 *Section A: Bibliography*

This section focuses on the biography, specifically intended to "screen" the respondents and identify those who qualify from those who do not qualify. The format used is to write the full question followed by the responses. This is intended to ensure that all questions and answers are given adequate cover and attention. This is in consideration of the reader that they may follow the details systematically. A total of 100 people participated in the survey.

5.2.1.1 *Question 5.2.1: What is your position in the organisation?*

Response: the question was specifically intended to identify the relevance of the respondents to the study by understanding their positions in the organisation. The details of the respondents, as reported by them, are provided in Figure 5.1 below.
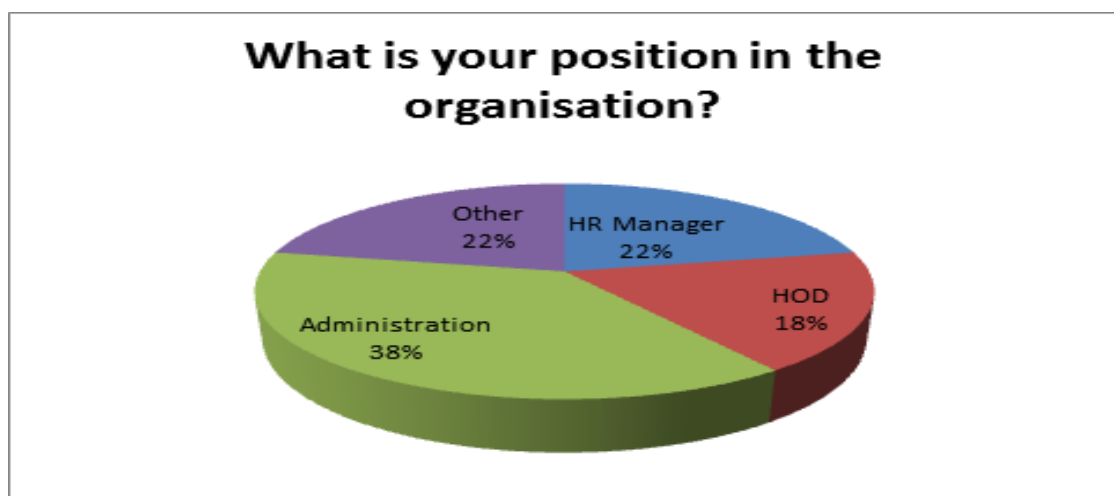
Figure 5.1 What is your position in the organisation?

Source: Tjamburo (2024)

5.2.1.2 Question 5.2.2: How long have you been in the organisation?

Response: The length of time an individual supervisor or manager has served in an organisation is, in a way, indicative of the extent to which they understand their role. Together with this, it also allows for the assessment of perceptions developed about management during the period. The results revealed that most respondents have been involved in the management. 44% of respondents have been managers for less than five years, 30 % of respondents have been working as managers for 6 to 10 years, 18% of the respondents have been managers for 11 to 15 years, and 8% of the respondents have been managers for more than eight years.

The response is illustrated in Figure 5.2 below.

Figure 5.2 Length of period in supervision capacity by the respondent

Source: Tjamburo (2024)

5.2.1.3 Question 5.2.3: Is there any positive information you may want to say about the system of management in your organisation

Response: This question is intended to find out about the system of management in the organisation. The management in the organisation has a mission to focus on the organisation's system activities that improve individual skills, knowledge, and ability to perform well in the organisation. The performance of good work depends on the running system in place in the

organisation. It helps individuals and improves the performance of the organisation in order to obtain a better result. The response is illustrated in Figure 5.3 below.
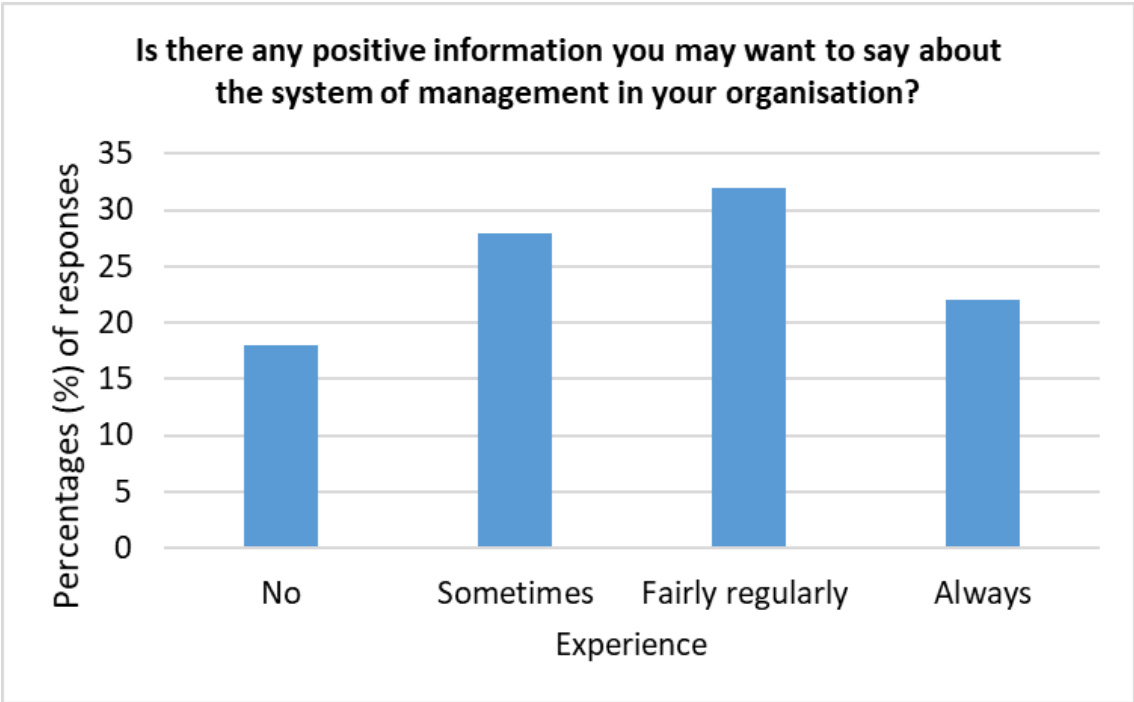
Figure 5.3 Positive information about the system of management in organisation

Source: Tjamburo (2024)

Table 5.1 Positive information about the system of management in organisation

Facet	Percentage
They provide training	27
Improved efficiency	18
Visibility	21
Great communication skills	31

Source: Tjamburo (2024)

Table 5.1 presents different points regarding positive information about the system of management in the organisation. 27 % of respondents declared that they provide training, 18 % said that they improved efficiency, 21 % said there is

visibility, 31 % declared that there are great communication skills, and 19% said the management system makes team effort matter.

5.2.1.4 Question 5.2. 4: What is the highest educational qualification?

Response: This question is intended to determine each respondent's level of education qualification in the university. All the respondents working have some form of qualification. The qualification is the degree or diploma all respondents must have to be involved in the organisation. The response is illustrated in Figure 5.4 below.
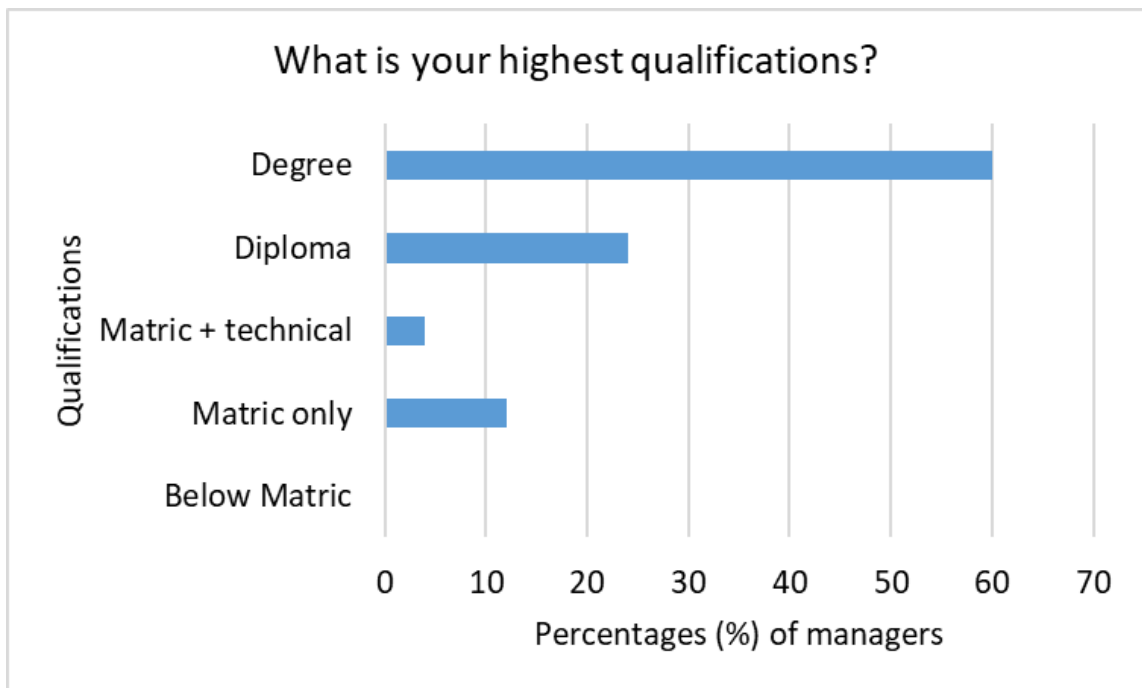
Figure 5.4 Highest educational qualification

Source: Tjamburo (2024)

Figure 5.4 reveals that 0% of respondents have no qualification below matric, and 12 % possess only matric qualification. A few respondents, representing only 4%, did technical studies after completing their matric. The Diploma is completed after three years, and only 24 % of respondents have this qualification. The majority, 60 % of respondents, have a degree, which is one of the highest educational qualifications, and that majority represent this.

5.2.1.5 Question 5.2.5: How many people are under you as a manager?

Response: This question is intended to know the number of people who work under a manager in the organisation. Best managers hire smart people to work for them. People who have the expertise and knowledge are needed to bring their expertise and contribution to the organisation. Most managers select employees according to the skills needed for the role, but great managers select people for their talent.
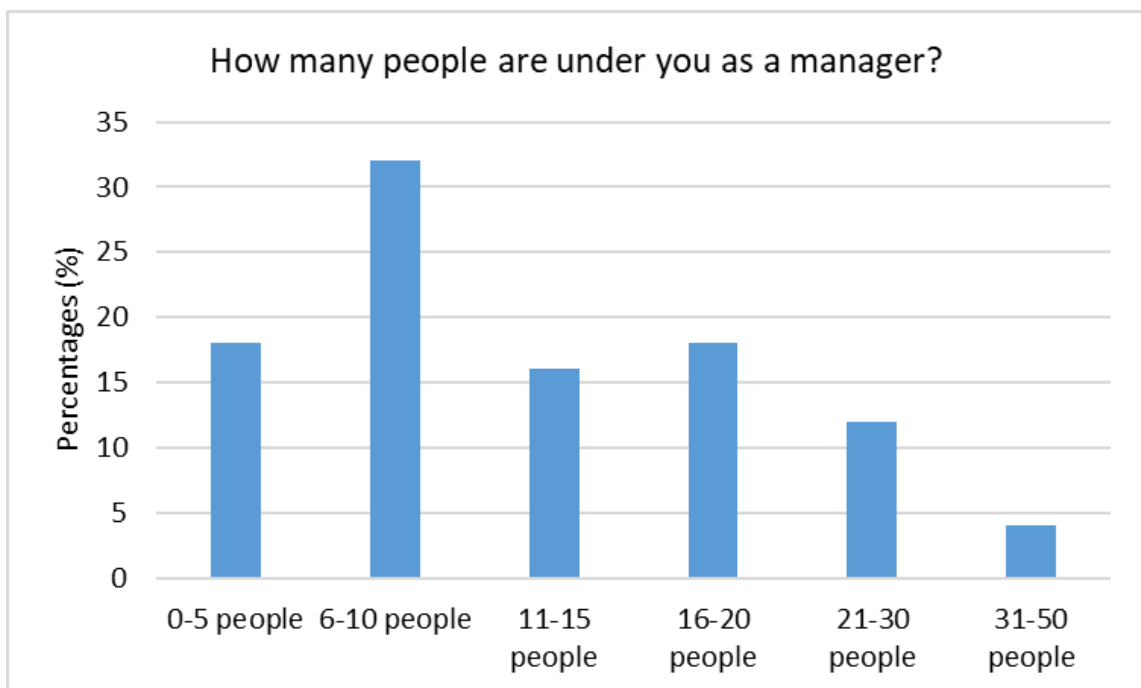
Figure 5.5 Number of people under you as manager

Source: Tjamburo (2024)

Based on the result obtained, the majority of managers, representing 32%, are responsible for 6 –10 people, 18 % of managers are responsible for 0-5 people, 16% of managers are able to manage 11-15 people, 18% of managers are responsible for 16-20 people, 12 % of managers are responsible for managing

people from 21-30, and only 4 % of managers are expected to be responsible for 31 to 50 people.

