Influence of Intellectual Stimulation and Conflict Resolution on Project Implementation: A case of Constituency Development Fund Construction Projects in Public Secondary Schools in Kisumu County, Kenya

Janet Wagude [1], *Ann Ndiritu* [1]

[1] School of Continuing Studies and Distance Education of the University of Nairobi
P.o Box 30197-00100 Nairobi, Kenya

Abstract

Intellectual stimulation is one of the manifestations of transformational leadership. Intellectual stimulation is the aspect of leadership where the leader encourages teams' ingenuity, creativity and innovative thinking, urging them to keenly question the status quo in order to make discoveries. The purpose of this study was to explore the Influence of intellectual stimulation and conflict resolution on projects implementation. The objective was to determine the Influence of intellectual stimulation and conflict resolution on projects implementation. The study used Expost facto design. Multifactor leadership Questionnaire, Thomas Kilman Instruments, Interview, and documentary analysis were used as tools for data collection. The probability sampling used was stratified and simple random sampling technique. Data was analyzed both quantitatively and qualitatively. Multiple linear regression analysis was used as tool of analysis to test for significance in the hypothesis. One hypothesis was formulated and subsequently tested in the study in order to establish the influence of conflict resolution thereof, in hypothesis H_1,(H_0: The strength of the relationship between intellectual stimulation and implementation of CDF construction projects does not depend on conflict resolution.), it was concluded that the strength of the relationship between intellectual stimulation and implementation of CDF construction projects depends on conflict resolution(P=0.001<P=0.05),using multiple linear regression analysis the following results were obtained- F value of 7.788,d.f (2,59) and (P-value 0.00<P= 0.05) significance level which was statistically significant. It was therefore concluded that there is a regression relationship between intellectual stimulation with conflict resolution and implementation of CDF projects. It is therefore recommended that accredited MLQ coaching is desirable, coaching from the systems' psychodynamic stance could equip the leader in terms of awareness of diversity dynamics and conflict management.

Keywords: **Intellectual stimulation, conflict resolution, projects implementation, constituency development fund and Transformational leadership.**

1. Introduction

Intellectual stimulation is an aspect of transformational leadership where the leader encourages teams' ingenuity, creativity and innovative thinking, urging them to keenly question the status quo in order to make discoveries, and inspirational motivation, clearly communicates the organizational goals and visions subsequently motivating and inspiring the team to ensure its full realization potential (Kouzes & Posner, 2002) .
Thite and Simmons (2012) looking on an empirical examination of project leadership style in educational project in Australia environment showed that more successful managers exhibit significantly more of transformational leadership characteristics. Similarly, Wei-Chuo (2013) study on the Impacts of Leadership, Member Satisfaction, and Teamwork Quality on project success in ERP implementation context in Taiwan, concluded that four dimensions of transformational leadership style, charisma and intellectual stimulation dimension were confirmed to be more important especially in ERP implementation context, using role model, individual analysis creativity and stimulating the team members.

Likewise, Lisa (2012) while looking at factors that influence critical chain project management implementation success in Yugoslavia observed that the presence of factors is differentiated between high-success and low-success experiences for multi-project and single-project CCPM implementations especially when there is team orientation. While, Salem *et al.* (2012) writing on Project implementation success and leadership practices in the context of educational-linked projects (ELCs), focusing on Project Managers (PMs), Project Team Members (PTMs) in Malaysia, concluded that PIP (Project implementation profile) be used on a regular basis as a monitor of these ten key behavioral factors. However, all these studies looked at leadership in

general unlike this study that is addressing the aspect of intellectual stimulation on Implementation of CDF construction projects in a school set-up.

Although, Achimba (2007) addressed determinants of successful project implementation in Niger showed that environmental factors are more critical to the success of project Implementation than skills portfolio team, the study did not factor in the aspect of principal's intellectual stimulationon Implementation of projects in a school set up.

While Ndiritu (2012) explored the relationship between transformational leadership characteristics of secondary school principals' and students' academic performance in Kenya Certificate of Secondary Education (KCSE), however the study did not use multifactor leadership questionnaire nor did it look at conflict resolution strategies as a moderating influence of transformational leadership and project Implementation.

