

Moderating Influence of Conflict Resolution on the Relationship Between Transformational Leadership and Implementation of Constituency Development Fund Construction Projects in Public Secondary Schools in Kisumu County, Kenya

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Abstract

Transformational leadership is depicted mainly in four dimensions as idealized behavior, individual consideration, Intellectual stimulation, and inspirational motivation. The study sought to explore whether Conflict Resolutions moderates the relationship between Transformational leadership and implementation of Constituency Development Fund Construction Projects. The objective of the study was to establish the moderating influence of conflict resolution on the relationship between transformational leadership and implementation of CDF construction projects. Expost facto design was adopted in the study. Multifactor Leadership Questionnaire and Thomas Kilman Instruments, were used as tools for data collection. Quantitative data was analyzed descriptively using percentage, frequencies, mean, and standard deviation. Inferential analysis was carried out using correlations as well as regression analysis. The research hypothesis H₀:1: The five predictors of transformational leadership and conflict resolution do not significantly explain the variance in implementation of CDF funded construction projects, was tested at $\alpha = 0.05$ using Pearson correlation coefficient and the finding indicated a P-value $0.00 < 0.05$ which was statistically significant. It was therefore concluded that Conflict resolutions significantly influences the relationship between transformational leadership and implementation of CDF projects. It is therefore recommended that accredited MLQ coaching is desirable. From the regression analysis output, the study found $F(2, 59) = 7.788$ with $p = 0.00$ which imply that the regression model of conflict resolution and transformational leadership would best predict and implementation of CDF projects

Keywords: Leadership, conflict resolution, project management, secondary schools

INTRODUCTION

Background to the study

Transformational Leadership is depicted mainly in four dimensions as idealized behavior, Individual consideration, Intellectual stimulation, and Inspirational motivation (Bass and Avolio, 2006). Thite and Simmons (2012) focusing on research on educational projects in Australia established that managerial success is significantly correlated with determinants of transformational leadership. Likewise, Lisa (2012) looked at factors that influence success in implementation and management of critical chain projects borrowing on a case of projects in Yugoslavia. The Study established that with team orientation in place, the rate of success in implementation for both multi and single CCPM projects is occasioned by the availability or non availability of factors. While, Salem *et,al* (2012) commenting leadership practices and success in project implementation mainly in educational-linked projects with consideration of the views of both Project Managers (PMs) and Project Team Members (PTMs) in the case of Malaysian educational sector, concluded that there is need to adopt PIP (Project implementation profile) regularly to monitor the ten key behavioral factors. Further, while Ndiritu (2012) explored the relationship between transformational leadership characteristics and students' academic performance in Kenya Certificate of Secondary Education (KCSE) with the school principals as the main focus population, the researcher did not use multifactor leadership questionnaire (MLQ) in data collection and failed to consider conflict resolution strategies as amoderating variable in the relationship between transformational leadership and project implementation.

Statement of the problem

The process of project implementation, where inputs are converted into outputs presents an ongoing challenge for project managers.Statistic from the National Tax Association that assessed all CDF projects funded in the financial year (FY) 2012/2013 in 6 constituencies in Kisumu county show that upto 23% of funds awarded in CDF funded projects for the Financial Year 2012/2013 were poorly implemented, 2% were on abandoned projects, 30% were missing and unaccounted for,32% Ghost projects officially allocated funds, but project does not physically exist, 28% missing funds. Total money badly used 17,076,500 23%, total Money wasted 1,150,000 2%, and budget unaccounted for 21,518,563 30%. On the other hand, Diekman, *et al* (2009) noted that Implementation of a construction project is dependent on the approaches adopted by project manager to address emerging conflicts during project implementation. Conflicts, in a project, leads to extreme negative

environment resulting in distrust, while also undermining cooperation among project stakeholders necessary in the proper and efficient management and coordination of resources, time and quality. Further, Diekman, *et al* (2009) noted that conflicts in a project environment cannot be avoided as they are inherent to project activities thus should be acknowledged and adequate planning made for conflict management strategies within the project environment. Consequently, this study sought to establish the moderating influence of conflict resolution on the relationship between transformational leadership and project implementation.

Objective of the study

The study aimed:

To establish the moderating influence of conflict resolution on the relationship between transformational leadership and Implementation of CDF funded construction projects in Public Secondary schools in Kisumu County.

Research Question

The study sought to answer the following question:

What is the moderating influence of conflict resolution on the relationship between transformational leadership and Implementation of Constituency Development fund construction projects in Public Secondary school in Kisumu County .

Research Hypothesis

H₁ The strength of relationship between transformational leadership and implementation of projects depends on conflict resolution .

LITERATURE REVIEW

Transformational leadership tenets is attributed with personal outcomes as established by various researchers (Hatter & Bass, 2008; Barling, Moutinho, & Kelloway, 2008;) of those who subscribe to it and the required project outcomes (Boerner, Eisenbeiss, & Griesser, 2007, Zhu, Chew, & Spangler, 2005, Jorg & Schyns, 2004, Barling, Weber & Kelloway, 2009, Howell & Avolio, 2008, Howell & Minopulus, 2008, Lecher, 2003, Rai & Shin, 2003). Further, research on leadership has established that transformational leadership has significant impact on follower satisfaction (Koh, Steers, & Terborg, 2009).