5.2.1.6 Question 5.2.6: What skills do people who report to you have

Response: This question is intended to identify the skills of people who report to the line of management. Management insight is key to being able to identify the talent needed and know what managers need to do to develop it. Gathering accurate information about staff is vital to developing the talent intelligence that supports the vision and the objective of the organisation. The strength of an organisation depends on the ability and the potential skills employees possess in order to lead the organisation in a very successful way.
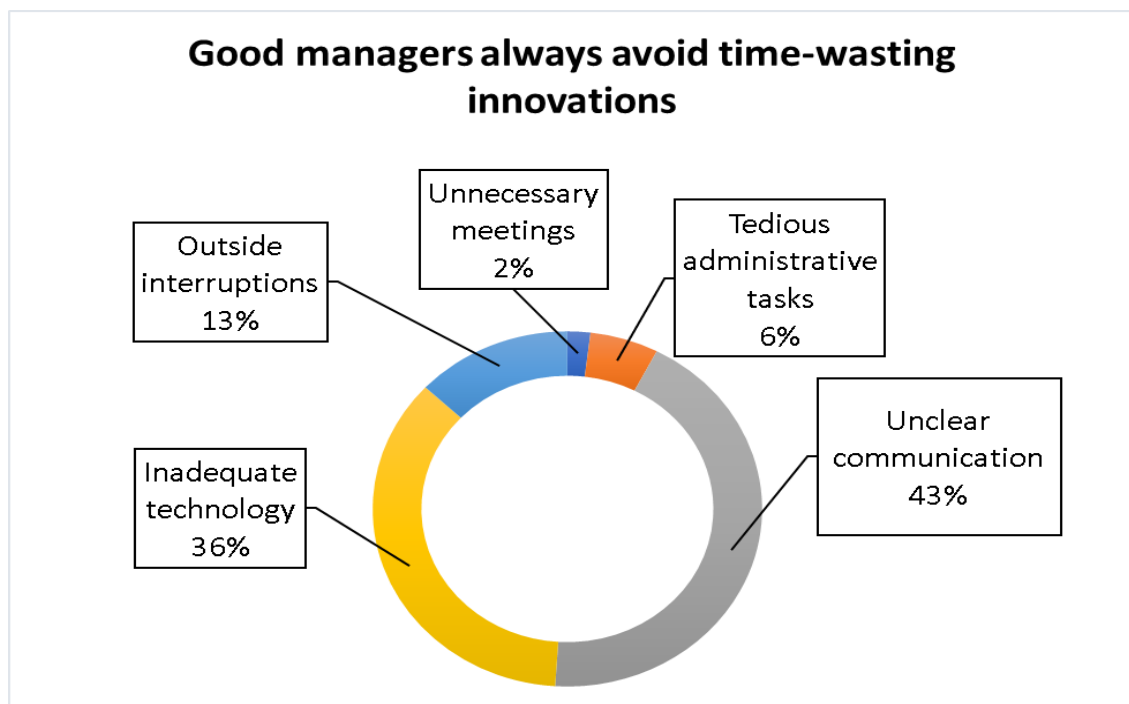
Figure 5.6 Good managers avoid time-wasting innovations

Source: Tjamburo (2024)

Unclear communication leads to delays in the project due to confusion of responsibility and misunderstandings, the majority of the employees have stated, representing 43%. Unnecessary meetings are not ideal for reaching project goals; this was represented by 2%, while 36% say inadequate technology challenges the construction industry's efficiency.

5.2.2 Section B

This section focuses on the quantitative data measuring the respondents' attitudes, feelings and opinion on leadership styles, through a Likert scale questions. The scale was ranked from 1 to 5, with the rankings classified as: Highly disagree = 1. Disagree = 2, Neutral = 3, Agree = 4 and Highly agree = 5.

5.2.2.1 Question: A leader who allows innovation does not micromanage

Response: This question is intended to point out that leaders who allow innovation do not micromanage because they trust and rely on their employees. This question assisted in obtaining the respondents' point of view to produce a good result.
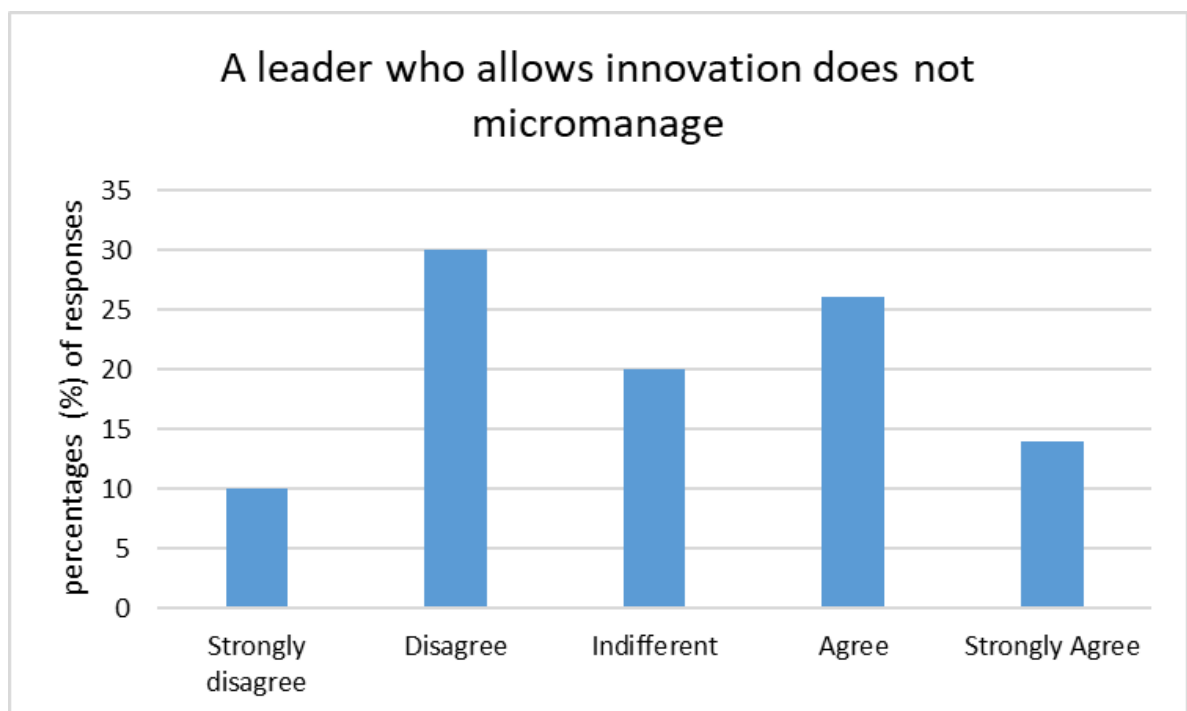
Figure 5.7 A leader who allows innovation does not micromanage

Source: Tjamburo (2024)

Figure 5.7 reveals that 10 % of respondents strongly disagree on the point that leaders who allow innovation do not micromanage. Most respondents, representing 30% of respondents, disagreed that leaders who allow innovation do not micromanage; they trust their employees. 25 % of respondents agreed that they trust their employees, 20% of respondents were indifferent.

5.2.2.2 Question: Everyone has a task to be performed that needs to be done first.

Responses: This question is intended to dig deep from the respondents to obtain their insights from the tasks that are generally performed and the ones that need to be performed first in the organisation.
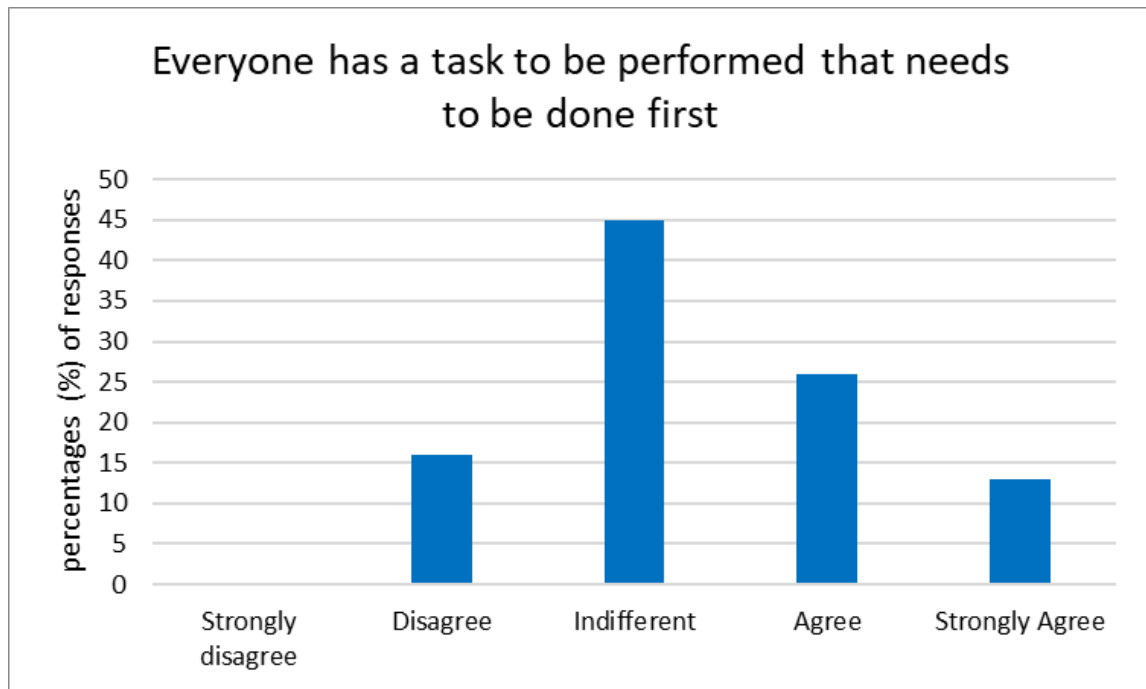
Figure 5.8 Everyone has a task to be performed, and that task needs to be done first
Source: Tjamburo (2024)

Figure 5.8 revealed that 0% of respondents strongly disagreed, and 16% disagreed that everyone has a task to be performed first. The total of this percentage shows that there is only a small number of employees on which managers cannot expect them to perform first a task before doing others tasks. 46% respondents remained indifferent regarding the task that first needed to be performed. 26 % of respondents agreed that managers can expect employees to perform a task first, and 13% strongly agreed that employees will perform a task first.

5.2.2.3 Question: A good worker knows how to separate work from personal life

Responses: This question is intended to understand how the respondents view and separate their personal lives from their work. The details of the respondents, as reported by them, are provided in Figure 5.10 below.

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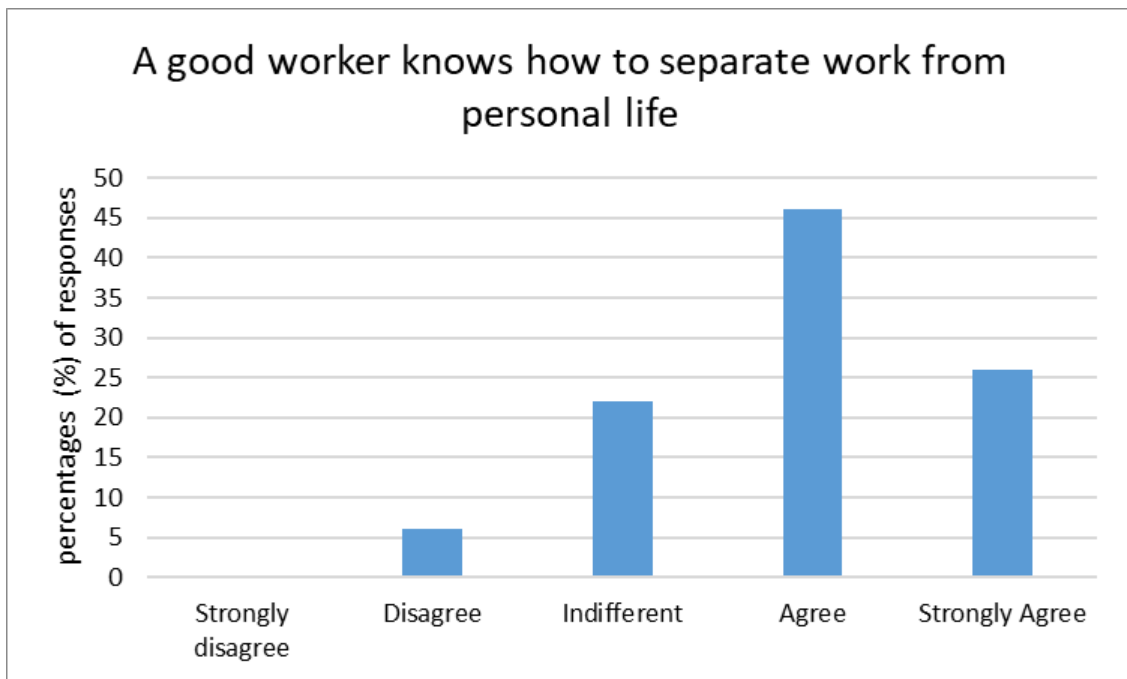
Figure 5.9 A good worker knows how to separate work from personal life

Source: Tjamburo (2024)

The data analysis indicated that 0% of respondents strongly disagreed that a good worker knows how to separate work from personal life (Fig. 5.10). The respondents who had an indifferent point of view were 22%. Most respondents, represented by 46%, agreed, and 26% strongly agreed (Fig. 5.10).