Likewise, Omange (2010) looked at Factors influencing implementation of CDF projects in Lari constituency Kenya and concluded that governance, project identification, monitoring and evaluation and expert input have significant influence on implementation of CDF funded projects, he did not however look at it from school point of view nor addressed the leadership factor. Similarly, Ndege (2013) focused on Influence of CDF projects on implementation of educational programmes in Kisii, Kenya. Likewise, Awino (2010) examined factors that influence effectiveness of CDF projects implementation in Karachuonyo. However all these studies never looked at the aspect of intellectual stimulation on Implementation of CDF construction projects in public secondary schools.

Intellectual stimulation is a characteristic of transformational leader who develop competent followers, stimulate creative thinking to generate innovative ideas, and teach how to think about a variety of things with a new alternative. Bass (2006) study on Intellectual stimulation and approaches to project in USA found out that intellectual stimulation works to encourage thoughtful problem solving through careful contemplation and, as a component of transformational leadership, it helps foster intrinsic motivation in successful project Implementation (Bass & Riggio, 2006). Fau ji *et al.* (2013) whose purpose was to determine whether intellectual stimulation can influence innovation which is mediated by knowledge sharing concluded that Intellectual stimulation as one dimension of transformational leadership has a positive and significant impact on experiential sharing and explicit knowledge sharing. Shieh *et al*. (2001) found that intellectual stimulation trait of transformational leadership styles significantly predicted project success using creativity and stimulation of the effort of follower. Although the context of Shieh *et al*.'s research was not in Educational project implementation team, it's believed that Educational project team needs an intellectually stimulating leader who can encourage team members solving problems more efficiently and stimulate permanent change using the variables of stimulation of the effort of followers, creativity, stimulate change, and stimulation of permanent reexamination .

Conflict in projects is often avoided and suppressed because we fear its negative consequences, and seek to preserve consistently, stability, and harmony within the organizations (Diekmann & Van Nelson, 2009). Watts and Scriverer (2007) as cited in Weddikkwa (2009) carried out an analysis and comparative study of sources of disputes from judgement in building disputes from the courts of Australia and UK and found accommodating conflict management style to be more effective than others in attaining integration of the activities of different subsystems of the project. Semple et al. (2002; 2008) suggested that project managers are better able to negotiate and effectively handle their conflicts with transformational leaders. Semple et al., (2008) further add that employment of the accommodating style within the project context encourages communication, information sharing, and problems solving since accommodating style involves high concern for self as well as for others. Diekmann and Nelson (2009) and Semple (2008), underlined major sources of construction conflicts to be a combination of design errors and scope increases of work. The study therefore attempts to examine Influence of conflict resolution strategies on the relationship between transformational leadership and Implementation of projects by exploring what role conflict resolution strategies processes may play in a transformational leadership Implementation of CDF construction projects.

The prime objective of a client in a construction project is to attain a successful project, a project that has been properly planned, designed, and constructed in accordance with plans and specifications, and completed within the time and cost originally anticipated by both the owner and the Implementers (Rwelamila, 1996; Harmon, 2003). In Kisumu county, most CDF projects are rarely implemented within the scheduled time, budget and desired quality (NTA 2012/2013). A pilot survey of 15 public construction projects in Kisumu done in 2012 and

2013 revealed that all projects studied were behind their respective schedules, construction costs had surpassed their original budgets, and clients expressed dissatisfaction of the quality of work attained. Some of the causes cited were, leadership style of the project managers to conform to specifications during implementation of the projects, delays caused by parties to complete their assignments, and increase in cost of project inputs beyond the anticipated levels.

2. Purpose of the study

The purpose of this study was to determine the influence of transformational leadership and conflict resolution strategies on project Implementation. A case of CDF construction projects in public secondary schools in Kisumu County, Kenya

3. Objectives of the study

To determine how intellectual stimulation influences Implementation of CDF construction projects in Public secondary schools in Kisumu County.

4. Research Hypotheses

Ho: The strength of the relationship between intellectual stimulation and implementation of projects does not depend on conflict resolution strategies.

5. Literature Review

This chapter presents a review of empirical literature on Intellectual stimulation and conflict resolution with specific interest on its effect on project implementation, taking a case of CDF construction projects in public secondary schools in Kisumu County, Kenya. The empirical studies were reviewed inline with the study objective and then conceptualized into a framework.