Focusing on educational environment, Thite & Simmons (2012) investigated leadership style through empirical examination using survey design, multi-factor Leadership Questionnaire (MLQ) by Bass and Avolio (1991) to examine leadership styles and the Project Implementation Profile

(PIP), (Slevin and Pinto, 2008) to examine the contingency factors in Australia, showed that the internal consistency (Cronbach alpha) values for all scales of measurement were significant >0.7 with two-tailed tests also significant for all the scales ($p < 0.05$). These values indicated statistically significant difference in leadership styles, outcomes and contingency in the success of the projects being the difference between more and less successful projects. The study concluded that leadership styles significantly explain the project implementation and that transformational leadership attributes are required in managerial roles especially intellectual stimulation, charisma, idealized influence and individualized consideration.

In similar vein Brigit (2011) in one of the most comprehensive studies on transformational leadership for future leaders used a quasi-experimental design and Bass and Avolio's MLQ to identify critical transformational leadership behavior. In the study, 54 future leaders were compared to 82 leaders, not in the future search program. Independent sample tests and correlation analysis found that future search leaders display more transformational leadership behavior. An additional qualitative anecdotal component, using critical incident interview techniques, added meaning to the results and supported these findings, however the influence of conflict resolution on project implementation was not addressed in the study.

Khosfari *et al.*, (2012) writing on Success measurement model for Construction Projects using a success measurement model found out the level of project success at closing phase. A two stage survey was adopted to include a Delphi questionnaire. It emerged that a practical success measurement model which can be simply applied or partially applied in construction projects be customized in other kind of projects since the model was from performing organization point of view.

Wei-Chuo (2013) investigated the Impacts of Leadership, Member Satisfaction, and Teamwork Quality on project success in ERP implementation context in Taiwan, using hypotheses, structured questionnaire and Multifactor Leadership Questionnaire. The study findings showed charismatic leadership as important attribute of transformational leader, which would result in higher subordinates' satisfaction as in the views of DeGroot *et al.*, (2009). Individual consideration in transformational leaders makes them optimistic Spreitzer and Quinn (2009) and more sensitive to subordinates' needs, provide personal attention to their members Askhanasy and Tse (2008). Research hypothesis tests simple regression, multiple regression, and stepwise regression analysis were used. The study concluded that transformational leadership style positively influences team members' satisfaction in leadership and teamwork quality. Among four aspects of transformational leadership style, charisma and intellectual stimulation dimension were confirmed to be more important especially in ERP implementation context.

Similarly, Lisa (2012) looked at success factors for critical chain project management implementation using descriptive survey and showed that availability and non-availability of factors determine high and low-success experiences for both multi and single-project CCPM implementations in Yugoslavia. Further, the study established that 13 factors have statistically significant variation in median values for low low and high success implementations in multi project CCPM.

Likewise, Salem *et al*, (2012) focused on educational projects in Malaysia by considering the roles of project managers and team members using correlation design in the context of educational-linked projects (ELCs). The study concluded that PIP (Project implementation profile) should be adopted regularly in monitoring of the key behavioral factors.

While Achimba (2007) study on determinants of successful project implementation in Nigeria using field survey design, objective realization instrument (ORB), and the regression tool, results revealed that environmental factors are more critical to the success of project Implementation than skills portfolio team. It is necessary that all the project stakeholders appreciate the need for collective responsibility to ensure success in project implementation with the success also relying on managers' ability to prepare accurate designs as well as ensuring workable estimates of time and cost to minimize on instability and uncertainty during project delivery.

Ndiritu (2012) adopted stratified sampling techniques and Leadership Practices Inventory in a correlational design for data analysis to investigate the relationship transformational leadership and academic performance in a group of secondary school principals. Pearson correlation was used to test the relationship between independent and dependent variable (academic performance), ANOVA to test the effect of selected demographic factors on the relationship and t-test to test the difference in ratings among teachers and among principals as well as differences in relationship among male respondents and female respondents. The study found a positive correlation between inspiring a shared vision, encouraging the heart and challenging the process characteristics on academic performance. However, the study established that although there was a correlation between modeling the way and enabling others to act on students' academic performance was weak and not statistically significant. Although the setting of the study by Ndiritu (2012) was a school, Multi-Factor Leadership Questionnaire was not used for data collection while moderating influence of conflict resolution was also not considered.