5.2.2.4 Question: Workers are generally lazy and must be given tasks to accomplish

Response: The question was specifically intended to identify the relevance of the respondents to the study by understanding their positions on seeing the workers as generally lazy and the tasks that workers must be given a task to accomplish in the organisation.
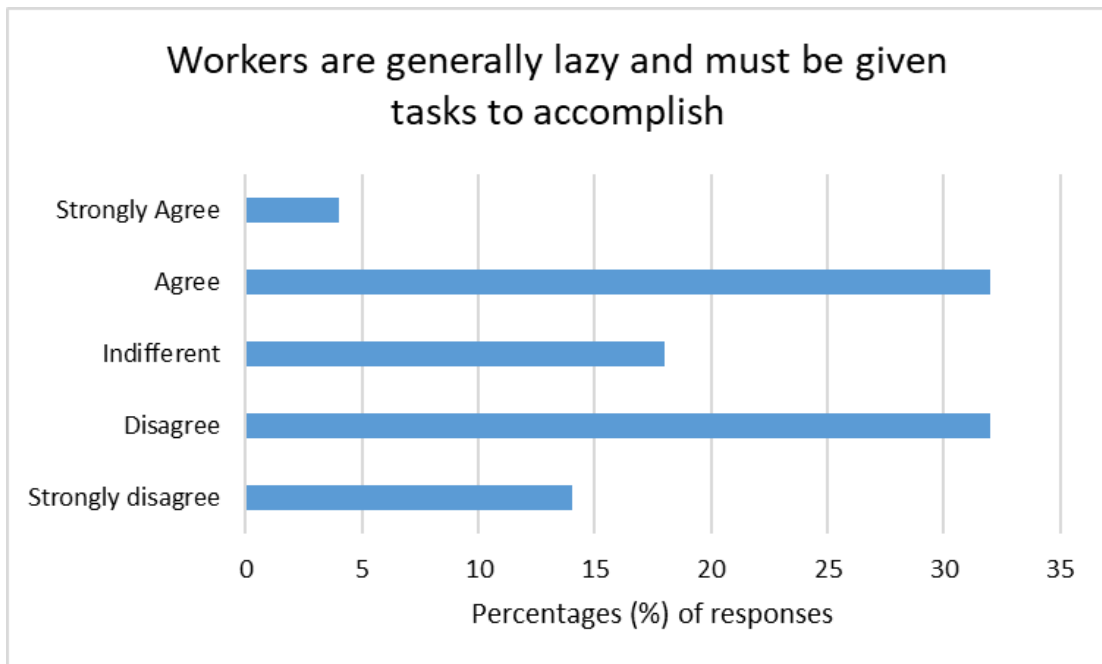
Figure 5.10 Workers are generally lazy and must be given tasks to accomplish

Source: Tjamburo (2024)

The above graph shows only a small percentage; 4% strongly agreed, and 14 % strongly disagreed that workers are generally lazy and must be given tasks to accomplish. 18% of respondents decide to remain indifferent on the point. There are also equal percentages, represented by 32 % of respondents, that agreed and disagreed with the idea that workers are generally lazy and must be given tasks to accomplish. By looking closely at those two equal percentages, the idea is that those who agreed see that employees lack determination, which is why managers have to give tasks to accomplish, and those who disagreed lack the motivation to perform what is expected.

5.2.2.5 Question: Good listening inspires the free sharing of thoughts

Responses: The question was specifically intended to identify the perception of the respondents regarding the setting of tasks that employees have to perform as they know what to do in the organisation.

83
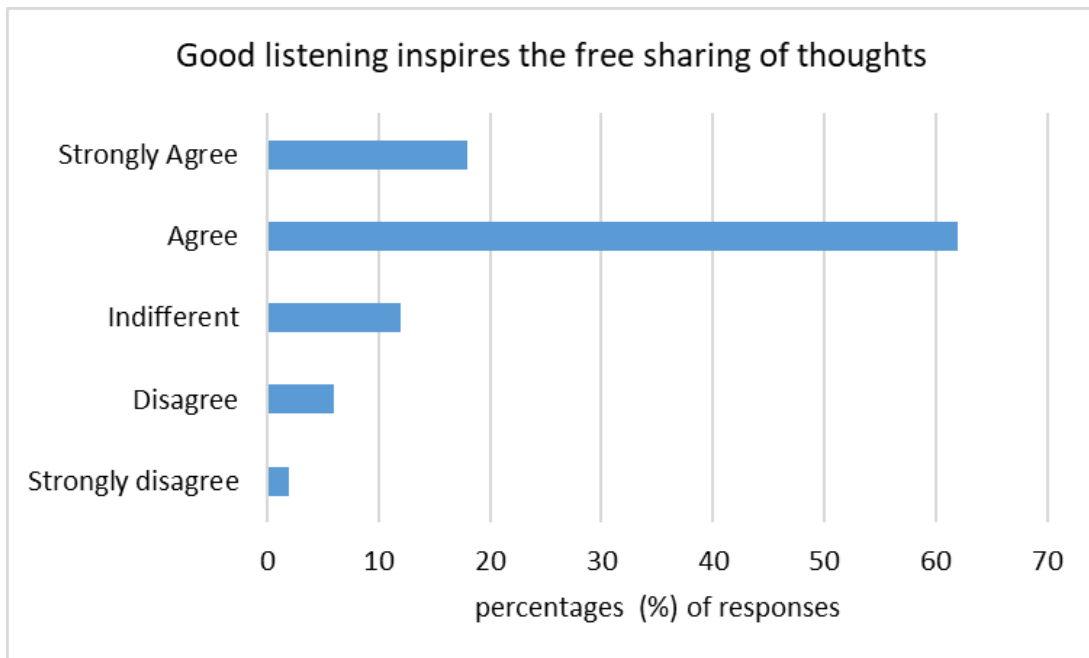
Figure 5.11 Good listening inspires free sharing of thoughts: **Source: Tjamburo (2024)**

The data analysis reveals that 62% of respondents agreed that good listening inspires the free sharing of thoughts, and 18% strongly agreed. The totality of both percentages, which represent 80% of responses, accepted that good listening inspires the free sharing of thoughts between managers and employees.

The other 20% on the graphic represents 14% of respondents who remained indifferent to that point, and only a small number of 6 % of respondents disagreed that good listening inspires free sharing of thoughts.

5.2.2.6 Question: A good manager sets out clearly defined tasks for the employees.

Response: This question is intended to obtain the respondents' point of view regarding managers setting out clearly defined employee tasks.
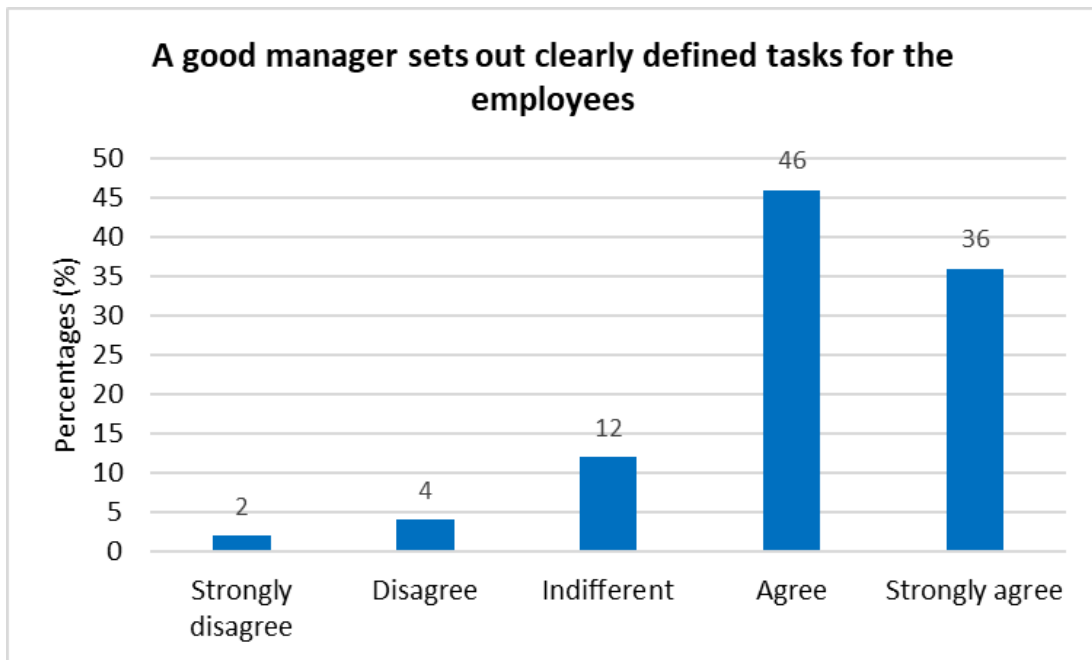
Figure 5.12 A good manager sets out clearly defined tasks for the employees

Source: Tjamburo (2024)

Majority (46%) of respondents agreed that a good manger set out clearly defined tasks for the employees followed by those who strongly agreed with 36%. Two % strongly disagreed followed by 4% who disagreed (Fig. 5.12).

5.2.2.7 Question: A good leader has traits others love to emulate

Response: The question was specifically intended to evaluate the traits others love to emulate from a good leader. The details of the respondents, as reported by them, are provided in Figure 5.13 below.
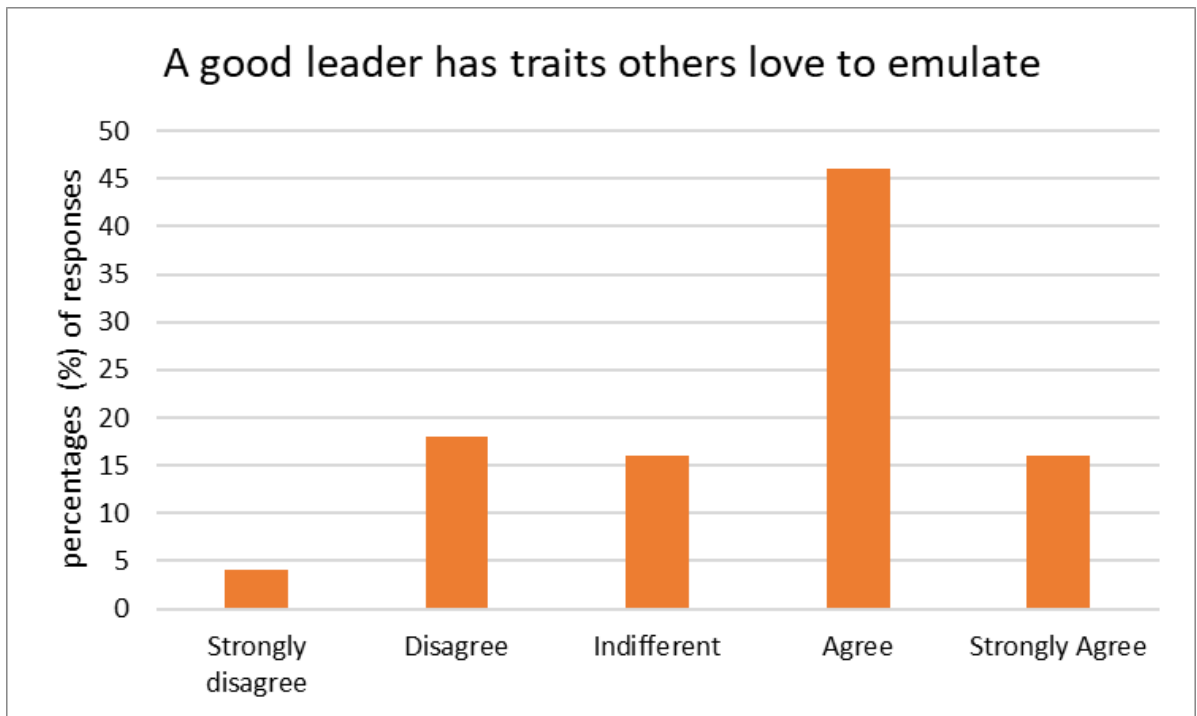
Figure 5.13 A good leader has traits others love to emulate

Source: Tjamburo (2024)

The data analysis indicated that the majority of respondents, representing46%, agreed that a good leader has traits others love to emulate, 16 % strongly agreed and another 16% were indifferent (Fig.5.13).