5.1 Empirical literature rewiew

5.1.1 Intellectual stimulation, Conflict resolution and Project Implementatation

Intellectual stimulation is a characteristic of transformational leaders who develop competence followers, stimulate creative thinking to generate innovative ideas, and teach how to think about a variety of things with a new alternative. Through intellectual stimulation, followers are challenged to find new ways in doing their job. The followers are challenged with the question, whether they are in line with the goals of the organization in general. Intellectual stimulation will increase the ability of subordinates to understand and solve the problems, through provoking and imaginative exercise, including changes in values and beliefs.

Bass (2006) examined Intellectual stimulation and approaches to projects in USA, using expost facto design found out that intellectual stimulation works to encourage thoughtful problem solving through careful contemplation and, as a component of transformational leadership, it helps foster intrinsic motivation in project Implementation Bass & Riggio, (2006). Fau ji *et al.*, (2013) whose purpose was to determine whether intellectual stimulation can influence innovation which is mediated by knowledge sharing, and whether innovation can improve implementation of project using a model tested on the 56 owners of small and medium enterprises (SMEs) in Tegal, Indonesia. Utilizing purposive sampling technique, and software analysis techniques PLS (Partial Least Square) were used in this research. The final results indicated that there are positive effects on intellectual stimulation, experiential sharing and explicit knowledge sharing; explicit knowledge sharing had a positive effect on product innovation and product innovation had a positive effect on project success. While experiential sharing had a positive effect on product innovation, it was not significant, so the hypothesis was rejected. The study concluded that Intellectual stimulation as one dimension of transformational leadership has a positive and significant impact on experiential sharing and explicit knowledge sharing. Results of this study support previous research conducted by Coad and Berry, (2008), Chen and Barnes, (2007) however they did not address the aspect of stimulate the effort of follower, creativity, stimulate change, and stimulate permanent reexamination.

These findings support previous research conducted by Sadigoklu & Zehir, (2010), Kostopoulos *et al.*, (2011) and Murat and Baki (2011). These studies had important managerial implications on the psychological barriers that prevent employees sharing knowledge and experience can be enhanced through intellectual stimulation of transformational leaders, in this case the leader to be a role model that can be emulated. Likewise, Shieh et al. (2009) found that intellectual stimulation trait of transformational leadership style significantly predicted project Implementation. Although the context of Shieh et al.'s research was not in Educational project implementation team, it's believed that Educational project team needs an intellectually stimulating leader who can encourage team members solving towards implementation of projects.

Ayub (2013) conducted a study on perception of intellectual stimulation, creative innovation among Educational project managers in Pakistan working in tertiary level colleges that was qualitative in nature, this study was conducted in two public sector tertiary colleges of Lahore. Data was collected using observation and in-depth interviews. Open ended questionnaire used was developed on the lines of multifactor Leadership Questionnaire . One main domain of Intellectual stimulation and its variables were developed and emergence of different themes was noted. The results revealed that, in the domain of Intellectual stimulation all the participants of the study showed positive themes for the variable of creativity. Seven of the project managers showed positive themes for the variable of innovation, where as three project managers showed negative responses. It was concluded that managers with management qualification had better concept about the key ideas of Intellectual stimulation, creativity and innovation; as compared to those who were working at these managerial posts on the basis of their long term experience only. Female project managers were stronger in building their team members on a broader horizon as a wholesome personality and not just taking the daily routine work, however the variables of stimulating permanent reexamination and stimulate the effort of followers were not examined. Intellectual stimulation works to encourage thoughtful problem solving through careful contemplation Bass (2006) and, as a component of transformational leadership, it helps foster intrinsic motivation in project Implementation (Bass & Riggio, 2006).

However, Stamatia (2007) revealed that when project managers influence team members' intrinsic motivation through the use of intellectually stimulating behaviors, team members' perceptions of their project intellectual stimulation (using an interactive style, challenging team members, and encouraging independent thought) will be positively associated with intrinsic motivation. Moreover, although several researchers have documented the relationship between intrinsic motivation and approaches to project Implementation, of interest to this study is the way that conflict strategies mediate the relationship between intellectual stimulation and project (Bolkan et al, 2009). While addressing on intellectual stimulation Shin & Zhou (2008) , suggest that the impact of transformational leadership on intrinsic motivation leads to positive project outcomes including task performance, organizational citizenship behaviors (piccolo & Colquitt, 2006), and follower creativity (Shin & Zhou, 2008).