Omange (2010) conducted a study to establish the key factors in the implementation of CDF funded projects within Lari constituency in Kenya using descriptive survey design, simple random sampling and questionnaire for data collection. The study concluded that experts, monitoring and

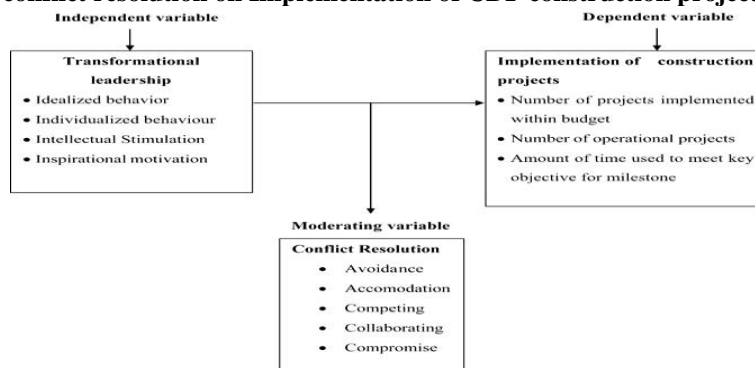
evaluation and project identification significantly influence implementation of CDF funded projects in a combined system to determine successful completion of such projects. Likewise, Ndege (2011) showed that CDF instructional projects significantly influence the implementation of educational programs, however his study was on Influence of CDF projects on implementation of educational programmes in public secondary schools in Kisii, Kenya. Using a survey design, stratified sampling technique, simple random sampling, purposive sampling, questionnaire, interview schedule, peer review through expert judgment, the study recommended that extra-curriculum projects should be funded adequately to nurture the talents of the youth during implementation of educational programs in public secondary schools.

Similarly, Awino (2010) focusing on Factors that influence effectiveness of CDF projects implementation in Karachuonyo using survey design, document analysis and questionnaires for data collection, revealed that the correlation between the project budgeting and dependent variables - project cost, project implementation time, project implementation status and compliance with specifications were statistically significant at 0.05 level of significance. The study recommended that there should be adequate budget allocation, prompt disbursement, clear selection, allocation criteria and involvement of all the stakeholders in all the stages of CDF project cycle for effective implementation of the projects. From the above reviewed studies, it emerged that none of the research work has considered the moderating influence of conflict resolution on the relationship between transformational leadership dimensions and project implementation especially for CDF funded projects.

Theoretical Framework

The study was anchored on transformational leadership theory, contingency theory, and the systems theory.

Figure 1: Conceptual framework on influence of transformational leadership and conflict resolution on Implementation of CDF construction projects.



RESEARCH METHDOLOGY

The research design for this study was Ex-post facto design. The target population was 2,540. The probability sampling used was stratified and simple random sampling technique. The data collection instruments were multifactor leadership questionnaire and Thomas Kilman instrument. Inferential statistics was used to analyze data from the likert scale. H₁ which tested the combined relationship of four independent variables and moderating variable on the dependent variable, was analyzed using Multi-linear Regression analysis.

Hypothesis 1: There is a significant moderating influence of conflict resolution strategies on the relationship between transformational leadership and implementation of CDF construction projects in Public Secondary school in Kisumu County. Implementation of CDF construction projects = *f* (principal’s transformational leadership, conflict resolution strategies, random error)

$$Y_j = \beta_0 + \beta_1 X_1 + \beta_{m1} X_{mi} + \beta_2 X_2 + \beta_{m2} X_{m2} + \beta_3 X_3 + \beta_{m3} X_{m3} + \beta_4 X_4 + \beta_{m4} X_{m4} + \beta_5 X_5 + \beta_{m5} X_{m5} + \epsilon_i$$

Findings

Hypothesis H₀:1: The five predictors of transformational leadership and conflict resolution do not significantly explain the variance in implementation of CDF funded construction projects.

The model summary from regression output is presented in Table 1.

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

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
2	.457 ^b	.209	.182	.795

a. Predictors: transformational leadership & conflict resolution

b. Dependent Variable: projects implementation

From the regression output table (model summary), the R value is .457, which indicates that there is a moderate deal of variance shared by the transformational leadership styles combined with conflict resolution on the implementation of CDF construction projects. The second statistic, R² (R-square) measures the proportion of the variation in the dependent variable (implementation of CDF construction projects) that was explained by variations in the independent variables (transformational leadership). In this example, The R² implied that 20.9% of the variation (and not the variance) was explained. The third statistic is the adjusted R Square, which measures the proportion of the variance in the dependent variable (Implementation of CDF construction projects) that was explained by variations in the independent variables. In this finding, the “Adjusted R-Square” shows that 18.2% of the variance in the implementation of CDF construction projects was explained

by the variation in transformational leadership styles combined with conflict resolution .

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

Model		Sum of Squares	Df	Mean Square	F	Sig.
2	Regression	9.687	2	4.844	7.788	.001 ^b
	Residual	36.673	59	.622		
	Total	46.361	61			

a. Predictors: transformational & conflict resolution

b. Dependent Variable: projects implementation

From the ANOVA output the F- value of 7.788, d.f (2, 58) and P-value 0.001 ($P \leq 0.05$) significance level which is statistically significant indicate that the regression model of transformational leadership and conflict resolution best predict implementation of CDF construction projects.

Table 3 Coefficients^a of CDF project Implementation on transformational leadership and conflict resolution on CDF project Implementation

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

predictor: transformational leadership & conflict resolution
 Dependent Variable: projects implementation

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, implementation of CDF construction projects will increase by .525. From the regression output Table 1.4 the multiple regression linear model is $Y = 2.287 - .517 X_1 + 0.525 X_2$.

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 however he did not address the aspect of avoiding style. 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.

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