5.2.2.8 Question: You cannot leave the employees to work alone less them mess up

Response: The question intended to evaluate the thinking of the respondents by understanding whether employees can be left alone lest they mess up in the organisation. The details of the respondents, as reported by them, are provided in Figure 5.15 below.
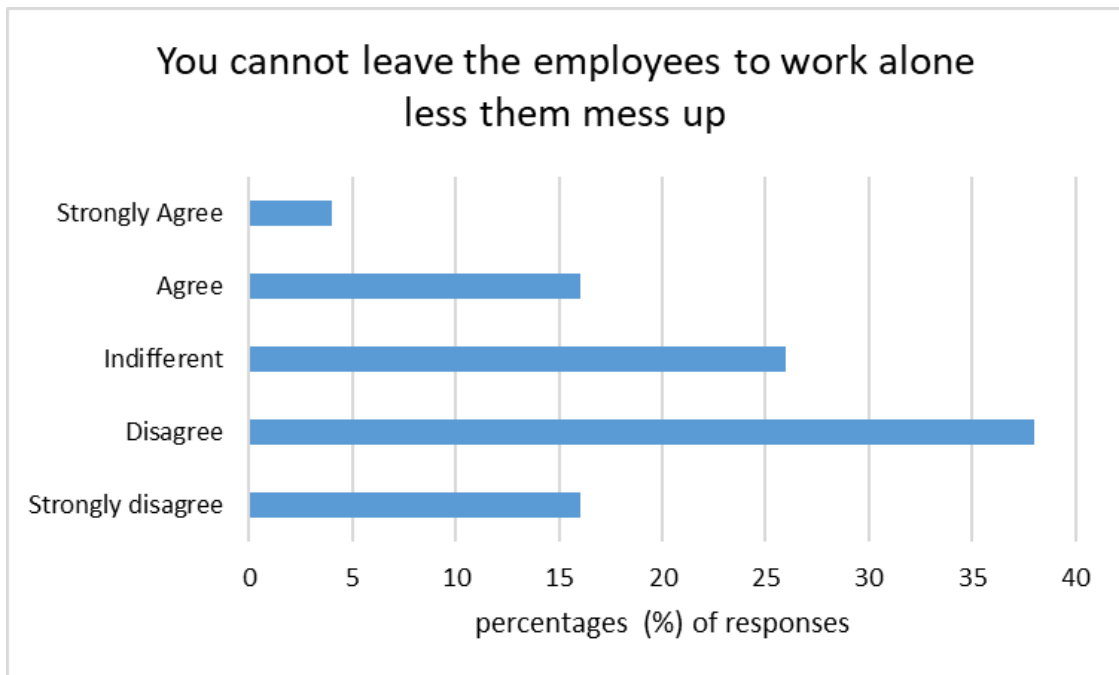
Figure 5.14 You cannot leave the employees to work alone less them mess up

Source: Tjamburo (2024)

A total of 54% of respondents disagree with the point that you cannot leave the employees to work alone the less they mess up. The respondents who disagreed with this point feel that letting employees work alone promotes creativity and the ability to make decisions. A total of 20% of respondents who support this point feel that employees may make mistakes that may cost the business large sums of money.

5.2.2.9 Question: A good leader combines innovation and target-setting

Response: This question determined if goals and targets can be set if work is defined in daily tasks.
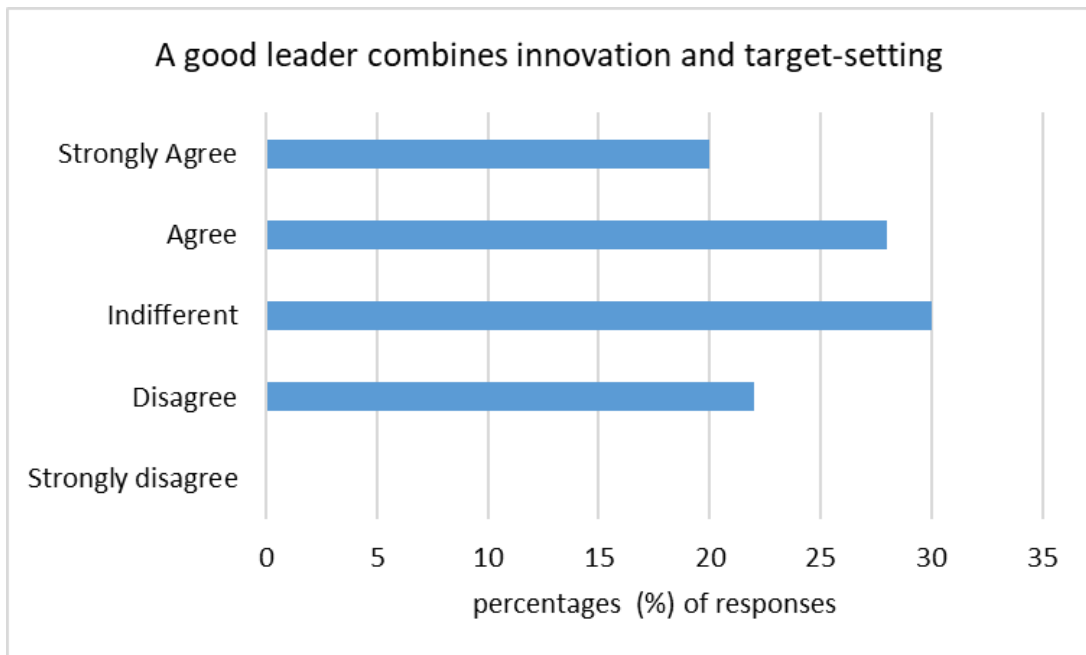
Figure 5.15: A good leader combines innovation and target-setting

Source: Tjamburo (2024)

48% of the respondents agreed that a good leader combines innovation and target setting. They combine innovation and target setting because many organisations seek to stimulate work.

5.2.2.10   Question: Workers work well if they have their targets set by themselves.

Response: This question is intended to identify how well workers work when the targets are set by themselves. The details of the respondents, as reported by them, are provided in Figure 5.18 below.
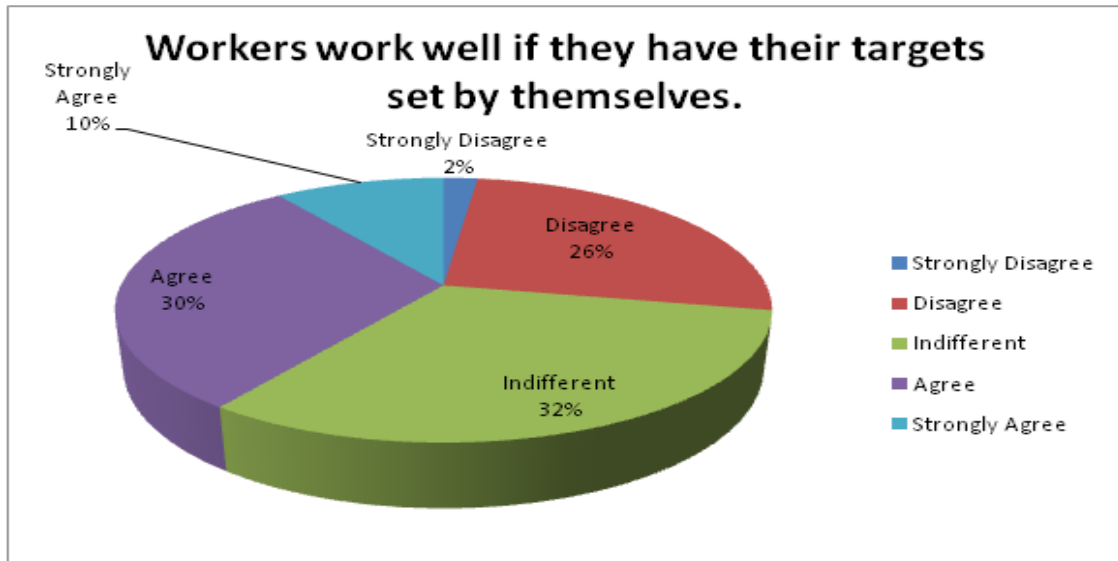
Figure 5.16 Workers work well if they have their targets set by themselves

Source: Tjamburo (2024)

Figure 5.16 revealed that 32% of respondents are indifferent when it comes to working well if the target is set by themselves. A total of 28 % of respondents disagreed with the question, and 30% agreed that workers work well when targets are set by themselves.

5.2.2.11   Question: A good leader allows autonomy to shape new ideas.

Response: This question was to discover if employees can work toward a set goal. The details of the respondents, as reported by them, are provided in Figure 5.18 below.

Figure 5.17 A good leader allows autonomy to shape new ideas; **Source: Tjamburo (2024)**

Most respondents, 52%, agreed that a good leader allows autonomy to shape new ideas. 20 % of respondents disagreed with the question, and only a small minority of 2% of the respondents strongly disagreed. 26% of respondents are not sure that a good leader allows autonomy to shape new ideas.

5.2.2.12 Question: Caring for team issues motivates members to perform

Response: The question was intended to understand how employees can perform at a high level when caring about their personal issues and problems. This will have a positive impact on the business as they may approach dilemmas differently from the manager. The details of the respondents, as reported by them, are provided in Figure 5.19 below.
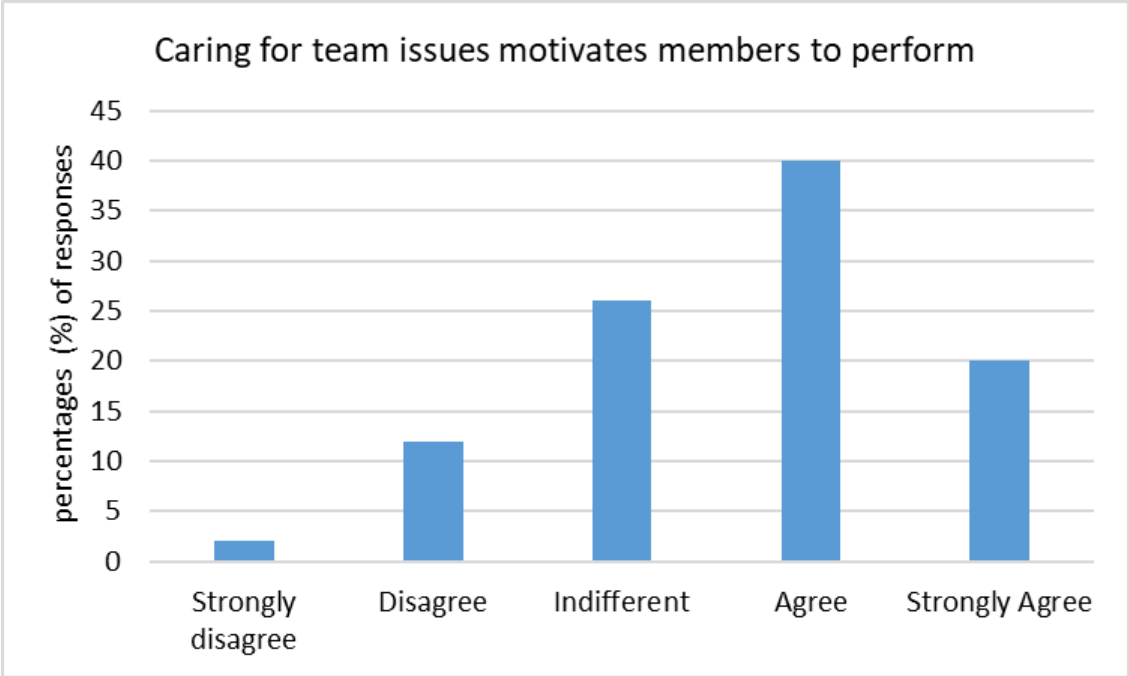
Figure 5.18 Caring for team issues motivates members to perform

Source: Tjamburo (2024)

Most people agree that employees perform better when their personal problems and issues are considered. Only 12% of people disagreed about the question. 26 % of respondents were indifferent to the question, and only 2% strongly disagreed with the idea that workers perform better if they care about their personal problems.