A recent study conducted by (Nwankwere, 2010) on effects of transformational leadership style on educational project Implementation in Neger delta stated that intellectual stimulation provokes followers to think new methods and means in an innovative ways by getting them involved in the process of decision-making as well as problem solving that has impact on their social, economic, environmental and political wellbeing. Intellectual simulation had a statistically significant positive correlation with effectiveness and satisfaction in the quantitative study, according to this study encouraging and expecting followers to challenge their own old ways of doing things were key ingredients that help to keep on changing (Nwankwere, 2010). However, there is no empirical evidence that intellectual stimulation dimensions of stimulating the effort of follower, creativity, stimulate change, and stimulate permanent reexamination has been specifically linked to successful project implementation modulated with conflict resolution strategies.

Conflict in projects is often avoided and suppressed because we fear its negative consequences, and seek to preserve consistently, stability, and harmony within the organizations (Diekmann & Van Nelson, 2009). Although achieving higher levels of project performance is widely researched in transformational leadership literature (Avolio and Yammarino, 2002, Bass, 1985, 1990), previous conceptualizations have not linked transformational leadership with conflict resolution on Implementation of CDF construction projects. Watts and Scriverer (2007) as cited in Weddikkwa (2009), carried out an analysis and comparative study of sources of disputes from judgment in building disputes from the courts of Australia and UK and found accommodating conflict management style to be more effective than others in attaining integration of the activities of different subsystems of the project. Semple *et al.* (2002, 2008), suggest that team members are better able to negotiate and effectively handle their conflicts with transformational leaders. (Semple *et al.*, 2008) further adds that employment of the accommodating style within the project context encourages communication, information sharing, and problems solving since accommodating style involves high concern for self as well as for others.

Diekmann and Nelson (2009), Semple (2008), underlined major sources of construction conflicts to be a combination of design errors and scope increases of work. Thamhain and Wilemon as cited in Cheung and Chuah (2009) categorized causes of conflict over the life cycle of a project into seven major sources namely, project priorities, administrative procedures, technical opinions and

performance trade-offs, manpower resources, cost, schedules and personality. Additionally Colin et al, (2009) did a study on project managers *laisser faire* leadership is synonymous with unsuccessful conflict management styles .He observed that conflict is a struggle over values and claims to scarce status, power and resources in which the aims of the opponents are to neutralize, injure or eliminate the rivals.

Kezsborn (2010) researched on conflict in project climate. A synopsis of its nature causes effects and management approaches. They adopted a descriptive research design, used a questionnaire to collect data from seven hundred and sixty (760) projects. The result revealed that project manager – team member conflict was the main form of conflict confronting project managers and that compromising conflict handling style was the major approach that project managers employ to resolve conflict.

Ntiyakunze (2011) looked at Conflicts in building projects in Tanzania, Analysis of causes and management approaches. Using expost-facto design, literature review, Interviews and questionnaire findings revealed that factors causing conflict were in several forms. The study confirmed that contractual incompleteness, adjustments and opportunistic behavior of some project participants are root causes of conflicts in building projects in Tanzania. Similarly, Grontons (2012) did a study on project managers; laissez faire leadership is synonymous with conflict management styles. The study adopted descriptive survey, multi-factor leadership questionnaire to collect data, Pearson product moment correlation was used for data analysis. The results revealed a significant positive relationship of project managers' laissez fair leadership style and avoidance conflict resolution style; it also showed that successful project managers use transformational leadership style.

A study on causes of conflicts and disputes in the Hong Kong construction industry carried out by Yates and Hardcastle (2008), revealed a dramatic increase in conflicts and disputes in construction industries of many countries. It was found that, conflicts and disputes led to high attendant costs both in terms of direct and indirect costs (Yates and Hardcastel, 2008). The direct costs found include the costs for lawyers, claims consultants, management time and delays in project completion, while the indirect or consequential costs include degeneration of working relationships, mistrust between participants, lack of teamwork and resultant poor standards of workmanship, the factors which undermine project success.