5.2.2.13   Question: Sharing with workers' problems will allow for loyalty to you.

Response: The question was specifically intended to find out if sharing workers' problems will generate a sense of loyalty, which is a strong feeling of support. The details of the respondents, as reported by them, are provided in Figure 5.19below.
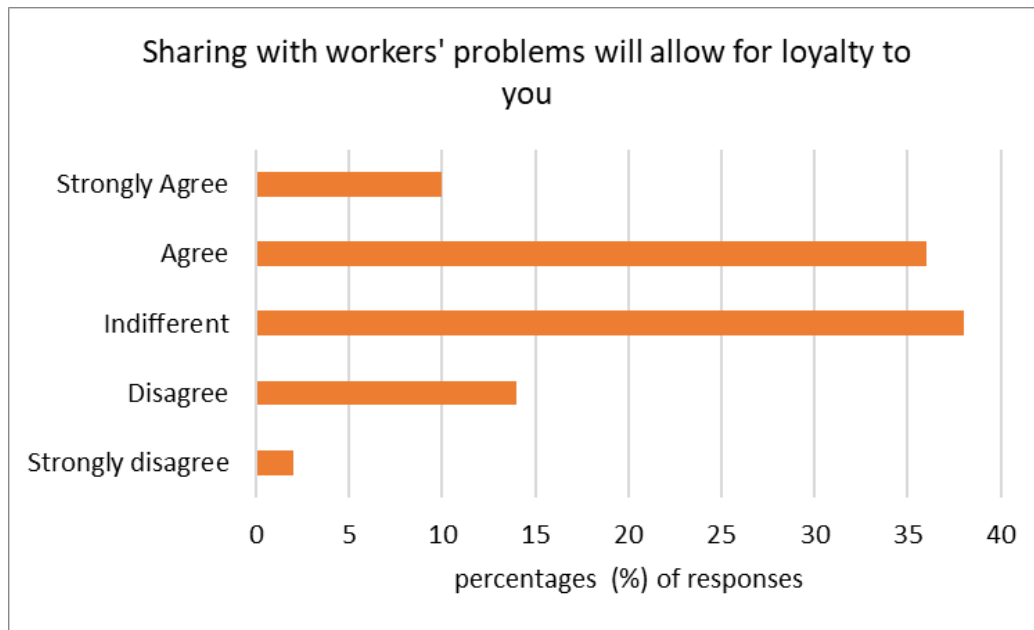
Figure 5.19   Sharing with workers' problems will allow for loyalty to you

Source: Tjamburo (2024)

A large number of people (38%) are indifferent to this question when it comes to being loyal while sharing workers' problems. The second largest number, 36%, represents people who agreed they would be loyal. Only a small number of people disagreed and strongly disagreed, with a percentage of 14% and 2% of respondents, respectively.

5.2.2.14   Question: An employee left to work alone is empowered and performs well.

Response: This question is intended to find out the respondents' opinion by answering the above question: Can an employee left to work alone be empowered and perform well? The details of the respondents, as reported by them, are provided in Figure 5.20 below.
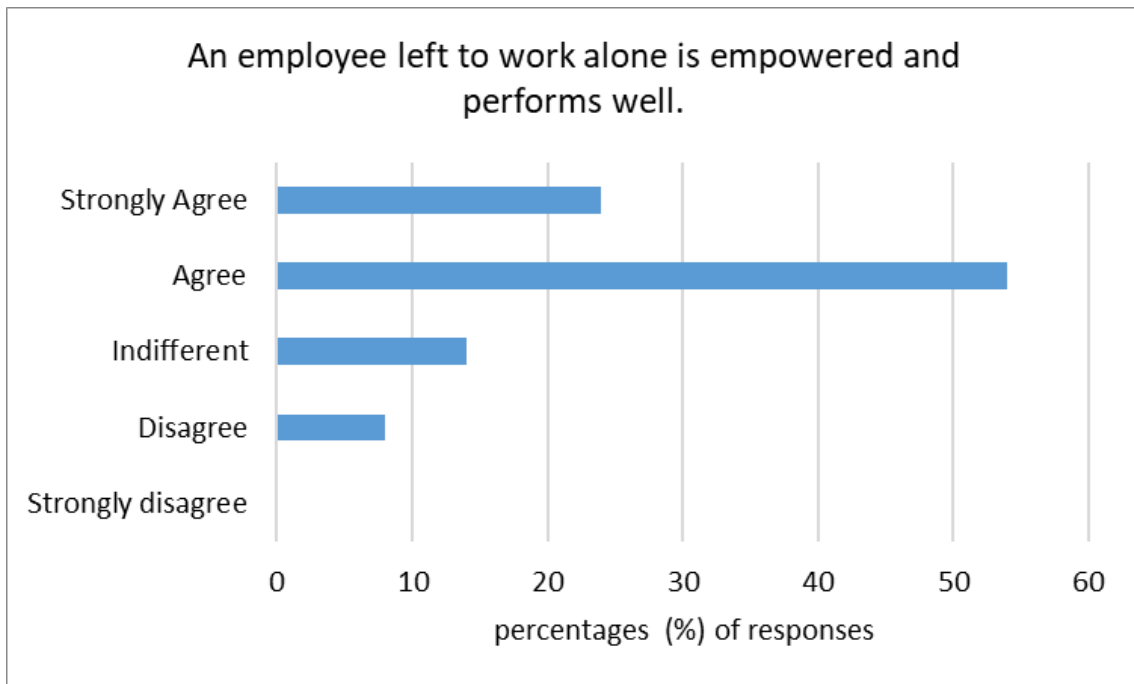
Figure 5.20 An employee left to work alone is empowered and performs well

Source: Tjamburo (2024)

The data analysis indicates that over 70% of respondents agreed that an employee left alone is empowered and performs well. 14% of respondents remained indifferent to the question, and a minority of 8% disagreed that employees left alone are empowered and perform well. In conclusion, employees are empowered and perform well when they perform alone.

5.2.2.15   *Question: Employees who solve problems are more accountable and reliable.*
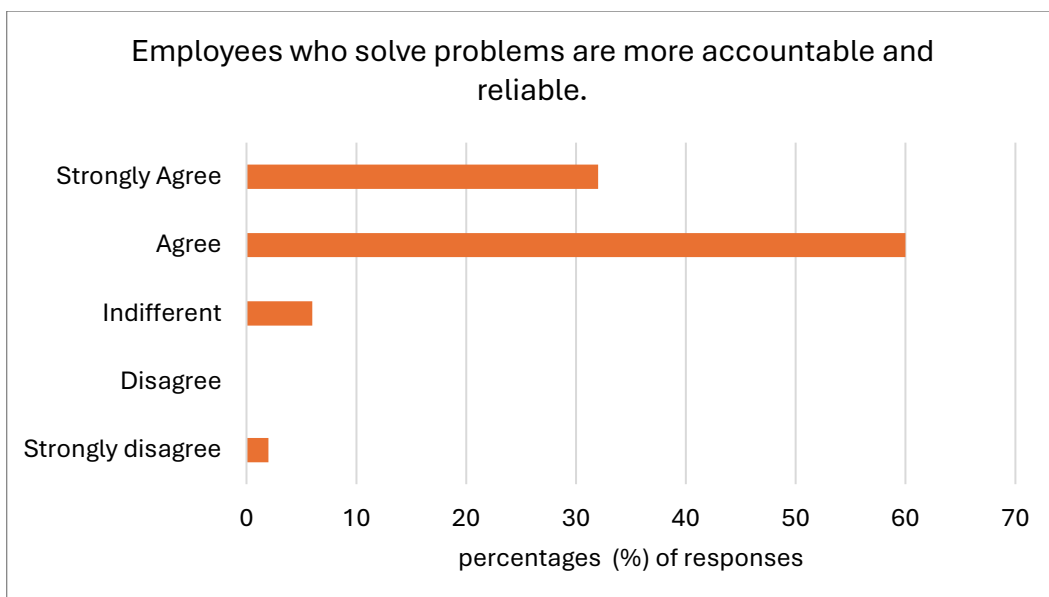
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Figure 5.21 indicates that most people, representing 92 %, agreed that employees who solve problems are more accountable and reliable. On the other hand, it represents only a drop in the ocean of 6 % who are indifferent to the question. Only 2 % of people do not believe that employees who solve problems are more accountable and reliable.

5.2.2.16   Question: Discuss issues in detail with employees and leave them to work.
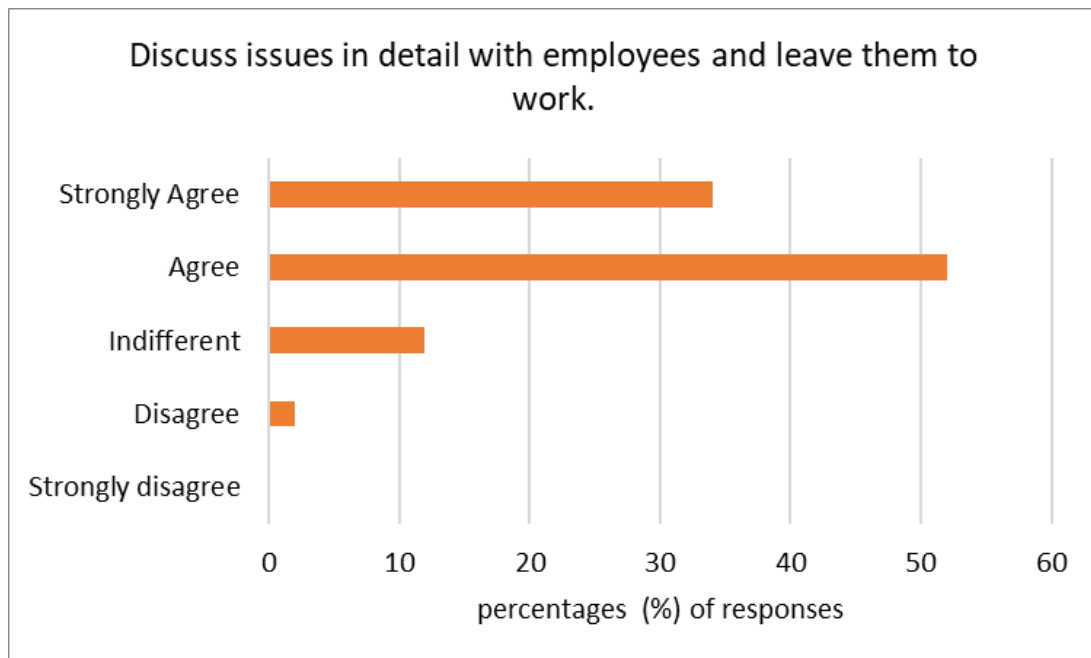
Figure 5.22 Discuss issues in detail with employees and leave them to work

Source: Tjamburo (2024)

Most of the respondents (88% in total) believe that the discussion of the issue in detail with employees is corrected, and employees can continue to work perfectly afterwards. A smaller amount of people are indifferent to the discussion issue.