A number of authors such as Langford (2009), Walker (2009), Fenn et al. (2009), Ambrose and Tucker (2010), Loosemore *et al*,(2011) , Ankrah and Langford (2009) contend that, in a project environment, conflict is an inevitable by product of the organizational activities. Langford *et al.*, (2009) affirm this to be caused by the fact that each participant in a project has individual aims that could be in conflict with the aims of the project they are working on. Walker (2009) echoed this by noting that, in a construction project, participants tend to develop multiple objectives, which could be in conflict with the objectives of the project. Ambrose and Tucker (2008) argue that the temporary nature of construction projects and their multi-organizational structure make them prone to conflicts. These contentions amount to the assertion that in a project environment there is a need to acknowledge and plan ahead for conflicts and any subsequent changes arising and to control them. However, planning and control of conflicts in projects demand a comprehensive understanding of conflicts and their causes. This is important in order to setup strategies and mechanisms for their management and prevention in a timely and cost effective manner if the project is to be successful.

In a similar vein Gardine (2009) addressing conflict analysis in construction project management, using theory of conflict in 19 construction projects, semi structured interviews pointed to the existence of potentially damaging conflict embedded in all construction projects. A questionnaire based qualitative survey among independent organizations showed a positive response to the recommendations made.

In particular Walker (2010) collected data from 287 project managers during a national's series of seminar and concluded that the intensity of conflicts was relatively substantial over the entire project life cycle. His work strongly reflects an earlier study of conflict by Thamhain and will (2009) adopting the same breakdown of project stages and addressing the same issue of conflict. A further study by Baker *et al.,* (2010) into the characteristics of effective and ineffective project managers, revealed that some project managers relied heavily on the ineffective combination of competitive and avoidance approaches.

A further study involving the engineering group of a large utility in western Canada was carried out by Baker *et al.,* (2011). This study was questionnaire driven; it focused on the approach of effective and ineffective project managers. It was distilled from 135 projects engineers with experience in a matrix

style project organization overlain on a predominantly functional organization. The researchers examined four conflict handling styles, co-operative, conforming, competitive, avoidance similar to those suggested by Blake and Mouton (2011) and Rahim (2008). Using this conceptualization, the damaging effects of conflict are much more likely to occur when a project manager adopts a competitive style of trying to win conflict, and the construction effects will predominate when the project manager establish a win-win atmosphere by confirmimg the completeness of team members (Baker *et al.*, 2011).

Nonetheless, Bresmen and Haslan (2010) contend that, some conflicts may be meaningful and may produce beneficial results to the project while, Loosemore *et al*, (2011) argue that, meaningful or what is termed as functional conflicts give a doorway of opportunities to organizational learning and creativity. Therefore, such functional conflicts should be permitted to continue as long as project constraints are not violated and beneficial results are being received. However, conflicts that have negative effect to the project, the dysfunctional conflicts should be managed effectively to enhance project Implementation.

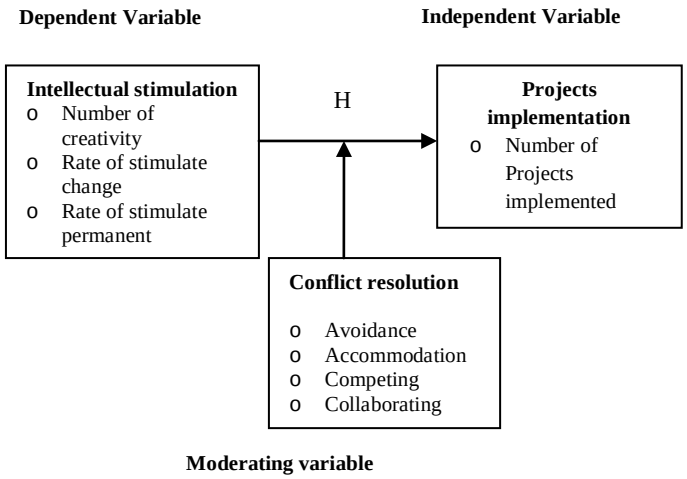

Figure 1. Conceptual framework on influence of Intellectual stimulation and conflict resolution on projects Implementation

6. Research Design

The research design for this study was ex-post facto design. The target population was 217 Principals of public secondary schools. The study applied both probability and non probability sampling procedures. The data collection instruments were multifactor leadership questionnaire, Thomas Kilman instrument, interview and documentary analysis. Data was analysed both qualitatively and quantitatively. Multi-linear Regression analysis was used to analyse quantitative data while qualitative data was measured thematically, by classifying the responses into broad categories.