5.2.2.17   Question: A well-informed employee finds better ways of solving problems easily.

Response: A well-informed employee is capable of bringing solutions to any issue or problem an organisation may face. This question intends to understand how well-informed employees can easily find better ways to solve problems.
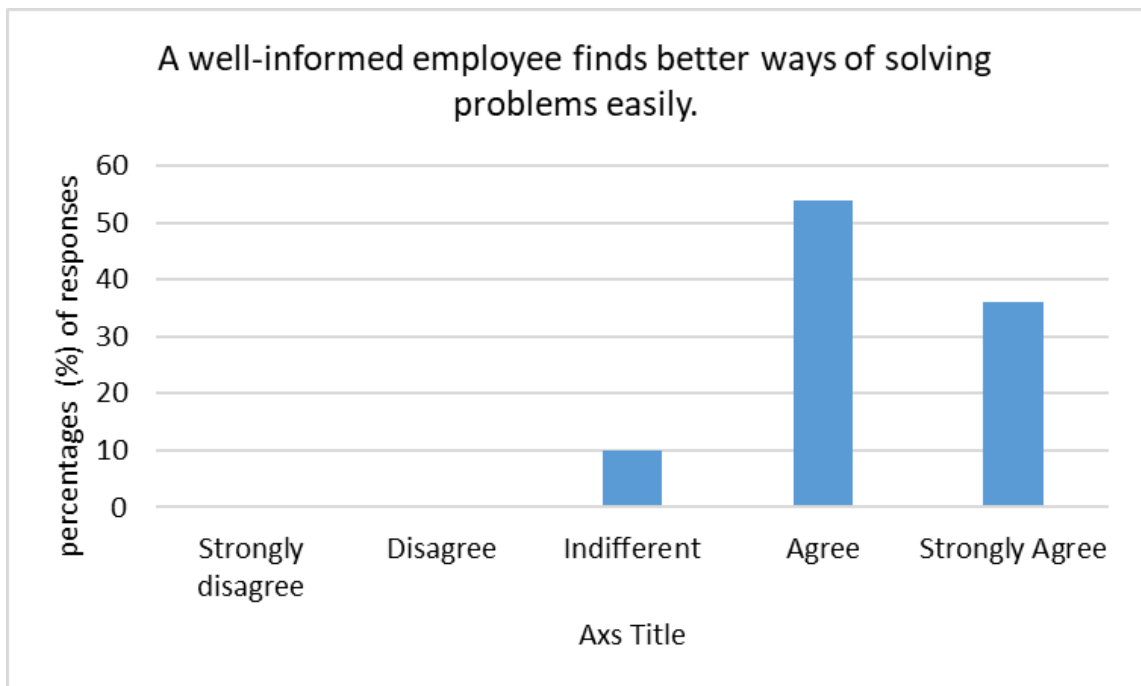
Figure 5.23 A well-informed employee finds better ways of solving problems easily

Source: Tjamburo (2024)

The data analysis shows that many respondents accept and agree that a well-informed employee finds an easy, better way of solving a problem, and only 10% of people are indifferent to this notion (Fig. 5.24). It appears that the responder also disagreed

5.2.2.18   Question: Empowering employees to think is like giving them ownership.

Response: The question intends to understand how empowered employees think. Empowering means sharing or delegating power or authority to employees so that they may be able to work efficiently and effectively in the organisation.
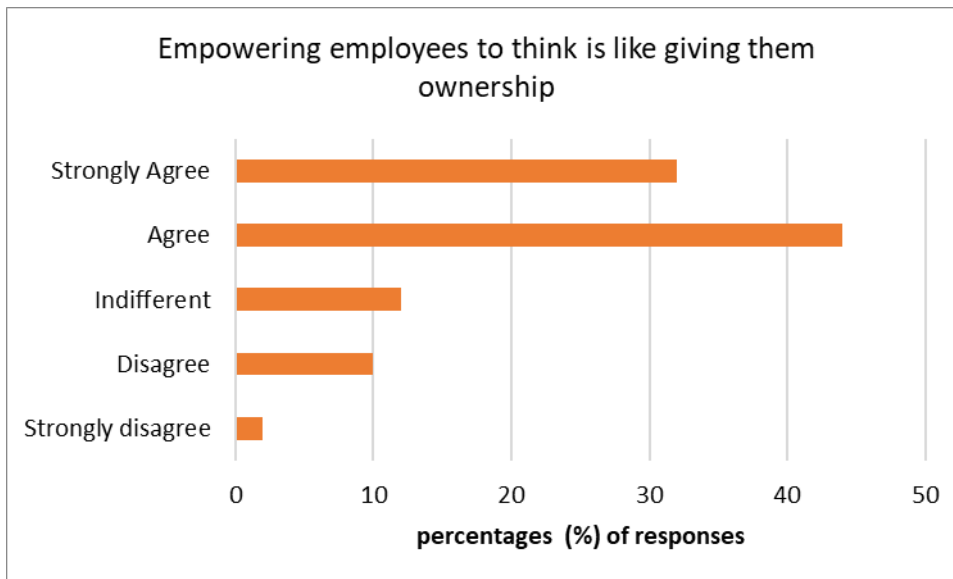
Figure 5.24 Empowering employees to think is like giving them ownership

Source: Tjamburo (2024)

Figure 5.24 depicts that 44% of respondents support the idea of empowering employees, which is like giving them power, followed by 32% of respondents who strongly agree with the question. 12 % of respondents are indifferent, and over 12% of respondents disagree that empowering employees will give them more power

5.2.2.19   *Question: Employees will protect a business where they think they belong.*

The feeling of belonging is one of the most important needs employees need to satisfy, and it is being part of a family or group.
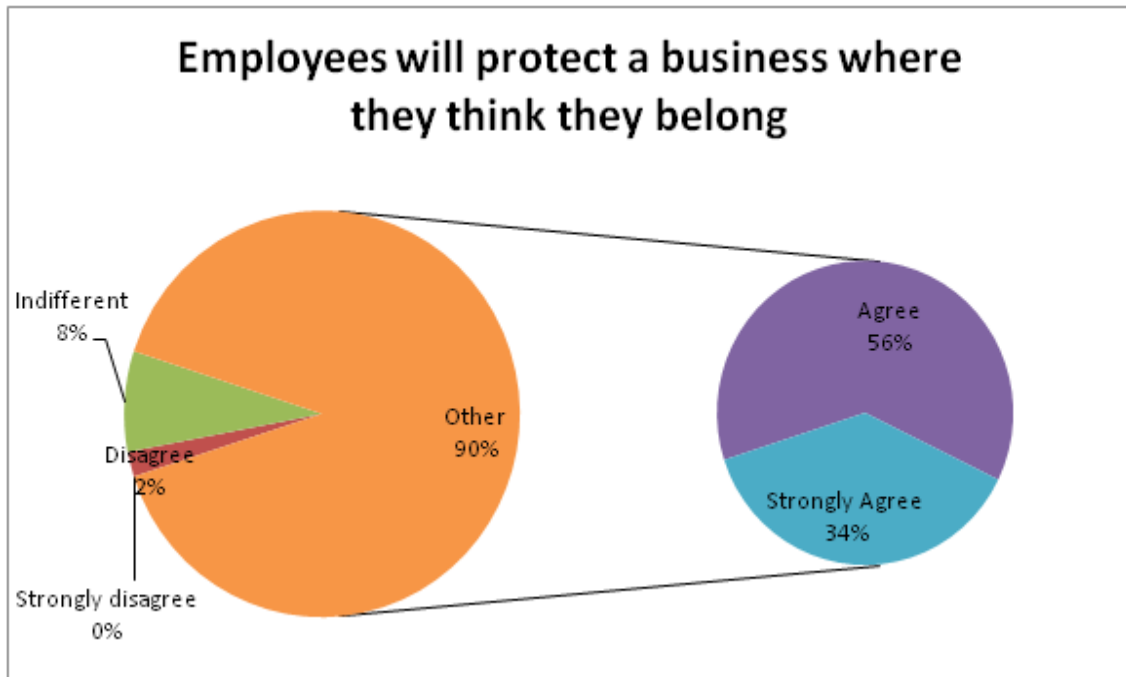
Figure 5.25 Employees will protect a business where they think they belong

Source: Tjamburo (2024)

The pie chart in Figure 5.2.26 shows that most respondents (56% and 34%) agreed that employees will protect a business where they think they belong. We noticed that several respondents, 2%, disagreed with the idea, and only 8% of respondents were indifferent to this question. In conclusion, a place where employees feel safe and secure is a place of rest for them, and they will make sure it is protected.

5.2.3 Section C: What problems do you encounter with employees

5.2.3.1 Question: Problems you will have if you allow employees to work on their own.
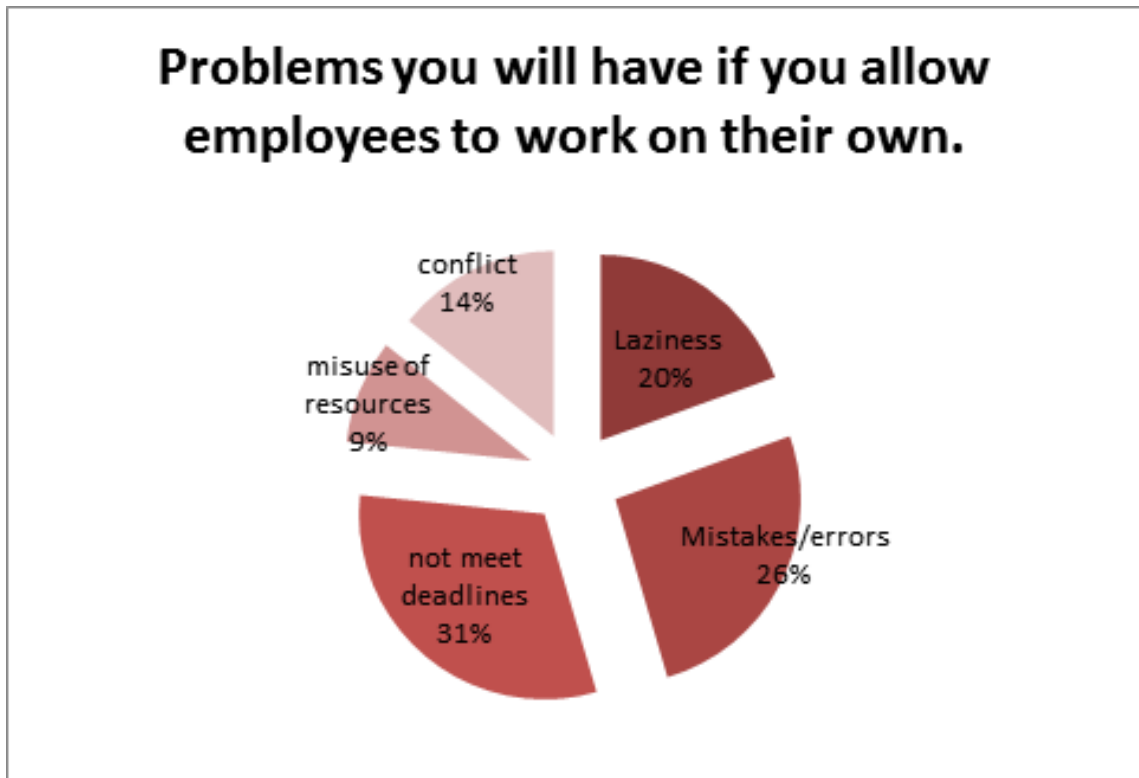
Figure 5.26 Problems you will have if you allow employees to work on their own

Source: Tjamburo (2024)

When the employees are left to work independently, it may create a problem when they do not deliver what is expected from them and do not meet the deadline. 331 % of respondents do not meet the deadline. 26 % of respondents make errors, 20 % are lazy, and 14% of respondents have conflict

5.2.3.2 Question: Advantages of allowing employees to work without close supervision.

When employees work without close supervision, there will be some advantages that will follow. Employees will develop the ability to be creative and improve productivity in the organisation
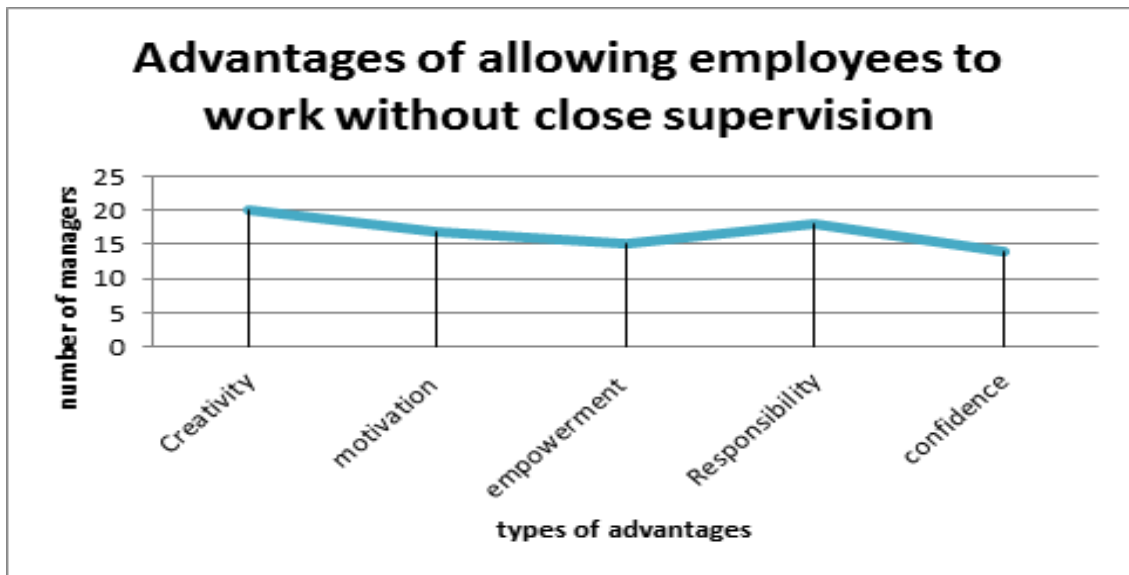
Figure 5.27 Advantages of allowing employees to work without close supervision

Source: Tjamburo (2024)

Most leaders believe that appraisals motivate their team members to perform best towards their employees as good leaders. The second best is how they communicate with their employees and by empowering them. The least number of leaders motivate the employees who work under them.
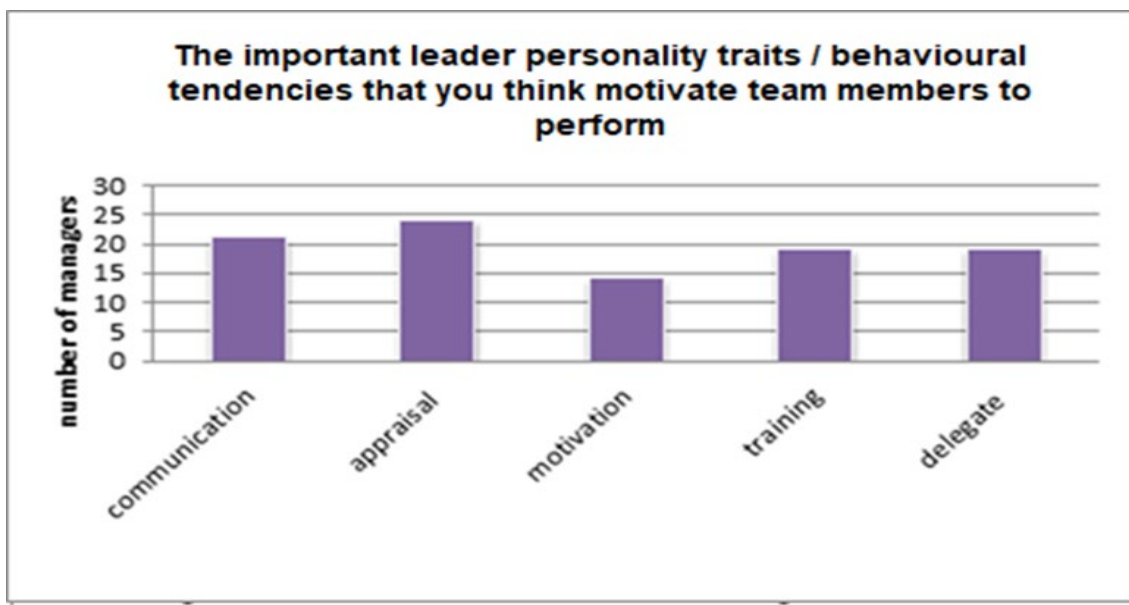
Figure 5.28 The important leader personality traits / behavioural tendencies that you think motivate team members to perform

Source: Tjamburo (2024)

Table 5.2 The important leader personality traits / behavioural tendencies that you think motivate team members to perform

	Number	Percentage
Communication	21	42
Appraisal	24	48
Motivation	14	28
Training	19	38
Delegate	19	38

Source: Tjamburo (2024)

5.3 Chapter Summary

Transformational leadership styles in the construction industry still face some challenges. Conflicts and unrealistic workloads are among the challenges faced by the industry. According to this research, 18% of managers have not been under management training. Most employees find that appraisal encourages them to work harder, leading to successful construction projects. It is expected that a better communication skill and a manager who leads by example can support project managers not only in achieving their project objectives but also by exceeding them as well as creating short- and long-term added value for the client.

Besides the challenges mentioned above, the quality of leadership skills is essential in order to survive in a highly competitive environment, in this case, the construction sector. In mitigating failing rates of projects in the construction industry, the vision of leaders and employees should be on the same page, as this deepens employees' loyalty to the organisation and lessens managerial problems.

CHAPTER 6

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

Leadership has been studied ever since humans started growing families and increasing in number, each leader leading as they preferred. The first problem with the study on leadership is the absence of a universal definition of "leader" and "leadership", as these are constantly confused with management. The desired leadership style also depends on where the individual leads, the objectives, and whom they lead (Igbaekemen 2014:126-135). Each leader has their own behavioural patterns and methods they use to achieve their objectives, and it is not in all instances that the objectives are met, and all the parties are satisfied. The contingency theory (Nagendra & Farooqui 2016:7(4)) postulates that the effectiveness of a leader and a leadership style depends largely on the organization, the tasks to be performed, and the adaptability of the leader and followers to each other. Jowah (2013:708-719) concurs and is of the view that there is an inevitable link (relationship) between how a leader directs subordinates and their view about how they should be led if they are to perform. This speaks to personality traits between leaders and followers and their ability to find common ground, allowing for effective motivation to yield desired performance (Berson *et al.* 2015:143-155). Over the years, transformational and transactional leadership styles have become more prominent and ideal for much-needed leadership. The research sought to establish the effectiveness of transformational leadership style on construction projects (heavy duty) team member performance because of the contingency theory. Cognizance is taken that the most relevant style is contingent on the type of organization, followers, and the tasks to be executed (Attar & Abdul-Kareem, 2020. 171-191).

6.2 Summary of the Findings

The summary of the findings (reporting) is based on the order of the questionnaire, which was divided into three (3) parts: Section A–Biography, Section B–Likert scale and Section C–Open-ended questions. Each question is analysed as a summary to provide the necessary details item by item, providing

adequate information describing the relationship of the variables concerned. This is done sequentially as structured in the questionnaire.

6.2.1 Section A–Biography

6.2.1.1 Question: What is Your Position in the Organisation?

In response, 22% of the respondents performed human resource functions (working on health and safety, training, conflicts and wages), 18% headed activity-based centres (task units), administration at 38% (Project Management Office - PMO) and other at 22% (representing unclassified project practitioners – execution members).

CONCLUSION The researcher is satisfied with the spread of the respondents as this is expected to involve as many aspects of the project execution as possible.

RECOMMENDATIONS: In future, it may be interesting to deal with specific skills only (say technicians) and try to understand their experience as a specialized unit.

6.2.1.2 Question: How Long Have You Been in the Organisation?

The larger part, 44%, has been in construction for up to five years; the remainder (56%) has been in the industry for six or more years.

CONCLUSION: Though the larger single unit has not been in for long, it is concluded that 56% of the impact this will have on the juniors is adequate to enable them (juniors) to have informed responses.

RECOMMENDATIONS: Future studies may be necessary with structured stratification of the respondents by years of experience and compare it to establish any differences based on the time the individuals have been in the industry.

6.2.1.3 Question: Have You Been Through Any Training?

Only 18% of the respondents had never been for training, the remaining 82% having been for training at differing levels, possibly depending on the nature of the training.

CONCLUSION: the organization works positively towards the development and empowerment of the practitioners, obviously to motivate and improve on performance, a strong transformational style characteristic **(**Afsar, Badir, Saeed & Hafeez (2017: 307–332).

RECOMMENDATIONS: It is assumed that practitioners are sent to train in areas specific to their trade within the organization. It would be interesting to know what is taught to the different specializations and the impact of the training on performance and organizational goals.

6.2.1.4 Question 6.4: What is Your Highest Educational Qualification?

A high 84% indicated they had a diploma or a degree, with the number of degree holders higher than the rest of the respondents.

CONCLUSION: It is unusual that there are more people with diplomas and degrees (84%) on a construction site even though the qualifications are not specified.

RECOMMENDATIONS: Future studies must be based on the stratification of the population, and equal numbers of the different strata should be studied differently to allow the research to focus on people with similar qualifications.

6.2.1.5 Question: What Skills Do People You Work with Have?

Unclear communication leads to delays in the project due to confusion of responsibility and misunderstandings, the majority of the employees have stated, representing 43%. Unnecessary meetings are not ideal for reaching project goals. This was represented by 2%, while 36% say inadequate technology challenges the construction industry's efficiency.

CONCLUSION: The general understanding is that an individual with specific skills may not need (or dislike) close supervision, considering that they know what to do and that all they need is permission to work **(**Karakaş & Tezcan, 2019:102-118**)**.

RECOMMENDATION: There should be a clear understanding that close supervision may still be needed for those without skills, depending on what they will be assigned to do. Transactional leadership may be ideal for these,

suggesting that supervisors must be taught how to adjust to the task, the individual performing it and the organization, back to contingency (Leitão, Pereira & Gonçalves 2019:3803)**.**

6.2.2 Section B- Likert Scale

6.2.2.1 Statement 1: We Come to Work, and there is no Time for Relationship.

Neutral is at 14%, though it would have been best if everyone had taken a view. A total of 58% disagree with the statement, suggesting they want their personal experiences (social life) to be considered.

CONCLUSION: There is a general agreement with transformational characteristics that believe an individual's performance at work may not be separated from their social life (Henkel, Marion & Bourdeau 2019:1-14).

6.2.2.2 Statement 2: Family Problems do not belong to the Workplace, We Come to Work.

Contrary to the sentiments in the previous response above, the same individuals, 69% believe family problems should be left at home.

CONCLUSION: This causes some confusion, except if the understanding is that there should not be an over-emphasis on family problems or family members coming to interfere with work at the workplace. This agrees with the transactional leadership approach (Rego *et al*. 2019:1009-1033)**,** but there may be a need to break these into finer, more pointed questions.

Statement 3: Everyone has a task to be performed, and that task needs to be done first. The increase of neutrals to 22% cannot be explained except that it is too high, at above $\frac{1}{5}$ of the respondents.

CONCLUSION: More people (72%), however, were more decisive, which is a strong transactional characteristic focusing on the tasks and not on other issues (Walls 2019:31-33)**.**

6.2.2.3 Statement 4: A Good Worker Knows How to Separate Work from Personal Life.

The unanimous agreement to the statement totalling 84%and reduction of neutral to 8% is interesting.

CONCLUSION: The respondents seem to be saying that when one comes to work, what should be foremost in their minds should be work and not bring in other thoughts, a typical transformational manager attitude **(**Tonkiss, 2017:872-882**).**

6.2.2.4 Statement 5: Workers Are generally lazy and must be Given Tasks to Accomplish.

Another transactional attitude is based on the belief that employees need close monitoring, as also postulated by McGregor as cited by Esteves, Lopes, Geremias and Palma (2018:248-260)**.**

CONCLUSION: The general feeling seems to be that the workplace is not a place for socialization but for the performance of tasks **(**Grau-Alberola *et al.* 2022:128-138**),** the reason for which people come to work. It implies that one should be rewarded according to what one has done.

The sentiment is transactional even though there are elements of a transformational attitude or approach, which is interesting because this is from the workers. This may be a matter of situational leadership, considering that construction projects are generally heavy-duty **(**Hunt & Loxley 2021:451-463**),** and success is measured according to the triple constraints of time, budget and quality (Silva 2019:232-240). This does not, however, remove the human element where people work with people and through people to get work done (Jowah & Alagha 2021:123-138).

The next section focuses on the postulates of the X theory, which suggests that workers are lazy, do not want to work, may not want to think for themselves, need constant supervision and are extrinsically motivated (Robertson 2017:107-119). From its looks, there is a relationship between the transactional leadership philosophy and the X theory, based on what the leader thinks about workers.

6.2.2.5 Statement 6: Setting tasks makes people perform because they know what to do.

It was of particular interest that, though neutral, it was at a 14% high, and as usual, it was not clear why workers would be ambivalent about matters to do with

their daily operations. Those in agreement totalled 80%, indicating that setting targets enables effective execution of construction tasks.

CONCLUSION: Some aspects of transactional leadership produce the desired results by pre-determining what standards, tasks and resources need to be allocated within specified targets in line with the project charter and expected completion dates. This is a critical characteristic of the transactional leadership style (Marinescu, 2017. 52-59), which seems to work well for construction because of the iron triple as a measure of the successful execution of a project.

6.2.2.6 *Statement 7: A good manager sets out clearly defined tasks for the employees.*

In agreement with the preceding response, those in the affirmative scored 84%, with ambivalence at a low 10% and only six disagreeing with the statement.

CONCLUSION: It is considered good project execution/management to set specific targets for the workers, which, as stated above, is a characteristic of transactional managers (Wu, Li, & Fang 2017:1495-1511). This allows for easy pre-determination of when tasks can be performed and keeps in check those who might not be eager to work hard to the expected standard.