6.1 Data Processing and Analysis

Multiple regression models was used to establish the combined moderating influence of conflict resolution on the relationship of intellectual stimulation and implementation of CDF projects. Based on Davis (2008) it was developed into multiple population regression model as follows:

$$Y=\beta_{0+}\beta_1 X_{1+}\beta_2 X_{2+}\varepsilon_i$$

Implementation of CDF construction projects = f (Intellectual stimulation leadership, conflict resolution) therefore in this objective, multiple linear regression was performed to determine the linear combination of intellectual stimulations, conflict resolution and implementation of CDF projects.

Where

Y= implementation of CDF Projects

$X_{1=}$ Intellectual stimulation

$X_{2=}$ Conflict resolution (represented by self scoring in the model)

$\beta_{0=}$ Populations regression constant

β_1 and $\beta_{2=}$ coefficients of interllectual stimulation and conflict resolution respectively.

7. Research Findings

The analysis was based on all the questionnaires that were issued to the respondents and returned on time. As a result, the findings were generated from 61 questionnaires out of 64 which were issued. It was reported that all the questionnaires returned were correctly filled hence were used in conducting data analysis of the study. This accounted for 95% response rate based on the sample size.

7.2 Effect of Intellectual Stimulation and Conflict Resolution on Project Implementation.

The research sought to determine the effect of intellectual simulation and conflict resolution on project implementation. The findings were summarised and presented in the tables below.

Table 1.: Model Summary of project Implementation on transformational leadership and conflict resolution .

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457[a]	.209	.182	.795

a. Predictors: transformational leadership &conflict resolution
b. Dependent variable:project implementation

Table 2: ANOVA of project Implementation on transformational leadership and conflict resolution

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.687	2	4.844	7.660	.001[a]
	Residual	36.673	59	.632		
	Total	46.361	61			

a. Predictors.transformational leadership &conflict resolution
b. Dependent Variable: projects implantation

Table 3: Coefficients[a] of project Implementation on transformational leadership and conflict resolution

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.287	.409		5.585	.000
	intellectual stimulation	-.517	.161	-.378	-3.218	.002
	self scoring	.525	.205	.301	2.565	.013

a. predictor: transformational leadership & conflict resolution
Dependent Variable: projects Implementation

The first regression output table, (Table 1.), provides information about the quantity of variance that is explained by the predictor variables (independent variables). The first statistic, R, is the multiple correlation coefficient between the predictor variables and the dependent variable (implementation of CDF projects). In this model, the value is .457, which indicates that there is a moderate deal of variance shared by the combined with conflict resolution on the implementation of CDF projects. The second statistic, R^2 (R-square) measures the proportion of the variation in the dependent variable (implementation of CDF projects) that was explained by variations in the independent variables (transformational leadership styles). For this study, the "R-Square"' tell us that 20.9% of the variation (and not the variance) was explained. The third statistic, the adjusted R Square, measures the proportion of the variance in the dependent variable (Implementation of CDF projects) that was explained by variations in the independent variables. In this this study, the "Adjusted R-Square" shows that 18.2% of the variance was explained.

The second table (Table 2.) in the output is ANOVA table that describes the overall variance accounted for in the model. The F-statistic represents a test of the null hypothesis that the expected values of the regression coefficients are equal to each other and that they equal zero (or whether the R square proportion of variance in the dependent variable accounted by the predictors equals zero). The results of ANOVA suggest that the predictor variable not excluded from the model (intellectual stimulation, compromising and avoiding, (self scoring), could be used to predict the dependent variable (implementation of CDF projects) given F- value of 7.788, d.f (2,59) and P-value 0.001 ($P \leq 0.05$) significance level which is statistically significant.

Finally by substituting the beta values as well as the constant term, in Table 3. the following function was obtained, $\mathbf{Y = 2.28 + .527X_5}$**,** based on the beta values of model 1, it can be concluded that conflict resolution (X_5) contributed 20.9% of the model. From the F value = 7.660. With P value= 0.001 ($P \leq 0.05$) level of significance, it can be concluded that 95% conflict resolution predicted implementation of CDF projects (Y). The R value of the model was 4.57 % implying that although conflict resolution predicted implementation of CDF construction projects at 4.57%, it was very weak predictor of implementation of CDF construction projects on its own. When intellectual stimulation was interacted with conflict resolution, the model obtained was, $Y_j = 2.287 + .527X_5 - 0.517X_3$, implying that intellectual stimulation negatively influenced implementation of CDF construction projects, since conflict resolution moderated intellectual stimulation in the determination of implementation of CDF projects, the null hypothesis was rejected and intellectual stimulation alternative hypothesis accepted and hence concluded that the strength of the relationship between and implementation of CDF construction projects depend on conflict resolution.