6.2.2.7 *Statement 8: A good manager must think for workers and give them direction.*

A slight change in that those indifferent are at a new high (16%), with those disagreeing also recording a high (22% total) compared to the previous. Those in agreement remain the majority at 62% (agreeing and strongly agreeing), thus again supporting one of the characteristics of transactional leadership.

CONCLUSION: The project practitioners constantly are on the McGregor X theory **(**Peng *et al.* 2022:1825**)** from which the transactional leadership theory appears to be derived that you have to think and plan for the subordinates; otherwise, they will not perform.

6.2.2.8 Statement 9. You Cannot Leave the Employees To Work Alone Less They Mess Up.

An unusual response with neutral rising to an all-time high of 20%, these are not sure if the statement is true or not. However, 20% and 30%, totalling 50%, disagreed with the statement, and only 30% agreed.

CONCLUSION: The respondents disagreed that they would "mess up" if left alone, suggesting they may feel better if treated as responsible people. If that is the suggestion, they will vote for transformational leadership (Zhang *et al.* 2018:66-78).

6.2.2.9 Statement 10: it is easier to set goals and targets if work is defined in daily tasks

Neutral is down at 10%, with a total of those in disagreement at 6%, down from 50% in the preceding response. The majority, however, at a combined 84%, agree that setting tasks is an easier way to manage them.

CONCLUSION: The project practitioners support transformational leadership as a better way of managing construction projects (Ismail & Fathi 2018:24-30) through daily targets for each individual or team to complete at a specified time.

There appears to be an attraction towards transactional leadership, although there has been general talk that transformational leadership is considered the most effective leadership style (Passakonjaras & Hartijasti 2020:645-667). The only likely explanation for this would be that the nature of projects dictates that the time needed to complete the project as per the project charter be adhered to. There is a close relationship between the three constraints used to determine the successful execution of a project, which are indicated in the project charter and the agreement with the sponsor (Ellis, Martin & Ramcharitar 2019:157-169). These constraints, called by different names, triple constraints, iron triangles or determinants of successful project execution, are interrelated in that;

1. Employees are paid on an hourly basis, if not on a fixed monthly salary per individual, with known total work to be completed
2. If more time is taken to complete the project, more money will be paid in salaries or wages beyond the budgeted amount, incurring cost overruns.

3. Wrong use of material or wrong reading of the building plan will result in reworking the incorrectly done aspects (quality). More time will be needed, and more material will suggest more money and possible cost overruns.

There is a need for a specific project execution approach that allows the project plan and the milestones to be observed meticulously to avoid all these likely scenarios. This will assist in mitigating project failure risk, defined as the failure to complete the project within the specifications of the triple constraints (Watanabe *et al.* 2024:73-84).

6.2.3 Section C: Open-Ended Questions or Requests

This open-ended section required the respondents to discuss a point form (list) of their views about specific aspects of the study.

6.2.3.1 *Request 1: Please State the Problems You Are Likely to Experience if You Allow Employees to Work on Their Own.*

There appears to be a strong leaning towards the X theory that proposes that employees are generally lazy and may not be entrusted with responsibility (McGregor as cited by Carson 2018:450–460). This stipulates that workers lack ambition and internal motivation. Motivation has to come from managers; on their own, they may not do anything correctly, nor can they produce acceptable conditions or levels of performance. When the employees are left to work on their own, it may create a problem by failing to achieve the expected performance and meeting deadlines (Mustapha & Eseosa 2019:215-228). This is purely a transactional approach.

6.2.3.2 *Request 2: Please State Possible Advantages of Allowing Employees to Work Without Close Supervision.*

This brings about an element of transformational leadership based on theory Y, as postulated by McGregor, which speaks positively about typical workers as people who want to work (Lawter, Kopelman & Prottas 2015:84-101). Theory Y leaders consider employees as inherently internally motivated and enjoy and value their jobs; consequently, they are considered indispensable assets for the

organization (Kimani 2021:36-46). According to Arif (2021:51-60), these employees tend to assume full responsibility for what they do and may not need close supervision to perform their tasks properly. After all, the employees only perform specific tasks that the manager considers they are able to accomplish.

6.2.3.3 Request 3: State Any 5 Leader Behavioural Patterns That Motivate You to Perform

The responses, as contributed by the project practitioners, lean towards accepting some of the characteristics of the transformational leadership style. This style is well known for encouragement, transparency, good communication and leading by example (Robbins & Davidhizar 2020:117-121). Surprisingly, workers prefer transactional attributes in the leader, as indicated by rewards based on the performance of tasks assigned to an individual (Wahyuni, Purwandari & Syah 2020:156-161). The other three can be common in both leadership styles and cannot be exclusively attributed to one behavioural style, while they may be strong in transactional leadership. The findings agree with Hoxha (2019;46-58), who asserts that transactional and transformational leadership styles complement each other in that you cannot be effective by resorting to exclusively one style. This implies that there are situations where one needs to use the other style and leave the other, suggesting that effective leadership is dependent on who is the leader, leading who, doing what and in what environment, the contingency theory (Algahtany & Bardai 2019:57-81).

6.3 Conclusion

This study evaluated the impact of transformational leadership in the successful execution of construction projects. The study concludes that transformational leadership style play a vital roles in managing such projects effectively. While transformational leadership, with its focus on empowerment, motivation, and encouragement, is generally favored for its ability to foster a positive working environment and individual responsibility, the realities of construction projects often demand transactional approaches. This includes setting clear targets, monitoring tasks closely, and emphasizing task completion within the constraints of time, which came out as part of the results in the study.

The findings highlight that many practitioners appreciate transformational leadership for its ability to inspire and motivate employees, especially when there is less need for close supervision, as theory Y suggests. However, the nature of construction projects, with their strict timelines and budgetary concerns, often requires a transactional approach where specific tasks are pre-determined, and performance is closely monitored to avoid cost overruns and delays.

6.4 Recommendations

- Based on the findings of the study, the following recommendations were made:

- Organizations should analyse the impact of trade-specific training programs on performance and organizational goals. Understanding how different specializations are taught and how this knowledge translates into effective project execution will provide insights for enhancing workforce development.

- For workers who lack specific skills, close supervision may still be necessary. Transactional leadership, with its structured approach, may be ideal for guiding these workers. Supervisors should be trained to adjust their leadership style based on the task, the individual's skill level, and organizational needs, aligning with the contingency theory of leadership.

- Leaders and supervisors should be trained in contingency leadership, adapting their management style according to the specific project environment, individual worker capabilities, and organizational goals. This flexibility will enhance both worker satisfaction and project outcomes.

- Construction managers should aim for a balanced leadership approach, blending transformational and transactional styles depending on the project phase and workforce. For example, transactional leadership may be more effective in task-critical phases, while transformational leadership can motivate and engage employees in less critical phases.

- Construction companies should invest in ongoing leadership development programs to equip managers with the necessary skills to apply both leadership styles effectively. This ensures that leaders can adjust their approach as project conditions and worker needs change.

- Companies should periodically assess their leadership training programs to ensure they effectively prepare managers to employ both transformational and transactional leadership styles. Evaluating the outcomes of these programs in terms of project success and employee satisfaction will help improve training content.

- It is recommended that companies explore the potential benefits of giving skilled workers more autonomy by minimizing supervision and adopting a transformational leadership style. This may lead to improved job satisfaction and performance in specialized roles where workers already possess the required expertise.

- Companies should conduct regular audits to assess how well leadership styles are aligning with project goals, worker productivity, and overall organizational objectives. These audits will help fine-tune leadership approaches in ongoing and future projects.

- In dynamic construction environments where project scope, timelines, and resources may change, managers should be encouraged to remain flexible in their leadership approaches. Emphasizing leadership adaptability in response to project changes will improve the likelihood of successful project execution.

- Future studies should focus on specific skills, such as technicians or other specialized units, to better understand their unique experiences and leadership needs within construction projects. This will help tailor leadership styles to different technical roles.

- Future studies should also ensure that populations are stratified by qualification levels, with equal numbers from different qualification groups studied separately. This approach will provide more accurate insights into how leadership styles affect workers with varying levels of education and expertise.

- Future research should stratify respondents by years of experience in the construction industry. This will allow a comparison of the effectiveness of different leadership styles across varying levels of experience and potentially reveal how leadership needs evolve with experience.

6.5 Chapter Summary

There are many interesting aspects of the research that overlap in terms of acceptable styles. It is safe to say that the study was primarily meant to establish the acceptability of transformational leadership as a one-size-fits-all situation. Whilst there are numerous areas that overlap, there are significant aspects where transactional leadership stood out as the preferred mode of management. The nature of construction is that, as a project, it is limited by time, budget and quality, suggesting close management supervision of team performance to adhere to the requirements per the project charter. This may likely promote extrinsic motivation, which will be based on task performance to be rewarded for allowing the team to meet the objectives determined by the iron triangle or the triple constraints. That, on its own, is transactional and works on other people and certain tasks if they are to be completed in time.

On the other hand, as human beings with specific feelings and expectations, there is the need for relationship building (transformational), which, though it may be intrinsically motivated, may be necessary. The general feeling from the research is that the style will be acceptable in certain situations and by certain people and that it is not universal. The major determinants of the response will depend on the task, the individual performing the task, their skill levels and the understanding of the leader. Much emotional, social, and cultural intelligence needs to be used, and its effectiveness depends on all the factors listed above.

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Appendix

Appendix A Questionnaire

section A

Question1

What is your position in the organisation?

	number of managers	percentage
HR Manager	22	22
HOD	18	18
Administration	38	38
Other	22	22

Question 3

How long have you been a manager?

	number of managers	percentage
0-5 years	44	44
6-10years	30	30
11-15years	18	18
16-more years	8	8

Question 4 50

Have you been through management training?

	number of managers	percentage
No	9	18
Sometimes	13	26
Fairly regularly	16	32

Always	12	24

Question 5

What is your highest education qualification?

	number of managers	percentage
Below Matric	0	0
Matric only	12	12
Matric + technical	4	4
Diploma	24	24
Degree	60	60

Question 6

How many people are under you as a manager?

	number of managers	percentage
0-5 people	18	18
6-10 people	32	32
11-15 people	16	16
16-20 people	18	18
21-30 people	12	12
31-50 people	4	4

Question 7

What skills do people who report to you have?

	number of managers	percentage
No specific skill	18	36
Technical skill	22	44
Mathematical skill	7	14

Other	3	6

Question 8

What industry are you involved in?

	number of manager	percentage
Engineering	9	18
Manufacturing	2	4
Distribution	8	16
Other	31	62

Is there any positive information you may want to say about the system of management in your organisation?

	number of manager	percentage
No	18	18
Sometimes	28	28
Fairly regularly	32	32
Always	22	44

We come to work, and there is no time for a relationship

	number of manager	percentage
No	18	18
Sometimes	28	28
Fairly regularly	32	32
Always	22	44

SECTION B

Question/comment	Strongly disagree	Disagree	Indifferent	Agree	Strongly Agree	Total
A leader who allows innovation does not micromanage	10	30	20	26	14	100

Everyone has a task to be performed that needs to be done first	0	16	45	26	13	100
A good worker knows how to separate work from personal life	0	6	22	46	26	100
Workers are generally lazy and must be given tasks to accomplish	14	32	18	32	4	100
Good listening inspires the free sharing of thoughts	2	6	12	62	18	100
A good manager sets out clearly defined tasks for the employees	2	4	12	46	36	100
A good leader has traits others love to emulate	4	18	16	46	16	100
You cannot leave the employees to work alone less them mess up	16	38	26	16	4	100
A good leader combines innovation and target-setting	0	22	30	28	20	100
Workers work well if they have their targets set by themselves	2	26	32	30	10	100
A good leader allows autonomy to shape new ideas	2	20	26	40	12	100
Caring for team issues motivates members to perform	2	12	26	40	20	100
Sharing with workers' problems will allow for loyalty to you	2	14	38	36	10	100
An employee left to work alone is empowered and performs well.	0	8	14	54	24	100
Employees who solve problems are more accountable and reliable.	2	0	6	60	32	100
Discuss issues in detail with employees and leave them to work.	0	2	12	52	34	100
A well-informed employee finds better ways of solving problems easily.	0	0	10	54	36	100
Empowering employees to think is like giving them ownership	2	10	12	44	32	100
Employees will protect a business where they think they belong.	0	2	8	56	34	100

SECTION C

2. What problems do you encounter with employees

3. Advantages of allowing employees to work without close supervision.

4. The important leader personality traits / behavioural tendencies that you think motivate team members to perform