8. Conclusion

It can be concluded that there is a regression relationship between predictor variables combined with conflict resolution and implementation of projects. The third table in the standard regression output provides information about the effects of individual predictor variables. The standardized coefficient for conflict resolution (self scoring) is 0.525, which indicates that for each increase of this particular moderator, and transformational leadership style, implementation of CDF projects will increase

by .525. From the regression output table 4.31 the multiple regression linear model is Y= 2.287 -.517 $_{.}X_{1+}$ 0.525 $X_{2.}$

References

[1] Achimba "*Project team communication and cross sectional cooperation in new program development"*. Journal of product innovation development, 7 (200-221)

[2] Ambrose and Tucker (2008): *Conflict Transformation, A Longitudinal Investigation of the Relationships Between Different Types of Intragroup Conflict and the Moderating Role of Conflict Resolution;* Small Group Research Vol.39, No.3, June 2008, 278– 302; Sage Publications.

[3] Ankrah, N.A. and Langford, D.A. (2009), Architects and Contractors: A Comparative Stud y of Organization Cultures, *Construction Management and Economics Journal, 23, 595 – 607*

[4] Avolio & Yammarino (2002) .*Educational research planning, conducting and evaluating quantitative research*

[5] Ayub (2013).*Transformational and transactional leadership and sales person performance.* Journal of Academic and Marketing science. 29 (2) pp. 115-134.

[6] Barker (2010), Construction conflict management and Resolution.London: E & FN Span

. [7] Bass (2006). *Transformational leadership:* Journal of organizational behavior, 21 pp. 14-162Leadership. New York, NY: Harper & Row. Motivation and learning. Communication Education, 39, 323–340.

[8] Bass and Riggio (2006). *Transformational leadership*: Industrial, military, and educational impact. Mahway, NJ: Lawrence Erlbaum Associates.

[9] Bolkan & Goodboy (2009).*Transformational leadership in projects: Fostering team members, and manager credibility.* Journal of Instructional Psychology, 36(4), 296-306. Retrieved March 1, 2010, from proQuest project management Journals

[10] Bresmen, M.J and haslan, C. O. (2010) construction industry clients: A survey *Of their attributes and project management practices,* Construction management and economics journal, 9, 327-342

[11] Chen and Barnes (2007): Conflict management styles in Hong Kong industries: *International Journal of Project Management Vol.17, No.6, 393 – 399.*

[12] Cheung and Chuah (2009).*Factors affecting the success of a construction project,* J. construction Engineer, 130 (1) 229-254.

[13] Coad & Berny (2008). *Critical success factors for different project objectives.* Journal of construction engineering and management, 17 (6) pp 337-342.

[14] Colin and Veen (2009). *An Investigation into the Merits of Encouraging Conflict in the Construction Industry,* Construction Management and Economics Journal, 18, 447 – 456.

[15] Diekmann & Van Nelson (2009). *The Effect of Attitudinal Differences on Interface Conflicts in Large Scale Construction Projects*: A Case Study, Construction Management and Economics Journal, 20, 365 – 377.

[16] Fauji (2013).*"Implementation attitudes"*, a *model and a measurement methodology.* Published by International journal of project management Vol 30, 85-102.

[17] Fenn, P. and Gameson, R. (2009): Construction Conflict Management and Resolution, *1st ed.* E & FN Spon, London.

[18] Grontons (2012). *Contingency Management of Conflict: Analysis of Contract Interfaces in Fenn, P. and Gameson, R., Construction Conflict*: Management and resolution. E & FN Spon, London.

[19] Harmon, Bass, Koh, Steers & Terborg. (2009): Conflict Between Owner and Contractors: Proposed Intervention Process, *Management in Engineering Journal, 19, 121 – 125*

[20] Kezsborn (2010) *Criteria for project success.* An exploratory re-examination. International Journal of Project Management. 17 (4) 243-248

[21] Kostopolours (2011) *Project management.* Achieving project bottom-line success, McGraw Hill, New York

[22] Kouzes and Posner (2002) ,The leadership challenge (3rd ed) . San Francisco, CA. Jossey Bass.

[23] Langford, D.A., Kennedy, P. and Sommerville, J. (2009): *Contingency Management of Conflict: Analysis of Contract Interfaces in Fenn, P. and Gameson, R., Construction Conflict*: *Management and resolution,* E & FN Spon, London

[24] Loosemore, M. (2008): *Crisis Management in Construction Projects,* ASCE Press, American Association of Civil Engineers, 1801 Alexander Bell Drive Rston, Viginia 20191- 4400

[25] Loosemore, M., Nguyen, B.T. and Denis, N. (2011): An Investigation into the Merits of Encouraging Conflict in the Construction Industry, *Construction Management and Economics Journal, 18, 447 – 456.*

[26] Lisa (2012) *Published thesis for masters in project planning.*

[27] Murati & Baker (2011) *How can construction projects be measured for success.* International journal for project management vol. 16 no. 1 spring 2011

[28] Ndege (2013) Influence of CDF projects on implementation of educational programmes.Published thesis university of Nairobi.

[29] Ndiritu (2012) Effect of principals transformational leadership characteristics on

students' academic performance in secondary schools in Nairobi county, published thesis, university of Nairobi.

[30] NTA report, *National Taxpayers, 2012/2013*

[31] Ntiyakunze (2011). *Situation Analysis on the Present Position of the Building Sector in Tanzania*, Unpublished Tanzania SNV report

[32] Omange (2010) *Published thesis for masters in project planning and management*

[33] Piccolo and Culquitt (2006): Project Management a Systems Approach to Planning, Scheduling and Controlling. Eight Edition. John Wiley & Sons, Inc.

[34] Rahim (2008) *Implementing top management plans through project management.*project management handbook, Management and Economics Journal, 20, 365 – 377.

[35] Rwelamila, P.D. (1996): *Quality Management in the Public Construction Process*, (Doctoral Thesis, Cape Town University) Skyttner, L (1996): General systems theory: origin and hallmarks; Kybernetes, Vol.25 No.6, 1996. pp. 16-22.

[36] Sadigoklu & Zehir (2010) *key performance indicators for measuring construction success, benchmarking.* An international journal 11 (2) 203=221

[37] Salemi (2012) *Project management, cost, time and quality; two best guesses and a phenomenon, it's time to accept other success criteria.* International journal of project management

[38] Semple (2008,). *Conflict management styles in Hong Kong industries*. International Journal of Project Management Vol.17, No.6, 393 – 399.

[39] Shin & Zhou (2008). *Measurement of project success.* International journal of project management, 6 (3) 164-70

[40] Stamatia (2007) *Project leaders and performance*. Journal of management, 18 (3) 481-501

[41] Thamhain & Wileman (2009). *Conflicts and Disputes in Construction.* Construction Management and Economics Journal, 15, 513-518.

[42] Thite & Simmon (2012) *Project leadership style.* Project management journal, 56-80

[43] Walker (2009): *Crisis Management in Construction Projects*, ASCE Press, American Association of Civil Engineers, 1801 Alexander Bell Drive Rston, Viginia 20191- 4400.

[44] Walker, A. (2010): *Project Management in Construction, 3rd ed,* London, Blackwell. Science.

[45] Watts & Scriverer (2007). *Dynamic Conflict Management in Large-Scale Design and Construction Projects, Journal of Management in Engineering, April 2007, 52 – 66.*

[46] Weddikkwa, C. (2009).*The impact of Professional Culture on Dispute Resolution in the Building Industries of Australia and Sri-Lanka*: Doctoral Thesis, Murdoch University, Perth, Western Australia.

[47] Weddikkwa (2009). *Variations in critical success factors over the stages in project life cycle.* Journal of management, 14 (1), 5-18

[48] Wei Choo (2013) *Project management*: Achieving project bottom-line success. Project management journal, vol. 33, no. 3

[49] Yates and Hardcastle (2008).Transformational leadership or effective management practices.Group and organization Management, Vol.23, No.3, 220-236